

**EXPLORATION OF THE EFFECTS OF SUPERVISORY SUPPORT  
ON TEACHER INSTRUCTIONAL EFFECTIVENESS  
IN NIGERIAN SECONDARY SCHOOLS.**

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**Abstract**

The study investigated the role of supervision in effective teachers' classroom instructional delivery in Nigerian secondary schools. The study adopted a descriptive survey type which was guided by three research questions and one research hypothesis. The population comprised of all the public secondary school teachers in Anambra East Local Government Area; utilizing the purposive judgmental sampling technique, 104 teachers were sampled. The instrument used for data collection was a Today Teachers' Supervision Questionnaire (TTSQ), validated by two experts, and 0.71 reliability index was ascertained using the Pearson Product Moment Correlation Coefficient. The results of the study were presented in tables and analysed using mean and chi-square. It was discovered that effective supervision of teachers' classroom instruction is an indispensable tool for improving the teaching and learning process among secondary schools. The study further revealed that effective supervision has a positive effect on teacher instructional effectiveness, as it propels the best out of teachers and help them improve their instructional methods. However, the study also found that supervisors do not frequently visit schools, and supervision not effectively carried out. It was recommended that supervision should be frequent and effectively carried out, supervisors should see themselves as advisers to the teachers and not fault finders.

**Keywords:** Supervision, Instructional delivery

**Introduction**

The quality of education in Nigerian secondary schools has been a growing concern for educators, policymakers, and stakeholders. Teacher instructional effectiveness plays a crucial role in determining student learning outcomes and overall academic achievement. However, the ability of teachers to deliver effective

instruction is influenced by various factors, including the level of supervisory support they receive. In today's educational landscape, school supervision has become an essential issue in Nigeria and beyond. People are increasingly conscious of the importance of education, and parents are particularly concerned about what schools are achieving and their contributions to society. This heightened awareness has led to greater accountability in education, prompting stakeholders to examine the inputs and outputs of the educational system.

The development of any nation largely depends on the quality and functionality of its education system, particularly for its youth. Education is widely recognized as the most powerful instrument of change, as fundamental societal transformations often stem from educational advancements (Aniwetalu *et al.*, 2020). Recognizing this, policymakers, policy advisers, and implementers in Nigeria acknowledge the need to prioritize education in resource allocation to drive socio-economic transformation. The importance of education in achieving national philosophy, goals, and objectives cannot be overstated. Education aims to bring about desirable and relatively permanent changes in learners' behavior. However, no matter how well-structured an instructional process is, it is bound to fail without adequate supervision. As emphasized by Anyaegbunam (2022) and Ekundayo (2021), both the quality of instruction and the level of supervision significantly determine the effectiveness of the learning process.

Supervisory support refers to the guidance, feedback, and resources provided by school administrators and supervisors to enhance teachers' instructional practices. Research has shown that effective supervisory support positively influences teachers' instructional effectiveness by boosting their confidence, motivation, and job satisfaction (Guskey, 2002; Marzano, 2007). Nigeria's educational system is driven by four major objectives designed to shape future generations. These objectives include instilling values that promote national progress and unity, fostering national consciousness, deepening individuals' understanding of the world, and equipping them with the necessary skills and competencies for national

development. These objectives, as outlined in the National Policy on Education (2014), can only be successfully realized through effective supervision of classroom instruction, ensuring that teachers deliver quality education while keeping learners at the center of instruction.

Instructional supervision in Nigeria varies across states due to the country's federal structure, which places education on the executive, concurrent, and residual legislative lists. While some states have established robust supervisory mechanisms to ensure effective educational oversight, others may lack such structures. For instance, in 2019, the Anambra State government launched the Quality Assurance Education Agency under the Ministry of Education to oversee instruction at all levels of education, including primary, secondary, and tertiary institutions (Nwankwo, 2020). Educational or instructional supervision is primarily aimed at improving teaching and learning conditions for the benefit of teachers, students, and society. Research by Handal (2019) and Lauas (2016) has consistently emphasized that instructional supervision is an integral aspect of school administration, designed to enhance all elements of the teaching and learning process. Effective teacher instruction in the classroom is closely linked to effective supervision and control. Instructional supervision is intentionally structured to influence teacher behavior in ways that facilitate student learning and help achieve the educational system's goals and objectives. Furthermore, through systematic and effective supervision, supervisors can reinforce and refine teaching methods, ultimately contributing to improved student learning outcomes.

