

PRINCIPAL SUPERVISORY PRACTICES AS PREDICTORS OF TEACHERS' JOB PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN BENIN METROPOLIS, EDO STATE

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Abstract

This study examined principal supervisory practices as predictors of teachers' job performance in public secondary schools in Benin Metropolis, Edo State. The study employed a correlational survey research design. The population comprised principals and teachers in the 148 public secondary schools in Benin Metropolis, with a sample of 600 respondents selected using a multi-stage sampling technique. Data were collected using a structured questionnaire titled "Principal Supervisory Practices and Teachers' Job Performance Questionnaire (PSPTJPQ)". The instrument was validated by three experts in Educational Management and Measurement and Evaluation. The reliability of the instrument was established using Cronbach Alpha, which yielded a value of 0.93 for principal supervisory practices and 0.89 for teachers' job performance. The data collected were analysed using simple and multiple regression analysis. Findings revealed that classroom supervision, instructional monitoring, professional development, teacher support and mentoring, and supervisory effectiveness significantly predict teachers' job performance. However, supervisory effectiveness, teacher support and mentoring, and professional development were the strongest predictors. Classroom supervision and instructional monitoring were weaker predictors in the combined model. The study concluded that supportive and developmental supervisory practices have greater influence on teachers' job performance than routine inspectional practices. It was recommended that principals should strengthen mentoring, professional development, and supportive supervision to enhance teachers' job performance.

Keywords: Supervisory practices, school effectiveness, teachers' job performance, teachers' effectiveness

Introduction

Education remains one of the most important instruments for national development and social transformation. It contributes significantly to economic growth, technological advancement, political stability, and human capital development. Through education, individuals acquire knowledge, skills, values, and competencies necessary for productive living and societal progress. In recognition of the strategic role of education in national development, governments and private individuals continue to invest heavily in the educational sector with the expectation of improved educational outcomes and quality human resources. The achievement of educational goals largely depends on the effectiveness of teachers, since teachers are the key implementers of the school curriculum (Imasuen & Aibinuomo, 2023). Teachers' job performance therefore occupies a central position in the educational process. Teachers' job performance refers to the extent to which teachers effectively carry out their professional responsibilities in order to achieve instructional objectives and school goals. It includes lesson preparation, instructional delivery, classroom management, student assessment, punctuality, maintenance of school records, use of instructional materials, and professional conduct.

Effective teacher performance promotes meaningful learning experiences and enhances students' academic achievement. However, concerns have continued to emerge regarding declining teachers' job performance in many public secondary schools in Nigeria. Reports of lateness to school, absenteeism, inadequate lesson preparation, poor classroom management, ineffective instructional delivery, and weak commitment to professional responsibilities remain concerns in some schools (Adejumo et al., 2024; Amie-Ogan & Onyebuchi, 2020; Ige & Lebi, 2021; UNICEF, 2021).

One of the major factors associated with teachers' job performance is the quality of supervision provided by school principals. Principals occupy strategic leadership positions in schools and are responsible for ensuring effective teaching and learning through proper supervision of instructional activities. Instructional supervision involves the guidance, monitoring, evaluation, and support provided to teachers with the aim of improving instructional effectiveness and students' learning outcomes. According to Ubogu (2020), effective instructional supervision strengthens teacher quality and enhances classroom practices. Similarly, Adedeji (2025) observed that instructional supervision practices significantly contribute to teachers' job performance in public secondary schools. Principal supervisory practices refer to the various activities, strategies, and leadership actions employed by school principals to guide, monitor, support, and improve teachers' instructional effectiveness and professional performance. Effective supervisory practices create opportunities for professional growth, instructional improvement, collaboration, and accountability within the school system. In this study, principal supervisory practices are categorised into classroom supervision practices, instructional monitoring practices, professional development practices, teacher support and mentoring practices, and supervisory effectiveness practices.

