European Journal of Innovation in Nonformal Education (EJINE)
Volume 5 | Issue 9 | Sep - 2025 ISSN: 2795-8612

The Impact of Instructional Supervision on Teachers Effectiveness in Secondary Schools in Gwagwalada Area Council FCT Abuja

Associate Prof. Ohiare-Udebu, M.F, Rauf Olaiya Sarafadeen Ph.D, ADAM, Abdulkarim
Department of Educational Foundations, Faculty of Education, University of Abuja

A B S T R A C T
The study was on impact of instructional supervision on teacher's effectiveness. The study area comprises of seventeen secondary schools out of which five secondary schools were randomly selected. A sample size of 100 was adopted for the study. The major instrument of data collection was the questionnaire. The collected data were analyzed using descriptive statistical method. Such as mean frequency, percentage and tabulation. The finding of the study revealed that interaction with instructional supervisors impact to a great extent their classroom performance, perception of teacher on the impact of instructional materials as suggested by instructional supervisors improve teacher's effectiveness and conferences and seminars organized by instructional supervisors influence teachers effectiveness. The researcher recommended that the instructional supervisors in the zone and Abuja in general having realized that the perception of teachers as regards impact interaction with instructional supervisors on teachers' effectiveness is positive, they should make it a point of duty to interact well with their supervisees i.e. the teachers. The instructional supervisors should always make themselves available and approachable to teachers, the Post Primary School Management Board in Abuja should always sensitize all instructional supervisors that they should perform their duties as helpers to teachers and not critics. That they should always be ready to assist teachers improve their teaching skills through their interaction with teachers and the instructional supervisors should always give useful suggestions as regards the best instructional materials needed per time by teacher since teachers see that this works more than self-discovered instructional materials.

A R T I C L E I N F O
Article history:
Received 15 Jul 2025
Received in revised form
15 Aug 2025
Accepted 10 Sep 2025

Hosting by Innovatus Publishing Co. All rights reserved. © 2025

Introduction

Education is universally recognized as the cornerstone of national development and societal progress. At the center of every educational system are teachers, whose effectiveness directly influences students' learning outcomes, character formation, and overall academic achievement. In secondary schools, teachers' effectiveness depends not only on their professional competence and commitment but also on the quality of instructional supervision provided to them. Instructional supervision, therefore, is a critical tool in ensuring that teachers are adequately guided, motivated, and supported in the teaching and learning process.

Instructional supervision involves the process of monitoring, evaluating, and guiding teachers to improve their pedagogical skills, classroom management techniques, and instructional delivery. It aims to provide feedback that enhances teaching effectiveness and promotes professional growth. In Nigeria, particularly

in the Federal Capital Territory (FCT) Abuja, where education plays a pivotal role in preparing young people for higher education and productive citizenship, instructional supervision is crucial to raising the standard of teaching and learning in secondary schools.

Despite efforts by the government and educational authorities to strengthen instructional supervision, challenges such as inadequate supervisory visits, lack of professional development programs, poor feedback mechanisms, and limited resources continue to undermine its effectiveness. In Gwagwalada Area Council, secondary schools face peculiar issues ranging from overcrowded classrooms and insufficient teaching materials to inconsistent supervision by education officials. These challenges may affect how effectively teachers discharge their duties, thereby impacting students' academic performance.

The impact of instructional supervision on teachers' effectiveness, therefore, cannot be overlooked. Understanding this relationship will not only help identify the gaps in supervision practices but also provide insights into strategies that can enhance teachers' instructional delivery, classroom performance, and overall productivity. This study thus investigates the impact of instructional supervision on teachers' effectiveness in secondary schools in Gwagwalada Area Council, FCT Abuja, with the aim of providing evidence-based recommendations for improving teaching and learning in the area.

Statement of the Problem

Education is widely recognized as a vital instrument for national development, and teachers play a central role in the process of imparting knowledge, skills, and values to learners. However, in many Nigerian secondary schools, the quality of teaching and learning has been a subject of concern. Poor students' performance in internal and external examinations, low motivation among teachers, inadequate classroom management, and ineffective use of instructional materials has been linked to lapses in teachers' effectiveness.

