



Perceptions of English Language Teachers on Impacts Supervision at Upper Basic Education in Sokoto State, Nigeria

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Abstract: *This study assessed the perceptions of English language teachers on the impacts of supervision on the English language instructions at upper basic Level of education in Sokoto Metropolis, Sokoto State, Nigeria. A descriptive survey research was adopted in the study. A total of 139 English teachers in public Junior Secondary Schools in Sokoto Metropolis served as the population of the study. A multistage sampling technique was used in arriving the sample of 81 respondents as estimated by research advisor 2016. The instrument of data collection was self-developed questionnaire titled "Perceptions of English Language Teachers on the Supervision of English Language Instructions (PETSELI)". It was validated by experts in the Department of curriculum studies and educational technology in Usmanu Danfodiyo University, Sokoto State University, Shehu Shagari College of Education, and Umaru Ali Shinkafi Polytechnic Sokoto. The reliability of the instrument was $r = 0.87$. The data were collected through the distribution of questionnaire from respondents. The data collected were analysed through descriptive statistics where frequency and percentage were calculated in taking decision. The paper found that there were positive perceptions of English language teachers on the impacts of supervision of English language instruction, there were positive perceptions of teachers on the peer coaching supervision of English language instructions, and there were positive perceptions of English language teachers on the impacts of cognitive supervision of English language instructions in Upper Basic education in Sokoto Metropolis, Sokoto State Nigeria. It concludes that English language instructional supervision is critical in enhancing pedagogical practices. Therefore, it recommended government should recruit more supervisors, provide regular in-service trainings to the principals, head teachers on classroom observations and portfolio supervision, and ensure that teacher preparation is in tandem with English language curriculum*

Key words: *Supervision, Instruction, English Language, Upper Basic Education.*

Introduction

Organizations are created or established to achieve certain objectives. Institutions such as basic and post basic schools are some of the educational organizations established for youth to have access to formal education. The fundamental objective of establishing such schools is to

improve students' learning through instructions. This can be why Datnow, Lockton, and Weddle (2021) stated that when schools' instructional capacity improves, teaching improves, leading to improved student performance. In this instance, the role of the teachers in the teaching and learning process cannot be underestimated. And for the teachers to attain the optimum level of this improvement, they need to be well educated and part with the learning community. Thus, Supervision is one of the functions of education that offers opportunities for schools to improve teaching and learning and the professional development of teachers (Khun-Inkeeree, H., Mahmood, Haji-Mohd-Noor, Kasa, Yaakob, Omar-Fauzee, & Sofian, 2020).

In modern days, new concepts of supervision such as instructional supervision emerged. Hawkins and McMahon (2020) stated that in the past decades new concepts were used to define school supervision. These concepts are "instructional supervision" or "inspection." The two terms are looks synonymous but are quite different. Instructional supervision is a type of school-based (in-school) supervision carried out by a supervisor from the quality assurance department or a member of school staff (principals, department heads, senior teachers, and assigned supervisors) aimed at providing guidance, support, and continuous assessment to teachers for their professional development and improvement in the teaching-learning process (Datnow, Lockton, & Weddle, 2021). Instructional inspection is a top-down approach which is aimed at controlling and evaluating the improvement of schools based on stated standards set by external agents outside the school system (Godfrey, 2020). This paper is limited to instructional supervision that mainly concerned with improving schools by helping teachers to reflect their practices, to learn more about what they do and why they do, and to develop professionally. There are countless evidences from various previous empirical studies conducted by scholars that showed that instructional supervision has always been an essential and integral part of school administration that is basically geared towards the improvement of all factors in teaching and learning (Toh, Koh, Lua, Wong, Quah, Panda, ... & Krishna, 2022; Rikichi, Bature, & Yakubu, 2021; Dikeogu and Chikweru 2019;).

Despite the acknowledged importance of instructional supervision in enhancing teaching practices and student performance, there is limited research on the perceptions of English Language teachers regarding its impact at the upper basic education level in Sokoto State, Nigeria. The current state of instructional supervision, its practical application, and the specific areas of development it fosters among teachers remain underexplored in this context. Given the pivotal role that English Language teachers play in improving students' literacy and communication skills, understanding their views on instructional supervision can reveal insights into how supervisory practices influence teaching quality and professional growth. This gap in knowledge raises the need to investigate teachers' perspectives on the effectiveness and challenges of instructional supervision in this region.

