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LEARNING ENVIRONMENT AND SUPERVISION AS CORRELATES OF TEACHERS' JOB PERFORMANCE IN SECONDARY SCHOOLS IN BAYELSA STATE, NIGERIA

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Abstract

This study investigated learning environment and supervision as correlates of teachers' job performance in public secondary schools in Bayelsa State, Nigeria. A correlational survey research design was employed to guide the study, which was structured around three research questions and three corresponding null hypotheses. The study population comprised all 4,015 teachers in 208 public secondary schools across the eight Local Government Areas of Bayelsa State. A sample of 390 teachers was selected using a proportionate stratified random sampling technique. Data were collected using a structured and validated instrument titled "Learning Environment and Supervision as Correlates of Teachers' Job Performance Questionnaire (LESCTJPQ)." The reliability of the instrument was determined using the Cronbach Alpha method, yielding an overall reliability coefficient of 0.88. Descriptive statistics were used to analyze demographic data, while Pearson Product Moment Correlation (PPMC) was used to answer the research questions and test the hypotheses at 0.05 level of significance. The findings revealed significant and positive relationships between classroom infrastructure, learning materials, administrative monitoring, quality feedback, and teachers' job performance. The study concluded that the learning environment and supervision jointly and significantly contribute to enhancing teachers' effectiveness in the classroom. It is recommended that school administrators and

Keywords: Learning Environment, Classroom Infrastructure, Administrative Monitoring Supervision, Correlates, Teachers' Job Performance

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policymakers prioritize the provision of conducive learning environments and consistent supervisory support to improve teacher performance and educational outcomes.

Introduction

The performance of teachers plays a critical role in achieving educational goals and fostering student success in secondary schools. Teachers' job performance refers to the extent to which teachers effectively carry out their instructional and non-instructional duties to ensure quality education delivery (Adeyemi, 2022). It encompasses lesson planning, classroom management, instructional delivery, and participation in extracurricular activities. However, teachers' ability to perform optimally is influenced by multiple factors, including the learning environment and supervision within schools (Khan, Gordon, & Ross-Gordon, 2023).

The learning environment is a critical determinant of teaching and learning outcomes. It refers to the physical, social, and psychological atmosphere in which teaching and learning occur (Nguyen, 2021). A conducive learning environment includes adequate classrooms, instructional materials, supportive leadership, and a positive school climate. Research by Wang and Degol (2021) highlights that a well-structured learning environment not only enhances student achievement but also motivates teachers to perform their tasks effectively. Conversely, a poor learning environment characterized by inadequate resources, overcrowded classrooms, and poor infrastructure can lead to teacher dissatisfaction and reduced productivity (Oloruntegbe, 2022).

Similarly, supervision is a crucial factor that influences teachers' performance. Supervision involves the monitoring, guidance, and evaluation of teachers' activities to ensure compliance with educational standards and improvement in instructional practices (Chukwu & Bamidele, 2023). Effective supervision provides teachers with constructive feedback, professional development opportunities, and the necessary support to address their challenges (Okafor, 2021). Studies have shown that schools with regular and supportive supervisory practices tend to have better teacher performance and improved learning outcomes (Eze & Ojo, 2020).

The relationship between the learning environment, supervision, and teachers' job performance has been widely documented in educational literature. For instance, Babalola and Ayeni (2020) argue that a positive school environment, coupled with effective supervision, creates a platform for teachers to deliver high-quality education. Additionally, Ajayi and Oguntoye (2022) assert that teachers who operate in a conducive learning environment and receive adequate supervisory support are more likely to be motivated, committed, and productive. This underscores the importance of these factors

in enhancing teaching effectiveness and achieving educational objectives. In Bayelsa State, secondary schools face numerous challenges, including poor infrastructure, lack of instructional materials, and inconsistent supervision. The region, which is part of Nigeria's oil-rich Niger Delta, struggles with educational disparities due to underfunding, environmental degradation, and social instability (Adebayo, 2022). These challenges often create unconducive learning environments and hinder effective supervision, thereby impacting teachers' job performance. Consequently, there is a need to examine the extent to which the learning environment and supervision influence teachers' productivity in secondary schools in Bayelsa State.

