

Impact of instructional supervision on skills acquisition and job creation tendency among students in public secondary schools in Calabar Metropolis: Implication for economic recovery

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Abstract

Youth unemployment in Nigeria has increased significantly in recent times resulting in increased frustration and crime. Cross River State being a centre of tourism in Nigeria has a number of unemployed youths. Among them are graduates of secondary schools who lack the skills to explore opportunities in their immediate environment, become job creators instead of chasing scarce white collar jobs. This is an indication that secondary education established to among other things equip students with skills for survival, has not been fully attained. It is against this background that this study investigated the Impact of Instructional Supervision on Skills Acquisition and Job Creation Tendency among Students in Public Secondary Schools in Calabar Metropolis: Implication for Economic Recovery. Two research questions and two null hypotheses guided the study. Ex-post facto design was adopted for study. The population was 4,379 students while 500 students were sampled for the study using purposive sampling technique. Data collection was done using a 30-items questionnaire titled “Instructional Supervision, Skills Acquisition and Job Creation Tendency Questionnaire (ISSAJCTQ).” Its validation was determined by experts in Educational Management, and Test Measurement and Evaluation, while its reliability was established using Cronbach alpha technique with a coefficient range of .82, .86, and .89, respectively. Simple linear regression was employed in testing the null hypothesis at 0.05 level of significance and 480 degree of freedom. The findings of the study revealed that instructional supervision have a significant impact on skills acquisition and job creation tendency among students in public secondary schools in secondary schools in Calabar metropolis, Cross River State, Nigeria. It was recommended among others that teachers should engage in professional development opportunities to enhance their instructional delivery, and guide the students in acquiring useful skills for self-reliance and job creation.

Keywords: Instructional Supervision, Skills Acquisition, Job Creation, Economic Recovery

1. Introduction

Throughout the world, governments have recognized that entrepreneurship can lead to economic growth, job creation, international competitiveness, and technological advancement. In Nigeria, the National Policy on Education (Federal Republic of Nigeria (FRN), 2004), stated that education in Nigeria is an instrument “par excellence” for effecting national development. According to the policy, one major goals of establishing secondary education is to prepare the individual for useful living within the society. This involves equipping students with entrepreneurial skills and fostering an entrepreneurial mindset in students to help them thrive and contribute to economic development of the nation.

Skill acquisition is the process of learning and developing specific abilities, often through practice and experience. Entrepreneurial skill consists of effective utilization of ideas, information and facts that help a learner develop competencies needed for firm career commitments such as setting up business, marketing, services or being productive, wealth creators, employers of labor and self-reliant thereby contributing in nation building (Nwoye, 2012). Secondary education in Nigeria is set up primarily to attain among other objectives, the preparation of the individual for useful living within the society (Federal Republic of Nigeria (FRN), 2004). Secondary school graduates are expected to gain knowledge of the curriculum and also possess practical skills that will assist them to engage in business activities and compete effectively for success. The school curriculum is expected to cover a range of areas, including: farming skills such as fish farming, poultry management, piggery management, and snail and mushroom farming; skills related to the production of items such as soap, cream, paint, toothpaste, shoe polish, and air fresheners; skills in computer maintenance, software

applications, computer networking, and intercom networking; kills in shoe and bag making, fashion designing, hat and bead making; skills in ice cream production and packaging, graphic designing, recharge card printing, and other aspects of book binding, among others.

Aside from providing an entrepreneurship curriculum, there are several other activities that can be done to enhance entrepreneurship skills acquisition in secondary schools. Okojie (2008), Osibanjo, (2006) and Ememe (2011), identify these activities to include: establishing entrepreneurship development centers, introducing networking events through workshops, seminars, symposia, lectures, and stakeholders where ideas can be shared, identifying entrepreneurship business opportunities, conducting industrial visits and excursions for on-site field trips, ensuring students master at least one vocation for self-reliance, and setting up a career/entrepreneurship center for counseling and guidance on post-graduation career paths. These activities aim to foster a comprehensive and practical understanding of entrepreneurship among students. By equipping secondary school graduates with these practical skills, they will be well-prepared for various business opportunities thereby creating meaningful employment for themselves and others.

