



School-Based Supervision and Teachers' Performance: A Study of Secondary Schools in Abakiliki Educational Zone, Ebonyi State

David Onyemaechi Ekeh, Caroline O. Nweke, Laetitia Ugochi Nnadede, Michael Eze Odo

Department of Educational Management and Foundational Studies,

Faculty of Education,

Alex Ekwueme Federal University, Ndufu-Alike Ikwo, Ebonyi State,

ABSTRACT

This study focused on school-based supervision and teachers' performance in secondary schools within the Abakiliki Educational Zone of Ebonyi State. It was guided by two research questions and one null hypothesis. A descriptive survey research design was adopted, and random sampling techniques were employed. The study population comprised all 3,220 teachers in public secondary schools across the Abakiliki Educational Zone. A sample size of 344 respondents was determined using Taro Yamane's formula and proportionately drawn from across the zone. Data were collected using a researcher-designed questionnaire, which was duly validated. The reliability of the instrument was established through Cronbach's alpha method, yielding a coefficient index of 0.81. The researcher, along with five research assistants, administered and retrieved the questionnaires, achieving a return rate of 98.3%. Mean and standard deviation were used to answer the research questions, while a t-test was applied to test the hypothesis at the 0.05 level of significance. The analysis revealed that school-based supervision positively impacts teachers' job performance by motivating students to work harder and by enhancing the visibility of teachers' competence and effectiveness. Based on these findings, the study recommended, among other things, that school principals should regularly observe classroom teaching and provide direct feedback to teachers to improve instructional practices.

ARTICLE INFO

Article History

Received: October, 2024

Received in revised form: January, 2025

Accepted: February, 2025

Published online: March, 2025

KEYWORDS

School administrators, Curriculum

Approached, Implementation, Secondary

INTRODUCTION

Education could be said to mean the process through which knowledge, norms and values of the society are acquired and this can happen in a formal or informal setting under the guidance of dedicated individuals (teachers). Even before and during the colonial era, there was a strong need for efficient education, which led to some kind of control. Enhancing the atmosphere where teachers and other line staff are informed, supported, and corrected in the performance of their jobs is the focus of school-based supervision. Gregory (2010) promoted a resurgence of interest in school instructional supervision due to the need to re - organize or modify current approaches to

enhancing the efficacy of educational services due to dwindling productivity, accountability, teacher – students ratio, and smaller budgets to education. Thus, the main need for instructional supervision within schools is to offer guidance to the teacher so that he can be competent in self - analysis, self - criticism and self - improvement. Accordingly, Idris (2012) opines that, failure to supervise could lead to decline in teachers' commitment, morale and productivity and the quality of students' academic achievement. He further observed that, teachers are leaving the teaching profession and this was related to job dissatisfaction and lack of support from school principals. Thus, the need for principal's instructional supervision arose out of

Corresponding author: David Onyemaechi Ekeh

✉ davidonyemaechi@gmail.com

Department of Educational Management and Foundational Studies, Alex Ekwueme Federal University, Ndufu-Alike, Ikwo, Ebonyi State.

© 2025. Faculty of Technology Education. ATBU Bauchi. All rights reserved



the fact that, school organization structure had to be cohesive so that everyone in the system is aware of their roles, responsibilities, and expectations, the principal's instructional supervision became necessary. However, the fundamental components of school principals' instructional supervisory duties, as stated by Van Deventer and Kruger (2013) included but not limited to:

- a) Ensuring curriculum implementation;
- b) Observing classroom instruction;
- c) Giving instructors one-on-one technical support;
- d) Assisting them in identifying areas where their instruction needs to be improved;
- e) Assessing their performance;
- f) Providing and maintaining instructional materials;
- g) Providing on - the job training for teachers; and
- h) Conducting formative education programme evaluation.

