

# Institutional supervision and teachers' professional competency development in Public Senior Secondary Schools in Oyo State, Nigeria

BABATUNDE AKANMU ISIAKA<sup>1</sup>, ILHAN GUNBAYI<sup>2</sup>,  
ADEDAPO ADETIBA ATOLAGBE<sup>1</sup>, OLUBUKOLA JAMES OJO<sup>1</sup>

<sup>1</sup>Department of Educational Management  
University of Ilorin  
Nigeria  
isiaka.ba@unilorin.edu.ng  
atolagbe.aa@unilorin.edu.ng  
ojo.oj@unilorin.edu.ng

<sup>2</sup>Department of Educational Management  
Supervision, Planning and Economics of Education  
Akdeniz University  
Turkey  
igunbayi@akdeniz.edu.tr

## ABSTRACT

*This study investigated institutional supervision and teachers' professional competency development in public secondary schools in Oyo State, Nigeria. A descriptive survey method of research was adopted for the study. The study randomly selected 15 schools as the research sample and 20 teachers were selected from each school purposively making a total of 300 respondents in the study area. Data were obtained from the respondents through a self-designed questionnaire titled, 'Institutional Supervision Questionnaire' (ISQ) and 'Teachers Professional Competency Development Questionnaire' (TPCDQ). Mean and rank-order were used to answer the research question while Pearson product-moment correlation statistics was used to test the hypotheses formulated. All the formulated hypotheses were rejected. This revealed that there was no relationship between assistance in adjusting to challenge, facilitating conformance to policy and initiation of effective interaction and the teachers' professional competency development. The study made the following recommendations amongst others; adherence to policies formulated by the Federal Government of Nigeria (FGN) on the educational system would go a long way in contributing to the educational advancement of the nation, supervisors should ensure adequate conformance to policy in such a way that it will influence teacher's professional competency development.*

## KEYWORDS

*Institutional supervision, challenge adjustment, policy conformance, interaction initiation and professional competency*

## RÉSUMÉ

*Cette étude a porté sur la supervision institutionnelle et le développement des compétences professionnelles des enseignants dans les écoles secondaires publiques de l'État d'Oyo, au*

*Nigeria. Une méthode de recherche par enquête descriptive a été adoptée pour l'étude. L'étude a sélectionné au hasard 15 écoles comme échantillon de recherche et 20 enseignants ont été sélectionnés à dessein dans chaque école, soit un total de 300 répondants dans la zone d'étude. Les données ont été obtenues auprès des répondants au moyen d'un questionnaire auto-conçu intitulé « Questionnaire de supervision institutionnelle » (ISQ) et « Questionnaire de développement des compétences professionnelles des enseignants » (TPCDQ). La moyenne et l'ordre de classement ont été utilisés pour répondre à la question de recherche, tandis que les statistiques de corrélation produit-moment de Pearson ont été utilisées pour tester les hypothèses formulées. Toutes les hypothèses formulées ont été rejetées. Cela a révélé qu'il n'y avait aucun lien entre l'aide à l'adaptation aux défis, la facilitation de la conformité aux politiques et l'initiation d'une interaction efficace et le développement des compétences professionnelles des enseignants. L'étude a formulé, entre autres, les recommandations suivantes : l'adhésion aux politiques formulées par le gouvernement fédéral du Nigeria (FGN) sur le système éducatif contribuerait grandement au progrès éducatif de la nation, les superviseurs devraient garantir une conformité adéquate à la politique de manière à ce qu'elle influence le développement de compétence professionnelle de l'enseignant.*

### **MOTS CLÉS**

*Supervision institutionnelle, ajustement aux défis, conformité aux politiques, initiation à l'interaction et compétence professionnelle*

### **INTRODUCTION**

The transformation of educational goals into reality cannot be actualized without the students who are regarded as inputs into the educational process. They are regarded as one of the most important agents of education and the backbone to realize its objectives. Parents entrust their children to schools for mental, emotional, physical and social development and to become useful to themselves and their immediate environment. In order to achieve these goals, personnel (teachers and non-teachers) and other school plants are provided by the school management through the government or the proprietor of the school depending on the ownership so that the societal goal of establishing the school will not be defeated. The provision of the aforementioned resources, notwithstanding may not yield any success without an interaction amongst all the human elements and facilities in the school. The teachers are majorly saddled with the responsibility of inculcating skills, competencies and knowledge into the lives of the students within and outside the classroom setting, while the non-teachers are in-charge of administrative functions of the school. All activities being performed by the personnel inside and outside the classroom have to be supervised, monitored, checked and controlled by competent individuals within and outside the school so that the goal can be achieved in an efficient and effective manner and for the betterment of the personnel themselves. Sergiovanni and Starrat (2002) observed that, if learning is expected to be continuous and embedded in teachers' daily activities, then, supervisors must ensure that teaching to learn and learning to teach simultaneously must become the culture of the school. Secondary education is the intermediary between basic schools and tertiary institutions in Nigeria. The National Policy on Education (2014) identified the main purposes of secondary education in Nigeria as; to get recipients prepared for further studies and preparation for useful life for themselves and the society. The achievements of these goals depend so much on competency of teachers who implement curriculum in and outside the classroom. Today, due to advance in technology and access to information from different sources, knowledge is not stagnant. With continuing increase in approaches to human knowledge, new ways to

