

SUPERVISORY INDICES AND SUSTAINABILITY OF PUBLIC SECONDARY SCHOOLS IN CROSS RIVER STATE DURING THE POST-COVID-19 ERA

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Abstract

The primary goal of this research was to evaluate the relationship between various oversight metrics and the continued effectiveness of public secondary institutions in Cross River State during the period following the COVID-19 crisis. The study was guided by two specific research inquiries and corresponding hypotheses. Utilizing a descriptive survey methodology, the researcher gathered data from a population of 302 individuals. A purposive sample of 100 participants was selected, including 10 principals, 10 vice-principals, 70 classroom teachers, and 10 educational supervisors from both the Ministry of Education and the Post-Primary Schools Management Board. Through stratified random sampling and the use of four unique research instruments, data were collected and subsequently evaluated using Pearson's Product-Moment Correlation (r) at a 0.05 significance level. The findings demonstrated a meaningful correlation between supervisor classroom observations and the quality of instruction in the surveyed schools. Additionally, the results showed that professional development workshops organized by supervisors significantly influenced instructional efficacy. It is recommended that the government facilitate annual participation in international and local professional conferences for school administrators to enhance their governance and anti-corruption strategies.

Keywords: Supervisory indices, sustainability, secondary school, post Covid

INTRODUCTION

To address the educational hiatus triggered by pandemic-related closures, authorities utilized broadcast media to deliver scheduled instruction in fundamental subjects like English, Mathematics, and Basic Science to students at various levels. This era witnessed the emergence of numerous digital learning tools as regional governments and individual educators either developed new platforms or optimized existing ones to maintain academic continuity. The Federal Ministry of Education

(2020) played a central role in this transition by advocating for the use of national and local broadcast stations, such as the Federal Radio Corporation of Nigeria, to reach learners in their homes. Furthermore, the government intensified its digital strategy by promoting the "School Gate" portal, a free resource for secondary and primary pupils supported by the Universal Basic Education Commission. To ensure connectivity within the nation's 104 unity colleges, the Ministry collaborated with private entities like Skool Media and Edu First

to launch the Unity Schools' Virtual Learning Platform via the Edmodo system. According to reports from the *Punch Newspaper* in May 2020, these efforts were complemented by federal assistance to states in hosting digital materials and interactive academic forums on their official web portals to broaden student access. Free lessons were also provided by state ministries of education. At set times, the Cross-River State Ministry of Education relays educational programs to students in their homes through CRBC with help from private radios. In every state, radio and television stations arranged their programs so as not to compete but rather complement one another in a bid toward inclusivity; this was part of efforts toward ensuring that, just as any initiative aimed at helping learners during the COVID-19 lockdown period is to reach them in their individual homes. This kept siblings in different classes from being deprived of lessons in one-device homes. Educational administration is largely one of every parent's responsibilities, put differently.

Parental involvement in educational management shifted significantly during the pandemic, requiring families to take on responsibilities such as sourcing age-appropriate academic materials and designing functional study routines for their children. Furthermore, parents were tasked with supervising the use of digital tools to ensure they were utilized effectively and ethically, while also managing the equitable distribution of shared devices among siblings to prevent anyone from being left behind. Research conducted by Innocent et al. (2020) highlighted that while digital instruction offered substantial advantages to the Nigerian educational landscape during this crisis, it was met with various logistical hurdles that necessitated strategic management to sustain the system effectively. Educational observers noted that the scale of disruption caused by the global health crisis was entirely unforeseen within the

Nigerian context, yet it forced an immediate and massive transition toward remote learning on a level that had never before been tested.

Research by Innocent et al. (2020) examined the merits of digital instruction within Nigeria during the global health crisis while detailing the various barriers preventing its seamless execution. Their work provided essential administrative frameworks designed to navigate both the immediate interruptions caused by the pandemic and the long-term recovery period. Observers have noted that the level of operational interference experienced by academic centers was far beyond what any Nigerian could have anticipated. Despite these challenges, the transition to virtual classrooms has persisted on a massive and experimental level. Central to this evolution is the necessity for rigorous instructional oversight to ensure both institutional advancement and learner achievement. Strategic monitoring allows for the careful evaluation of the methods used by both administrators and faculty, ensuring that educational services remain contemporary and effective. Ultimately, professional oversight serves a dual purpose by safeguarding public interests and elevating scholastic standards, making it vital for all teaching staff to be guided by seasoned and expert supervisors. School supervisors face several challenges when leading and organizing schools for instructional effectiveness, according to Sule et al. (2021). The efficient strategic system on our part for monitoring was noted by Ategwu Igbinovia Adie as significantly impacting the delivery of instruction within this school.