According to them, school-based instructional supervision means that the principal keeps an eye on the teachers by regularly reviewing lesson plans and subject diaries, designing a work schedule, observing classroom instruction, moderating exam questions, monitoring absenteeism, rewarding dedicated teachers, disciplining lazy ones, and motivating them to complete tasks on time. Thus, the chance to foster teacher effectiveness, abstract thought, and reflection on one's own teaching methods is provided by the principal's instructional supervision in schools. However, Idris, (2023) observes that, the principals have the tendency of focusing more attention to administration than to instructional supervision partly because the administrative tasks in school operation looms so large that they block- off their view on the instructional supervision and partly because the principals are so humbugged with administrative work that they do not have the time they ought to have to watch carefully over the academic work of their teachers.

However, despite this administrative component, it is crucial to note that, in the end, improving instruction must take precedence over more managerial aspects of the principalship, according to Harison (2008). It is true that teaching and learning, as well as students' academic performance on national exams, have suffered due to the decreasing efficacy of teachers in public secondary schools. For instance, NECO's 2021–2022 SSCE results for Kano State's public and private senior secondary schools showed that, out of 262,692 applicants from public secondary schools who took the test, only 50.08% obtained five credits, including English language and mathematics. Nevertheless, 73.23% of the 47,175 private secondary school applicants who took the same tests during the same time frame managed to earn five credits, including English language and mathematics (NECO, 2022). Who is to fault for this decrease? Since principals are in charge of enhancing teaching and learning in their institutions, it is evident from the aforementioned results that there is a problem with the efficacy of instructors in public post-basic secondary schools. This issue may be related to the principals' subpar performance as instructional supervisors. Therefore, it is impossible to overstate the significance of the principal's instructional supervisory performance in the educational system. This study therefore, intends to assess the impact of school - based supervision on teachers' performance in secondary schools in in Abakiliki Educational Zone, Ebonyi state.

Statement of the problem

In light of the poor academic performance of Senior Secondary school students in recent years, which sparked an outcry from education stakeholders, the government is spending a significant amount of public funds on school supervision through the Ministry of Education; the Federal, State, and Local Government departments of education. However, the feedback regarding its impact on teaching and learning activities is still unclear. This demonstrated a deep concern for Ebonyi State's secondary education development. In order to provide useful recommendations on how to

Corresponding author: David Onyemaechi Ekeh

✉ davidonyemaechi@gmail.com

Department of Educational Management and Foundational Studies, Alex Ekwueme Federal University, Ndufu-Alike, Ikwo, Ebonyi State.

© 2025. Faculty of Technology Education. ATBU Bauchi. All rights reserved



guarantee that school supervision is carried out properly, the purpose of this study is to ascertain the influence of school-based supervision on teachers' performance in secondary schools in the Abakiliki Educational Zone, Ebonyi state.

Purpose of the study

The main purpose of this study is to determine impact of school - based supervision on teachers' performance in secondary schools in Abakiliki Educational Zone, Ebonyi state.

Specifically, the study intend to:

1. Examine the influence of school based – supervision on teachers performance in instructional delivery in in secondary schools in Abakiliki Educational Zone, Ebonyi state.
2. Find out strategies to improving school based – supervision of the teaching-learning process in Secondary Schools in secondary schools in in Abakiliki Educational Zone, Ebonyi state

Research questions

The following research questions guided the study:

1. What is the influence of school based - supervision on teachers' performance in instructional delivery in in secondary schools in Abakiliki Educational Zone, Ebonyi state?
2. What are the strategies to improving school based - supervision of the teaching-learning process in in secondary schools in Abakiliki Educational Zone, Ebonyi state?

Research Hypothesis

The following hypotheses will guide the studying and will be tested at 0.5 level of significance.

H₀₁: There is no statistical significant difference in the mean ratings of male and female teachers on the influence of school based - supervision on teachers' performance in instructional delivery in secondary schools in Abakiliki Educational Zone, Ebonyi state.