inculcate skills, and new opportunities for the teachers are evolving but if a teacher refuses to keep himself abreast of the innovations, he has proved himself to be inefficient and ineffective (Rahman et al., 2011). Therefore, teachers' competency development should be an area of importance to the school management, the government and the society at large so that educational goals could be successfully achieved.

Several related topics have been explored on institutional supervision and teachers' competency development. Matve (2020) conducted a research on instructional supervision competence of public school heads as it correlates to teachers' proficiency. Comighud et al. (2020) researched on instructional supervision and performance evaluation: A correlation of factors. Also, Ghavifekr and Ibrahim (2014) studied head of departments' instructional supervisory role and teachers' job performance: teachers' perceptions. In addition, Tyagi (2010) investigated school-based instructional supervision and the effective professional development of teachers. Moreover, Suryadi and Wahyudi (2009) carried out the effect of supervision, self-efficacy toward teachers' effectiveness in state junior high school in Jakarta. Finally, Ikegbusi and Eziamaka (2016) examined the impact of supervision of instruction on teacher effectiveness in secondary schools in Nigeria. What remains to be explored include other sub variables of institutional supervision like assistance in adjusting to challenge, facilitating conformance to policy and initiation of effective interaction and this is what this current study wants to carry out. Lastly, the area which this research was carried out differs from the localities of the previous researches. Therefore, filling the gaps identified concerning the previous researches is the aim of this current study.

### ***Research objectives***

The primary objective of this topic was to find out the relationship between institutional supervision and teachers' competency development in senior secondary schools in Oyo State, Nigeria. Explicitly, the purposes set for this study were to:

1. examine the measure of internal supervision mostly adopted by supervisors during the supervision exercise;
2. determine the relationship between assistance in adjustment to challenge and teachers' professional competency development in senior secondary schools in Oyo State, Nigeria;
3. investigate the relationship between facilitating conformance to policy and teachers' professional competency development in senior secondary schools in Oyo State, Nigeria;
4. examine the relationship between initiation of effective interaction and teachers' professional competency development in Oyo State, Nigeria.

## **LITERATURE REVIEW**

### ***Institutional supervision***

Institutional supervision has been defined in different ways using different terms by scholars and educational researchers. Majority of the scholars viewed institutional supervision as supervision of school or supervision of instruction. Fasasi and Ijaiya (2017) defined the term as the process of overseeing monitoring, guiding, checking, directing and assessing one or many aspects of any educational setting with the aim of providing support services and improvement of all the school personnel's activities towards the realization of educational goals. Olorode and Adeyemo (2012) viewed supervision as a daily guidance of all educational practices including the coordination of the work in entirety and creation of conducive working

relationship among all the school personnel. Supervision is a major aspect of school administration that aim at providing supportive service to help teachers carry out their functions and devise the best methods to solve the problems of professional improvement (Ijaya, 2012). Summarily, according to authors, supervision can be viewed as an official engagement that involves directing, advising, guiding and overseeing the activities of school personnel (teachers and non-teachers) with a view to identifying areas of weaknesses and ways for improvement are suggested so that school goals are achieved in an efficient and effective manner.

### ***Assistance to adjustment challenge***

Assistance in adjusting to challenge refers to the professional advice and guidance given by a supervisor to teachers before, during and after carrying out their official activities which make them deliver their duties in a professional and competent manner. The activities include preparation of effective lesson plan with instructional materials, classroom control, effective communication, pedagogical skills, evaluation of lesson taught, motivation, etc. Tucker (2001) opined that supervision goal (school improvement) will be defeated unless a school leader helps each of the teachers in the school perform well. It is worth noting that this assistance does not focus only on new teachers, but experienced and competent teachers also need to keep themselves abreast with new developments in the educational field. Glickman (2002) expressed that competent teachers understand that no matter how good or bad one is doing at a particular period, there is always room for improvement.

According to Collie and Martin (2016), adaptability is crucial for teachers since their job requires them to continuously adapt to and handle ongoing changes. The ability to adjust and handle these changes effectively is vital for teachers' work not just in the classroom, but also in the staff room and other areas. To illustrate, when a teacher is assigned to teach a subject they are not familiar with, successfully adapting to this change involves determining ways to relate the new information to what they already know (cognitive adaptability), seeking assistance from someone who is more knowledgeable and has resources in the new subject (behavioral adaptability), and managing their emotions, like anxiety or excitement, to concentrate on finding a solution efficiently (emotional adaptability) (Collie & Martin, 2016).

