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RELATIONSHIPS OF CLASSROOM SUPERVISION, IN-SERVICE TRAINING AND JOB SATISFACTION WITH TEACHING EFFECTIVENESS AMONG SECONDARY SCHOOL TEACHERS IN GWANDU EMIRATE, KEBBI STATE, NIGERIA

BY

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Abstract

This study examined the relationships of classroom supervision, in-service training and job satisfaction with teaching effectiveness among secondary school teachers in Gwandu Emirate, Kebbi State, Nigeria. A descriptive correlational survey design was adopted. The study involved 300 teachers selected from public secondary schools through a multistage sampling procedure. Data were collected using structured instruments measuring classroom supervision, in-service training, job satisfaction and teaching effectiveness. Pearson Product-Moment Correlation Coefficient (PPMC) was used to determine the direction and strength of the relationships between each explanatory variable and teaching effectiveness. The results revealed significant positive relationships between classroom supervision and teaching effectiveness ($r = .469$, $p < .001$), in-service training and teaching effectiveness ($r = .349$, $p < .001$), and job satisfaction and teaching effectiveness ($r = .371$, $p < .001$), based on 300 respondents. Classroom supervision had the strongest bivariate relationship with teaching effectiveness, followed by job satisfaction and in-service training. The study concludes that all three variables are positively and significantly associated with teaching effectiveness among the teachers surveyed. It is recommended that the Kebbi State Ministry of Education and school principals strengthen developmental classroom supervision, provide continuous needs-based in-service training, and improve teachers' working conditions, recognition and professional support.

Keywords: Classroom supervision; In-service training; Job satisfaction; Teaching effectiveness and Secondary school

Introduction

Education is an important driver of individual development, socioeconomic advancement and national development. Secondary education serves as a bridge between primary and tertiary education by equipping learners with the knowledge, skills and values required for further study and meaningful participation in society. The achievement of these objectives depends substantially on effective teaching. Teaching effectiveness includes purposeful lesson planning, clear instructional delivery, appropriate assessment, classroom management and the ability to respond to learners' diverse needs. Teaching effectiveness is associated with teachers' professional competence and the quality of the environment in which they work. Ibrahim and Awoyemi (2016), for example, examined emotional intelligence, school climate and self-efficacy as predictors of teaching effectiveness among secondary school teachers. Their work highlights the relevance of both teacher-related and school-context factors. In the present study, three school- and work-related variables—classroom supervision, in-service training and job satisfaction—are considered in relation to teaching effectiveness.

Classroom supervision is a systematic process through which school leaders observe instructional practices, provide feedback and support teachers' professional growth. It may involve classroom visits, lesson observation, checking lesson plans, demonstration, conferences and post-observation feedback. When supervision is developmental rather than punitive, it can help teachers identify areas for improvement and strengthen lesson preparation, classroom management and instructional delivery. Okoli and Onyekuru (2018) examined teachers' perceptions of classroom supervision and their performance in public secondary schools in Rivers State. Similarly, Edo and David (2019) reported that classroom visitation and demonstration were perceived as useful supervisory strategies for teachers' job performance. Adanu, Kajo and Odeh (2019) also found that classroom visitation and conferences were associated with teachers' job performance in public secondary schools in North Central Nigeria. These studies provide empirical grounds for examining the relationship between classroom supervision and teaching effectiveness in Gwandu Emirate.

In-service training refers to organized professional learning opportunities provided to practising teachers to update subject knowledge, pedagogical skills and professional competencies. Effective training is usually sustained, content-focused, collaborative and connected to classroom practice. Guskey (2002) discusses the relationship between professional development and teacher change, while Darling-Hammond, Hyler and Gardner (2017) identify features of effective professional development that support changes in teaching practice. Desimone and Pak (2021) further discuss instructional coaching as a form of high-quality professional development. Nigerian studies have also examined professional development and teachers' instructional delivery (Oluremi & Bello, 2022), as well as teachers' integration of digital tools following in-service training (Onyema et al., 2021). These studies suggest that relevant and sustained training may be associated with improved teaching effectiveness.

Job satisfaction concerns teachers' evaluation of their work and working conditions, including remuneration, recognition, promotion opportunities, workload, collegial relationships, leadership support and access to professional growth. Teachers who experience supportive working conditions may demonstrate stronger motivation and commitment to instructional responsibilities. Mbugua (2013) examined job satisfaction and the performance of secondary school teachers in Kenya. Skaalvik and Skaalvik (2020) linked teachers' job satisfaction with perceived school context and dimensions of burnout, while Toropova, Myrberg and Johansson (2021) highlighted the importance of working conditions and teacher characteristics in understanding teacher job satisfaction. In the Kebbi State context, Ibrahim and Nasiru (2025) examined principal motivational techniques and teaching experience in relation to job satisfaction among secondary school teachers. These studies support investigating whether job satisfaction is associated with teaching effectiveness among teachers in Gwandu Emirate.

Although previous studies have examined supervision, professional development and teacher motivation, there remains a need for evidence focused on the relationships between these three variables and teaching effectiveness among secondary school teachers in Gwandu Emirate. The present study addresses this local evidence gap by examining each relationship separately using Pearson Product-Moment Correlation.

