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SUPERVISION AS PREREQUISITE FOR QUALITY ASSURANCE IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE

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ABSTRACT
The place of supervision in achieving educational objectives cannot be over emphasized. The desire to achieve a high quality improvement in education calls for emergency of quality assurance in the administration of schools. Poor quality of education in the nation's school system could be attributed to poor supervision. This paper therefore examined supervision as a prerequisite for quality assurance in public secondary schools in Anambra State. The concept, principles, types, process of supervision were discussed. Also the paper overviewed the meaning of quality assurance, Rationale for its establishment, the indicators and the strategies for enhancing Quality Assurance through supervision in the school system. It was suggested that there is need to harmonize internal and external criteria for quality assurance in achieving excellence in the school system. Again, the curriculum of pre-secondary and secondary education needs to be periodically reviewed to reflect the need of the society and the relevant stakeholders involved in educational supervision must work together to achieve quality service. Finally, full professionalization of teaching in the country should be accorded priority.

Introduction
The school is a formal organization through which learners acquire knowledge, skills, information and values to enhance their transformation and that of the entire society. The school can only achieve this purpose if it is effectively managed and supervised. To effectively administer any school, there must be extra energy, and zeal between the teachers, headteacher and other educational supervisors willing to collaborate in their various activities to enhance teaching and learning. The

success and gain in any school is dependent on proper and adequate monitoring of available human and material resources as well as the activities there-in. Since school is an organization, structured to achieve educational objectives, it must operate under hierarchical leadership, guided by rules and regulations and monitored by trained inspectors of education.

Education is an indispensable instrument for national development. This is due to the belief that socio-political, economic and technological transformation of any nation cannot be actualized without qualitative and functional education. The awareness of this fact by the Nigerian government made her to place much hope on education as a toll to realize the laudable and national objectives. The government position as stated in the National Policy on Education is that education is compulsory for all citizens of Nigeria, which must be of high quality, comprehensive, functional and relevant to the societal needs (Federal Republic of Nigeria, 2013). To this therefore, the importance of quality education in building the nation cannot be overemphasized. Thus, the efficacy of supervision in Nigerian school today is being called to question both within and outside the profession as a result of mass failure and half-baked products of various educational institutions. A system that is not well supervised and assessed is bound to collapse as poor performance will be recorded academically, absenteeism, lateness, rudeness to teachers, school heads, low morale and indiscipline of various forms etc. These could be attributed to the falling standard of education in the country which is giving much concern than satisfaction.

Ogunsaju (2012) admitted that the field of professional education is going down the drains due to lack of qualified personnel and manpower resources needed for the improvement of instruction. Consequently, enlightened and unenlightened Nigerians which are generally labelled as illiterates in the society have been asking series of question to justify the need for proper and effective supervision of the educational system using quality assurance as a mechanism. Haris (2004) opined that supervision is a key concept deeply rooted in educational system to improve clinical skills, professional development and socialization into the profession. Effective supervisory services and feedback allows the supervisee to make the transition from

novice learners to proficient practitioners. Also excessive supervision without progressive independence as supervisee acquire knowledge and skills may hinder their progression from learners to competent practitioners in their discipline. Quality assurance is an overall encompassing concept which includes the processes, policies and actions through which educational standard is developed, improved and maintained. Thus, for efficiency and effectiveness to be achieved in the nations' educational system, the need to uphold the fundamentals and eliminate anomalies of supervision in the schools through quality assurance in indispensable.

Concept of Supervision in Education

Supervision, is the act or process of watching, examining, evaluating and directing the performance of a task or the work of a person or a group of persons in an organization. Iloh et al (2018) opined that supervision is the act or way of advising, guiding, refreshing, encouraging, stimulating, improving and overseeing certain groups with the hope of persuading people to desist from applying wrong procedures in carrying out certain functions on their jobs and trying to emphasize the importance of good human relations in an organization.

School supervision is the modern structured activities which are carried out in the school system by a group of trained subject specialists with the purpose of visiting a school to observe and obtain the general overview of teaching and learning, available instructional materials, varying methods applied, learning environment and the human rapport with the basic aim of sensitizing, mobilizing, motivating staff and students and advising the government on the way forward. Ibukun (2012) viewed supervision as all efforts of designated school officials towards providing leadership to teachers and other educational workers in the improvement of instruction. Ogunsaju (2012) sees supervision as the process of improving the total educational environment to enhance pupils' learning. He emphasized that the ultimate purpose of supervision in school is the improvement of pupils learning, but its immediate focus is on the teachers and educational industry as a whole. Iloh et al (2018) see school supervision as a vital process, which by means of advice, direction and discussion helps to see that available resources, manpower, finance

and capital equipment are utilized for the achievement of educational objectives.

