

# Instructional Supervision Practices and Teachers' Job Performance: The Empirical Prism

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**Abstract:** The research paper explored how instructional supervision practices impact the job performance of the public secondary schools teachers in Gusau Metropolis in Zamfara State, Nigeria. Correlational survey research design was taken. The population of this study was 860 teachers in the public secondary schools in Gusau metropolis in Zamfara State. A survey was conducted on a total sample of 291 teachers using a valid and reliable questionnaire. The data were analyzed using descriptive statistics, Pearson correlation and multiple regression at 0.05 level of significance. The results of this research showed that instructional supervision has a significant contribution to job performance of teachers ( $R = 0.61$ ,  $R^2 = 0.37$ , Adjusted  $R^2 = 0.36$ ). Nevertheless, supervisory feedback was established to be the most relevant predictor of teacher performance ( $b = 0.41$ ,  $t = 5.61$ ). This suggests that teacher performance and, by extension, student learning outcomes can be enhanced by reinforcing supervision practices by promoting teacher professional development, intensive, and sustained follow-up. The research concludes that supervision is a developmental instrument that can enhance the quality of instruction and the follow-up and feedback systems confirms the theories of reflective practice and adult learning. The research suggests that school leaders ought to improve the systems of supervisory feedback and follow-up in schools.

**Keywords:** Instructional Supervision; Supervisory Feedback; Follow-Up Supervision; Teacher Job Performance

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## 1. Introduction

### 1.1 Research Background and Importance

Instructional supervision is a significant leadership role that is applied to bring more learning to students through the improvement of teaching skills of teachers and the effectiveness of the school in general. Instructional supervision refers to an organized approach to supporting, leading, and overseeing teachers in order to enhance the quality of their teaching and their professional competence <sup>[1]</sup>.<sup>[2]</sup> has stated, that, the quality of teachers is stated to be the biggest school-based predictor of student learning in any country in the whole world today. The existing approaches towards teacher supervision focus on teacher collaboration, professional growth and reflection. This model promotes the view that teachers are co-operators in the betterment of schools as compared to the control nature of the previous mode that focused on the adherence to regulations <sup>[3]</sup>. A considerable number of educators and researchers are sure that good instructional supervision enhances teaching by means of pedagogical enhancement, improvement of classroom management abilities, and compliance with the curriculum <sup>[4]</sup> <sup>[5]</sup>.

Instructional supervision through effective instructional supervision contributes to teacher growth and encourages reflective teaching practice by creating constructive feedback, coaching, and continuous learning opportunities<sup>[6]</sup>. Also, good instructional supervision assists in establishing an atmosphere of accountability whereby the instructions that the students receive correspond to the targets of the national education system and eventually the skills of the society in the world<sup>[7]</sup>. There are very numerous areas of the work of teachers that are subjected to the instructional performance: lesson plans and their instructional delivery, classroom behavior, evaluation of student learning, and involvement in professional development<sup>[8]</sup>. This is why the leadership of schools is important in defining the extent of motivation, effectiveness of instruction, and dedication to their organization that teachers show<sup>[9]</sup>. It is consistent with the results that high-frequency and positive supervisory feedback help teachers to enhance their teaching practices and become more engaged in their profession<sup>[10][11]</sup>.

Instructional supervision has a direct influence on job satisfaction, morale, and professional identity of teachers, the combination of which leads to overall school effectiveness<sup>[12]</sup>. Although most emerging economies like Nigeria have challenges in establishing effective instructional supervision<sup>[13]</sup>, current educational reforms are concerned with teacher development and quality assurance of school. Implementation of educational leadership is problematic because of the absence of properly trained supervisors, resources, improperly conceived ratios between teachers and students, and lack of supervisory report follow-up<sup>[14]</sup>. Still, there is still a misunderstanding among educators as to the inconsistencies of teachers in the execution of their duties, which directly influence the effectiveness of their teaching and the academic performance of their tutors<sup>[15]</sup>. Through the growing need of quality education and the enhancing the educational achievement, the issue of how the instructional supervision influences the job performance of teachers within the public school systems where the formal systems of supervision are available but applied in an inconsistent manner merits the investigation. The literature has recorded a lot of debate over the effects of instructional supervision on the job performance of teachers with some studies stating that there is a direct relationship and other studies giving a critical perspective. A large portion of the literature confirms the belief that instructional supervision is crucial in enhancing the effectiveness of teaching, as it offers teachers the consistency of performance appraisal and effective feedback, coaching, and other types of continuous improvement of professionalism<sup>[16]</sup>.

