

ICT-Aided Supervision and Teachers' Job Performance in Secondary Schools in Calabar Education Zone of Cross River State, Nigeria.

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Abstract

This study aimed at determining the relationship between ICT-aided Supervision and Teachers job Performance in Secondary Schools in Calabar Education Zone, Cross River State, Nigeria. Two sub-variables were used to state the purpose of the study, research questions and statement of hypotheses. The population of the study consist of two thousand, nine hundred and thirty three teachers (2,933) in eighty-nine (89) public secondary schools in Cross River State. Stratified sampling technique was used in this study. A sample size of seven hundred and three (703) teachers were selected and used for the study. Instrument titled; Information and Communication (ICT)- aided Supervision and Teachers Job Performance Questionnaire (ICTASTJPQ) was used for data collection. The instrument was validated by two experts in test and measurement. A reliability estimates of 0.78 and 0.86 was obtained using Cronbach alpha reliability estimate. Simple linear Regression was used for data analysis. The results of these findings revealed that there is a significant prediction of Closed-Circuit Television, Internet Facilities, Video- Conferencing and use of computers with teachers Job Performance. There was also a significant joint prediction of ICT-aided supervision with teachers Job Performance. Summary and implication to this study were made based on the result obtained from this study. It was recommended therefore that school principals should ensure the use of CCTV primarily for safety, classroom management and enhancing teaching practices and not for micromanaging teachers. When used thoughtfully, CCTV can contribute to enhanced teacher's performance, better classroom management and improved overall outcomes.

Keywords; ICT- based Supervision, teachers job performance, Classroom management instructional supervision.

Introduction

The study of teachers' job performance in secondary schools often explores factors that influence teacher's effectiveness and commitment to their roles, which in turn affect student learning and overall school performance. Poor job performance among teachers in Secondary Schools is a multifaceted issue that can have significant repercussions on students' academic outcomes, school reputation, and overall educational quality. Various factors can contribute to poor Job performance, often rooted in personal, institutional, and systematic challenges. Teachers' job performance encompasses a range of behaviors and outcomes related to their duties including lesson planning, classroom management, instructional delivery and student assessment. High levels of teacher's performance are crucial for improving student's outcomes, promoting student engagement and supporting overall educational quality. According to Mbon & Okoi (2019), effective teaching is strongly linked to protective student's achievement and engagement outcomes, reinforcing the need to support and evaluate teacher performance systematically.

Poor teacher performance has significant consequences for student learning and engagement. According to Odigwe & Okoi (2017) student tangle by low performing teachers are more likely to experience lower academic outcomes and disengagement. This can be particularly concerning in low income and high needs schools, where students already face additional challenges. The relationship between teacher effectiveness and student achievement underscores the importance of addressing performance issues promptly (Odigwe & Okoi, (2020), Obeten, Igligli, Ategwu and Unung (2025).

Multiple factors can contribute to poor job performance including burnout, lack of administrative support, inadequate professional development, and low job satisfaction. Research by Sule & Okoi (2020) emphasizes that stress, large class sizes, and insufficient resources are major contributors to teacher burnout, which can lead to a decline in job performance. Furthermore, lack of autonomy in the classroom and pressure from standardized test are cited as significant stressors, contributing to teacher's disengagement and reduced effectiveness, Okoi & Ofem (2024).

Schools and educational policies play a role in influencing teacher performance. Inflexible policies, lack of access to professional development, and limited support systems can hinder teacher's ability to perform effectively, Okoi, Omini & Ameh (2024), Lanermann & Konig, (2020). For example, rigid assessment and evaluation criteria may increase pressure on teachers, leading to job satisfaction and reduced job performance over time. These policy related factors suggest that system wide change is often necessary to improve conditions that enable teachers to perform effectively. Addressing poor teacher performance requires a multifaceted approach, including targeted professional development, mentorship programmes, and stress management support (Obeten, Unamba, Edeh & Echip, 2024).

