

Principals' Supervisory Functions in the Management of Secondary Schools for Quality Assurance on Abakaliki Education Zone of Ebonyi State, Nigeria.

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ABSTRACT

The study examined principals supervisory functions for quality assurance in secondary schools in Abakaliki Education Zone of Ebonyi State. Two specific purposes guided the study with two corresponding research questions and null hypotheses. A comprehensive related literature was reviewed to serve as a guide to the study. Descriptive research design was adopted for the study. The population of the study comprised one thousand nine hundred and fifteen (1915) teachers and principals in the seventy seven (70) public secondary schools in Abakaliki Education Zone of Ebonyi State. The sample size was (405). The instrument used for data collection was structured questionnaire and data were analyzed using mean and standard deviation for research questions and t-test was used to test the null hypotheses at 0.05 level of significance. The findings of the study revealed that Principals carried out instructional supervision functions, staff development functions in public secondary schools while the null hypothesis revealed that there is no significant difference in the mean ratings of principals and teachers on instructional supervision carried out by principals as well as in staff development among public secondary schools in Abakaliki Education Zone. Based on the findings, it was recommended that principals should make sure that teachers are involved in the delegation of instructional functions to ensure smooth running of the school system.

Keywords: Instructional Supervision, Supervision, Principals, Internal Supervision, External Supervision

INTRODUCTION

School supervision can be described as the development of an authentic helping relationship between teachers and supervisors. It involves providing a guide for teachers to facilitate improved performance on the job. [1,2,3] affirms that supervision is a service to help teachers for the purpose of improving instruction. Supervision influences the quality of teachers in service delivery [4]. It deals with supervisor/teachers; teacher/students interaction in teaching-learning situations. [4] sees supervision of instruction as the practice of monitoring the performance of school staff, noting

the merits and demerits and using befitting and amicable techniques to ameliorate the flaws while still improving on the merits, thereby improving the standard of schools and achieving educational goals. To supervise means to direct, oversee, guide or to make sure that expected standards are met. [5] maintains that supervision is the process of assisting, directing, stimulating and motivating teachers to enhance teaching and learning process in educational institutions. [6] sees supervision as a phase of school administration, which deals primarily with the achievement of all the appropriate selected

instructional expectations of education services. [7] sees supervision of instruction as a process of helping and assisting teachers to improve themselves and their instructional skills with a view to enhancing effective teaching and learning. [8] states that supervision is a way of stimulating, helping and improving, guiding, refreshing, encouraging and overseeing teacher in their tasks. From the foregoing, supervision extends beyond finding faults in service delivery but includes providing guidelines for improvement in a more cordial way. Teachers seem to perform better with this approach rather than simply, inspections.

There is need to establish cordial relationship between the principal and his teachers in order to maintain healthy school system. The emphasis is on helping the teacher to perform their jobs satisfactorily [9] The Federal Republic of Nigeria [10] has highlights in precise terms the objectives of educational supervision, which is to ensure quality control through regular and continuous supervision of instructional and other educational services. There are two types of supervision; external and internal. [11] defines internal supervision as all efforts of designated school officials towards providing leadership to the teachers and other educational workers in the improvement of instruction. This could suggest the following; stimulation of professional growth and development of teachers, selection and revision of educational objectives; materials of instruction, methods of teaching; and the evaluation of instruction. Supervision of instruction is an aspect of school administration which focuses on the achievement of appropriate instructional expectations of educational system [12]. Supervisory functions of internal supervisors are vital in educational sector. [13] maintains that school internal supervisors carry out their supervising exercise by organizing

staff development programmes such as workshops, seminars and conferences, by sponsoring the publication of professional magazines, journals and books through which the teachers expand their knowledge base. By doing this, internal supervision encourages teachers in schools to have professional help and guidance for achieving the aim of improving the condition that surround teaching and learning. School heads as internal supervisors help to guide secondary school teachers towards effective teaching and learning which occur in each classroom, [14]. Students' learning is the primary function of schools. If schools are to provide quality educational programs for all students, school heads must hold teachers accountable for providing appropriate and well planned programs. Sadly, most times teachers neither give room for the supervisor to know what they do with students in the classroom nor do they open up to supervisors in areas of their weakness for fear of being punished [15].