In the same manner, according to<sup>[17]</sup>, the teaching and learning (curriculum coordination, teacher development) of teachers that are supported by the specific leadership practices are strongly related to the higher levels of teaching effectiveness. Qualitative research has demonstrated that teachers appreciate developmental, dialogical and reflective supervision because they allow the supervisor to promote professional transformation, foster pedagogical change and assist supervisor and teacher to engage in reflective practice. Teachers can trace the progress in their lesson delivery, classroom management and student involvement to the supervisors who make specific and practical feedback and who present effective instructional practices<sup>[18]</sup>. Also, international policy data, which are congruent with this perspective, exists. The research outcomes of the OECD TALIS survey indicate that the teachers consider supervision to be the most efficient when connected to the professional development, career advancement, and reflective collaboration<sup>[19][20]</sup>. Hence, these articles verify the assumption that in case the instructional supervision is established on the basis of collaboration, professional learning, and positive feedback, it has a positive influence on the job performance of teachers. The arguments above are counters to the argument by scholars, who warn against super stating the effects of supervision because they do not believe that all types of supervision are positive. The critics state that only those sorts of supervisory practice, which are grounded on compliance or evaluation-based approaches, might not be helpful in the supervision of teachers or building their professional aspirations. It has been found that, primarily, supervision, which is founded on formal evaluation, accountability or high stakes observation, might not support the building up of teachers (professional) in any beneficial way, but rather instill artificial compliance, generate anxiety, and restrain creative growth in instruction<sup>[21]</sup>.

Nevertheless, there have been apprehensions about the rising popularity of classroom-based walkthroughs performed within a short duration to provide a superficial feedback that cannot be profound and significant unless designed and guided accordingly<sup>[22]</sup>. The meta-analysis validates the observation that coaching is effective in bringing about an advantage, but the effects of coaching reduce with its use on a large scale, as quality and resources are compromised and the application is irregular<sup>[23]</sup>. The frequency of supervision is another issue of concern in the literature. Likewise, rather than fostering a

constant proximity of the supervisor, the proponents of the structured, scheduled and purposeful supervision cycles suggest that research data point to the fact that planned routines of regular observation and feedback provided within a reasonable time frame, with specific focus on the content-related instructional goals, are more effective than infrequent or excessive requests of observation/feedback<sup>[19] [23]</sup>. Moreover, regular walkthroughs that are not accompanied by substantive interaction are usually not a predictor of better teaching practice though they may introduce enmity or instructional fatigue to the classroom teacher<sup>[22]</sup>. Therefore, it appears that the literature has some consensus regarding the fact that the quality/intentionality of supervisors is more important than the number of visits of an instructor by a supervisor. Supervision through follow-up is also one of the common areas of focus in the literature. It has been shown that the most effective supervision is the one that involves the post-observation discussions, particular feedbacks, the opportunity to discuss the effective practices, and the practice-based opportunities with constant monitoring. According to a study done by Joyce and Showers, follow-up coaching has a significantly high probability of transferring new knowledge and teaching strategies to classroom by teachers<sup>[24]</sup>. Without follow-up coaching, the rewards of supervision are considered to be short-term or surface-level.

According to the modern studies of implementation science, constant supervision is essential to developing habits, strengthening what is expected of instructors, and aligning the instructional practice with the projected outcome of the school<sup>[25]</sup>. Thus, out of this framework, this present research paper can draw a conclusion that instructional supervision can positively result in teachers job performance but the type of supervision, the quality of the supervision, the frequency of the supervision and the way it can be followed up will decide whether this potential is realized or not. An example is that, developmental, collaborative, and supportive supervisory practices are correlated with the most positive results and the punitive, or symbolic, supervisory practices are correlated with the most negative results. Thus, the effective instructional supervision is to be organized according to the professional standards, and with the help of the continuous assistance and support of post-observation to generate the long-term positive change of the teaching practice. Instructional supervision will be developmental, sustained, and closely aligned with professional learning of teachers when all resources of a secondary school system are set in optimal operation. Evidence-based observation will be conducted by leaders, heads of departments, and trained instructional coaches, and actionable feedback and adequate content-focused mentoring will be co-created, as well as regular follow-up cycles of transferring newly acquired information into sustainable classroom practice<sup>[1] [24]</sup>. In such circumstances, better student achievement is going to be achieved by the enhancement of the job performance of the teachers, which is evidenced by coherent lesson planning, effective pedagogy, proper and formative assessment, and orderly classroom<sup>[17] [23]</sup>. Besides that, there are also other large-scale surveys comparing these conditions that teachers perceive feedback to be productive and motivating when supervision is related to professional development, recognized and linked to explicit career ladders<sup>[19] [20]</sup>.