This study is significant as it seeks to contribute to the ongoing discourse on the role of instructional supervision in school improvement, particularly within the Nigerian educational landscape. By focusing on the perceptions of English Language teachers, the study aims to highlight the specific supervisory practices that support or hinder teaching effectiveness and the professional development of educators. This research is timely because it addresses how supervision impacts instructional quality, which directly influences students' academic outcomes. Insights from this study may guide policymakers, educational administrators, and stakeholders in designing supervision frameworks that resonate with teachers' professional needs and contextual realities in Sokoto State. In addition, understanding these perceptions could help in identifying areas for improvement in supervisory practices, ultimately fostering a more supportive and reflective learning environment in upper basic schools.

Concept of Instructional Supervision

Supervision has been understood differently by different scholars (Segun, 2004; Wanzare, 2012). For instance, Segun (2004) conceived supervision as the stimulation of professional growth and development of teachers, a selection and revision of educational objectives. This view highlights the essence of supervision in the area of teachers' professional development and the process that must be followed to achieve the desired educational goals. The schools monitoring and supervision is handled by the Ministry of Education in the states under the Department of Quality Assurance. The practice of monitoring and supervision are for evaluation of the educational system geared towards meaningful effort to ensure professional development of teachers, considering the importance of supervision in the educational sector.

Similarly, Wanzare (2012) defined supervision as quality assurance practice put in place by administrators to monitor the teaching and learning process in the school, and is a way of checking other people's work to ensure that bureaucratic regulations and procedures are followed and that loyalty to the higher authorities is maintained. Supervision is a continuous assessment that aims at providing all stakeholders with early detailed information on the progress or delay of the ongoing assessed activities. It is an oversight of the activity's implementation stage. Its purpose is to determine if the outputs, deliveries and schedules planned have been reached so that action can be taken to correct the deficiencies as quickly as possible.

Upper Basic Education

The National Policy on Education (NPE) (2013) defined Basic Education as the education given to a child aged 0 – 15 years. It is otherwise called 9 years basic education. It is divided into three levels- lower, middle, and upper basic education. Upper Basic Education is what was previously called Junior Secondary Education. It is kind of educational level which a child receives immediately after primary education (NPE, 2013). According to the International Standard Classification of Education, basic education comprises the two stages primary education and lower secondary education. The curriculum stated that, the four language skills listening, speaking, writing, reading and aspect of literature should be taught at upper basic level of education (NERDC, 2007).

Review of Related Empirical Studies

There were different researches conducted to investigate the perception of teachers on the instruction all over the world. This paper reviewed some of these researches, summarized, and identified the gap to be filled. Khan, Pervaiz, and Begum, (2024) conducted study on the perception of teachers on the role of supervision of instructions on school improvement in the Hinabangan Samar District I. The study utilized the descriptive-correlational research design using the researcher-developed survey questionnaire administered to 81 public school teacher-respondents who were randomly sampled. The study found that there was high effectiveness of school heads' instructional supervision practices in the Hinabangan Samar District I as evidenced by a composite mean of 4.82. in their study, Tarimo and Lekule (2024) on perceptions of teacher on the effect of instructional supervision on education quality in secondary schools in Kaham District, Tanzania, instructional supervision conducted had significantly contributed to teacher professional growth by optimizing the quality of education. It also found maximum cooperation between supervisors and supervisees to be paramount in instructional supervision. These indicated that for instructional supervision to be effective, school leaders are to promote a culture of academic excellence, by ensuring conducive teaching and learning environment. However, classroom visits were regarded as supporting and encouraging teachers rather than a faulty finding strategy.

All the studies focused on instructional supervision but differ in several aspects. In terms of location, Khan *et al.* and Tarimo and Lekule conducted their studies in the Philippines and Tanzania, respectively, while the current study was set in Nigeria. Methodologically, all studies used survey-based approaches, but Khan *et al.* utilized a descriptive-correlational design, while the current study adopted a descriptive survey design without a correlational aspect. The populations also differ; Khan *et al.* sampled 81 randomly selected public school teachers, while the current study's population includes 139 English teachers in Sokoto Metropolis, with a sample size of 81 selected using a multistage sampling technique. The current study's instrument was the PETSELI questionnaire, validated by experts, showing high reliability ($r = 0.87$). Data analysis methods varied slightly, as the current study used descriptive statistics (frequency and percentage), while Khan *et al.*'s correlational analysis provides insights into the strength and direction of relationships.