One of the major strategies adopted to improve the quality of teaching is instructional supervision. Instructional supervision is expected to guide, monitor, and support teachers to perform their duties more effectively. In Gwagwalada Area Council of the FCT, there have been increasing concerns about the declining academic achievement of students, despite the presence of supervisors and other quality assurance mechanisms. This raises questions about whether instructional supervision is being properly carried out, and whether it has any significant impact on teachers' effectiveness in areas such as lesson preparation, instructional delivery, classroom control, and evaluation of students' progress.

Unfortunately, there are indications that many supervisors focus more on administrative routines than on instructional guidance, while some teachers perceive supervision as fault-finding rather than professional support. This situation often leads to tension between teachers and supervisors, thereby reducing the intended impact of supervision on teaching quality.

It is against this background that this study seeks to investigate the impact of instructional supervision on teachers' effectiveness in secondary schools in Gwagwalada Area Council, FCT Abuja.

Purpose of the Study

The main purpose of this study is to examine the impact of instructional supervision on teachers' effectiveness in secondary schools in Gwagwalada Area Council, FCT Abuja. Specifically, the study seeks to:

1. The impact of interaction with instructional supervisors on teacher's

Effectiveness in Secondary Schools in Gwagwalada Area Council, Abuja.

2. The impact of use of instructional materials as suggested by instructional

Supervisors on teacher's effectiveness in Secondary Schools in Gwagwalada Area Council, Abuja

Research Questions

The following research questions were posed to collect data for the study:

1. What is the impact of interaction with instructional supervisors on teacher's effectiveness in Secondary Schools in Gwagwalada Area Council, Abuja?

2. What is the impact of instructional materials suggested by instructional supervisors on teacher's effectiveness in Secondary Schools in Gwagwalada Area Council, Abuja?

Significance of the Study

This study is significant for several reasons:

For Teachers: The findings will provide teachers with insights into how instructional supervision can support their professional growth, improve teaching strategies, and enhance classroom effectiveness.

For School Administrators: Principals and supervisors will benefit from the study by understanding how effective supervision practices can motivate teachers, improve instructional delivery, and ultimately boost students' performance.

For Educational Authorities: The research will serve as a guide for policymakers in the Federal Capital Territory and beyond, offering evidence-based recommendations for strengthening supervisory practices in secondary schools.

For Students: Since teachers' effectiveness directly influences students' academic achievement, improved instructional supervision will translate into better learning experiences and higher educational outcomes for students.

For Researchers: The study will contribute to the existing body of knowledge on instructional supervision and teacher effectiveness, serving as a useful reference for future researchers and scholars interested in education and school management.

For Society at Large: By highlighting ways to enhance teacher effectiveness through proper supervision, the study supports the broader goal of improving educational quality, which is essential for producing responsible, skilled, and productive citizens.

Scope and Delimitation of the study

The scope of this study covered Gwagwalada Education zone of Abuja involving all the secondary schools (both Junior and Senior). The investigation centred on the impact of instructional supervision on teacher's effectiveness. Principals and teachers serve as respondents because they are involved in instructional supervision.

Concept of Supervision

Scholars in the field of supervision have presented many definitions for Supervision. The view of the goals of supervision and the nature of the relationship between teachers and supervisors imparted these definitions.

Supervision is a process of stimulating growth and the means of helping teachers to help them. Partly (2021) saw supervision as a task of improving instruction through regular monitoring and in-service education of teachers.

Supervision to Bar (2018) involves providing expert assistance to teachers to help them acquire more skills and competencies for effective teaching. Supervisors are therefore to supervise, guided and direct the instructional activities of teachers in line with the professional conduct. From these definitions above, it can be deduced that the main center of focus of supervision is the classroom teacher who as a curriculum implementer, tries to shape the destiny of c class instruction.

To this end, it is a service rendered to teachers, focusing on how to help them understand and accept themselves, their abilities patterns of interest, emotional make-up and background preparation and helping them set realistic goals for themselves. Supervision is supposed to bring about improvement in instruction.

Nwaogu (2021) writing on the meaning of supervision said, supervision is the process of bringing about improvement in instruction by working with people who work with pupils. Still on supervision, he continued "the process of supervision is to facilitate learning of pupils'. Adequate supervision therefore is concerned with making adequate provision for all of the conditions which are essential to effective learning through effective teaching. According to him, the chief function of supervision is to improve the

learning situation of children that supervision is a service of activity that exists only to help teachers to do their job better. Supervision is directly and primarily concerned with studying and improving the conditions which surround the learning and growth of pupils and teachers. Good supervision releases energies of people in creative ways to solve individual and common problems.