In opposition to the scenario of certain secondary schools in the entire world, particularly in Nigeria, supervisory methods, implemented in most of the secondary schools, are not uniform and are compliance-oriented, and rarely associated with on-a-job assistance<sup>[14] [15]</sup>. The restrictions on supervisor training, student-teacher ratios, lack of sufficient feedback time and resources make observation limited to mere walkthroughs with general checklists, minimal coaching, and nearly no re-observation<sup>[12] [13]</sup>. It is in such environments that teachers have a disposition to think of supervision as an evaluation process, one that is episodic, rather than a continuous process of development, reduces the overall impact of supervision on delivering, climate and assessment of lessons<sup>[18]</sup>. What it creates is an ongoing gap between the policy hope of ensuring quality in education and the actuality that the teacher encounters at the classroom as far as enhancing learning among the students is concerned<sup>[7]</sup>. Studies suggest that properly organized coaching and instructional leadership influences positively both the quality of instructions and the achievement in learning<sup>[16] [17]</sup>. Moreover, it has been observed in research studies that the followers of the supervisory practices of principals are positively correlated with the job performance of teachers as long as the feedback made to them is specific and developmental in nature within Nigeria<sup>[10] [4]</sup>. Nevertheless, this problem remains despite the fact that in the vast majority of education systems, the practice of supervision is implemented on a mass scale but<sup>[24]</sup> the 4 main factors that enhance its effectiveness are not maintained: long-term dosage, subject-focused approach, competent feedback, and a follow-up<sup>[16] [22]</sup>. Moreover, organizational factors (lack of funds to invest in the professional

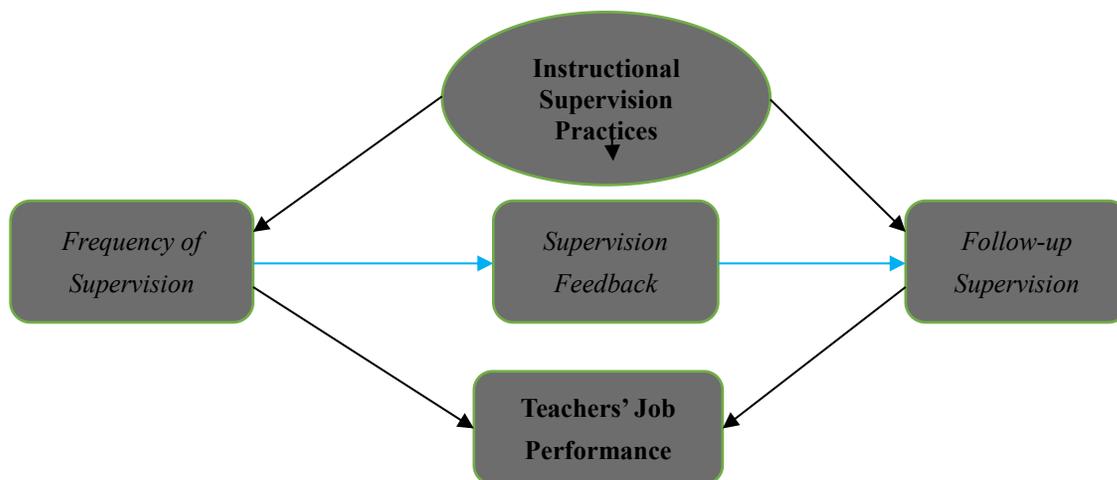
development of teachers, tight schedules of teachers and poor connection between the evaluation process and opportunities to learn as a teacher) do not allow taking into account the feedback provided by teachers on a daily basis<sup>[19] [20] [12]</sup>. When the tasks which supervisory staffs undertake are mainly based on an evaluative paradigm, teachers can only passively follow the instructions given to them by the staff, and will thus not take part in profound instructional change<sup>[21]</sup>.

Although literature both in and outside Nigeria has increased in quantity, there is a dearth of evidence in terms of Nigeria that can be used to identify how frequency of supervision, quality of feedback, and the presence of a follow-up cycle collectively affect the job performance of teachers employed in the public secondary schools within the Gusau Metro Area of Nigeria. The existing research done in Nigeria is typically of multiple regions in the country consolidated into one study or the school of thought. How the supervision should be designed to Adapt to the specifics of the challenges in Zamfara State has not been studied properly to date<sup>[13] [15]</sup>. The Gaps that will be addressed through this Research will be to explore the relationship between the frequency of supervision, quality of feedback and follow-up. The result of this research is that the local school leaders will have an evidence-based model to offer supervision that serves teachers with professional development opportunities, as opposed to the customary approach(s) of offering them each time with an Evaluation, and will eventually result in higher job performance of teachers and higher learning among students in the Gusau Metro Area of Nigeria.

