

Strategic Supervision of Instruction as a Determinant of Secondary School Teachers' Competencies in Ogoja Education Zone of Cross River State, Nigeria

¹Cyril Afu Tawo, ²Agada Anthony Nwachuya

¹Department of Christian Religious Studies, Cross River State College of Education, Akamkpa -Nigeria

²Department of Mathematics, Cross River State College of Education, Akamkpa -Nigeria

*Corresponding Author's e-mail: cyriltawo1969@gmail.com

Abstract - The study focused on the extent to which supervision of instruction can determine teacher's competencies in secondary schools in Ogoja education zone, Cross River State, Nigeria. Four (4) hypotheses were formulated to guide the study and relevant Literatures reviewed. A mix of descriptive and correlational survey design was adopted with a sample size of one hundred and sixty three (163) teachers chosen from ten (10) secondary schools within the zone. A twenty six (26) items questionnaire, tagged-SWOT Analyses Strategic Supervision of Instruction and Teachers' Competencies Questionnaire was used to obtain data from the field. The data analysis technique used was Simple Linear Regression. All hypotheses were tested at 0.05 level of significance. The results showed that there exist a very high relationship between strength of supervision of instruction and teachers' competencies, there is no relationship between weakness of supervision of instruction and teachers' competencies, there is a significant relationship between opportunities of supervision of instruction and teachers' competencies and also there exist a very high positive relationship between threats of supervision of instruction and teachers' competencies in the zone. Strategic supervision of instruction is therefore to a great extent a determinant of teachers' competencies in secondary schools in the zone. Consequently, there is urgent need to reposition the present conventional methods of supervision of instruction to assume the contemporary and scientific approaches for improved student's achievement in the education zone and to contribute to national development in Nigeria.

Keywords: Strategic, instruction supervision, Teachers' competencies.

1. Introduction

Education is an expensive commodity and a worthwhile venture in Nigeria. More so education needs to be qualitative, comprehensive, functional and relevant to the needs of the

society, [15]. Society is dynamic and education which serves the society should be dynamic as well. In order to achieve quality education in the dynamic society, supervisory best practices must be put in place. For supervision of instruction to be relevant in our current dynamic society and achieve quality education, there is need for a paradigm shift from the conventional strict inspectional approaches in supervision of instruction to strategic supervision of instruction, a modern and scientific approach to supervision of instruction. Strategic supervision of instruction, involves a regular and continuous new approach to supervision with a more collaborative and developmental manner that will bring about teachers' competencies in terms of professionalism and class room management. Section 12 and sub-section 107 of the National Policy on Education, [13] states that; regular and continuous supervision of instruction must be ensured in order to maintain quality control in the education system.

Supervision is seen as all the efforts of designated school officials directed towards providing leadership to teachers and other educational workers, specifically for improvement of instructions. It involves the stimulation of professional growth and development of teachers, as well as selection and revision of educational objectives, materials of instruction, method of teaching and evaluation of instructional outcomes,[25].

Supervision of instruction as a field of educational practice started during colonial days as a process of external inspection, where one or more local citizens were appointed to inspect what teachers were teaching and what students were learning. Tracing the history of supervision, [6], indicated that, supervision of instruction as a formal school activity emerged during the formation of common schools in the first half of the nineteenth century, during the establishment of city schools. Superintendents were appointed and principals were delegated to inspect schools.

In the twenty-first century, there is gradual shift of emphasis from the old to modern and scientific approaches to supervision of instruction, where supervision is seen as a

flexible dialogical process between teachers and supervisors. This has become imperative in order to achieve a functional and objectively implemented educational system with the present technologically driven curriculum.[21], observed that supervision should not be stereotype, but as a way of stimulating, helping, guiding, improving, refreshing, encouraging and overseeing teachers in their task. Strategic supervision of instruction is a predictor to quality education in the modern society. It is a tactical approach adopted by designated school officials directed towards assisting teachers in improving on the quality of their classroom instruction. It is employed to help eradicate areas of incompetence in teachers and instill improvement with the collaboration of teachers. It is clinical, diagnostic and prescriptive in nature with counseling services to assist teachers overcome their challenges and weaknesses. It involved charismatic and reformatory approach with mentoring and collaboration with teachers to achieve results in classroom management and professionalism in the school system.

This study is interested in SWOT analysis of supervision of instruction- that is to explore the strengths, weaknesses, opportunities and threats to supervision of instruction in the area of study and the extent to which there can determine teachers' competencies in terms of professionalism and classroom management for quality education in the secondary schools. SWOT analysis is a structured method of planning used to assess strengths, weaknesses, opportunities, and threats (SWOT) of a project or organization and can also be carried out for individuals. The main aim of SWOT analysis is to identify and link each significant factor, positive and negative to each of the above four categories of SWOT the internal (Strengths and Weaknesses) and external factors (Opportunities and Threats) that make for or mar achievement of the objective.[4] In this study, Strengths and Weaknesses, Opportunities and Threats to supervision of instruction will be identified in terms of internal factors and external factors respectively. While extent they determined teachers' competencies will also be identified.