### ***Facilitating conformance to policy***

Facilitating conformance to policy refers to all efforts put in place by supervisors with the aim of making supervisees comply with the established rules and regulations guiding the conduct of supervision. There are certain rules and regulations that need to be strictly adhered to, so supervision assists to make sure that all policies are abided by without violation (Afianmagbon, 2007). Conformance with policy should not be taken with levity by school personnel and supervisor during supervision so that goals of carrying out supervision will not be in futility. William and Edward (2011) described conformance to policy in form of discipline as a force that motivates individuals or groups to adhere to the necessary rules, regulations, and procedures to achieve a goal, and it also serves as a deterrent from engaging in actions that would be detrimental to the group's objectives. By upholding conformance to policy in a school by teachers, productivity and efficiency are ensured. Additionally, it will promote cooperation and harmony among teachers while also boosting their morale.

In the workplace, conforming to policy goes beyond just following rules and regulations to ensure the organization's survival (Okeke, 2004). It also means that teachers should work together and behave in a normal and orderly way that can be expected. This is important because every organization's goal is to improve employee satisfaction, which ultimately leads to greater productivity. To achieve this, a set of guidelines must be put in place to regulate teachers' behavior in the schools. Without these rules, there would be chaos

and dissatisfaction among teachers, contradicting the school core principles. Consistently applying discipline is essential for fostering job satisfaction and a positive work attitude. However, it is important to note that enforcing strict rules can sometimes demotivate staff members and affect their job satisfaction, ultimately impacting the organization as a whole (Emiola, 2010, as cited in Dewi et al., 2020).

### ***Initiation of effective communication***

Initiation of effective communication focuses on professional interaction and mutual understanding between a supervisor and a supervisee or a set of supervisees. Initiation of effective communication by the supervisory leader is a vital tool in establishing a positive relationship among all the parties that involve in the task ahead. Through this, the morale of the supervisees will be very high and the do and don'ts of all supervisory processes will be easily understood by the recipients of such information. According to Tasnim and Akkas (2017), communication skills between supervisors and teachers are main key for improving job performance and also for the school success.

Effective communication is vital in schools or any other educational settings as it enables the smooth coordination of activities and operations. School administrators should ensure the teacher develop effective communication because many of their roles in terms of teaching and learning and other administrative functions will centre on these teachers communication abilities. To ensure effective communication, it is important to understand the different elements of the communication process. Yalokwu (2012) identified four essential components: the sender, the message, the channel, and the recipient. The effectiveness of communication depends on these elements being properly aligned. Hence, teachers, in the process of supervision, should be taken through all these processes. These communication skills, along with being able to interpret nonverbal cues and understanding their students, are essential for the teachers (Oladimeji & Oseni, 2023).

### ***Teachers' professional competency development***

Teachers' professional competency development in this study refers to the ability of teachers to improve in the domains of teaching; curriculum and planning, content knowledge and professional responsibilities domains. This is necessary for teachers as it prepares them for future engagement in leadership roles as well as to keep them abreast with new innovations in their field. In addition, this will also motivate the students to be punctual and attentive in the class and the resultant effect of this will be better performance in both internal and external exams, which is the main aim of carrying out supervision. It is necessary for school teachers to improve their professional competency and skills so that their teaching practices would be enhanced, improved and explored (Selvi, 2010).

Psychologist Toshtemirovich (2019) stated that the introduction of the concept of "competence" in education can be attributed to the research conducted by psychologists. In psychological terms, competence refers to the ability of a specialist to navigate unconventional situations, adapt to unexpected circumstances, establish effective communication, devise new strategies to compete, handle ambiguous tasks, process contradictory information, and engage in continuous development and complex problem-solving.

Professional competence refers to the expertise, abilities, and necessary skills possessed by a specialist to effectively carry out professional tasks and apply them at an advanced level in practical situations. Toshtemirovich (2019) further noted that professional competence goes beyond just gaining specialized knowledge and skills. It also involves integrating knowledge and actions in various areas, continuously expanding knowledge

within the field, learning new information, recognizing social demands, actively seeking new information, effectively processing it, and applying it in one's work.

Professional development is seen as a key factor in the improvement of schools, according to Guskey (2000). As noted by Strahan (2003), exploring professional development within schools helps to reveal the interpersonal dynamics that support meaningful changes in teaching and learning. Engaging teachers in professional development practices is more successful in environments that encourage interaction and collaboration (Jurasaitė-Harbison & Lex, 2010). In the same vein, Rothwell and Herbert (2007) noted that the level of commitment teachers have to their profession is closely linked to their engagement in professional development.