### 1.2 Conceptual Clarification

The study conceptual framework is premised on the premise that instructional supervision is a multidimensional professional support strategy that influences the manner in which teachers act, exhibit technical competence and generally job performance. Instructional supervision is also broadly viewed as a form of development according to which supervisors take teachers to the next stage to make better pedagogical choices, classroom teaching and learning<sup>[5] [1]</sup>. This study framework combines three fundamental dimensions of instructional supervision (frequency of supervision, quality of supervisory feedback, and follow-up supervision) and hypothesizes the nature of interaction between them in determining job performance of teachers in the public secondary schools. Within this framework, the direct causal relationship is offered between all the supervision dimensions and the teacher performance and the fact that feedback and follow-up might have stronger predictive value than the frequency itself.

Figure 1: Theoretical Model of instructional supervision practices and job performance of teachers.



The initial construct, frequency of supervision, is a set of how often the supervisors pay visits to classrooms, observe the instruction, lesson plans, as well as the teaching activities. It is indicated that regular supervisory contacts stimulate teachers to act professionally and to follow the curriculum requirements and keep the instructional quality under control<sup>[23] [19]</sup>. It is also believed that regular supervisory encounters are linked with enhanced teacher motivation and enhanced instructional planning<sup>[12] [26]</sup>. Nevertheless, researchers caution that the quality and meaningfulness of supervisory interactions and not the repetition of supervision are the key to effective frequent supervision<sup>[27] [21]</sup>. Following this literature, the framework presupposes that other dimensions of supervision need to work together with frequency in order to achieve significant performance effects.

Quality of supervisory feedback is the second construct, which denotes the clarity, specificity, actionable value, and developmental orientations of the supervisory feedback the teachers may obtain following the supervisory visits. The feedback has been generally accepted as the most effective element of instructional supervision as it enhances teacher reflection and supports pedagogical judgments<sup>[18] [2]</sup>. Good-quality feedback can help teachers to identify areas of weakness, implement evidence-based teaching methods, and enhance the presentation of the material<sup>[28] [23]</sup>. In recent studies, it is emphasized that timely feedback should be supportive and collaborative to influence teacher learning and behaviour change<sup>[10] [17]</sup>. The framework thus makes quality feedback as an important explanatory variable in the determination of the role of supervision in teacher performance.

The third construct is that of the follow-up supervision, which means the additional support and monitoring upon issuing feedback. The follow-up has been perceived as being the connector between the recommendation and classroom improvement, through which teachers are reinforced and given specific help when working on the new strategies<sup>[24]</sup>. Researchers highlight that unless the supervisory feedback is supported by follow-up procedures, the latter is most likely to be theoretical in nature and unlikely to result in the long-term behavioural change<sup>[25] [29]</sup>. Both teacher accountability and reinforcement of learning, as well as bridging the gap between recommended practice and implemented pedagogy, are encouraged by follow-up<sup>[30] [31]</sup>. The structure of this study presupposes that follow-up increases the effectiveness of the frequency of supervision and the quality of feedback. It is assumed that these three supervisory constructs affect job performance of teachers, including the instructional planning, pedagogical delivery, classroom management, assessment practices, professionalism, and support of learners<sup>[32] [33]</sup>. Regularly the literature demonstrates that teacher performance is enhanced when the supervision is systematic, progressive, and in line with the instructional requirements of the instructors<sup>[4]</sup>. Based on the Social Learning Theory, the framework supposes that teachers can change behaviour by observing, interacting, guiding, and reinforcing supervisors<sup>[34]</sup>. Also, the theory of instructional leadership offers principles of instructional leadership as justifying the notion that the supervisors shape the performance by influencing the norms of instruction, expectations, and professional cultures<sup>[35]</sup>. The model is also related to the organizational support theory that suggests that employees work more effectively when they get valuable instructions and constant professional assistance<sup>[36]</sup>. The conceptual framework of this study has a synthesis of the empirical and theoretical view to explain the overall effect of instructional supervision practices (frequency, feedback quality, and follow-up) on teacher performance. It places instructional supervision as a multidimensional construct that directly impacts teacher behaviour but exists in more institutional and leadership contexts. The research thus aims at establishing the degree to which the instructional supervision practices (classroom supervision frequency, quality of supervisor feedback, and post-classroom supervision) are predictive of teacher performance in lesson planning, instructional delivery, classroom management, and student learning assessment at the study area secondary schools (Gusau Metro Area of Zamfara State, Nigeria). The research question of this study is:

RQ 1: Which practices of instructional supervision (frequency, quality of feedback, and follow-up) are most effective in predicting job performance in the study area among teachers?