[18], in his "Three Strategic Frameworks," stressed that strategic management must involve SWOT analysis, that is a considerably diagnosis of the strength, weakness, opportunities and threats. Strengths of supervision of instruction in this study are seen as the internal positive attributes, tangible and intangible factors within the control of teachers and supervisors. It is concerned with the benefits of supervision and how it helps teachers to improve professionally including its advantages or positive attributes. Weaknesses are perceived as internal factors within teachers' and supervisors' control that constitute demerits and achievement of the objectives of supervision of instruction. It is concerned with lack of professionalization, skills or

technology, poor relationships with the supervisees; philosophy of the supervisors towards supervision and teachers, and other factors that need improvement for supervisors to perform well. Weaknesses are the negative aspects the internal factors that portray the demerits of supervision of instruction. [4], maintained that, "The more accurately you identify weaknesses, the more valuable the SWOT will be".

Opportunities are regarded as external factors concerned with benefits that exist in supervision of instruction such as improved teaching careers and professionalization. Opportunities here also imply improved students' behavior and academic achievement, teachers' lifestyle; public expectations, available mentorship; available network and extra help such as availability of teaching aids etc. Threats in this study imply external factors beyond the control of teachers and supervisors that could place them at risk of poor performance or outright failure leading to poor standard of education. They entail challenges that should be properly handled such as poor funding, stringent supervision of teachers by supervisors, poor attitude of supervisors towards teachers and the teaching profession, undue monitoring of teachers by supervisors, fear of victimization by supervisors, limited opportunities to teachers when compared to their colleagues in other professions etc. [4], observed that threats are challenges that should be properly handled. It includes intense competitions; large school population; limited access to schools education; stringent supervision of instruction regulations that allows no room to teacher involvement.

Strategic supervision of instruction ensures that teachers acquire competencies to enable them cope successfully with the teaching profession, show evidence of mental ability, understand and apply appropriate teaching skills, understand children's psychology and educational principles, acquire knowledge of the subject matter to be taught as well as employ proper application of teaching methodology (pedagogy). Such teachers are good classroom managers and capable in the maintenance of the ethnics of the teaching profession. [16], summarized the characteristics of teachers' competencies to include; being competent in content area knowledge; pedagogical capabilities; communication skills and professionalism. To be competent in knowledge of the content area, the teachers in addition to a mastery of basic skills have to be effective in demonstrating a thorough understanding of the content of their subject area. They should be able to communicate this knowledge to students using appropriate methodology that will match the age and abilities of the learners, and be abreast of new changes and researches in their specialist areas. This is realizable when supervisors of instruction with strategic orientation carry out their supervisory roles on teachers effectively.

A pedagogical capability implies that the successful teachers are knowledgeable about multiple methods of instruction. They understand various levels of human development, and are able to diversify their lessons to meet the need of learners of all ability and levels. These teachers are capable classroom managers and skilled at motivating students, and they perennially evaluates both students and personal achievements. Teachers can develop such competencies through regular strategic supervision of instruction.

On Communication skills, [16] said that it imply competency in exhibiting the skills necessary for communicating ideas clearly to students and those skills for communicating to parents and other teachers, administrators and the community. They are open, approachable and tactical in conveying information. In the present technological driven world, such teachers uses contemporary modes of communication like emails, interactive websites and other social media handles in addition to traditional means of communication. Good Communication gives rise to students' achievement.

Professionalism leads to excellence in the teaching profession and results to continual improvement in the field. [16], stressed that professional teachers are characterized by the quality of their presentations, reflection, collaboration, the desire to advance and adaptability. Such teachers' belief that students can learn and understand the value of diversity in the classroom, understand the ethical implications of working with students and abides to the professional ethics. These professional competencies of teachers are achievable through strategic supervision of instruction.

1.1 Statement of the problem

Generally there are a lot of complaints about poor standard of education in Nigeria; Ogoja education zone in Cross River State is not exempted. Educational achievement of students in the zone appears to be very low. The poor performance of students witnessed in public examinations, the high rate of examination malpractices, unprecedented level of school dropout and low intake of admission to tertiary institutions, portray this. Presently, Cross River State with Ogoja education zone under it, is regarded as educationally disadvantaged State in Nigeria according to Statistics index. Various efforts made by the past and present government administration to ameliorate the ugly situation were yet to yield positive results. [1], lamented that the rate at which students are performing in the final Senior Secondary School Certificate Examination needs urgent attention, the percentage of failure being on increase and could be the trend for some time if nothing is done.