From all indications, it is clear that supervision of schools concerns the general observation of available human and material resources in a selectedschools as a model by some designated educationists to see if things generally are going as expected, and if not, to give advice, guidance, encouragement, stimulate and refreshing ideas on the ways for the improvement of instruction and learning.

Today, there have been paradigm shift of supervisory activities which were previously conceived as directive and prescriptive to more collegial approach that is follower-driven and enriched. The success and gain in any school is dependent on proper and adequate monitoring of available human and material resourcesas well as the activities there-in. Since school is an organization, structured to achieve educational objectives, it must operate under hierarchical leadership, guided by rules and regulations and monitored by trained supervisors. These administrative processes involve planning, organizing, directing, staffing, budgeting, evaluating, supervising, recording and reporting of instructional exercises in order to achieve planned educational objectives.

Principles of Educational Supervisions

According to Iloh et al (2018), modern supervision is guided by major rules which make instructional processes and procedures more effective and efficient. This principles includes flexibility, democracy, cooperation, positive and constructive in nature, emphasize on quality management and creative and scientific in nature.

Principle of Flexibility;Supervisors and supervisees should be flexible so as to land on smooth spot for no man is all knowing. Their views and perception on school policies, objectives, programmes, structures and procedures must be flexible to accommodate innovation. Rigidity creates situation of flexing muscles and stagnancy. Both sides should be ready to accept one another's ideas and view points.

Principle of Democracy; for the effective supervision of instructional processes, there must be freedom of speech, participation, consultation and suggestion. The talent and potential of supervisors and supervisees must be utilized because experience are not the

birth right of only one person. This principle is in line with the philosophy of Democratic style of leadership, which emphasizes the need to use the efforts of all the members of the organization to improve school instruction and administration. There must be dialogue. Supervisees/teachers are human beings trained to impact knowledge, so they will accept suggestions communicated in friendly atmosphere. This principle of democracy holds that individuals should be involved in decisions that affect them for full cooperation.

Principle of Cooperation;In most cases, human beings always react negatively when not carried along in decisions that will affect their lives. Supervision of instruction should involve the supervisors school administrators, teachers and others for the achievement of stated instructional objectives. This principle holds that for the effective promotion of instructional processes and development of the available human resources in the school system, there must be effective communication between the supervisors and supervisees, realizing that when two elephants fight, the grass (learners) usually suffers. There should be warn participation by all the human resources concerned.

Principle of Positive and Constructive in nature; Supervision is positive and not fault finding with the teacher. It encourages constructive and critical thinking among teachers and discourages flattering and biased. Modern supervisors give good remarks, encouraging constructive criticisms and appreciable comments on good work done by teachers. They show the ways and means for improvement when they find fault with teachers.

Principle on Quality Management; Supervision is fundamental to educational improvement, keen study and analysis for the improvement of the total teaching learning situation. Thus, supervision is concerned with all aspects of education as it stresses on total quality management of the educational system.

Principle of Creative and Scientific in nature; Supervision is creative hence it is to find out the best in teachers to manifest their innate talents, stimulate their initiative, encourage their originality and self-expressionfor the improvement of education process. Its scientific nature help to make

supervisors report precise, systematic and objective thereby bringing improvement in teaching learning process.

Types of Supervision

The type of supervision solely depends on the size of the school, nature of supervision and areas to be covered. Iloh (2016) affirm that there are various types of supervision. These include;

- Basic/full scale supervision
- Routine supervision
- Follow up supervision
- Emergency supervision
- Developmental/Grant-in-aids supervision
- Accreditation supervision
- Internal supervision

Basic/Full Scale Supervision; As the name implies, it involves the process whereby a team of seasoned and competent teachers duly drafted as supervisors from the ministries of education, the Post Primary and Primary Schools' Boards, as well as some senior and experienced teachers deployed from different schools are ear-marked to visit schools to check the general schools' environment, the teachers' performances in terms of classroom instructions, record keeping, students works and appearances. It is called basic supervision since it is the major and fundamental kind of supervision which touches on all the principles that guide instructional improvement. The visiting schools are always informed for its effectiveness.