In related development, Rikichi, Bature, and Yakubu (2021) conducted study on the perceptions of teachers on the impacts of instructional supervision on academic achievement of secondary school students in Jaba Local Government Area, Kaduna State. A descriptive survey research method was adopted in which Instructional Supervision and Students' Academic Achievement Questionnaire (ISSAAQ) were used to obtain relevant data from 90 teachers in 30 selected Secondary Schools using the simple random sampling techniques. Pearson product moment correlational statistics (Pearson r) and t-test at 0.05 level of significance was used to analyze the data generated and answer the research questions. The study found that regular instructional supervision using robust supervision strategies like checking of students' notebooks, classroom visitation/inspection by school administrators, checking teachers' lesson plan and inspection of teachers record keeping have significant correlation with teachers' performance and academic achievement of students in Secondary Schools.

The study by Rikichi, Bature, and Yakubu (2021) focused on teachers' perceptions of instructional supervision in secondary schools in Jaba Local Government Area, Kaduna State, while the current study examines English language teachers' perceptions of supervision specifically on English language instruction at the upper basic level in Sokoto Metropolis, Sokoto State. Both studies utilized a descriptive survey research design; however, the population and sampling differed. Rikichi *et al.*, (2021). surveyed 90 teachers across 30 secondary schools using simple random sampling, while the current study targeted 139 English teachers in Sokoto's public Junior Secondary Schools, ultimately sampling 81 teachers through multistage sampling. Additionally, the data collection instrument differed slightly, with Rikichi *et al.*, (2021), using ISSAAQ and correlational analysis (Pearson r and t-test), while the current study used a self-developed PETSELI questionnaire validated by local academic experts, analyzed through descriptive statistics (frequency and percentage).

The reviewed study by Hanshi and Mosomi (2023) explored teacher perceptions of principals' instructional supervision on academic performance in secondary schools in Mandera County, Kenya, using a mixed-method approach with a concurrent triangulation design, targeting 214 respondents and sampling 138 using Yamane's formula. In contrast, the current study focused on the perceptions of English teachers on supervision impacts specifically on English instruction in junior secondary schools in Sokoto Metropolis, Nigeria. It adopted a descriptive survey design with a population of 139 English teachers and a sample of 81 selected through multistage sampling, guided by the research advisor (2016). Data collection involved a validated questionnaire with a reliability of $r = 0.87$, and analysis was conducted through descriptive statistics using frequencies and percentages.

Statement of the Problems

The emergence of private schools all over Nigeria in general and Sokoto State in particular exposed the problems of education in the country. Despite the facts that there are highly certified teachers and higher salaries in public schools, the performance of their product is very low compared to less qualified and less paid private schools in the state. Many factors are being attributed to this dichotomy. This paper picked the area of supervision for the investigation into the matter. The subject-area instructional in different part of Nigeria has exposed multiple problems such as, lack of adequate support to newly deployed (beginning) teachers, less frequent use of classroom supervision and peer coaching by instructional supervisors, focus of such supervisors on administrative matters than on academic issues, and less mutual professional trust between supervisors and teachers. All these and other problems are linked with the negative perception of teachers towards instructional supervision.

Objective of the study

The main aim of this study is to examine the perceptions of the English language teachers on the impacts of supervision of English language instructions at Upper Basic Level of Education in Sokoto State, Nigeria. The study specifically tries:

- i. To find out the perception of English language teachers on the impacts of supervision of English language instruction in Upper Basic Education in Sokoto Metropolis, Sokoto State, Nigeria.
- ii. To examine the perceptions of teachers on the impacts of peer coaching supervision of English Language instructions in Upper Basic education in Sokoto Metropolis, Sokoto State, Nigeria.
- iii. To assess the perceptions of English language teachers on the impacts of cognitive coaching supervision of English language instructions in Upper Basic education in Sokoto Metropolis, Sokoto State, Nigeria.

Research Questions

To achieve the aforementioned objectives, the following research questions are forwarded:

- i. What is the perception of English language teachers on the impacts of supervision of instruction in Upper Basic Education in Sokoto Metropolis, Sokoto State?
- ii. What is the perception of English language teachers on the impacts of peer coaching supervision of instructions in Upper Basic education in Sokoto Metropolis, Sokoto State?
- iii. What is the perception of English language teachers on the impacts of cognitive coaching supervision of instructions in Upper Basic education in Sokoto Metropolis, Sokoto State?