The importance of maintaining a robust and strategic oversight framework within educational organizations is paramount. It is widely recognized that initial teacher preparation courses do not result in fully perfected educators. While these programs typically cover general knowledge, subject specialization, and pedagogical theory, they

represent only the initial phase of professional growth. As highlighted by Ogunu (2005), the current era of rapid knowledge expansion makes it impossible for trainees to achieve complete mastery of all instructional skills during their formal schooling. Research by Ategwu (2022) suggests that instructional oversight is necessary to bridge the gap between a teacher's conceptual understanding and their actual classroom performance, addressing underlying psychological factors in the process. Ultimately, it is through the active monitoring of a supervisor that an educator is empowered to exceed standard performance benchmarks.

Furthermore, professional oversight serves as a vital learning platform where educators can acquire contemporary skills. Given the fluid nature of the educational landscape, which frequently introduces updated frameworks like Nigeria's 6-3-3-4 model, traditional teaching techniques and resources often lose their relevance. Consequently, systematic supervision is required to guide faculty in choosing modern content and pedagogical strategies that align with current curricular standards. This process also helps identify innovative instructional tools that enhance the overall educational experience. Because modern schools are melting pots of diverse cultural perspectives, educators often face complex hurdles in maintaining classroom order while tailoring their methods to reach every student. These challenges highlight the critical necessity for a structured supervisory initiative that provides expert leadership within the school system. Ultimately, secondary education performs a pivotal role by serving as the essential bridge between foundational primary schooling and higher academic pursuits. Numerous activities are carried out outside the classroom for the effective administration of schools. Just some essential tasks toward effecting the National Policy on Education include curriculum preparation,

planning, guidance and counselling, monitoring, as well as supervision. The lofty goals enshrined in the National Policy on Education rest on school administrators' shoulders to actualize them. Ogbonnaya (2000), educational administration comprises making available human and material resources appropriately, plus ensuring their efficiency toward achieving organizational objectives.

Adequate funding is necessary to sustain the standards of education. Being the pivot on which all national development revolves, it should naturally attract the highest funding compared to any other sector. In recent years, however, Nigeria's budgetary allocation to education has been substantially reduced compared to other sectors of the economy. Maintaining high academic benchmarks in Nigeria relies heavily on the quality of instructional oversight. As argued by Ochuba (2008), consistent and impactful supervision is a vital necessity if the educational system is to successfully fulfil its role in developing human capital. It is unfortunate that, due to various factors, such as the unavailability of funds for inspections, lack of transport, and other factors, both the federal inspectors and state inspectors have not been performing optimally. Ategwu et al. (2023) suggest that the primary objective of oversight duties is to mitigate or remove inconsistencies within enduring academic benchmarks. By engaging in this process, educators are better equipped to harmonize their pedagogical practices with the long-term viability of the educational framework. Regular and effective supervision, according to Ochuba (2008), becomes absolutely imperative for education to realize its human capital production function. It is unfortunate that due to various factors, such as unavailability of funds for inspections, lack of transport, and other factors, both the federal inspectors and state inspectors have not been performing optimally.

Ategwu et al. (2023) maintain that the core objective of oversight responsibilities is to mitigate or remove inconsistencies regarding long-term academic benchmarks. By extension, this process assists educators in harmonizing their pedagogical activities with the overarching goal of maintaining a viable and effective educational framework. Such supervision offers a structured methodology that enables various departments and individual participants to engage with curriculum delivery efficiently, ensuring that institutional goals are met. When executed with precision, this type of monitoring also strengthens the capacity of school leaders to manage human and material assets. It is essential that the school head, acting as the primary coordinator, collaborates with academic and support staff, as well as the governing board, parents, and the broader community, to diagnose institutional vulnerabilities and determine the necessary corrective measures to enhance instructional quality and student achievement.

