Instructional Supervision and Clan Culture as Correlates of Teachers' Service Delivery in Public Secondary Schools in Anambra State

Choice Chimaa Okaforcha[1]*, Samuel Ogechukwu Otugo[2]

[1]Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus, Anambra State, Nigeria
[2]Nwafor Orizu College of Education Nsugbe, Anambra State, Nigeria
*Corresponding author, email: choice.okaforcha@gmail.com

Abstract
The quality of teachers' service delivery in public secondary schools in Anambra State has been a persistent concern, often linked to low student performance, inadequate instructional supervision, and weak organizational culture. The study used a correlational research design to examine how school administrative practices and organizational culture relate to teachers' service delivery in Anambra State public secondary schools. The population consisted of 6,598 teachers across six education zones, with a sample of 660 selected through multistage and proportionate random sampling. Data were collected using three structured questionnaires on administrative practices, organizational culture, and teachers' service delivery, validated by experts and tested for reliability with Cronbach Alpha coefficients above 0.70. Questionnaires were administered directly, yielding 618 valid responses. Data were analyzed with Pearson correlation using SPSS to determine the strength and direction of relationships among the variables. The study examined the correlation between instructional supervision, clan culture, and teachers' service delivery in public secondary schools in Anambra State with a sample of 618 teachers. Results showed a strong positive correlation between instructional supervision and teachers' service delivery (r = 0.806, p = 0.000), indicating that better supervision significantly enhances service delivery. Similarly, clan culture exhibited a very strong positive correlation with teachers' service delivery (r = 0.846, p = 0.000), suggesting that supportive cultural values within schools positively influence teacher effectiveness. Both null hypotheses were rejected, confirming significant relationships between the variables. The study concludes that consistent instructional supervision and a supportive clan-based organizational culture are critical for enhancing teachers' service delivery in public secondary schools.

1. Introduction

Teachers' service delivery remains a key determinant of educational quality and student achievement, especially in public secondary schools where institutional efficiency depends largely on administrative support and school culture. Despite the importance of teachers' roles, studies have shown that their effectiveness is often constrained by inadequate supervision, poor organizational communication, and lack of supportive work environments (Wangombe et al, 2014). Many schools in Anambra State, for instance, face challenges related to insufficient monitoring and limited collegial collaboration, leading to inconsistencies in teaching performance and poor learner outcomes. This underscores the need to explore how instructional supervision and clan culture jointly influence teachers' service delivery.

Instructional supervision is widely recognized as a cornerstone of effective school management. It involves systematic guidance, observation, and evaluation of teachers' classroom practices with the goal of improving teaching and learning (Ubogu, 2024). According to Adeyemi (2021), supervision goes beyond inspection, it is a developmental process that fosters reflection, innovation, and pedagogical growth. When school heads engage in constructive supervision, they help teachers identify professional weaknesses, set performance goals, and adopt better teaching strategies. Empirical findings affirm that effective instructional supervision enhances teachers' competence and motivation. Sule et al (2015) reported a significant positive correlation between regular supervisory visits and teachers' instructional effectiveness in public schools in south eastern Nigeria. Similarly, Babalola et al (2021) found that schools with structured supervisory frameworks tend to achieve higher student performance and better teacher discipline. However, inadequate supervision, lack of feedback, and autocratic leadership styles have been found to discourage teacher commitment. Thus, the quality of

instructional supervision determines whether it becomes a supportive tool for professional development or a source of demoralization.

In addition, Tarimo and Lekule (2024) stated that instructional supervision involves the continuous assessment and professional development of teachers to enhance their skills and effectiveness. It includes monitoring, appraisal, and teachers evaluations to ensure high teaching standards in schools. Instructional supervision plays a crucial role in enhancing teachers' service delivery by providing guidance, monitoring and professional support. Effective supervision helps teachers refine instructional methods, adhere to curriculum standards and improve student learning outcomes (Nsengimana, et. al., 2024). Regular classroom observations and feedback sessions enable teachers to identify and address weaknesses, leading to more effective teaching (Bada, et. al., 2024).