Routine Supervision; It is the process of supervising the performances of schools, teachers lesson presentation, instructional materials, methodologies utilized and evaluation procedures at regular intervals. It could be done occasionally by a single supervisor or few supervisors from the ministry of Education or the school administrator or competent teachers selected to demonstrate teaching or observe instructional processes as presented by teachers while others observe to see whether they are performing well.

Follow-Up Supervision; Follow-up as the name implies is the type of supervision which takes place after a major inspection has been carried out and the feedback calls for another in order to check if corrections or advises had been effected as and when due. A follow-up supervision is necessary to ascertain whether the advice and

suggestions given in the report have been adhered to.Supervision is usually brief and to the point of interest. During this supervision, the supervisor may not write report again.

Emergency Supervision; This type of supervision occurs when something unusual happens in a school. It may arise due to request/petition to Education authorities by the school or due to public/parents petitions. On these requests, a team of supervisors may be sent to the schools to carry out thorough investigation or interact with the staff in the affected schools.

Developmental/Grant-in-Aid Supervision; This is the type of supervision that is carried out mainly on request by the school authority, ministry of Education or Education Boards. It is a special type of supervision which takes place when the government wants to up grade schools or ascertain the progress and level of development of a school and to find out what needs to be done in terms of facilities and equipments provisions.

Accreditation Supervision; As the name implies, it is a kind of supervision which is carried out in a school who wants accreditation either for approval to offer certain subjects for certificate examination or to be up graded. This activity is carried out once in every five years for higher institutions and before any school can enroll students for external examinations especially in science subjects.

Internal Supervision; This is the type of supervision internally planned, organized and coordinated by the school heads and the senior teachers. Here, some competent and experienced teachers are selected from within in a conference like forum to demonstrate to all teachers especially the newly employed and incompetent teachers how effective classroom instruction should be.

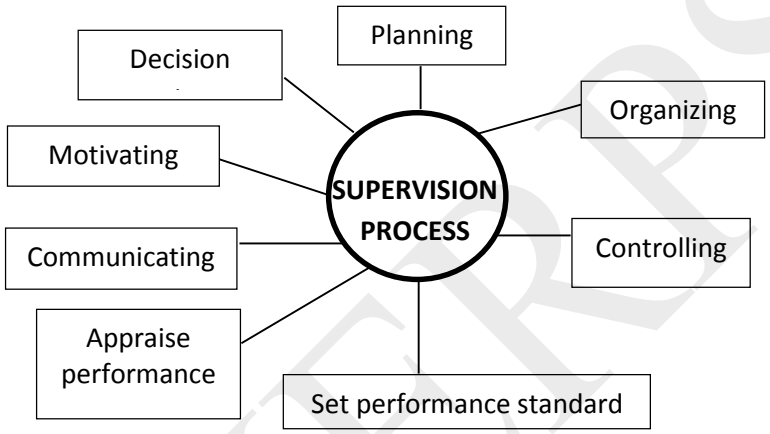
Process of Educational Supervision

Effective and constructive supervision demands the understanding of the basic techniques guiding the supervision process in educational administration in both public and private sector. For effective supervision to be facilitated, the processes and procedures of meeting the identified objectives must be carefully drawn and understood.

According to Ogunsaju, 2012, those processes includes;

- Planning
- Organizing

- Controlling
- Self performance standard
- Appraise performance
- Communicating
- Motivating
- Decision making



Planning; This is concerned with the establishment or development of clearly defined objective of what supervisor in education intend to achieve as well as the means of achieving them. It involves the collection of relevant information that tend to guide the supervisor towards discovering the needs of potential supervisees.

Organizing; This is the development of a formal structure of carrying out supervisory duties within the educational sector in order to achieve the stated goals and objectives of the school. To achieve this, attention should be given to the right amount of time, manpower and funds for supervision.

Controlling; This is seeing that every activity conforms with the established rules guiding supervision. Again, keeping and locking educational objectives with the intention of readily implementing corrective action strategies when school strays too far from objectives.

Set Performance Standard; This is the process where the supervisor formulates ideas and statements that gives the

direction and goals to behaviour and efforts of the supervisees.

Appraise Performance; This involves the assessment of strengths, values, cultural and professional development needs of the supervisees and the expectation of stakeholders' interest. The supervisor should also acknowledge their strengths and limitations in meeting the identified needs of the supervisees.

