
INFLUENCE OF INSTRUCTIONAL SUPERVISION ON PROFESSIONAL DEVELOPMENT OF UNIVERSAL BASIC EDUCATION (UBE) TEACHERS IN BENUE STATE, NIGERIA.

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ABSTRACT

This study investigated the influence of instructional supervision on the professional development of Universal Basic Education (UBE) teachers in Benue State, Nigeria. The study examined the influence of conferences and in-service training on teachers' professional development. It was anchored on the Human Relations Theory of Management propounded by Elton Mayo. A survey design was adopted. The population comprised all UBE teachers in Benue State, while a sample of 370 respondents was selected using stratified random sampling technique. Data were collected using a researcher-developed questionnaire validated by experts in educational measurement and evaluation. Reliability was established through a pilot study using Cronbach Alpha. Mean and standard deviation were used to answer the research questions, while chi-square test of goodness-of-fit was used to test the null hypotheses at 0.05 level of significance. The findings revealed that conferences and in-service training had positive influence on the professional development of UBE teachers. The chi-square analysis showed that all instructional supervision strategies had statistically significant influence on teachers' professional development, leading to the rejection of all the null hypotheses. The study concluded that instructional supervision significantly enhances the professional development of UBE teachers by improving instructional competence, promoting accountability, and encouraging continuous professional learning. The study recommended that the Universal Basic Education Commission and State Universal Basic

Education Boards should strengthen regular conferences and in-service training to improve teacher effectiveness and the quality of basic education.

KEYWORDS: Instructional supervision, Professional development and Influence.

INTRODUCTION

Background of the Study

The success of any organized system is dependent on collective effort of stakeholders who insist that the right thing should be done for the good of all. In education for instance, a lot needs to be done in the area of instructional supervision for the required success to be achieved and this call for collective in-put of all stakeholders. This therefore, underscores the value being placed on the quality and standards which encompass quality learning, resources inputs, instructional process, effective management, monitoring and evaluation of instructional supervision on professional development of Universal Basic Education (UBE) teachers.

Instructional Supervision can be done either through internal supervisors who are Heads of schools, their assistants, and the Heads of departments, or through External supervisors who are resource persons and consultants like University professors, education researchers, curriculum consultants and designated officials from the Post Primary School Management Board (PPSMB) (Chana, 2018). In a similar view Uchenna (2017) sees Educational supervision as involving a constant process that aims at improving teaching by providing needed services to teachers. According to the author, improving teaching is a complex process in which many elements should interact.

Teachers are at the center of this improvement process. Their acceptance of educational supervision and interaction with instructional supervisors provide the catalyst for any supervisory success. According to Idoko (2017) the way teachers' perception of supervision is very important in the outcomes of the supervision process. The need to supervise the instructional process cannot be over emphasized; hence Eze (2015) is of the view that most of the school's activities and all the school programmes require supervision.

Supervision of instruction is a process of assisting the teachers to improve himself and his instructional abilities so as to enhance effective teaching and learning (Afe, 2017). Therefore, it is the responsibility of the human resource management to ensure that the staff knows what to do and how to do it. This can only be possible through staff development programmes.

Professional development of teachers are the various means by which all the categories of teachers working in a School are encouraged to improve their capabilities and be more effective in their areas of assignment. According to Obioma (2012), professional development is an organizational effort aimed at helping an employee to acquire basic skills required for the efficient execution of the activities or functions for which he/she is hired.

Teachers constitute an important factor in the implementation of the curriculum. The quality of teachers is known to be a key predictor of student's performance. Teaching as a profession demands continuous development of knowledge and ability through training programmes. Such training programmes include; conference, in-service training, monitoring and seminars, among others. Abu (2012) notes that many people after graduation have little or no opportunity for re-training to enable them develop themselves adequately to meet the demands of their job. These professional development programmes are expected to improve upon the overall performance of each individual teacher. Conference is another important way of developing educational staff. In the conference approach, staff members are exposed to ideas of speakers who are experts in their fields on certain research findings (Ayeni, 2010). Instructional supervision plays a pivotal role in identifying the professional development needs of teachers, and one of the key strategies through which such development is actualized is the conference method. In the context of Universal Basic Education teachers in Benue State, Nigeria, conference-based training may significantly influence staff job performance within the educational system. Through this method, a trainer delivers a lecture on a particular subject, which is followed by queries and discussions. The careful selection of topics and speakers, guided by supervisory observation and feedback, would increase the effectiveness of the conference as a training device.

Moreover, conferences become more effective when they incorporate discussions. Akinwale (2008) notes that two-way communication allows participants to seek clarification on specific topics that are of direct relevance to them a dynamic that mirrors the reflective dialogue between supervisors and teachers during post-observation conferences in instructional supervision. For Universal Basic Education teachers in Benue State, the effectiveness of such training is closely tied to the quality of instructional supervision, which identifies gaps in professional practice and channels teachers toward the appropriate developmental interventions.

