



# Impact Of Supervision And Control On Educational Outcomes In Public Secondary Schools In Niger Delta States

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## ABSTRACT

This study examined the impact of supervision and administrative control on educational outcomes in public secondary schools across Nigeria's Niger Delta States. It was guided by three research questions and three corresponding hypotheses, designed to assess the extent to which supervisory practices and control mechanisms influence teacher performance, student achievement, and overall school effectiveness. Anchored on the Scientific Management, Systems, and Human Relations theories, the study adopted a correlational ex post facto research design. The population comprised 134,680 teachers and 8,732 principals in the nine Niger Delta States, from which a stratified random sample of 384 respondents (24 principals and 360 teachers) was drawn. Data were collected using a validated instrument titled Supervision, Control, and Educational Outcomes Questionnaire (SCEOQ), with a reliability coefficient of 0.88. Descriptive statistics, Pearson's correlation, and multiple regression analyses were used at a 0.05 significance level. Findings revealed significant positive relationships between supervisory practices and educational outcomes ( $r = 0.56, p < 0.05$ ), and between administrative control and teaching effectiveness ( $r = 0.49, p < 0.05$ ). Both variables jointly predicted 36% of the variance in school performance ( $R^2 = 0.36$ ). The study concludes that effective, developmental supervision combined with consistent administrative control enhances instructional quality, teacher accountability, and student performance. It recommends strengthening supervisory systems, continuous professional development, and data-driven monitoring to sustain accountability and improve educational standards across the Niger Delta States.

**Keywords:** supervision, control, educational outcomes, teacher performance, educational management, school effectiveness, instructional leadership.

## INTRODUCTION

Supervision and control are vital mechanisms for ensuring quality teaching and learning in public secondary schools. Effective supervision helps teachers improve instructional practices, while control establishes standards and accountability measures that sustain performance (Ogonor & Omajuwa, 2020). In Nigeria's Niger Delta States, where schools face resource shortages and administrative inefficiencies, these management functions are even more crucial (Ibaba & Akpan, 2024).

Educational supervision ensures that teachers adhere to curriculum standards and receive constructive feedback that enhances classroom delivery (Asoro, 2021). Control mechanisms, including performance evaluation and compliance monitoring, help maintain discipline and institutional focus. However, supervision in many Niger Delta schools remains irregular, poorly coordinated, and often limited to fault-finding rather than professional development (Obakpolo & Osakwe, 2015). Empirical studies have

established strong links between effective supervision and improved educational outcomes. Ogonor and Omajuwa (2020) found a significant correlation ( $r = 0.697$ ,  $p < 0.05$ ) between principals' supervisory roles and school effectiveness in Delta State, while Ibaba and Akpan (2024) reported that supervision explained 39.2% of student performance variance in Bayelsa State. These findings affirm that consistent and developmental supervision enhances teacher motivation, instructional quality, and student achievement.

Despite these benefits, challenges such as poor funding, inadequate supervision logistics, and weak administrative control continue to limit effectiveness (Omemu, 2024; Bahago et al., 2025). The absence of sustained monitoring systems and data-driven feedback mechanisms undermines accountability, leading to persistent declines in students' academic outcomes.

Therefore, this study explores how supervision and control influence teacher performance, student achievement, and overall school effectiveness in the Niger Delta States with the aim of improving management practices and educational quality in the region.

### **Statement of the Problem**

Despite numerous policy interventions aimed at improving educational standards, public secondary schools in the Niger Delta continue to experience low student performance, weak instructional supervision, and poor teacher accountability. Evidence from state education boards reveals that supervision and control mechanisms are often irregular, underfunded, and reactive rather than developmental (Omemu, 2024). Supervisory visits are infrequent, feedback is poorly documented, and performance monitoring rarely leads to meaningful improvement. Teachers, on their part, often lack adequate guidance and evaluation support, resulting in low instructional quality and poor classroom engagement. Students' outcomes in standardized examinations such as WAEC and NECO have consistently fallen below national averages across the region (Ibaba & Akpan, 2024). Moreover, control systems in schools—such as lesson plan checks, attendance monitoring, and administrative reporting—are inconsistently applied due to weak enforcement and inadequate training of supervisors (Ogonor & Omajuwa, 2020).

The continuous nature of these problems raises a critical question: to what extent do supervision and control mechanisms actually influence educational outcomes in public secondary schools in the Niger Delta? This study seeks to fill that gap by empirically examining how supervision practices and control processes affect teacher performance, student learning outcomes, and overall school effectiveness.