Anambra East Local Government Area (LGA) in Anambra State, Nigeria, faces similar educational challenges as other regions in the country. The LGA comprises both urban and rural communities with varying levels of access to educational resources and opportunities. Despite these challenges, the Anambra State government has made significant efforts to enhance the quality of education, particularly through teacher training and professional support programs. This study seeks to explore the impact of supervisory support on teacher instructional

effectiveness in Nigerian secondary schools, with a focus on Anambra East LGA. Specifically, it aims to investigate the relationship between supervisory support and teacher effectiveness while identifying the aspects of supervision that have the greatest impact on instructional quality.

Specifically, this study aims to investigate the relationship between supervisory support and teacher instructional effectiveness in secondary schools in Anambra East LGA, Anambra State, Nigeria. This study aims to examine how supervisory support influences teachers' instructional practices and students' learning outcomes, assess the frequency and effectiveness of supervision in secondary schools, and identify the challenges and barriers that may hinder effective supervision. To achieve these objectives, the study is guided by key research questions:

1. To what extent does supervisory support influence teachers' instructional effectiveness?
2. How effectively is supervision carried out in secondary schools?
3. What challenges and barriers exist that could hinder the effectiveness of supervisory support?

Similarly, the research hypothesis "There is no statistically significant relationship between supervisory support and teacher instructional effectiveness in secondary schools in Anambra East LGA, Anambra State, Nigeria" will be tested at 0.05 level of significance. Addressing the questions and hypothesis will provide valuable insights into strengthening supervisory practices to enhance instructional quality and overall educational outcomes. Justified by the need to address inconsistencies in supervisory support, the increasing demand for accountability in education, and the gap in existing research on leadership practices and teacher support mechanisms within the Nigerian context, this study aims to optimize supervisory strategies to improve instructional quality, bridge disparities, and contribute to the overall success of national educational objectives.

## **Theoretical Framework**

This study is premised on the Social Cognitive Theory and the Transformational Leadership Theory. The Social Cognitive Theory by Albert Bandura (1986) posits that learning and behaviour are influenced by observing others, imitating their actions, and receiving feedback and reinforcement, in the context of supervisory support and teacher instructional effectiveness, the Social Cognitive Theory suggests that teachers learn and improve their instructional practices by observing and imitating their supervisors, receiving feedback and guidance, and being reinforced for their efforts. Additionally, the Transformational Leadership Theory by James MacGregor Burns (1978) and Bernard Bass (1985) emphasized the role of leaders in inspiring and motivating their followers to achieve exceptional performance. In the context of supervisory support and teacher instructional effectiveness, the Transformational Leadership Theory suggests that supervisors who exhibit transformational leadership behaviours, such as providing individualized support, fostering a collaborative school culture, and encouraging teacher autonomy can positively impact teacher instructional effectiveness.

## **Statement of the Problem**

Despite the pivotal role of instructional supervision in enhancing teaching effectiveness and improving student learning outcomes, its implementation remains inconsistent across Nigerian secondary schools, with some states establishing robust supervisory structures while others lack adequate mechanisms to support teachers effectively. This inconsistency undermines the education system's objectives, including fostering national consciousness, inculcating values, and equipping learners with essential skills and competencies, while the lack of effective supervision leads to variations in instructional quality, leaving many teachers without proper guidance or evaluation. Furthermore, the absence of uniform and effective supervision limits school administrators' ability to address challenges in teaching practices, creating gaps in achieving national educational goals. Given these concerns, this study critically analyzes the impact of supervisory support on

teachers' instructional effectiveness, examining existing leadership practices and supervisory mechanisms to understand their role in fostering teacher development and improving instructional delivery in Nigerian secondary school

### **Methodology**

The study adopted a descriptive survey research design and quantitative data analysis was also used. The population comprised of all the public secondary school teachers in Nigeria. The study was delimited to all public secondary school teachers within Anambra East Local Government Area. This delimitation was based on the feasibility of infrastructure, facilities, accessibility, and easiness for the researchers. Using the purposive judgmental sampling technique, the researchers exercised their judgment based on experience to select teachers for the sample. A total of 104 teachers with at least five years of teaching experience were selected. The sample was arbitrarily selected, but it is believed to be a true representation of the total population, based on available evidence. The instrument used for data collection was a Today Teachers' Supervision Questionnaire (TTSQ), validated by two experts, its reliability was ascertained using Pearson Product Moment Correlation Coefficient and a correlation coefficient of 0.71 was established. Responses were gathered, tabulated, organized, and statistically analysed using proper descriptive statistical tools such as, mean, standard deviation, and inferential statistical tool such as chi-square was employed for the hypothesis testing.

