
**Educational Supervision and Quality Control of Secondary Education in
Imo State, Nigeria**

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ABSTRACT

Falling standard of secondary education in Nigeria may not be unconnected with ineffective supervision and quality control. This underscores the purpose of this study to investigate educational supervision and quality control of secondary education in Imo State, Nigeria. Descriptive survey design was adopted for the study. The sample was 200 teachers drawn from a population of 410 teachers in secondary schools in the study area using simple random sampling technique. To achieve the purpose of the study, two research questions and two hypotheses were formulated. Data collection was carried out using an 11 item questionnaire. The instrument was subjected to face validity and reliability was determined using Cronbach Alpha method at the value of 0.89, this was considered adequate. The data collected were analyzed with mean and t-test statistic. Findings showed that effective supervision and quality control of secondary school teachers enhance their productivity. Also educational supervision and quality control of secondary school teachers based on gender and cadre do not differ significantly. Based on the findings, recommendations made include that there is need for synergy between government adequate provisions in secondary schools and regular training of teachers, among others.

KEYWORDS: Education, Supervision, Quality Control, Teachers' Productivity, Effective Teaching, Secondary School

Introduction

Quality education is indispensable for the transformation and development of any nation in the world. Hence, no nation develops above her level of education. Moreover, education has been acclaimed as the bedrock of social, political and economic development of any nation. It is in the light of the foregoing that Federal Republic of Nigeria (2004) deduced that education in Nigeria is an instrument "for excellence" for effecting national development. Accordingly, education shall continue to be highly rated in the national development plans because education is the most important instrument of change; any fundamental change in the intellectual and social outlook of any society has to be preceded by an education revolution. Consequently, Agu and Nwogu (2015) categorically stated that, "education constitutes the major engine for sustainable human development as well as the fulcrum around which every activity revolves." Effective monitoring, supervision and quality control must be brought to fore. The overview of education includes knowledge, skill and understanding which an individual acquires from attending the school. Hence, the need for supervision of instruction and learning experiences would be imperative.

Reflecting on the past history of education in Nigeria, supervision was seen as inspection and control of teachers. Thus many teachers dreaded supervisors who were tagged

“inspectors” to their schools, benefits of educational supervision notwithstanding. Regrettably, years of poor supervision and inadequate quality control have eroded the quality of Nigerian education. It was Mouka and Eheazuh (2013) who posited that there is a widespread feeling that academic standards are fast falling and the blame is shifted to the teacher, who is seen to be providing effective teaching and learning. Furthermore, they posed the question, what then might have affected negatively the general output of pupils in schools? Responding hitherto, the challenge is placed at the door of “effective supervision.” This is corroborated by certain factors bedeviling the success of effective supervision of secondary education in Nigeria such as large number of schools, the number of personnel available, economic climate coupled with the distance and facilities for transportation made available by the government for supervision exercises. In order to guard against wasteful imbalances in Nigerian secondary education, a preventive approach and problem solving device is articulated through effective supervision wherein quality control is assured.

Supervision of school handled by the Ministry of Education in Nigeria is for the monitoring, assessment and evaluation of the educational system geared towards meaningful effort to ensure professional development of teachers. Considering the import of supervision in the education sector, Oyeleye (2014) contends that supervision is the stimulation of professional growth and development of teachers, a selection and revision of educational objectives, materials of instruction, methods of teaching and the evaluation of instruction. Oyeleye’s view highlights the essence of supervision in the area of teachers’ professional development and the processes that must be followed to achieve the desired educational objectives.

Consequently, educational supervision is not an exercise geared towards fault finding, nailing or condemning of teachers as was the earlier notion of some Nigerian teachers. Instead, it is an effort that helps to improve teachers’ performance in areas of need and this remains the reason for pre-information about any scheduled visitation to schools for supervision. In their view, Duru and Ikechi (2016) characterized educational supervision as “a technical process which seeks at improving teaching and learning through the care, guidance and stimulation of continued development for not only teachers but also any other person having an impact on the education context. In view of the foregoing, holistic supervision benefits both the teachers, learners, school administrators, managers of education and stakeholders who are formidable tentacles in the secondary school system of education in Nigeria. Moreover, Ulkolor, and Tamunor (2014) further portrayed the overall purposes of educational supervision by defining the concept as a collaborative process in different stages because it welcomes various views that represent the proper relationship between the supervisor and the teacher so as to address the educational problems and find appropriate solutions to them. In essence, educational supervision in addition to propelling teachers’ development also acts as a problem solving device in secondary education in Okigwe Educational Zone of Imo State, Nigeria.