Classroom supervision practices refer to the direct observation and evaluation of classroom teaching by principals with the aim of improving instructional effectiveness and classroom management. It involves classroom visitation, observation of lesson delivery, monitoring teacher–student interaction, assessment of teaching methods, and provision of feedback after observation (Glickman, Gordon, & Ross-Gordon, 2018). Effective classroom supervision enables principals to identify teachers' instructional strengths and weaknesses and provide professional guidance for improvement (Sullivan & Glanz, 2013). Through regular classroom observation, principals ensure that teaching activities align with curriculum objectives and acceptable instructional standards (Zepeda, 2022). Zepeda explained that classroom observation and feedback are essential components of instructional supervision because they help teachers improve pedagogical practices and classroom performance. Studies have shown that classroom supervision positively influences teachers' job performance. For example, Ahmed (2025) conducted a study on principals' classroom supervision and teachers' effectiveness among public secondary schools in Kaduna State, Nigeria. The study found that regular classroom visitation and constructive feedback significantly improved teachers' instructional delivery, classroom management, and commitment to duty. Similarly, Alkrdem (2011) who investigated the influence of classroom supervision on teachers' instructional practices among secondary school teachers in Sudan, discovered that teachers who received regular classroom supervision demonstrated improved lesson presentation, effective classroom interaction, and better instructional competence than those who received limited supervision. Another component of principal's supervisory practices is instructional monitoring practices. Instructional monitoring practices involve principals' continuous supervision of teachers' instructional planning and curriculum implementation to ensure effective teaching and learning. These practices include checking lesson plans, schemes of work, records of work, students' assessment records, and monitoring teachers' punctuality and classroom activities. Instructional monitoring helps principals ensure that teachers adequately prepare lessons, complete curriculum content, and maintain instructional standards. It also enables principals to

identify instructional gaps and provide corrective guidance where necessary. Ubogu (2020) maintained that instructional monitoring enhances accountability and quality assurance in schools because it ensures compliance with curriculum requirements and professional teaching standards. Instructional monitoring has been found to improving teachers' job performance. Egboka and Nwosu (2024) examined instructional supervision strategies and teachers' effectiveness in public secondary schools in Anambra State, Nigeria. The study found that monitoring lesson notes, classroom activities, and curriculum implementation significantly improved teachers' instructional effectiveness and professional commitment. In another study, Owan and Agunwa (2021) who investigated principals' monitoring practices and teachers' productivity in secondary schools in Cross River State, revealed that regular instructional monitoring positively influenced teachers' lesson preparation, classroom discipline, and students' academic performance.

Professional development practices is another component of principal's supervisory practices. It refers to activities organised or encouraged by principals to improve teachers' professional knowledge, instructional skills, pedagogical competence, and overall effectiveness. Such practices include workshops, seminars, conferences, in-service training, orientation programmes, and encouragement for teachers to attend professional learning activities. Professional development is essential because educational practices, curriculum demands, and teaching methods continue to evolve. Principals who promote professional development help teachers acquire modern instructional strategies, improve subject mastery, and adapt to educational innovations. Darling-Hammond et al. (2017) emphasised that sustained professional development improves teaching quality, teacher competence, and students' learning outcomes. Studies have established the positive influence of professional development practices on teachers' job performance. Akinfoyewa and Ileuma (2024) who conducted a study on principals' managerial strategies and teachers' effectiveness in Lagos State public secondary schools, observed that workshops, seminars, and in-service training programmes significantly enhanced teachers' instructional competence and classroom effectiveness. Similarly, Ayeni and Akunkkpimi (2025) who investigated the relationship between professional development programmes and teachers' job performance in secondary schools in Ondo State, Nigeria, revealed that teachers who regularly participated in professional development activities demonstrated higher levels of instructional effectiveness, classroom management, and professional commitment.

Teacher support and mentoring practices as a principal's supervisory practices, refer to the assistance, encouragement, guidance, and emotional support principals provide to teachers in order to improve their instructional competence and professional performance. These practices involve helping teachers solve instructional challenges, guiding classroom management, encouraging teamwork, and maintaining positive working relationships within the school environment. According to Imasuen and Aibinuomo (2023), mentoring is particularly beneficial to newly employed teachers who may require guidance in adapting to teaching responsibilities and school culture. Supportive supervision creates a collaborative school climate that improves teachers' morale, confidence, motivation, and commitment to duty. Studies have confirmed the importance of teacher support and mentoring practices in enhancing teachers' job performance. Apie and Ekere (2023) who examined supportive supervisory practices and teachers' effectiveness in secondary schools in Ghana, found that mentoring, emotional support, and collaborative supervision significantly improved teachers' instructional commitment and job satisfaction. Likewise, Ingersoll and Strong (2018) who investigated the effects of mentoring programmes on teachers' performance in the United States, revealed that teachers who received mentorship and professional support demonstrated improved classroom management, instructional competence, and professional retention compared to teachers who lacked mentoring support.