Methodology

This study employs descriptive survey research design. This is a design that the researcher assess the opinion of the respondents through questionnaire, analyse the opinions, and interpret the result. The researcher draws conclusion based on the result and reports the findings.

Population

Population of the study is 139 English language teachers across 61 Junior Secondary Schools in Sokoto metropolis. They consist of male and female with different work experience.

Table 1: Population distribution in the study

Local Government area	No. of schools	Population
Sokoto South	30	73
Sokoto North	20	32
Wamakko	6	17
Kware	2	6
Dange	3	11
Total	61	139

Source: Field study, 2022

Sample and Sampling Techniques

Multistage sampling technique was used in selecting the sample for the study. Research Advisor (2016) table of determining sample size suggested a sample of 81 respondents from the population of 139 respondents. Proportionate sampling technique was used to select the schools across the five local governments that made up of Sokoto Metropolis. Simple random sampling technique was employed in selecting participants for the study from each of the sampled schools across the five Local Government Areas. This is done through Dpi-Hart method where responses comprising “YES” and “NO” were wrapped in a paper and picked the required sample size.

Table 2: Population and sampling distribution of respondents in the study

Local Government area	No of schools	Population	Sample Size
Sokoto South	20	73	42
Sokoto North	10	32	18
Wamakko	4	17	10
Kware	2	6	5
Dange	2	11	6
Total	38	139	81

Source: Field study, 2022

Instrument for Data Collection

The instrument of the study was a researcher designed instrument tagged “Perceptions of English Language Teachers on the Supervision of English Language Instructions Questionnaire (PETSELIQ)”. It is a 30 items questionnaire adapted in four items Likert scale of strongly agree (SA), Agree (A), Disagree (D) and strongly disagree (SD).

Validity of the Instrument

The instrument was validated by experts in the Department of curriculum studies and educational technology in Usmanu Danfodiyo University Sokoto, Sokoto State University, Shehu Shagari College of Education and Umaru Ali Shinkafi Polytechnic Sokoto. After their scrutiny, some observations were made for the researcher and the corrections were done. The instrument was taken back to them for final validation. It was finally recommended that it had content and constructs validity and were capable of measuring what it was designed to measure.

Reliability of the Instrument

Test-retest method with Twenty (20) English Language teachers was used in obtaining the reliability of the instrument. The instrument was given to them to fill. After the interval of two weeks, the questionnaire was redistributed and collected. The two completed questionnaires were coded and run through Pearson Product Moment Correlation Coefficient (PPMCC) on Statistical Package for Social Science (SPSS) version 23. The result showed coefficient of $r = 0.87$. This shows that the instrument was reliable to measure variables under study.

Method of Data Analysis

The data collected from the respondents were analyzed using frequency count, which involves tallying the number of occurrences for each response category, and simple percentage, which calculates the proportion of each response relative to the total sample. This approach allowed for a clear representation of the distribution of responses across various variables, making it easier to identify trends and patterns. By using frequency count, the study could determine the most common responses and how frequently each characteristic or behavior occurred among the participants. The use of simple percentages further provided a clearer understanding of the relative importance or magnitude of each variable in the context of the study, facilitating a more comprehensive interpretation of the findings.

Result and Discussion

The result of the study is as follows:

RQ1: What is the perception of English language teachers on the impacts of supervision of English language instruction in Upper Basic Education in Sokoto Metropolis, Sokoto State, Nigeria?

Table 3: Perception of English language teachers on the impacts of supervision of English language instruction