In the process of this study, a hypothesis was also developed and tested at level 0.05 level of significance.

H0: There are no significant and joint instructional supervision practices that predict teachers' job performance.

The sections below provide the methodological approach in identifying and analyzing the constructs of the study, report the results of the study as an answer to the question, hypothesis and comment on the theoretical and practical implications of the results.

## 2. Material and Methods

### 2.1 Research Design

The study involved a correlational survey design because it aimed at determining the relationship between the elements of instructional supervision (the frequency with which supervisors have meetings with their teachers, the manner in which they offer feedback and follow-up support) and job performance by teachers without controlling the work of the teacher or the work of the supervisor. Besides being a survey design, the correlational survey design enabled the researcher to obtain quantitative data of respondents at a particular time that could be analysed to represent the influence of study variables on job

performance.

## 2.2 Population, Sample and Sampling Technique of the Study.

The population of this study was all the teachers in the public secondary-schools in Gusau Metropolis, Zamfara State. As per the records of Zamfara State Post-Primary Schools Management Board (2024), 860 teachers were employed in 43 state schools that are present in the Gusau Metropolis. This study was going to use the Research Advisors sample size determination table at a 95% confidence level and a 5% margin of error to determine the sample size of this study. According to a population of 860 teachers, the researchers should have had a sample size of 265. Due to the possibility of non-respondents, another 10 percent (26 teachers) was included in the sample to make a total of 291 teachers. The sample selection method was a multi-stage sampling method. To begin with, secondary schools in the Gusau Metropolis which are publicly owned were organized based on educational areas. Second, schools within each zone were chosen with the help of a sampling technique (simply random sampling). Third, individual teachers were selected using simple random sampling by updated lists of school records of teachers. This sampling process was designed in such a way that the respondents were selected fairly and representationally across the total population of all the secondary public school within the study area. The outcomes of the research were founded on the research questions and hypotheses of this study. The research questions were answered using descriptive data such as frequency, mean and standard deviation. The hypotheses were tested at the level of significance of 0.05 by the Pearson Product-Moment Correlation and Multiple Regression Analysis.

## 2.3 Instrumentation

The data collection tool was a questionnaire that was developed by the researcher and was called: Instructional Supervision and Teachers Job Performance Questionnaire (ISTJPQ). There were five questions in the questionnaire including Section A: Demographics (gender, qualification, years of experience, subject); Section B: Frequency of Supervision (X1); Section C: Supervisory Feedback Quality (X2); Section D: Follow-up Supervision (X3); and Section E: Teachers Job Performance (Y). It was a 4-point Likert scale to design all items in Sections B - E: Response Score Strongly Agree (SA) 4 Agree (A) 3 Disagree (D) 2 Strongly Disagree (SD). Three professionals, who were specialists in Educational Management (with a focus on the supervision) and one specialist in Measurement and Evaluation and one experienced school administrator of the Post-Primary School Management Board conducted the face and content validation of the questionnaire. Their remarks resulted in the adjustments of the language understanding, the correspondence of the content, measurement precision, and the research purpose. The tool was considered suitable to use. Pilot test was used to determine reliability of the instrument and involved 30 teachers in the secondary schools in the state of Kaura-Namoda LGA, which is not within the study area. The analysis of the responses was based on Cronbach Alpha and the following were the coefficients: Frequency of supervision (0.81); Supervisory feedback (0.88); follow-up supervision (0.84); and Teachers job performance (0.90). The total coefficients of reliability was 0.86. The values are larger than the acceptable level of reliability of 0.70 thus showing that the instrument was internally consistent and appropriate in the study.