ICT aided supervision in schools refers to the use of information and communication technology tools to enhance the supervision and mentoring of educational processes, school management and overall student learning. ICT tools such as software platform, mobile applications and data management systems have transformed traditional supervisory roles by providing more effective data driven and accessible way to monitor and support schools' activities. According to Okoi, Okpa, Ekaette & Igbinweka (2013) ICT tools allow supervisors and administrators to track student attendance, teacher's performance and academic progress more efficiently. ICT tools also helps in improving communication. Digital tools facilitate communication between teachers, administrators, parents and students, platforms like learning management systems (LMS) and messaging apps allow seamless information sharing, quicker responses to issues and better support for student learning and teacher development, Okoi & Inah (2024).

The use of information and communication technology (ICT) in educational supervision has become crucial as schools and educational institutions integrate digital tools to enhance supervisions and administrative process. ICT aided supervision leverages technologies for more effective and efficient management, especially in context with high workloads or limited access to in-person oversight. This approach enables administrators to monitor teaching practices, provide timely feedback and improve teacher-student interactions, which can ultimately support better learning outcomes, Okoi & Uyimse (2025).

Studies indicate that ICT tools such as mobile applications, cloud-based platforms, and digital management systems, offer diverse methods to observe record, and assess instructional practices remotely. For instance Nababar, Ardani & Purba (2020) highlighted that technology equips teachers with interactive engaging resources, enabling them to adapt to digital teaching environments, which is essential for supervising educators in a tech-driven world. Other research emphasizes that ICT allows for flexible supervision processes, making it easier to address challenges like supervision shortages and ensure continuous professional support for teachers (Ebele & Olugon 2017).

Furthermore, ICT aided supervision align with student-centered and active learning principles, which foster collaborative and dialogical learning environments. However, recent

reviews suggest that the impact of ICT on supervision and student outcomes depends significantly on the alignment between technology use and educational values, such as inclusivity and interactivity (UNESCO 2021). This alignment is particularly important in varied educational contexts, where ICT use may not always correlate directly with academic performance, Okoi & Ekaette (2024).

This study considers the following sub-variables, video-conferencing and utilization of computers. Closed-Circuit Television (CCTV) systems have become essential in enhancing school supervision and prompting safety on school premises CCTV systems involve a network of video cameras that transmit signals to specific monitors, allowing for real time monitoring and recording of school activities. This technology provides a range of benefits in educational environments by increasing security, aiding administrative oversight, and supporting a safe learning atmosphere.

Ategwu, Aklah and Adie (2023) assessed supervision of ICT facilities and teachers' utilization in public secondary schools in Obudu LGA of Cross River State, Nigeria. Three research questions were posed to guide the study. Relevant and related literature was reviewed and discussed based on the major variables of the study. Survey research design was adopted for the study. The population of the study consisted of teachers in public secondary schools in Obudu Local Government Area with a total population of 1,324 and the sample size of 120 was purposively selected for the study. The result of their findings revealed that, the uses of internet facilities are vast and varied. The internet allows people to communicate with each other through email, instant messaging, social media, and video calls. The internet provides access to a vast amount of information on a wide range of topics, allowing people to educate themselves and stay informed.

Nkamnebe, Okeke, Udem and Nkamnebe (2015) conducted a study that surveyed the extent of Information and Communication Technology skills possessed by heads of departments in the universities in Anambra State, Nigeria. The research design adopted for this study is descriptive survey. Findings of the study showed that Heads of Departments in the universities in Anambra State are weakly skilled in ICTs.

Sampath-Kumar and Birada (2017) carried out an investigation in the use of ICT in different departments in Karnataka, India and study revealed that application of ICT in the various departments has not reached a very high level and that the main constraint to utilization of ICT is lack of fund, manpower, competent workforce and training opportunity for staff. In a study carried out by Oguiche (2017) on assessment of staff ICT literacy competence in Nigerian federal University libraries. The results showed that the impact of ICT literacy competence on the duties of library staff in the Nigerian Federal University libraries is on the average. This present study have areas of differences with the previous study in area of the study, research design, population of the study, sample of the study, the sample of this present study is smaller than the previous study and the proposed statistical tool for data analysis is independent t-test. These formed the basis for this study and also serves as the research gap.

