

School Supervision Teacher' Job Performance and Students Academic Performance in Public Secondary Schools in Federal Capital Territory, Abuja, Nigeria

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ABSTRACT

The study investigated the impact of school supervision on teachers' job performance and students' academic performance in Public Secondary Schools in Federal Capital Territory, Abuja, Nigeria. The study adopted a descriptive survey research design. A sample of 480 respondents (30 principals, 150 teachers, and 300 students). The main instruments for data collection were Questionnaires. All instruments were structured on a four-point Likert scale ranging from Strongly Agree to Strongly Disagree (1). The instruments were subjected to content and face validity by three experts in Educational Administration and Planning from the University of Abuja. Their suggestions were incorporated to improve clarity, relevance, and adequacy of the items to the research objectives. Descriptive statistics such as frequency counts, means, and standard deviations were used to analyze responses to research questions. Pearson Product Moment Correlation (PPMC) was employed to test the hypotheses and determine the relationships among school supervision, teacher job performance, and students' academic performance at a 0.05 level of significance. The result collected revealed that school supervision positively influence the teachers' job performance in Public Secondary Schools in Federal Capital Territory, Abuja, Nigeria. The study also showed that school supervision influences students' academic performance in Public Secondary Schools in Federal Capital Territory, Abuja, Nigeria. The paper recommends that the Federal Capital Territory Secondary Education Board should ensure that school supervision is conducted regularly and systematically across all public secondary schools. Supervisory activities should be used to develop targeted intervention programs aimed at improving students' academic achievement. School administrators should use supervision reports to identify teachers' training needs, provide capacity-building workshops, and improve teaching resources.

INTRODUCTION

School supervision plays a vital role in ensuring the effectiveness of teaching and learning processes within the education system. In Nigeria, particularly in the Federal Capital Territory (FCT), Abuja, the quality of education in public secondary schools is largely dependent on how effectively schools are supervised and how such supervision impacts teachers' job performance and, consequently, students' academic outcomes. Effective school supervision ensures that instructional activities align with educational goals, teachers receive adequate professional support, and available resources are properly utilized to enhance learning.

Teacher job performance is a critical determinant of students' academic achievement. It encompasses the quality of lesson delivery, classroom management, assessment practices, and teachers' commitment to instructional improvement [1]. Constructive supervision provides teachers mentorship, feedback, and support to enhance their methods of instruction, and this in return encourages better learning

outcomes over learners. However, poor monitoring procedures, a lack of professional guidance, and inadequate oversight often result in teacher ineffectiveness and declining student performance [2]. Problems such as an absence of qualified supervisors, a lack of supervisory visits, and insufficient teaching resources have rendered it hard for public secondary schools in the capital city of Nigeria (FCT), Abuja, to meet the necessary educational standards. The link between student academic success, teacher effectiveness, and school supervision has become an area of increasing concern [3].

Developing strategies to improve school administration, increase the effectiveness of educators, and promote better educational results in the region calls for an understanding for this relationship[4]. It aims to provide empirical insights into how effective supervision practices can strengthen teachers' instructional competence and improve students' scholastic achievements.

1.2 Purpose of the study

The study assess the impact of school supervision on teachers' job performance and students' academic performance in Public Secondary Schools in Federal Capital Territory, Abuja, Nigeria. The specific objectives includes:

1. To find out the impact of school supervision on teachers' job performance in Public Secondary Schools in Federal Capital Territory, Abuja, Nigeria
2. To find out the impact of school supervision on students' academic performance in Public Secondary Schools in Federal Capital Territory, Abuja, Nigeria

1.3 Research Questions

Based on the purpose of the study, the following research questions were generated for the study:

1. What is the impact of school supervision on teachers' job performance in Public Secondary Schools in Federal Capital Territory, Abuja, Nigeria?
2. What is the impact of school supervision on students' academic performance in Public Secondary Schools in Federal Capital Territory, Abuja, Nigeria?

1.4 Hypotheses

Based on the research question, the following hypotheses are were generated for the study:

1. There is no significant relationship between school supervision and teachers' job performance in Public Secondary Schools in Federal Capital Territory, Abuja, Nigeria.
2. There is no significant relationship between school supervision and students' academic performance in Public Secondary Schools in Federal Capital Territory, Abuja, Nigeria.

