
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) were used to collect relevant data for the study. The secondary schools involved were selected based on simple random sampling technique and the statistical tools employed to analyze the data collected were mean and standard deviation were used for the research questions while the T-test statistical tool used to test the hypotheses at 0.05 level of significance. The population of the study was 50, with sample size of 44. A structured question was the instrument for data collection. The sample size was used for the study comprised of 44 participants. one research questions and one research hypotheses were formulated to guide study. The research instrument was validated by two experts in measurement and evaluation, ensuring content validity and reliability before administration. The survey results revealed that there is a significant influence between supervision of lesson plan, supervision of instruction, supervision of instructional materials and quality assurance. The study found that effective school supervision significantly enhances quality assurance by improving lesson planning, instructional monitoring, and resource utilization in public senior secondary schools. Finally revealed that there is impact of school supervision and quality assurance on public senior secondary schools. Based on the analysis, the following recommendations were made, the quality assurance must work together with the teachers almost on a regular basis to enforce on school effectiveness. The school administrator must guarantee teachers' motivation and training. Government should budget adequately for the educational sector and it includes all the logistics, materials and necessary infrastructural needs of schools with a conducive learning environment for quality education.

Keyword: 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 application of its strategy is not deferred till the end of an educational, programme Ariyo (2014). Quality assurance is the process of ensuring that the educational outputs (graduating students) are processed with all required personnel and quality programs, facilities and materials to meet the global acceptance. It is a guarantee of confidence and certainty by a program of study given by institution that 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, Supervisors fix them. But the supervisor should be evaluating too Ugwuanyi, (2016). They should know the general performance level of each of their agents and the goals the individually have to improve their own 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 supervisor is represent optimal. School supervision Ariyo (2014) supervisors are lazy when it comes to monitoring and ensuring that teachers follow the set-out rules except if some benefits are attached or are being compelled to submit reports by the authorities Ezeani, & Agu (2015). Most administrators do not expressively supervise and assess teachers, plan and co-ordinate curriculum actively, manage innovation and change or spend time in classroom. And in cases where inspections are carried out, the inspectors are more ignorant than the teachers on how to handle certain curriculum issues. Schools continue to experience shortage of teachers, poor performance, low rate of retention and completion and indiscipline among teachers and Student Zohriah, Fauzi, & Pandini, (2022)

However, Kullabs (2019) opined that the nation is finding ways of improving quality assurance of schools in the wake of assumed falling standard of learning, increased school enrolment, and increased recruitment of unqualified teachers. The problem of the study arose from the background information that the field of quality control has been duly neglected for one reason or another in the midst of modern difficulties of the secondary school. Okeke (2015) was of the view that schools have not been frequently visited by inspectors of the Ministry of Education and when inspection are carried, it is not always exhaustive, the result of the Inspection are not always accessible, therefore this opined a problem

Objective of the study

The purpose of this study is to find out the role of school supervision and quality assurance in enhancing educational standards in public senior secondary schools in Bauchi State. Specifically seek find out:

1. To examine how school supervision of lesson planning affects quality assurance in public senior secondary schools in Bauchi Local Government.

Research Questions

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 0.05% level of significance.

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

Significance of the Study

The study will help various school administrator and stakeholders to recognize the benefit of school supervision as a quality assurance at numerous levels of education and adequate instructive supervision. The study will create consciousness in Bauchi state, thereby inspire teachers to put more effort to make students learning performance good. It will enable school administrators to know the best school supervision measures to implement in order to maintain standard academic performance of the students and 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

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. Simple random sampling technique was employed. *An instrument titled: school supervision and quality assurance (SSQA) were used to collect relevant data for the study.* The questionnaire was made up 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 of the study was 50, with sample size of 44 table of kerjcie and Morgan (22 principal and 22 teachers). A 5-item structured question was the instrument for data collection. The research instrument was validated

by two experts in measurement and evaluation, ensuring content validity and reliability before administration. Their suggestions and corrections were affected. Test re-test was carried out to ensure the reliability of the instrument, the data were analyzed using 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 that helped to ensure that the actual respondents for whom the instrument was meant for were indeed those that completed them. Questionnaires returned were 22 copies from the principals and 22 copies from the teachers, totaling 44 copies out of 44 copies that were administered, which represent 100% return rate. Mean and standard deviation were used to answer the research questions, while 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 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 items in table 1 above are the supervisory roles principals played for quality assurance in Bauchi State secondary schools.

Table 2:

Mean and standard deviation of responses determine 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 on lesson plan and quality assurance in public senior secondary school in Bauchi State.

Table 3

Analysis of t– test on mean score rating of 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 – calculated -1.02 at 324 degree of freedom and at 0.5% level of significance while the critical level is -1.02 revealing that the null hypotheses 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 teachers are consistently present at their duty posts, and making sure 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 standard. However, our study expands on their work by highlighting the specific influence of lesson plan monitoring on supervision effectiveness. This can be linked with the view of that principals have to monitor the implementation of curricular activities and ensure desirable in teachers' capabilities, upgrade their conceptual knowledge and teaching skills, give them support in their work to facilitate better performance in teachers' pedagogical practices Obodo, (2015). This is to say the school principals are to make sure that supervisory duties are carried out in their school regularly for quality control of education. The result of the corresponding hypothesis revealed that there was no significant difference between the mean rating of principals and teachers with regard to the supervisory roles of principals in their schools. This implies that

supervisory roles of principals are very important as it helps in quality assurance in enhancing educational standard. Table 2 finding shows that principals and teachers agreed that there are some factors that affect principals' supervisory roles in Bauchi State secondary schools. This is in line with Uzonna & Uchenna (2021) who identified fund, lack of instructional materials and lack of facilities as factors hindering successful supervision in schools. This also agrees with the finding of Abubakar, Abubakar and Danladi (2017) that many supervisors including the school head and departmental heads do not have effective means to communicate with their staff, this is due to inadequate communication skills. He also argued that teachers are sometimes demoralized due to poor communication. Abubakar et al (2017) again stated that principals are performing administrative duties that they hardly have time to offer academic leadership. 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 lack thoroughness. Inspections, when occur, are largely formalities and gear 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 rights to withdraw at will

Conclusion

The result of the study presented that school have supervisory roles to play in their schools. The supervisory roles should be properly carried out to increase the educational quality of the school and consequently results in good 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 schools' administrators should always manage their time well, communicate effectively with their vice and other workers.

Recommendation

From the findings, the researcher recommended that

1. Principals should always interconnect with the vice principals, various departments and workers accordingly as there are various means of communication, he can use to do this effectively
2. Government should budget adequately for the educational sector and it 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 effective implementation of school internal supervision for optimal productivity.

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