Job creation is crucial to the progress of any economy and has become an urgent national priority following the recent financial crisis. Job creation refers to the generation of new job opportunities within an economy, contributing to increased levels of employment and reduced unemployment rates. The job category highlighted in this study pertains to entrepreneurial positions. An entrepreneurial job is a self-established role where individuals apply their efforts directly to creating and managing a business (David, 2017). It conveys the idea that employment opportunities emerge in response to specific events or circumstances. Conceptually, it stands in proactive contrast to unemployment. Hence, job creation involves generating new possibilities for paid employment, particularly for individuals currently without a job.

The massive unemployment which has become a breeding ground for anti-social vices remains one major challenge confronting the Nigerian government and every sector of the economy today. Research articles and reports consistently depict a bleak picture of the unemployment situation in Nigeria. For instance, Oteh (2009) cited a World Bank Report that revealed only one in every ten (10) Nigerians secure a job upon graduation. Additionally, Obisesan (2010) quoted another World Bank Research indicating that 80% of Nigerian graduates lack the necessary skills for employment. Thus, there is no denying the fact that there is apparent economic depression in the midst of the so-called oil boom in Nigeria.

More so, statistics have shown that over sixty percent of the Nigerian population is made up of young people below the age of 35 and about eighty percent of these youths are unemployable, unemployed, or under-employed. This has led many observers to predict that the youthful population of Nigeria is like a ticking time bomb waiting to explode (National Bureau of Statistics, 2016). Additionally, with over 306 degree-awarding institutions and an annual enrollment of 2 million, Nigeria produces about 600,000 graduates every year into the already saturated job market is, making it difficult for even the best graduates to find employment (The Vanguard, 17th Dec, 2019; Joint Admission and Matriculation Board, 2020). The high rate of unemployment in Nigeria has negatively impacted the nation's human development indices (HDI), including quality of life, literacy, healthcare, and life expectancy (United Nations Development Programme (UNDP), 2020). It was reported that between 2007 and 2017, youth unemployment in Nigeria increased from 9.85% to 13.41% (Nigeria Bureau of Statistics, 2016; Statista, 2021). No doubt, the number has significantly increased.

Interestingly, various governmental and non-governmental organizations have initiated policies through support agencies, such as National Directorate for Employment (NDE), the National Poverty Eradication Programme (NAPEP), Small and Medium Enterprises Development Agency (SMEDAN), National Office for Technology Acquisition and Promotion (NOTAP), Raw Materials and Development Council (RMDC), among others, to address the problems of unemployment among Nigerian citizens (Olayinka, 2010; Emmanuel et al., 2012). Similarly, the inclusion of entrepreneurship education in the curriculum of Nigerian school was to curb unemployment among Nigerian youths. These aforementioned strategies were initiated with the hope to unlock the economic potentials of the people, and positively impact the national economy.

Therefore, it is expected that at the completion of that level of education, the individual will be able to be useful to himself, the family and the society in terms of self-reliance. However instead of acquiring those skills that will enable the goal accomplishment, it is seen the other way round. Nigerian secondary education over the years has not been able to produce graduates that have the ability commensurate with the broad aim of secondary education as stipulated in the National Policy on Education. Obona, Andeshi and Udang (2023) noted that most secondary school graduates are without requisite skills and competencies for effective living as members of the wider society. According to the researchers, this has been one of the major causes of the increasing unemployment index in Nigeria.