Statement of the Problem

Secondary schools are expected to provide learners with the knowledge, skills and values required for further education and responsible participation in society. The achievement of these expectations depends in part on teachers' effectiveness in planning lessons, delivering instruction, managing classrooms and assessing learners. However, teachers may encounter challenges relating to inconsistent classroom supervision, limited access to relevant in-service training, inadequate teaching resources and unsatisfactory working conditions. Such conditions may affect teachers' professional confidence, motivation and instructional practice. In Kebbi State, concerns about school leadership capacity and administrative effectiveness have been discussed by Ibrahim and Shitu (2025). Nevertheless, evidence specific to the relationships between classroom supervision, in-service training, job satisfaction and teaching effectiveness in Gwandu Emirate remains limited. It is therefore necessary to

examine whether each of these variables is significantly related to teaching effectiveness among secondary school teachers in the study area. Establishing these relationships may provide education stakeholders with evidence for improving school supervision, professional development and teacher welfare.

Objectives of the Study

The main objective of this study is to examine the relationships among classroom supervision, in-service training, job satisfaction and teaching effectiveness among secondary school teachers in Gwandu Emirate, Kebbi State. Specifically, the study seeks to:

1. Determine the relationship between classroom supervision and teaching effectiveness among secondary school teachers in Gwandu Emirate, Kebbi State.
2. Examine the relationship between in-service training and teaching effectiveness among secondary school teachers in Gwandu Emirate, Kebbi State.
3. Determine the relationship between job satisfaction and teaching effectiveness among secondary school teachers in Gwandu Emirate, Kebbi State.

Research Questions

1. What is the relationship between classroom supervision and teaching effectiveness among secondary school teachers in Gwandu Emirate, Kebbi State?
2. What is the relationship between in-service training and teaching effectiveness among secondary school teachers in Gwandu Emirate, Kebbi State?
3. What is the relationship between job satisfaction and teaching effectiveness among secondary school teachers in Gwandu Emirate, Kebbi State?

Methodology

The study adopted a descriptive correlational survey design because it examined the relationships among variables without manipulating them. The target population comprised public secondary school teachers in Gwandu Emirate, Kebbi State. The manuscript reports a population of 1,240 teachers across 58 public secondary schools, based on 2024 information from the State Ministry of Education. A multistage sampling procedure was used. Five local government areas were selected, followed by two schools from each selected local government area. Thirty teachers were selected from each school, giving a sample of 300 teachers. Data were collected using four structured instruments: a Classroom Observation Scale (COS) adapted from the Universal Basic Education Commission; an In-Service Training Scale (ITS) attributed in the manuscript to Desimone (2009); a Job Satisfaction Scale adapted from the Job Satisfaction Survey; and a Teaching Effectiveness Scale (TES) adapted from Stronge's teacher effectiveness evaluation framework. The instruments used five-point response formats. The manuscript supplied for revision did not report the specific validity procedure, pilot sample or reliability coefficients; the authors should insert the documented values for these procedures before journal submission.

The data were analysed using descriptive statistics and Pearson Product-Moment Correlation Coefficient (PPMC). PPMC was used to determine the direction and strength of the relationship between each of the three explanatory variables—classroom supervision, in-service training and job satisfaction—and teaching effectiveness. Statistical significance was evaluated at the .05 level. The correlation coefficients for classroom supervision and in-service training were recovered from the original simple linear regression summaries: in a simple linear regression with one predictor, the model R (and the standardised coefficient β when there is one predictor) equals the absolute value of the Pearson correlation; the positive regression coefficients establish the positive direction. The job-satisfaction coefficient was reported directly as a Pearson correlation. The two coefficients reconstructed from the reported simple-regression summaries are mathematically equivalent to the corresponding Pearson correlations because each original regression model contained one predictor. They should therefore be understood as PPMC-equivalent estimates derived from the published summary statistics, not as a fresh computation from raw respondent-level records.

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Results

The three research questions were answered using Pearson Product-Moment Correlation Coefficient. The analyses showed positive and statistically significant relationships between each of the three explanatory variables and teaching effectiveness among secondary school teachers in Gwandu Emirate, Kebbi State. The results are presented below.

Research Question 1: What is the relationship between classroom supervision and teaching effectiveness among secondary school teachers in Gwandu Emirate, Kebbi State?

Table 1. Pearson Product-Moment Correlation between Classroom Supervision and Teaching Effectiveness (N = 300)

Variable pair	N	Pearson r	p-value	Decision	Strength
Classroom supervision and teaching effectiveness	300	.469	< .001	Significant	Moderate positive

Table 1 shows a positive, moderate-to-strong and statistically significant relationship between classroom supervision and teaching effectiveness ($r = .469$, $p < .001$, $N = 300$). This means that teachers reporting more effective classroom supervision also tended to report higher teaching effectiveness. The null hypothesis of no significant relationship is therefore rejected.

Research Question 2: What is the relationship between in-service training and teaching effectiveness among secondary school teachers in Gwandu Emirate, Kebbi State?