The fallen standard of education in the zone and generally in Nigeria as a nation is worrisome and teachers are majorly held responsible. [26], once asserted that the falling standard in education and decline in students' performances in public examinations are increasing yearly at an alarming rate and teachers are explicitly held responsible for this. The government and stakeholders in the education sector seems to be oblivious of the fact that teacher's abysmal performance is to a great extent attributed to poor supervision of their classroom instruction. [23], lamented thus; In spite of the new education scheme (UBE) launched the standard of education continue to fall day in and day out and the glories of education in yesteryears have become things of the past. People no longer regard education as instrument of change and the general attitude of teachers and school heads towards supervision of classroom instruction and facilities are nothing to write about today. That these phenomena have implication on the desirable outputs which in turn affect the outcome.

In recent times, unchecked high level of examination malpractices in the zone and nationally, has resulted to high rate of credit passes in WAEC and other public examinations which the nation seems to be celebrating today as improvement in student's performance (81.7 percent success rate of 2021, 76.36 percent of 2022, and 79, 81 percent of 2023) (Channels TV 22, November, 2021, Premium Times 8, August, 2022 and Channels TV 7, August, 2023). Such high percent success rate orchestrated by examination malpractices has no justification in student's achievement as the results have shown no correlation with intellectual capabilities of the youths and admission intake to Universities. This ugly trend gives false impression of student's achievement to the society, with its attendant negative consequences. Reporting on rate of examination malpractices in the nation recently, a statement released by Patrick Areghan Head of the national office of the West African Examination Council in Nigeria showed that the results of 7,871 (10.72 percent) out of the total of 73,424 candidates that sat for the 2022 examination are been withheld in connection with various cases of malpractices. Also Premium Times, August, 7, 2023 stated that Patrick Areghan still reported that a figure of 262,803 withheld results representing 16.29 percent are on examination malpractice in 2023 WAEC results.

Again according to statistics obtained from the Board, a report showed that only a total of 14 percent pass the 2021 Unified Tertiary Matriculation Examination and 86 percent failed, out of 1.4 million candidates that sat for JAMB in 2021, 715 scored 300 and above and only 590 of the 715 were admitted while only 168,613 candidates out of the 1.4 million scored above 200. This report picture a glimpse of the true state of poor achievement level of our students in the secondary schools even in Ogoja education zone. This

negative trend has resulted partly due to share absence of strategic supervision of teachers' instruction in the secondary schools in in the area and beyond. Poor students' achievement is a cock to the wheel of national development, since quality education is key to development. As a result of this contending problem of poor students' achievement and to save the secondary school education from total collapse, strategic supervision of instruction, a modern and scientific approach to supervision of instruction therefore become imperative. It will help to eradicate in competencies in teachers, improves students' achievement and contribute to individual and national development.

1.2 Objective of the study

The overall purpose of this study is to find out the extent to which strategic supervision of instruction can determine teachers' competencies in secondary schools in Ogoja Education zone of Cross River State Nigeria.

The specific objectives are as follows:

- 1) To determine the relationship between strengths of supervision of instruction and secondary school teachers' competencies in Ogoja Education Zone, Cross River State, Nigeria.
- 2) To determine the relationship between weaknesses of supervision of instruction and secondary school teachers' competencies in Ogoja Education Zone, Cross River State, Nigeria.
- 3) To determine the relationship between opportunities to supervision of instruction and secondary school teachers' competencies in Ogoja Education Zone, Cross River State, Nigeria.
- 4) To determine the relationship between threats to supervision of instruction and secondary school teachers' competencies in Ogoja Education Zone, Cross River State, Nigeria.

1.3 Research Hypotheses

The following four null hypotheses were formulated to guide the study and tested at 0.05 level of significance.

H₀₁: There is no statistically significant relationship between strengths of supervision of instruction and teachers' competencies in secondary schools in Ogoja Education Zone

H₀₂: There is no statistically significant relationship between the weaknesses of supervision of instruction and teachers' competencies in secondary schools in Ogoja Education Zone.

H₀₃: There is no statistically significant relationship between the opportunities to supervision of instruction and teachers' competencies in secondary schools in Ogoja Education Zone.

H₀₄: There is no statistically significant relationship between the threats to supervision of instruction and teachers' competencies in secondary schools in Ogoja Education Zone.

1.4 Justification of the study

Education has been said to be a worthwhile venture and instrument par excellence in achieving individual and national development. This awareness has in recent time let to explosion in public demand for education and astronomical rate in secondary school enrolment, figure that may double enrolment in past decades. For example it is reported that in 2021 WASSCE, a total of 1,578,849 candidates registered for the examination and 1,607,975 candidates in 2022 with 20221 schools. While a total of 1,338,687 registered in 2021 and 1,837,011 registered in 2022 for Unified Tertiary Matriculation Examination (JAMB). In order to justify this high demand for education and cope with the complexity of the educational business in the dynamic society, strategic supervision of instruction becomes imperative. More so, the government often allocates and spent huge amount of money to the education sector year in year out. For example in 2022, 1.08 trillion was allocated to the ministry of education and its agencies [10], also in 2022 Cross River State budgeted 62.76 billion and gulfed 76.67 billion on education, reflecting 122.17 percent [9]. In the 2023 budget, the Federal Ministry of Education got 1.07 trillion allocation [9].