## 2.4 Data Analysis

All the data obtained were analyzed using the Statistical Package of the Social Sciences (SPSS) version 26; both descriptive and inferential statistical tests were performed. The descriptive statistics of mean scores, standard deviations, and frequency distributions were also used to summarize and describe the characteristics of the respondents and central tendencies of their responses. Inferential statistics were applied to test the hypotheses and verify the relationship between the variables. In particular, Pearson Product-Moment Correlation Coefficient (PPMC) was employed to find out the extent and direction of the correlation between the elements of instructional supervision (frequency of supervision, supervisory feedback and follow-up supervision) and job performance of teachers. Moreover, the multiple regression analysis was also performed to determine the overall impact and predictive power of the independent variables on the dependent variable.

## 2.5 Ethical Consideration

A set of ethical principles was followed during the research. The management board of the Zamfara State Post-Primary Schools and the principals of the sampled public secondary schools provided permission to conduct the research. The involvement in the study was on a voluntary basis and the respondents were promised that they could opt out at any point

with no repercussions. All respondents were informed that there will be confidentiality and anonymity; they were not expected to give any personal identifiers and any information gathered was to be handled in maximum confidentiality. The information received was utilized on academic grounds only and was kept in a safe place to avoid unauthorized access. The participants were told the purpose of the study and informed consent was taken before the administration of the instrument. The research was conducted in accordance to the proper ethical standards of research in the field of education, where no participant was disrespected, invaded or harmed in the research process.

### 3. Results

#### 3.1 Demographic Information Analysis

There were 378 questionnaires that were collected and reviewed. The demographic analysis revealed that the majority of the respondents were female with 230 (60.8) and males constituted 148 (39.2). Qualification wise, the most qualified group was NCE holders with a total of 154 (40.7) then it was degree holders with 102 (27.0) and M.Ed holders with 26 (6.9). The average amount of teaching experience of the teachers was 11-15 years and the numbers are 182 (48.1) which show a relatively experienced workforce. In reference to the level of supervision, 182 (48.1) teachers said that they had 2/3 supervisions per term and 99 (26.2) teachers said that they did not have any supervision. Supervision frequency had high inconsistencies, 172 (45.5%), and follow-ups supervision, 284 (75.1%). Only 159 teachers (42.1%), reported to have a feedback system in the schools. These findings show that the supervision is mostly haphazard and unmonitored despite the supervision. These results indicate that although supervision occurs, it is largely ad hoc and it is not effectively followed up.

#### 3.2 Research Questions

RQ: What dimensions of instructional supervision (frequency, the quality of feedback and follow-up) give the best predictors of job performance in the study area by teachers?

*Table 1: Descriptive Statistics of Instructional Supervision Predictors and Teachers' Job Performance*

Variable	N	Mean	SD
Frequency of Instructional Supervision	378	2.56	0.89
Supervisory Feedback	378	3.15	0.94
Follow-up Supervision	378	3.15	0.94
Teachers' Job Performance	378	2.62	0.93
Grand Mean / Pooled SD	378	$\bar{X} = 2.87$	SD = 0.93

Note: Mean  $\geq 2.50$  = Agree and Mean  $< 2.50$  = Disagree

Table 1 gives a description of the statistics of the dimensions of instructional supervision (frequency, quality of feedback and follow-up) which is best predictive of job performance of teachers. The mean rating of items that represent supervision frequency are provided in the table. The mean score of 2.56 obtained was aggregated which shows the moderate level of supervision frequency. The participants of the study concurred that the supervision is done at least once in a term. Another finding of the table also indicates that the high aggregated mean of 3.15 indicates that the teachers strongly believed that supervisory feedback is beneficial, descriptive, and leads to an improvement in teaching. On the same note, the aggregated mean of 3.15 was discovered to suggest that teachers who undergo follow-up supervision (where applicable) regard it as extremely helpful. The average supervision practices grand mean of 2.87 indicates moderate implementation of school practices. Nevertheless, the recorded means in supervisory feedback were comparably high (3.15), and the means in follow-up supervision were relatively high (3.15). As compared to supervision frequency, which was relatively low (2.56). Thus, both follow-up and supervisory feedback are the best indicators of job performance of teachers.

#### 3.3 Hypothesis Testing

Ho: Teachers do not have joint and significant predictors of job performance in terms of instructional supervision practices.