Supervisory effectiveness practices, another component of principal's supervisory practice refers to the extent to which principals successfully carry out supervisory responsibilities in ways that improve teachers' instructional performance and school effectiveness. Effective supervision is characterized by fairness, consistency, professionalism, constructive feedback, collaboration, and supportive leadership. It is developmental rather than fault-finding or punitive. Effective supervisory practices require principals to possess conceptual, interpersonal, and technical skills necessary for guiding teachers toward achieving educational goals. Glickman et al. (2020) explained that effective supervision promotes teacher growth, instructional improvement, and school development. Awe et al. (2020) observed that effective supervision significantly improved teachers' morale, instructional competence, punctuality, and classroom effectiveness. Similarly, Yusuf and Ibrahim (2021) found that principals who demonstrated supportive and effective supervisory behaviours positively influenced teachers' commitment, job satisfaction, and instructional performance.

Despite the recognized importance of supervisory practices in enhancing teachers' job performance, evidence suggests that supervision in some secondary schools is either inadequate or improperly implemented. In many public secondary schools, principals are often overwhelmed with administrative responsibilities, leaving little time for instructional supervision. In some cases, supervision is conducted in a fault-finding or authoritarian manner, which may reduce teacher morale and negatively affect performance. Consequently, issues such as poor instructional delivery, weak classroom management, lack of commitment among teachers, and declining students' academic performance persist in many schools.

Statement of the Problem

Teachers' job performance remains one of the most important determinants of educational quality and students' academic achievement in secondary schools. Effective teacher performance enhances curriculum implementation, promotes meaningful learning, and contributes to the achievement of educational objectives. Despite this, there have been increasing concerns among parents, educational stakeholders, and government agencies regarding declining teachers' job performance in many public secondary schools in Nigeria, including Edo State. Evidence indicates persistent challenges such as lateness to school, absenteeism, poor lesson preparation, ineffective instructional delivery, weak classroom management, poor record keeping, inadequate assessment practices, and lack of commitment to professional responsibilities among teachers. This poor performance of teachers has continued to negatively affect students' academic achievement, discipline, and overall educational standards. In Benin Metropolis, concerns have been raised about students' poor academic performance and declining instructional effectiveness among teachers in public secondary schools. This situation has generated debates among stakeholders regarding the possible factors responsible for teachers' poor job performance. One factor that has been associated with teachers' poor performance is ineffective supervisory practices by school principals. Principals are expected to supervise instructional activities through classroom observation, instructional monitoring, professional development programmes, mentoring, and supportive leadership. Effective supervision helps teachers improve instructional competence, maintain professional standards, and perform their duties effectively. Nonetheless, in some schools, principals appear to pay limited attention to instructional supervision due to administrative workload, inadequate supervisory skills, or lack of commitment to supervisory responsibilities. In some cases, supervision is conducted in a fault-finding or authoritarian manner rather than as a supportive and developmental process. Although studies have examined instructional supervision and teachers' effectiveness in different contexts, limited empirical evidence exists on the predictive influence of specific supervisory practices such as classroom supervision practices, instructional monitoring practices, professional development

practices, teacher support and mentoring practices, and supervisory effectiveness practices on teachers' job performance in public secondary schools within Benin Metropolis, Edo State. It is against this background that this study sought to investigate principal supervisory practices as predictors of teachers' job performance in public secondary schools in Benin Metropolis, Edo State.

Research Questions

The following research questions guided the study:

1. What is the influence of classroom supervision practices on teachers' job performance in public secondary schools in Benin Metropolis, Edo State?
2. What is the influence of instructional monitoring practices on teachers' job performance in public secondary schools in Benin Metropolis, Edo State?
3. What is the influence of professional development practices on teachers' job performance in public secondary schools in Benin Metropolis, Edo State?
4. What is the influence of teacher support and mentoring practices on teachers' job performance in public secondary schools in Benin Metropolis, Edo State?
5. What is the influence of supervisory effectiveness practices on teachers' job performance in public secondary schools in Benin Metropolis, Edo State?
6. What is the combined influence of principal supervisory practices on teachers' job performance in public secondary schools in Benin Metropolis, Edo State?