Professional development aims to improve teachers' performance (Day & Sachs, 2004). Aligning professional development with teachers' objectives, district guidelines, and student evaluations is key for success (Colbert et al., 2008), regardless of whether it is voluntary or mandatory. Providing ample time and resources for teachers to be actively involved in their learning is crucial for effective professional development (Morewood & Bean, 2009). Professional development is aimed at enhancing the quality of teachers as they play a crucial role in student learning (Geringer, 2003).

In fact, the study by Picard and Kutsyuruba (2017) indicated that colleagues play a significant role in influencing teachers' participation in professional development within a rich school environment. The presence of effective leadership and collaborative physical spaces also impact this engagement. The study also emphasized the significance of empowering teachers, promoting shared leadership, implementing continuous improvement strategies, and structuring the school environment in a way that fosters engagement.

Competence in teacher professionalism is associated with the expertise that teachers must possess in the field of education in order to effectively perform their role as professionals in the teaching profession (Robby et al., 2024). This includes fundamental knowledge of learning and human behavior, expertise in their specific area of study, a positive attitude towards the teaching and learning environment, and proficient teaching techniques. An indicator of a teacher's professional competence is their ability to apply active, innovative, creative, effective, and enjoyable teaching strategies.

## **THEORETICAL FRAMEWORK**

The theoretical framework of this study was anchored on system theory. The theory emphasizes the importance and benefits of interconnection, relationship and interdependence among departments or units within an organization. That is, the survival of one unit depends on the survival of others and the negligence of duty of one unit will definitely affect all other units within the same organization. Chikere and Nwoka (2015) expressed that the theory hammers on the coordination and relationship between the parts of a particular system and how they form synergy as a whole. The way the parts are arranged and how they form synergy, will be a determinant of the system's properties. This theory is also applicable to human beings in a formal setting and since supervisors and teachers are elements of human beings with the hope that the development of teachers' competencies is hanged on institutional supervision, hence, system theory is applicable.

### ***Research Question***

Which measure of supervision is mostly adopted and used by supervisors during the supervision exercise in senior secondary schools in Oyo State, Nigeria?

## ***Research Hypotheses***

### *Main Hypothesis*

H: There is a significant relationship between institutional supervision and teachers' professional competency development in senior secondary schools in Ona Ara Local Government, Oyo State.

### *Operational Hypotheses*

H<sub>1</sub>: Assistance in adjustment to challenge is significantly related to teachers' professional competency development in public senior secondary schools in Ona Ara Local Government, Oyo State, Nigeria.

H<sub>2</sub>: There is a significant relationship between facilitating conformance to policy and teachers' professional competency development in public senior secondary schools in Ona Ara Local Government, Oyo State, Nigeria.

H<sub>3</sub>: Initiation of effective interaction is significantly related to teachers' professional competency development in public senior secondary schools in Oyo State, Nigeria.

## **METHODOLOGY**

Descriptive survey of correlational type was adopted as research design for this study because, functional paradigm approach which is purely quantitative in nature was adopted throughout the period of carrying out the study. Gunbayi and Sorm (2020) opined that functional paradigm is purely quantitative in nature, because, it is realist ontologically, positivist epistemologically, determinist in human nature and methodologically, it is nomothetic. Based on these, the data for the study were gathered, sifted, collated and analysed quantitatively. In addition, the design was equally good for the study because it tried to establish the likely relationship between the independent variable (institutional supervision) with its sub-variables; assistance to adjustment challenge, facilitating conformance with the policy and initiation of effective communication and the dependent variable (teachers' competencies development).

All the public secondary school teachers in Ona Ara Local Government constituted the population of this study. 15 out of the schools in the area of study were randomly selected and purposive sampling technique was used to select 20 teachers from each of the selected schools making the sample to be 300 public secondary school teachers in Ona Ara Local Government, Oyo State. The technique was adjudged by the researchers to be the best for the study because, the study focused on teachers with at least five years' teaching experience and were selected as the researchers opined that they would have experienced internal supervision exercise in one time or the other, hence, the technique.

The instruments used to obtain data for this study were a self-designed questionnaire by the researchers titled 'Institutional Supervision Questionnaire' (ISQ) and Teachers' Professional Competency Development' (TPCDQ). The vital constructs of institutional supervision and teachers' professional competency development were used to develop and raise questions on a questionnaire using (4) points Likert-type scale. Aftermath, data were gathered from the respondents (teachers with at least five years' experience in teaching in the locality) through the instruments. The criterion mean set for the instruments was 2.5. This literally means that once an item is the same or higher than the set criterion mean, such an item is accepted, while any item below the set criterion mean value is rejected.