Additionally, instructional supervision fosters continuous professional development through training and mentorship, increasing teacher competence and motivation (Idris, 2024). Strengthening instructional supervision in Nigerian schools ensures improved lesson delivery, student engagement and overall educational quality. However, many authors such as Hadi, et. al., (2024) and Putra and Kudri (2024) have argued that despite having effective administrative practices, without a friendly school organizational culture, school administrative practices cannot be effective. This is because the importance of school organizational culture can never be relegated to the background.

Clan culture refers to an organizational environment that operates like a close-knit family, where teamwork, collaboration and mutual respect are emphasized (Jabbar, et. al., 2024). In schools, this culture fosters strong relationships between teachers, students and administrators, enhancing communication and service delivery. In a related definition, (Marampa, et. al., 2024) stated clan culture is characterized by a focus on people, shared values and participatory decision-making. Schools with this culture prioritize teacher development, mentorship and a sense of belonging, leading to improved motivation and productivity. Additionally, Yim, et. al., (2022) described clan culture as that which involves a flexible, less formal management style where leaders act as mentors rather than strict supervisors. This culture encourages innovation, collaboration and high teacher morale, ultimately improving educational outcomes in schools.

Clan culture enhances teachers' service delivery by fostering a supportive and collaborative work environment. Schools with a strong clan culture prioritize teamwork, mentorship and shared decision-making, leading to increased teacher motivation and commitment (Njuaboh, 2023). This culture encourages open communication, trust and mutual respect, which improves instructional effectiveness and student engagement (Shaked, 2023). Additionally, clan culture promotes professional development and job satisfaction, reducing teacher turnover and enhancing educational quality (Onwuchekwa, 2023). Clan culture fosters a sense of belonging and shared responsibility, which helps ensure that teachers stay committed to providing quality education in schools. However, because clan culture emphasizes teamwork and mentorship, Uzohuo (2022) argued that it is crucial to leverage this culture to enhance teacher-oriented culture.

Clan culture, as part of Cameron and Quinn's (2011) Competing Values Framework, emphasizes shared values, teamwork, trust, and interpersonal relationships within organizations. It promotes a family-like atmosphere where members support one another and maintain mutual respect. In educational institutions, clan culture fosters cooperation among teachers, school heads, and administrators, encouraging a sense of belonging and collective responsibility. When teachers operate in environments that value collaboration and open communication, they are more likely to be motivated, innovative, and committed to delivering quality instruction.

Research evidence supports this perspective. Obi and Nwankwo (2018) observed that schools characterized by clan culture display higher teacher morale, reduced turnover, and stronger commitment to students' learning. In a similar vein, Akinnubi et al (2024) argued that clan culture enhances trust and psychological safety, which in turn improve creativity and pedagogical effectiveness. Conversely, institutions that lack cohesive cultural practices often experience disunity, poor communication, and decreased instructional quality (Eze, 2020). For Anambra State's public secondary schools, promoting effective supervision alongside a culture of trust and collaboration can significantly enhance teachers' performance.

The motivation for this study stems from the observed decline in teachers' service delivery in public secondary schools despite various supervisory initiatives. Previous research such as Adu and Ngulube (2017) and Amanchukwu and Ololube (2015) noted that instructional supervision in many schools remains largely inspection-centered, offering little guidance or support that could enhance teacher performance. In addition, the role of clan culture, which emphasizes teamwork, trust, and shared values, has not been sufficiently explored in the Nigerian school system. This gap calls for an in-depth examination of how effective instructional supervision and cohesive organizational culture influence teachers' service delivery in Anambra State.

1.1. Objectives

a. Examine instructional supervision as correlate of teachers' service delivery in public secondary schools in Anambra State.

b. Find out clan culture as correlate of teachers' service delivery in public secondary schools in Anambra State.