LITERATURE REVIEW

Review framework

The theoretical framework for this study was theory X and theory Y. this theory was propounded by Douglas McGregor at the M.I.T-Sloan, School of Management in 1960. That has been used in human resources management, organizational behavior, organizational communication and organizational development. Douglas MC Gregor (1906 – 1964) was one of the forefathers of management theories and is of the top business thinkers of all time. He was a social psychologist who became the president of Aritioch Collage. He later becomes a professor of management at Massachusetts Institute of Technology. His book the Human Side of Enterprise (1980) had a profound influence on the management field, largely due to his theory X and theory Y. McGregor developed a philosophical view of the human kind with his theory X and theory Y in 1960. His work is based upon Maslow's Hierarchy of Needs. Theory X: in this theory which has been proven counter effective in modern practice management assumes employees are inherently lazy and will avoid work if they can and that they inherently dislike work. As a result of this management believes that workers need to be closely supervised and comprehensive system of control developed. A hierarchical structure is needed with narrow span of control at each and every level. According to this theory, employees will show little ambition without an ending incentive program and will avoid responsibility whenever they can. According to Michael J. papa (undated) in theory X and theory Y; if the organizational goals are to be met, theory X managers rely heavily on threat and coercion to gain their employees compliance. Beliefs of this theory lead to mistrust, high restrictive supervision and punitive atmosphere.

The theory X manager tends to be believed that everything must end in blaming someone. He or she thinks that all prospective employees are only out for themselves. Usually these managers feel the sole purpose of the employee's interest in the job is money. They blame the person first in most situations without questioning whether it may be the system, policy



or lack of training that deserves the blame. A theory X manager believes that his or her employees do not really want work, that they would rather avoid responsibility and that it is the manager's job to structure the work and energize the employee. One major flow of this management style is, it is much more likely to cause diseconomies of scale in large business. However, the study will follow all the assumptions made by theory X and show its relevance particularly to school supervision and educational or school organization. The theory X assumption said:

1. People have inherently dislike to work and will avoid it whenever possible; In relating this assumption with the intended research work; most of Senior Secondary School don't like their work which is teaching profession and they totally dislike the work especially lesson plan, scheme of work, using instructional materials, instructing itself as well as mastering subject and teaching method.
2. People must be coerced, controlled, directed or threatened with punishment in order to get them to achieved the organizational objectives; To make this assumption relevant with the study to be conducted, if the educational objectives want to be achieved, the teacher must be controlled and directed as well as forced to perform their task, by using frequent supervision so as to avoid negligence of the work. The head teacher as a school manager must be coerced controlled and directed or even threatened his work force with punishment in order to achieve the educational objectives at his school.
3. People prefer to be directed; they do not want responsibility and little or no ambition. This assumption will be relevant to this study because most of the Senior Secondary School teachers in Municipal Local Government don't have confident in their selves. Always they are waiting for ministry officials and head teacher's directive whether it is in the right way or not even in preparing lesson plan they are waiting for head

teacher's directive as well as school supervisions.

4. People seek security above all else; This assumption will also be relevant to school supervision on teacher's task performance because most of Senior Secondary School teachers in Municipal
5. Local Government are working just because of salary not for the development of their academic career, they do it to provide life security. So such group of teachers needs to be closely supervised for them to carry out their duties.

METHODOLOGY

The study adopted descriptive survey research design and it was considered suitable because the opinion of a representative sample of respondents was sought using questionnaire and the finding was generalized on the entire population. The population of the study was made up of all the 3220 teachers of the public secondary schools in the Abakiliki Educational Zone, Ebonyi state. A sample size of 344 respondents was used, using Taro-Yamene's formular to draw from the population across the education zone. The instrument for data collection was questionnaire titled: Impact of School - Based Supervision on Teachers' Performance in Secondary Schools Questionnaire (ISSTPSSQ). The questionnaire was developed from literature by the researchers and used for data collection. The instrument was a four point response scale of strongly agreed (SA), Agreed (A), Disagreed (D) and Strongly disagreed (SD) with corresponding values of 4, 3, 2, and 1 respectively. The instrument was face – validated by three experts: Two from Department of Science Education- AEFUNAI and one from Measurement and Evaluation Department- EBSU. Their corrections and suggestions were utilized to improve the initial copies of the questionnaire to produce the final copies. Cronbach Alpha reliability method was adopted to determine the internal consistency of the questionnaire items. A Cronbach Alpha coefficient of 0.81 was obtained and the collected data was analyzed using mean for research questions and t-test was used for the test of hypothesis. Any mean response of 2.50