In secondary schools, internal supervision is the functional role of the principal, dean of studies and the sectional heads of departments. According to [16] internal supervision means supervision conducted by the head of the institutions or those delegated by him to do so. Instructional supervision takes two major dimensions namely: Internal and External supervision. Within the context of this study, only internal supervision will be discussed fully as it affects teacher effectiveness in secondary schools. According to [17] internal supervision is that aspect of supervision that directly focuses on the teacher and what he does in the classroom aimed at improving classroom effectiveness. Internal supervision is therefore a service rendered to teachers which is directed towards controlling the quality of his class instruction; hence no school can achieve greater effectiveness without

the teachers being effective. Internal supervision is a grass root approach to supervision which enables the head of the institution or his appointee to work directly with the teachers. In this advantageous position, they enhance the teacher's efforts in promoting the quality of educational programmes. Internal supervision enables the teachers to carry out their tasks in conformity with the overall education policy. Therefore, internal supervision is a quality control measure that help to co-ordinate, guide and direct all efforts of teachers towards effectiveness, efficiency and growth in the teaching and learning process. Proper internal supervision encompasses the welfare of the teachers. In lines with this, [18] states that internal supervision is both real and down-to earth as both the teachers and the students directly feel the impact of the school heads. The major task involved in internal supervision is that it ensures immediate feedback to teachers on how well they are doing on the job, and this encourages the teachers to thrive for the enhancement of their professional growth and development [19].

Supervision of instruction is a positive democratic action aimed at improving classroom instruction through the continual growth of all concerned. Supervision of instruction is a process of helping and assisting teachers to improve themselves and their instructional skills with a view to enhancing effective teaching and learning [2]. Afianmagbon further states that most school's activities and all the school programmes require supervision since they aim at identifying areas of work that need to be improved upon. It is therefore a process of enhancing and improving effective teaching and learning in schools. The essence of supervision is to sensitize, mobilize and motivate staff in the performance of their duty for the achievement of the stated aims

and objectives in education system [1]. From this point of view, it is expected of a supervisor to do all things possible in rendering expert advice, service and help the teachers so that effective learning will be achieved and maintained in schools.

Educational experts have streamlined supervision as a process or activities to be carried out by a team of experts who help teachers in achieving greater height in instructional delivery. [2] attest to this by describing supervision as services of giving and receiving help to improve performance, and resolve problems that occur between teachers. In modern education the term supervision is used in activities which are directly concerned with studying and improving conditions which surround teaching and learning. Such supervision is conceived as assistance to teachers in the development of better teaching learning situation [3].

Supervision of instruction as teaching and learning process emphasizes on the relationship between and among the research student and supervisor and the process supervisor interplaying among them [4]. This implies working closely with supervisee to assist teachers understand and cope with the dynamics of teaching techniques/process. Thus he is of the view that the job of teaching changes from time to time and that there is every need to assist the teacher in coping with and adapting to changes especially in secondary schools and other levels of education [5].

Supervisory measure is channeled towards assisting teachers and learners to become efficient and effective. It is not to instill fears and hostilities on teachers. The aim of supervision is seen in its endeavor to ensure that the general guideline as provided in the education which blue print (policy) and curriculum is

following by the teachers. It further stimulates teacher's initiatives and intuition. It introduces teachers to varieties of audio visual materials and current teaching aids needed to facilitate good teaching [6].

In recent past, the supervisory function of external supervisors was conceived as sledge-harmer approach where its activities were carried out to catch the defaulting teacher in the system. The

supervisory function of internal supervisors is to ensure that the teachers carry out their school function/task performance diligently. [8] explained that an inquisition characterized by surprise and sporadic-visit, an espionage putting teachers in an unnatural state of excitement, creating a crisis of confidence. Such practice usually leaves the school staff gasping for breath at the end of the process.

Statement of the Problem

Internal supervision is a major aspect of personnel administration in education system. Internal supervision in secondary schools is carried out with the hope of ensuring quality and effectiveness of teaching and learning activities. Unfortunately these efforts have not yielded better results. In Ebonyi State, principals are encouraged to intensify effective internal supervision in school by carrying out on-the- spot check of

teachers activities. These efforts are to improve the standard of education in the country. Despite these efforts, truancy among teachers and students has assumed more complex dimension. In view of the above premise, the question which this study seeks, to answer is: to identify internal supervisory functions of principals in public secondary schools Abakaliki Education Zone of Ebonyi State, Nigeria.