The problem of growing youth unemployment often resulted to frustration, dejection, and even death, (Lukas, Alaka and Odozi, 2014). For example, the year, March 15, 2014, will forever be ingrained in the memory of Nigeria's youth unemployment history. It was a tragic day when approximately 500,000 young graduates from various backgrounds gathered at five different centers across the country to take an aptitude test for only 4,556 available government jobs (Ajijah & Isine, 2014 cited in Amuda, Zubairu, Ibrahim & Maitala, 2019). Unfortunately, stampedes occurred at the centers, resulting in the tragic loss of 16 lives. These individuals had their hopes for a better future shattered (VOA News, 2014). This incident highlighted the fact that youth unemployment in Nigeria not only leads to social problems but also to the loss of promising lives (Okoh, 2014; Akanle & Omotayo, 2019; Chinwokwu & Michael, 2019). Additionally, Ojeaga and Owolabi (2011) lamented that Nigeria is facing a major problem of graduate unemployment. Eton and Omorobi (2021) noted that over 65% of graduate lack appropriate mindset to face the challenges in the labor market.

It is disheartening at times to see these able bodied young boys and girls at such places as motor parks, busy road junctions and bus stops and such other socially deprived areas. These youths become easy target for recruitment by politicians as touts and party thugs. The situation has continued to generate varied concerns over the failure of the education system to avail them appropriate entrepreneurial skills to enable them become entrepreneurs.

Considering the above, Ekere and Ekere (2012) blamed the situation on the failure of the nation's entire education system and highlights a significant mismatch between the education received by Nigerian graduates and the requirements of government agencies, private industrial establishments, and other employers. Researchers Oluseyi & Elegbede (2012) lamented the defective manpower planning strategy, high expectation of Nigerian graduates and graduates attitude to some type of jobs. In the words of Undiyaundeye and Otu (2015), the individual struggle hard through any means to attain the "golden fleece" which is the certificate rather than the knowledge and skills which should make them self-reliant. However, aside the curriculum, which places too much emphasis on the value of certificates rather than the

acquisition of entrepreneurial skills required for job creation, researchers felt that the problem may be associated with poor instructional supervision in schools. Efficient instructional supervision can help students focus on acquiring knowledge and skills, enabling them to explore their surroundings, become more creative, and develop self-reliance.

Supervision of instructional is an important tool for schools as it helps them in ensuring that their vision and mission are achieved by supervising, training, and empowering teachers so that they can create valuable experiences for their students. To produce 21st-century graduates, the schools then must be able to adapt instructional supervision along this line. In the words of Udeozor (2004) as cited in Manolito and David (2021), “the extent to which the school’s objectives are meaningfully realized depends on the ability and the capacity of the school to sincerely utilize teachers’ supervision to pave the way for effective teaching-learning process, and meet the felt needs and interest of the learners.” Against this background, the literature review showed several issues in instructions supervision noted by some authors.

Instructional supervision and skills acquisition

Instructional supervision is part of educational management. There are various frameworks of educational supervision such as clinical, peer coaching, and developmental supervision. Glickman, Gordon, and Ross-Gordon (cited in Chen, 2018) developed a framework of instructional supervision where they set out the five supervisory tasks of the principal that includes action research, direct assistance, group development, curriculum development, and professional development. Instructional supervision is aimed at promoting teachers’ professional growth, curriculum improvement, and the enhancement of teaching techniques. It involves interactive and democratic relationships between teachers and the students (Okendu, 2012). According to Ifedili (2015), instructional supervision involves studying and improving the conditions that affect student learning and growth, as well as enhancing the teacher’s ability to deliver effective teaching. Instructional supervision enables both teachers and students to respond to the curriculum. It facilitates the implementation of educational goals and supports overall improvement in teaching and learning practices. Nakpodia (2011) opined that modern instructional supervision focuses on creating a conducive teaching-learning environment for teachers and learners. Hence, effective supervision helps teachers develop their teaching skills, while inadequate supervision instruction will have negative impact on student performance and of course hinder the attainment of set educational goals and objectives.