Also the 2023 budget for education witness an increased allocation from 7.9 percent in 2022 to 8.8 percent in 2023, [9]. To justify such huge amount of investment on education, supervision of instruction need to be repositioned to accelerate the achievement and gains of the national policy on education, especially in the secondary school sector by eradicating in competencies in teachers and improves students' achievement for individual and national development. The outcome of the research is also expected to provide data and road map for educational administrators and policy makers to install and successfully implement modern supervision best practices in secondary schools in the zone for quality education. It will help principals and school supervisors to understand the strength, weakness, opportunities and threats to supervision of instruction and maximize them for quality output in the system. Modern supervisory best practices in the secondary school sector will result to efficiency, job satisfaction, professional advancement and global competitiveness for practicing teachers.

2. Review of Literature

It is a truism that education is a worthwhile venture and key to national development, but it must be stressed that this cannot be true of education if an efficient supervisory unit is not put in place in the sector. Supervision of instruction is

cardinal in the education sub sector, like the secondary schools, because supervision and teachers' effectiveness are inseparable. Supervisors are teachers of teachers. To what extent the aims and objectives of the national policy on education is achieved rests squarely on effective supervision of instruction in the school system. The supervisors' primary responsibility is to help teachers attain an appreciable level of competence in professionalism and classroom management. [1], said that one of the major causes of the poor academic performance of students can be in effective supervision of instruction.

2.1 Supervision of Instruction

Supervision of instruction is a complex activity with changes in theory and practice overtime. This makes it subject to various concepts and definitions. Supervision of instruction is a field of educational practice with clearly defined roles and responsibilities. Researchers in education theory agree that supervision exists primarily for the purpose of instruction. [8], defined instruction as the teaching and learning process through which curriculum is imparted and absorbed. Similarly, [21], stressed that instruction deals with a process of educating or transmitting knowledge to learners. The Dictionary of Education, [29], defined instruction as training that enables the learner to carry out some fairly routine skill, while school inspector (instructional supervisor) as an official appointed to visit educational institutions and ensure that reasonable standards are being maintained. [8], said that supervision of instruction is a process of enhancing and improving effective teaching and learning in the school system. Good in [25], and also Fisher in [1], agreed that supervision of instruction involves all efforts directed towards providing leadership to teachers and other educational workers in the improvement of instruction in the school system. [6], summed it up vividly that supervision of instruction is a service rendered to teachers which is directed towards controlling the quality of their classroom instruction. The general view of authors here is that supervision of instruction is an activity aimed at assisting teachers in achieving competencies and maintaining standard in classroom management and professionalism for improved students' achievement.

2.2 Strategic Supervision of Instruction

Changes in education theory and curriculum in the dynamic society as well as the need for scientific approach to supervision of instruction for better result, has necessitated supervision of instruction to assume a scientific dimension. Strategic supervision of instruction is a contemporary approach to supervision of instruction as opposed to the traditionally strict inspectional method. [20], defined modern supervision as a positive democratic action aimed at

improvement of classroom instruction through the continual growth of all those concerned – the child, the supervisor, the administrator, the parents and other interested lay persons. In the same vein, [28], opined;

Nigeria of the 21st century is understandably in a hurry to develop, she cannot afford culpable waste of human resources in an insipid and creativity-deficient environment where content, methodology and instructional materials have become both stereotyped and outdated. Moreover the nation cannot afford the scourge of ill-motivated teachers who merely "teach" instead of "inspire their students.

Strategic approach to supervision of instruction deals with collaboration and developmental approach with teachers by harnessing their strengths and weaknesses for best result. [24], said that contemporary definition of supervision stresses service, co-operation and democracy with the support of teaching and learning activities and considers self-respect among teachers. They condemn traditional and strict inspectional approach to supervision of instruction as an approach that involves a lot of hostility towards teachers. Also [23], shared the same view that modern school supervision is positively oriented, democratic and objective in nature as well as creative and systematic in approach.

[6], are of the opinion that strategic supervision of instruction which is synonymous to strategic leadership is supervision that centers' on quality assurance, maintenance functions and supervisory best practices. This type of supervision helps in fostering teachers competencies in the achievement of their professional goals and objectives. [33], pointed out that modern form of supervision is based on research and analysis of the sum total of teaching-learning environment. [33], said that effective instructional delivery and maintenance of standard in school system are enhanced through regular internal and external supervision. In his assertion also [21], pointed out that supervision should not be stereotype, but as a way of stimulating, helping, guiding, improving, refreshing, encouraging and overseeing teachers in their task.