Corresponding author: David Onyemaechi Ekeh

✉ davidonyemaechi@gmail.com

Department of Educational Management and Foundational Studies, Alex Ekwueme Federal University, Ndufu-Alike, Ikwo, Ebonyi State.

© 2025. Faculty of Technology Education. ATBU Bauchi. All rights reserved

and above was considered positive or required while any mean response below 2.50 was considered negative, more so the hypothesis will be tested at 0.05 level of significant.

RESULTS

Research Question 1

What is the influence of school based - supervision on teachers' performance in instructional delivery in in secondary schools in Abakiliki Educational Zone, Ebonyi state?

Hypothesis 1

There is no significant difference between the mean responses of male and female teachers on the influence of school based - supervision on teachers performance in instructional delivery in in secondary schools in Abakiliki Educational Zone, Ebonyi state

Data for answering research question 1 and hypothesis 1 are presented in Table 1

Table 1: Mean and Standard Deviation on the influence of school based - supervision on teachers performance in instructional delivery (n=344)

S/N	Item statements	\bar{x}	SD	Sig.	Rmk
1.	Supervision has improved my teaching experiences in secondary school	3.31	.73	.55	Agreed, NS
2.	Feedback from my heads has enhanced my instructional delivery	3.40	.64	.06	Agreed, NS
3.	Supervision has increased my motivation to teach effectively in secondary school	3.39	.63	.07	Agreed, NS
4.	Supervision has helped me identify areas for professional growth	3.31	.73	.52	Agreed, NS
5.	My school heads feedback has improved my classroom management	3.28	.70	.06	Agreed, NS
6.	Supervision has enhanced my ability to assess students' academic progress	3.26	.68	.77	Agreed, NS
7.	I feel more accountable for my teaching job due to supervision	3.24	.76	.92	Agreed, NS
8.	Supervision has improved my relationship with colleagues	3.22	.75	.98	Agreed, NS
9.	Supervision has improved my teaching confidence level in school	3.22	.75	.98	Agreed, NS
10.	Overall, supervision has positively impacted my teaching experiences in school	3.21	.77	.97	Agreed, NS

SD = Standard Deviation of the respondents and \bar{X} = Mean of the respondents

Data in Table 1 revealed that all the 10 items had their mean ratings ranging from 3.21 to 3.40 and were above the cut-off point of 2.50. This indicated that the respondents agreed that school based - supervision positively influences teachers' performance in instructional delivery in in secondary schools in Abakiliki Educational Zone, Ebonyi state. The standard deviation of all the 13 items ranged from .63 to .77, which showed that the respondents were not too far from the mean and opinion of one another in their responses on

the school based - supervision on teachers' performance in instructional delivery in in secondary schools.

The p-values on all the items were all greater than the alpha-value of 0.05. With the forgoing, we therefore accept the null hypothesis for the items and reject the alternate hypothesis. Which means there is no significant difference between the mean responses of the teachers on the influence of school based - supervision on teachers' performance in instructional delivery in

Corresponding author: David Onyemaechi Ekeh

davidonyemaechi@gmail.com

Department of Educational Management and Foundational Studies, Alex Ekwueme Federal University, Ndufu-Alike, Ikwo, Ebonyi State.

© 2025. Faculty of Technology Education. ATBU Bauchi. All rights reserved



in secondary schools in Abakiliki Educational Zone, Ebonyi state.

secondary schools in Abakiliki Educational Zone, Ebonyi state?