To determine the face and content validity of the instruments, three experts from the relevant field of study in the Department of Educational Management, University of Ilorin and two other experts from the Test Construction and Measurement field were given the

instruments for vetting, examination, perusal and their professional touch coupled with their suggestions were satisfactorily effected for the betterment of the instruments and this ensured that the instruments' validity was guaranteed. In addition, the reliability of the questionnaires were determined using Cronbach' Alpha measure of internal consistency. This was attained by given the same instrument to 25 respondents who were not part of the selected sample but part of the population (public secondary teachers in Ona Ara Local Government, Oyo State). Their responses were put through to analysis with the use of SPSS and the coefficients gotten were 0.825 and 0.762 respectively for both ISQ and TPCDQ which were adjudged to be higher than the 0.70. This was evident that the instruments were reliably okay and acceptable to carry out the study.

Descriptive statistics of mean and ranking was used to answer the only research question raised, while the formulated hypotheses were tested with the use of inferential statistics of Pearson product-moment correlation statistics at 0.05 level of significance. This was adopted because, the focus of the study was to establish a relationship between the two variables.

## RESULT AND ANALYSIS

**Research Question 1:** Which measure of internal supervision based on this study is mostly adopted and used by supervisors during the supervision exercise?

**TABLE 1**

*Measures of internal supervision adopted and used by supervisors during supervision*

S/N	Items	N	X	Rank
1	Assistance in Adjusting to Challenge	300	2.24	2 <sup>nd</sup>
2	Facilitating Conformance to Policy	300	2.46	1 <sup>st</sup>
3	Initiation of Effective Interaction	300	2.05	3 <sup>rd</sup>
Grand Mean			2.25	

Source: Fieldwork, 2022

Key:  $\bar{X}$  = 1.00-1.59, Low; 1.60-2.5, Average; 2.60-5.00, High

Table 1 presents the mean and standard deviation of the measures of internal supervision that are mostly adopted and used by supervisors during the supervision exercise. According to the analysed data, it was discovered that facilitating conformance to policy has the highest mean score of 2.46 and thus, ranks first among the measures of internal supervision. This implies that facilitating conformance to policy was the measure of internal supervision that was mostly adopted and used by supervisors during the supervision exercise in the study area. This is followed by assistance in adjusting to challenge which ranks second with the mean score of 2.24 while initiation of effective interaction was the least adopted measure of internal supervision by supervisors which ranks third with the mean score of 2.05.

### **Main Hypothesis**

H: There is a significant relationship between institutional supervision and teachers' professional competency development in senior secondary schools in Ona Ara Local Government, Oyo State.



**TABLE 2***Institutional supervision and teacher's professional competency development*

Variable	N	$\bar{X}$	df	Cal r-value	P-value	Decision
Institutional Supervision	300	2.25				
			298	.23	.50	H <sub>1</sub> Rejected
Teacher's Professional Competency Development	300	2.59				

\*Significant P&gt; .05

Table 2 shows that the p-value (0.50) is higher than the significance level (0.05) at 298 degree of freedom. Therefore, the main hypothesis which stated that there is a significant relationship between institutional supervision and teacher's professional competency development in public secondary schools in Ona Ara is rejected and the null hypothesis was retained. This implies that there was no relationship between institutional supervision and teacher's professional competency development in public secondary schools in Ona Ara Local, Oyo State.

***Operational Hypotheses***

H<sub>1</sub>: Assistance in adjustment to challenge is significantly related to teachers' professional competency development in public senior secondary schools in Ona Ara Local Government, Oyo State, Nigeria.

**TABLE 3***Assistance in adjusting to challenges and teacher's professional competency development*

Variable	N	$\bar{X}$	Df	Cal r-value	P-value	Decision
Assistance in Adjusting to Challenges	300	2.24				
			298	.27	.42	H <sub>1</sub> Rejected
Teacher's Professional Competency Development	300	2.59				

\*Significant P&gt;.05

Table 3 shows that the p-value (0.42) is more than the significance level (0.05) at 298 degree of freedom. Therefore, the hypothesis which stipulated that assistance in adjustment to challenge is significantly related to teachers' professional competency development in public senior secondary schools in Ona Ara Local Government, Oyo State is rejected and the null hypothesis was retained. This can be proven that statistically, significant relationship does not exist between assistance in adjusting to challenges and teacher's professional competency development in public secondary schools in Ona Ara Local Governemnt, Oyo State.

H<sub>2</sub>: There is a significant relationship between facilitating conformance to policy and teachers' professional competency development in public senior secondary schools in Ona Ara Local Government, Oyo State, Nigeria.