Teachers, especially those that have properly gone through professional courses or training in education, are endowed with knowledge and teaching abilities, however, like other humans, they are inherently lazy and therefore need to be stimulated, guided, influenced and encouraged to maximize their professional potentials. Strategic supervision of instruction aims at assisting teachers to maximize these potentials and achieve competencies in professionalism and classroom management. Teachers' competencies enhanced academic standards of students in the secondary school system.

[18], in his opinion on strategic management which, could be implied to strategic supervision of instruction, said that strategic management must involve SWOT analysis, which is a considerable diagnosis of the strength, weakness, opportunities and threats to supervision of instruction.

2.3 Teacher Competencies

Competency is the proper term to be used in relationship with the subject of instruction. Competency relates to standard, quality assurance, required performance, and best practices.[30],described competency as a quality of specific behavior identifiable in the summation of behavioral incidents, a degree of quality of behavior which produces the required performance needed for a particular job. Sing Teach e-magazine (2010) equally said that teacher’s competency is a description of one’s ability and a measure of one’s performance. Teachers’ competency is linked with teacher’s professionalism. A true professional teacher must be a competent teacher. [2], captured it succinctly that teachers’ competency is the intellectual potency that exists in the teachers mind and which is realized in doing their job professionally.

Teachers who possess teaching competencies express it in their professionalism and classroom management. They are often democratic, child centered, motivational, gains pupils’ attention and participate in teaching par excellence. [30],stated the qualities of teachers competencies to include; gaining pupils’ attention, explaining, narrating, directing, asking and adapting questions to pupils, recognizing pupils’ difficulties of understanding, use of verbal cues, holding pupils attention, gaining pupils’ participation, controlling pupils, quality of teaching or instructional aids.

Teachers competencies are therefore those desirable qualities and skills needed and employed by teachers in achieving their instructional objectives in their profession. [27]) agreed that adequate professional competence of teachers is essential for effective instructional provision in schools. [19], outlined qualities/characteristics of teachers’ competencies to include;

- The teachers’ accurate demonstration of the knowledge of the content area and approved curriculum.
- The teacher’s appropriate utilization of a variety of teaching methods and resources for each area taught.
- The teachers ability to communicate with and obtains feedback from students in a manner that will enhance students learning.
- The teacher is able to recognize students’ diversity and create a conducive atmosphere that will promote positive student environment and self-concept.
- The teacher demonstration of willingness to examine and implement change appropriately.

[16], in the same opinion summarizes characteristics of teacher’s competencies to include;

- Teachers’ demonstration of thorough understanding of the content of their subject area.
- Teachers’ knowledge and application of multiple methods of instruction (Pedagogical capabilities) to meet learners of various levels and abilities.
- Teachers’ ability to communicate effectively and convey their message to students and parents.
- Teachers’ ability to abide to their professional ethics and its implication of working with students.

According to [7], a real understanding of teaching involves the knowledge of content-specific pedagogies, techniques for teaching to diverse learners as well as approaches for creating and using assessment. This implies that teacher competency is an intellectual potential in teachers which is realizable in carrying out their instruction professionally. A teacher that acquired competency is one that is able to cope with the professional challenge of teaching, understanding child’s psychology and applies it appropriately and understands the application of teaching skills and educational principles with thorough knowledge of several and specific subject matter to be taught.

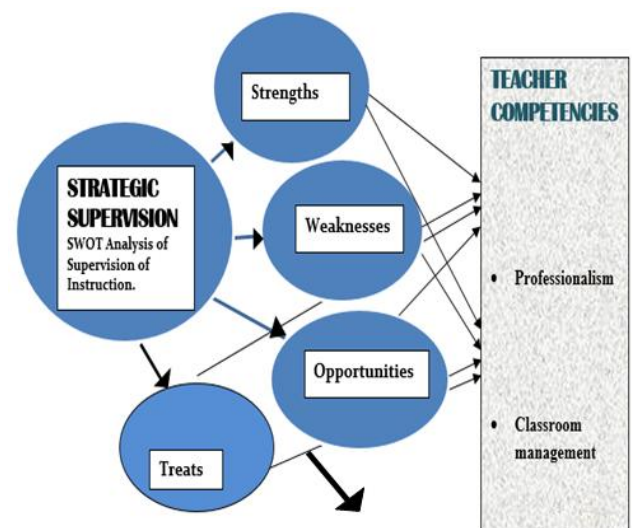


Figure 1: Schematic Representation of the Relationship between the Variables -Strategic Supervision and Teachers’ Competencies

The Schemata indicates that a SWOT Analysis of the Strategic Supervision involves the Strengths, Weaknesses, Opportunities and Threats of Supervision of Instruction, which this study intends to investigate, as well as how it determine teachers’ competencies in terms of professionalism and classroom management. This study intends to measure the extent to which the SWOT of supervision of instruction can determine teacher’s competencies in terms of their professionalism and classroom management.