In a study, Awandia (2023). investigated the influence of teaching practice supervision on student teachers’ skills acquisition in government teachers training colleges in South West Region of Cameroon. The research design for this study was survey. The target population of this study was 887 students and teachers of government teacher training colleges that are functioning effectively in the South West Region of Cameroon. The accessible population of this study was drawn from five teacher training colleges consisting of 285 class three students and 167 teachers teaching class three. The sample size of this study was 90; comprising of 80 students and 10 teachers. The simple random and purposive sampling techniques were used to select the sample size. The instruments used for data collection were questionnaire for students and interview guide for cooperating teachers. Data collected were analysed using both descriptive and inferential statistics. Data from student teacher questionnaire were analysed using Pearson's product moment while thematic analysis was used to analyse data collected from the interview guide. The findings revealed that supervisors have a positive influence on student teachers’ skills acquisition in government teacher training colleges in South West Region of Cameroon.

In their study, Uchendu, Akuegwu and Nwafor (2016) investigated the composite and relative effect of some school variables on students' acquisition of employability skills in secondary schools in Calabar Metropolis, Cross River State. Ex-post facto research design was adopted for the study. One research question was posed and one null hypothesis formulated to guide the study. Stratified random sampling technique was used to select the sample of four hundred (400) from population of three thousand, three hundred and seventy nine (3,379) senior secondary (SS3) students schooling in twenty-two public secondary schools in the study area. Data was collected using researchers' designed 30- item research instrument titled "School Variables and Employability Skill Acquisition Questionnaire" (SVESAQ). The obtained data were analyzed using multiple regression. Results obtained revealed the composite effect of some school variables studied; teachers attitude to work, teaching effectiveness of teachers, teachers-students interpersonal relationship, classroom climate and curriculum implementation strategies to be significant on students' employability skill acquisition. Each of the variables also showed relative significant effect on students' employability skills acquisition.

Similarly, the findings of Allida, Ollela, Ogwari, and Minka (2018) confirmed that instructional supervision entails that the principal should conduct a "closer, periodic and continual internal supervisory practice" so that the school meets its objectives. The researchers also that emphasized the need for regular classroom observation which they said should not be done only when there is a need. In the same vein, Udofia, Ekpo, Nsa and Akpan (2012) studied some instructional variables and students' acquisition of employability skills in vocational education. They collected data from 120 students as the study sample. The interpretation from the analysis revealed that there is significant relationship between; teacher's quality, teachers teaching method and students acquisition of employable skills.

Okolocha, John-Akamelu and Muogbo (2020) examined the effect of skill acquisition programme on youth employability in Nigeria. The population included undergraduate, graduates, post graduate students and individuals in Anambra State. The main instrument used was the structured questionnaire. 100 respondents were randomly selected from different local governments in Anambra State. Findings revealed that lack of quality skilled trainers, acute shortage of facilities, inconsistent follow up are problems facing skills acquisition employment in Nigeria. Based on the premises of the findings it was recommended that teachers require professional skills development abilities, competence, years of experience through understanding of the subject matter and effective involvement of the student in the instructional delivery.

Instructional supervision and job creation

Supervision of instruction is paramount for successful acquisition of practical skills by students which is essential and part of the solutions to positively address youth unemployment. The need for successful acquisition of practical skills in the present society where unemployment saga is obvious requires proper supervision of students. Ogwa and Elisha (2015) opined that it is necessary to re-engineer the practical skills instructional supervision to ensure the reduction of youth unemployment. Effective instructional supervision in educational systems enhances teaching and learning, contributes to the development of a skilled workforce, and prepares students for the job market. This, in turn, positively impacts job creation, fostering economic productivity and innovation. Investing in instructional supervision becomes a strategic component in national economic recovery, supporting both educational outcomes and sustained economic growth.

In their study, Eton and Omorobi (2021), examined the management of entrepreneurship education programmes and job creation tendency among students in

universities in Cross River State. To achieve the objective of the study, four hypotheses were developed. The descriptive survey research design was used for the study, 7,862 and 1658 students offering entrepreneurship education was population and sample for the study respectively. An instrument titled Management of Entrepreneurship Education Programmes and Job Creation Tendency Questionnaire (MEEPJCTQ) was used for data collection. It was validated by three expert and its reliability was established through the Cronbach's alpha method. Pearson product moment correlation and multiple linear regression analysis were used to analyse the data collected. The results of the study reveals that there is a significant relationship between all variables of management of entrepreneurship programmes and job creation tendency among students.

