UNIJERPS
Unizik Journal of Educational Research and Policy Studies VOL.22 (1);
July-December, 2026 https://unijerps.org
2023 Impact Factor: **6.834;** 2022 ***Impact Factor***: 5.156; ***2021 Impact Factor: 5.641;***
2020 Impact Factor: 5.355. *Indexing and Impact Factor URL: http://sjifactor.com/passport.php?id=21363*

ADMINISTRATORS' SUPERVISORY PRACTICES AND TEACHERS' JOB PERFORMANCE IN SECONDARY SCHOOLS IN DELTA STATE, NIGERIA

Bright Irene Ewere
Department of Educational Foundations, Faculty of education,
University of Delta, Agbor, Delta State
irene.bright@unidel.edu.ng

ABSTRACT

The study examined the administrators' supervisory practices and teachers' job performance in secondary schools in Delta State, Nigeria. In the study, two research questions were provided answers for. The study adopted a descriptive survey research design while a sample of 485 principals of public secondary schools in Delta State was selected through a purposive sampling technique. A structured questionnaire, 'administrators' supervisory practices and teachers' job performance questionnaire' (ASPTJPQ)' was used for the data collection. The data obtained were subjected to test of internal consistency using Cronbach Alpha, and the cumulative reliability index was 0.83, and considered suitable for the study. For the data collection, the instrument was administered and retrieved from principals during the State's dedication capacity building event for all principals in the State. Mean rating was used for analysing the research questions the data. The study revealed that to a high extent, administrators' supervisory practices influence teachers' job performance in the State. It was also found that various challenges limit the extent to which administrator supervisory practices influence teachers' job performance. It was concluded that it is essential to address both the strengthening of supervisory practices and the mitigation of existing challenges to maximize teachers' performance and improve overall educational outcomes. The study recommended that educational stakeholders should develop clear policies and provide adequate resources to reduce the systemic challenges affecting supervision, including but re not limited to: administrative burdens on supervisors, and resistance to supervision.

Keywords: Administrators, Supervisory Practices, Teachers, Job Performance, Secondary Schools.

Introduction

Education plays a critical role in national development by equipping individuals with the necessary knowledge and skills for economic and social advancement. In Nigeria, secondary education is a crucial phase where students acquire foundational competencies for higher education or vocational pursuits. It is understandable that the effectiveness of the secondary education system largely depends on the job performance of teachers, which is influenced by the supervisory practices of school administrators. This was supported

by Okendu (2012) who asserted that effective supervision enhances teaching quality, motivates teachers, and ensures the implementation of educational policies. It is common understanding that if drafted educational policies are well implemented, the goals of such policy framework become realistic. But, in all of this, the school administrators, especially the principals play sensitive and indispensable role.

A school administrator, such as the principal may be seen as the chief executive officer of the secondary system, who plans, directs, controls, organizes, manages, motivates and coordinates all resources of the school in order to achieve targeted objectives and goals. In relation to this, Ololube (2013) explained that school administrator is an individual responsible for managing educational institutions, ensuring efficiency in school operations, and facilitating academic excellence. Furthermore, Ezeocha (2012) added that an administrator's leadership style, decision-making ability, and supervisory approach significantly impact the overall school performance and teacher effectiveness, demonstrating how central their roles are. Stressing further, Ofojebe and Ezugoh (2010) asserted that responsibilities of school administrators range from curriculum implementation, personnel management, financial administration, and discipline enforcement to ensuring compliance with educational policies. School administrators includes all the school staff members who occupy administrative positions, including but are not limited to: principals, vice principals, academic supervisors, school secretaries, school bursars, head of departments or units, pastorals, and chief security officers of the school. However, in the context of this study, school administrators simply mean the principals, and supervision is one the major routine functions of theirs.