Research Question 2

What are the strategies to improving school based - supervision of the teaching-learning process in in

Data for answering research question 2 are presented in Table 2

Table 2: Mean and Standard Deviation on the strategies to improving school based - supervision (n=344)

S/N	Item statements	\bar{x}	SD	Sig.	Rmk
1.	Provide constructive feedbacks that highlights strength and areas for improvement	3.22	.75	.98	Agreed
2.	Train supervisors to conduct regular and structured classroom observations focusing on key teaching practices.	3.22	.75	.98	Agreed
3.	Help teachers to identify and share best practices	3.22	.75	.98	Agreed
4.	Utilize digital tools to facilitate classroom observations, feedbacks and evaluation	3.31	.73	.52	Agreed
5.	Encourage teachers in developing self – assessment skills and identifying areas for growth	3.28	.70	.06	Agreed
6.	Foster culture of continuous improvement and professional growth	3.26	.68	.77	Agreed
7.	Ensure supervision is a collaborative effort that supports school wide goals	3.24	.76	.92	Agreed
8.	Provide resources and supports to teachers to help teachers achieve their teaching goals	3.22	.75	.98	Agreed
9.	Offer regular professional development workshops, training courses or coaching on topics relevant to teachers' needs	3.22	.75	.98	Agreed
10.	Use data from classroom observations, student assessments and teacher evaluations to inform supervision and supports	3.21	.77	.97	Agreed

SD = Standard Deviation of the respondents and \bar{X} = Mean of the respondents

Data in Table 2 revealed that all the 10 items had their mean ratings ranging from 3.21 to 3.31 and were above the cut-off point of 2.50. This indicated that the respondents agreed on all the identified strategies to improving school based - supervision of the teaching-learning process in in secondary schools in Abakiliki Educational Zone, Ebonyi state. The standard deviation of all the 10 items ranged from .63 to .77, which showed that the respondents were not too far from the mean and opinion of one another in their responses on the strategies to improving school based - supervision of the teaching-learning process in in secondary schools in Abakiliki Educational Zone, Ebonyi state.

DISCUSSION OF FINDINGS

The responses of teachers on the influence of school based - supervision on teachers performance in instructional delivery in in secondary schools, the result revealed that all the 10 items had their mean ratings ranging from 3.21 to 3.40 and were above the cut-off point of 2.50. This indicated that the respondents agreed that school based - supervision positively influences teachers' performance in instructional delivery in in secondary schools in Abakiliki Educational Zone, Ebonyi state. The standard deviation of all the 13 items ranged from .63 to .77, which showed that the respondents were not too far from the

Corresponding author: David Onyemaechi Ekeh

✉ davidonyemaechi@gmail.com

Department of Educational Management and Foundational Studies, Alex Ekwueme Federal University, Ndufu-Alike, Ikwo, Ebonyi State.

© 2025. Faculty of Technology Education. ATBU Bauchi. All rights reserved



mean and opinion of one another in their responses on the school based - supervision on teachers' performance in instructional delivery in in secondary schools. However, the findings of the above study were in agreement with the view of Ikegbusi and Eziamaka (2016) who stated that, students' academic achievement is positively related to their teachers' effectiveness. Teachers' effectiveness on the other hand, is correlated with effective supervision given to them by the school principal. This implies that, the frequency of principal's supervision helps the teachers to be competent in the teaching - learning process, by encouraging them to find suitable strategies to better students learning. The findings also agree with Too, Kimutai and Kosgei (2012) who stated that, the frequency of instructional supervision will enable the principal to evaluate the extent to which, policies, objectives, activities, and events concerning teaching and learning are efficiently carried out in the school. More so, the views and observations of the authors cited on the influence of school based - supervision on teachers performance in instructional delivery in in secondary schools has helped to justify the findings of the study on research question 1.

