

PRINCIPALS' INSTRUCTIONAL SUPERVISORY SKILLS AS A CORRELATE OF TEACHERS' JOB PERFORMANCE IN POST-BASIC SCHOOLS IN ADAMAWA STATE, NIGERIA

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Abstract

This study examined principals' instructional supervisory skills as a correlate of teachers' job performance in post-basic schools in Adamawa State, Nigeria. A correlational survey design was adopted. The population consisted of 6,140 principals and teachers, from which a sample of 614 respondents was drawn using multi-stage sampling techniques. Data were collected using the Principals' Managerial Skills Questionnaire (PMSQ) and Teachers' Job Performance Questionnaire (TJPQ). The instruments were validated and yielded reliability coefficients of 0.82 and 0.85 respectively using Cronbach's alpha. Data were analysed using mean, standard deviation, regression, at 0.05 level of significance. Findings revealed that principals' instructional supervisory skills were high ($M = 3.86$, $SD = 1.29$), while teachers' job performance was also high ($M = 3.82$, $SD = 1.36$). Regression analysis showed a significant positive relationship between instructional supervisory skills and teachers' job performance ($R = 0.485$, $R^2 = 0.236$, $\beta = 0.485$, $t = 3.141$, $p < 0.05$). ANOVA results further confirmed that the regression model was statistically significant. The study concluded that effective instructional supervision significantly enhances teachers' classroom performance and instructional delivery. It was recommended that principals should intensify classroom supervision, mentoring, and instructional monitoring to sustain teacher effectiveness.

Keywords: Instructional supervision, teacher performance, school leadership, supervision, Nigeria



Introduction

Instructional supervision is one of the most important functions of school leadership and a critical determinant of teachers' job performance. Principals are not only administrative heads but also instructional leaders responsible for ensuring that teaching and learning activities are effectively carried out. Their supervisory responsibilities include monitoring classroom instruction, guiding teachers, evaluating instructional practices, providing professional support, and ensuring compliance with curriculum standards (Ayeni, 2012; Ogunode et al., 2023).

In Nigeria, the need for effective instructional supervision has become increasingly important due to persistent concerns about declining educational standards, poor students' academic achievement, and inadequate classroom instructional practices. Principals are expected to provide continuous supervision, mentoring, and constructive feedback that enhance teachers' instructional competence and improve learning outcomes. However, in many public secondary schools, supervisory practices remain irregular, inadequate, or ineffective, thereby limiting teachers' professional growth and instructional effectiveness (Ayeni, 2012; Difoni et al., 2025).

Teachers' job performance is reflected in their ability to prepare lesson plans, deliver quality instruction, manage classrooms effectively, assess students' learning, maintain discipline, and participate in other professional responsibilities. Effective instructional supervision by principals strengthens these competencies through continuous monitoring, coaching, feedback, and professional development opportunities. Empirical evidence indicates that schools where principals actively engage in instructional supervision generally experience higher levels of teachers' job performance and improved students' academic achievement (Ogunode et al., 2023; Eziamaka & Leigha, 2025).

This study therefore examined the relationship between principals' instructional supervisory skills and teachers' job performance in post-basic schools in Adamawa State, Nigeria.

Statement of the Problem

Despite the strategic role of principals in ensuring quality teaching and learning through instructional supervision, concerns persist regarding the effectiveness of teachers' job performance in many Nigerian public secondary schools. Reports of poor instructional delivery, inadequate lesson preparation, ineffective classroom management, weak assessment practices, and declining students' academic achievement have continued to attract the attention of policymakers, education administrators, and other stakeholders. Although governments have introduced various reforms aimed at improving educational quality, evidence suggests that many schools still experience challenges associated with ineffective instructional supervision, which may adversely affect teachers' professional performance.

Instructional supervision is expected to provide teachers with professional guidance, mentoring, classroom observation, constructive feedback, and opportunities for continuous improvement. However, in many post-basic schools, supervisory activities are either irregular, inadequately implemented, or limited to routine administrative inspections rather than developmental support. Consequently, teachers may not receive the instructional assistance required to improve their classroom practices and overall effectiveness.

Several empirical studies conducted in different parts of Nigeria have reported that principals' instructional supervisory practices significantly influence teachers' job performance (Ayeni, 2012; Ogunode et al., 2023;

Difoni et al., 2025; Eziamaka & Leigha, 2025). However, most of these studies were conducted outside Adamawa State, and variations in educational environments, administrative practices, and contextual factors make it difficult to generalize their findings to post-basic schools in Adamawa State. There is therefore a need to establish whether principals' instructional supervisory skills significantly relate to teachers' job performance within the context of post-basic schools in Adamawa State. It is this gap that the present study seeks to fill.