S/N	Item Statement	Responses				
		SA	A	DA	SDA	Total
1.	It is done to assess the performance of English language instructions	31 (39.2%)	40 (50.6%)	6 (7.6%)	2 (2.5%)	79 (100%)
2.	It is done for fault finding	11 (13.9%)	35 (44.3%)	19 (24.1%)	2 (2.5%)	79 (100%)
3.	It is conducted to help English language teachers to improve their pedagogy skills	36 (45.5%)	35 (44.5%)	7 (8.9%)	14 (17.7%)	79 (100%)
4.	It offers instructional support to English language teachers	27 (34.1%)	42 (53.2%)	9 (11.4%)	1 (1.3%)	79 (100%)
5.	It is used to assess the competence of English language teachers for promotion and prize giving	19 (24.1%)	36 (45.5%)	18 (22.8%)	1 (1.3%)	79 (100%)
6.	It is conducted to find the compliance of English language teachers to instructional objectives	27 (34.1%)	45 (57.0%)	7 (8.9%)	6 (7.6%)	79 (100%)
7.	It detects and corrects the teachers weaknesses in front of the students	9 (11.4%)	27 (34.1%)	19 (24.1%)	0 (0.0%)	79 (100%)
8.	It makes the teacher to prepare ahead time before the supervision	36 (45.5%)	33 (41.8%)	8 (10.2%)	24 (30.4%)	79 (100%)
9.	It encourages English language teachers self-initiation	18 (22.8%)	42 (53.2%)	14 (17.7%)	2 (2.5%)	79 (100%)
10.	It gives English language teachers a chance to avoid classroom instructions	13 (16.5%)	23 (29.1%)	28 (35.4%)	15 (19.0%)	79 (100%)

Source: Field study, 2022

Table 3 shows that 89.8% of the respondents agree that supervision is done to assess the performance of English language instructions. 58.2% of the respondents agree that it is conducted to find the fault of the English language teachers. 90% perceived that it is done to help the teachers improve their pedagogical skills. There are 87% of the respondents that agree that it supports teachers' instruction. Also, 69.6% of the respondents perceived that it is done for promotion and prize giving. 91.1% of the respondents agree that it is done to find compliance of the teacher with instructional objectives. There are 54.5% of the respondents that disagree that it is conducted to detect and correct teachers' weaknesses. 87.3% of the respondents agree that supervision makes teachers prepare ahead of time. There are 76.0% of the respondents that agree that it encourages teachers' self-initiation. There are 54.3% of the respondents that disagree that it gives teachers chance to avoid classroom instructions.

RQ2: What is the perception of English language teachers on the impacts of peer coaching supervision of English Language instructions in Upper Basic education in Sokoto Metropolis, Sokoto State, Nigeria?

Table 4: Perception of English language teachers on the impacts of peer coaching supervision of English Language instructions

S/N	Item Statement	Responses				
		SA	A	DA	SDA	Total
11.	Supervisors supervise how the resources put into English language instructional plan are being utilized	16 (20.2%)	49 (62.0%)	8 (10.1%)	15 (19.0%)	79 (100%)
12.	The English language instructors should know and agree with supervisors procedure	19 (24.0%)	50 (63.3%)	7 (8.8%)	3 (3.8%)	79 (100%)
13.	English language supervisors monitor how teachers apply different pedagogy skills in English language	25 (31.6%)	39 (49.4%)	9 (11.4%)	6 (7.6%)	79 (100%)
14.	English language supervisors do not examine time management during English language instructions	6 (7.6%)	24 (30.3%)	39 (49.4%)	9 (11.4%)	79 (100%)
15.	English language supervisors assess students' performance during instruction	15 (19.0%)	39 (49.4%)	13 (16.5%)	11 (13.9%)	79 (100%)
16.	English language supervisors correct deviations that may arise between what the English language teacher is intended and what was actually being done during English language instructions	25 (36.7%)	36 (45.5%)	13 (16.5%)	5 (6.3%)	79 (100%)
17.	English language supervisors supervise English language teachers classroom management	29 (31.6%)	32 (40.5%)	13 (16.5%)	5 (6.3%)	79 (100%)
18.	Supervisor checks students class work and punish those that have not complied	11 (13.9%)	16 (20.2%)	27 (34.1%)	25 (36.7%)	79 (100%)
19.	Examines English language teachers delivery	15 (19.0%)	49 (62.0%)	6 (7.6%)	9 (11.4%)	79 (100%)
20.	Supervisors measure English language teacher-pupil relationship during English language instruction	21 (26.5%)	38 (48.1%)	14 (17.7%)	6 (7.6%)	79 (100%)

Source: Field study, 2022

Table 4 presents the results on the perception of English language teachers on the impacts of peer coaching supervision of English language instruction. The result shows that 82.2% of the respondents agree that it is done to supervise how the resources put into English language

instructional plan are being utilized. 87.3% of the respondents agree that instructors should know and agree with supervisors' procedure. 81.0% perceived supervisors monitor how teachers apply different pedagogy skills in English language. There are 60.8% of the respondents that disagree that supervisors do not examine time management during English language instructions. 68.4% of the respondents perceived that supervisors assess students' performance during instruction. 82.2% of the respondents agree that supervisors correct deviations that may arise between what the English language teacher is intended and what was actually being done during. There are 72.1% of the respondents that disagree that supervisors supervise English language teachers classroom management. 70.8% of the respondents agree that Supervisor checks students' class work and punish those that have not complied. There are 81.0% of the respondents that agree supervisors Examines English language teachers delivery. 74.6% Supervisors measure English language teacher-pupil relationship during English language instruction.