1.2. Research Questions

a. What is the correlation between instructional supervision and teachers' service delivery in public secondary schools in Anambra State?

b. What is the correlation between clan culture and teachers' service delivery in public secondary schools in Anambra State?

1.3. Hypotheses

a. There is no significant correlation between instructional supervision and teachers' service delivery in public secondary schools in Anambra State

b. There is no significant correlation between clan culture and teachers' service delivery in public secondary schools in Anambra State

2. Method

The study adopted a correlational research design, which focuses on examining relationships between variables without manipulation. This method helps identify whether relationships exist between two or more variables and whether these relationships are positive, negative, or absent. Although it does not establish cause and effect, It is useful for recognizing patterns and predicting trends. This design was suitable for investigating how administrative practices and organizational culture relate to teachers' service delivery in public secondary schools in Anambra State.

The study was carried out in all public secondary schools owned by the state government in Anambra. The state has six education zones namely Aguata, Awka, Nnewi, Onitsha, Ogidi, and Otuocha, with a total of 267 schools. Located in south eastern Nigeria, Anambra is an economically vibrant Igbo state with a population of about 11.4 million people (ANSG, 2020). The state is bordered by Kogi, Enugu, Abia, Imo, Rivers, Delta, and Edo States. It is known for its agricultural activities, trading, and small-scale industries. Despite this development, education in the state faces several challenges. The government's investment in education has led to a rise in student enrolment, but teachers' welfare, supervision, and administrative support have not improved at the same pace. From observation, many teachers work under pressure due to limited resources and poor incentives, which reduces motivation and teaching effectiveness. Weak supervision, inadequate planning, and poor communication also affect school management, making this study necessary.

The population of the study consisted of 6,598 teachers across the six education zones. Aguata zone had 836 teachers, Awka 1,711, Nnewi 1,005, Ogidi 980, Onitsha 1,397, and Otuocha 467. From this total, 660 teachers were selected using a multistage sampling method. First, proportionate random sampling was used to select ten percent of schools in each zone, followed by a simple random selection of ten percent of teachers in the chosen schools. Structured questionnaire was used for data collection. The instrument used a four-point rating scale ranging from Strongly Agree to Strongly Disagree. The questionnaires were designed to measure variables such as financial management, record keeping, instructional supervision, clan culture, and teachers' service delivery.

The instruments were validated by three experts in measurement, evaluation, and educational management from Chukwuemeka Odumegwu Ojukwu University. Their feedback led to improvements in wording, clarity, and organization. Construct validity was confirmed using Confirmatory Factor Analysis (CFA). Reliability testing using Cronbach Alpha produced high coefficients. The questionnaires were administered directly to the teachers with assistance from trained research aides, resulting in 618 valid responses out of 660, which represents a 93.64 percent return rate. Data were analyzed using Pearson Product Moment Correlation Coefficient at a significance level of 0.05. This method was appropriate for assessing the strength and direction of relationships among the variables. The analysis was done using SPSS version 26.

3. Results and Discussion

3.1. Results

3.1.1. Research Question One: What is the Correlation Between Instructional Supervision and Teachers' Service Delivery in Public Secondary Schools in Anambra State?

Table 1. The Correlation Between Instructional Supervision and Teachers' Service Delivery in Public Secondary Schools in Anambra State

Variables	N	Teachers' Effectiveness	Instructional Supervision	Remark
Teachers' Service Delivery	618	1.00	.806**	Very Strong Positive
Instructional Supervision	618	.806**	1.00	Correlation

Table 1 shows the correlation between instructional supervision and teachers' service delivery in public secondary schools in Anambra State. The results revealed that the r-value was 0.806 with a sample size of 618 teachers. This showed that there is a strong positive correlation between instructional supervision and teachers' service delivery in public secondary schools in Anambra State.