Ojiegbe (2016) carried out a study that investigated the Information and Communication Technology (ICT) competencies of library staff in the University of Abuja, FCT and University of Jos, Plateau State. The study adopted a descriptive research survey. Five research questions were formulated to guide the study on Areas of work staff use ICT, levels of competence, methods of acquiring competencies hindrances to competency acquisition and strategies to improve the situation. Staff need ICT competencies in the areas that can assist them handle professional related

duties, like internet skills, mastery of library software and technical skills. It is based on this that this study aimed at determining ICT-aided Supervision and Teachers' Job Performance in Secondary Schools in Calabar Education Zone of Cross River State, Nigeria.

Statement of the problem

In many secondary schools, teacher's job performance is below the desired standard, which significantly impacts students' academic achievements, motivation and overall school culture. Several factors contribute to this decline in performance, including inadequate motivation, lack of professional development opportunities, insufficient resources, poor working conditions, and limited support from school administration. Teachers frequently face high levels of stress, burnout and classroom management challenges which further hinder their ability to deliver quality education.

Observation have shown that poor teachers job performance is exacerbated in schools with limited access to professional resources and training opportunities, where teachers often struggle to adapt to modern teaching methods and classroom technologies. Additionally, insufficient administrative support and ineffective feedback systems leave many teachers feeling unsupported and undervalued, reducing their motivation to perform well. This situation highlights an urgent need for effective interventions and policies aimed at addressing the factors impacting teacher's performance. Improving teacher performance is essential not only for achieving better student outcomes but also for fostering a positive, productive educational environment in secondary schools.

Poor job performance in secondary schools result to decline in student academic achievement, reduced student motivation and engagement, negative school culture and reputation teacher's attrition and turnover and disrupting students learning continually and increasing recruitment costs. Addressing these issues requires a comprehensive approach involving adequate support, continuous training, improved working conditions and clear communication channels. This study aims to identify and analyze these factors to provide actionable insights that can enhance teacher's job performance and ultimately improve educational quality. Therefore, to what extent does ICT-aided supervision relate to teachers job performance?

Purpose of the study

This study aimed at determining the relationship between the ICT-aided supervision and teachers' job performance in secondary schools in Calabar Education zone of Cross River State, Nigeria. Specifically, the study aimed at determining whether;

1. Close circuit TV supervision relates to teacher's job performance
2. Internet facilities supervision relates to teacher's job performance

Research questions

The following research questions were stated to direct the study

1. To what extent does close circuit TV supervision predict teacher's job performance?
2. Does Internet facilities supervision predict to teacher's job performance?

Statement of hypotheses

The following hypotheses were stated to guide this study

1. Close circuit television Supervision does not significantly predict and teacher's job performance.
2. There is no significant prediction of internet facilities Supervision with teacher's job performance.

Methodology

This study adopts correlation research design. The population of the study consist of two thousand, nine hundred and thirty-three teachers (2,933) in eighty-nine (89) public secondary schools in Cross River State. Stratified sampling technique was used in this study. The basis for stratification was based on Local Government Areas. A sample size of seven hundred and three (703) teachers were selected and used for the study. Instrument titled; Information and Communication (ICT)- aided Supervision and Teachers Job Performance Questionnaire (ICTASTJPQ) was used for data collection. The instrument was validated by two experts in test and measurement. A reliability estimates of 0. 78 and 0.86 was obtained using Cronbach alpha reliability estimate. Simple linear Regression was used for data analysis. The items on both questionnaires had four options ranging from Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD).

