

SUPERVISORY STRATEGIES IN HUMAN RESOURCE MANAGEMENT TO ENHANCE TEACHERS' JOB MOTIVATION IN PUBLIC SECONDARY SCHOOLS IN NSUKKA EDUCATION ZONE, ENUGU STATE, NIGERIA

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Abstract

The study examined the impact of supervisory strategies on teachers' motivation and job performance in public secondary schools in Nsukka Education Zone, Enugu State. Five research questions guided the study. The study adopted a descriptive survey research design. The population for the study consisted of 287 school teachers from public secondary schools in Nsukka Education Zone, Enugu State and no sampling was used, as the population was manageable. Data were collected using the Supervisory Strategies and Teachers' Motivation and Job Performance Questionnaire (SSTMJPQ). The instrument was validated by three experts, two in the Department of Educational Foundations and one expert in the Department of Science Education (Measurement and Evaluation Unit), all in the Faculty of Education, University of Nigeria, Nsukka. The reliability coefficient of the instrument was found to be 0.84. The data were analyzed using descriptive statistics, including mean and standard deviation. The study revealed that classroom observation, mentoring, feedback, and professional development programs significantly improved teachers' motivation and job performance. It also found that school administrators faced challenges, including inadequate funding, insufficient training, and teachers' resistance to supervision. The study contributed to knowledge by emphasizing the importance of supervisory strategies in enhancing teachers' performance in Nigerian secondary schools, particularly in public secondary schools in Nsukka Education Zone. Based on the findings, it was recommended among others that school administrators focus on providing adequate training for both teachers and administrators on effective supervisory practices to improve teachers' motivation and job performance.

Keywords: Supervisory strategies, teachers' motivation, job performance, public secondary schools

Introduction

Supervisory strategies in human resource management are central to the administration of public secondary schools, particularly in ensuring that teachers remain motivated and professionally engaged. In the context of educational planning, these strategies represent deliberate administrative actions used to guide, coordinate, and support the instructional and welfare needs of teachers. Within the Nigerian educational framework, and specifically in the Nsukka Education Zone of Enugu State, supervisory strategies are expected to serve as mechanisms for sustaining teacher motivation and improving service delivery in public secondary schools. Human resource management in education involves structured processes for planning, deploying, and supporting personnel toward the achievement of institutional goals. Supervision, as a functional aspect of this management, emphasizes continuous appraisal, professional development, feedback, and welfare enhancement of teachers. According to Nwachukwu (2023), supervisory strategies such as mentoring, instructional monitoring, staff appraisal, and regular administrative feedback are vital in aligning teacher performance with educational standards. The quality of supervision teachers receive significantly influences their level of motivation and overall job satisfaction.

Motivation is widely recognized as a key driver of teacher effectiveness. Teachers who are well-supported through constructive supervisory practices tend to exhibit stronger professional commitment, higher classroom engagement, and better instructional outcomes. Nwankwo and Odo (2022) observed that motivational supervisory strategies that focus on teacher welfare, involvement in decision-making, and recognition of performance are essential for improving teachers' morale in public schools. These strategies also reduce absenteeism, burnout, and turnover among teaching staff. Despite the policy emphasis on teacher support and welfare, the practical implementation of human resource supervision in many Nigerian secondary schools remains inconsistent. This is particularly evident in Nsukka Education Zone, where supervisory practices may be hindered by administrative lapses, lack of capacity, or limited resources. Research by Okeke and Ibekwe (2021) found that while supervisory frameworks exist within the education system, the actual application of motivational strategies is often limited to routine inspection without deliberate focus on teacher development or welfare.

In the context of school administration in Enugu State, understanding the role of supervisory strategies in motivating teachers is vital for effective educational planning. Supervisors are expected not only to evaluate performance but also to create a supportive environment that enables teachers to thrive professionally. However, questions remain regarding how these strategies are adopted, the extent of their effectiveness, and their consistency across public secondary schools in the zone. In educational institutions, effective human resource management (HRM) plays a pivotal role in enhancing teaching and learning outcomes. HRM in education focuses on recruiting, developing, and retaining highly qualified teachers who are capable of delivering quality instruction. The recruitment process, professional development programs, and performance management strategies directly influence teachers' motivation and effectiveness in the classroom. According to Ulrich and Dulebohn (2015), HRM practices are central to creating a supportive work environment that nurtures teacher growth and enhances their job satisfaction. When teachers receive the necessary support and resources, they are more likely to stay motivated and committed to their profession. Therefore, the connection between HRM and teacher motivation is crucial, as HRM policies can either bolster or hinder teachers' intrinsic and extrinsic motivation. By focusing on recruitment, professional development, fair compensation, and a conducive work environment, HRM ensures that teachers are empowered to perform at their best.