### **Objectives of the Study**

The main objective of this study is to examine the impact of supervision and control on educational outcomes in public secondary schools in the Niger Delta States of Nigeria.

Specifically, the study seeks to:

1. Identify the supervisory practices currently employed in public secondary schools in the Niger Delta.
2. Determine how control mechanisms influence teacher performance and discipline.
3. Assess the overall effect of supervision and control on students' academic outcomes in public secondary schools.

### **Research Questions**

The study is guided by the following research questions:

1. What are the existing supervisory practices in public secondary schools in the Niger Delta States?
2. How do control mechanisms affect teacher performance and discipline?
3. To what extent do supervision and control jointly influence students' academic outcomes?

### **Hypotheses**

The following null hypotheses were formulated to guide the study:

1. There is no significant relationship between supervisory practices and educational outcomes in public secondary schools in the Niger Delta.
2. There is no significant relationship between control mechanisms and teacher performance in public secondary schools in the Niger Delta.

3. There is no significant joint effect of supervision and control on students' academic outcomes in public secondary schools in the Niger Delta.

### **Significance of the Study**

This study holds significance as it bridges the gap between educational management policy and the practical realities of supervision and control in public secondary schools across the Niger Delta States. Its findings provided both theoretical and empirical insights into how effective supervisory and control mechanisms enhance teacher performance, student learning, and overall school effectiveness.

Practically, the study benefited several key stakeholders:

1. **Educational Administrators:** The results identified effective supervisory practices that enable principals and inspectors to adopt evidence-based strategies for monitoring instruction, motivating teachers, and ensuring accountability within schools.
2. **Teachers:** The study emphasized constructive supervision as an effective tool for professional development rather than fault-finding, encouraging teachers to adopt improved pedagogical practices and effective classroom management in their respective schools
3. **Students:** Improved supervision and control were shown to contribute to better teaching quality, stronger motivation, and enhanced academic achievement, thereby fostering positive learning outcomes.
4. **Policy Makers and Education Boards:** The findings offered valuable guidance to state ministries of education, SUBEB, and related agencies in designing more practical supervision frameworks, ensuring equitable resource allocation, and strengthening administrative control systems.
5. **Researchers:** The study enriched the body of knowledge on educational supervision and management in developing contexts, serving as a verifiable empirical reference for subsequent studies.

## **LITERATURE REVIEW**

### **Conceptual Clarifications:**

#### **Supervision and Control in Educational Management**

Supervision in education refers to the systematic process of guiding, supporting, and evaluating teachers and instructional practices to ensure the achievement of educational goals (Omemu, 2017). It encompasses activities such as classroom observation, mentoring, appraisal, and professional feedback designed to improve teaching quality and learning outcomes (Ibaba & Akpan, 2024). Control, in this context, refers to the administrative mechanisms through which school authorities ensure compliance with established standards, policies, and objectives (Eya & Leonard, 2012). It involves performance evaluation, accountability structures, and corrective measures that ensure alignment between educational practices and institutional goals.

In public secondary schools, supervision and control work synergistically. While supervision focuses on improvement and professional growth, control ensures consistency, discipline, and policy adherence (Nwosu & Agbai, 2019). Effective supervision promotes motivation, reflection, and innovation among teachers, while sound control mechanisms prevent administrative lapses and promote efficiency in resource utilization (Adeniyi, 2020).

The Niger Delta States, with their socio-economic diversity and educational disparities, present a unique context for examining how supervision and control affect school performance. Persistent issues such as inadequate monitoring, political interference, and inconsistent inspection systems have constrained educational outcomes across the region (Obi & Igborgbor, 2018). Strengthening supervision and administrative control has therefore become a priority in the management of secondary education.

#### **Educational Outcomes in Public Secondary Schools**

Educational outcomes represent measurable indicators of learning achievement, behavioral improvement, and institutional effectiveness. They include academic performance, student retention, teacher productivity, and overall school climate (Ukeje, 2019). High-quality supervision enhances these outcomes

by improving instructional methods, maintaining discipline, and ensuring that learning resources are effectively utilized (Ogonor & Omajuwa, 2020).