Methodology

This study employed a correlational survey research design. The population of the study comprised all principals and teachers in the 148 public secondary schools in Benin metropolis. The sample size consisted of 600 respondents made up of 70 principals and 530 teachers. A multi-stage sampling technique was employed to select the schools and respondents for the study, ensuring that different categories of schools and participants were adequately represented. Data for the study were collected using a structured questionnaire titled "Principal Supervisory Practices and Teachers' Job Performance Questionnaire (PSPTJPQ)". The instrument was designed by the researcher on a four-point Likert scale of Strongly Agree, Agree, Disagree, and Strongly Disagree. The questionnaire consisted of three main sections. Section A sought information on the demographic characteristics of respondents such as gender, years of teaching experience, professional qualification, school type, and administrative position. Section B focused on principal supervisory practices, which was operationalized into five dimensions: classroom supervision practices, instructional monitoring practices, professional development practices, teacher support and mentoring practices, and supervisory effectiveness practices. Items in this section assessed how principals engage in classroom observation, provision of feedback, monitoring of lesson plans and instructional records, organization of workshops and seminars, provision of mentoring and instructional support, and the overall effectiveness and quality of their supervisory behaviour. Section C measured teachers' job performance and included items on lesson preparation, instructional delivery, classroom management, use of instructional materials, assessment of students, punctuality, record keeping, and general professional conduct.

The instrument was validated by three experts in Educational Management and Measurement and Evaluation, who ensured that the items were clear, relevant, and adequately covered the constructs of the study. The corrections and suggestions were incorporated into the final version of the instrument. 30 copies of the instrument were administered to teachers and principals outside the sampled schools. Reliability of the instrument was established using Cronbach Alpha, which yielded an index of 0.93 for principal supervisory practices and 0.89

for teachers' job performance, indicating that the instrument was consistent and suitable for data collection. Data collected were analysed using linear and multiple regression analyses to determine the extent to which principal supervisory practices predict teachers' job performance.

Results

Table 1: Linear Regression of the Influence of Classroom Supervision Practices and Teachers' Job Performance

Model	B	Std. Error	Beta	t	Sig.
(Constant)	18.517	1.285	—	14.413	0.000
Classroom Supervision	0.488	0.086	0.226	5.657	0.000

$R = 0.226$; Adjusted $R^2 = 0.049$; $F = 32.006$; $p = 0.000$

Table 1 shows an F value of 32.006 and a p-value of 0.000. This shows that classroom supervision practices significantly predict teachers' job performance. The adjusted R^2 of 0.049 indicates that classroom supervision explains about 4.9% of the variation in teachers' job performance. The beta value of 0.226 indicates a positive but weak influence. This implies that principals' classroom supervision influences teachers' job performance, although the contribution is relatively small.

Table 2: Linear Regression of the Influence of Instructional Monitoring Practices and Teachers' Job Performance

Model	B	Std. Error	Beta	t	Sig.
(Constant)	19.048	1.199	—	15.887	0.000

$R = 0.225$; Adjusted $R^2 = 0.049$; $F = 31.704$; $p = 0.000$

Table 2 shows and F value of 31.704 and a p -value of 0.000. This implies that instructional monitoring practices significantly predict teachers' job performance. The adjusted R^2 of 0.049 shows that instructional monitoring accounts for 4.9% of the variation in teachers' job performance. The beta value of 0.225 indicates a positive but weak effect. This suggests that instructional monitoring practices contributes to teachers' effectiveness, though its impact is limited.

Table 3: Linear Regression of the Influence of Professional Development Practices and Teachers' Job Performance

Model	B	Std. Error	Beta	t	Sig.
(Constant)	13.865	1.131	—	12.261	0.000
Professional Development	0.966	0.090	0.402	10.712	0.000

$R = 0.402$; Adjusted $R^2 = 0.160$; $F = 114.750$; $p = 0.000$

Table 3 shows and F value of 114.750 and a p -value of 0.000. This implies that professional development practices significantly predict teachers' job performance. The adjusted R^2 of 0.160 indicates that professional development explains 16.0% of the variation in teachers' job performance. The beta value of 0.402 shows a moderate positive influence. This implies that professional development enhance teachers' instructional competence and classroom effectiveness.