Some teachers however, consider themselves as birds of passage within the teaching career, in effect they lack commitment; knowing full well that there is inadequate quality control and ineffective supervision of the secondary education system. Concurring with this stance, Ejimike (2012) tagged such behaviors as “professional laxity on the part of teachers.” He further stated that many teachers are merely staying on the job to look for better jobs outside. He identified some attitudes associated with such teachers to include: absenteeism, persistent lateness to school, irregular and unauthorized movement from duty post and indiscipline. Accordingly, it seems that inadequate educational supervision and poor quality control make teachers indolent in their duty posts. In order to address the problem of

ineptitude, lackadaisical, negative attitude and professional laxity by teachers in their duties, adequate supervision and quality control must be ensued.

Stakeholders in education are seriously concerned about quality which is the core and motivating factor for education reforms. As a result, Ezenyere (2016) opines that, “quality serve as determination of gradations based on standard of excellence beneath which a mark of inferiority is imposed or adduced and above which grades of superiority are defined.” In consonance with the afore stated; Arrey-Arrey (2015) view quality in education to be judged by both its ability to enable the students perform well in standard examinations and be relevance to the needs of the students, community, and the society as a whole.

In the context of this work quality control depicts maintenance of standards, exhibiting competence to handle secondary education in Okigwe Education Zone of Imo State, Nigeria. It can also be seen as the activity of checking learning situations to ensure that the final output of education showcase essential elements of quality. Bankole, Oziomachi and Mazuru (2013) present the essential elements of quality in education in the table below:

Table 1: Essential elements of quality in education

Input Process	Process
Society	Participatory process of program development, full societal acceptance and ownership of program.
Policy	Democratic formulation and articulation of policy adaptability to local conditions.
Management framework	Decentralization, devolution of power and initiative to the grassroots levels, empowerment, autonomy for operations down the line.
Teaching force	Qualitatively adequate, adequately educated and professionally prepared
Curriculum	Responsive to individual and societal needs and aspirations comprehensive coverage, adaptable to changing needs, time and conditions.
Infrastructure	Quantitatively, aesthetically, specially adequate, learners and teacher friendly, adequate classrooms, recreational, toilets and first aid facilities
Materials	Judicious mix of print/audio text, video electronic teaching/learning facilities closely related to the goals of the curriculum, user friendly and adequate quality.

Source: program adapted from Bankole, Oziomachi and Mazuru (2013)

Ingredients for effective supervision and quality control shown by the above six inputs from Bankole, Oziomachi & Mazuru (2013) plus judicious management of funds to secondary education in Nigeria definitely would yield the desired educational outcome in line with the postulations of the National Policy on Education. As a result, quality control of secondary education is considered an imperative by the Federal Government of Nigeria educational policy. Hence, legal provisions were made in this regard by Decree 16 reviewed 2000 called “National Minimum Standards for Establishment of Institutions.” Imo State Ministry of Education oversees the supervision and quality control of whatever goes on in secondary education within the state. This responsibility is backed up by the provisions enshrined in the Federal Republic of Nigeria (2004) to ensure quality control and adequate supervision of education.

In addition, secondary education according to National Policy on Education (FRN, 2004) is the education children receive after primary education and before tertiary stage. The two broad goals of secondary education shall be to prepare the individual for:

- (a) useful living within the society; and
- (b) higher education.

Sequel to all these provisions made by the federal government, the impact of ineffective supervision and inadequate quality control could hinder the objectives of secondary education, which is like a bridge that links the smooth transition of every Nigerian child into useful citizenship. The big question comes up as follows: how is effective supervision and quality control of secondary education in Okigwe Education Zone of Imo State, Nigeria handled? Against this milieu, the study investigated educational supervision and quality control of secondary education in Imo State, Nigeria. The gap created by the big question spurred the conduct of this research.