Furthermore, the importance of understanding the relationship between these variables cannot be overemphasized. For instance, effective supervision has been linked to improved teacher morale, accountability, and instructional quality (Oluremi, 2023). Similarly, creating a positive learning environment has been associated with increased job satisfaction, reduced teacher attrition, and improved student outcomes (Borman & Dowling, 2021). Therefore, identifying the correlates of teachers' job performance is essential for informing policy and practice in the education sector.

The study of learning environments and supervision as correlates of teachers' job performance is particularly relevant in the context of secondary education. Secondary schools serve as the bridge between basic education and higher education, making teacher effectiveness a key determinant of students' academic success and future career opportunities (UNESCO, 2022). Thus, addressing factors that influence teachers' performance in secondary schools is vital for improving the overall quality of education and achieving sustainable development goals.

This study is timely given the increasing emphasis on teacher accountability and school improvement initiatives in Nigeria. Policymakers, educational planners, and school administrators are continuously seeking evidence-based strategies to enhance teacher performance and student learning outcomes. By exploring the relationship between the learning environment, supervision, and teachers' job performance, this study will provide valuable insights that can guide interventions aimed at strengthening secondary education in Bayelsa State.

Moreover, the findings of this study will contribute to the growing body of literature on teacher performance and school effectiveness, particularly in developing contexts. While previous studies have examined similar relationships in other regions, there is limited research focusing on Bayelsa State, which faces unique socio-economic and environmental challenges (Oluwadare, 2020). This study aims to fill this gap by providing empirical evidence on the correlates of teachers' job performance in the region.

Understanding the relationship between the learning environment, supervision, and teachers' job performance is critical for enhancing the quality of secondary education in

Bayelsa State. By identifying the key factors that influence teachers' productivity, this study seeks to inform policies and practices that promote a conducive learning environment and effective supervisory practices. Ultimately, the study aims to contribute to the broader goal of improving teacher effectiveness, student achievement, and the overall quality of education in Nigeria.

Purpose of the Study

The study examined the learning environment and supervision as correlates of teachers' job performance in secondary schools in Bayelsa State. Specifically, the study achieved the following:

1. To assess the relationship between classroom infrastructure and teachers' job performance in secondary schools in Bayelsa State.
2. To determine the relationship between administrative monitoring and teachers' job performance in secondary schools in Bayelsa State.
3. To explore the joint contribution of learning environment and supervision to teachers' job performance in secondary schools in Bayelsa State.

Research Questions

The following research questions were raised:

1. What is the relationship between classroom infrastructure and teachers' job performance in secondary schools in Bayelsa State?
2. What is the relationship between administrative monitoring and teachers' job performance in secondary schools in Bayelsa State?
3. What is the joint contribution of the learning environment and supervision to teachers' job performance in secondary schools in Bayelsa State?

Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance:

Ho_1: Classroom infrastructure has no significant relationship with teachers' job performance in secondary schools in Bayelsa State.

Ho2: Administrative monitoring has no significant relationship with teachers' job performance in secondary schools in Bayelsa State.

Ho3: Learning environment and supervision have no significant joint contribution to teachers' job performance in secondary schools in Bayelsa State.

Research Methods

The study utilized the correlational survey design. Nwankwo (2016) defines correlational survey design as the nature or form of study that enables an investigator to examine the

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existence of a relationship between two or more variables without establishing a cause-and-effect property in the study. The target population of this study was made up of all the 4015 teachers in all the 208 public secondary schools in the eight Local Government Areas of Bayelsa State during the 2023/2024 academic session. A sample size of 390 teachers from the total population were selected through proportionate stratified random sampling technique across all the 208 public secondary schools in the eight Local Government Areas of Bayelsa State during the 2023/2024 academic session. The instrument for data collection was a "Learning Environment and Supervision as Correlates of Teachers' Job Performance Questionnaire (LESCTJPQ)" constructed by the investigator of this study.