In the context of education, supervision refers to the roles played by an education officer (or supervisor) in being responsible and making sure that teachers do their work effectively. Educational supervision is the process or t the act of seeing to it that the policies, principles and methods established for achieving the objectives of education are properly and successfully carried out. This process involves using expert knowledge and experience to oversee, evaluate and co-operatively improve the conditions and methods of doing things connected with the teaching-learning problems in schools. The primary objective of supervision is to enhance the quality of instruction in the schools. The learner is the focus of attention in the process of supervision.

Nduka (2019) said in supervision, one person (the supervisor) tries to help the other person (the teacher or supervisee) improve the way he or she is teaching. He went further to say that supervision is a process of planned changes. The supervisor being the change agent whose responsibility is to provide the variety of resources that may be necessary for the teacher to see the need for change, to plan for change, to enact new behavior and to test out its effectiveness. Firz (2016) described supervision as a process of directing, helping, guiding and stimulating growth in the subordinates in order to improve the quality of instruction. Mgbodile (2016) sees supervisor as somebody whose basic aim is to help teachers understand and accept themselves for what they are, their abilities, patterns of teaching, emotional make-up etc. and having done this, to set realistic goals for themselves to conclude, in the words of Ogunsaju (2017), Supervision does not imply that the staff must be ordered about and kept constantly under surveillance at all times to make sure work that needs to be done is done properly at the right time. Supervision is interaction between and among two or more people. Thus, it is an inescapable fact that wherever more than one person is involved in an act, interaction is bound to take place in form of some types of established relationships; hence supervision is evident through interaction for the purpose of achieving the goals of the school (enterprise).

Concept of Instruction

Instruction is the purposeful direction of the learning process. Classroom instruction is a bilateral activity between teaching and studying. Both the teacher and students are active participants in the learning process, each with their respective responsibilities. According to Gagne' (2019);

Instruction means ranging the conditions of learning that are external to the learner. These conditions need to be constructed in a stage-by-stage fashion, taking due account at each stage of the just previously acquired capabilities of the learner, the requirements for retention of these capabilities and the specific situation needed for the next stage of the learning.

Instructions aimed at changing behavior, so it is useful to think of a unit of instruction as being built around desired behavior that is the learning outcome. From the above definitions, it is seen that instruction is purposeful in directing learning process. It is a vitally important classroom activity that involves both the teacher (as the instructor) and students (as learners). Therefore, it makes the need to supervise instruction more important and inevitable to achieve educational goals.

Purpose of School Supervision

The goal of supervision is that of quality control. That in a school, every teacher uses his optimal capability to achieve the expected level of performance. Supervision helps the new teacher to understand the purposes, responsibilities and relationships of his position and the directions of his efforts Supervision also gives guidance to members of the school system, so that they can be self-directing and thus function effectively with minimum supervision.

From the above points, it is basic that the purpose of having supervisors in our schools is to control the quality of education received by our children. It lays emphasis on the classroom performance of teachers, especially on the duties assigned to them.

With the huge amount spent on education yearly by the government, the parents would like to have a

feedback to the success or failure of the system where they have huge investment. In the school system, the supervisors are representing the interest of the government and from them the government has adequate feedback.

In the school system, the supervisors are quality controllers. In the school, the role of supervisors is that of monitoring officers of the school programme. (Olowoye and Alani, 2010)

Modern Approaches to Supervision

Inherent in modern democratic approach is a new philosophy that the teacher has the power and authority to exercise self-direction through his participation in the determination of goals and in the formulation of methods and procedures for the improvement of instruction (Ajayi, 2019). This eliminates the feeling that the supervisor is a superior being while the supervisee (teacher) suffers inferiority complex.