To supervise mean to monitor ongoing programs and activities in order to guide, assist and ensure that set goals for the activities or programs are achieved. In education, Aguinis (2019) described supervision to involve guiding, assisting, and evaluating teachers to enhance their instructional effectiveness. This was supported by Okendu (2012) who stressed that effective supervision fosters professional growth, ensures adherence to educational standards, and improves learning outcomes. They carry out different but very similar routine activities that help to drive the school towards achieving set goals. Obilade (2015) pointed out that the supervisory practices adopted by school administrators vary, but common practices include: classroom observation, mentoring and coaching, performance appraisal, professional development, collaborative planning, feedback and communication, monitoring lesson plans and records, resource provision, classroom management support, and encouraging innovation. These practices are often times channeled at teachers' activities and duties, with the hope making them more effective on the job.

Teachers' job performance has to do with how effective teachers carry out their responsibilities in line with set objectives and goals. Teachers' job performance is

described as the effectiveness and efficiency with which educators carry out their instructional, administrative, and extracurricular responsibilities (Akpan, 2018). Teachers' job performance, according to Ukeje (2014); Adepoju (2012) is characterized by punctuality, lesson preparedness, classroom management, students' academic achievements, and professional commitment, and teachers who receive proper supervision demonstrate improved motivation, innovation, and dedication to students' learning. In the course of teachers' job being supervised, dissatisfaction is likely to occur, as part of the foreseeable challenges of the supervisory routines.

Despite the benefits inherent in supervision of teachers' job performance, Okorji and Ugwuegbulam (2018) observed that inadequate supervision often leads to job dissatisfaction, reduced productivity, and a decline in educational quality. Similarly, some scholars, notably Adepoju (2012); Akpan (2018); Obilade (2015); Ofojebe and Ezugoh (2010); Ukeje (2014) lamented that despite the benefits of supervisory practices, several challenges hinder their effective implementation in Nigerian secondary schools, including but are not limited to: inadequate training of administrators, shortage of supervisory personnel, resistance from teachers; poor funding, high teacher-student ratio, bureaucratic challenges, lack of motivation, ineffective communication, absence of technological integration, and political interference. There is no denying the fact that political influences sometimes determine the appointment of school administrators, leading to inefficiency in supervisory practices, as those whose appointments were triggered by politicians often displace lackadaisical attitude at work.

In Nigeria, the relationship between administrators' supervisory practices and teachers' job performance is crucial for educational effectiveness. Studies have shown that teachers who receive frequent and constructive supervision perform better than those who operate without guidance (Ololube, 2013). Also, Adepoju (2012); Okendu (2012) asserted that effective supervision encourages teachers to improve lesson delivery, classroom management, and student engagement, which ultimately enhances students' academic achievement, conversely, a lack of proper supervision results in low job performance, absenteeism, and lack of motivation among teachers. Notably, while numerous studies have examined the impact of supervision on educational quality in Nigeria, limited research has focused specifically on Delta State. Additionally, existing literature did not adequately explore how specific supervisory practices influence teachers' job performance in secondary schools. The challenges affecting effective supervision in this region remain under-investigated. This study is necessary to fill these gaps by identifying which supervisory practices are most effective in improving teachers' job performance in Delta State. It is hoped that the findings will provide valuable insights for policymakers, school administrators, and educators, helping them implement targeted supervisory strategies that enhance teaching effectiveness and educational quality. Hence,

the study examined the administrators' supervisory practices and teachers' job performance in secondary schools in Delta State, Nigeria.

Statement of the Problem

The quality of education in Nigerian secondary schools has remained a significant concern among policymakers, educators, and stakeholders. Despite various educational reforms and policies aimed at improving teacher effectiveness and student performance, reports indicate that many secondary schools in Nigeria, including those in Delta State, continue to struggle with issues of poor instructional delivery, lack of teacher motivation, and declining student academic outcomes. One critical factor influencing these challenges is the supervisory practices employed by school administrators. Supervision is an essential component of school administration, aimed at guiding, supporting, and evaluating teachers to enhance their performance.