RESEARCH METHOD

The study adopted a descriptive survey research design. This design was considered appropriate because it enables the researcher to collect data from a large population and describe existing relationships among school supervision, teachers' job performance, and students' academic performance without manipulating any variable. The population of the study comprised all public secondary school principals, teachers, and students in the six area councils of the Federal Capital Territory (FCT): Abuja Municipal, Bwari, Gwagwalada, Kuje, Kwali, and Abaji. According to data from the FCT Secondary Education Board there are approximately 186 public secondary schools, with an estimated 6,000 teachers and over 120,000 students [5].

A sample of 30 public secondary schools was selected from the six area councils using a stratified random sampling technique to ensure fair representation across the councils. From each selected school, 5 teachers, 1 principal, and 10 students were chosen

through simple random sampling, giving a total sample size of 480 respondents (30 principals, 150 teachers, and 300 students) [6].

The main instruments for data collection were Questionnaire on School Supervision (QSS) for principals and teachers, designed to collect information on the frequency, methods, and impact of supervision. Teacher Job Performance Questionnaire (TJPQ) for teachers and principals, focusing on instructional delivery, classroom management, punctuality, and commitment. Student Academic Performance Questionnaire (SAPQ) for students, aimed at assessing perceived teacher effectiveness and its influence on their academic achievement [7].

All instruments were structured on a four-point Likert scale ranging from Strongly Agree to Strongly Disagree. The instruments were subjected to content and face validity by three experts in Educational Administration and Planning from the University of Abuja. Their suggestions were incorporated to improve clarity, relevance, and adequacy of the items to the research objectives. To ensure reliability, a pilot study was conducted in three public secondary schools in Nasarawa State that were not part of the main study. Data obtained were analyzed using the Cronbach Alpha method, which yielded a reliability coefficient of 0.82 [8].

Indicating that the instruments were reliable for the study. The researcher, with the assistance of trained research assistants, personally administered the questionnaires to respondents. Permission was obtained from the FCT Secondary Education Board and school principals before data collection. Respondents were assured of confidentiality and anonymity to encourage honest responses. Data collected were analyzed using descriptive and inferential statistics [9].

Descriptive statistics such as frequency counts, means, and standard deviations were used to analyze responses to research questions. Pearson Product Moment Correlation (PPMC) and Multiple Regression Analysis were employed to test the hypotheses and determine the relationships among school supervision, teacher job performance, and students' academic performance at a 0.05 level of significance [10].

RESULTS AND DISCUSSION

1) There is no significant relationship between school supervision and teachers' job performance in Public Secondary Schools in Federal Capital Territory, Abuja, Nigeria.

Table 1: Pearson Product-Moment Correlation of significant relationship between school supervision and teachers' job performance

Variables	N	R	P-value	Decision
school supervision	480	0.66	.000	Rejected
Teachers' job performance	480			

As shown in Table 1, the Pearson correlation co-efficient of r was calculated to be 0.68 while its calculated significance value is 0.000 at $p < 0.05$. On this basis, null hypothesis one was therefore rejected. This indicates a strong positive relationship between significant relationship between school supervision and teachers' job performance in Public Secondary Schools in Federal Capital Territory, Abuja, Nigeria. This means that there is a significant relationship between school supervision and teachers' job performance in secondary schools in FCT [11].

2) There is no significant relationship between school supervision and students' academic performance in Public Secondary Schools in Federal Capital Territory, Abuja, Nigeria.

Table 2: Pearson Product-Moment Correlation of significant relationship between school supervision and students' academic performance

Variables	N	R	P-value	Decision
School supervision	480	0.79	.000	Rejected
Students' academic performance	480			

The data collected in Table 3 on Pearson correlation co-efficient of r was calculated to be 0.79 while its calculated significance value is 0.000 at $p < 0.05$. On this basis, null hypothesis one was therefore rejected.