The LESCTJPQ instrument contained two different parts; part I and part II. Part I sought information on the demographic details of the respondents, on the other hand, part II has three sections that sought information on school Learning Environment, Supervision and teachers' job performance in public secondary schools. All the items were measured on a 4-point rating scale of: Strongly Agree (SA)4-points; Agree (A) 3-points, disagree (D) 2-points and Strongly Disagree (SD) 1-point. To ensure validity, the instrument was reviewed by three experts—two in Educational Management and one in Measurement and Evaluation. Suggestions from the reviewers were used to improve item clarity, content alignment, and logical structure.

A pilot study was carried out using 15 respondents from a similar institution not included in the main study. Reliability of the instrument was determined using the Cronbach Alpha method, which yielded a coefficient of 0.88, indicating high internal consistency. The administration of the instrument was conducted online by the investigator using a structured Google Form questionnaire, which was distributed electronically to respondents via email, WhatsApp, and other digital platforms. To ensure a high response rate, the investigator engaged the services of two well-briefed research assistants who assisted in sharing the questionnaire link and following up with participants to encourage completion. The research questions were answered and the hypotheses were tested at 0.05 level of significance using Pearson Product Moment Correlation (PPMC).

Results

Research Question 1

Research Question One

What is the relationship between classroom infrastructure and teachers' job performance in secondary schools in Bayelsa State?

Table 1: Pearson Product Moment Correlation (PPMC) analysis on the relationship between the classroom infrastructure and teachers' job performance in secondary schools in Bayelsa State

		CLASS ROOM INFRASTRUCTURE	TEACHER JOB PERFORMANCE
CLASS ROOM INFRASTRUCTURE	Pearson Correlation	1	.604**
	Sig. (2-tailed)		.000
	N	385	385
TEACHER JOB PERFORMANCE	Pearson Correlation	.604**	1
	Sig. (2-tailed)	.000	
	N	385	385

Source: Fieldwork, 2025

The data presented in Table 1 indicates that the correlation coefficient (r-value) between classroom infrastructure and teachers' job performance is .604. Since the r-value is positive and falls within the high range, a strong positive relationship exists. Therefore, there is a strong positive relationship between classroom infrastructure and teachers' job performance in secondary schools in Bayelsa State. Also, the Table 1 shows that the relationship coefficient square (r^2) value is .365. This suggests that classroom infrastructure accounts for 36.5% of the overall variation in teachers' job performance.

Research Question 2

What is the relationship between administrative monitoring and teachers' job performance in secondary schools in Bayelsa State?

Table 2: Pearson Product Moment Correlation (PPMC) analysis on the relationship between administrative monitoring and teachers' job performance in secondary schools in Bayelsa State

		ADMINISTRATIVE MONITORING	TEACHER JOB PERFORMANCE
ADMINISTRATIVE MONITORING	Pearson Correlation	1	.600**
	Sig. (2-tailed)		.000
	N	385	385
TEACHER JOB PERFORMANCE	Pearson Correlation	.600**	1
	Sig. (2-tailed)	.000	
	N	385	385

Source: Fieldwork, 2025

The data presented in Table 2 indicates that the correlation coefficient (r-value) between administrative monitoring and teachers' job performance is .600. Since the r-value is positive and falls within the high range, a strong positive relationship exists. Therefore, there is a strong positive relationship between administrative monitoring and teachers' job performance in secondary schools in Bayelsa State. Also, Table 2 shows that the relationship coefficient square (r^2) value is .360, suggesting that administrative monitoring accounts for 36.0% of the overall variation in teachers' job performance.

Research Question 3

What is the joint contribution of the learning environment and supervision to teachers' job performance in secondary schools in Bayelsa State?

Table 3: Pearson Product Moment Correlation (PPMC) analysis on the joint contribution of the learning environment and supervision to teachers' job performance in secondary schools in Bayelsa State

		LEARNING ENVIRONMENT & SUPERVISION	TEACHER JOB PERFORMANCE
LEARNING ENVIRONMENT & SUPERVISION	Pearson Correlation	1	.680**
	Sig. (2-tailed)		.000
	N	385	385
TEACHER JOB PERFORMANCE	Pearson Correlation	.680**	1
	Sig. (2-tailed)	.000	
	N	385	385

Source: Fieldwork, 2025.