**TABLE 4***Facilitating conformance to policy and teacher's professional competency development*

Variable	N	$\bar{X}$	Df	Cal r-value	P-value	Decision
Facilitating Conformance to Policy	300	2.46				
			298	.14	.68	H <sub>2</sub> Rejected
Teacher's Professional Competency Development	300	2.59				

\*Significant P&gt; .05

Table 4 shows the calculated r-value of .142 while p-value (0.68) is more than the significance level (0.05). Hence, the hypothesis which stated that there is a significant relationship between facilitating conformance to policy and teacher's professional competency development in public secondary schools in Ona Ara Local Government Area, Oyo State is rejected and the null hypothesis was upheld. According to the result, it could be observed that there was no any significant relationship statistically between facilitating conformance to policy and teachers' professional competency development in public senior secondary schools in Oyo State, Nigeria.

H<sub>3</sub>: Initiation of effective interaction is significantly related to teachers' professional competency development in public senior secondary schools in Oyo State, Nigeria.

**TABLE 5***Initiation of effective interaction and teachers' professional competency development in Ona Ara Local Government Area, Oyo State, Nigeria*

Variable	N	$\bar{X}$	df	Cal r-value	P-value	Decision
Initiation of Effective Interaction	300	2.05				
			298	.28	.40	H <sub>3</sub> Rejected
Teacher's Professional Competency Development	300	2.59				

\*Significant P&gt; .05

Table 5 shows the calculated r-value of .280 while p-value (0.40) is more than the significance level (0.05). Hence, the hypothesis which mentioned that Initiation of effective interaction is significantly related to teachers' professional competency development in public senior secondary schools in Oyo State was rejected and the null hypotheses retained. Statistically as can be deduced from the above table, no significant relationship could be established between initiation of effective interaction and teacher's professional competency development in public secondary schools in Ona Ara Local Government in Oyo State.

## DISCUSSION OF FINDINGS

This section gives detailed discussions of the findings on the research question and hypotheses tested. Finding from Table 1 revealed that facilitating conformance to policy was

the most adopted and used measure of internal supervision used by supervisors during the supervision exercise in Ona Ara Local Government Area, Oyo State. This is expected as compliance with educational policy would go a long way to achieve supervisory objective. This includes preparation of lesson notes, attending to students at the right time, punctuality, etc. Others include assistance in adjusting to challenge and initiation of effective interaction. These measures were adopted during supervision exercise, the supervisor facilitated conformance to policy, they render assistance to schools in adjusting to challenge and also initiated effective interaction between themselves and the supervisees. All these measures were applied averagely, that is, not to a high extent which calls the need for improvement by supervisors who conduct supervision exercise.

Result from the main hypothesis (H) revealed there was no significant relationship between institutional supervision and teacher's professional competency development in public secondary schools in Ona Ara Local Government, Oyo State. This implies that supervision of schools does not influence the teachers' professional competency development in public secondary schools in the study area. This is not unexpected as few individuals amongst supervisors are not qualified to be supervisors and they do not offer any reasonable professional guidance to the teachers being supervised. In addition, all the teachers involved are already experienced because the respondents have at least 5 years experience as teachers. This supported the finding of Hoque et al. (2020) that supervisory practices are not correlated with teachers' performance and attitude. Previous studies found that supervision enables teachers develop their professionalism which is contrary to the current result such as that of Matve (2020) who discovered a significant relationship between instructional supervision competence and teachers' proficiency.

Finding from H<sub>1</sub> showed that there was no significant relationship between assistance in adjusting to challenges and teacher's professional competency development in public secondary schools in Ona Ara Local Government, Oyo State. This implies that providing assistance to teachers in adjusting to challenges is not a determinant for their competencies. The rationale for this may be connected to intermittent supervision in the locale of the study as many schools would not be supervised for three consecutive sessions. The result agreed with the result obtained by Sule (2013) who found out that principal's demonstration strategy of adjusting teachers' challenges does not significantly influence teachers' job performance in secondary schools in Cross River State, Nigeria. In the same vein, the result disagreed with the results obtained by Chidi and Victor (2017) that there was a significant relationship between principals' supervisory techniques and teachers' job performance in secondary schools in Ebonyi State.

Result from H<sub>2</sub> revealed that there was no significant relationship between facilitating conformance to policy and teacher's professional competency development in public secondary schools in Ona Ara Local Government Area, Oyo State. This implies that supervisors facilitating conformance to policy did not correlate with teachers' professional competency. This likely occurred as conformance to policy is already part of teachers' professional ethics which they might have learnt during their schooling days. Furthermore, the quality of most of nowadays supervisors is questionable as many of them focus on bribery rather than carry out their duties dutifully and professionally. Though, the finding opposed the finding of Herdeiro and Silva (2011) whose findings revealed that there was a negative impact of adherence to policy on professional development of teachers.

Finding from H<sub>3</sub> revealed that there was no significant relationship between initiation of effective interaction and teacher's professional competency development in public secondary schools in Ona Ara Local Government, Oyo State. This means that initiating effective interaction by supervisors does not influence the competency of teachers in public secondary schools. According to Tasnim & Akkas (2017), communication skills between

supervisors and teachers are main key for improvement concerning job performance and also for the school success but this current study did not see any relationship between interaction and teachers' professional competency development in the locality of the study. Furthermore, the result disagreed completely with the finding of ..... who opined that effective communication of trainers is an important factor to trainees to become successful in their professional development.