Table 2: Hypothetical Association of Supervision Frequency, Feedback, and Follow-Up with Teachers' job Performance

Variables	N	r	p-value	Decision
Frequency of Supervision vs Job Performance (H <sub>01</sub> )	378	0.34	0.001	Rejected
Supervisory Feedback vs Job Performance (H <sub>02</sub> )	378	0.52	0.001	Rejected
Follow-Up Supervision vs Job Performance (H <sub>03</sub> )	378	0.48	0.001	Rejected

The correlation findings of the hypotheses (1, 2, and 3) demonstrate that all the three dimensions of instructional supervision namely frequency of supervision ( $r = 0.34$ ,  $p = 0.001$ ), supervisory feedback ( $r = 0.52$ ,  $p = 0.001$ ), and follow-up supervision ( $r = 0.48$ ,  $p = 0.001$ ) have a significant positive relationship with the job performance of teachers. This implies that, increased supervision, supportive feedback and frequent follow-up is associated with improved teacher performance. Out of these factors, the strongest correlation with job performance is with supervisory feedback. This implies that the quality of feedback is very important in enhancing the instructional effectiveness by the teachers.

Table 3: Regression Analysis of Frequency, Feedback, and Follow-Up on Job Performance

Predictor	B	Std. Error	Beta ( $\beta$ )	T	p-value
Frequency	0.12	0.04	0.18	2.92	0.004
Feedback	0.28	0.05	0.41	5.61	0.001
Follow-Up	0.22	0.05	0.36	4.87	0.001

Table 4: Model Summary

Model	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	Std. Error
1	0.61	0.37	0.36	0.74

Hypothesis 4 was tested using the multiple regression analysis, which revealed that the three dimensions of instructional supervision predict job performance of teachers in combination. The outcome was  $R = 0.61$ ,  $R^2 = 0.37$ , Adjusted  $R^2 = 0.36$  and Std. Error = 0.74. This is to say that these dimensions explain 37 per cent of the performance variation. Supervisory feedback was the most significant of the predictors,  $b = 0.41$ ,  $t = 5.61$ , and  $p = 0.001$ . This was followed by follow-up supervision,  $b = 0.36$ ,  $t = 4.87$ , and  $p = 0.001$ . The frequency of supervision was also important and  $b = 0.18$ ,  $t = 2.92$  and  $p = 0.004$  but not as influential. This implies that teacher performance is influenced by the quality and feedback of supervision and not only by the frequency of supervision.

## 4. Discussion

The results of the research showed that instructional supervision is a key factor of job performance by teachers particularly in the area that the study was conducted. The middle-level monitoring was performed with irregular classroom observation and monitoring of the lesson plans but partial monitoring already has a positive effect on teacher efficiency as shown in the findings. The given observation confirms the international literature that focuses on the role of instructional supervision in the improvement of teacher quality and professionalism <sup>[2] [1]</sup>. The prevailing aspect of supervision was feedback. The teachers found out that clear, explicit and action oriented feedback provision helps them to optimize the lesson planning, deliver better instruction and solve classroom problems. Such findings can be compared to other researchers that emphasize feedback as a focal element of effective supervision which leads to the professional growth and reflective practice <sup>[19] [10] [17] [3]</sup>. The teachers have also performed excellently during the post-training supervision that follows the training. One of the most significant variables that affected the performance of teachers was also the follow-up supervision. Based on these results, it would seem that sustained observation and counselling following the observation assisted teachers to implement recommendations in their practice. This is in line with the opinions of <sup>[24] [25]</sup> that follow-up is a required component to transform supervision into reality, and measurable changes in classroom practice. Even though the level of supervision was statistically significant, the

effect size was relatively low compared to feedback and follow-up. It means that the quality and meaningful interactions are more effective than presence. This is also in line with claims made by <sup>[24]</sup> <sup>[21]</sup> that supervision cycles should be structured and developmental instead of focused on frequently monitoring. With feedback, follow-up, and frequency as the combined variables in the analysis of the elements of supervision, the combination of the factors accounted highest percentage in the variation of job performance of teachers as compared to when the variables are analyzed individually with the  $R^2 = 0.37$ . This proves the fact that supervision is a relevant organizational instrument which can be utilized to improve the effectiveness of the instruction. This is correlated with the literature on the importance of well-designed supervisory practices being collaborative, reflective, and, therefore, capable of enhancing the performance and professional skills of teaching <sup>[4]</sup> <sup>[5]</sup> <sup>[16]</sup>. Nevertheless, the moderate level of supervision is indicative of certain issues that are observed in the situation in Nigeria such as a lack of visits, scarcity of resources, and the inability to follow up <sup>[13]</sup> <sup>[14]</sup>. This connotes that the possibilities of instructional supervision are bound by structural and systems problems and therefore their capabilities can only partially improve teacher performance and student achievement.