### **Results and Interpretation of Findings**

**Research Question One:** To what extent does supervisory support influence teachers' instructional effectiveness in secondary schools in Anambra East LGA, Anambra State, Nigeria?

**Table 1: Findings regarding research question 1**

S/N	Questionnaire Items	R. S	X	F	FX	$\bar{X}$	Decision
1	Supervision tends to get the best out of teachers by action as the necessary stimuli to bring out their best.	SA	4	55	220	3.50	Agree
		A	3	40	120		
		D	2	5	10		

		SD	1	0	0		
		$\Sigma$	10	100	350		
2	Supervisors are committed to their supervising work so teachers are not perturbed.	SA	4	30	120	3.15	Agree
		A	3	60	180		
		D	2	5	10		
		SD	1	5	5		
		$\Sigma$	10	100	315		
3	Supervisors are more interested in a well-written lesson note as well as a well-delivered lesson.	SA	4	4	100	2.75	Agree
		A	3	30	90		
		D	2	40	80		
		SD	1	5	5		
		$\Sigma$	10	100	275		
4	Constant supervision helps teachers to improve their methods of instruction.	SA	4	65	260	3.55	Agree
		A	3	25	75		
		D	2	10	20		
		SD	1	0	0		
		$\Sigma$	10	100	355		
<b>Grand mean</b>					<b>3.24</b>		

Using the decision rule (Agree if grand mean  $\geq 2.5$  otherwise, disagree), it means that supervisory support have proven to have a positive influence on teachers' instructional effectiveness in secondary schools in Anambra East LGA, Anambra State, Nigeria. It was agreed that effective supervision propels the best out of teachers by action as the necessary stimuli to bring out their best, helps teachers to improve their methods of instruction and that supervisors are committed to their supervising work so teachers are not perturbed.

**Research Question Two:** To what extent is supervision effectively carried out among secondary schools in secondary schools in Anambra East LGA, Anambra State, Nigeria?

**Table 2: Findings regarding research question 2**

S/N	Questionnaire Items	R.S	X	F	FX	$\bar{X}$	Decision
5	Supervisors do come to our school only once in a blue moon.	SA	4	35	140	3.20	Agree
		A	3	55	165		
		D	2	5	10		
		SD	110	5	5		
		$\Sigma$		100	320		
6	Supervisors do inform our school of their visit so that we can get our students ready.	SA	4	30	120	3.10	Agree
		A	3	50	150		
		D	2	20	40		
		SD	1	0	0		
		$\Sigma$	10	100	310		
7	Supervisors visit our school only when top officials are coming to inspect.	SA	4	15	60	2.65	Agree
		A	3	35	105		
		D	2	50	100		
		SD	1	0	0		
		$\Sigma$	10	100	265		
Grand mean						2.98	

Using the decision rule (Agree if grand mean  $\geq 2.5$  otherwise, disagree), it means that supervisors do not frequently visit schools in Anambra East Local Government Area and supervision not effectively carried out. It was agreed that supervisors only visit schools once in a blue moon when top officials are going for inspection, and the supervisors do inform schools of their visit so that teachers can get students ready.

**Research Question Three:** What are the challenges and barriers to effective supervisory support that can hinder teacher's instructional effectiveness in secondary schools in Anambra East LGA, Anambra State, Nigeria?

**Table 3: Findings regarding research question 3**

S/N	Questionnaire Items	R.S	X	F	Fx	$\bar{x}$	Decision
8	Inadequate training and development opportunities for supervisors hinder effective supervisory support in my school.	SA	4	50	200	3.30	Agree
		A	3	35	105		
		D	2	10	20		
		SD	1	5	5		
		$\Sigma$	10	100	330		
9	Lack of feedback from supervisors on my lesson plans, note and instructional materials hinders my classroom instructional effectiveness.	SA	4	55	220	3.30	Agree
		A	3	30	90		
		D	2	5	10		
		SD	1	10	10		
		$\Sigma$	10	100	330		
10	Teachers believe that supervisors are fault finders as a result of poor communication between them and supervisors. This hinders teacher’s classroom instructional effectiveness.	SA	4	40	160	3.25	Agree
		A	3	50	150		
		D	2	5	10		
		SD	1	5	5		
		$\Sigma$	10	100	325		
11	Resistance and lack of cooperation from colleagues and school administrators when trying to implement supervisory recommendations contributes to teacher’s ineffectiveness in classroom instruction.	SA	4	30	120	3.15	Agree
		A	3	60	180		
		D	2	5	10		
		SD	1	5	5		
		$\Sigma$	10	100	315		
Grand mean						3.25	