In another study Nzokurum (2023) investigated the management of innovative basic education method for job creation in Rivers State. Two objectives and two research questions in line with two corresponding null hypotheses were formulated to guide the study. The study adopted a descriptive survey design with a population of the 278 junior public secondary schools across the 23 Local Government Areas in Rivers State. A stratified random sampling technique was used to draw a sample size of 125 principals from the population. A self-designed questionnaire titled: "Management of Innovative Basic Education Method for Job Creation Questionnaire (MIBEMJCQ)" was used for data collection. Scoring was done on a modified 4 point likert type scale of Strongly Agree (SA) = 4 points, Agree (A) = 3 points, Disagree (D) = 2 points and Strongly Disagree (SD) = 1 point. Test-retest technique was used to determine the reliability of the study. Reliability index of 0.69 was computed using Pearson Product Moment Correlation Coefficient which is high, reliable and adequate for the study. The mean and rank order were used in answering the research questions while z-test statistics was used in testing the hypotheses at 0.05 level of significance. The findings revealed amongst others that instructional supervision and team teaching are innovative basic education method for job creation in Rivers State.

Today, secondary educational institutions are expected to produce graduates that possess the twenty-first century skills such as critical thinking, digital literacy, and problem-solving. As such, educational institutions need to create an academic environment that will foster the development of these competencies in students. The acquisition of entrepreneurship skills among secondary school students holds the potential to empower students with the tools and mindset needed to become job creators, subsequently mitigating unemployment rates and fostering positive economic impact at both the state and national levels.

2. Statement of the problem

One of the key goals of secondary education in Nigeria is the preparation of the individual for useful living within the society (Federal Republic of Nigeria (FRN), 2004). In line with this, secondary school graduates are expected to be equipped with knowledge of the curriculum and also possess practical skills that will assist them to become self-reliant and job creators upon leaving schools. Unfortunately, it is observed that most of these graduates who fail to secure admission into higher institutions are neither able to secure jobs or stand on their own. This is because they fail to acquire relevant practical skills in fish farming, poultry management, snail and mushroom farming; skills related to the production of items such as soap, cream, paint, toothpaste, shoe polish, and air fresheners; skills in computer maintenance, software applications, computer networking, and intercom networking; kills in shoe and bag making, fashion designing, hat and bead making; skills in ice cream production and packaging, graphic designing, recharge card printing, among others, that will enable them to become job creators and wealth creators to improve the economy. It is quite disheartening at times to see

these promising youths become restive and idle, unable to initiate self-employment to solve their personal problems.

In spite of the effort made by Government and non-governmental organizations to initiate policies through support agencies, such as National Directorate for Employment (NDE), the National Poverty Eradication Programme (NAPEP), Small and Medium Enterprises Development Agency (SMEDAN), among others, to ensure that newly graduated students become self-reliant and prepare for them a future which will in turn devoid the economy of miscreants, many graduates who could not afford higher education are seeing roaming about the streets searching for job opportunities. This situation is worrisome because many of these job seekers end up depending on their parents who have invested in them with the hope that, they will get back the dividends of their investments. This cankerworm of unemployment which has eaten deep into the fabric of the Nigerian society must be reversed without delay to avert national crisis.

Despite the fact that there are entrepreneurial skills implicit in the secondary schools' curriculum, it seemed that the students are not sufficiently exposed to and supervised to acquire the requisite entrepreneurial skills that would enable them to become job creators. Therefore, the researchers curiously ask: what is the impact of instructional supervision on skills acquisition and job creation tendency among students in public secondary schools?

3. Purpose of the study

The study investigated the impact of instructional supervision on skills acquisition and job creation tendency among students in public secondary schools: implication for economic recovery. Specifically, the study investigated the:

- i. Impact of instructional supervision on skills acquisition among students in public secondary schools in Calabar metropolis, Cross River State.
- ii. Impact of instructional supervision on job creation tendency among students in public secondary schools in Calabar metropolis, Cross River State.