Purpose of the Study

The main purpose of the study was to investigate internal supervisory functions of principals in public secondary schools in Abakaliki Education Zone of Ebonyi State. Specifically, the researcher sought to:

1. Find out how principals carry out instructional supervision in public

secondary schools in Abakaliki Education Zone.

2. Determine how principals carry out staff development in public secondary schools in Abakaliki Education Zone.

Research Questions

The following research questions were formulated to guide the study;

1. How do principals carry out instructional supervision in public secondary schools in Abakaliki Education Zone?

2. How do principals carry out staff development in public secondary schools in Abakaliki Education Zone?

Hypothesis

The following null hypothesis was tested at 0.05 alpha level of significance.

H₀₁: There is no significant difference in the mean ratings of

principals and teachers on how instructional supervision are carried out by principals in public secondary schools in Abakaliki Education Zone.

Review of related Literature

Two major conceptual frameworks were reviewed as the basis for this study. There are discussed under

supervision of instruction, and functions of internal supervision

Supervision of Instruction

Supervision in this discussion is considered as a vital arm of school administration. Supervision of instruction is a positive democratic action aimed at improving classroom instruction through the continual growth of all concerned. Supervision of instruction is a process of helping and assisting teachers to improve themselves and their instructional skills with a view to enhancing effective teaching and learning [8]. Afianmagbonwent further to state that most school's activities and all the school programmes requires supervision since they aim at identifying areas of work that need to be improved upon. Continuing, education system without a hardworking supervisory staff is doomed to decay. It is therefore a process of enhancing and improving effective teaching and learning in schools. The essence of supervision is to sensitize, mobilize and motivate staff in the performance of their duty for the achievement of the stated aims and objectives in education system (Ogbu, 2010). From this point of view, it is expected of a supervisor to do all things possible in rendering expert advice, service and help the teachers so that effective learning

will be achieved and maintained in schools. Omeje (2004) sees supervision as a phase of school administration, which deals primarily with the achievement of all the appropriate selected instructional expectations of education services. Educational experts have streamlined supervision as a process or activities to be carried out by a team of experts who help teachers in achieving greater height in instructional delivery. [11] attest to this by describing supervision as services of giving and receiving help to improve performance, and resolve problems that occur between teachers. In modern education the term supervision is used inactivities which are directly concerned with studying and improving conditions which surround teaching and learning. Such supervision is conceived as assistance to teachers in the development of better teaching learning situation. [3] affirms that supervision is a service to help teachers for the purpose of improving instruction. From the foregoing, supervision influences the quality of teaches in service delivery. It deals with supervisor/ teachers; teacher/students interaction in teaching-learning situations.

Supervisory functions of internal supervision

The supervisory function of internal supervisors is to ensure that the teachers carry out their school function/task performance diligently. In recent pasts the supervisory function of external supervisors was conceived as sledge-harmer approach where its activities were meted out to catch the defaulting teacher in the system. [5] explained that an inquisition characterized by surprise and sporadic-visit, espionage putting teachers in an unnatural state of excitement, creating a crisis of confidence. Such practice usually leaves the school staff gasping for breath at the end of the process.

This flat approach was used to intimidate teachers who were neither; accorded neither a face nor a voice. The teacher under no circumstance counters the supervisor's opinion that refuses to accept his mandate. The teachers swallow, no matter how bitter the difficulty in obedience to his dictates, recommendations and rulings. The primary purpose of the regulations above does not appear as personal services but as objective measures of the result and worth of a school. In line with Aristotle, if you are not used, you cannot be useful [6]. [7], strongly supports that teachers' performance is a vital tool

for achieving national development because teachers use various techniques to observe the characteristics and behavior of students that could promote learning. The functions of teachers in curriculum implementation place teachers as being pivotal to human capital development of any nation.