The relationship between enduring oversight metrics and robust school leadership in the effort to curb systemic malpractice was examined by Nwannunu et al. (2019). Their research, situated within the Calabar educational zone of Nigeria's Cross River State, utilized an ex-post facto design and involved a total census of eighty-one school administrators. Data was gathered through a specialized questionnaire that demonstrated a high reliability rating of 0.78. Following analysis via Pearson's correlation at a 0.05 significance level, the researchers concluded that for local administrators to remain competitive and ethical on a global scale, state intervention is necessary. Specifically, the study proposed that authorities should facilitate annual attendance at professional conferences and seminars focused on oversight strategies. Such exposure at both national and international levels is seen as vital for equipping leaders with the expertise needed to

foster transparency and high-quality governance within the school system.

Research by Ubulom et al. (2016) investigated the link between pedagogical performance in secondary institutions within Rivers State's Etche local government area and the oversight techniques utilized by school managers. Employing a correlational research framework, the investigators focused on a group of 350 stakeholders, eventually selecting a representative sample of 277 individuals through stratified random sampling. This participant group, which constituted 75% of the total population, included personnel from technical colleges, the state's education ministry, and the post-primary management board. Data collection involved several specialized metrics, including inventories for tracking classroom observation, administrative meetings, professional development workshops, and micro-teaching evaluations. While descriptive statistics such as mean and standard deviation addressed the primary research inquiries, the hypotheses were evaluated using Pearson's Product-Moment Correlation (r) at a 0.05 significance threshold. The analysis revealed a strong correlation between direct classroom monitoring by supervisors and the overall efficacy of teacher instruction. Furthermore, the results indicated that when supervisors proactively arrange professional workshops and collaborative meetings, there is a marked improvement in how teachers deliver their lessons. Consequently, the study advocated for increasing educators' exposure to professional seminars and academic lectures to further refine their instructional capabilities.

Research by Usman et al. (2015) utilized correlation and regression models to establish that administrative oversight focused on personnel growth is a critical factor in curbing institutional malpractice and elevating the standard of teaching. Interestingly, their

analysis identified distinct variations in how male and female school leaders approach staff empowerment. Furthermore, the study noted a measurable disparity between male and female educators regarding their professional growth trajectories and overall job effectiveness.

Usman et al. (2015) further demonstrated that consistent monitoring using rigorous techniques such as auditing student notebooks, conducting formal classroom observations, employing pedagogical demonstrations, and scrutinizing lesson preparation and administrative records directly correlates with enhanced teacher output. Supporting this, Namunga (2017) confirmed a strong statistical link ($\beta = 0.5$) between the governance of teaching methodologies and the reduction of unethical practices. Ultimately, these findings underscore that the strategic management of instructional processes is a primary determinant of educational excellence in secondary institutions.

Oyewole and Alonge (2013) established a robust correlation between the proficiency of school heads in their instructional oversight roles and the levels of drive exhibited by their teaching staff. Their findings indicated that a principal's practical experience in managing academic and supervisory duties is directly and positively linked to how motivated their educators feel. Furthermore, this strong connection between teacher morale and the quality of administrative supervision was consistently observed regardless of the institution's size, appearing in both large and small school settings.

Statement of the Problem

The fundamental goal of professional oversight is to guarantee that all educators within the school system execute their responsibilities with a high level of dedication. When performed effectively, this process serves as a catalyst, encouraging teaching staff to focus

their efforts on meeting the core mission and goals of the institution. However, when the objectives of monitoring are poorly defined, the process can appear aimless, causing staff to perceive it as a repetitive formality rather than a meaningful academic exercise. Several problems have been identified in the supervision of instruction: inadequate training, absence of in-service training and retraining to update teachers on modern techniques or strategies, lack of knowledge by teachers and principals as to what supervision means in practice in their schools, lack of good rapport between the supervisee and supervisor (teacher), and over-reliance on classroom visitation for supervision. Educational stakeholders have voiced significant apprehension regarding the substandard academic achievement of secondary students in Cross River State. This decline is largely linked to persistent institutional malpractice and a lackadaisical approach to school governance, indicating that many administrators may lack the specialized expertise or the strategic insight required to address systemic corruption. Such an environment fosters an imbalance of ethical standards, making it increasingly difficult for Nigerian secondary institutions to fulfil their mandate of producing graduates who are prepared for higher education or capable of contributing economically to their communities. Ultimately, the diminished scholastic success in this region stems from administrative complacency and a permissive attitude toward misconduct, both of which stifle the nation's ability to develop a productive and well-trained workforce. Furthermore, it appears that oversight is being neglected as school heads dedicate a disproportionate amount of their schedule to routine bureaucratic tasks at the expense of active instructional monitoring.