## RECOMMENDATIONS

The following recommendations were given based on the findings of the study:

1. Institutional supervision is a core aspect of school administration for the attainment of educational goals and objectives. The internal and external supervisors should try to adopt regularly the measures of institutional supervision such as assistance in adjusting to challenge, facilitating conformance to policy and initiation of effective interaction for effective supervisory process, teachers' professional competency development and for the attainment of educational goals and objectives.
2. Supervisors should always provide assistance to teachers in the school system which will allow them to adjust to issues encountered in the teaching and learning process e.g classroom control, indiscipline act of students, the use of instructional material etc. for the purpose of improving in their job performance and thereby have impact on students' academic performance.
3. Adherence to policies formulated by the Federal Government of Nigeria (FGN) on the educational system which are highlighted in the National Policy on Education (NPE, 2014) would go a long way in contributing to the educational advancement of the nation. Therefore, supervisors should ensure adequate conformance to policy in such a way that it will influence teacher's professional competency development.
4. One of the reasons many teachers do not like to being supervised is because of the one-way communication system adopted by some supervisors of schools. In order to ensure effective discharge of activities by teachers, supervisors should continuously engage and initiate effective interaction between them and the teachers in the school.

## REFERENCES

- Afianmagbon, B. E. (2007). Clinical supervision and teacher effectiveness in the management of secondary schools in Abia and Imo States. *International Journal of Educational Planning and Administration*, 1(2), 94-107.
- Chidi, N., & Victor, A. A. (2017). Principals' supervisory techniques as correlates of teachers' job performance in secondary schools in Ebonyi State, Nigeria. *Online Submission*, 3(10), 13-22.
- Chikere, C. C., & Nwoka, J. (2015). The systems theory of management in modern day organizations: A study of Aldgate Congress Resort Limited Port Harcourt. *International Journal of Scientific and Research Publications*, 5(9), 1-7.
- Colbert, J. A., Brown, R. S., Choi, S., & Thomas, S. (2008). An investigation of the impacts of teacher-driven professional development on pedagogy and student learning. *Teacher Education Quarterly*, 35(2), 135-154.

- Collie, R. J., & Martin, A. J. (2016). Adaptability: An important capacity for effective teachers. *Educational Practice and Theory*, 38(1), 27-39.
- Comighud, S. M. T., Futralan, M. C. Z., & Cordevilla, R. P. (2020). Instructional supervision and performance evaluation: A correlation of factors. *International Journal for Research in Social Science and Humanities*, 6(4), 1-20.
- Day, C., & Sachs, J. (2004). Professionalism, performativity and empowerment: Discourses in the politics, policies and purposes of continuing professional development. In C. Day & J. Sachs (Eds.), *International handbook on the continuing professional development of teachers* (pp. 3-32). Berkshire, UK: Open University Press.
- Dewi, A. R. S., Fachmi, M., Ilyas, G. B., & Mustafa, H. (2020). *The relationship between discipline and motivation on employee performance through mediation of job satisfaction*. Conference Paper-January 2021 ICAME 2020, October 14-15, Makassar, Indonesia.
- Fasasi, Y. A., & Ijaiya, N. Y. S. (2017). Quality management in education: Fundamentals and anomalies of school supervision and inspection in Nigeria. In R. O. Olubor, A. Y. Abdulkareem, A. T. Alabi and F. Adeyanju (Eds.), *Educational Management* (pp. 152-165). Lagos: Amfitop Books.
- Geringer, J. (2003). Reflections on professional development: Toward high-quality teaching and learning. *Phi Delta Kappan*, 84(5), 373-380.
- Ghavifekr, S., & Ibrahim, M. (2014). Head of departments' instructional supervisory role and teachers' job performance: Teachers perceptions. *Asian Journal of Social Sciences and Management Studies*, 1(2), 45-56.
- Glickman, C. D. (2002). *Leadership for learning: How to help teachers succeed*. Alexandria, Virginia: Association for Supervision and Curriculum Development.
- Gunbayi, I., & Sorm, S. (2020). *Social paradigms in guiding management social development and social research*. Ankara: Pegem Akademi.
- Guskey, T. R. (2000). *Evaluating professional development*. Thousand Oaks, CA: Corwin Press.
- Herdeiro, R., & Silva, A. M. (2011). Education policies and teachers' professional development. In M. A. Flores et al (Orgs), *Conference Proceeding of the 15<sup>th</sup> Biennial of the International Study Association on Teachers and Teaching* (pp. 145-154). Braga: Universidade do Minho.
- Hoque, K. E., Kenayathulla, H. B., Subramaniam, M. V., & Islam, R. (2020). Relationships between supervision and teachers' performance and attitude in secondary schools in Malaysia. *Sage Open*, 10(2). <https://doi.org/10.1177/2158244020925501>
- Ijaya, N. Y. S. (2012). *Management that matters: Key to sustainable education*. The one hundred and thirteenth (113<sup>th</sup>) inaugural lecture. Ilorin: University of Ilorin.
- Ikegbusi, N. G., & Eziamaka, C. N. (2016). The impact of supervision of instruction on teacher effectiveness in secondary schools in Nigeria. *International Journal of Advanced Research in Education & Technology*, 3(3), 12-16.
- Jurasaitė-Harbison, E., & Lex, L.A. (2010). School cultures as contexts for informal teacher learning. *Teaching and Teacher Education*, 26, 267-277.
- Matve, A. D. C. (2020). Instructional supervision competence of public school heads as it correlates to teachers' proficiency. *International Journal of Current Research*, 12(10), 14484-14488.