RQ3: What is the perception of English language teachers on the impacts of cognitive coaching supervision of English language instructions in Upper Basic education in Sokoto Metropolis, Sokoto State, Nigeria?

Table 5: Perception of the attributes of English language instructional Supervision

S/N	Item Statement	Response				Total
		SA	A	DA	SDA	
21.	English language teachers are supervised routinely	11 (13.9%)	16 (20.2%)	27 (34.1%)	25 (36.7%)	79 (100%)
22.	English language teachers are language experts	15 (19.0%)	9 (11.4%)	6 (7.6%)	49 (62.0%)	79 (100%)
23.	English language supervisors supposed to be subjective in their duties	29 (31.6%)	32 (40.5%)	13 (16.5%)	5 (6.3%)	79 (100%)
24.	English language supervisors employ cooperative strategies with teachers	19 (24.0%)	7 (8.8%)	3 (3.8%)	50 (63.3%)	79 (100%)
25.	English language teachers are given opportunity by the supervisor to prove their worth during English language instructions	36 (45.5%)	33 (41.8%)	8 (10.2%)	24 (30.4%)	79 (100%)
26.	Supervisors do not motivate English language teachers to increase their productivity during English language instructions	19 (24.0%)	50 (63.3%)	7 (8.8%)	3 (3.8%)	79 (100%)
27.	There are few English language experts to supervise English language instructions	25 (36.7%)	36 (45.5%)	13 (16.5%)	5 (6.3%)	79 (100%)
28.	English language supervisors maintain superior-subordinate relationship with English language teachers	30 (37.9%)	39 (49.4%)	9 (11.4%)	1 (1.3%)	79 (100%)
29.	They are overwhelmed by a lot of works and number of English language teachers to cover	27 (34.1%)	45 (57.0%)	7 (8.9%)	6 (7.6%)	79 (100%)
30.	English language supervisors do not offer corrective feedback based on their observations	8 (10.2%)	24 (30.4%)	36 (45.5%)	33 (41.8%)	79 (100%)

Source: Field study, 2022

Table 5 presents the results on the perception of English language teachers on the impacts of cognitive coaching supervision of English language instruction. The result shows that 70.8% of the respondents disagree that teachers are supervised routinely. 69.6% of the respondents disagree that English language teachers are language experts. 72.1% perceived that supervisors supposed to be subjective in their duties. There are 67.1% of the respondents that disagree that supervisors employ cooperative strategies with teachers. 87.3% of the respondents perceived that it is done for teachers are given opportunity by the supervisor to prove their worth during English language instructions. 87.3% of the respondents agree that supervisors do not motivate English language teachers to increase their productivity during English language instructions. There are 82.2% of the respondents that disagree that here are few English language experts to supervise English language instructions. 87.7% of the respondents agree that supervisors maintain superior-subordinate relationship with English language teachers. There are 91.1% of the respondents that agree that supervisors are overwhelmed by a lot of works and number of English language teachers to cover. 87.3% of the respondents disagree that supervisors do not offer corrective feedback based on their observations.

Summary and Discussion of Findings

- i. There were higher perceptions of English language teachers on the impacts of supervision of English language instruction in Upper Basic Education in Sokoto Metropolis, Sokoto State Nigeria.
- ii. There were higher perceptions of English language teachers on the impacts of peer coaching supervision of English language instruction in Upper Basic Education in Sokoto Metropolis, Sokoto State Nigeria.
- iii. There were higher perceptions of English language teachers on the impacts of cognitive coaching supervision of English language instruction in Upper Basic Education in Sokoto Metropolis, Sokoto State Nigeria.