Table 4: Linear Regression of the Influence of Teacher Support and Monitoring Practices and Teachers' Job Performance

Model	B	Std. Error	Beta	t	Sig.
(Constant)	12.980	0.918	—	14.143	0.000
Teacher Support and Monitoring	1.143	0.080	0.507	14.350	0.000

$R = 0.507$; Adjusted $R^2 = 0.256$; $F = 205.917$; $p = 0.000$

Table 4 shows and F value of 205.917 and a p -value of 0.000. This implies that teacher support and mentoring practices significantly predict teachers' job performance. The adjusted R^2 of 0.256 indicates that support practices explain about 25.6% of the variation in teachers' job performance. The beta value of 0.507 shows a strong positive influence. This implies that principals' support and mentoring significantly enhance teachers' effectiveness.

Table 5: Linear Regression of the Influence of Supervisory Effectiveness Practices and Teachers' Job Performance

Model	B	Std. Error	Beta	t	Sig.
(Constant)	12.943	0.815	—	15.875	0.000
Supervisory Effectiveness	1.079	0.066	0.556	16.335	0.000

$R = 0.556$; Adjusted $R^2 = 0.308$; $F = 266.831$; $p = 0.000$

Table 5 shows and F value of 226.831 and a p -value of 0.000. This implies that Supervisory effectiveness practices significantly predict teachers' job performance. The adjusted R^2 of 0.308 shows that supervisory effectiveness explains 30.8% of the variation in teachers' job performance. The beta value of 0.556 indicates a strong influence. This implies that effective supervision greatly enhances teachers' job performance.

Table 6: Multiple Regression of the Influence of the Combined Principals' Supervision Practices and Teachers' Job Performance

Model	B	Std. Error	Beta	t	Sig.
(Constant)	7.015	1.301	—	5.390	0.000
Classroom Supervision	0.099	0.087	0.046	1.143	0.254
Instructional Monitoring	-0.140	0.086	-0.069	-1.630	0.104
Professional Development	0.349	0.092	0.145	3.790	0.000
Support and Monitoring	0.559	0.090	0.247	6.228	0.000
Supervisory Effectiveness	0.747	0.078	0.385	9.544	0.000

$R = 0.626$; Adjusted $R^2 = 0.387$; $F = 76.359$; $p = 0.000$

Table 6 shows and F value of 76.359 and a p -value of 0.000. This implies that principal supervisory practices significantly predict teachers' job performance. The adjusted R^2 of 0.387 indicates that 38.7% of the variation in teachers' job performance is jointly explained by the predictors. The beta values show that supervisory effectiveness ($\beta = 0.385$), teacher support and mentoring ($\beta = 0.247$), and professional development ($\beta = 0.145$) significantly predict teachers' job performance. But classroom supervision and instructional monitoring do not significantly predict teachers' job performance in the combined model.

Discussion of Findings

The findings of this study revealed that classroom supervision practices influence teachers' job performance, although the contribution was weak. This finding aligns with Ahmed (2025), who reported that classroom observation and feedback improve instructional delivery and classroom management. It also supports Alkrdem (2011), who found that teachers exposed to regular classroom supervision demonstrated improved teaching effectiveness. However, the finding differs in magnitude from Adedeji (2026), who reported a relatively stronger contribution of instructional supervision to teachers' job performance among public secondary school teachers in Gusau Metropolis, Zamfara State. Similarly, a study by Agbajeola and Hassan (2023) found that instructional supervision contributed to teachers' job performance among secondary school teachers in Ogun State. The variation in findings may be attributed to differences in the nature and quality of supervisory practices, school contexts, and the extent to which supervision is developmental rather than merely evaluative or compliance-oriented.