To Udoh, Akpa and Gaug (2018) modern trends in supervision are towards democratic principles where the supervisors is considered as a friend, a helper, ready to assist and support through professional advice and discretion. Under this approach, the needs of teachers are properly diagnosed with a view to know how best to assist them. The teaching-learning process is thereafter criticized in a constructive manner and suggestions are made accordingly. This modern approach appears rational and has the potential for functionality, especially because it does not neglect the individuality, the group and the dynamics of the system. It also appears creative to all intents and purpose, since primary emphasis is placed on the growth and professional improvement of the teacher.

Qualities of a Good Instructional Supervisor

A supervisor is someone in position of authority or leadership who possesses the skills and ability to provide supervision to the school in terms of perceiving desirable objectives, maintaining a balance of the curriculum and rendering help to the teachers regarding the methods and other instructional problems that they encounter. Ogunsaju (2018) sees a supervisors as one formally designated to the organization to interact with teacher in order to improve the quality of learning by students. He is an instructional leader who has as his ultimate objective to ensure the teachers are performing the duties for which they are scheduled.

Oshungboye (2011) identified some qualities of a good instructional supervisor. He said; a good instructional supervisor must be strong-willed, consistent and fair in his dealing with other people. He must be cooperative and view his job as ateam-type service. He must be true to his own ideals but at the same time be flexible, needs loyal and respectful of the beliefs and dignity of those around him. He must assist teachers to evolve various approaches and techniques like individualized instruction, grouping, testing and evaluation He must be sincere, firm, approachable and ready to help people solve their problems. He must be versed in the principles and practices of current educational trends and innovations and interpret these to teachers. He must be open in his decision-making and respect people's opinion on matters affecting the school system. He must assist in the organization and proper administration of co-curricular activities for students. He must help to clarify educational objectives and goals and enlighten teachers on their implications. He must maintain, around himself, a relaxing atmosphere that will encourage, stimulate and inspire people around him to work harmoniously to achieve the organizational goal. And lastly that he must be large-hearted and be prepared for oppositions without malice.

Research Design

The researcher used descriptive survey design for the study. The research helped the researcher to describe the variable, applied descriptive statistics to analyze the bio-data and the research questions. He used the survey research design to sample representatives from the total population for the study (Nkapodia 2012)

Population of the Study

The population of the present study comprises of 18 Secondary Schools with 18 Principal, 489 Teachers totaling 519 respondents in Gwagwalada Area Council, Abuja. These principals and teachers were considered because they are involved in instructional supervision.

Sample and Sampling Techniques

The researcher sampled 6 out of 18 secondary schools in Gwagwalada Area Council, Abuja for the study through random sampling technique. 5 principals and 95 teachers were sampled for the study. This technique was used because it gives the respondents an equal chance of being selected and represented as a sample of the study.

Instrumentation

The instrument used for the study was the questionnaire on "influence of supervision of instruction on teacher's effectiveness questionnaire (ISICTPQ) prepared by the researcher for the purpose of this study. The instrument has two sections A and B, section A elicited responses from the respondents' bio-data while section B elicited information from the items formulated from the major variables on the study which borders on the research questions.

The questionnaire was written using simple language free from all sort of technicalities and ambiguities in order to enable the respondents respond without any difficulty. The instrument items were structured on modified four points scale which the respondents were free to choose from (Strongly Agree, Agreed, Disagree and Strongly Disagreed. This was to enable the researcher carryout presentation and analysis of the data with relative ease.

Validity and Reliability of the Instrument

To ensure the validity of the research instrument used to obtain data for this study, the researcher presented a draft questionnaire to other experts in the Department of Educational Test, Measurement and Evaluation to scrutinize, correct and add their ideas to make sure that the questionnaire is valid, that instrument test exactly what is suppose to test. Hence the experts returned the instrument to the researcher after proving that it is valid. The reliability of the instrument was tested by using the Split-half method. In testing the reliability of the questionnaire, a pilot study was conducted in two schools which were not part of the sample. Ten questionnaire were distributed to respondents, Split-half method was used to extract data into two set (even and odd numbers) Pearson Product Movement Correlation co-efficient statistics and Spearman Brown Rho Rank Order Correlation co-efficient statistics were used to calculate the reliability co-efficient of the instrument, an indexes of 0.75 and 0.80 respectively were calculated. This gave a sufficient evidence of the reliability of the instrument which made it suitable for the research study.