METHODOLOGY

The design employed in the study was a descriptive survey research design. Descriptive survey design studies are mainly concerned with describing events as they are without any manipulation of what is being observed, [3]. This study was conducted in Abakaliki Education zone, out of the three education zones in Ebonyi State. Abakaliki Education Zone is made up of four local government areas: Abakaliki, Ebonyi, Izzi and Ohaukwu respectively. The population of this study comprised all the 1915 teachers and principals in 77 public secondary schools in Abakaliki Education Zone of Ebonyi State. There are 77 principals and 1838 class room teachers totaling 1915 principals and teachers in the Zone. Source: Planning, Research and Statistics (PRS) Dept: SEB, Abakaliki 2016/2017 school year. The sample of the study comprised of 405 principals and classroom teachers. To select the sample, the researcher used simple random sampling technique to select from the four local government areas in Abakaliki Education Zone. The instrument for data collection was a structured questionnaire titled: "Internal Supervisory Functions of Principals in Public Secondary Schools Question (ISFPSSQ)". The questionnaire items were structured on a four point rating scale of Strongly Agree = SA, Agree = A, Disagree = D,

For example, teachers are central to the process of raising educational level, promoting learning, and in maintaining peace. Therefore for education to maintain its functional role, much depends on the teachers and their effective use of instructional materials.

Strongly Disagree = SD with their numerical values assigned as 4, 3, 2 and 1 respectively. In order to establish the validity of the instrument, the questionnaire was face -validated to ensure the appropriateness of the items. Three experts validated the instrument; one from Measurement and Evaluation Unit of Science Department and two from the Department of Educational Foundations Administration/Planning, Ebonyi State University, Abakaliki. In order to determine the reliability of the instrument, the questionnaire was administered on forty two respondents in secondary school in Onueke Education Zone of Ebonyi State, which is outside the study area but possesses the same characteristics with the area of the study. The internal consistency of the instrument was computed using Cronbach Alpha. The overall reliability coefficient of the instrument was 0.98.

The data collected was analyzed using mean scores and standard deviation for the research questions. The degree of agreement or disagreement was determined by finding the mean of the nominal values assigned to each option. Based on the 4 point rating scale, the mean score of the scale was 2.50. Hypotheses was tested using 't' - test statistics at 0.05 level of significance in the (4) null hypotheses.

RESULTS AND DISCUSSION

Research Question 1 How does Principals Carryout Instructional

Supervision in Public Secondary Schools in Abakaliki Education Zone?

Table 1: Mean Ratings on how Principals carryout Instructional Supervision in Public Secondary Schools

| S/N | Items Statement | X | SD | DECISION |
|-----|--|-------------|-------------|-----------------|
| 1 | Classify teachers into the various subject specialization for effective classroom teaching | 2.62 | 0.94 | Accepted |
| 2 | Ensure that teachers comply with the subject periods | 2.64 | 0.83 | Accepted |
| 3 | Demonstrate to teachers on the techniques/skills of teaching | 2.61 | 0.88 | Accepted |
| 4 | Check lesson notes for quality control | 2.59 | 0.89 | Accepted |
| 5 | Visit class to monitor class activities | 2.73 | 0.82 | Accepted |
| | Grand Mean (x) | 2.63 | 0.87 | Accepted |

The results of data analysis as presented on table 1, it was revealed that principals classify teachers into the various subject specialization for effective classroom teaching, ensures that teachers comply with the subject periods, demonstrate to teachers on

the techniques/skill of teaching, check lesson notes for quality control and visit class to monitor class activities with the mean scores of 2.62, 2.64, 2.61, 2.59 and 2.73 with the standard deviation scores 0.94, 0.83, 0.88, 0.89 and 0.82 respectively.

Research Question Two

How does principals carry out Staff Development in public secondary schools in Abakaliki Education Zone?

| S/N | Items Statement | X | SD | DECISION |
|-----|---|-------------|-------------|-----------------|
| 6 | Orientation of new staff | 2.78 | 0.71 | Accepted |
| 7 | Recommend teachers for conference | 2.74 | 0.79 | Accepted |
| 8 | Organize workshop for teachers | 2.77 | 0.69 | Accepted |
| 9 | Encourage teachers to undertake in-service training programme for their professional growth | 2.77 | 0.83 | Accepted |
| 10 | Collaborate with teachers to carry out action research | 2.89 | 0.73 | Accepted |
| 11 | Regular attendance to school determines teachers effectiveness | 2.88 | 0.86 | Accepted |
| | Grand Mean (x) | 2.80 | 0.76 | Accepted |

The results of data analysis presented on table 2, revealed that the respondents accepted that orientation of new staff, recommend teachers for conference, organize workshop for teachers, encourage teachers to undertake in-service training programme for their professional

growth, collaborate with teachers to carry out action research and regular attendance to school determines teachers effectiveness with the mean scores of 2.78, 2.74, 2.77, 2.77, 2.89. and 2.88 with the standard deviation scores 0.71, 0.79, 0.69, 0.83, 0.73 and 0.86 respectively.