The data presented in Table 3 indicates that the correlation coefficient (r-value) between the joint variables of learning environment and supervision and teachers' job performance is .680. Since the r-value is positive and falls within the high range, a strong positive relationship exists. Therefore, there is a strong positive relationship between the joint contribution of learning environment and supervision and teachers' job performance in secondary schools in Bayelsa State. Also, Table 3 shows that the relationship coefficient square (r^2) value is .462, suggesting that learning environment and supervision jointly account for 46.2% of the overall variation in teachers' job performance.

Hypotheses Testing

Ho_1: Classroom infrastructure has no significant relationship with teachers' job performance in secondary schools in Bayelsa State.

The data presented in Table 1 above indicated that, at an r-value of .604, the p-value is 0.000. Since the p-value is less than the 0.05 alpha level, the null hypothesis is rejected. Therefore, the null hypothesis which states that there is no significant relationship between classroom infrastructure and teachers' job performance in secondary schools in Bayelsa State is rejected.

Ho_2: Administrative monitoring has no significant relationship with teachers' job performance in secondary schools in Bayelsa State.

The data presented in Table 2 above indicated that, at an r-value of .600, the p-value is 0.000. Since the p-value is less than the 0.05 alpha level, the null hypothesis is rejected. Therefore, the null hypothesis which states that there is no significant relationship between administrative monitoring and teachers' job performance in secondary schools in Bayelsa State is rejected.

Ho_3: Learning environment and supervision have no significant joint contribution to teachers' job performance in secondary schools in Bayelsa State.

The data presented in Table 3 above indicated that, at an r-value of .680, the p-value is 0.000. Since the p-value is less than the 0.05 alpha level, the null hypothesis is rejected. Therefore, the null hypothesis which states that learning environment and supervision have no significant joint contribution to teachers' job performance in secondary schools in Bayelsa State is rejected.

Discussion of Findings

The result from Research Question One revealed that classroom infrastructure has a strong positive and significant relationship with teachers' job performance in secondary schools in Bayelsa State. The findings suggest that the physical learning environment, especially the availability and quality of classroom infrastructure such as seating arrangements, lighting, ventilation, teaching aids, and general classroom condition, plays a crucial role in determining how effectively teachers perform their duties. This implies that as the quality of classroom infrastructure improves or deteriorates, there is a corresponding increase or decrease in teachers' job performance. In essence, a well-equipped and conducive classroom can enhance teaching efficiency, teacher motivation, and student engagement, thereby leading to improved teacher performance.

This result confirms a significant positive correlation between classroom infrastructure and teachers' job performance, emphasizing the importance of the school's physical environment in supporting educational outcomes. Teachers working in well-maintained and adequately equipped classrooms are more likely to plan and deliver lessons effectively, manage their classrooms better, and contribute more positively to students' academic progress. Conversely, poor classroom conditions may demotivate teachers, hinder lesson delivery, and negatively impact students' learning experiences.

The finding aligns with previous studies such as that by Okeke and Ibenegbu (2018), who found that adequate classroom facilities significantly influence teachers' instructional effectiveness and professional commitment. Similarly, Adebayo and Oyetunde (2020) reported that classroom design and the availability of instructional resources are key determinants of teaching performance in public secondary schools in Nigeria. These studies support the assertion that improving infrastructure is not only beneficial for students but also critical for enhancing teacher productivity and morale.

However, this study contrasts slightly with the findings of Chukwuma and Uzoegwu (2016), who reported that in some urban settings, teacher job performance was less influenced by infrastructure and more by administrative support and motivation. They suggested that while infrastructure is important, other variables like teacher incentives and workload distribution may also play a mediating role.

The result from Research Question 2 revealed that administrative monitoring has a strong positive and significant relationship with teachers' job performance in secondary schools in Bayelsa State. This finding suggests that regular, structured, and supportive monitoring by school administrators plays a critical role in shaping how well teachers perform their duties. It implies that when teachers are consistently observed, evaluated, and guided by school leaders, they are more likely to remain focused, committed, and accountable in the discharge of their instructional and non-instructional responsibilities.