Procedure for Data Collection

The researcher administered the instrument by self, obtained permission from the school authority in each of the schools used for this study before the questionnaire were formally administered to the subjects. The subjects were instructed on how to fill the questionnaire, the items on the instrument were thoroughly explained to them to ensure proper understanding of the statements before they responded to them while those who needed specific clarification were assisted. The respondents were given a period of two weeks to respond to the questionnaire, after which the instruments were retrieved by the researcher.

Method of Data Analysis

The researcher analyzed the data by using frequency, percentage and mean score of the respondents responses to analyze bio data and research questions. The formular for mean

$$\overline{X} = \frac{\sum fx}{N}$$

Where $\overline{X}$ = Mean

$\sum$ = Summation

F = Frequency

X = nominal value of option

N = Total number of respondents

Decision: where the mean score was above 2.50 and above this was adjudged agreed in explaining the phenomenon while 2.49 was adjudged disagreed when explaining the situation. Accepted or rejected were used accordingly for sectional mean scores.

Data Analysis and Result

Table 1: Perception of Teachers on the Impact of Interaction with Instructional Supervisors on Teacher's Effectiveness

N=100

S/No	Item on Perception of Teachers on the Impact of Interaction with Instructional Supervisors on Teacher's Effectiveness	SA	A	D	SD	$\overline{X}$	Decision
1	I like interacting with my instructional supervisor to get more ideas about how to improve my class performance.	20	43	29	8	2.61	Agreed
2	Interaction with instructional supervisor scares me because he criticizes rather than assist me improve my class performance.	25	44	24	7	2.87	Agreed
3	Interaction with my supervisor makes me to look for more information on my subject(s) to improve my class instruction.	46	19	46	4	2.67	Agreed
4	Interaction with my supervisor changes my attitudes towards classroom instruction.	30	50	14	6	3.04	Agreed
5	Interaction with my supervisor makes me discover new abilities and qualities for my teaching.	17	51	25	7	2.78	Agreed
	Sectional Mean					**2.80**	**Accepted**

All the respondents agreed to the item in table 4 with the mean scores of 2.61, 2.87, 2.67, 3.04 and 2.78 respectively, the respondents agreed that they like interacting with their instructional supervisor to get more ideas about how to improve my class performance, interaction with instructional supervisor scares them because supervisors criticizes rather than assist them improve their class performance, Interaction with their supervisor makes them to look for more information on their subject(s) to improve their class instruction, interaction with their supervisor changes their attitudes towards classroom instruction and interaction with their supervisor makes them discover new abilities and qualities for their teaching. All the respondents accepted with sectional mean of 2.80 that interaction with instructional supervisor's impact to a great extent their classroom performance.

Table 2: Perception of Teacher on the Impact of Instructional Materials Suggested by Instructional Supervisors on Teacher's Effectiveness

N=100

S/No	Items on Perception of Teacher on the Impact of Instructional Materials Suggested by Instructional Supervisors on Teacher's Effectiveness	SA	A	D	SD	$\overline{X}$	Decision
6	Adequate teaching materials are suggested by instructional supervisors help me teach more effectively.	20	43	29	8	2.61	**Agreed**
7	Provision of adequate teaching facilities as suggestion by instructional supervisors help class instruction easier.	30	48	18	4	3.04	**Agreed**
8	Availability of enough teaching material as suggestion by instructional supervisors helps	25	44	24	7	2.87	**Agreed**

	student understand better and faster the subject matter(s).						
9	Availability of instructional materials as suggestion by instructional supervisors make teaching less stressful and more enjoyable to me.	41	45	9	5	3.22	**Agreed**
10	Adequate use of instructional materials as suggestion by instructional supervisors make student concentrate more in class.	36	45	14	5	3.12	Agreed
	Sectional Mean					**3.00**	**Accepted**

All the respondents agreed to the item in table 2 with the mean score of 2.61, 3.04, 2.87, 3.22 and 3.12 respectively, the respondents agreed that adequate teaching materials are suggested by instructional supervisors help them teach more effectively, provision of adequate teaching facilities as suggestion by instructional supervisors help class instruction easier, availability of enough teaching material as suggestion by instructional supervisors helps student understand better and faster the subject matter(s), Availability of instructional materials as suggestion by instructional supervisors make teaching less stressful and more enjoyable to them and adequate use of instructional materials as suggestion by instructional supervisors make student concentrate more in class. All the respondents accepted with sectional mean Score of 3.00 that perception of teacher on the impact of instructional materials as suggested by instructional supervisors improve teacher's effectiveness