4. Statement of hypotheses

The study was guided by the following null hypotheses:

- i. There is no significant impact of instructional supervision on skills acquisition among students in public secondary schools in Calabar metropolis, Cross River State.
- ii. Instructional supervision does not have any significant impact on job creation tendency among students in public secondary schools in Calabar metropolis, Cross River State.

5. Scope and significance of the study

Geographically, the study is delimited to secondary schools in Calabar Metropolis Cross River State which comprised two local government areas, namely, Calabar Municipality and Calabar South. This is to enhance adequate accessibility of the areas to the researchers. The study variables were delineated to the following instructional supervision as the independent variables. The impact of the independent variables were determined on skills acquisition and job creation tendency of students' which is the dependent variable. The study's findings may be relevant to education policymakers, school administrators, teachers, parents, and stakeholders. The recommendations may provide the need for favorable policies to provide essential school resources, enabling effective instructional supervision and the development of employability skills in students. The findings may offer insights for school administrators and

teachers to enhance their supervision roles, ensuring students acquire necessary skills for job creation. Additionally, parents and education stakeholders may be encouraged to provide support, including donations, to facilitate the provision of facilities for effective instructional supervision and the achievement of educational goals aimed at producing well-skilled individuals.

6. Limitation of the study

A limitation faced during the study was the researchers' inability to determine the extent of exaggeration or sincerity in the response options provided by respondents. This challenge arose because the data collection method solely relied on the use of questionnaires.

7. Research methodology

The research design adopted was Ex-post facto since the incidence of the study had occurred and the researcher did not manipulate the independent variables to determine their effect on the dependent variable. The study was carried out in Calabar, Cross River State which is located at South-South geo political zone of Nigeria. Specifically, two out of eighteen (18) local governments in the state, which are Calabar Municipality and Calabar South, was used for the study. The population of the study comprised four thousand, three hundred and seventy nine (4,379) senior secondary (SS3) students from twenty-four public secondary schools in the two local government areas, sixteen in Calabar Municipality and eight in Calabar South local government area respectively. Purposive sampling was used to select five hundred students (500) as the study sample. This includes two hundred and fifty (250) students from secondary schools in each of the local government for equal representation of the study population. The instrument used for data collection was 30-items research questionnaire titled "Instructional Supervision, Skills Acquisition and Job Creation Tendency Questionnaire (ISSAJCTQ)."

Responses to Section A were used to determine the demographic characteristics of the respondents, while section B provided information on instructional supervision, skills acquisition and job creation tendency. The validity of the instrument was determined by two experts in test, measure and evaluation and one educational management specialists from the University of Calabar. The experts evaluated the instrument for both face and content validity. Each of the experts separately provided their observations. All irrelevant items were either modified or dropped. The researchers were giving suggestions that guided the final preparation of the draft copy of the instrument. Cronbach alpha reliability method was used to ascertain the internal consistency of the instrument. For instructional supervision, skills acquisition and job creation tendency, the reliability coefficient results were .82, .86, and .89, respectively.

To collect data for the study, the researchers visited the schools with copies of the questionnaire. They first obtained permission and consent to administer the questionnaire from the school management and respondents. With the aid of 3 research assistants who were educated on the objectives of the study, copies of the instrument were successfully administered on the respondents. Copies of the instrument were self-administered by the researchers and the respondents were properly guided on the method of completion.

After some time, the researchers went round to retrieve the questionnaire copies from the respondents. Five hundred questionnaire copies administered were all successfully retrieved signifying 100% return rate. In preparing the data collected for statistical analysis, a coding schedule was designed. The scoring was: Strongly Agree (SA) = 4 marks, agree (A) = 3 marks, Disagree (D) = 2 marks and Strongly Disagree (SD) = 1 mark for all positively worded questions. The researchers also reversed the points awarded for all negatively worded items. Next, data collected were subjected to statistical analysis. They hypotheses were tested at .05

level of significance, using simple linear analyses of statistical package for social science (SPSS) version 26 for data analysis. The results were presented in their respective tables.