In-service training includes all professional development activities in which one engages after initial certification and employment and does not conclude until there is a termination of services (Abu, 2012). Furthermore, Louise (2008), notes that the purpose of in-service

training is basically to upgrade and update the potentiality and competency of staff to be more supportive, participative and achievement-oriented. In other words, it is goal-directed activity which focuses on changing individuals' values, orientation and attitude towards learning environment. In an attempt to ensure that the value of education is being derived at all levels, some officials are charged with the responsibility to monitor the performances of all those who run education especially those in schools in order to find out or assess the extent of achievement of the goals of education. These officials are the ones officially designated as supervisors.

The study adopted Human Relations Theory of Management by Elton Mayo (1920). Literature showed Ayeni (2010) and Essien, Akpa, and Obot (2016), found that conferences offer teachers the opportunity to engage with new educational research, methodologies, and best practices. According to Akinwale (2008), conferences that include interactive sessions enable two-way communication, thus enriching teachers' learning experiences. Also Louise (2008) and Musset (2010) found that in-service training bridges the gap between pre-service preparation and current teaching demands. This study therefore aims to identify the specific impact of prompt feedback on Students' learning outcomes in Mathematics in Nigeria

Statement of the Problem

Teacher professional development is a critical component of quality education delivery. For UBE teachers to remain effective in their roles, they must be continuously exposed to professional growth opportunities such as in-service training and conferences. Without these, teachers risk becoming professionally stagnant, ultimately compromising the quality of education offered to learners at the basic education level.

Instructional supervision is widely recognized as a key mechanism for driving and sustaining teacher professional development. Through regular supervision, teachers receive the guidance, feedback, and support necessary to refine their instructional practices and grow professionally. However, in Benue State, there are growing concerns that instructional supervision is either inadequately practiced or insufficiently linked to the professional development of UBE teachers. Observations by the researcher reveal that many UBE teachers in the state rarely attend conferences and in-service training programmes. It is against this background that this study investigates the influence of instructional supervision on the professional development of UBE teachers in Benue State, with specific focus on conference attendance, in-service training, monitoring, and seminar participation.

Objective of the Study

The main objective of this study was to investigate the influence of instructional supervision on the professional development of Universal Basic Education (UBE) teachers in Benue State, Nigeria. Specifically, the study seeks to:

1. Determine the influence of conferences Attendance on the professional development of Universal Basic Education Teachers in Benue State, Nigeria.
2. Determine the influence of in-service training on the professional development of Universal Basic Education Teachers.

Research Questions

The study was guided by the following research questions:

1. What is the influence of conference attendance on the professional development of Universal Basic Education Teachers in Benue State, Nigeria?
2. What is the influence of in-service training on the professional development of Universal Basic Education Teachers?

Hypotheses

1. The conference attendance has no significant influence on professional development of Universal Basic Education Teachers in Benue State, Nigeria.
2. In-service training has no significant influence on professional development of Universal Basic Education Teachers.

METHOD

The study adopted a survey research design. It was carried out in Benue state. The population comprised 4888 UBE teachers in Benue State, while a sample of 370 respondents was selected using stratified random sampling technique. Data were collected using a researcher-developed questionnaire validated by experts in educational measurement and evaluation. Reliability was established through a pilot study using Cronbach Alpha. Mean and standard deviation were used to answer the research questions, while chi-square test of goodness-of-fit was used to test the null hypotheses at 0.05 level of significance.

RESULT

Research Question One: What is the influence of conference attendance on the professional development of Universal Basic Education Teachers in Benue State, Nigeria?

Table 1: Mean and Standard Deviation of Influence of Conference on Professional Development of Universal Basic Education Teachers in Benue State, Nigeria.

S/N	Item	SA	A	D	SD	$\bar{X}$	SD	Decision
1	Keep teachers abreast with new knowledge by recognizing the need of modern teaching methods	52	158	88	72	2.68	.743	Agree
2	Ensure the promotion of professional growth through guided practice with experience	73	137	96	64	3.31	.680	Agree
3	keep the teacher up-to-date on the latest development in the field through guided practice with experience	49	169	93	59	2.51	.983	Agree
4	Increases teacher's knowledge of subject matter as well as use of appropriate instructional materials	45	158	101	66	3.18	.834	Agree
5	Help in leadership responsibility by improving teacher's pedagogical skills	53	159	98	60	2.92	.919	Agree
	Cluster Mean					2.92	.832	Agree

Table 1 revealed that all the items have means and S.D ranges between 2.68-3.31 and 0.74-0.98 while grand mean of 2.92 and S.D of 0.83 this result indicate that conference has high influence on professional development of Universal Basic Education Teachers in Benue State, Nigeria.

Research Questions two: What is the influence of in-service training on the professional development of Universal Basic Education Teachers?

Table 2: Mean and Standard Deviation of Influence of In-service Training on Professional Development of Universal Basic Education Teachers.