Statement of the Problem

Secondary education is worthwhile, only on the basis of producing quality output (students) equipped for servicing the needs, challenges and aspirations of the society towards national development. The increased fallen standard of education in Nigeria seems to have been necessitated by ineffective supervision and quality control of what goes on in the secondary system of education. It is evident that proper supervision, evaluation of learning experiences of both curricular and co-curricular activities are no longer monitored by school heads. For instance, the 6-3-3-4 system of education operating in Nigeria today has it that at the end of junior secondary education, a Nigerian student must have been skillfully equipped to be self-reliant based on vocational training acquired. Regrettably, during this level of education, some subject teachers neglect their duties and ask students to come back from school vacation, mid-term breaks with completed projects (practical assignments). These students were never exposed to any of such skills before embarking on holidays or during normal lesson periods. To ones dismay, some of the teachers who gave these assignments do not consider the students ability and cannot even handle some of the “projects” themselves.

As a last resort, the students purchase completed works from the market for submission to the teachers, to enable them earn their marks. Examples of these “projects” include demand from junior secondary school (JSS) students to submit “weaving bags, suit cases, professional shirts, bead baskets and their complete accessories as well as other equipments. Failure to comply with these demands either attract punishment or loss of marks for the students. The question then is what becomes of these items after the submission? These seem to suggest that extortion of money and materials are practiced in some secondary schools and these insalubrious behaviors are paraded without qualms due to ineffective supervision and quality control. Even State Ministries of Education (SMOE), school managers and stakeholders are no longer assiduous to the evaluation, supervision and quality control of secondary education. A vivid assertion by UNESCO (2000:36) stated that, “it has been observed that teaching and learning have declined due to ineffective and inefficient monitoring, evaluation, inspection and supervision.”

In another development, meting of corporal punishment like kneeling, picking pin, lying down in the sun or under the bed till dawn still exist in some Nigerian secondary schools. Corporal punishment though abolished by the Federal government, are still meted to students in some cases especially when there is specific act of wrong doing. This is as a result of

ineffective supervision and quality control in secondary education in Nigeria. The aforementioned are few instances of teachers' violation and infringement on students' rights. It is an aberration to operate contrary to Section 32-42 of Chapter IV of the 1999 Constitution of the Federal Republic of Nigeria with postulations on the fundamental rights of citizens, secondary school students inclusive. Major trends observed in some schools in developing countries regarding deficiencies and weaknesses of secondary school teachers in performing their official duties remain a clog in the wheel of development and achievement of educational objectives. Similarly, some school supervisors haphazardly discharge their functions especially when there is ineffective supervision and quality control. Inherently, the need for adequate supervision and quality control of secondary education must be addressed if quality and desirable objectives of the educational sector would be realized. This in essence spurred the research.

Purpose of the Study

The purpose of this study was to investigate educational supervision and quality control of secondary education in Imo state, Nigeria. Specifically, the study ascertained:

1. The effects of supervision and quality control on teachers' productivity in secondary schools.
2. How supervision and quality control enhance effective teaching and learning in secondary schools.

Research Questions

1. What are the effects of supervision and quality control on teachers' productivity in secondary schools?
2. How does supervision and quality control enhance effective teaching and learning in secondary schools?

Hypotheses

H₀₁: There is no significant difference between the supervision and quality control of male and female secondary schools teachers in Okigwe Education Zone of Imo state.

H₀₂: There is no significant difference between the supervision and quality control of senior and junior secondary school teachers in Okigwe Education Zone of Imo state.

Methodology

Descriptive survey design was adopted. The population of the study comprised 410 teachers randomly. The instrument for data collection was an 11 item questionnaire. The instrument was validated by three experts, two in Educational Management and Policy and one in Measurement and Evaluation of the Department of Educational Foundations, Imo State University, Owerri. The reliability of the instrument was determined using Cronbach Alpha method at the value of 0.89 and this was considered adequate. The data collected were analyzed using mean and t-test. Any item with a mean score of 2.50 and above is considered as being positive and accepted whereas any mean score less than 2.50 is negative and not accepted.

Results and Discussion

Research Question 1: What are the effects of supervision and quality control on teachers' productivity in secondary schools?