Supervision is an essential component of HRM in educational settings, as it is directly linked to improving teacher performance and motivation. Educational supervision involves a range of strategies that help monitor, support, and evaluate teachers' teaching practices. One of the most effective supervisory strategies is classroom observation. Through classroom observation, supervisors directly assess teachers' instructional methods, classroom management skills, and engagement with students. This direct approach provides supervisors with valuable insights into a teacher's strengths and weaknesses, enabling them to offer targeted feedback for professional growth. As Ololube (2022) highlights, classroom observation is a tool for identifying areas in need of improvement while also recognizing teaching strengths, which can subsequently enhance the teacher's confidence and motivation. Furthermore, feedback mechanisms are integral to the supervisory process. Providing timely and constructive feedback is critical for teacher development, as it helps teachers

reflect on their practices and make necessary adjustments. According to Eze (2021), feedback should be specific, actionable, and supportive, as it encourages teachers to improve without feeling demoralized. Feedback creates a culture of continuous improvement, where teachers feel valued and supported in their professional journey. This, in turn, enhances their motivation, as they see that their efforts are recognized and that they are given clear directions for improvement. Mentoring and peer support are other essential strategies that support teacher motivation and development. These strategies involve pairing less experienced teachers with more seasoned professionals to guide them in their teaching practices. Mentoring relationships create an avenue for the exchange of ideas, problem-solving, and emotional support, all of which contribute to a teacher's motivation to improve their practice (Nwachukwu, 2023). Peer support fosters collaboration, helping teachers learn from one another's experiences. By working together, teachers can share best practices, discuss challenges, and find solutions that improve classroom teaching and learning. The sense of camaraderie and collaboration instilled through mentoring and peer support programs can significantly enhance a teacher's sense of belonging and, ultimately, their motivation to stay engaged and performs well in their teaching roles.

In addition to mentoring and peer support, professional development programs are crucial in maintaining teacher motivation. Professional development programs include training workshops, seminars, and conferences designed to enhance teachers' skills and knowledge. According to Eze and Nwangwu (2021), these programs are vital for keeping teachers up-to-date with the latest educational trends and instructional strategies. Professional development demonstrates a school's commitment to its teachers' growth and career advancement, which fosters a positive work environment and enhances job satisfaction. Teachers who feel that their skills are continually being developed are more likely to stay motivated and committed to their profession. Lastly, performance appraisal systems serve as a key strategy for evaluating and enhancing teacher motivation. Performance appraisals are formal evaluations of teachers' work, typically assessing their effectiveness in meeting teaching objectives, maintaining classroom discipline, and engaging students. These appraisals provide teachers with constructive feedback on their performance and offer clear guidelines for improvement. According to Ololube (2022), an effective performance appraisal system helps to identify areas of strength and areas that require attention, creating a roadmap for teachers' professional growth. Performance appraisals also act as a form of recognition, motivating teachers who receive positive evaluations and encouraging those who may need additional support to improve their performance.

Hence, the interconnectedness of HRM, supervisory strategies, and teacher motivation cannot be overstated. Effective HRM practices lay the foundation for a supportive and productive school environment, which in turn enhances the implementation of supervisory strategies. Supervisory strategies such as classroom observation, feedback mechanisms, mentoring, peer support, and professional development programs are all designed to improve teachers' performance and motivation. When teachers feel supported and recognized through these strategies, their motivation to excel in their roles increases, leading to better educational outcomes. Therefore, the role of HRM and effective supervision in fostering teacher motivation is critical to the overall success of educational institutions. Supervisory strategies in educational administration refer to the methods employed by school leaders to guide, support, and monitor the professional development and performance of teachers. These

strategies are crucial in ensuring that teachers are equipped with the necessary skills and support to deliver high-quality education. Effective supervision is no longer seen solely as a process of control but as a collaborative and developmental effort aimed at enhancing teacher performance and achieving educational goals (Eze & Nwangwu, 2021). Key supervisory strategies commonly implemented in schools include classroom observation, feedback mechanisms, mentoring and peer support, professional development programs, and performance appraisal systems.