3.1.2. Research Question Two: What is the Correlation Between Clan Culture and Teachers' Service Delivery in Public Secondary Schools in Anambra State?

Table 2. The Correlation Between Clan Culture and Teachers' Service Delivery in Public Secondary Schools in Anambra State

Variables	N	Teachers' Service Delivery	Clan Culture	Remark
Teachers' Service Delivery	618	1.00	.846**	Very Strong Positive Correlation
Clan Culture	618	.846**	1.00	

Table 2 shows the correlation between clan culture and teachers' service delivery in public secondary schools in Anambra State. The results revealed that the r-value was 0.846 with a sample size of 618 teachers. This suggests that there is a very strong positive correlation between clan culture and teachers' service delivery in public secondary schools in Anambra State.

H_0: There is no significant correlation between instructional supervision and teachers' service delivery in public secondary schools in Anambra State.

Table 3. Test of the Correlation Between Instructional Supervision and Teachers' Service Delivery in Public Secondary Schools in Anambra State

Variables	N	Teachers' Service Delivery	Instructional Supervision	P-Value	Remark
Teachers' Service Delivery	618	1.00	.806**	.000	Significant
Instructional Supervision	618	.806**	1.00		

Table 3 shows the test of hypothesis three on the correlation between instructional supervision and teachers' service delivery in public secondary schools in Anambra State. The results revealed that the r-value was 0.806 with a p-value of 0.000 which is below the 0.05 level of significance. Thus, the null hypothesis was rejected while the alternative hypothesis was retained. This showed that there is a significant strong positive correlation between instructional supervision and teachers' service delivery in public secondary schools in Anambra State.

H_0: There is no significant correlation between clan culture and teachers' service delivery in public secondary schools in Anambra State.

Table 4. Test of the Correlation Between Clan Culture and Teachers' Service Delivery in Public Secondary Schools in Anambra State

Variables	N	Teachers' Service Delivery	Clan Culture	P-Value	Remark
Teachers' Service Delivery	618	1.00	.846**	.000	Significant
Clan Culture	618	.846**	1.00		

Table 4 shows the test of hypothesis four on the correlation between clan culture and teachers' service delivery in public secondary schools in Anambra State. The results revealed that the r-value was 0.846 with a p-value of 0.000 which is below the 0.05 level of significance. Thus, the null hypothesis was rejected while the alternative hypothesis was retained. This suggests that there is a significant strong positive correlation between clan culture and teachers' service delivery in public secondary schools in Anambra State.

3.2. There is a Significant Strong Positive Correlation Between Instructional Supervision and Teachers' Service Delivery in Public Secondary Schools in Anambra State

The findings of research question three and hypothesis three revealed that there is a significant strong positive correlation between instructional supervision and teachers' service delivery in public secondary schools in Anambra State. Regular classroom observations are conducted to monitor and support instructional practices, ensuring that teaching aligns with curriculum standards and learner needs. Instructional supervision serves as a tool to improve teacher effectiveness by providing constructive feedback aimed at refining pedagogical approaches. Teachers are consistently encouraged to integrate innovative methodologies that enhance student engagement and learning outcomes. Supervision also aids in identifying specific areas for professional development, fostering continuous teacher improvement. The process is designed to be collaborative and supportive, rather than punitive, thereby promoting trust and openness. Scheduled supervisory sessions include comprehensive reviews of lesson plans and instructional resources to ensure adequate preparedness and alignment with learning objectives. Furthermore, supervisors work closely with teachers to co-develop strategies that improve instructional delivery and overall academic performance among students.

Empirical evidence strongly supports the assertion that effective instructional supervision enhances teachers' service delivery, particularly through structured classroom observations and professional feedback. Okoro and Eze (2021) affirmed that when supervisors regularly visit classrooms, they identify gaps in instructional practices and help teachers align their strategies with curriculum goals. This practice improves instructional coherence and ensures content delivery is relevant and student-centered. Additionally, Obasi and Nwangwu (2020) findings agreed that supervisory feedback encourages teachers to reflect on their performance, refine their pedagogy and incorporate more student-focused approaches. When executed in a supportive, non-threatening environment, supervision becomes a catalyst for instructional excellence and sustained professional growth, ultimately improving student academic performance and engagement.