In response to these challenges, investigators suggest that the appointment of principled administrators, those who model transparent and ethical governance, is vital for eradicating

systemic malpractice at the secondary school level. It is further proposed that the integration of observational and demonstration-based oversight methods could serve as a primary motivator for both educators and students to pursue continuous professional and academic growth. A core objective must be the cultivation of ethically sound, balanced citizens who possess the capacity for critical thinking, value industriousness, and strive for scholastic distinction, attributes fundamental to driving national progress. Consequently, this research was initiated by the urgency of this crisis and the search for viable solutions, specifically examining the correlation between institutional longevity and oversight metrics within the public secondary education sector of Cross River State during the pandemic era.

Purpose of the study

This research was designed to explore the relationship between various oversight metrics and the long-term viability of public secondary education in Cross River State within the post-pandemic context. To provide a focused analysis, the investigation concentrated on the following specific objectives:

1. To determine the degree to which regular administrative visits and classroom monitoring affect the continued operational success and standards of public secondary institutions.
2. To evaluate the impact of professional development workshops, organized at the school level, on the sustained academic and administrative effectiveness of these educational centres.

Hypotheses

The study was guided by the following null hypotheses, which were evaluated at a 0.05 level of significance:

Ho₁: There is no significant correlation between the administrative visitation protocols employed by supervisors and the long-term viability of public secondary institutions

Ho₂: There is no significant correlation between professional development workshops, organized at the school level, and the sustained academic and administrative effectiveness of these educational centres.

METHODOLOGY

This research employed a descriptive survey design to facilitate a comprehensive analysis of the data collected regarding the professional challenges and environmental pressures faced by educators in their respective school settings. By utilizing this approach, the study was able to systematically categorize the experiences of the participants within the secondary education sector. The total population for this investigation consisted of 302 individuals, including 14 principals, 30 vice-principals, 258 classroom instructors from public secondary institutions, and 20 educational supervisors drawn from the Ministry of Education and the Post-Primary Schools Management Board. From this group, a sample of 100 participants was identified through a random selection process, comprising 10 principals, 10 vice-principals, 70 secondary school teachers, and 10 supervisory officials. This sample represents a strategic cross-section of the initial population and constitutes a representative 75% of the focused target group, ensuring that the findings provide a statistically sound reflection of the broader academic environment within Cross River State.

To determine the appropriate participant group, the researchers utilized a stratified random sampling technique. Data acquisition was facilitated through four distinct, self-developed survey instruments: an inventory tracking supervisor visits for classroom observation (ITSVCO), a tool for monitoring administrative meetings with educators (MANE), a metric for evaluating professional development workshops (EPDW), and an inventory assessing secondary school instructional

delivery (SSID). Each of these instruments consists of five specific items designed to quantify the frequency of supervisory engagements, including direct pedagogical observations, collaborative meetings, and the coordination of training sessions and materials. These tools utilize a four-point Likert scale, ranging from Strongly Agree (4) and Agree (3) to Disagree (2) and Strongly Disagree (1). For the statistical evaluation of the collected data, the Pearson Product-Moment Correlation

Coefficient was used to test the research hypotheses at the 0.05 level of significance.

RESULTS

Hypothesis 1: There is no significant correlation between the administrative visitation protocols employed by supervisors and the long-term viability of public secondary institutions

Table 1: Pearson product-moment correlation coefficient: analysis of the relationship between supervisors' visits to observe the teaching/learning process as an aspect of supervisory indices and the sustainability of public secondary schools

N=100

Variable	$\sum x$ $\sum y$	$\sum x^2$ $\sum y^2$	$\sum yx$	r-cal	p-value
Supervisors' visits to observe teaching and learning	1760	6202			
Sustainability of secondary schools	1548	5124	6462	0.73*	0.05

x - 0.05, critical r = 0.159, df = 98.

Significant at $p < .05$

The statistical evidence presented in Table 2 reveals a calculated correlation coefficient (r) of 0.73, which substantially exceeds the critical r-value of 0.159. This comparison was conducted at a 0.05 significance level with 98 degrees of freedom (df = 98). Because the observed value is greater than the table value, the null hypothesis is dismissed in favour of the alternative hypothesis. Consequently, the data confirm a statistically significant association between systematic classroom observations by

supervisors and the overall quality of instructional delivery in public secondary institutions in the study's designated region.