Results and discussion

Hypothesis one

Closed circuit television does not significantly predict teachers' job performance in public secondary schools in Calabar Education Zone of Cross River State generally, and specifically in terms of lesson preparation, classroom management, students' discipline, and overall teachers' job performance. The independent variable of this hypothesis is Closed circuit television, while the dependent variable is teachers' job performance in public secondary schools in Calabar Education Zone of Cross River State measured in terms of lesson preparation, classroom management, students' discipline, and overall teachers' job performance. The ANOVA and coefficient outputs of a simple linear regression analysis were employed in testing the hypothesis at the .05 level of significance. The results of the analysis are summarized in Tables 1 and 2.

The result in Table 1 reveals that closed-circuit television significantly predicted the overall teachers' job performance in public secondary schools in Calabar Education Zone of Cross River State ($F_{[1, 665]} = 1017.077, p < .05$). Specifically, closed circuit television across all public secondary schools in Calabar Education Zone of Cross River State significantly predicted the variance in teachers' job performance in terms of lesson preparation across public secondary schools in the Zone ($F_{[1, 665]} = 1759.297, p < .05$). Similarly, the result in Table 1 also reveals that closed-circuit television across all public secondary schools in Calabar Education Zone of Cross River State significantly predicted the variance in teachers' job performance in terms of classroom management across all public secondary schools in the Zone. ($F_{[1, 665]} = 3826.378, p < .05$). Furthermore, the result in Table 1 indicates that the changes in teachers' job performance in public secondary schools in Calabar Education Zone of Cross River State in terms of students' discipline ($F_{[1, 665]} 464.157, p < .05$) was predicted by the changes in closed circuit television across the schools respectively. In all, the result in Table 1 implies that closed circuit television across all public secondary schools in Calabar Education Zone of Cross River State significantly predicted the variance in overall teachers' job performance, and in terms of lesson preparation, classroom management, and students' discipline across all public secondary schools in the Zone.

Similarly, the result in Table 2 revealed on a general note, a positive unstandardized of 2.593 and a high positive t-value of 60.821 ($p < .05$). This implies that there is a significant positive relationship between closed circuit television and teachers' job performance in public secondary schools in Calabar Education Zone of Cross River State generally, and that an improvement in the extent to which closed circuit television is practiced in public secondary school in Calabar Education Zone of Cross River State will lead to a more than proportionate improvement in the extent to which teachers will performance their statutory duties in the schools. Specifically, the result in Table 2 also reveals a positive unstandardized beta of 0.817 and a high positive t-value of 41.944 ($p < .05$) for lesson preparation, a positive unstandardized beta of 1.231 and a positive t-value of 61.858 ($p < .05$) for classroom management, and a positive unstandardized beta of 0.546 and a positive t-value of 21.544 ($p < .05$) for students' discipline.

This implies that there are significant positive relationships existing between closed circuit television and all the dimensions of teachers' job performance (lesson preparation, classroom management, students' discipline) and overall teachers' job performance in public secondary schools in Calabar Education Zone of Cross River State, and that improvement in the application of closed circuit television in the schools will lead to a more than proportionate improvement in extent to which teachers in public secondary schools in Calabar Education Zone of Cross River State display acceptable attitude towards their lesson preparation roles, classroom management duties, and their students' discipline duties in the schools. Based on these results, hypothesis one is rejected in terms of lesson preparation, classroom management, and classroom' discipline. This means that closed circuit television significantly predicts secondary teachers' job performance in public secondary schools in Calabar Education Zone of Cross River State in terms of lesson preparation, classroom management, and students' discipline. Thus, the following simple linear regression models were fitted based on the results of hypothesis 1 of this study

Table1: ANOVA output of simple linear regression results of the relationship between Closed-circuit television and teachers' job performance in public secondary schools in Calabar Education Zone of Cross River State in terms of lesson preparation, classroom management, classroom discipline, and overall teachers' job performance

Dependent variable	Models	Source	SS	Df	MS	F-ratio	p-level
Overall Teachers' job performance	1	Regression	39737.767	1	39737.767	3699.184	.000 ^b
		Residual	7143.633	665	10.742		
		Total	46881.400	666			
Lesson Preparation	1	Regression	3943.067	1	3943.067	1759.297	.000 ^b
		Residual	1490.448	665	2.241		
		Total	5433.514	666			
Classroom management	1	Regression	8948.990	1	8948.990	3826.378	.000 ^b
		Residual	1555.277	665	2.339		
		Total	10504.267	666			
classroom Discipline	1	Regression	1759.836	1	1759.836	464.157	.000 ^b
		Residual	2521.325	665	3.791		
		Total	4281.160	666			
			1759.836	1	1759.836	464.157	.000 ^b