8. Results

Hypothesis 1

There is no significant impact of instructional supervision on skills acquisition among students in public secondary schools in Calabar metropolis, Cross River State.

The two variables in this hypothesis are instructional supervision and skills acquisition among students in public secondary schools. Simple Linear Regression analysis was used to test the hypothesis and the result of the analysis is presented in Table 1. Table 1 showed that instructional supervision have a significant impact on skills acquisition among students in public secondary schools in Calabar metropolis Cross River State as shown by the simple linear regression coefficient (R) of .906 and a coefficient of determination (R^2) of .820 obtained. The R^2 ($R^2=.820$) meant that the variable of instructional supervision contributed 82% of the total variance in skills acquisition among students in public secondary schools in Calabar metropolis, Cross River State while the remaining percentage score 18% was predicted by other extraneous factors outside instructional supervision. This showed that the independent variable (instructional supervision) have significant impact on the dependent variable (skills acquisition among students), $F_{2273.022}$, p (.000) <.05. Referring to the coefficients in table 1, the unstandardized coefficient for instructional supervision is .880. This meant that for every point increase in skills acquisition among students, there is .880 increase in instructional supervision scores from the questionnaire instrument used. Based on this result, the null hypothesis which stated that instructional supervision does not have any significantly impact on skills acquisition among students in public secondary schools in Calabar metropolis, Cross River State, was rejected.

Table 1: Summary of simple linear regression analysis showing the impact of instructional supervision on skills acquisition among students in public secondary schools in Calabar Metropolis, Cross River State. (N=500)

Anova ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	3104.121	1	3104.121	2273.022	.000 ^b
	Residual	680.087	498	1.366		
	Total	3784.208	499			

*Significant $p < .05$; $R = .906$; $R^2 = .820$; Adj. $R^2 = .820$

Coefficients ^a					
Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t
1	(Constant)	1.781	.289		6.163
	Instructional supervision	.880	.018	.906	47.676

a. Dependent Variable: Skills acquisition

b. Predictors: (Constant), Instructional supervision

Hypothesis 2

Instructional supervision does not have any significant impact on job creation tendency among students in public secondary schools in Calabar metropolis, Cross River State. The two variables in this hypothesis are instructional supervision and job creation tendency among students in public secondary schools. Simple Linear Regression analysis was used to test the hypothesis and the result of the analysis is presented in Table 2. Table 2 showed that instructional supervision has a significant impact on job creation tendency among students in

public secondary schools in Calabar metropolis Cross River State as shown by the simple linear regression coefficient (R) of .930 and a coefficient of determination (R^2) of .864 obtained. The R^2 ($R^2=.864$) meant that the variable of instructional supervision contributed 86.4% of the total variance in job creation tendency among students in public secondary schools in Calabar metropolis, Cross River State while the remaining percentage score 13.6% was predicted by other extraneous factors outside instructional supervision. This showed that the independent variable (instructional supervision) has significant impact on the dependent variable (job creation tendency), $F_{3165.996}$, p (.000) <.05. Referring to the coefficients in table 2, the unstandardized coefficient for instructional supervision is .868. This meant that for every point increase in skills acquisition among students, there is .868 increase in instructional supervision scores from the questionnaire instrument used. Based on this result, the null hypothesis which stated that instructional supervision does not have any significantly impact on skills acquisition among students in public secondary schools in Calabar metropolis, Cross River State, was rejected.