## 5. Implications of the Study

### 5.1 Theoretical Implications

This study has a number of theoretical implications on the area of instructional supervision and teacher effectiveness. To begin with, the substantial correlation between instructional supervision and teacher performance supports theoretical claims by <sup>[1]</sup> that supervision is a developmental apparatus, which is able to enhance the quality of instruction. The value of feedback shown fully supports theories of reflective practice and adult learning, which state that teachers become better when supervisory processes are more specific, actionable, and cognitively stimulating. Also, the high impact of follow-up supervision substantiates the Joyce and Showers theory on guided practice that emphasizes on continuous reinforcement as a key in applying new instructional behaviours to everyday classroom practices. The conclusion that the impact of the frequency of supervision is less than the influence of feedback and follow-up enriches the theoretical discussions because it demonstrates that the quality of engagements is more important than the number of visits. On the whole, the joint effect on the supervisory variables ( $R^2 = 0.37$ ) confirms the multidimensional supervision theories that view supervision as a system as opposed to a group of insular processes.

### 5.2 Empirical Implications

Empirically, the research study contributes to the factual evidence that is becoming increasingly evident that instructional supervision is a positive predictor of teacher effectiveness. The findings support the previous studies by <sup>[2]</sup><sup>[16]</sup> as it is applied to the Nigerian setting where hardly empirical data has been provided before, especially in the Northern part of Nigeria. The research offers new findings that feedback is the strongest element of supervision and confirms previous empirical studies <sup>[19]</sup> <sup>[10]</sup>. It also reaffirms that follow up supervision is still necessary in the maintenance of behavioural change in the teachers. The case of moderate supervision has been associated with longstanding empirical issues in developing nations - irregular school inspections, insufficient logistical backups, and lack of monitoring - that have also been reported in other studies in Nigeria <sup>[13]</sup> <sup>[14]</sup>. Therefore, the research reinforces the empirical thesis that instructional supervision still is restricted in terms of its full potential of use due to systemic constraints.

### 5.3 Implications/Practices

The implications of the findings to educational practice and policy are significant. To begin with, the preeminence of feedback implies that school administrators need to focus on quality, transparency, and topicality of supervisory interactions as opposed to making regular visits. Feedback must be elaborative, positive and correlated to classroom requirements that can be observed. Second, a powerful impact of follow-up supervision indicates the necessity of institutionalizing the processes of follow-up in order to strengthen the recommendations and facilitate implementation. Third, the moderate level of supervision implies that the Ministry of Education needs to enhance the supervisory logistics, decrease the administrative pressures on supervisors, and create regular and consistent school visits. Moreover, the findings also indicate professional development programs that would prepare the supervisors to coach, mentor, observe their classrooms, and provide instructional leadership training. Lastly, the paper recommends that supervision practices are to be changed to include models that focus

on collaboration, reflection and empowering teachers instead of the current traditional models of supervision based on inspection.

## 6. Conclusion

The scope of this study was to determine the extent through which instructional supervisory practices (frequency of classroom supervision, the quality of supervisory feedback, and follow-up supervision) foretell the performance of teachers in lesson planning, teaching, classroom management, and student learning assessment. In line with the findings, this research paper finds that instructional supervision leads to a high level of job performance among the teachers, and a high level of well-structured, purposeful, and sustained supervision is more efficient than routine or ad hoc visits. Hence, by enhancing supervision activities with the help of professional development, narrow feedback, and regular follow-up efforts, teacher performance will be enhanced and, consequently, student learning outcomes.

## 7. Recommendations

According to the findings and implications, it is proposed that instructional supervisors, educational administrators, policymakers, and practitioners be provided with the following recommendations:

1. Pedagogical weaknesses should be addressed by instructional supervisors to offer specific, timely, evidence-based feedback that aids in planning, instruction and classroom management.
2. The adherence to the recommendations of the supervisory efforts by school leaders and teaching practitioners to structured follow-up procedures should be applied in order to monitor the execution of teacher development and overall performance.
3. To achieve consistency and quality, the educational policy makers and school administrators are supposed to employ uniform observation templates, feedback forms and follow up tools in order to be consistent and quality in all supervisory activities.

## 8. Limitations and Future Research Recommendations

Although it makes contributions, this study has some limitations that give an indication of the future researches. To begin with, the research adopted a cross-sectional survey design, which is disadvantageous as far as causal inference is concerned. Thus, a longitudinal or experimental research would be an appropriate approach to a future study in order to examine the impact of competency-based teacher education on teaching practice in the long run. Secondly, self-reported measures were used to collect the data and therefore, social desirability bias might have been a factor. The next research can implement the classroom observations, supervisor assessment, or student learning outcome to achieve a more precise outcome.

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