- Morewood, A., & Bean, R. (2009). Teachers' perceptions of effective professional development activities in a case study school. *College Reading Association Yearbook*, 30, 248-264.
- National Policy on Education (2014). *National policy on education* (6<sup>th</sup> Ed.), Federal Republic of Nigeria. Abuja: NERDC
- Okeke, B. S. (2004). *Teaching in Nigeria: The bureaucracy of professionalism* (2nd Ed.). Port Harcourt: Mercury International Publishing Nigeria.
- Oladimeji, R. M., & Oseni, A. B. (2023). Principals' communication skills and administrative effectiveness in secondary school in Ilorin-West local government area, Kwara State. *Sapientia Foundation Journal of Education, Sciences and Gender Studies (SFJESGS)*, 5(2), 165-172.
- Olorode, O. A., & Adeyemo, A. O. (2012). Educational supervision: Concepts and practice with reference to Oyo State, Nigeria. *The Nigerian Journal of Research and Production*, 20(1), 1-9.
- Picard, K., & Kutsyuruba, B. (2017). Teachers' engagement in professional development: A collective case study. *Educational Policies and Current Practices*, 2(2), 89-100.
- Rahman, F., Jumani, N. B., Akhter, Y., Chisthi, S. H., & Ajmal, M. (2011). Relationship between training of teachers and effectiveness teaching. *International Journal of Business and Social Science*, 2(4), 150-160.
- Robby, D. K., Rugaiyah, R., & Mirza, A. M. (2024). Teacher professional competence development. In *Proceedings of the International Conference on Environmental Learning Educational Technologies (ICELET 2023)*, Advances in Social Science, Education and Humanities Research, 835. [https://doi.org/10.2991/978-2-38476-240-8\\_16](https://doi.org/10.2991/978-2-38476-240-8_16).
- Rothwell, A., & Herbert, I. (2007). Accounting professionals and CPD: Attitudes and engagement—some survey evidence. *Research in Post-Compulsory Education*, 12(1), 121-138.
- Selvi, K. (2010). Teachers' competencies. *International Journal of Philosophy of Culture and Axiology*, 7(1), 167-176.
- Sergiovanni, T. J., & Starratt, R. J. (2002). *Supervision: A redefinition*. New York: McGraw-Hill Companies.
- Strahan, D. (2003). Promoting a collaborative professional culture in three elementary schools that have beaten the odds. *Elementary School Journal*, 104(2), 127-146.
- Sule, M. (2013). The influence of the principal's supervisory demonstration strategy on teachers' job performance in Nigeria secondary schools. *IOSR Journal of Humanities and Social Science*, 11(1), 39-44.
- Suryadi, A. P., & Wahyudi, M. (2009). The effect of supervision, self-efficacy toward teachers' effectiveness state junior high school in Jakarta. *International Journal of Advanced Research*, 7(5), 1376-1381.
- Tasnim, M. & Akkas, A. (2007). Impact of supervisory communication skills on employee job satisfaction: A case study on KIA Motors. *European Journal of Business and Management*, 9(6), 82-91.
- Toshtemirovich, R. Z. (2019). Development of professional competence of educator. *European Journal of Research and Reflection in Educational Sciences*, 7(10), 99-106.

Tucker, P. D. (2001). Helping struggling teachers. *Educational leadership: Journal of the Department of Supervision and Curriculum Development*, 58(5), 52-55.

Tyagi, R. S. (2010). School-based instructional supervision and the effective professional development of teachers. *A Journal of Comparative and International Education*, 40(1), 111-125.

William, R. S., & Edward, S. (2011). *Never be late again* (1st Edition). California

Yalokwu, P. O. (2012). *Fundamental of management*. Bariga: Peak publishers.

Yukl, G. (2010). *Leadership in organizations*. Upper Saddle River, New Jersey: Prentice Hall.