Table 2: Frequency of respondents on the effects of supervision and quality control on teachers general output in secondary schools

S/N	Items	Frequency	X	Decision
1	Supervisors written reports significantly enhance the teaching standards of secondary schoolteachers	200	3.69	Accepted
2	Teachers' ineffectiveness in the discharge of official duties attracts queries from supervisors	200	2.10	Rejected
3	Effective supervision and quality control enhance professional growth among teachers	200	3.47	Accepted
4	Performances of teachers in lesson preparation and delivery are better during supervision.	200	3.10	Accepted
5	Supervision and quality control enhance use of appropriate teaching methods and aids.	200	3.50	Accepted

Results in table 2 indicate that the mean responses of teachers on all the items except item 2 were above 2.50. This shows that teachers productivity is enhanced by written reports from supervisors, effective supervision and quality control of teachers, better performance in lesson preparation and delivery by teachers and appropriate use of teaching methods and aids as advocated by the supervisors of instructions. Analyses of the responses in the table above show that the impact of effective supervision and quality control remain the backbone to teachers productivity, geared towards qualitative secondary education.

Research Question 2: How does supervision and quality control enhance effective teaching and learning process in secondary schools?

Table 3: Frequency of responses on how supervision and quality control enhance teaching and learning

S/N	Items	Frequency	X	Decision
6	Supervisors examine my students' notebooks	200	2.55	Accepted
7	Supervisors disseminate current research findings in education	200	3.47	Accepted
8	The principal visits my class twice a week to ensure quality control	200	2.67	Accepted
9	The supervisors encourage use of teaching aids by teachers during instructions	200	2.80	Accepted
10	The principal supervises my lesson notes and teaching aids	200	3.56	Accepted
11	Supervisors write unfriendly reports on teachers' poor performances during visits	200	1.85	Rejected

A cursory look at table 3 shows that supervision and quality control are basic ingredients for effective teaching and learning in secondary schools. Indicators to the assertion include examination of students' notebooks, dissemination of current research findings in education, advocating for correct teaching methods and the use of teaching aids. Also supervisory roles of the principal were depicted through visitation to classes, supervision of teachers' lesson notes and teaching aids. Responses to items 6 to 10 indicate mean scores above 2.50. Only item 11 scored mean response less than 2.50 which portend that in some cases supervisors write unfriendly reports on teachers' poor performances except on rare occasions when supervisors palms are greased, thereby thwarting the actual situation report.

Test of hypotheses

H₀₁: There is no significant difference between the supervision and quality control of male and female secondary school teachers in Okigwe Educational Zone, Imo state.

Table 4: t-test of mean differences of male and female secondary schools teachers.

Variables	N	X	SD	DF	sign	t-cal	t-table	Decision Level
Male	130	2.64	1.60	198	0.05	0.24	1.96	Not significant
Female	70	2.58	1.62					

The result in table 4 shows that the calculated t-value at 198 degree of freedom and 0.05 level of significance is 0.24. Since the calculated t-value is less than the critical table value of 1.96, the null hypothesis is accepted.

H₀₂: There is no significant difference between the supervision and quality control of senior and junior secondary school teachers in Okigwe Education Zone.

Table 5: t-test of mean differences of senior and junior secondary school teachers.

Variables	N	X	SD	DF	sign	t-cal	t-table	Decision Level
Senior	80	2.60	1.61	198	0.05	0.39	1.96	Not significant
Junior	120	2.68	1.63					

From the result presented in table 5, the calculated t-value at 198 degree of freedom and 0.05 level of significance is 0.39. Since the calculated t-value is less than the critical table value of 1.96, the null hypothesis is therefore accepted.

Discussion of Findings

Findings and analyses derived from the above tables indicate that teachers' productivity is enhanced by effective supervision and quality control in such areas like better preparation of lessons and delivery, professional growth, appropriate use of teaching methods and aids. In essence, all is geared towards maintenance of qualitative secondary education based on improved teaching standards.

Basically, supervision and quality control are the necessary ingredients for qualitative secondary education. For any unsupervised learning activity especially in an under developed country such as Nigeria, there is bound to yield undesirable output. In view of the above assertion, respondents affirm that supervisors examine students' notebooks, disseminate current research information in education. On their part as internal supervisors, the principals visit classes to ensure quality control and supervise teachers' lesson notes. In another development, external supervisors, considering the import of supervision pen down unfriendly observations on teachers poor performance during school visitations. These reports invariable are forwarded to Ministry of Education.

In view of the findings, it was observed that teachers' ineffectiveness in the discharge of official duties are not commensurately queried. If this is the situation, nothing would serve as deterrent to defaulting teachers. Hence, official misconduct continues. This may have caused the unruly behaviors of some teachers who engage in private practices (pp) during official school hours. In some cases, the supposed 'internal' supervisors pretend to be ignorant of the on-going professional misconduct. At some other occasions, the erring teachers may grease the palms of the supervisors so as to be exonerated from their misdeeds.