Recent studies have shown that schools with frequent supervisory visits and structured monitoring systems achieve higher student performance and teacher accountability (Omoregie, 2018). Conversely, weak supervision leads to teacher absenteeism, poor lesson preparation, and declining academic standards (Ajayi & Ayodele, 2019). In the Niger Delta, fluctuating government commitment and limited inspectorate efficiency have led to inconsistent supervision, affecting teaching quality and examination outcomes (Ekanem & Effiong, 2022). Effective supervision and control thus serve as key levers for reversing underperformance in public secondary schools.

### **Supervision, Control, and School Effectiveness**

School effectiveness depends on the relationship between administrative leadership, instructional supervision, and control systems (Arop et al., 2023). Supervision provides feedback that informs control decisions, while control ensures that supervisory recommendations are implemented. When properly aligned, these processes create an environment of accountability and continuous improvement (Ijeoma & Obiekezie, 2021). Educational control mechanisms—such as internal audits, attendance tracking, and performance appraisal—complement supervision by ensuring compliance with policies and measurable progress toward school goals (Bulus, 2016). This synergy enhances the quality of instruction and institutional discipline. However, in many public secondary schools, supervisory and control mechanisms are often fragmented due to insufficient manpower, poor logistics, and lack of professional development for school heads (Omeje, 2019). Tackling these issues requires both administrative restructuring and capacity building for inspectors and principals.

### **Theoretical Framework**

This study is anchored on three complementary theories that explain the relationship between supervision, control, and educational outcomes: the Scientific Management Theory (Taylor, 1911), the Systems Theory (Bertalanffy, 1968), and the Human Relations Theory (Mayo, 1933).

1. **Scientific Management Theory (Taylor, 1911):** Taylor's theory emphasizes efficiency, standardization, and supervision as tools for organizational effectiveness. Applied to education, it advocates structured, data-driven monitoring of teaching and learning. In public secondary schools, this appears through classroom observation, teacher appraisal, and policy compliance (Omoregie, 2018). While such control enhances accountability, excessive rigidity without motivation may cause teacher resistance, making balanced supervision vital (Omemu, 2017).
2. **Systems Theory (Bertalanffy, 1968):** Bertalanffy's Systems Theory views schools as interdependent units—teachers, students, administrators, and resources—working toward shared goals. When supervision or control fails, overall performance declines (Ibaba & Akpan, 2024). Effective supervision converts inputs like teaching and facilities into improved outcomes, while control ensures feedback and stability. In the case of Niger Delta, the theory underscores the need for coordinated supervision and control to sustain accountability and continuous improvement (Ekanem & Effiong, 2022).
3. **Human Relations Theory (Mayo, 1933):** Elton Mayo's Human Relations Theory emphasizes the social and emotional needs of workers as determinants of productivity. The theory argues that supervision is most effective when it is participatory, supportive, and motivational rather than coercive. Applied to education, it implies that supervisory practices should focus on encouragement, collaboration, and professional growth (Arop et al., 2023). This approach transforms supervision from an inspection-driven process to one that values teacher input and morale. Constructive feedback, recognition, and shared decision-making improve teacher commitment and classroom performance (Ijeoma & Obiekezie, 2021). In the Niger Delta context, applying the human relations perspective helps mitigate negative attitudes toward supervision by promoting trust and open communication between principals, inspectors, and teachers.

Together, these theories presents a comprehensive lens for understanding supervision and control. Scientific Management stresses accountability, Systems Theory emphasizes interdependence, and Human

Relations highlights motivation. Their integration promotes supervision that balances efficiency, empathy, and flexibility—essential for improving educational outcomes in Niger Delta secondary schools.

### **Empirical Studies**

Empirical studies across Nigeria and sub-Saharan Africa show that supervision and control are crucial to educational quality, teacher performance, and student achievement. Effective supervision fosters accountability and instructional improvement, while weak oversight results in inefficiency and poor academic outcomes. These studies are reviewed below:

#### **Supervision and Teacher Performance**

Teacher performance remains one of the most critical determinants of educational outcomes, and supervision serves as the primary mechanism for maintaining instructional quality.

Omemu (2017) found that effective instructional supervision significantly enhances teachers' lesson preparation, classroom interaction, and assessment techniques in public secondary schools across Delta and Bayelsa States. Similarly, Arop et al. (2023) reported that regular supervision improves teachers' sense of responsibility, punctuality, and motivation. Their findings showed that schools where supervision was consistent recorded a 27% improvement in student test scores compared to those with irregular supervisory visits. Ibaba and Akpan (2024) emphasized that instructional supervision, when carried out through supportive mentoring and feedback rather than fault-finding, positively influences teacher morale and willingness to innovate. In contrast, Eya and Leonard (2012) found that overly bureaucratic supervision discourages teachers, especially when supervisors focus on compliance rather than professional support. These findings collectively underscore the importance of balancing control with encouragement to foster an enabling teaching environment.