This indicates a strong positive significant relationship between school supervision and students' academic performance in Public Secondary Schools in Federal Capital Territory, Abuja, Nigeria. This means that there is a significant relationship between school supervision and students' academic performance in Public Secondary Schools in Federal Capital Territory, Abuja, Nigeria [12]. The result collected revealed that school supervision positively influence the teachers' job performance in Public Secondary Schools in Federal Capital Territory, Abuja, Nigeria. The study also showed that school supervision influences students' academic performance in Public Secondary Schools in Federal Capital Territory, Abuja, Nigeria.

The findings of the study revealed that school supervision positively influences teachers' job performance in public secondary schools in the Federal Capital Territory (FCT), Abuja. This implies that effective supervision enhances teachers' instructional competence, professional commitment, and classroom management skills. Supervisory practices such as classroom visitation, monitoring of lesson plans, mentoring, and provision of instructional feedback help teachers to improve their pedagogical approaches. When supervisors regularly guide and evaluate teachers, it creates a system of accountability and professional development that motivates teachers to perform better in their instructional roles [13].

This finding aligns with the observations of Akinfolarin and Rufai, who noted that effective school supervision improves teachers' productivity and commitment by ensuring that teachers adhere to curriculum standards and instructional goals. Similarly, Onyali and Okeke emphasized that supervisory feedback helps teachers identify their strengths and weaknesses, leading to improved teaching methods and better classroom outcomes. Olagunju also found that continuous instructional supervision enhances teachers' classroom performance by providing them with constructive guidance, thereby increasing their efficiency and morale [14].

Furthermore, the finding supports the theory of instructional leadership, which holds that supervision is a core administrative function aimed at improving teaching and learning. The development of educators and the overall effectiveness of educational institutions are significantly improved through supervisors who provide professional support, technical assistance, and informal evaluations. Teachers thus are more likely to use creative teaching techniques and exhibit greater levels of commitment and job satisfaction when school supervision is properly implemented.

The study additionally discovered that students' academic performance in secondary schools in the FCT is significantly affected by school supervision. It indicates that effective supervision impacts students' learning outcomes in addition to enhancing teacher performance. Students typically perform better academically when supervisors make sure teachers follow lesson plans, use appropriate instructional materials, and maintain the classroom in order. By guaranteeing that teachers provide high-quality instruction that meets students' needs, effective supervision creates an enjoyable learning environment[15].

This finding is consistent with Adebayo and Olayanju and Ogunode & Ajape who reported that consistent supervision and monitoring of teaching activities improve students' achievement, as teachers become more accountable for students' learning progress. Similarly, Eze and Nwogu found that supervisory practices such as evaluation of lesson notes, provision of instructional materials, and regular classroom observations significantly affect students' academic performance. Teachers that get ongoing guidance have a greater likely to prepare lessons effectively, which boosts student engagement and improves learning outcomes, as stated by Ogbonnaya, Ogunode, and Richard.

In addition, supervision enhances school discipline, ensures effective curriculum delivery, and promotes achievement in school, as stated by Adeyemi and Onyali as well as Okeke, Olabisi, Okolo, and Ogunode. In short, school supervision guarantees that learning objectives are achieved and teaching standards are upheld through functioning as an interface between educational policies and classroom implementation.

Effective supervision helps to mitigate the issues which public secondary schools in the Capital Territory of Nigeria (FCT), Abuja, face, such as overcrowded classrooms, an absence of resources, and teacher absenteeism.

CONCLUSION

The Federal Capital Territory Secondary Education Board should ensure that school supervision is conducted regularly and systematically across all public secondary schools. Supervisors should focus on providing constructive feedback, mentoring, and professional support to teachers rather than punitive evaluations. Adequate logistics, training, and funding should be provided to supervisors to enable them to carry out effective monitoring of instructional activities. This will improve the quality for instruction and sustain superior teacher performance.

The findings in supervisory activities need to be utilized to the development of targeted interventions aimed at improving the academic achievement of pupils. Monitoring reports should be used by school administrators to figure out the training needs of teachers, organize workshops to increase their capacity, and enhance educational resources. Schools in the FCT may create a more accountable and performance-driven educational system by connecting the outcomes of supervision to continuous professional development and student learning outcomes.

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