Classroom observation is one of the primary strategies used in supervision. It involves school administrators or senior staff members observing teaching practices to evaluate their effectiveness and provide targeted feedback to teachers. As Ololube (2022) points out, observation allows administrators to assess the quality of teaching in real time, offering valuable insights into the strengths and weaknesses of instructional practices. Similarly, feedback mechanisms, such as informal discussions, written reports, or formal meetings, are essential in providing teachers with constructive evaluations of their performance. Eze (2021) asserts that feedback, when delivered in a supportive manner, encourages teachers to reflect on their teaching strategies and improve upon them, thus fostering professional growth. Mentoring and peer support are also significant supervisory strategies. Mentoring involves experienced teachers guiding their less experienced colleagues, helping them navigate challenges in their practice and improving their instructional skills. Nwachukwu (2023) highlighted that mentoring programs not only provide professional guidance but also offer emotional support, which can enhance teacher retention and satisfaction. Additionally, professional development programs, such as workshops, seminars, and continuous training, play a pivotal role in enhancing teachers' skills and keeping them informed about new educational methodologies. According to Eze and Nwangwu (2021), these programs foster teacher motivation by demonstrating a commitment to teachers' professional growth and career advancement.

Performance appraisal and evaluation systems are also vital in the supervisory process. These systems assess teachers' professional competencies, providing an opportunity for school leaders to recognize areas of strength and opportunities for improvement. Ololube (2022) emphasizes the importance of a fair and transparent performance appraisal system in maintaining teacher motivation. A clear and equitable system helps teachers understand their strengths, set professional goals, and feel that their efforts are recognized and valued. Generally, these supervisory strategies are essential components of human resource management in education. They directly influence teacher motivation by providing support, recognition, and opportunities for professional growth. As a result, these strategies contribute to improved teaching practices, higher levels of job satisfaction, and better educational outcomes (Okwuosa & Ukeje, 2022). The empirical review of literature aims to examine studies that have explored the relationship between supervisory strategies, human resource management (HRM), and teacher motivation in the context of education. Several researchers have identified key factors contributing to teacher motivation and the role that effective supervisory practices play in enhancing motivation and overall teacher performance.

A study by Eze and Nwangwu (2021) examined the impact of supervisory strategies on teacher performance in Nigerian secondary schools. The study found that supervisory strategies such as regular classroom observations, mentoring, feedback, and professional development programs significantly influenced teachers' motivation and performance. Teachers who received consistent and constructive feedback reported higher levels of

job satisfaction and motivation. This aligns with the findings of Ololube (2022), who emphasized that effective supervision positively impacted the professional development of teachers in Nigerian schools. His research also highlighted the importance of mentoring programs, noting that teachers who participated in mentoring relationships demonstrated greater confidence and motivation to improve their teaching practices. In another study by Nwachukwu (2023), the role of professional development in enhancing teacher motivation was explored. The study concluded that continuous professional development opportunities, including workshops and training, were essential for boosting teacher morale and motivation.

Teachers who participated in these programs were more likely to stay updated with new teaching methodologies, which in turn improved their job satisfaction and teaching performance. Nwachukwu's study reinforced the idea that motivation is not solely influenced by extrinsic rewards, such as salary, but also by the intrinsic satisfaction of personal and professional growth. Research by Okoye and Eze (2021) focused on the relationship between teacher motivation and HRM practices, specifically in the recruitment, development, and retention of teachers. Their findings indicated that schools with robust HRM practices, such as transparent recruitment processes and clear career advancement opportunities, had higher levels of teacher motivation. Teachers who felt valued by their schools through HRM practices were more committed and less likely to experience burnout. The study suggested that HRM plays a significant role in motivating teachers by providing supportive and development-oriented environment. Additionally, a study by Akinyemi (2022) examined the link between supervisory strategies and teacher motivation in rural Nigerian secondary schools. The research found that teachers in schools with effective supervision and positive feedback mechanisms reported higher levels of motivation. However, teachers in schools with inadequate supervisory practices, such as irregular feedback and lack of professional development opportunities, were found to experience lower levels of job satisfaction and motivation. Hence, these studies collectively support the idea that effective supervisory strategies, coupled with strong HRM practices, can significantly enhance teacher motivation and overall job satisfaction. The importance of HRM practices in teacher retention, motivation, and performance is underscored, with particular emphasis on professional development, mentoring, and feedback mechanisms.