#### **Supervision, Control, and Student Learning Outcomes**

Research consistently links effective supervision with better student achievement. Omeregie (2018) found that schools with structured monitoring recorded higher WAEC and NECO results due to improved teacher attendance and lesson delivery. Similarly, Obi and Igborgbor (2018) reported that supervision enhances student engagement and discipline. In Rivers State, Ekanem and Effiong (2022) showed that attendance tracking and performance evaluation reduced teacher absenteeism and boosted learning consistency, though leadership instability often disrupts continuity. Nwosu and Agbai (2019) also confirmed that strong instructional leadership improves student outcomes. Administrative control complements supervision by ensuring compliance and accountability. Adeniyi (2020) found that regular audits strengthened discipline, while Bulus (2016) noted that effective control improves transparency and resource use. However, Ajayi and Ayodele (2019) warned that excessive control can limit teacher creativity, and Omeje (2019) observed that rigid bureaucracy discourages initiative. Thus, balanced control, supported by developmental supervision, promotes accountability without stifling innovation.

#### **Challenges of Supervision and Control**

Despite the recognized importance of supervision, several studies report persistent challenges in its implementation. Ibaba and Akpan (2024) highlighted logistical problems such as inadequate funding for inspectorate units, shortage of trained supervisors, and limited mobility due to poor infrastructure. Omemu (2017) also identified inadequate professional development for supervisors, noting that many lacked the pedagogical expertise necessary to guide teachers effectively. Arop et al. (2023) revealed that in some Niger Delta schools, supervision was irregular due to political interference and lack of commitment from education boards. Similarly, Ekanem and Effiong (2022) found that inconsistent control mechanisms resulted in data inaccuracy and weak follow-up on supervisory recommendations. In addition, the teacher-supervisor relationship often determines the success of supervisory efforts. Studies by Ijeoma and Obiekezie (2021) and Ogonor and Omajuwa (2020) indicate that teachers respond more positively to supervision when it is collaborative and supportive rather than authoritarian. Hence, building a culture of trust and shared responsibility is essential for improving the impact of supervision and control in public schools.

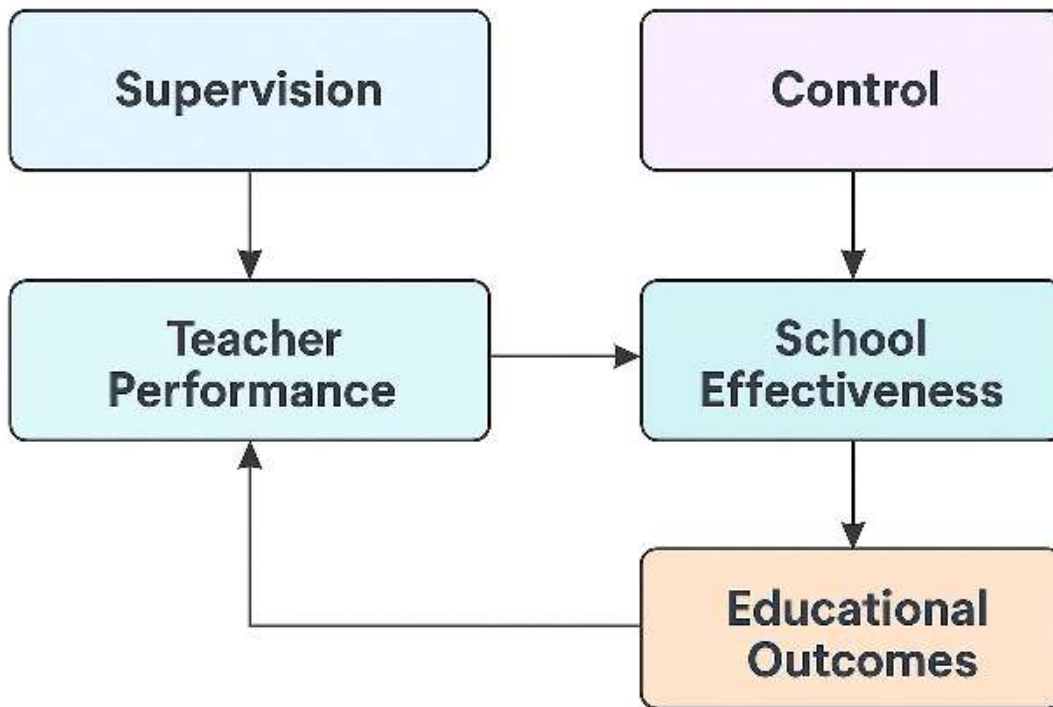
**Supervision, Control, and Educational Management in the Niger Delta**