Further supporting the correlation, studies emphasize that instructional supervision helps identify teachers' training needs and fosters innovation in teaching methods. According to Ukeje and Eya (2022), supervision often leads to capacity-building efforts such as workshops or mentoring programs, addressing identified weaknesses. When teachers are guided to use diverse instructional strategies, such as learner-centered or technology-enhanced approaches, the quality of teaching improves significantly. Collaborative lesson planning and periodic review of teaching materials ensure better lesson preparedness and adaptability to classroom dynamics. Moreover, supervision enhances accountability and encourages teachers to maintain high instructional standards. As a result, schools that institutionalize regular supervision practices demonstrate better learning outcomes and staff development.

Nevertheless, some critics argue that the correlation between supervision and service delivery may be overstated, especially when the process is bureaucratically rigid or inconsistently applied. Ekanem and Obi (2020) found that in many public schools, supervision often lacks follow-up mechanisms and is reduced to checklist-based compliance, devoid of real developmental impact. When teachers perceive supervision as an evaluative tool rather than a supportive activity, it breeds resentment and disengagement. Additionally, the absence of differentiated supervision strategies fails to address the unique instructional contexts of various classrooms. These limitations suggest that for supervision to be effective, it must be dynamic, reflective and tailored to specific school and teacher needs.

Another criticism concerns the preparedness and competence of those tasked with supervising instruction. Research by Nwachukwu and Obioma (2021) revealed that some instructional supervisors lack contemporary pedagogical knowledge, making their feedback obsolete or irrelevant. Furthermore, supervisory practices are sometimes politicized, focusing more on administrative compliance than instructional enhancement. In such cases, the positive impact of supervision is undermined, leading to minimal improvement in teaching delivery. Additionally, some schools lack the resources or personnel to implement consistent supervision programs. These disparities highlight that while supervision has potential; its outcomes heavily depend on the quality, intent and structure of its implementation.

The significant correlation found in this context may be attributed to recent educational reforms and leadership development initiatives in Anambra State that emphasize instructional leadership and school-based

accountability. The integration of performance management systems and teacher appraisal mechanisms has elevated the role of supervision as a tool for professional growth rather than mere oversight. Moreover, donor-funded teacher support programs have strengthened supervisory frameworks and increased awareness of reflective teaching practices. As such, schools in Anambra with active instructional supervision systems likely mirror both internal leadership commitment and external policy influence, explaining the strong link between supervision and enhanced teacher performance.

3.3. There is a Significant Strong Positive Correlation Between Clan Culture and Teachers' Service Delivery In Public Secondary Schools in Anambra State.

The findings of research question four and hypothesis four revealed that there is a significant strong positive correlation between clan culture and teachers' service delivery in public secondary schools in Anambra State. The school environment fosters a culture of collegiality, where teachers interact with one another in a familial manner, enhancing emotional connection and professional trust. A profound sense of belonging is cultivated among staff, with collaboration being prioritized over individual competition. Shared institutional values are actively promoted, reinforcing unity and purpose. Teachers are meaningfully engaged in decision-making processes, strengthening their commitment and ownership of school goals. Respectful interactions between students and teachers are evident, contributing to a positive learning climate. Professional support among colleagues is consistently encouraged and communication is facilitated through open dialogue. Celebratory events further enhance interpersonal bonds, while teamwork is embedded in all school operations. These relational dynamics, fostered through effective instructional supervision, create a supportive ecosystem that directly enhances teaching quality and service delivery.