The literature reviewed highlights the critical role that human resource management practices and supervisory strategies play in enhancing teacher motivation in educational institutions. Effective HRM practices, such as recruitment, professional development, and performance management, provide a foundation for motivating and retaining teachers. Supervisory strategies, including classroom observation, mentoring, feedback, and professional development programs, are essential tools for improving teacher performance and motivation. Several studies, such as those by Eze and Nwangwu (2021) and Nwachukwu (2023), provided strong evidence supporting the positive impact of effective supervision on teacher motivation. These studies emphasize that teachers who receive regular feedback, mentoring, and professional development opportunities demonstrate higher levels of job satisfaction and motivation. Moreover, the studies highlight the importance of HRM practices in creating a supportive work environment that fosters teacher engagement and retention. However, despite the abundance of studies on supervisory strategies and teacher motivation, there is a noticeable gap in the literature regarding the specific context of public secondary schools in the Nsukka Education Zone, Enugu State, Nigeria. Most existing research has

focused on general national trends or specific urban settings, leaving a gap in understanding how HRM practices and supervisory strategies function in rural and semi-urban regions such as Nsukka. Additionally, while there is significant research on individual strategies like feedback and mentoring, limited studies have explored how these strategies work in conjunction with HRM practices to enhance teacher motivation in specific geographical settings. Furthermore, there is a lack of research focusing on the comprehensive relationship between HRM practices, supervisory strategies, and teacher motivation within the context of secondary education in Nsukka Education Zone. More empirical studies are needed to examine the specific challenges and successes of HRM and supervisory strategies in this region and to explore how these practices can be tailored to meet the needs of teachers in public secondary schools. Hence, the literature establishes the significance of HRM and supervisory strategies in motivating teachers, but it also reveals a gap in the context-specific application of these strategies in Nsukka Education Zone. This gap provides an opportunity for further investigation into how HRM practices and supervisory strategies can be optimized in the local context to enhance teacher motivation and improve educational outcomes.

Statement of the Problem

The quality of education in public secondary schools is heavily influenced by the motivation and welfare of teachers, which are shaped by effective human resource management and supervisory strategies. Supervisory strategies are key to fostering a work environment where teachers are supported, motivated, and equipped with the necessary resources to perform their duties effectively. In an ideal educational setting, these strategies would be thoughtfully designed and consistently implemented to enhance teachers' job satisfaction, professional growth, and overall performance. In this ideal situation, teachers would benefit from regular classroom observations, meaningful feedback, professional development opportunities, and mentorship programs that not only enhance their teaching skills but also increase their motivation and job satisfaction. Such an environment would empower teachers to engage more actively in their roles, leading to improved student outcomes and reduced turnover rates. Motivated teachers would feel valued, supported, and invested in their careers, thereby creating a productive and thriving educational system. However, the current situation in Nsukka Education Zone, Enugu State, presents a stark contrast. Many teachers in public secondary schools within the region face challenges such as inadequate supervision, inconsistent feedback, and limited access to professional development opportunities, and insufficient resources. These issues contribute to low teacher morale, dissatisfaction, and decreased motivation. As a result, teachers may become disengaged, which negatively affects the quality of education delivered to students. While supervisory strategies are acknowledged as critical for improving teacher performance, the application and effectiveness of these strategies remain underexplored, particularly in the context of Nsukka Education Zone. This study, therefore, seeks to investigate the supervisory strategies employed in human resource management to enhance teacher motivation in public secondary schools in Nsukka Education Zone. The study aims to examine the specific supervisory practices in place, evaluate their impact on teacher motivation and welfare, and identify the gaps that need to be addressed to improve the overall quality of education in the region. By filling this gap in knowledge, the study will provide valuable insights that can inform better supervisory and management practices, ultimately contributing to a more motivated and effective teaching workforce.

Purpose of the Study

The general purpose of the study was to examine the role of supervisory strategies in enhancing teachers' motivation and job performance in public secondary schools in Nsukka Education Zone, Enugu State. Specifically, the study sought to:

1. assess the role of classroom observation in improving teachers' job performance in public secondary schools in Nsukka Education Zone, Enugu State.
2. examine how mentoring enhances teachers' motivation in public secondary schools in Nsukka Education Zone, Enugu State.
3. evaluate the contribution of feedback to teachers' motivation and job performance in public secondary schools in Nsukka Education Zone, Enugu State.
4. investigate the impact of professional development programmes on teachers' job performance in public secondary schools in Nsukka Education Zone, Enugu State.
5. identify the challenges faced by school administrators in implementing supervisory strategies aimed at promoting teachers' motivation and job performance in public secondary schools in Nsukka Education Zone, Enugu State.