Table 2. Pearson Product-Moment Correlation between In-Service Training and Teaching Effectiveness (N = 300)

Variable pair	N	Pearson r	p-value	Decision	Strength
In-service training and teaching effectiveness	300	.349	< .001	Significant	Moderate positive

Table 2 shows a positive, moderate and statistically significant relationship between in-service training and teaching effectiveness ($r = .349$, $p < .001$, $N = 300$). This indicates that higher levels of in-service training were associated with higher teaching effectiveness among the teachers surveyed. The null hypothesis of no significant relationship is therefore rejected.

Research Question 3: What is the relationship between job satisfaction and teaching effectiveness among secondary school teachers in Gwandu Emirate, Kebbi State?

Table 3. Pearson Product-Moment Correlation between Job Satisfaction and Teaching Effectiveness (N = 300)

Variable pair	N	Pearson r	p-value	Decision	Strength
Job satisfaction and teaching effectiveness	300	.371	< .001	Significant	Moderate positive

Table 3 shows a positive, moderate and statistically significant relationship between job satisfaction and teaching effectiveness ($r = .371$, $p < .001$, $N = 300$). This indicates that teachers with higher job satisfaction scores also tended to report higher teaching effectiveness. The null hypothesis of no significant relationship is therefore rejected.

Discussion of Findings

The first research question examined the relationship between classroom supervision and teaching effectiveness. The result revealed a positive and statistically significant relationship ($r = .469$, $p < .001$). This was the strongest

of the three bivariate relationships identified in the study. The finding suggests that teachers who experience more effective classroom supervision—such as lesson observation, constructive feedback, professional guidance and follow-up support—also tend to report higher teaching effectiveness. This result is consistent with the work of Okoli and Onyekuru (2018), who examined classroom supervision and teachers' performance in public secondary schools in Rivers State. It also agrees with Edo and David (2019), who identified classroom visitation and demonstration as relevant supervisory strategies, and Adanu, Kajo and Odeh (2019), who reported the perceived contribution of classroom visitation and conferences to teachers' job performance. The present finding adds evidence from Gwandu Emirate that classroom supervision is positively associated with teaching effectiveness.

The second research question examined the relationship between in-service training and teaching effectiveness. The result showed a positive and statistically significant relationship ($r = .349$, $p < .001$). Although this was the smallest of the three correlations, it still indicates that teachers who reported greater exposure to in-service training tended to report higher teaching effectiveness. The finding is consistent with Guskey's (2002) discussion of professional development and teacher change and with Darling-Hammond, Hyler and Gardner's (2017) review of effective teacher professional development. It is also in line with Desimone and Pak's (2021) emphasis on instructional coaching as a form of sustained professional learning. The result suggests that relevant professional development may be associated with stronger instructional practice, particularly when training is connected to teachers' classroom needs and reinforced through follow-up support.

The third research question examined the relationship between job satisfaction and teaching effectiveness. The result revealed a positive and statistically significant relationship ($r = .371$, $p < .001$). This indicates that teachers with higher job satisfaction scores also tended to report higher teaching effectiveness. The finding is consistent with Mbugua (2013), who examined job satisfaction and the performance of secondary school teachers in Kenya, and with Skaalvik and Skaalvik (2020), who discussed job satisfaction in relation to perceived school context and teacher burnout. It also aligns with Toropova, Myrberg and Johansson (2021), who highlighted the importance of school working conditions and teacher characteristics in understanding job satisfaction. Ibrahim and Nasiru (2025) provide relevant local context by examining motivational techniques and job satisfaction among secondary school teachers in Kebbi State. The present result indicates an association; it does not establish that job satisfaction alone causes improved teaching effectiveness.

Conclusion

The study examined the relationships of classroom supervision, in-service training and job satisfaction with teaching effectiveness among secondary school teachers in Gwandu Emirate, Kebbi State. The findings revealed positive and statistically significant relationships between classroom supervision and teaching effectiveness, in-service training and teaching effectiveness, and job satisfaction and teaching effectiveness. Classroom supervision showed the strongest bivariate relationship with teaching effectiveness, followed by job satisfaction and in-service training. The findings indicate that supportive supervision, relevant professional development and favourable work conditions are all associated with teachers' reported effectiveness. Because the design is correlational, the results should be interpreted as relationships rather than causal effects.

Recommendations

Based on the findings and conclusions of the study, the following recommendations are directed to the relevant education stakeholders:

1. School principals should implement regular, developmental classroom supervision through lesson observation, constructive feedback, mentoring and follow-up conferences. Supervisory activities should focus on improving instructional practice rather than fault-finding.
2. The Kebbi State Ministry of Education and relevant teacher-development agencies should provide continuous, needs-based in-service training for secondary school teachers. Training content should respond to identified

classroom needs, curriculum developments, subject-specific demands and the effective use of instructional resources.

3. The Kebbi State Government and school management authorities should strengthen teachers' job satisfaction by ensuring timely payment of salaries and entitlements, transparent promotion processes, fair recognition, manageable workloads and safe, adequately resourced working environments.

4. Principals and school-based professional development coordinators should establish peer mentoring, professional learning communities and collaborative lesson review so that teachers can share effective practices and receive continuing instructional support.

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