However, in many secondary schools within Delta State, there is growing concern that school administrators either fail to implement effective supervisory practices or employ outdated and authoritarian supervisory approaches that do not foster teacher development. Studies have shown that ineffective supervision contributes to teacher absenteeism, lack of commitment, resistance to change, and overall poor job performance. Conversely, well-structured and supportive supervision has been linked to increased teacher motivation, improved instructional delivery, and better student learning outcomes. Despite the recognized importance of effective supervision in enhancing teachers' job performance, there remains a lack of empirical studies examining how administrators' supervisory practices specifically impact teacher performance in secondary schools within Delta State. Most existing studies on educational supervision in Nigeria have either focused on general administrative challenges or broader national perspectives, without giving due attention to the contextual issues peculiar to Delta State. Additionally, research has not sufficiently addressed which specific supervisory practices yield the most positive outcomes in improving teachers' job performance in the region.

Furthermore, several challenges hinder the effective application of supervisory practices, including inadequate training of school administrators, resistance from teachers, poor communication, insufficient resources, and bureaucratic bottlenecks. These challenges raise critical questions about the effectiveness of existing supervision strategies and the extent to which they contribute to or hinder teachers' job performance. Therefore, this study seeks to investigate the extent to which administrators' supervisory practices influence teachers' job performance in secondary schools in Delta State. It aims to identify the most effective supervisory practices, and examine the challenges associated with their implementation. By addressing this gap, the study will contribute to policy development and practical strategies for enhancing the quality of secondary education in the region.

Research Questions

The study seeks to answer the following research questions:

1. To what extent do administrators' supervisory practices influence teachers' job performance in secondary schools in Delta State?
2. To what extent do identified challenges limit the influence administrators' practices have on teachers' job performance in secondary schools in Delta State?

Research Method

The study adopted a descriptive survey research design. The population is 485 principals of public secondary schools in Delta State, and the entire principals of 485 was selected through a purposive sampling technique. A structured questionnaire, 'administrators' supervisory practices and teachers' job performance questionnaire' (ASPTJPQ)' was used for the data collection. The data obtained were subjected to test of internal consistency using Cronbach Alpha, and the cumulative reliability index was 0.83, and considered suitable for the study. For the data collection, the instrument was administered and retrieved from principals during the State's dedication capacity building event for all principals in the State by the researcher, together with three research assistants. Three hundred and six (306) copies of the questionnaire were effectively filled by the principals, and successfully retrieved by the data collection crew. This means that approximately 63% of the targeted respondents completely responded to the instrument. Mean rating was used for analysing the research questions the data. For the remarks on each item, the following range of values were used:

1.0	–	1.49	=	VLE
1.50	–	2.49	=	LE
2.50	–	3.49	=	HE
3.50	–	4.00	=	VHE

Presentation of Results

This section presents and interprets the results obtained from the study, providing a detailed analysis of the data in relation to the purpose of the study and research questions. The results are presented on tables, and interpreted accordingly.

Research Question 1: To what extent do administrators' supervisory practices influence teachers' job performance in secondary schools in Delta State?

Table 1: ***Mean ratings of respondents regarding the extent to which administrators' supervisory practices influence teachers' job performance in secondary schools in Delta State.***

S/N	Items	∑F	∑FX	X̄	Remark
1.	Monitoring teachers' instructional methods, lesson delivery, and student engagement.	306	796	2.60	HE
2.	Providing professional guidance, training, and support for teachers	306	808	2.64	HE
3.	Assessing teachers' strengths and weaknesses for improvement	306	786	2.57	HE
4.	Organizing workshops, seminars, and in-service training.	306	857	2.80	HE
5.	Engaging teachers in curriculum planning and instructional decision-making.	306	823	2.69	HE
6.	Providing constructive criticism and guidance for improved teaching.	306	811	2.65	HE
7.	Ensuring that lesson notes, schemes of work, and assessment records align with educational objectives.	306	808	2.64	HE
8.	Ensuring teachers have the necessary instructional materials.	306	820	2.68	HE
9.	Helping teachers manage student discipline and engagement effectively.	306	826	2.70	HE
10.	Promoting creative teaching strategies and the integration of technology in teaching	306	811	2.65	HE