Communicating; This is concerned with designing of information channels and networks as well as supplying of vital information for the supervision. Here, the process may be viewed as two-way communication between the supervisor and the supervisee.

Motivating; This implies getting extra effort from the supervisees without compromising their moral. It is a process of arousing enthusiasm of the supervisees for the purpose of instructional and overall improvement of the school.

Decision Making; This involves developing a process through which a course of action is consciously chosen among available alternatives. Every action in supervision involves decision making process in order to arrive at effective decision which will achieve the desired result.

Despite many variations that has been proposed over the years, the basic five (5) stages or phases of supervision sequence suggested by Hammer (2003) remains mostly widely known; they include;

(i) Pre-observation Conference Activities; This is the stage where the supervisor and the supervisees agrees on planning of a lesson or series of lessons. This stage helps in establishing the supervisor-teacher cordial relationship in advance. Both exchanges pleasantries as well as affirming how to implement their agreed technique and structuring what the aim and objectives of the lesson should be.

(ii) Actual classroom observation; At this stage, the teacher teaches the lesson while the supervisor records events occurring during the lesson as accurately as possible.

(iii) Collection and Analysis of Data; This is where the entire supervisors documented observations and data collected are collated and critically analyzed.

(iv) Post-observation Conference; Here, the observations recorded are

presented before the supervisee. The teachers strength and weaknesses are discussed before him/her. This feedback will help/enable the teacher to know the areas he/she needs to work upon.

(v) Supervisors' Self Evaluation; This is a stage of self assessment by the supervisor. This is where the supervisor needs to ask himself series of questions why there were various areas of weaknesses. Such questions include; where did my supervisory procedure go wrong?, Have I really helped my supervisees to achieve his/her professional growth?, Did I provide him/her enough assistance to reach his objective?, Did I contribute in pulling him/her down or up, etc.

Quality Assurance in Education

Quality assurance in educational sector according to the European Commission (2018) involves the systematic review of educational programmes and processes to maintain and improve their quality, equity and efficiency. Quality assurance also refers to all the planned and systematic activities implemented within the quality system that can be demonstrated to provide confidence that a product or service will fulfill requirements for quality. It is part of quality management in an educational sector which ensures accountability as well as support ongoing development of schools and of teaching and learning. Quality Assurance (QA) according to the United Nations Educational, Scientific and Cultural Organization (UNESCO, 2013) could be referred to as an ongoing, continuous process of evaluating – assessing, monitoring, guaranteeing, maintaining and improving the quality of education provided. In the higher education system, quality assurance (QA) could be viewed as a systematic process of assessing and verifying inputs, outputs and outcomes against standardized benchmarks of quality, to maintain and enhance quality, ensure greater accountability and facilitate harmonization of standards across academic programmes, institutions and systems (UNESCO, 2013). However, there is a strong link between school supervision and Quality Assurance. This is so because quality assurance is usually measured by the quality of educational inputs, processes and outputs, all pointing to one direction of school supervision. Raymond (2015) defined Quality Assurance as a means of putting in place, appropriate structures, legislations, supervision of personnel

and materials in order to ensure that minimum standards are developed, maintained and sustained. Ifediti (2014) viewed it as the process of ensuring that the educational output (graduating students) are processed with required personnel and quality programmes, facilities and materials to meet global acceptance. Green (2003) defined Quality Assurance as those planned and systematic activities to provide adequate confidence that a product or service is satisfying given requirements and quality. To be precise, quality assurance is the systematic management and assessment of procedures adopted by educational institutions in order to monitor performance against objectives. It is a tool for evaluating the educational process to meet the standards that are set by clients.

Rationale for Establishing Quality Assurance

Quality Assurance (QA) in Nigerian secondary schools is very important in other to actualize the stated educational aims and objectives and as well as to ensure quality service delivery in the school system.

The following are the major importance of Quality Assurance (QA) in our educational system.

(1) To serve as indispensable component of quality control strategy in education
(2) To ensure and maintain high standard of education at all levels.
(3) To assist in monitoring and supervision of education.
(4) To determine the quality of the teacher input.
(5) To determine the number of classroom needed based on the average class size to ensure quality control.
(6) To ensure how financial resources available could be prudently and judiciously utilized; and
(7) To determine the level of adequacy of facilities available for quality control.