3. Research Methodology

3.1 Research design

The design employed by the study is a mix descriptive and co relational survey design. It aimed at collecting data and describing it in a systematic manner, the characteristic features or facts about the given population. [22], defined descriptive Survey design studies as studies which aim at collecting data and describing it in a systematic manner, the characteristic features of facts about a given population. Correlation study determines relationships. In this study the extent to which SWOT determines teachers' competencies will be determined by the relationship between them. This mix research design is considered appropriate to the study because it will help to establish the opinions of teachers on the strengths, weaknesses, opportunities and threats- SWOT of supervision of instruction and teachers' competencies and determine the relationship between them.

3.2 Area of study

Ogoja Education Zone is situated in the northern part of Cross River State, Nigeria. The Zone is made up of five Local Government Areas, namely; Obanlikwu, Obudu, Bekwarra, Yala and Ogoja. The Education Zone has a total of ninety (90) Public Secondary Schools. 16 in Obanliku, 27 in Obudu, 7 in Bekwarra, 22 in Yala and 18 in Ogoja Local Government Area respectively.

The inhabitants in the zone are predominantly farmers and civil servants with some people in business. The people have interest and passion for education and spent some of their fortunes to send their children and wards to school. With the assistance of the state government and the communities, a good number of public secondary schools are established in the area. Students' academic achievement in the zone is still very low. Student's academic achievements and supervision of instruction are related. Since the traditional and conventional approaches to supervision of instruction has not yielded the desired result in the zone, the need for strategic or scientific approach to supervision of instruction is therefore very compelling in the Ogoja education zone, Cross River State.

3.3 Population of the study

The population of the study comprised of all the public secondary schools in the area, there are ninety (90) public secondary schools currently in the zone with one thousand one hundred and twenty seven (1,127) teachers. (Source: ministry of education, zonal directorate, planning, research and statistics unit, Ogoja, 2023).

3.4 Sample and sampling procedure

Multistage sampling technique was adopted to draw a sample size of one hundred and sixty three (163) teachers from ten (10) public secondary schools in the area (including all personnel's that offers teaching services in the schools).

Table 1: School sample characteristics

Local Government Area	Number of Schools	Number of Teachers
Ogoja L.G.A	4	67
Bekwarra L.G.A	3	37
Yala L.G.A	3	59
TOTAL	10	163

3.5 Instrument for data collection

The instrument used for data collection was a twenty six (26) items structured questionnaire: SWOT-Analysis Strategic Supervision of Instruction and Teachers' Competencies Questionnaire.

3.6 Validity and reliability of the instrument

The instruments were first subjected to expert judgment for face and content validity and were certified correct for the study. Also, Cronbach's Alpha Coefficient method was used to analyze the data that was trial-tested. Reliability co-efficient of 0.63 was obtained and considered high enough to justify the use of the instruments.

3.7 Statistical analysis technique

The data obtained were analyzed using Simple Linear Regression Statistical Analysis.

3.8 Results

Presentation of Results

The study focused on Strategic Supervision of Instruction as a Determinant of Secondary School Teachers' Competencies in Ogoja Education Zone. The data were analyzed hypothesis by hypothesis using simple linear regression statistical tool.

Hypothesis I: There is no statistically significant relationship between strength of supervision of instruction and secondary school teachers' competencies.

Table 2: Result of simple linear regression analysis of strength of supervision of instruction and teachers’ competencies secondary school N=163

R	R ²	Adjusted R ²	Std Error of the Estimate		
0.257	0.066	0.060	2.45792		
Source of variable	Sum of square	D.F	Mean square	F _{cal}	Sig
Regression	88.825	1	68.825	11.392	0.001
Residual	972.659	162	6.041		
Total	1041.485	163			
Unstandardized Coefficients	Standardized Coefficients	T	Sig		
B	Beta				
(Constant) 8.375		5.188	0.000		
Competencies. 0.146	0.043	3.575	0.001		

*Significant at 0.05 level

From table 1, the R- value of 0.257^a which gave the R²-value of 0.066 with an adjusted R² –value of 0.060. The R²-value of 0.066 means that 0.66% of the total variation in the dependent variable “teachers’ competencies” is accounted for by effect while the remaining 0.34% is accounted by the strength of supervision of instruction.

The calculated f-value of 11.392 was found to have a P-value of .001. This p-value of 0.001 for which the F-value was significant was found to be far lower than the chosen 0.05. With these result, the null hypothesis was rejected. This means that teachers competency.

The calculated P-value of 11.3922 was found to have an R-value of 0.001^b. This P-value of 0.001^b for which the F-value was significant was found to be far lower than the chosen 0.05. With these result, the null hypothesis was rejected. This means that teachers’ competencies statistically significantly relate with strength of supervision of instruction. This determines the relative contribution of teachers’ competencies to prediction of teachers’ strength of instruction t-test was carried out. The results shows that the regression constant (8.375) makes a significant contribution in prediction model.