Objectives of the Study

The main objective of the study is to investigate principals' instructional supervisory skills as a correlate of teachers' job performance in post-basic schools in Adamawa state, Nigeria. Specifically, the study sought to:

1. determine the level of principals' instructional supervisory skills in post-basic schools.
2. examine the relationship between instructional supervisory skills and teachers' job performance.

Research Questions

The following research question was raised the guide the study.

1. What is the level of principals' instructional supervisory skills in Adamawa State?

Hypothesis

The following null hypothesis was formulated and tested at 0.05 level of significance.

H_0 : There is no significant relationship between principals' instructional supervisory skills and teachers' job performance in post-basic schools in Adamawa State.

Literature Review

Theoretical Framework

This study is anchored on Systems Theory and Human Relations Theory. Systems Theory emphasizes that effective school functioning depends on the coordination of various components, including supervision and instruction. Human Relations Theory highlights the importance of interpersonal relationships, motivation, and support in enhancing workers' performance.

Instructional supervision aligns with these theories as it involves interaction between principals and teachers aimed at improving teaching performance.

Instructional Supervisory Skills

Instructional supervision refers to the systematic process through which school principals monitor, evaluate, guide, and support teachers to improve instructional effectiveness and students' learning outcomes. It involves classroom observation, lesson evaluation, mentoring, professional coaching, monitoring curriculum implementation, and providing constructive feedback aimed at enhancing teachers' instructional competence (Ayeni, 2012).

Effective instructional supervision promotes adherence to curriculum standards, improves classroom instructional practices, encourages professional development, and strengthens teachers' commitment to

instructional excellence. Recent empirical evidence indicates that principals who consistently supervise classroom instruction and provide professional support significantly enhance teachers' job performance and instructional effectiveness (Ogunode et al., 2023; Difoni et al., 2025).

Teachers' Job Performance

Teachers' job performance refers to the extent to which teachers effectively carry out their professional responsibilities in achieving educational goals. It encompasses lesson planning, instructional delivery, classroom management, students' assessment, record keeping, effective utilization of instructional materials, and participation in co-curricular and professional development activities.

According to Eziamaka and Leigha (2025), teachers' job performance reflects the quality of instructional practices demonstrated by teachers in facilitating students' learning. High teacher performance contributes significantly to improved students' academic achievement, school effectiveness, and overall educational quality.

Empirical Review (Revised)

Ayeni (2012) investigated principals' supervisory roles for quality assurance in secondary schools in Ondo State, Nigeria, using a descriptive survey design. The study found that classroom observation, instructional monitoring, and constructive feedback significantly enhanced teachers' instructional task performance. The author concluded that effective instructional supervision remains an indispensable strategy for improving educational quality.

Ogunode et al. (2023) examined the impact of instructional supervision on teachers' job performance in Nigerian secondary schools. Using a survey research design, the study established that regular classroom supervision, mentoring, and professional support significantly improved teachers' effectiveness in lesson preparation, instructional delivery, classroom management, and students' assessment. The authors recommended strengthening principals' instructional leadership capacity to sustain quality teaching.

Difoni et al. (2025) assessed the relationship between principals' instructional supervisory strategies and teachers' job performance in Nigerian public secondary schools. The findings revealed a significant positive relationship between classroom supervision, instructional monitoring, and teachers' job performance. The study concluded that effective supervisory strategies enhance teachers' productivity and instructional effectiveness.

Eziamaka and Leigha (2025) investigated instructional supervision and teachers' job performance in public secondary schools in Bayelsa State. Their findings showed that classroom observation, mentoring, and professional guidance significantly improved teachers' instructional competence and overall job performance. The researchers recommended that principals should intensify developmental supervision rather than relying solely on administrative inspection. These studies collectively indicate that effective instructional supervision enhances teachers' effectiveness and improves educational outcomes.

Methodology

The study adopted a correlational survey research design to examine the relationship between principals' instructional supervisory skills and teachers' job performance in post-basic schools in Adamawa State, Nigeria. The population comprised 6,140 principals and teachers drawn from public post-basic schools

across the state. A sample of 614 respondents was selected using a multi-stage sampling technique to ensure adequate representation of the study population. Data were collected using two researcher-administered instruments: the Principals' Managerial Skills Questionnaire (PMSQ) and the Teachers' Job Performance Questionnaire (TJPQ). The instruments were subjected to face and content validation by experts in Educational Management and Measurement and Evaluation, while their internal consistency was established using Cronbach's alpha, which yielded reliability coefficients of 0.82 for the PMSQ and 0.85 for the TJPQ, indicating that the instruments were reliable for data collection. The data obtained were analyzed using descriptive and inferential statistics. Mean and standard deviation were used to answer the research questions, whereas simple linear regression was employed to test the hypothesis at the 0.05 level of significance.