Research Questions

The following research questions guided the study;

1. How does classroom observation improve teachers' job performance in public secondary schools in Nsukka Education Zone, Enugu State?
2. In what ways does mentoring enhance teachers' motivation in public secondary schools in Nsukka Education Zone, Enugu State?
3. How does feedback contribute to teachers' motivation and job performance in public secondary schools in Nsukka Education Zone, Enugu State?
4. What is the impact of professional development programmes on teachers' job performance in public secondary schools in Nsukka Education Zone, Enugu State?
5. What challenges do school administrators face in implementing supervisory strategies aimed at promoting teachers' motivation and job performance in public secondary schools in Nsukka Education Zone, Enugu State?

Methods

The study adopted a descriptive survey research design to examine the supervisory strategies employed by school administrators and their impact on teachers' motivation and job performance in public secondary schools in Nsukka Education Zone, Enugu State. The population of the study consisted of 287 teachers from public secondary schools within the zone, and since this population was manageable, no sampling was necessary, as all teachers in the population were included in the study. The instrument used for data collection was the *Supervisory Strategies and Teachers' Motivation and Job Performance Questionnaire* (SSTMJPQ), specifically designed to gather data on the supervisory practices employed by school administrators and their influence on teachers' motivation and job performance. The questionnaire was validated by three experts, two experts from the Department of Educational Foundations and one from the Department of Science Education (Measurement and Evaluation Unit), all in the Faculty of Education, University of Nigeria, Nsukka. These experts reviewed the instrument for content, clarity, and alignment with the research objectives. To determine the reliability of the instrument, a pilot test was conducted on a sample of 30 teachers who were not part of the main study, yielding a reliability coefficient of 0.84 using Cronbach's Alpha, which indicated that the instrument was highly reliable. Data collected from the questionnaire were analyzed using descriptive statistics, such as mean and standard

deviation, to assess teachers' perceptions of the supervisory strategies. A mean score of 2.50 was set as the benchmark: responses with mean scores above 2.50 were accepted, while those below were rejected. Inferential statistics were used to make conclusions about the relationships between supervisory strategies and teachers' motivation and job performance. On the whole, the materials and methods used in the study were aimed at gathering valid and reliable data on the impact of supervisory strategies in public secondary schools in Nsukka Education Zone, ensuring that the findings were comprehensive and reflective of the teachers' views.

Results

Table 1: Mean and Standard Deviation of Responses on Classroom Observation and Teachers' Job Performance

S/N	Item Statement	Mean (\bar{X})	Std Dev (Std)	Rank	Decision
1	Classroom observation helps teachers identify areas for improvement	4.10	0.68	1	A
2	Classroom observation supports professional growth for teachers	4.05	0.72	2	A
3	Classroom observation enhances the quality of teaching	3.85	0.60	3	A
4	Classroom observation allows teachers to receive timely feedback	3.90	0.65	4	A
5	Classroom observation helps to develop teaching skills	3.78	0.70	5	A
6	Classroom observation aids in identifying and addressing teaching challenges	3.82	0.63	6	A
7	Classroom observation promotes reflective teaching practices	3.88	0.69	7	A
8	Classroom observation fosters collaboration and sharing of teaching strategies	3.79	0.64	8	A
Aggregate Score		3.79	0.67		

The data in Table 1 indicates that classroom observation positively influences teachers' job performance in public secondary schools in Nsukka Education Zone, with an overall mean of 3.79 and a standard deviation of 0.67. The decision to agree ("A") on all items suggests that teachers generally perceive classroom observation as beneficial. The highest mean scores were recorded for items such as "Classroom observation helps teachers identify areas for improvement" (mean = 4.10) and "Classroom observation supports professional growth for teachers" (mean = 4.05), emphasizing its significant impact on teachers' professional development. The relatively low standard deviations reflect a consensus among teachers regarding the positive effect of classroom observation on their teaching practices. These findings underscore the importance of classroom observation in enhancing teachers' motivation and improving job performance.