Hypothesis 2: There is no significant correlation between professional development workshops, organized at the school level, and the sustained academic and administrative effectiveness of these educational centers

Table 2: Pearson product-moment correlation coefficient analysis of the relationship between supervisors' visits to schools to organize workshops for teachers as an aspect of supervisory indices and the sustainability of public secondary schools

N=100

Variable	$\sum x$ $\sum y$	$\sum x^2$ $\sum y^2$	$\sum yx$	r-cal	p-value
Supervisors' visits to organize a workshop	1583	6232			
Sustainability of secondary schools	1431	5026	6452	0.71*	0.05

x - 0.05, critical r = 0.159, df = 98.: * Significant at $p < .05$

The statistical evidence detailed in Table 2 demonstrates that the observed correlation coefficient of 0.71 exceeds the critical r-value of 0.159. This comparison was conducted at a 0.05 significance level with 98 degrees of freedom ($df=98$). Because the calculated value surpasses the threshold required for statistical significance, the null hypothesis is dismissed in favour of the alternative hypothesis. This finding confirms a robust and meaningful relationship between the identified variables within the specific geographic scope of this investigation.

DISCUSSION OF FINDINGS

The findings for the first hypothesis align with the earlier research of Namunga (2017), which established a statistically significant correlation between the oversight of pedagogical practices and the mitigation of institutional malpractice ($p = 0.05$). This suggests that rigorous instructional monitoring serves as a critical determinant of educational quality in secondary institutions. Similarly, Nwannunu et al. (2019) explored sustainable oversight metrics as predictors of administrative integrity within the Calabar educational region of Cross River State. Utilizing an ex-post facto research design and testing two null hypotheses, their investigation revealed a strong positive relationship between the use of classroom observations and instructional demonstrations and the overall effectiveness of school governance.

Consequently, those researchers concluded that government authorities must prioritize professional development by enabling school heads to participate in national and international conferences, workshops, and scholarly colloquia annually. Such exposure is deemed essential for acquiring the advanced supervisory skills necessary to combat systemic corruption and enhance governance standards, ensuring that local administrators remain

competitive and aligned with global best practices.

The findings from the second hypothesis correspond with the research conducted by Ubulom et al. (2016), who examined the link between the supervisory methodologies utilized by administrators and the quality of classroom instruction in the Etche Local Government Area of Rivers State. Their study, which also employed a correlational framework, concluded that systematic oversight activities, specifically frequent classroom observations, collaborative staff meetings, and professional development workshops, act as powerful catalysts for teacher productivity. The data underscored a measurable correlation between these supervisory interventions and the overall success of instructional delivery within the region. Consequently, the researchers advocated for the regular implementation of academic seminars and skill-building workshops to further empower the teaching workforce.

CONCLUSION AND RECOMMENDATION

Conclusion

The investigation established a meaningful correlation between enduring oversight metrics designed to mitigate malpractice and the overall calibre of institutional leadership. It follows that consistent classroom monitoring, the implementation of instructional demonstrations, and the provision of specialized pedagogical support are directly linked to high standards of school governance. This impact is evident across several key performance indicators, including the innovation of organizational processes, enhanced student achievement, and the systematic resolution of academic challenges. Furthermore, these supervisory practices foster a professional environment characterized by meticulous lesson preparation, disciplined classroom management, and active engagement in extracurricular programs. Such an

atmosphere promotes educator punctuality, heightened motivation, and more effective student mentorship, thereby reinforcing the foundational goals of the educational system.

Recommendations

Drawing from the research outcomes, the following policy recommendations are proposed:

1. Strengthening professional development for school leaders: Educational authorities should facilitate consistent opportunities for school administrators to participate in national and international symposia, professional workshops, and academic colloquia that focus on effective supervision and leadership practices. Such engagements, ideally conducted on an annual basis, are essential for enhancing leadership competencies and integrating global best practices. This exposure equips school leaders with the necessary skills to promote transparency, reduce institutional malpractice, and improve instructional supervision, thereby aligning local education standards with global expectations.
2. Enhancing classroom supervision practices: School heads should prioritize regular and systematic classroom observations to monitor instructional delivery. These observations should be complemented by constructive feedback, professional mentoring, and strategic support to teachers. Such practices will enable continuous improvement in teaching methods, uphold high academic standards, and foster a culture of professional growth within schools.

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