This result confirms a significant positive correlation between administrative monitoring and teachers' job performance, emphasizing that effective supervision not only ensures compliance with educational standards but also promotes professional growth. Administrative monitoring provides teachers with feedback, motivation, and direction, which can lead to improved lesson delivery, classroom management, and learner outcomes. In contrast, schools with poor or irregular monitoring practices may struggle with teacher complacency, lack of innovation, and reduced accountability.

The finding aligns with previous research such as that by Onuka and Arowojolu (2016), who found that consistent instructional supervision enhances teachers' commitment, instructional planning, and classroom practices. Likewise, Ezeugwu and Nwanekezi (2018) reported that effective school monitoring practices positively influenced teacher productivity and the overall quality of education in secondary schools. These studies affirm the value of administrative oversight as a tool for enhancing teacher performance.

However, the current study slightly contrasts with the findings of Bello and Hassan (2020), who reported that in some cases, excessive or punitive monitoring discouraged teacher autonomy and led to resistance or low morale. They argued that the approach and intent of monitoring—whether developmental or judgmental—can influence its effectiveness. This highlights the importance of ensuring that administrative monitoring is conducted in

a fair, supportive, and professional manner that encourages teacher growth rather than instills fear or resentment.

The result from Research Question 3 revealed that the joint contribution of learning environment and supervision has a strong positive and significant relationship with teachers' job performance in secondary schools in Bayelsa State. This finding suggests that when schools simultaneously provide a conducive learning environment—characterized by adequate infrastructure and instructional materials—and implement effective supervisory practices such as monitoring and feedback, teachers are more likely to perform at optimal levels. The synergy between environmental support and supervisory guidance enhances instructional delivery, teacher motivation, and student engagement.

This result confirms a significant positive correlation between the combined factors of learning environment and supervision and teachers' job performance. It highlights that neither element alone is sufficient to drive performance to its highest potential; rather, it is the integration of both that creates a supportive and enabling professional atmosphere for teachers. A well-structured learning environment, when complemented with supportive administrative supervision, provides the necessary resources and guidance for teachers to thrive.

The finding is in agreement with the work of Olorunfemi and Olatunji (2019), who found that the interaction between physical facilities and effective instructional supervision significantly influenced teachers' productivity in public secondary schools. Similarly, Nwachukwu and Asagwara (2020) reported that schools that prioritized both environmental adequacy and structured teacher monitoring experienced more consistent academic improvements and higher levels of teacher satisfaction. These studies reinforce the view that teacher performance is multi-dimensional and depends on a combination of environmental and administrative factors.

Conclusion

Based on the findings and discussions from this study, it can be concluded that the learning environment and supervision are significant determinants of teachers' job performance in secondary schools in Bayelsa State. Specifically, classroom infrastructure, administrative monitoring, all demonstrated strong positive and significant relationships with teachers' job performance. The result shows that teachers are more likely to perform effectively in environments that are physically conducive to teaching and learning and where adequate instructional materials are provided. The availability of functional classrooms and relevant teaching resources enhances the quality of lesson delivery, student engagement, and overall educational outcomes.

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Also, the study established that supportive supervision through administrative monitoring and quality feedback plays a critical role in shaping teacher effectiveness. Monitoring that includes structured observation, constructive feedback, and professional guidance fosters accountability, encourages improvement, and boosts motivation among teachers. The joint contribution of the learning environment and supervision further underscores the need for an integrated approach to improving teacher performance.

Recommendations

The following recommendations were put forward:

1. The Bayelsa State Ministry of Education should ensure the consistent provision and maintenance of adequate classroom infrastructure to enhance teachers' job performance.
2. Secondary schools in Bayelsa State should adopt structured administrative monitoring systems that promote accountability and professional development among teachers.
3. Education policymakers should adopt an integrated strategy that combines a supportive learning environment with effective supervision to holistically improve teacher performance in secondary schools.

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