

THE ROLE OF SCHOOL SUPERVISION AND QUALITY ASSURANCE IN ENHANCING EDUCATIONAL STANDARDS IN PUBLIC SENIOR SECONDARY SCHOOLS IN BAUCHI STATE

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Abstract

This study examines the Role of School Supervision and Quality Assurance in Enhancing Educational Standards in Public Senior Secondary Schools in Bauchi State. The study employed a survey research design. An instrument titled School Supervision and Quality Assurance (SSQA) was used to collect relevant data for the study. The secondary schools involved were selected based on a simple random sampling technique and the statistical tools employed to analyze the data collected were mean and standard deviation, which were used for the research questions, while the T-test statistical tool was used to test the hypotheses at 0.05 level of significance. The population of the study was 50, with a sample size of 44. A structured question was the instrument for data collection. The study sample consisted of 44 participants. One research question and one research hypothesis were formulated to guide the study. The research instrument was validated by two experts in measurement and evaluation, ensuring both content validity and reliability before administration. The survey results revealed a significant influence of supervision of lesson plans, supervision of instruction, supervision of instructional materials, and quality assurance. The study found that adequate school supervision significantly enhances quality assurance by improving lesson planning, instructional monitoring, and resource utilization in public senior secondary schools. Finally, it was revealed that there is an impact of school supervision and quality assurance on public senior secondary schools. Based on the analysis, the following recommendations were made: the quality assurance team should work closely with teachers on a regular basis to enhance school effectiveness. The school administrator must guarantee teachers' motivation and training. The government should budget adequately for the educational sector, which includes all logistics, materials, and necessary infrastructural needs of schools, providing a conducive learning environment for quality education.

Keywords: Supervision, Quality, Assurance, Enhancing and Standard

Introduction

Quality assurance in education is a reliable provision and utilization of high-standard resources to foster effective teaching and learning at every stage and aspect of the educational system. It is meaningful when the application of its strategy is not deferred till

the end of an educational programme (Ariyo, 2014). Quality assurance is the process of ensuring that educational outputs (graduating students) are produced with all the required personnel, quality programs, facilities, and materials to meet global acceptance standards. It is a guarantee of confidence and certainty that a program of study, as offered by an institution, ensures that the standard is being maintained and enhanced. It is a continuous process in the quality teaching and learning activities which will be achieved. Quality Assurance identifies issues, and Supervisors fix them. But the supervisor should also be conducting evaluations (Ugwuanyi, 2016). They should be aware of each agent's overall performance level and the individual goals set to improve their performance.

Statement of Problem

The declining quality of education in Nigeria has raised concerns among stakeholders, necessitating an evaluation of school supervision and quality assurance mechanisms. The teaching force has become feeble in this century, and the standard of performance is also low, which is an indication that the standard of school supervision is not optimal. According to Ariyo (2014), school supervisors often exhibit laxity in monitoring and ensuring that teachers adhere to established guidelines, unless motivated by certain benefits or compelled by higher authorities to submit reports.

Similarly, Ezeani and Agu (2015) support this view, noting that supervision is frequently driven by external pressure rather than professional commitment. Most administrators do not expressively supervise and assess teachers, plan and coordinate curriculum actively, manage innovation and change or spend time in the classroom. And in cases where inspections are carried out, the inspectors are often less knowledgeable than the teachers on how to address certain curriculum issues. Schools continue to experience a shortage of teachers, poor performance, a low rate of retention and completion, and indiscipline among both teachers and students (Zohriah, Fauzi, & Pandini, 2022).

However, Kullabs (2019) opined that the nation is seeking ways to enhance the quality assurance of schools in the wake of declining standards of learning, increasing school enrollment, and increased recruitment of unqualified teachers. The problem of the study arose from the background information that the field of quality control has been neglected for one reason or another amid the modern difficulties of secondary school. Okeke (2015) was of the view that inspectors from the Ministry of Education do not frequently visit schools, and when inspections are carried out, they are not always exhaustive. The results of the inspection are not always accessible; therefore, this poses a problem.

Objective of the study

The purpose of this study is to investigate the role of school supervision and quality assurance in improving educational standards in public senior secondary schools in Bauchi State. Specifically, it aims to examine how school supervision of lesson planning impacts quality assurance in public senior secondary schools within Bauchi Local Government.

Research Question

The following research question guided this study:

1. How does school supervision of lesson planning affect quality assurance in public senior secondary schools in Bauchi Local Government?