Table 1 presents the findings on the extent to which administrators' supervisory practices influence teachers' job performance in secondary schools in Delta State. As can be seen from table 1, the mean rating for each item falls within the range 2.5 to 3.49, which are classified as high extent (HE). This implies that to a high extent, administrators' supervisory practices influence teachers' job performance in secondary schools in Delta State, and such practices include, but are not limited to: providing constructive criticism and guidance for improved teaching, helping teachers manage student discipline and engagement effectively, and promoting creative teaching strategies and the integration of technology in teaching.

Research Question 2: To what extent do identified challenges limit the influence administrators' practices have on teachers' job performance in secondary schools in Delta State?

Table 2: Mean ratings of respondents regarding the extent to which identified challenges do limit the influence administrators' practices have on teachers' job performance in secondary schools in Delta State.

S/N	Items	∑F	∑FX	$\bar{X}$	Remark
11.	Many school heads lack the professional knowledge required for effective supervision	306	866	2.83	HE
12.	A lack of qualified supervisors leads to ineffective monitoring and evaluation.	306	808	2.64	HE
13.	Some teachers perceive supervision as fault-finding rather than developmental, leading to opposition	306	796	2.60	HE
14.	Limited financial resources restrict the ability to organize professional development programs and procure instructional materials	306	826	2.70	HE
15.	Large class sizes make individualized supervision and feedback difficult	306	836	2.73	HE
16.	Delays in policy implementation and poor coordination between educational authorities hinder effective supervision.	306	796	2.60	HE
17.	Administrators sometimes fail to recognize or reward teachers' efforts, leading to low morale	306	802	2.62	HE
18.	Poor interaction between administrators and teachers leads to misunderstandings and misinterpretation of supervisory directives.	306	802	2.62	HE
19.	Many schools lack digital tools for supervision, such as automated performance appraisal systems.	306	820	2.68	HE
20.	Political influences sometimes determine the appointment of school administrators, leading to inefficiency in supervisory practices	306	829	2.71	HE

Result on table 2 pointed out that individual items, ranging from 11 to 20 attracted a range of mean ratings (2.5 to 3.49), which is considered to be high extent (HE). This implies that to a high extent; majority of the principals consider every item of the research instrument to be the extent to which identified challenges do limit the influence administrators' practices have on teachers' job performance in secondary schools in Delta State. This means that challenges encountered in the course of carrying supervisory practices in the public secondary schools in Delta State include, but are not limited to: some school heads lack of the professional knowledge required for effective supervision, teachers' wrong perception of supervision as fault-finding rather than developmental, and issue of large class sizes, making individualized supervision and feedback difficult.

Discussion of Findings

The study reported that administrator supervisory practices were found to influence teachers' job performance to a high extent. This finding aligns with previous research emphasizing the pivotal role of effective supervision in enhancing teacher effectiveness, motivation, and instructional quality (Okendu, 2012; Yusuf & Adigun, 2010). Supervisory practices such as classroom observation, constructive feedback, professional development

initiatives, and collaborative goal-setting contribute significantly to improving teachers' instructional strategies, classroom management, and overall job satisfaction. As Onyishi and Ogbodo (2012) observe, when administrators engage actively and supportively with teachers through regular supervision, it fosters a positive school climate, encourages accountability, and promotes continuous professional growth, all of which are crucial for improved job performance.