Hypothesis II: There is no statistically significant relationship between weakness of supervision of instruction and secondary school teachers’ competencies.

Table 3: Simple linear regression analysis of weakness of supervision of instruction and teachers’ competencies N=163

R	R ²	Adjusted R ²	Std Error of the Estimate		
0.002 ^a	0.000	0.006	2.62071		
Source of variable	Sum of square	D.F	Mean square	F _{cal}	P-value
Regression	0.527	1	0.527	0.077	0.782 ^b
Residual	1105.768	161	6.868		
Total	1106.294	162			
Unstandardized Coefficients	Standardized Coefficients	t	Sig		
B	Beta				
(Constant) 9.295		5.025	0.000		
Consistencies. 0.013	0.046	-0.277	0.782		

*Significant at 0.05 level

From Table 2, the R- value of .0002^a is associated with R²-value of .000 with an adjusted R²-value of .0006. The R²- value of 0.000 means that 0% of the total variation in the dependent variable “teachers’ competencies” is accounted for by effect while the remaining 100% is accounted by the weakness of supervision of instruction.

The calculated F-value of 0.077 was found to have a P-value of 0.782^b. This P-value of 0.782^b for which the F-value is not significant was found to be far higher than the chosen 0.05. With these result, the null hypothesis was upheld. This means that there is no significant relationship between weakness of supervision of instruction and teachers’ competencies.

To determine the relative contribution of teachers’ supervision of instruction to the prediction of teachers’ competencies, t-test statistics is carried out. The results show that the regression constant (9.295) makes no significant contribution in prediction model.

Hypothesis III: There is no statistically significant relationship between opportunities of supervision of instruction and secondary school teachers’ competencies.

Table 4: Simple linear regression analysis of opportunity of supervision of instruction and teachers’ competencies N=163

R	R ²	Adjusted R ²	Std Error of the Estimate		
0.373 ^a	0.139	0.134	2.08608		
Source of variance	Sum of square	D.F	Mean square	F _{cal}	Sig
Regression	113.496	1	113.496	26.081	0.000 ^b
Residual	1102.862	161	4.352		
Total	1216.358	162			
Unstandardized Coefficients	Standardized Coefficients	t	Sig		
B	Beta				
(Constant) 6.515		5.305	0.006		
Consistencies. 0.187	0.038	0.373	0.000		

*Significant at .05 level

Result from Table 3, the R- value of .0373^a which gave the R²-value of 0.139 with an adjusted R² -value of .0134. The R²- value of 0.139 means that 13.9% of the total variation in the dependent variable “teachers’ competencies” is accounted for by effect while the remaining 86.1% is account for by the opportunities of supervision of instruction.

The calculated F-value of 26.081 was found to have an F-value of 0.000^b. This P-value of 0.000^b for which the F-value was found to be lower than the chosen 0.05 with these results, the null hypothesis is rejected. This means that there is a significant relationship between opportunity of supervision of instruction and teachers’ competencies.

To determine the relative contribution of teachers’ supervision of instruction to the prediction of teachers’ competencies, t-test statistics was employed. The results have it that the regression constant (6.515) makes a significant contribution in prediction model.

Hypothesis IV: There is no statistically significant relationship between threats to supervision of instruction and secondary school teachers’ competencies.

Table 5: Simple linear regression analysis for threats of supervision of instruction and teachers’ competencies N=163

R	R ²	Adjusted R ²	Std Error of the Estimate		
0.100 ^a	0.010	0.004	2.54572		
Source of variance	Sum of square	D.F	Mean square	F _{cal}	Sig
Regression	10.451	1	10.451	1.613	0.206 ^b
Residual	1043.389	161	6.481		
Total	1053.840	162			
Unstandardized Coefficients		Standardized Coefficients	t	P-value	
B	Std Error	Beta			
(Constant) 9.292	1.499		6.200	0.000	
Consistencies 0.057	0.45	0.100	1.270	0.20	

^aSignificant at 0.05 level

Result from Table 4, shows R- value of .0100^a which gave the R²-value of .0010 with an adjusted R² –value of .0004. This R²- value of 0.010 means that 10% of the total variation in the dependent variable “teacher competencies” is accounted for effect while the remaining 90% is accounted by the threats to supervision of instruction.

The calculated F-value of 1.613 was found to have a P-value of 0.000^b. This P-value of 0.000 for which the F-value was significant was found to be lower than the chosen 0.05 with this results, the null hypothesis is rejected. To determine the relative contribution teachers’ supervision of instruction to the prediction of teachers’ competencies, t-test statistics was carried out. The results show that the regression constant

(9.292) makes a significant contribution in prediction model.