Hypothesis 1

H₀₁: There is no significant difference in the mean ratings of principals and teachers on how instructional supervision are carried out by principals in public secondary schools in Abakaliki Education Zone. Data

collected from item 1-5 in Section B of the research instrument were used to test this hypothesis 1.

Table 3: t-test Analysis on how Instructional Supervision are carried out by principals in public secondary schools in Abakaliki Education Zone.

| Status | N | X | SD | Df | t-cal | t-tab | A | Decision |
|------------|-----|-------|------|-----|-------|-------|------|----------|
| Principals | 35 | 2.734 | 0.92 | 383 | 0.66 | 1.960 | 0.05 | Accept |
| Teachers | 350 | 2.636 | 0.87 | | | | | |

From the results of data analysis presented on table 3, it could be observed that principals in Abakaliki Education Zone recorded the high mean score of 2.734 than the mean score 2.636 for teachers, the difference in these mean scores is statistically not significant at α 0.05. This is because the calculated t-value

(0.66) is less than the critical value (1.960). Therefore, the null hypothesis (H_0) is accepted which implies that there is no significant difference in the mean ratings of principals and teachers on how instructional supervision are carried out by principals in public secondary schools in Abakaliki Education Zone.

FINDINGS

Based on the results of data analysis as presented above, the study revealed that:

- i. Principals carried out instructional supervision in public secondary schools in Abakaliki Education Zone
- ii. Principals carried out staff development functions in public secondary schools in Abakaliki Education Zone.
- iii. There is no significant difference in the mean ratings of principals and teachers on how instructional supervision are carried out by principals in public secondary schools in Abakaliki Education Zone.

DISCUSSION

The results of data analysis as presented asserted that principals classified teachers into the various subject specialization for effective classroom teaching. They also ensure that teachers comply with the subject periods allocated to each subject. The responses of the respondents indicate that they demonstrate to teachers on the techniques/skill of teaching, check lesson notes for quality control and visit class to monitor class activities going on the classroom. With a grand mean of 2.63 and a standard deviation of 0.87, it shows that principals carried out instructional supervision in public secondary schools in Abakaliki Education Zone. The hypothesis shows that there is no significant difference in the mean ratings of principals and teachers on how instructional supervision are carried out by principals in public secondary schools.

This findings agrees with [5] who postulated that the principal builds an outstanding foundation in enhancing

educational system through effective instructional supervision in education system. The results of data analysis presented revealed that the respondents accepted that the principal carried out orientation for the new staff, and the study recommended that are encouraged to attend professional conferences, training workshops, and are encouraged to undertake in-service training programmes to improve their professional growth. The grand mean score is 2.80 with standard deviation score 0.76. The grand mean of 2.80 is greater than mean score 2.50 and this indicates that principals carryout staff development functions in public secondary schools in Abakaliki Education Zone. The hypothesis revealed that there is no significant difference in the mean ratings of principals and teachers on how staff developments are carried out by principals in public secondary schools in Abakaliki Education Zone. This finding agrees with [9] who

affirmed that the supervisor is required to encourage better teaching output and to ensure that productivity

is maintained through staff development.

CONCLUSION

From the results, principals delegate functions to teachers. The quality of education made accessible for public secondary schools in Abakaliki Education Zone depends largely on the nature of instructional supervision being carried out by the principals. This implies that the quality of products from our public secondary

schools depend on how well perform their supervisory functions of staff development, and in instructional supervision. It is also pertinent for principals to create good relationship with their staff through delegation of functions to ensure that all staff are involved in decision making in the school.

RECOMMENDATIONS

Based on the findings, the following recommendations are advanced:

1. Principals should always delegate instructional functions to staff for effective running and enhancing the administrative system of the school.
2. Secondary school principals need to imbibe the culture of

fairness and justice in availing teachers opportunities to engage in staff development programmes without discrimination.

3. School principals should improve on providing and maintaining instructional materials for effective teaching and learning in their schools.

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