Using the decision rule (Agree if grand mean  $\geq 2.5$  otherwise, disagree), it was agreed that inadequate training and development opportunities for the supervisors, lack of feedback from supervisors, and poor communication network between the teachers and the supervisors are some of the challenges and barriers to effective supervisory support which hinders teacher's instructional effectiveness in secondary schools in Anambra East LGA, Anambra State, Nigeria.

Chi-Square Analysis showing the role of supervision for effective teachers' classroom instructional delivery in Nigerian secondary schools

**Table 4: Chi-square analysis of the research Hypothesis**

F	DF	Sig. Level	$\chi^2_{cal.}$	$\chi^2_{crit}$
100	9	0.05	110.8	16.92

Data in Table 4 above showed that the  $\chi^2$  calculated value of 110.8 is greater than the  $\chi^2$  critical value of 16.9190 therefore, we reject the null hypothesis ( $H_0$ ) and hold on to the alternative hypothesis ( $H_a$ ). This means that there is a statistically significant relationship between supervisory support and teacher instructional effectiveness in secondary schools in Anambra East LGA, Anambra State, Nigeria. When supervision is effectively and efficiently carried out, it helps to improve the teacher's teaching method and mode of learning among students.

### Discussion

The data indicates a positive correlation between supervisory support and teachers' instructional effectiveness as the grand mean value indicates. This suggests that effective supervision catalyzes improved teaching practices. Notably, regular supervision was found to enhance instructional methods, aligning with Ikegbusi & Eziamaka's (2016) assertion that both internal and external supervision positively affect teacher performance in Nigerian secondary schools. Additionally, the commitment of supervisors to their roles alleviates teacher apprehension, fostering a conducive environment for educational excellence. Despite the acknowledged benefits, the study reveals that supervisory visits are infrequent and often pre-announced, as reflected in a grand mean. This unpredictable pattern of supervision undermines its potential impact. The practice of notifying schools before visits may lead to superficial compliance rather than genuine improvements in teaching practices. This finding resonates with concerns highlighted by Suleiman *et al.* (2020) regarding the challenges in the supervision of secondary education in Nigeria

The study identifies several impediments to effective supervision, including inadequate training for supervisors, insufficient feedback mechanisms, and poor

communication between teachers and supervisors. These challenges contribute to a perception of supervisors as fault-finders rather than supportive mentors, which can hinder teacher morale and effectiveness. The lack of professional development opportunities for supervisors compromises their ability to provide constructive guidance, a concern echoed by Animba *et al.* (2021), who emphasize the necessity of well-trained supervisors for meaningful instructional oversight. The chi-square analysis further substantiates the significant relationship between supervisory support and teacher instructional effectiveness, with a calculated value of 110.8 exceeding the critical value of 16.92. This statistical evidence reinforces the premise that robust and effective supervision is integral to enhancing teaching quality and, by extension, student learning outcomes as pointed out earlier.

### **Conclusion**

The study investigated the role of supervisory support in enhancing teacher instructional effectiveness in secondary schools in Anambra East Local Government Area, Anambra State, Nigeria. The findings of the study revealed that effective supervision has a positive effect on teacher instructional effectiveness, as it propels the best out of teachers and helps them improve their instructional methods. However, the study also found that supervisors do not frequently visit schools, and their supervision is not effectively carried out. Furthermore, the study identified inadequate training and development opportunities for supervisors, lack of feedback from supervisors, and poor communication network between teachers and supervisors as some of the challenges and barriers to effective supervisory support.

### **Recommendations**

Based on the findings of the study, the following recommendations are made:

1. Supervisors should regularly visit schools to provide feedback and support to teachers, rather than only visiting them when top officials are going for inspection.

2. The government and school administrators should provide regular training and development opportunities for supervisors to enhance their supervisory skills and knowledge.
3. Supervisors should establish an effective feedback mechanism to provide regular feedback to teachers on their instructional methods and students learning outcomes.
4. School administrators and supervisors should establish effective communication network with teachers to facilitate the sharing of information, ideas and best practices.

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