Research Hypotheses

The following null hypotheses were tested at a 0.05% level of significance.

H₀₁ There is no significant difference between supervision on lesson planning and quality assurance in public senior secondary schools in Bauchi Local Government, Bauchi State.

Significance of the Study

The study will help various school administrators and stakeholders to recognize the benefit of school supervision as a quality assurance at numerous levels of education and adequate instructional supervision. The study aims to raise awareness in Bauchi state, thereby inspiring teachers to put more effort into enhancing students' learning performance. It will enable school administrators to identify the most effective school supervision measures to implement, thereby maintaining the standard academic performance of students and enhancing school competence. The study will promote capacity development of teachers through rigorous and regular workshops/training/seminars based on needs assessment of specialized practices of teachers to improve their understanding, educational skills and competency in several subjects, with a view to enhancing the quality of teaching and learning procedures in secondary schools.

Scope of the Study

The scope of the study will focus on the role of school supervision and quality assurance in enhancing educational standards in public senior secondary schools in Bauchi State.

Methodology

A descriptive research design was used for the study to explore the role of school supervision and quality assurance in enhancing educational standards in public senior secondary schools in Bauchi State. A simple random sampling technique was employed. An instrument titled School Supervision and Quality Assurance (SSQA) was used to collect relevant data for the study. The questionnaire was made up of a four-point rating scale of Strongly Agree (SA) = 4 points, Agree (A) = 3 points, Disagree (D) = 2 points and Strongly Disagree (SD) = 1 point. The population for the study was 50, from which a sample size of 44 was selected using the Krejcie and Morgan table (comprising 22 principals and 22 teachers). Data were collected using a structured 5-item questionnaire. The instrument was validated by two experts in measurement and evaluation to ensure both content validity and reliability prior to its administration. Their suggestions and corrections were affected. A test-retest was carried out to ensure the reliability of the instrument, and the data were analyzed using the Cronbach Alpha method to determine the internal consistency of the items.

The cluster reliability co-efficient of the instrument yielded 0.89 and was considered appropriate for the study. The researcher briefed one research assistant, who helped ensure that the actual respondents for whom the instrument was intended were indeed those who completed it. The questionnaires returned were 22 copies from the principals and 22 copies from the teachers, totalling 44 copies out of 44 administered, which represents a 100% return rate. Mean and standard deviation were used to answer the research questions, while the t-test was used to test the null hypothesis and was tested at .05 level of significance.

Table 1

S/N	ITEM	TEACHERS = 22		
		X	SD	DEC
1.	Monitoring the scheme of work teachers use	3.50	0.52	SA
2.	Checking and monitoring teachers' teaching in the classroom	3.43	0.30	SA
3.	Ensures that there is adequate and equipped laboratories	2.99	0.51	SA
4.	Making sure that teachers use proper and adequate instructional materials	3.40	0.48	SA
5.	Monitoring of curriculum delivery	2.44	0.46	SA
6.	Ensuring adequate preparation of lesson notes by teachers	3.26	0.69	SA
7.	Check the classroom size and ventilation	3.88	0.60	SA
Custer Mean		3.59	0.59	SA

Table 1 shows that principals and teachers unanimously agree on the importance of lesson plan supervision for quality assurance, as indicated by a mean score of 3.59 (SD = 0.59), surpassing the threshold of 2.50. It implies that the respondents agreed that the items in Table 1 above represent the supervisory roles principals played in quality assurance in Bauchi State secondary schools.

Table 2:

Mean and standard deviation of responses determine the difference between supervision of lesson plan and quality assurance in public senior schools in Bauchi State.

S/N	ITEM	DESCRIPTION	ADMINISTRATORS		
			X	SD	DEC
1.	Lack of effective communication by the school principal with the teaching staff		2.68	0.87	A
2.	Shortage of instructional materials		2.88	0.86	A
3.	Preoccupation of principals with administrative tasks and duties		3.48	0.80	SA
4.	Large class size of students/over-enrolment in schools and classes		3.88	0.52	A
5.	Inadequate laboratories and libraries in school		3.40	0.77	SA
6.	Inadequate number of teachers, especially in core subjects		3.89	0.70	SA
7.	Poor time management by administrator		2.51	0.50	SA
8.	Inadequate funding of schools		3.00	0.73	SA
9.	Poor motivation of teachers		3.52	0.75	SA

10. Inadequate training and workshop for teachers	3.40	0.60	SA
Cluster mean	3.55	0.70	SA

Table 2 shows that principals and teachers unanimously agree on the importance of lesson plan supervision for quality assurance, as indicated by a mean score of 3.55 (SD = 0.70), surpassing the threshold of 2.50.