The opinion of teachers on the strategies to improving school based - supervision of the teaching-learning process in in secondary schools, this indicated that the 10 items had their mean ratings ranging from 3.21 to 3.31 and were above the cut-off point of 2.50. This indicated that the respondents agreed on all the identified strategies to improving school based - supervision of the teaching-learning process in in secondary schools in Abakiliki Educational Zone, Ebonyi state. The standard deviation of all the 10 items ranged from .63 to .77, which showed that the respondents were not too far from the mean and opinion of one another in their responses on the strategies to improving school based - supervision of the teaching-learning process in in secondary schools in Abakiliki Educational Zone, Ebonyi state. This finding is also in line with Ukeje (2012) who asserted that supervision which is the element of administrative process, can be enhanced when there is effort to guide the work

group by stimulating, directing and coordinating the workers and their efforts cultivating good working personal relationship so that they all work towards means of achieving targets. More the researcher stated that supervisors' training in conducting regular and structured classroom observations focusing on key teaching practices and offering regular professional development workshops, training courses or coaching on topics relevant to teachers' needs are part of ways to improving school based - supervision of the teaching-learning process in in secondary schools. The views and observations of the authors cited on the strategies to improving school based - supervision of the teaching-learning process in in secondary schools helped to validate the findings of the study in Table 2.

CONCLUSION

The study focused on the performance of teachers and school-based supervision in secondary schools located in the Abakiliki Educational Zone of Ebonyi State. Based on the findings, the study comes to the conclusion that, independent of other variables like class size, contemporary technology, and the professional background of the teacher, the frequency with which the principal does instructional supervision is a strong predictor of teacher effectiveness. Additionally, one of the main causes of the deteriorating efficacy of teachers and the low academic accomplishment of students in schools is the school principals' inability to carry out this crucial role effectively.

RECOMMENDATIONS

Based on the findings and conclusion of this study, the following recommendations were made;

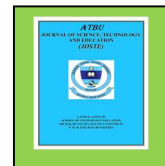
1. Teachers should be sponsored by the State government to go for training on evaluation processes/ techniques to couple with millennium challenges.
2. The government should provide school supervisors with all the necessary machineries like motor vehicles, motor cycles, funds and training allowances

Corresponding author: David Onyemaechi Ekeh

✉ davidonyemaechi@gmail.com

Department of Educational Management and Foundational Studies, Alex Ekwueme Federal University, Ndufu-Alike, Ikwo, Ebonyi State.

© 2025. Faculty of Technology Education. ATBU Bauchi. All rights reserved



- that will facilitate their job for better schools.
3. Principal's instructional supervision should be extensively intensified in all secondary schools as preventive measure against raising teachers' ineffectiveness.
 4. Principals should regularly visit teachers in their classrooms to observe teaching-learning process and discuss his/her observations directly with the teachers.
 5. There should be public demand for accountability on the principals and teachers on the happening in schools by stakeholders.

REFERENCES

- Dare, M. O. (2009). *Theories and concepts of educational administration, planning and supervision for tertiary institutions in Nigeria*. Afomat Print.
- Gregory, C. F. (2010). *Instructional supervision: A descriptive study focusing on the observation and evaluation of teachers in cyber schools* (Doctoral dissertation, Indiana University of Pennsylvania). ProQuest Dissertations Publishing.
- Harrison, R. H. (2008). *Supervisory leadership in education*. American Book Company.
- Idris, M. K. (2012). *Comparative analysis of school-based supervision on teaching and learning in public and private secondary schools in Kano Metropolis* (Master's thesis, Ahmadu Bello University, Zaria).
- Idris, M. K. (2023). *Comparative study of teachers' perceptions on school-based instructional supervision in senior secondary schools in North-West Zone, Nigeria* (Doctoral dissertation, Bayero University, Kano).
- Kimutai, C. K., & Kosgei, Z. (2012). The impact of head teachers' supervision of teachers on students' academic performance. *Journal of Emerging Trends in Educational Research and Policy Studies (JETERAPS)*, 3(3), 299–306.
- Ukeje, B. O. (2012). *Educational administration*. Fourth Dimension Publishing.
- Van Deventer, I., & Kruger, A. G. (2013). *An educator's guide to school management skills*. Van Schaik.