Source: Researchers' Fieldwork, 2025

Table 2: The regression weight of the predictor variable (closed circuit television)

Dependent variable	Models	Predictors	B	SE	Beta	t	p-value
Overall teachers' Job performance	1	(Constant)	9.543	.873		10.931	.000
		Closed circuit television	2.593	.043	.921	60.821	.000
Lesson preparation	1	(Constant)	4.219	.399		10.580	.000
		Closed circuit television	.817	.019	.852	41.944	.000
Classroom management	1	(Constant)	-4.878	.407		-11.975	.000
		Closed circuit television	1.231	.020	.923	61.858	.000
Students' discipline	1	(Constant)	10.202	.519		19.670	.000
		Closed circuit television	.546	.025	.641	21.544	.000

Source: Researchers' Fieldwork, 2025

Hypothesis two

Internet facilities usage does not significantly predict teachers' job performance in public secondary schools in Calabar Education Zone of Cross River State in terms of lesson preparation, classroom management, records keeping, students' discipline, and overall teachers' job performance. The independent variable of this hypothesis is internet facilities, while the dependent variable is teachers' job performance in public secondary schools in Calabar Education Zone of Cross River State measured in terms of lesson preparation, classroom management, students' discipline, and overall teachers' job performance. The ANOVA and coefficient outputs of a simple linear regression analysis were employed in testing the hypothesis at the .05 level of significance. The results of the analysis are summarized in Tables 3 and 4.

The result in Table 3 reveals that internet facilities significantly predicted overall teachers' job performance in public secondary schools in Calabar Education Zone of Cross River State ($F_{[1, 665]} = 3698.563$, $p < .05$). Specifically, internet facilities across all public secondary schools in Calabar Education Zone of Cross River State significantly predicted the variance in teachers' job performance in terms of lesson preparation across public secondary schools in the Zone ($F_{[1, 665]} = 1553.910$, $p < .05$). Similarly, the result in Table 3 also reveals that internet facilities across all public secondary schools in Calabar Education Zone of Cross River State significantly predicted the variance in teachers' job performance in terms of classroom management across all public secondary schools in the Zone. ($F_{[1, 665]} = 6688.069$, $p < .05$). Furthermore, the result in Table 7 indicates that the changes in teachers' job performance in public secondary schools in Calabar Education Zone of Cross River State in terms of classroom' discipline ($F_{[1, 665]} = 393.979$, $p < .05$) was predicted by the changes in internet facilities across the schools respectively. In all, the result in Table 3 implies that internet facilities across all public secondary schools in Calabar Education Zone of Cross River State significantly predict the variance in overall teachers' job performance, and in terms of lesson preparation, classroom management, and classroom' discipline across public secondary schools in the Zone.

Similarly, the result in Table 4 revealed on a general note, a positive unstandardized beta of 1.759 and a high positive t-value of 60.816 ($p < .05$). This implies that there is a significant positive relationship between internet facilities and teachers' job performance in public secondary

schools in Calabar Education Zone of Cross River State generally, and that an improvement in the extent to which internet facilities is practiced in public secondary school in Calabar Education Zone of Cross River State will lead to a more than proportionate improvement in public secondary school teachers' attitude towards their duties generally in the Zone. Specifically, the result in Table 4 also reveals a positive unstandardized beta of 0.544 and a high positive t-value of 39.420 ($p < .05$) for lesson preparation, a positive unstandardized beta of 0.863 and a positive t-value of 81.781 ($p < .05$) for classroom management, and a positive unstandardized beta of 0.352 and a positive t-value of 19.849 ($p < .05$) for classroom discipline.