Supervision and quality control of the learning experiences had been considered as very important processes through which qualitative secondary education can be achieved. Only through these processes can there be proper evaluation, meaningful feedback and proper direction of secondary school teachers to deliver the expected teaching and learning outcomes. In the area of professional development of teachers which effective supervision and quality control can yield, Arrey-Arrey (2015) suggested strategies that can help teachers improve on their jobs becomes relevant such as, "classroom visitation, workshops, self-appraisal method, micro-teaching, demonstration method among others. However these are good strategies but without adequate supervision and quality control of teachers, the strategies mapped out for professional development would be mere mirage in the education system.

Among the strategies listed, classroom visitation by both the internal and external supervisors gives the latter greater opportunity to assist and aid the teachers to improve in instructional technique and impartation of knowledge to the learners. In consonance with the findings of

he study, Bankole, Oziomachi and Mazuru (2013) confirms the fact that, teachers tend to be committed to their duties if principals visit classroom regularly. Also, a principal who never visits classrooms to observe teachers encourages laziness among teachers. Thus, one may state categorically that an unevaluated, unsupervised learning experience is not worth having or experiencing in any educational system. In an earlier study, Duru and Ikechi (2016) opine that, a principal's supervisory technique of visiting classrooms on regular basis to observe, not only how teachers teach, but also the total learning situation and teachers-students relationship, enhances teachers' job performance. This concurred with the views of the respondents in research question two, items 8 and 10. The affirmation of the respondents showed that principals' regular visitation during classroom instructions enhances teachers' productivity.

The null hypotheses one and two were accepted on the basis that the calculated t-values were less than the critical values. This suggested that supervision and quality control of senior and junior secondary school teachers in Okigwe Education Zone do not differ. Likewise, supervision and quality control of male and female secondary school teachers in the area do not differ respectively. This equally suggests that supervisory techniques, skills, methods and exposure from both internal and external supervisors in order to ensure quality control remain the same, gender and cadre of the teachers notwithstanding. The supervisory roles advocate for competence of the teachers to discharge their duties creditably, which at the long run ensures desirable outcome. Accordingly, Adinye (2012:32) notes that, "if the education industry would want to carry out its function of development of quality human capital, there would be need for checks and balances through regular and effective classroom supervision and inspection". This, in essence, is to ensure and maintain quality output by the teacher.

Conclusion

It is evident from the findings of the study that supervision and quality control are necessities to teachers' effectiveness and the overall school learning outcomes. The findings of this study depict the importance of educational supervision and quality control in the professional development and productivity of secondary school teachers. Sequel to this, it could be asserted that effective supervision and quality control of secondary schools teachers in terms of regular classroom visitations by the principals, supervisors encouragement of the use of teaching aids and different methodologies during instruction by the teachers, dissemination of current research findings, supervisors written reports among others enable the teachers to transit to higher level in their job performance based on the new trends learnt in the course of supervision. It is also concluded that there is no significant difference between supervision and quality control of secondary school teachers in terms of gender and cadre. Based on the findings of the study, secondary education teachers cannot be productive without effective supervision and quality control, hence, the challenges bedeviling the system such as poor standard, quality and ineffectiveness must be squarely addressed through maintaining the status quo. Anything devoid of maintenance of standard through effective supervision and quality control would be putting education at great risk.

Recommendations

Sequel to the importance of supervision and quality control of Nigerian secondary school teachers, the following recommendations were made to ensure quality education through professional competence of teachers in the school system viz:

1. There is need for synergy between adequate provisions for supervisors from the government in the secondary schools and teachers productivity. This would enable the teachers to be abreast of the required effectiveness demanded by supervision and quality control of secondary education.
2. A standardized tool for supervision geared towards measuring learning achievement should be developed. The supervision standards must be employed by all schools during supervision. Hence, the same yardstick should be used in supervising schools across board.
3. Government should provide the needed logistics for supervisors to enable efficient visitation to schools in the rural areas.
4. Government should refrain from frequent reforms and insatiable polices in the education system. Most often, ambiguous content of the new policies may yield difficulty in interpretation and implementation.
5. Government, school managers, parents and communities must ensure that all hands are on deck on issues of school supervision and quality control in order to attain quality secondary education.

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