Table 2: Mean and Standard Deviation of Responses on Mentoring and Teachers' Motivation

S/N	Item Statement	Mean (\bar{X})	Std Dev (Std)	Rank	Decision
1	Mentoring provides teachers with the opportunity to enhance their teaching skills	4.12	0.62	1	A
2	Mentoring helps teachers build confidence in their abilities	4.08	0.60	2	A
3	Mentoring allows teachers to receive personalized guidance	4.05	0.59	3	A
4	Mentoring fosters a sense of professional development and growth	3.98	0.64	4	A
5	Mentoring creates a supportive environment for teachers	4.00	0.61	5	A
6	Mentoring offers emotional and professional support to teachers	4.02	0.63	6	A
7	Mentoring provides teachers with opportunities for networking and collaboration	3.95	0.66	7	A
8	Mentoring boosts teachers' job satisfaction and motivation	4.10	0.60	8	A
Aggregate Score		4.02	0.62		

The results in Table 2 indicate that mentoring significantly enhances teachers' motivation in public secondary schools in Nsukka Education Zone, with an overall mean of 4.02 and a standard deviation of 0.62. All the items in the table received a decision of agreement ("A"), demonstrating that mentoring is perceived positively by teachers as a valuable tool for professional development. The highest mean score, 4.12, was recorded for the item "Mentoring provides teachers with the opportunity to enhance their teaching skills," highlighting its strong impact on teaching quality. The low standard deviations further suggest a consistent view among teachers regarding the benefits of mentoring. Mentoring is seen as fostering confidence, offering support, and boosting job satisfaction, all of which contribute to enhancing teachers' motivation. These findings underscore the essential role of mentoring in fostering a motivated and confident teaching workforce.

Table 3: Mean and Standard Deviation of Responses on Feedback and Teachers' Motivation

S/N	Item Statement	Mean (\bar{X})	Std Dev (Std)	Rank	Decision
1	Feedback helps teachers identify their strengths and areas for improvement	4.18	0.58	1	A
2	Feedback boosts teachers' confidence in their ability to perform	4.15	0.60	2	A
3	Constructive feedback motivates teachers to	4.10	0.62	3	A

	adopt better teaching practices					
4	Timely feedback enhances teachers' understanding of students' progress	4.05	0.64	4	A	
5	Feedback provides a sense of recognition for teachers' efforts	4.12	0.59	5	A	
6	Regular feedback enables teachers to set achievable goals for professional growth	4.08	0.61	6	A	
7	Feedback helps teachers to better understand student needs and adjust teaching accordingly	4.06	0.63	7	A	
8	Feedback enhances teachers' motivation to continually improve their performance	4.11	0.60	8	A	
	Aggregate Score	4.09	0.61			

Data in Table 3 indicates that feedback significantly contributes to teachers' motivation and job performance in public secondary schools in Nsukka Education Zone, with an overall mean of 4.09 and a standard deviation of 0.61. All the items received a decision of agreement ("A"), reflecting a strong consensus among teachers on the value of feedback. The highest mean score, 4.18, was recorded for the item "Feedback helps teachers identify their strengths and areas for improvement," which highlights the importance of feedback in professional growth. Additionally, feedback is perceived as boosting teachers' confidence, motivating them to adopt better teaching practices, and providing recognition for their efforts. With relatively low standard deviations across all items, the results suggest that teachers consistently view feedback as an essential tool for improving their teaching effectiveness and motivation. Overall, feedback serves as a critical factor in enhancing both teachers' motivation and job performance in secondary schools.

Table 4: Mean and Standard Deviation of Responses on Professional Development Programmes and Teachers' Job Performance

S/N	Item Statement	Mean (\bar{X})	Std Dev (Std)	Rank	Decision
1	Professional development programmes improve teachers' teaching skills	4.22	0.55	1	A
2	Professional development programmes enhance teachers' knowledge of current teaching methodologies	4.19	0.57	2	A
3	Attending professional development programmes boosts teachers' confidence	4.15	0.58	3	A
4	Professional development programmes help teachers stay updated with new educational trends and policies	4.18	0.56	4	A
5	Teachers apply the skills learned from professional development programmes in the classroom	4.16	0.59	5	A
6	Professional development programmes motivate teachers to adopt innovative teaching practices	4.14	0.60	6	A

7	Teachers feel more competent and efficient after participating in professional development programmes	4.11	0.62	7	A
8	Professional development programmes increase teachers' overall job satisfaction	4.13	0.61	8	A
Aggregate Score		4.16	0.58		

Date in Table 4 shows that professional development programmes have a significant positive impact on teachers' job performance in public secondary schools in Nsukka Education Zone, with an overall mean of 4.16 and a standard deviation of 0.58. All items received a decision of agreement ("A"), indicating strong consensus among teachers on the benefits of these programmes. The highest mean score of 4.22 was recorded for the statement "Professional development programmes improve teachers' teaching skills," underscoring the crucial role of these programmes in enhancing teaching capabilities. Teachers also acknowledged the value of these programmes in enhancing their knowledge of current teaching methodologies, boosting their confidence, and keeping them informed of new educational trends and policies. The consistency of teachers in recognizing the effectiveness of professional development programmes is further confirmed by the relatively low standard deviation across the items. Overall, the data suggests that professional development programmes are integral to improving teachers' job performance by enhancing their skills, knowledge, and job satisfaction.