S/N	Item	SA	A	D	SD	$\bar{X}$	SD	Decision
6	Participation in regular courses enhances teacher's instructional delivery	61	173	121	15	3.12	.740	Agree
7	Teachers partake in refresher courses for enhanced pedagogical skills	73	161	125	11	3.25	.729	Agree
8	Exchanging teaching professional writings intensify teachers scope of instruction	84	150	127	9	3.37	.762	Agree
9	Participation in the correspondence courses improves teachers teaching methodology	63	149	135	23	2.74	.124	Agree
10	Regular rotations of teachers on the job improves their work quality	71	141	143	15	2.82	.861	Agree
	Cluster Mean					3.06	.643	Agree

Table 2 revealed that all the items on influence of in-service training on professional development of Universal Basic Education Teachers Nigeria have mean scores of 2.92, 3.12, 2.98, 3.10 and 3.16 with corresponding S. D of 0.94, 0.71, 0.86, 0.82 and 0.72 respectively. With grand mean of 3.05 and S.D of 0.81, indicating that in-service training has high influence on professional development of Universal Basic Education Teachers

Hypothesis one: Conference has no significant influence on professional development of Universal Basic Education Teachers in Benue State, Nigeria.

Table 3: chi-square test goodness of fit of Conference on professional development of Universal Basic Education Teachers in Benue State, Nigeria.

Response option	Observed N	Expected N	Df	χ^2	P	Sig level	Remarks
SA	55.00	92.5	3	67.643	0.00	0.05	Significant
A	156.00	92.5					
D	95.00	92.5					
SD	64.00	92.5					
Total	370						

$P < 0.05$

Table 3 shows that the chi-squared calculated value of 67.643, $df = 3$ and a P-value of 0.00, which is less than the alpha-value (α) of 0.05 ($P < 0.05$). Therefore, the null hypothesis which states that the Conference has no significant influence on the professional development of Universal Basic Education Teachers in Benue State, Nigeria. is rejected. This implies that the Conference significantly influences the professional development of Universal Basic Education Teachers in Benue State, Nigeria.

Hypothesis two: In-service training has no significant influence on the professional development of Universal Basic Education Teachers.

Table 4: chi-square test goodness of fit of In-service training on professional development of Universal Basic Education Teachers.

Response option	Observed N	Expected N	Df	χ^2	P	Sig level	Remarks
SA	70	92.5	3	127.83	0.00	0.05	Significant
A	155	92.5					
D	130	92.5					
SD	15	92.5					
Total	370						

$P < 0.05$

Table 4 shows that the chi-squared calculated value of 127.83, $df = 3$ and a P-value of 0.00 which is less than alpha-value (α) of 0.05 ($P < 0.05$). Therefore, the null hypothesis which states that In-service training has no significant influence on professional development of Universal Basic Education Teachers is rejected. This implies that In-service training has significant influence on the professional development of Universal Basic Education Teachers.

DISCUSSION OF FINDINGS

The study revealed that conferences have a statistically significant influence on the professional development of UBE teachers in Benue State, Nigeria. The result of the chi-square test ($\chi^2 = 67.643$, $p < 0.05$) and a cluster mean of 2.93 indicate that respondents generally agreed or strongly agreed that conference attendance enhances their professional capabilities.

This finding is supported by Ayeni (2010) and Essien, Akpa, and Obot (2016), who posited that conferences offer teachers the opportunity to engage with new educational research, methodologies, and best practices. According to Akinwale (2008), conferences that include interactive sessions enable two-way communication, thus enriching teachers' learning experiences.

The results also showed that in-service training significantly affects UBE teachers' professional development. The chi-square test ($\chi^2 = 127.82$, $p < 0.05$) and a cluster mean of 3.06 confirmed that teachers acknowledged the impact of in-service training on instructional delivery, subject mastery, and classroom management. This finding aligns with Louise (2008) and Musset (2010), who emphasized that in-service training bridges the gap between pre-service preparation and current teaching demands. In-service training allows for curriculum updates, the adoption of modern teaching methods, and improved professional competence. Thus, the study confirms that continuous in-service training is essential to maintaining and improving the effectiveness of UBE teachers in a rapidly evolving educational environment. Furthermore, the practical and hands-on nature of in-service training programmes — often addressing specific subject content, classroom management, and assessment techniques — makes their impact more measurable and directly observable in instructional practice. The strong result may also reflect the relative regularity with which government and educational authorities organise such training compared to other supervision strategies.

CONCLUSION

Based on the findings, the study concludes that instructional supervision plays a pivotal role in enhancing the professional development of UBE teachers in Benue State, Nigeria. Specifically, conferences improve knowledge-sharing, broaden teachers' exposure to new teaching methods, and foster meaningful networking among educators. In-service training serves as a continuous learning avenue that enables teachers to update their instructional techniques, strengthen subject mastery, and improve classroom management strategies.

RECOMMENDATIONS

Based on the findings of the study, the following recommendations were made;

1. The government, through the Universal Basic Education Commission (UBEC) and State Universal Basic Education Boards (SUBEB), should organize periodic conferences for UBE teachers on current educational issues and innovations.
2. In-service training should be made mandatory and continuous for all teachers, with proper scheduling to avoid conflict with instructional time. Funding and incentives should also be provided to encourage participation.

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