3.9 Findings

3.9.1 Strength of Supervision of Instruction and Secondary School Teachers’ Competencies

The result showed that there is statistically very high relationship between the strength of supervision of instruction and teachers’ competencies in secondary schools in the zone. That is to say supervisors’ knowledge of subject matters kindness to teachers, frequent and proper supervisor of instruction etc., accelerates teachers’ competencies in professionalism in classroom management. The findings agree with the assertion of [33], who said that effective instructional delivery and maintenance of standard in school system are enhanced through regular internal and external supervision. Also [21], opined that supervision should not be stereotype, but as a way of stimulating, helping, guiding, refreshing, encouraging and overseeing teachers in their task.

3.9.2 Weakness of Supervision of Instruction and Secondary School Teachers’ Competencies

The result here showed that no statistical relationship exist between weakness of supervision of instruction and Secondary School Teachers’ Competencies in the zone. The implication here is that supervisors’ lacking in professionalism and relationship with teachers and such like, do not necessarily prevents teachers’ competencies in classroom management and professionalism. Consequently, teachers’ professionalism, continuous development and self-motivation are essential in teachers’ competencies in Secondary Schools.

The finding is consistent with the statement of [3], who discovered that teachers’ competencies is the intellectual potency that exist in the teachers’ mind which is realizable by doing their job. [32], corroborated the view that teachers’ competency is a description of one’s ability and measure of one’s performance.

3.9.3 Opportunities of Supervision of Instruction and Secondary School Teachers’ Competencies

The result of the finding here showed that there exist statistically significant relationships between the opportunities of supervision of instruction and secondary school teachers’ competencies in the zone. Supervision of instruction and better public attitude toward the teaching profession, improved students achievements, encouragement of teachers’ professional development and available mentorship etc., are indices that contributes to teachers’ competencies in terms of professionalism and class room management in secondary schools in the zone.

The finding agree with the contribution of [24], who found out that contemporary definition of supervision of instruction stresses on service delivery, co-operation and democracy with the support of teaching and learning activities as well as considering self-respect among teachers. In the same vein, [23], asserted that modern supervision of instruction in school is positively oriented, democratic and objective in nature as well as creative and systematic approach.[20], said modern supervision is a positive democratic action that is aimed at improving classroom instruction through the continual growth of the child, the supervisor, and administrators, parents and all those concerned.

3.9.4 Threats to Supervision of Instruction and Secondary School Teachers' Competencies

The finding here showed that there exist a very high statistically positive relationship between the threats to supervision of instruction and secondary school teachers' competencies in the zone. Stringent and continuous monitoring by supervisors, fear of victimization, poor attitude to teachers by supervisors and poor funding of supervision by government etc., are supervision threats that slows down teacher's competencies in the zone. The result of the finding is corroborated by [28], who posited out that Nigeria cannot afford culpable waste of human resources in an insipid and creativity-deficient environment where content, methodology and instructional materials have become out dated and stereotyped, with the scourge of ill-motivated teacher who merely teach instead of inspire their students.

4. Summary and Conclusion

The study was carried out to find the extent in which strategic supervision of instruction can determine secondary school teachers' competencies in Ogoja Education zone, Cross River State Nigeria. A mix of descriptive and correctional survey design was adopted and four (4) hypotheses formulated and tested at 0.05 level of significance. Simple linear regression statistical analysis tool was used to analyze the data hypothesis by hypothesis.

From the outcome of the finding, it is concluded that, the relationship between strength of supervision of instruction and teachers' competencies is very high. High relationship exists between opportunities of supervision of instruction and secondary school teachers' competencies in the zone. Also very high positive relationship exists between threats to supervision of instruction and secondary school teachers' competencies in the zone. Meanwhile, the finding showed that no relation exists between the weakness of supervision of instruction and secondary school teachers' competencies in the education zone.

The implication here therefore is that strategic supervision of instruction to a great extent determines secondary school teachers' competencies in Ogoja Education zone. There is therefore urgent need for the government and all stakeholders in education sector, especially the secondary school sub sector to embrace the new or modern and scientific approach to supervision of instruction in the zone.

The present conventional and out modeled approach to supervision of instruction should be repositioned to align with the global trend of strategies supervision of instruction in the secondary schools. Consequently, existing supervisors of schools should be retrained in accordance to contemporary supervision models. New supervisors should be recruited based on acquisition of modern supervision skills. The government should provide adequate funds to cater for the personnel and equipment for this new approach to supervision of instruction. As every other registered profession, there should be a national registered body of Secondary School Supervisors of instruction to curb the influx of unqualified personnel's into the system and for quality control. Training, retraining, workshops, conferences and seminars should be carried out periodically to curb the dart of personnel in the system. Teachers also should be re-oriented to embrace supervision of instruction with a positive mind set. Strategic supervision of instruction, a modern and scientific approach to supervision of teachers' instruction is considered a sine-qua-non to student's achievement in the secondary school system in Nigeria.

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