Hypotheses

There is no significant difference between supervision of lesson plans and quality assurance in public senior secondary schools in Bauchi State.

Table 3

Analysis of t-test on mean score rating to determine the difference between supervision of lesson plan and quality assurance in public senior schools in Bauchi State

Groups	N	X	SD	Sig	DF	t-cal	t-table	Decision
Principal	22	3.11						
			0.44	0.05	324	-1.02	1.51	Accepted
Teachers	22	3.15	0.38					

Table 3 analysis revealed that the t-value calculated -1.02 at 324 degrees of freedom and at 0.5% level of significance, while the critical level is -1.02, revealing that the null hypothesis is accepted.

Discussion of findings

The findings suggest that principals play a significant role in internal supervision, a view strongly supported by the teachers. Their responsibilities include monitoring the scheme of work used by teachers, ensuring that teachers are consistently present at their duty posts, and ensuring that recommendations from external supervisors are implemented. Additionally, principals are responsible for ensuring that laboratories are adequately equipped, that teachers follow the prescribed weekly topics, and that appropriate instructional materials and teaching aids are used. They also monitor student attendance, assess classroom size and ventilation, oversee curriculum delivery, observe classroom teaching, and ensure that teachers apply suitable teaching methods and instructional strategies.

Our findings corroborate Ezeani & Agu (2015), who emphasized the critical role of supervision in enhancing educational standards. However, our study builds on their work by highlighting the specific influence of lesson plan monitoring on the effectiveness of supervision. This can be linked to the view that principals must monitor the implementation of curricular activities and ensure desirable outcomes in teachers' capabilities, upgrade their conceptual knowledge and teaching skills, and provide them with support in their work to facilitate better performance in teachers' pedagogical practices (Obodo, 2015). In other words, school principals are responsible for ensuring that supervisory duties are carried out regularly in their schools to maintain quality control in education. The result of the corresponding hypothesis revealed that there was no significant

difference between the mean ratings of principals and teachers regarding the supervisory roles of principals in their schools. This implies that the supervisory roles of principals are very important, as they contribute to quality assurance and enhance educational standards. Table 2 shows that principals and teachers agreed that certain factors affect principals' supervisory roles in secondary schools in Bauchi State. This aligns with Uzonna & Uchenna (2021), who identified funding, a lack of instructional materials, and inadequate facilities as factors hindering successful supervision in schools. This also aligns with the findings of Abubakar, Abubakar, and Danladi (2017), who noted that many supervisors, including the school head and departmental heads, lack effective means of communication with their staff, which is attributed to inadequate communication skills. He also argued that teachers are sometimes demoralized due to poor communication. Abubakar et al. (2017) reiterated that principals are often engaged in administrative duties, which leaves them with little time to provide academic leadership. The equivalent hypothesis revealed that there was no significant difference between the mean ratings of principals and teachers. The analysis shows that school supervision is infrequent, poorly planned, and often lacks thoroughness. Inspections, when they occur, are largely formalities and geared toward improving teaching and learning.

Ethical Considerations

1. Informed consent from participants.
2. Confidentiality of responses.
3. Approval from an ethics committee
4. Participation was voluntary and the participant had the right to withdraw at will

Conclusion

The study results indicate that schools have supervisory roles to play in their operations. The supervisory roles should be carried out appropriately to enhance the educational quality of the school, resulting in high-quality output. Again, the study highlights key factors affecting school supervision, including inadequate resources, large class sizes, and administrative workload. Addressing these issues will enhance the effectiveness of quality assurance mechanisms in secondary schools. On this, the study highlighted that school administrators should always manage their time effectively, communicate clearly with their vice and other staff members.

Recommendation

From the findings, the researcher recommended that:

1. Principals should continuously interconnect with the vice principals, various departments and workers accordingly, as there are various means of communication that they can use to do this effectively
2. The government should budget adequately for the educational sector, which includes all the logistics, materials and necessary infrastructural needs of schools.
3. Principals should not be too much engaged with administrative duties so as to have time for internal supervision.
4. The government should provide adequate resources for the effective implementation of school internal supervision for optimal productivity.

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