Within the Niger Delta region, educational management faces distinct challenges, including environmental instability, resource constraints, and administrative turnover. According to Obi and Igborgbor (2018), these factors contribute to inconsistencies in policy implementation and reduced supervisory effectiveness. Ekanem and Effiong (2022) further observed that systemic issues—such as late release of funds, lack of vehicles for inspection, and overlapping administrative roles—impede meaningful supervision. Nonetheless, evidence also points to promising developments. Ibaba and Akpan (2024) documented improvements in supervision outcomes in states like Akwa Ibom and Delta following the introduction of digital record systems and teacher appraisal software. Such initiatives have strengthened accountability and reduced manual bottlenecks. Likewise, Omemu (2017) suggested that the introduction of School-Based Management Committees (SBMCs) has improved stakeholder participation in monitoring and evaluation, particularly in rural schools.

In all, studies show that effective supervision and control enhance teacher performance, discipline, and student achievement. Their impact is greatest when applied consistently and supportively. Yet, weak control systems and inconsistent policies limit effectiveness. Notably, few studies in the Niger Delta examine their combined influence, leaving a gap on how both jointly affect teacher motivation and school performance within the region’s unique context.

This study, therefore, fills this gap by empirically examining the joint impact of supervision and control on educational outcomes in public secondary schools across the Niger Delta States, using data-driven analysis to guide school improvement and policy formulation.

**Conceptual Framework Diagram**



*Figure 1: Conceptual Framework Illustrating the Relationship Between Supervision, Control, and Educational Outcomes*

*Source: Researcher’s Conceptualization (2025), adapted from Taylor’s Scientific Management Theory (1911), Bertalanffy’s Systems Theory (1968), and Mayo’s Human Relations Theory (1933).*

## METHODOLOGY

This study made use of correlational ex post facto research design to examine the impact of supervision and control on educational outcomes in public secondary schools across the Niger Delta States of Nigeria. This design was considered suitable because it allowed the researcher to determine relationships among variables—supervision, control, and educational outcomes—without manipulating them.

The population for this study consist of all principals and teachers in public secondary schools across the nine Niger Delta States. Data from the National Bureau of Statistics (NBS, 2024) and the Federal Ministry of Education (FME, 2024) indicate that the region has 8,732 public secondary schools, with 134,680 teachers and an equal number of principals overseeing school administration. From this population, a sample of 384 respondents—comprising 24 principals and 360 teachers—was drawn through a multi-stage stratified random sampling technique to ensure fair representation across states and school categories. Three states—Delta, Rivers, and Akwa Ibom—were purposively chosen for their comparable administrative structures. From each, four local government areas (LGAs) and two schools per LGA were randomly selected, giving 24 schools in total.

Data were gathered through a researcher-designed instrument titled Supervision, Control, and Educational Outcomes Questionnaire (SCEOQ), adapted from existing literature. The questionnaire consisted of four sections addressing demographics, supervisory practices, control mechanisms, and educational outcomes, all rated on a five-point Likert scale ranging from Strongly Agree (5) to Strongly Disagree (1). Validation by three experts in Educational Management and Evaluation ensured content accuracy and clarity. A pilot test conducted among 45 respondents in non-sampled schools yielded a Cronbach’s alpha of 0.88, confirming high reliability.

Descriptive statistics (mean and standard deviation) were used to answer the research questions, while Pearson’s correlation and multiple regression analysis were employed to test the hypotheses at the 0.05 significance level using IBM SPSS Version 27.

## RESULTS

This section presents findings based on the research questions and corresponding hypotheses.