The strong correlation between clan culture and teachers' service delivery is supported by empirical evidence suggesting that organizational environments rooted in collaboration, shared values and emotional bonding improve staff commitment and instructional effectiveness. According to Cameron and Quinn (2011), clan cultures emphasize teamwork, trust and open communication—key drivers of employee satisfaction and performance. In the school setting, when teachers are treated as integral members of a family-like system, they demonstrate higher morale, increased willingness to collaborate and improved engagement in instructional duties. Studies by Ede and Okonkwo (2020) further affirmed that inclusive decision-making and mutual respect enhance teaching quality, as teachers feel valued and empowered within a cohesive institutional culture.

Moreover, a collegial school climate encourages interdependence and emotional resilience, which are essential for sustaining high levels of service delivery. Nwankwo and Ezeani (2022) report that clan-oriented cultures foster professional collaboration, shared leadership and a strong sense of belonging among teachers, resulting in improved motivation and reduced attrition. Events such as staff celebrations and shared success acknowledgments strengthen interpersonal bonds, which are critical for sustained teamwork and innovation. When teachers are given voice in decision-making and are supported through continuous peer interactions, they develop trust in leadership and ownership of pedagogical goals. These relational dynamics, embedded in clan culture, thus contribute significantly to effective curriculum delivery and student achievement.

However, some scholars argue that over-reliance on clan culture may obscure accountability structures and reduce professional rigor. Emecheta and Obi (2021) caution that when familial relationships dominate professional settings, constructive criticism may be avoided and poor performance may be tolerated in the name of harmony. Additionally, clan cultures might inadvertently suppress dissenting voices, leading to conformity rather than innovation. While collaboration is vital, the absence of clearly defined performance expectations and formal evaluation mechanisms can compromise professional standards. This raises concerns about whether the observed improvements in teacher service delivery are sustainable or merely superficial, especially in complex school environments requiring both emotional intelligence and strategic direction.

Furthermore, critics emphasize that clan culture's effectiveness is context-dependent and may not yield uniform results across schools with varying administrative capacities. Uzochukwu and Adigwe (2022) noted that some schools may lack the leadership maturity required to balance familial bonds with institutional discipline. In such settings, informal networks could marginalize certain staff or promote favoritism, thereby eroding trust. Moreover, the fluid structure of clan culture can lead to ambiguity in roles and responsibilities, undermining coordination and accountability. These criticisms suggest that while clan culture offers relational benefits, its potential downsides must be mitigated through clear leadership structures, performance monitoring and inclusive professional development systems.

The likely reasons for the observed strong positive correlation in Anambra State lie in the sociocultural fabric of Nigerian communities, which value communal relationships, mutual support and respect for collective identity. As noted by UNESCO (2021), educational systems often reflect the cultural values of their societies. In South Eastern Nigeria, clan-like structures are integral to social cohesion and schools that embody these values

naturally reinforce them among teachers. Additionally, education reforms emphasizing teacher well-being and participatory governance have encouraged school leaders to adopt collaborative approaches. As such, clan culture aligns well with both local sociocultural expectations and policy trends, explaining its positive influence on teachers' service delivery in the region.

4. Conclusion

The study concluded that both instructional supervision and clan culture are significant correlates of teachers' service delivery in public secondary schools in Anambra State. Effective instructional supervision was found to strongly enhance teachers' performance, suggesting that consistent guidance, monitoring, and support from school administrators positively influence teaching effectiveness. Likewise, clan culture, which emphasizes collaboration, loyalty, and shared values among staff, was shown to have a very strong positive relationship with teachers' service delivery, indicating that a supportive and cohesive school culture fosters greater commitment and efficiency. These findings underscore the importance of structured supervision and nurturing organizational culture in improving educational outcomes.

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Declaration on AI Use

The authors declare that no artificial intelligence (AI) or AI-assisted tools were used in the preparation of this manuscript. AI were used only to improve readability and language under strict human oversight; no content, ideas, analyses, or conclusions were generated by AI.

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