The finding also revealed that instructional monitoring practices influence teachers' job performance, but with limited contribution. This agrees with Egboka and Nwosu (2024), who found that monitoring lesson notes and curriculum implementation improves teachers' effectiveness. It also supports Owan and Agunwa (2021), who reported that instructional monitoring enhances discipline and lesson preparation. However, the present finding differs from Adedeji (2026), whose study found that instructional supervision made a relatively substantial contribution to teachers' job performance. Likewise, Agbajeola and Hassan (2023) reported a significant contribution of instructional supervision to teachers' job performance. These differences may suggest that monitoring practices are more effective when they are accompanied by constructive feedback, professional guidance, and follow-up support rather than being restricted to routine checking of records and compliance with school regulations. The finding of the study showed that professional development practices influence teachers' job performance with a moderate influence. This finding is consistent with Darling-Hammond et al. (2017), who emphasised that continuous professional learning enhances teaching quality. It also aligns with Ayeni and Akunkkpimi (2025), who found that teachers who participate in training programmes demonstrate improved instructional competence. However, the finding is inconsistent with Ayoola and Oyeromi (2024), who found that professional development did not significantly contribute to teachers' job performance among public primary school teachers in Ekiti State, Nigeria. This directly provides useful empirical evidence that does not support the present finding. Similarly, Harris and Sass (2011) reported that the relationship between formal professional development and teacher productivity was not consistent. Furthermore, Liu et al. (2019) found that participation in a teacher professional development programme improved teachers' mathematical knowledge but did not produce a significant improvement in classroom teaching practices or students' mathematics achievement. These contrasting findings suggest that professional development may not automatically translate into improved job performance unless the programmes are relevant, sustained, practical, and supported by opportunities for classroom application.

In addition, the finding of the study showed that professional development practices influence teachers' job performance with a moderate influence. This finding is consistent with Darling-Hammond et al. (2017), who emphasized that continuous professional learning enhances teaching quality. It also aligned with Ayeni and Akunkkpimi (2025), who found that teachers who participate in training programmes demonstrate improved instructional competence. However, the finding is inconsistent with Ayoola and Oyeromi (2024), who found that professional development did not significantly contribute to teachers' job performance among public primary school teachers in Ekiti State, Nigeria. Similarly, Harris and Sass (2011) reported that the relationship between formal professional development and teacher productivity was not consistent. Furthermore, Liu et al. (2019) found that participation in a teacher professional development programme improved teachers' mathematical knowledge but did not produce a significant improvement in classroom teaching practices or students' mathematics achievement.

The combined result showed that all supervisory practices jointly explain a substantial proportion of variation in teachers' job performance. However, support, mentoring, professional development, and supervisory effectiveness emerged as stronger predictors, whereas classroom supervision and instructional monitoring were not in the combined model. This suggests that developmental and supportive supervision may be more impactful than inspectional supervision. The finding differs from Adedeji (2026), who found instructional supervision to have a substantial overall contribution to teachers' job performance. It also differs from Ayoola and Oyeromi (2024), who found that professional development did not significantly contribute to teachers' job performance. Thus, while the present study identified

professional development as an important predictor, Ayoola and Oyeromi's findings suggest that the effectiveness of professional development may depend on its quality and relevance. Taken together, these variations indicate that no single supervisory practice is universally effective across all school settings. The influence of particular supervisory practices may depend on school climate, leadership style, implementation procedures, teacher needs, and the extent to which supervisory activities are perceived as supportive and developmental.

Conclusion

Based on the findings, it is concluded that principal supervisory practices predict teachers' job performance in public secondary schools in Benin Metropolis, Edo State. However, the extent of influence varies across different supervisory dimensions. Supervisory effectiveness, teacher support and mentoring, and professional development practices are the most powerful predictors of teachers' job performance, while classroom supervision and instructional monitoring contribute less when combined with other variables.

Recommendations

Based on the findings, the following recommendations are made:

- Principals should strengthen supportive supervision practices, focusing more on guidance and collaboration rather than fault-finding.
- Regular professional development programmes such as workshops and seminars should be organised to improve teachers' instructional skills.
- School principals should intensify mentoring and teacher support systems, especially for newly recruited teachers.
- Education authorities should train principals on modern supervisory techniques that emphasise instructional leadership and effectiveness.
- Classroom supervision and instructional monitoring should be made more development-oriented, focusing on improvement rather than compliance.

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