Table 2: Summary of simple linear regression analysis showing the impact of instructional supervision on job creation tendency among students in public secondary schools in Calabar metropolis, Cross River State. (N=500)

Anova ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3024.765	1	3024.765	3165.996	.000 ^b
	Residual	475.785	498	.955		
	Total	3500.550	499			

*Significant $p < .05$; $R = .930$; $R^2 = .864$; Adj. $R^2 = .864$

Coefficients ^a					
Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t
1	(Constant)	1.957	.242		8.098
	Instructional supervision	.868	.015	.930	56.267

a. Dependent Variable: Job creation tendency

b. Predictors: (Constant), Instructional supervision

9. Discussion

The findings of hypothesis one revealed that instructional supervision have a significant impact on skills acquisition among students in public secondary schools in Calabar metropolis, Cross River State. The position of this finding is expected due to the important role supervision plays generally in any school system. When students are taught and properly supervised, they will be adequately equipped with useful skills that will help them to become productively engaged, afford the basic necessities of life, thus, crime rate will reduce. This will enable the government to concentrate on more on building and developing infrastructures for the good of the economy instead of channeling funds to fight crime as it is happening today. The finding is in agreement with the submissions of Okendu (2012) who stated that instructional supervision involves interactive and democratic relationships between teachers and students. The finding agrees with that of Udofia, Ekpo, Nsa and Akpan (2012) who studied some instructional variables and students' acquisition of employability skills in vocational education. They collected data from 120 students as the study sample. The interpretation from the analysis revealed that there is significant relationship between; teacher's quality, teachers teaching method and students acquisition of employable skills.

The findings also corroborates that of Awandia (2023) who investigated the influence of teaching practice supervision on student teachers' skills acquisition in government teachers

training colleges in South West Region of Cameroon. The findings revealed that supervisors have a positive influence on student teachers' skills acquisition in government teacher training colleges in South West Region of Cameroon. This implies that efficient supervision of instruction can promote a learning environment that enhances acquisition of practical skills, thus contributes to preparing students for job creation.

The findings of hypothesis two revealed that instructional supervision have a significant impact on job creation tendency among students in public secondary schools in Calabar metropolis, Cross River State. This finding does not come as a surprise because the school administrators conduct periodic and continual internal supervision of the teachers with the aim of meeting the school objectives. This motivated the teachers to provide targeted guidance, skills development, and mentorship, to the students. These guidance, mentorship, and skill development provided through supervision, equipped the students with the necessary capabilities and qualifications sought by employers, thereby enhancing their prospects for employment and contributing to job creation. The finding aligns with that of Eton and Omorobi (2021) who examined the management of entrepreneurship education programmes and job creation tendency among students in universities in Cross River State. The results of the study revealed a significant relationship between all variables of management of entrepreneurship programmes and job creation tendency among students. This finding is in tandem with the view of Ogwa and Elisha (2015) who revealed that it is necessary to re-engineer the practical skills instructional supervision to ensure the reduction of youth unemployment. The implication is that, effective instructional supervision in educational systems enhances teaching and learning, contributes to the development of a skilled workforce, impacts job creation tendency among students, and foster economic productivity. Thus, instructional supervision becomes a strategic component in national economic recovery, supporting both educational outcomes and sustained economic growth.

10. Conclusions

The study investigated the impact of instructional supervision on skills acquisition and job creation tendency among students in public secondary schools **in Calabar metropolis, Cross River State**: implication for economic recovery. It adopted a quantitative research methodology to assess the role of school administrators and teachers on the subject matter. The study concluded that there is a positive significant impact of instructional supervision on skills acquisition and job creation tendency among students in public secondary schools. The implications of the finding is that when students acquire pertinent skills through focused guidance and mentorship, it not only enhances their potential for job creation but also contributes to a workforce that is better equipped to meet the demands of a changing economy. Consequently, efficient instructional supervision can play a pivotal role as a catalyst in rebuilding the local economy.

11. Recommendations

Arising from the findings of the study, the following recommendations are made:

1. The school principal should ensure regular monitoring and support of teachers for effective instructional delivery.
2. Teachers should actively engage in professional development opportunities to enhance their instructional delivery, and guide the students in acquiring useful skills for self-reliance and job creation.

3. The government should encourage prominent business entities and companies to actively participate in training secondary school graduates on business establishment, offering them soft loans upon completion of the training.

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