Results and Discussion

The mean and standard deviation were used to answer the research questions while regression analysis was used to test the null hypotheses.

Table 1: Level of Instructional Supervisory Skills and Teachers' Job Performance

Variable	Mean	SD	Remark
Instructional Supervisory Skills	3.86	1.29	High
Teachers' Job Performance	3.82	1.36	High

Source: Fieldwork Survey

Table 1 presents the descriptive statistics on principals' instructional supervisory skills and teachers' job performance. The results indicate that instructional supervisory skills have a mean score of 3.86 with a standard deviation of 1.29, signifying a high level of instructional supervision among principals. Similarly, teachers' job performance recorded a mean score of 3.82 and a standard deviation of 1.36, which also falls within the high category. The findings suggest that principals in the study area exhibit strong instructional supervisory practices, while teachers demonstrate a correspondingly high level of job performance. This implies that effective instructional supervision may be contributing to enhanced teaching effectiveness and overall teacher performance.

Table 2: Summary of Regression Analysis

Model	R	R ²	β	t	p-value
Instructional Supervision → Performance	0.485	0.236	0.485	3.141	0.003*

Significant at $p < 0.05$

Source: Fieldwork Survey

Table 2 presents the regression analysis examining the influence of instructional supervisory skills on teachers' job performance. The correlation coefficient ($R = 0.485$) indicates a moderate positive relationship between instructional supervision and teachers' job performance. The coefficient of determination ($R^2 = 0.236$) shows that 23.6% of the variation in teachers' job performance is explained by principals'

instructional supervisory skills, while the remaining 76.4% is attributable to other factors not included in the model. The standardized regression coefficient ($\beta = 0.485$) reveals that instructional supervisory skills have a positive effect on teachers' job performance. Furthermore, the calculated t-value (3.141) with a p-value of 0.003, which is less than the 0.05 level of significance, indicates that the effect is statistically significant. Therefore, the null hypothesis is rejected, and it is concluded that principals' instructional supervisory skills significantly and positively influence teachers' job performance.

Table 3: ANOVA Summary

Source	Sum of Squares	Df	Mean Square	F	Sig.
Regression	9.886	1	9.886	9.866	0.003
Residual	31.974	32	0.999		
Total	41.860	33			

Table 3 presents the Analysis of Variance (ANOVA) results for the regression model. The regression sum of squares (9.886) and residual sum of squares (31.974) produced a total sum of squares of 41.860, indicating the total variation in teachers' job performance. The model yielded an F-value of 9.866 with a corresponding significance level ($p = 0.003$), which is less than the 0.05 threshold. This result demonstrates that the regression model is statistically significant and provides a good fit for the data. It implies that instructional supervisory skills collectively make a significant contribution to explaining variations in teachers' job performance. Consequently, the model is considered appropriate for predicting teachers' job performance based on principals' instructional supervisory skills.

Findings of the study

Findings revealed that principals' instructional supervisory skills were high ($M = 3.86$, $SD = 1.29$), while teachers' job performance was also high ($M = 3.82$, $SD = 1.36$). Regression analysis showed a significant positive relationship between instructional supervisory skills and teachers' job performance ($R = 0.485$, $R^2 = 0.236$, $\beta = 0.485$, $t = 3.141$, $p < 0.05$).

Discussion

The findings revealed that principals' instructional supervisory skills were high and significantly related to teachers' job performance. This suggests that effective instructional supervision contributes positively to teachers' instructional effectiveness, classroom management, lesson preparation, and overall professional performance.

The findings corroborate those of Ayeni (2012), who established that principals' supervisory roles significantly improve teachers' instructional task performance through effective classroom observation and constructive feedback. Similarly, Ogunode et al. (2023) reported that instructional supervision enhances teachers' classroom effectiveness by promoting professional guidance and continuous instructional improvement. The findings further agree with Difoni et al. (2025), who found that principals' instructional supervisory strategies significantly predict teachers' job performance in Nigerian public secondary schools.

Likewise, Eziamaka and Leigha (2025) observed that classroom supervision, mentoring, and instructional monitoring significantly improve teachers' professional competence and effectiveness.