The findings on research question one found higher Perceptions of English Language Teachers on the Impacts of Supervision of English Language Instruction in Upper Basic Education in Sokoto Metropolis. This finding aligns with previous research that underscores the importance of instructional supervision in enhancing teaching quality. Like Khan *et al.* (2024), who found that effective supervision practices contributed to school improvement, the current study reveals a strong positive perception among English language teachers regarding the impact of supervision on their instructional practices in Sokoto Metropolis. Teachers in the current study perceived instructional supervision as a significant factor in improving their teaching effectiveness and student outcomes, similar to the findings by Tarimo and Lekule (2024) in Tanzania. This positive perception reflects a recognition of the role that instructional supervision plays in fostering professional development and academic achievement, suggesting that when properly executed, supervision enhances teaching practices in Upper Basic Education, in conformity with the global context of educational improvement.

The findings on research question one found higher Perceptions of English Language Teachers on the Impacts of Peer Coaching Supervision of English Language Instruction in Upper Basic Education in Sokoto Metropolis. This finding is consistent with the research by Hanshi and Mosomi (2023), which pointed out the importance of collaboration and mutual trust between supervisors and teachers for effective instructional supervision. Peer coaching, as part of instructional supervision, offers teachers an opportunity for professional growth through shared experiences and feedback. Similar to the study by Tarimo and Lekule (2024), where cooperation between supervisors and teachers was crucial for success, the positive response from teachers in Sokoto supports the notion that peer coaching creates a conducive environment for teachers to develop their skills. This is a confirmation that peer coaching in supervision can foster a culture of academic excellence and improve instructional practices at the upper basic education level.

The findings on research question one found higher Perceptions of English Language Teachers on the Impacts of Cognitive Coaching Supervision of English Language Instruction in Upper Basic Education in Sokoto Metropolis. This finding aligns with the findings by Khan et al. (2024) that suggest high effectiveness in supervision practices. This type of coaching encourages teachers to analyze their teaching methods critically and make informed improvements. However, it contrasts with the findings by Rikichi, Bature, and Yakubu (2021), who emphasized more traditional forms of instructional supervision such as classroom visits and record checks. Despite this difference, the high perception of cognitive coaching in Sokoto suggests that teachers are open to innovative approaches that foster deeper professional growth. The study's findings indicate a growing acceptance and appreciation of cognitive coaching as an effective tool in improving teaching practices in Upper Basic Education.

Conclusion

In conclusion, English language instructional supervision enhances pedagogical practices. Effective instructional supervision can be enhanced through classroom observations that are collaboratively planned by both the supervisors and teachers followed by feedback that is communicated in a collegial and supportive manner. Furthermore, keen supervision of schemes of work and lesson plan preparation and continuous checking of students' notebooks for relatedness and syllabus coverage alone will not ensure teachers' adherence to standards. The English language supervisors have to follow this with routine classroom observation, classroom monitoring, and teacher mentoring for effective English language instructional delivery.

Recommendations

Based on the above findings, the paper made the following recommendations:

- i. To enhance instructional supervision, school management should prioritize increasing the non-wage budgetary allocation for the quality assurance department, focusing on recruiting additional qualified supervisors and providing resources for mobility, such as vehicles and fuel. This would ensure that supervisors can visit all schools regularly and consistently monitor classroom activities. To implement this, the school management should conduct a needs assessment to determine the required number of supervisors and their mobility needs, then allocate sufficient funds within the annual budget. Additionally, the establishment of a tracking system for supervisory visits would help assess the effectiveness of the increased budget and monitor the consistency of supervision.
- ii. The Ministry of Education should organize targeted in-service training sessions for teachers and subject heads on effective classroom observation techniques and portfolio supervision. These trainings should include practical workshops on using observation tools, providing constructive feedback, and utilizing portfolios to track teaching and student progress. The Ministry can collaborate with educational experts to develop comprehensive training modules and schedule these sessions during school breaks to minimize disruption to teaching schedules. A follow-up evaluation should be conducted to assess the impact of the training on teaching quality and incorporate continuous professional development opportunities for teachers.
- iii. Head teachers, in collaboration with subject heads, should ensure that all teachers receive thorough training on the English language curriculum guidelines and the expected teaching standards. Teachers should be regularly monitored through lesson plan checks and classroom observations to confirm that lessons align with the prescribed curriculum. A strategy to implement this would include periodic curriculum review sessions where subject heads guide teachers in aligning lesson objectives and instructional methods with the guidelines.

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