Table 5: Mean and Standard Deviation of Responses on Challenges Faced by School Administrators in Implementing Supervisory Strategies

S/N	Item Statement	Mean (\bar{X})	Std Dev (Std)	Rank	Decision
1	Lack of adequate funding for supervisory activities	3.98	0.67	1	A
2	Inadequate training of administrators on effective supervisory strategies	3.85	0.63	2	A
3	Teachers' resistance to supervisory strategies due to fear of criticism	3.82	0.68	3	A
4	High teacher workload hindering proper implementation of supervisory strategies	3.76	0.69	4	A
5	Lack of support from higher authorities in implementing supervisory strategies	3.73	0.70	5	A
6	Inconsistent supervision due to insufficient time for administrators	3.79	0.66	6	A
7	Lack of clear policy guidelines on supervisory roles and responsibilities	3.74	0.72	7	A
8	Teachers' lack of motivation to improve job performance despite supervisory strategies	3.70	0.74	8	A
Aggregate Score		3.77	0.68		

The results in Table 5 indicate that school administrators in Nsukka Education Zone face several significant challenges when implementing supervisory strategies aimed at promoting teachers' motivation and job performance. The overall mean score of 3.77, with a standard deviation of 0.68, suggests a moderate level of agreement among respondents about the difficulties they encounter. The highest-ranked challenge, with a mean of 3.98, is the lack of adequate funding for supervisory activities, indicating that financial constraints significantly affect the effective implementation of supervisory strategies. Another major challenge is the inadequate training of administrators on supervisory strategies (mean = 3.85), which hampers their ability to execute effective supervision. Teachers' resistance to supervision due to fear of criticism (mean = 3.82) further compounds the situation, as does the high teacher workload (mean = 3.76), which limits time available for effective supervision. Additionally, the lack of support from higher authorities (mean = 3.73) and inconsistent supervision due to time constraints (mean = 3.79) also contribute to the challenges administrators face. These findings highlight the complex nature of supervisory roles and the need for better resources, training, and policy support to overcome these challenges.

Discussion

The findings of the study revealed that classroom observation significantly improves teachers' job performance by enabling supervisors to assess instructional techniques, provide tailored guidance, and encourage reflective practices that support pedagogical improvement. Classroom observation helps identify areas where teachers excel and where improvement is needed, thus reinforcing accountability and encouraging professional growth. These findings align with Eze and Nwangwu (2021), who emphasized that structured observation allows for real-time assessment and meaningful engagement between school administrators and teachers. Similarly, Okeke and Ibekwe (2021) argued that regular classroom visits offer a platform for immediate instructional feedback, which enhances teaching quality and learner outcomes. The study found that mentoring plays a critical role in enhancing teachers' motivation through emotional support, confidence-building, professional guidance, and positive interpersonal relationships within the school system. Teachers who are mentored tend to feel more valued and integrated into the educational environment, which improves their morale and commitment to duties. This finding supports Nwankwo and Odo (2022), who highlighted that mentorship creates a collaborative learning atmosphere that fosters growth, mutual respect, and enhanced motivation among staff. Also, Okwuosa and Ukeje (2022) noted that mentoring systems strengthen teacher identity and job satisfaction, leading to increased performance and lower attrition rates.

The findings revealed that feedback serves as a motivational and performance-enhancing tool when it is constructive, timely, and specific. It helps teachers understand their performance levels, recognize their strengths, and address their weaknesses. Feedback also reinforces desirable instructional behaviors and provides direction for professional growth. This agrees with Nwachukwu (2023), who noted that well-delivered feedback fosters professional awareness, encourages self-evaluation, and motivates teachers to improve. Similarly, Ololube (2022) observed that feedback is a core human resource management strategy that influences teachers' job attitudes and enhances their instructional delivery when implemented appropriately. The findings indicated that professional development programmes greatly enhance teachers' job performance by updating their knowledge of curriculum content, exposing them to

innovative teaching strategies, and equipping them with classroom management techniques. These programmes also build confidence and stimulate professional enthusiasm. According to Nwachukwu (2023), such development initiatives are essential in adapting teachers to modern pedagogical trends and technological innovations. Likewise, Akinyemi (2022) stressed that regular training and retraining programmes boost the competence and confidence of teachers, thereby translating into improved student performance and overall school effectiveness.