This implies that there are significant positive relationships existing between internet facilities usage in supervision and all the dimensions of teachers' job performance (lesson preparation, classroom management and classroom discipline) in public secondary schools in Calabar Education Zone of Cross River State, and that improvement in internet facilities in the schools will lead to a more than proportionate improvement in extent to which teachers in public secondary schools in Calabar Education Zone of Cross River State perform their lesson preparation roles, classroom management duties, and their students' discipline duties effectively in the schools. Based on these results, hypothesis two is rejected in overall and in terms of lesson preparation, classroom management, and classroom discipline. This means that internet facilities significantly predict secondary teachers' job performance in public secondary schools in Calabar Education Zone of Cross River State in terms of lesson preparation, classroom management, classroom discipline, and overall teachers' job performance. Thus, the following simple linear regression models were fitted based on the results of hypothesis 2 of this study.

Table 3: ANOVA output of simple linear regression results of the relationship between internet facilities and teachers' job performance in public secondary schools in Calabar Education Zone of Cross River State in terms of lesson preparation, lesson preparation, classroom management, classroom discipline, and overall teachers' job performance

Dependent variable	Models	Source	SS	df	MS	F-ratio	p-level
Overall Teachers' job performance	1	Regression	39736.749	1	39736.749	3698.563	.000 ^b
		Residual	7144.651	665	10.744		
		Total	46881.400	666			
Lesson preparation	1	Regression	3805.108	1	3805.108	1553.910	.000 ^b
		Residual	1628.406	665	2.449		
		Total	5433.514	666			
Classroom management	1	Regression	9554.277	1	9554.277	6688.069	.000 ^b
		Residual	949.989	665	1.429		
		Total	10504.267	666			
Students' discipline	1	Regression	1592.748	1	1592.748	393.979	.000 ^b
		Residual	2688.413	665	4.043		
		Total	4281.160	666			

Source: Researchers' Fieldwork, 2025

Table 4: The regression weight of the predictor variable (internet facilities)

Dependent variable	Models	Predictors	B	SE	Beta	T	p-value
Overall teachers' Job performance	1	(Constant)	28.174	.572		49.283	.000
		internet facilities	1.759	.029	.921	60.816	.000
Lesson Preparation	1	(Constant)	10.276	.273		37.651	.000
		Internet Facilities	.544	.014	.837	39.420	.000
Classroom management	1	(Constant)	3.428	.208		16.447	.000
		internet facilities	.863	.011	.954	81.781	.000
Students' discipline	1	(Constant)	14.469	.351		41.261	.000
		internet facilities	.352	.018	.610	19.849	.000

Source: Researchers' Fieldwork, 2025

Discussion of findings

This hypothesis was stated as closed-circuit television does not significantly predict teacher's job performance. The null hypothesis was rejected while the alternate hypothesis that state that there is a significant prediction of closed-circuit television with teacher's job performance. The result of this findings revealed that closed circuit television plays a vital role in aiding teachers job performance in terms of lesson preparation, classroom management and students' discipline. The result of this findings is in line with the findings of Aimiwu and Bosah (2020) examined the use of Closed-Circuit Television (CCTV) surveillance cameras for ensuring quality learning and internal policing in early years centers in Delta State. The findings of this study results revealed that there are great impact if Closed Circuit Television (CCTV) surveillance camera is used for ensuring quality learning and internal policing in early years centers, amongst others, Care giving will be done at the best when caregivers and attendants are aware of being watched by the installed closed circuit television cameras. Also, Odigwe and Okoi (2017) and Obeten, Unamba, Edeh and Echip (2024) in line with the result of this findings stated that pupils learning activities are easily monitored on playback from the recorded tape of the camera system. Flowing from the findings, it was recommended that public early childhood care centers should key-in into the technology drive of the use of closed-circuit television surveillance cameras for ensuring quality learning and internal policing early years' centers.