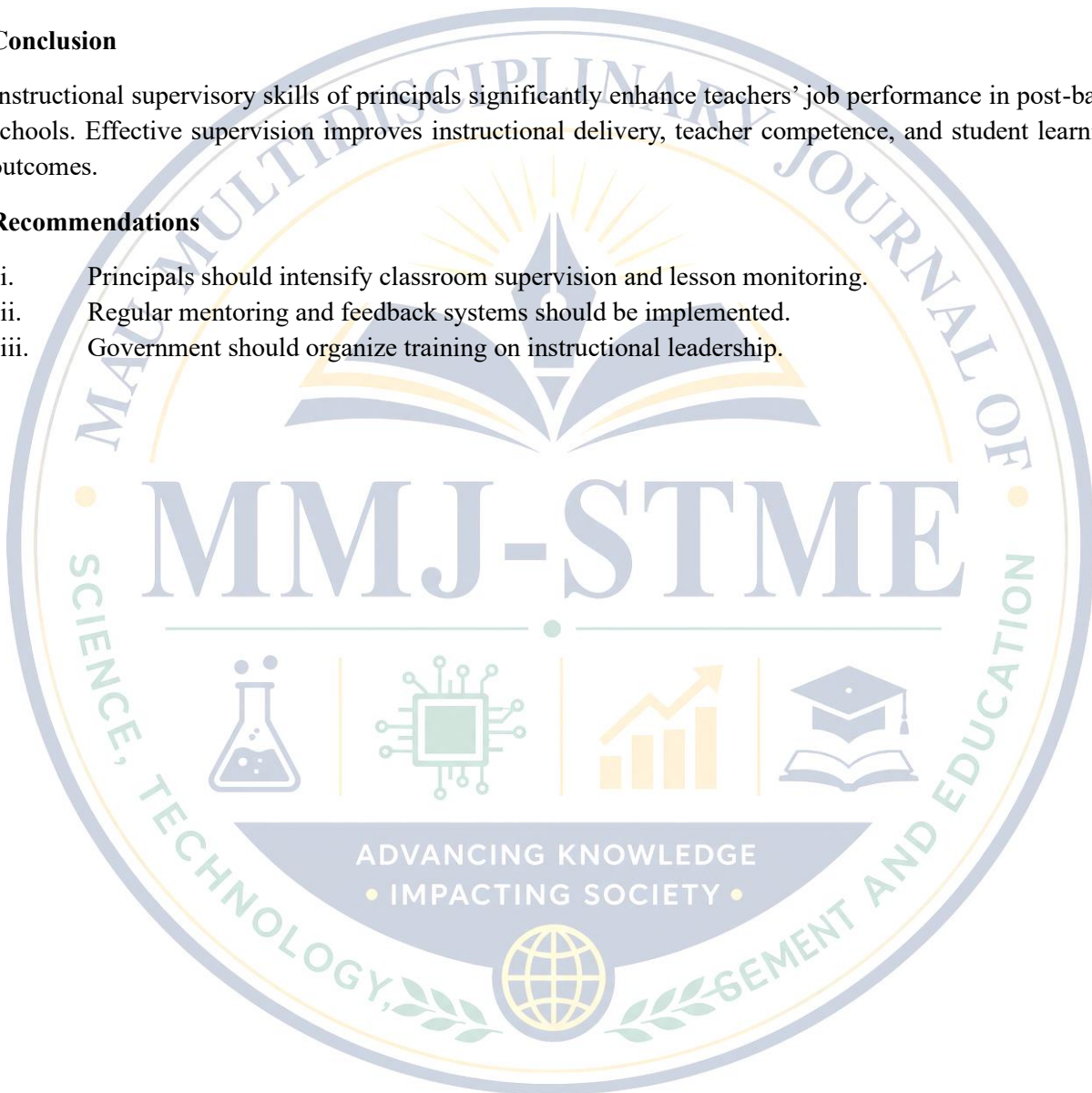
The significant regression coefficient obtained in the present study confirms that instructional supervisory skills constitute an important predictor of teachers' job performance. This finding is consistent with Systems Theory, which emphasizes the interdependence of school components, and Human Relations Theory, which stresses the importance of supportive interpersonal relationships in enhancing employees' performance.

Conclusion

Instructional supervisory skills of principals significantly enhance teachers' job performance in post-basic schools. Effective supervision improves instructional delivery, teacher competence, and student learning outcomes.

Recommendations

- i. Principals should intensify classroom supervision and lesson monitoring.
- ii. Regular mentoring and feedback systems should be implemented.
- iii. Government should organize training on instructional leadership.



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