The study found that administrators face several challenges, including insufficient funding, limited time, inadequate training, teachers' resistance to supervision, and lack of institutional support. These barriers reduce the effectiveness of supervisory strategies and hinder their consistent application. Okeke and Ibekwe (2021) supported this by noting that financial and structural deficiencies often cripple supervisory functions in public schools. Furthermore, Nwachukwu (2023) highlighted that many administrators are overwhelmed with administrative tasks and lack the technical capacity to implement effective supervisory models. These challenges ultimately limit their ability to inspire and support teachers effectively.

Educational Implications of the Study

The findings of this study underscore the importance of effective supervisory strategies in improving teachers' performance and motivation in public secondary schools in Nsukka Education Zone, Enugu State. Regular classroom observation, mentoring, and feedback were found to positively impact teacher effectiveness, suggesting that schools should integrate consistent supervision to foster higher academic standards. The study also highlights the importance of motivation, as strategies like mentoring and professional development programmes were shown to enhance teacher morale, leading to improved job satisfaction and performance. From a policy perspective, the study calls for the inclusion of robust supervision frameworks in educational policies, ensuring regular supervisory activities that support teacher development. Furthermore, the study emphasizes the need for proper training and capacity building for school administrators to effectively implement these strategies. Lastly, challenges such as inadequate funding and resources should be addressed to enable the successful implementation of supervisory practices. By investing in resources and supporting teachers, the overall quality of education can be improved. Hence, a collaborative approach involving administrators, teachers, and policymakers is essential for creating an environment where effective supervisory strategies can thrive, ultimately enhancing teaching quality and student outcomes.

Contribution to Knowledge

The study contributed to knowledge by exploring the effectiveness of various supervisory strategies in enhancing teachers' job performance in public secondary schools within the Nsukka Education Zone, Enugu State. It identified key factors, such as classroom observation, mentoring, feedback, and professional development programs that significantly influence teacher motivation and performance. The study also highlighted the challenges faced by school administrators in implementing these strategies. This research provides valuable insights for educational policymakers, school administrators, and educators on effective supervisory practices that can improve teaching quality and student outcomes. Furthermore, it offers practical recommendations for overcoming challenges related to the implementation of these strategies, contributing to the enhancement of educational leadership in Nigeria.

Conclusion

Based on the findings of the study, it is concluded that supervisory strategies play a vital role in enhancing teachers' motivation and job performance in public secondary schools in Nsukka Education Zone, Enugu State. Classroom observation was found to be effective in identifying instructional strengths and weaknesses, thereby supporting targeted improvements in teaching practice. Mentoring provided emotional and professional support that sustained teacher motivation and morale. Constructive and timely feedback helped teachers to align their performance with institutional expectations and encouraged professional reflection. Furthermore, professional development programmes contributed significantly to the growth and competence of teachers, improving their instructional delivery and overall job effectiveness. However, the study also revealed that school administrators face substantial challenges in implementing these supervisory strategies, including inadequate funding, lack of training, time constraints, and resistance from teachers. These challenges hinder the full realization of supervisory goals aimed at improving teacher motivation and job performance. Therefore, for supervisory strategies to be fully effective, there is a need for systemic support, policy alignment, and provision of necessary resources. Addressing these factors will ensure sustainable teacher motivation, improved instructional quality, and better educational outcomes in public secondary schools in Nsukka Education Zone.

Recommendations

Based on the findings of the study, the following recommendations are made:

1. School administrators should intensify the use of classroom observation as a tool for providing constructive instructional support and fostering continuous professional growth among teachers.
2. Mentoring programmes should be formally structured within schools to allow experienced teachers to support and guide less experienced ones, thereby improving motivation and performance.
3. Supervisors should be trained to provide timely, specific, and supportive feedback that encourages teacher reflection and reinforces good teaching practices.
4. Regular and relevant professional development programmes should be organized and funded to improve teachers' competencies and keep them up-to-date with modern pedagogical practices.
5. Government and educational stakeholders should address implementation challenges by ensuring adequate funding, provision of resources, and capacity-building for effective supervision in secondary schools.

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