Indicators of Quality Assurance in Education

Quality Assurance is concerned with implementing the sound processes that will ultimately be used to produce quality in the education systems. It ultimately focuses on three major areas of concern, namely, input, process and output.It is used to identify potential problems in the educational process that might lead to quality products later. In

institutions quality assurance is normallyimplemented through two major channels, which are monitoring and supervision. Through monitoring and supervision shortfalls in the process of education can be identified and corrected before major problems result. Potential problems in pedagogy that would affect teaching and learning are usually taken care of in the monitoring process, while supervision is concerned with improvements in teaching and learning. The highest priority of quality Assurance is to set high quality goals.

Quality Assurance Indicators are grouped into three (3) in line with (Cheng, 2000) school reforms initiatives; they are;

(i) Internal Quality Assurance Indicators
(ii) Interface Quality Assurance Indicators
(iii) Future Quality Assurance Indicators

(i) Internal Quality Assurance Indicators; These are concerned with signs and activities that indicate quality and improve internal school performance particularly the methods and processes of teaching and learning methods of lesson preparation and delivery. The structure shows how key internal factors such as teachers factors, curriculum factors, contextual factors and student factors are related to student learning experiences and educational outcomes. It is important to note that Nigerian education products face global competitions and so efforts should be made to ensure that teachers and school administrators have international exposure to enable them prepare the students for global competitions.

(ii) Interface Quality Assurance Indicators; This involves accountability to the public and stakeholders; expectations in terms of education quality, stakeholders' satisfaction and market competitiveness. Quality in terms of school monitoring and supervision, parental choice, parental and community involvement in governance, and performance-based funding are some typical examples of quality assurance indicators needed to pursue and enhance effectiveness at the interface level between the schools and communities. One may wonder why parents prefer private schools that charge exorbitantly over public schools that are free. It is possible to have free and quality education? Of course YES – this can be made possible by school owners and teachers. Therefore, efforts should be

made by school administrators to satisfy stakeholders and ensure they meet attained world class standard.

(iii) Future Quality Assurance Indicators; Historically, several efforts have been made by the previous administration in this country to ensure qualitative education but such efforts have not yielded the expected results thereby leading to a serious need for a pragmatic paradigm shift to ensure Total Quality Management (TQM). The future Quality Assurance Indicators should be concerned with contextualized multiple intelligences, globalization, localization and individualization. Tripartite curriculum involves multiple intelligences and is also another quality assurance indicator which must be imbibed by the managers for school transformation and success of the new school curriculum in Nigeria.

Strategies for Enhancing Quality Assurance in Education

The strategies employed for quality assurance in education include:

(i) Monitoring; This refers to the process of collecting data at interval ongoing programmes or projects within the school system with the aim of constantly assessing the level of performance to find out the extent the objectives have been achieved.

(ii) Assessment; This involves the use of empirical data on students learning to refine programmesand improve students' learning. It also involves gathering and discussing information from multiple and diverse sources to develop deep sense of understanding of cognitive, affective and psychomotor domain.

(iii) Evaluation; This is a formal process carried out within a school setting based on available data that can be used to draw conclusion. It could be formative or summative aimed at seeing how the system can be assisted to improve on the present level of performance.

(iv) Quality Control; This strategy is for establishing quality assurance in the nation's educational system at all levels. It examines qualification of teachers, adequacy of the curriculum, availability of equipment in required quantity as well as proper use of the process involved in the various skills to ensure that the

finished products are of high standard.

(v) Inspection; This involves critical examination of available facilities and resources in an institution with a view of establishing how far a particular institution has met prescribed standards. It is more of assessment rather than an improvement induced exercise.

Conclusion

Supervision as a branch of educational management with clearly principles and procedures did not surface in schools for mere saying but rather existed in schools for examining, evaluating, watching and directing the performance of teachers in an attempt to achieve a given objective. The supervisors equally found themselves caught to transform teaching from a mechanistic repetition of teaching protocols to a diverse repertory of instructional response to students natural curiosity and diverse level of readiness. For quality to be achieved in supervision of schools, attention must be established between the internal and external mechanisms in the context of education.

Suggestions

The following suggestions were made based on the following discussion;

(i) The need to harmonize internal and external criteria for quality assurance in achieving excellence in the school system is emphasized.

(ii) The curriculum of pre-secondary and secondary education needs to be periodically reviewed to reflect the needs of the society.

(iii) Full professionalization of teaching in the country should be accorded priority; and finally

(iv) The relevant stakeholders involved in educational supervision must work together to achieve quality service.

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