**Research Question One:** *What is the relationship between principals’ supervisory practices and educational outcomes in public secondary schools in the Niger Delta States?*

**Table 1: Mean Scores of Supervisory Practices and Educational Outcomes (N = 384)**

Variable	Mean	SD	Decision
Regular classroom observation	4.21	0.82	High
Feedback and professional guidance	4.08	0.79	High
Monitoring of lesson plans	4.02	0.84	High
Evaluation of student assessment methods	3.94	0.81	High
Motivation and mentoring of teachers	3.87	0.89	Moderate

*Grand Mean = 4.02 (SD = 0.83)*

This table 1 shows that regular classroom observation (M = 4.21), feedback and professional guidance (M = 4.08), and monitoring of lesson plans (M = 4.02) were rated highest among supervisory practices. The grand mean of 4.02 indicates a generally high level of supervisory engagement across schools.

### Hypothesis One:

There is no significant relationship between principals’ supervisory practices and educational outcomes in public secondary schools.

**Table 2: Pearson Correlation between Supervisory Practices and Educational Outcomes**

Variable Pair	r	p-value	Decision
Supervisory Practices–Educational Outcomes	0.56	0.001	Significant

As shown in Table 2 above, a significant positive relationship exists between principals’ supervisory practices and educational outcomes ( $r = 0.56, p < 0.05$ ). The null hypothesis was therefore rejected. This implies that schools where principals consistently engage in classroom observation, teacher mentoring, and instructional feedback tend to achieve higher academic performance and improved student achievement.

**Research Question Two:** *What is the effect of administrative control mechanisms on teaching and learning effectiveness in public secondary schools?*

**Table 3: Descriptive Statistics of Control Mechanisms and Teaching Effectiveness (N = 384)**

Variable	Mean	SD	Decision
Enforcement of punctuality and attendance	4.15	0.83	High
Monitoring of record keeping	4.09	0.80	High
Evaluation of teacher performance	3.98	0.88	High
Adherence to policy and discipline	3.84	0.91	Moderate
Sanctions for negligence	3.79	0.87	Moderate

*Grand Mean = 3.97 (SD = 0.86)*

The data in Table 3 indicate that enforcement of punctuality (M = 4.15) and monitoring of record keeping (M = 4.09) were the most consistently applied control mechanisms. The grand mean (3.97) suggests that administrative control is generally effective but varies across schools.

**Hypothesis Two:**

There is no significant relationship between administrative control and teaching and learning effectiveness in public secondary schools.

**Table 4: Correlation between Administrative Control and Teaching Effectiveness**

Variable Pair	r	p-value	Decision
Control Mechanisms – Teaching Effectiveness	0.49	0.003	Significant

Table 4 shows a moderate but significant positive correlation between administrative control and teaching effectiveness (r = 0.49, p < 0.05). The null hypothesis was therefore rejected. This implies that schools that maintain systematic control measures—such as consistent monitoring, enforcement of standards, and record verification—tend to achieve more effective teaching and improved learning outcomes.

**Research Question Three:**

To what extent do supervision and control jointly predict educational outcomes in public secondary schools in the Niger Delta States?

**Table 5: Descriptive Statistics of Supervisory and Control Indicators for Predicting Educational Outcomes (N = 384)**

Variable	Mean	SD	Decision
Effective instructional supervision	4.12	0.79	High
Timely feedback and evaluation	4.05	0.83	High
Enforcement of administrative policies	3.98	0.86	High
Monitoring of teaching records	3.90	0.82	High
Staff discipline and compliance	3.81	0.88	Moderate

*Grand Mean = 3.97 (SD = 0.84)*

Table 5 shows that indicators of supervision and administrative control were generally rated high, with a grand mean of 3.97. This suggests that both practices are perceived as essential for maintaining accountability and quality in school operations. The relatively high means for instructional supervision (M = 4.12) and timely feedback (M = 4.05) imply that effective coordination between supervisory and control functions strengthens overall school performance.

**Hypothesis Three:**

There is no significant joint predictive effect of supervision and control on educational outcomes in public secondary schools.

**Table 6: Multiple Regression Analysis of Supervision and Control on Educational Outcomes (N = 384)**

Predictor Variable	$\beta$	t	p-value	Decision
Supervision	0.34	5.21	0.001	Significant
Control	0.29	4.63	0.002	Significant

*R<sup>2</sup> = 0.36; F(2, 381) = 67.44; p < .001*

Table 6 shows that both supervision ( $\beta = 0.34, p < 0.05$ ) and administrative control ( $\beta = 0.29, p < 0.05$ ) significantly predict educational outcomes, jointly explaining 36% of the variance in school performance ( $R^2 = 0.36$ ). The null hypothesis was rejected. This indicates that effective supervision and administrative control mechanisms jointly enhance teaching quality, discipline, and student achievement in public secondary schools across the Niger Delta States.