In consonance with the result of the findings the result of Ategwu, Aklah and Adie (2023), Okoi and Uyimse (2025) shows that supervision of ICT facilities and teachers' utilization in public secondary schools plays a vital role in enhancing teacher's job performance. The results of their findings revealed that there is significant relationship between supervision of internet facilities and teachers' utilization in secondary schools, Okoi & Roland (2024).

In support of the results of this finding, Eziechina, et al. (2017), stated that CCTV surveillance can monitor the behavior or other changing information for the purpose of influencing, managing, directing, or protecting people. Close circuit television is another strategy of instructional supervision utilized by principals is greatly popular throughout the world. Close circuit television has become popular as instructional supervisory device in schools. There is no doubt that in many developed countries technology are utilized for instructional supervision in schools. The utilized close circuit television allows an instructional programme to be transmitted

to many locations simultaneously. Closed-circuit television can not only provide unequalled instructional supervision and stimulate teachers to develop skills to match the power of the medium; it can make good deficiencies in specialist subjects.

The result of the second hypothesis was stated as internet facilities does not significantly predict teachers job performance in terms of lesson preparation, classroom management and students' discipline. The result of the null hypothesis was rejected while the result of the alternate hypothesis was retained. The result of this findings revealed that there is a significant prediction of internet facilities on teacher's job performance in terms of lesson preparation, classroom management and students discipline in secondary schools. The results of this study showed that the uses of internet facilities are vast and varied. The internet allows people to communicate with each other through email, instant messaging, social media, and video calls. The result of this findings is in line with the findings of Nkamnebe, Okeke, Udem and Nkamnebe (2015) who stated that the extent of Information and Communication Technology skills possessed by school principals significantly plays a vital role in enhancing teacher's job performance.

In support of the results of this findings Sampath-Kumar and Birada (2017) stated that the use of ICT in different departments in Karnataka, and India revealed that application of ICT in the various departments has not reached a very high level and that the main constraint to utilization of ICT is lack of fund, manpower, competent workforce and training opportunity for staff. Nkamnebe, Okeke, and Udem (2015) also stated that the extent of information and communication technology skills possessed by school principals significantly influence teachers job performance. The current study differ from the previous study in a number of ways: area of the study, research design, population of the study, sample size used, proposed statistics for data analysis, but the similarity is only on the variables used.

In consonance with the result of this findings, Oguiche (2017) and Ojiegbe (2016) Findings revealed that many library staff in university libraries perform Microsoft Word based tasks like typing and printing of documents, can provide online searches using internet but cannot perform effective professional library related duties using ICT. Staff need ICT competencies in the areas that can assist them handle professional related duties, like internet skills, mastery of library software and technical skills.

In another study by Oyewumi, Oyedokun, Akanbi and Laaro (2018) their findings revealed that librarians in the universities in Kwara State demonstrated a high level of ICT competency especially in the use of electronic communication such as mobile telephone, intercom, and fax simile. This study differs from the present study in various ways which include the area of the study, the sample of the study, instrumentation but shares similarity in the design and statistical tool used for data analysis.

Conclusion

Based on the result of the study, it was concluded that ICT-aided supervision predicts teachers' job performance in public secondary schools in Calabar Education Zone of Cross River State. It was also concluded that ICT-aided supervision in schools enhances the process of monitoring, evaluating, and improving teaching and learning activities. It empowers schools administrators, supervisors, and educators to improve efficiency, accuracy and collaboration in school management and instructional delivery in public secondary schools in Calabar Education Zone of Cross River State.

Recommendations

Based on the result of this study, the following recommendations are made;

1. School principals should ensure the use of CCTV primarily for safety, classroom management, and enhancing teaching practices and not for micromanaging teachers. When used thoughtfully, CCTV can contribute to enhanced teacher's performance, better classroom management, and improved overall school outcomes for effective job performance.
2. The ministry of education, Government and educational stake holders should invest in high-speed, reliable internet for schools to support teacher's on-line activities. Provide Wi-Fi in classrooms, staffroom and libraries for easy access. Offer internet facilities for remote teaching and learning, especially for hybrid or online classes.

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