The study also found that various challenges limit the extent to which administrator supervisory practices influence teachers' job performance, despite the generally positive relationship. Constraints such as inadequate training of supervisors, excessive administrative workload, limited resources, and resistance from teachers hinder the full realization of supervision's potential benefits (Afolabi & Loto, 2018; Ayeni, 2012). Additionally, Udo and Udofia (2014) argued that systemic issues like bureaucratic bottlenecks, lack of clear supervision guidelines, and ineffective communication channels between administrators and teachers further diminish the effectiveness of supervisory practices. These challenges suggest that while supervision is inherently beneficial, its success is highly contingent upon the context within which it is implemented and the capacity of both administrators and teachers to engage meaningfully with supervisory processes.

Conclusion

The study has demonstrated that administrator supervisory practices significantly influence teachers' job performance to a high extent. Effective supervisory strategies such as consistent classroom observations, meaningful feedback, and supportive mentorship are vital in enhancing teachers' professional growth and instructional delivery. However, the study also highlighted that several challenges limit the full impact of these supervisory practices. Constraints such as inadequate training for administrators, resource shortages, and administrative bottlenecks hinder the optimal execution of supervision, thus affecting its positive outcomes. It is therefore essential to address both the strengthening of supervisory practices and the mitigation of existing challenges to maximize teachers' performance and improve overall educational outcomes.

Recommendations

1. School authorities and policymakers should invest in continuous professional development programs for administrators, focusing on modern supervisory techniques, leadership skills, and effective communication strategies. This will enable administrators, especially principals to carry out supervision more efficiently and meaningfully, leading to improved teacher performance.
2. Educational stakeholders should develop clear policies and provide

adequate resources to reduce the systemic challenges affecting supervision. This includes reducing administrative burdens on supervisors, ensuring access to supervisory tools and training, and fostering a collaborative environment that encourages teacher buy-in and reduces resistance to supervision.

REFERENCES

Adepoju, T. L. (2012). Educational supervision: Concepts and practices with reference to Nigerian schools. *Journal of Educational Studies, 4*(1), 32-48.

Afolabi, F. O., & Loto, A. B. (2018). The headmaster and quality control in primary schools in Ekiti State. *Journal of Research in National Development, 6*(2), 50-56.

Aguinis, H. (2019). *Performance management for dummies*. New York: Wiley.

Akpan, C. P. (2018). Teachers' job performance and student academic achievement in secondary schools. *Educational Research and Reviews, 13*(3), 98-107.

Ayeni, A. J. (2012). Assessment of principals' supervisory roles for quality assurance in secondary schools in Ondo State, Nigeria. *World Journal of Education, 2*(1), 41-48. https://doi.org/10.5430/wje.v2n1p41

Ezeocha, P. A. (2012). *Educational administration and planning*. Enugu: Optimal Publishers.

Obilade, S. O. (2015). The role of supervision in enhancing teachers' performance. *International Journal of Education and Research, 2*(5), 45-58.

Ofojebe, W. N., & Ezugoh, T. C. (2010). Teachers' motivation and its influence on quality assurance in the Nigerian education system. *African Research Review, 4*(2), 398-417.

Okendu, J. N. (2012). The impact of instructional supervision on students' academic performance. *Academic*

Journal of Interdisciplinary Studies, 1(2), 55-63.

Okorji, P. N., & Ugwuegbulam, R. O. (2018). Administrative challenges in secondary school supervision in Nigeria. *Journal of Education and Policy, 10*(4), 112-126.

Ololube, N. P. (2013). *Educational management, planning, and supervision*. Owerri: Spring Publishers.

Onyishi, J. C., & Ogbodo, C. M. (2012). Effects of principals' supervisory styles on teachers' job performance. *Journal of Educational and Social Research, 2*(6), 45-53.

Udo, M. P., & Udofia, E. P. (2014). Administrative constraints on effective supervision of secondary schools in Uyo Local Government Area of Akwa Ibom State, Nigeria. *Mediterranean Journal of Social Sciences, 5*(27), 1340-1347. https://doi.org/10.5901/mjss.2014.v5n27p1340

Ukeje, B. O. (2014). *Foundations of education*. Ibadan: Macmillan.