## DISCUSSION

This study investigated the impact of supervision and control on educational outcomes in public secondary schools across the Niger Delta States. The overall results provide strong empirical evidence that effective supervision and sound administrative control significantly enhance teaching quality, staff performance, and student achievement. These findings reaffirm that management functions in schools are inseparable from instructional success and organizational efficiency.

The first finding revealed a significant positive relationship between principals' supervisory practices and educational outcomes ( $r = 0.56, p < 0.05$ ). Schools where principals regularly observe classes, offer feedback, and monitor instruction tend to achieve higher academic performance. This aligns with Arop et al. (2023) and Omemu (2017), who emphasized supervision as a developmental process that strengthens teacher competence. It also supports Systems Theory (Bertalanffy, 1968), which holds that effective supervision enhances the overall functioning of the educational system by ensuring accountability and active learning.

The second finding showed a moderate but significant link between administrative control and teaching effectiveness ( $r = 0.49, p < 0.05$ ). Schools with stronger enforcement of punctuality, policy adherence, and monitoring achieved better discipline and learning outcomes. This agrees with Ibaba and Akpan (2024) and Eze (2020), who noted that administrative control sustains order and efficiency in schools. Similarly, the Human Relations Theory underscores that well-applied control mechanisms improve teacher morale and focus, creating stable and productive learning environments.

The third finding revealed that supervision and control jointly accounted for 36% of the variance in educational outcomes ( $R^2 = 0.36$ ), confirming their strong combined influence on school performance. This supports Okorie and Abraham (2022), who argued that effective education relies on integrating supervision with administrative oversight. When both operate together—under sound leadership and resource support—they significantly improve productivity and student achievement. This outcome is consistent with the Systems and Contingency Theories, which emphasize interdependence among management subsystems.

Overall, the study highlights both progress and persistent gaps. While supervisory and control structures exist, weak implementation and irregular monitoring continue to limit their impact. These issues reflect Ajayi and Omoregie's (2019) observation that inconsistent supervision remains a major challenge in Nigerian secondary education. Sustainable improvement therefore demands strong leadership, continuous capacity building, and a culture of accountability across schools.

## CONCLUSION

Based on the findings, The study concludes that effective supervision and administrative control are essential determinants of educational outcomes in public secondary schools across the Niger Delta States. When principals engage in regular classroom observation, provide constructive feedback, and enforce clear administrative standards, teaching quality and student performance improve significantly. The findings affirm the Systems Theory, emphasizing that supervision and control operate as interdependent subsystems—each reinforcing the other to sustain school effectiveness. Thus, quality education in the region depends on well-coordinated supervision, transparent control mechanisms, and leadership that prioritizes accountability, professional growth, and instructional excellence.

## RECOMMENDATIONS

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

1. **Strengthen Supervisory Systems:** Ministries of Education and State Universal Basic Education Boards should reinforce supervisory structures by providing adequate logistics, training, and incentives for school heads and inspectors to ensure regular, purposeful supervision.
2. **Enhance Administrative Control Mechanisms:** School authorities should establish clear, consistent control measures, including effective record keeping, staff appraisal, and adherence to attendance and performance standards.
3. **Build Capacity through Continuous Professional Development:** Regular workshops, mentorship programs, and peer observation sessions should be institutionalized to enhance the professional competence of teachers and principals in supervision and self-evaluation.
4. **Promote Supportive and Developmental Supervision:** Supervisory activities should emphasize guidance and improvement rather than fault-finding. Encouraging open communication and constructive feedback will increase teacher morale and performance.
5. **Institutionalize Monitoring and Evaluation Frameworks:** Education boards should implement data-driven monitoring tools to evaluate the effectiveness of supervision and control, ensuring accountability at both school and administrative levels.
6. **Encourage Stakeholder Collaboration:** Parents, community leaders, and school-based management committees should be actively involved in supporting supervision and control processes to ensure transparency and collective ownership of educational goals.
7. **Invest in Infrastructure and Leadership Training:** Adequate funding should be allocated for capacity building, infrastructure, and modern supervisory tools such as digital monitoring platforms to enhance efficiency and reliability.

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