Discussion of Finding

Table 1 analyzed Research Question one on interaction with instructional supervisors and classroom performance school with sectional mean of 2.80 and discovered that interaction with instructional supervisor's impact to a great extent their classroom performance. This study finding is in line with Abioye and Sheyin (2019) were of the opinion that a good classroom supervisor of instruction must be physically fit, disciplined /self-controlled, be a motivator, be an effective leader, intelligent, has good character/ temperament, and lastly have dignity and authority to be able to perform his work effectively when visiting various classroom.

Table 2 analyze research question two on perception of teachers' instructional materials and suggestion by instructional supervisors to improve teacher's effectiveness with sectional mean of 3.00 and discovered that perception of teacher on the impact of instructional materials as suggested by instructional supervisors improve teacher's effectiveness. This study finding is supported by Gaug (2007) who said that modern trends in supervision are towards democratic principles where the supervisors is considered as a friend, a helper, ready to assist and support through professional advice and discretion.

Recommendations

Base on the findings of this study, the recommendations made are:

1. The instructional supervisors in the zone and Abuja in general having realized that the perception of teachers as regards impact o: interaction with instructional supervisors on teachers' effectiveness is positive, they should make it a point of duty to interact well with their supervisees i.e. the teachers. The instructional supervisors should always make themselves available and approachable to teachers.
2. The Post Primary School Management Board in Abuja should always sensitize all instructional supervisors that they should perform their duties as helpers to teachers and not critics. That they should always be ready to assist teachers improve their teaching skills through their interaction with teachers

Conclusion

It was concluded that interaction with instructional supervisors impact to a great extent their classroom performance, perception of teacher on the impact of instructional materials as suggested by instructional supervisors improve teacher's effectiveness.

REFERENCES

1. Achunin, S.R.N. and Irondi E.O. (1998). (Eds), Management and administration of Secondary Education. Owerri: Totan Publishers Ltd.
2. Amachinagu, J.A. (2007). The experience of principals in effective supervision of Instruction, case study of ldah local government area of Kogi State. Unpublished M.Ed. Thesis, UNN.
3. Bar, F.U.(1993). About the supervisor. New York: South-Western Publishing.
4. Bass, B.M. (1985). Leadership and performance beyond expectation. New York:Free Press.
5. Ewelukwa, R. (2997), Impact of School Supervision on teacher effectiveness as Perceived 1 by teachers and Principals in Onitsha Education Zone. Unpublished M.Ed. thesis, Department of Education UNN
6. Ezeocha, P.A. (1985). School Management and Supervision. Owerri: New Africa Publishing Co. I.td.
7. Ezeocha, P.A. (1990). Modern Supervision. Owerri: Internat ational University Press.
8. Farrant, J.S. (1988). Principles and Practice of Education. ingapore: Longman Publishers Ltd
9. McCall, M.W. and Lombardo, M.M. (1983). Off the track: why and how Successful executivesget derailed. Greenboro, NC: Center for creative Leadership.
10. Mgbodile, T.O. (1986) (eds). Educational Administration and Supervision. Ibadan: Heineman Educational Books Nigeria Ltd.
11. Ndu, A.N., Ocho, L.O. and Okeke, B.S. (1997). (eds). Dynamics of Educational Administration and Management-The Nigerian perspective. / Awka: Meks Publishers Ltd.
12. Nwaoguegbe, D.E. (2004). Clinical Supervision. In Anuna, M.C. (eds.). Educational Supervision - The Nigerian experience (page 96-104). Owerri International University Press.
13. Nwokafor, J.N. (1987). Educational Administration and Uperv1SIon. Ibadan: Heinemann Educational Books.
14. Ojo, A.O. (1991). Supervision of instructional programmes. In Tella, Awoyele and Alani (Eds.). Introduction to Administration in Eiucation aOs: Basic Book Publishers.
15. Okonkwo, S.N. (1998). Supervision of Instruction. in. 1 Achun S.R.N. and irondi E.O.(Eds), Management and Administration of Secondary Education. ```Owerri: Totan Publishers Ltd.