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PERCEIVED IMPACT OF INADEQUATE SUPERVISION OF SECONDARY SCHOOLS STUDENTS' ACADEMIC PERFORMANCE IN SENIOR SECONDARY SCHOOL CERTIFICATE EXAMINATION IN EZEAGU LOCAL GOVERNMENT AREA

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ABSTRACT

The study examined the impact of inadequate supervision of secondary schools on student's academic performance in senior secondary school certificate examination in Ezeagu LGA. The study was guided by two specific purposes and two research questions. A survey research design was adopted for the study. The population for the study consisted of all the secondary school teachers in the twenty nine (29) government secondary schools in Ezeagu local government area which is four thousand three hundred and five (4305) secondary school teachers. a sample of one hundred and fifty (150) secondary school teachers was drawn from five (5) selected senior secondary schools sampled out of the twenty nine (29) public secondary schools in Ezeagu that were used for the study. Simple random sampling (balloting) was used to draw thirty (30) students from each of the selected five (5) senior secondary schools that were used for the study. The instrument used for data collection was a structured questionnaire. The data collected was analyzed using mean statistics. The result showed that evaluating the teacher's instructional materials and maintaining of instructions and method can enhance the supervision in schools. The researcher recommended that principals should ensure that the teacher's instructional materials are evaluated constantly.

Keywords: Supervision, Quality of supervision and Principals supervisory duties.

Introduction

Education remains the biggest instrument for academic progress, social mobilization, political survival and effective national development of any country. It constitutes the largest enterprise/industry in Nigeria that is why, the government continues to ensure that funds, school facilities, instructional materials, teaching personnel and a beneficial learning environment are made available for the sector in Enugu State. The state Government has also continuously

encouraged secondary education by adopting a social demand approach towards planning the education sector by subsidizing the SSCE fee in the state since 2012 in line with Archibong's (2013) position that quality education does not just occur miraculously but can be achieved through continuous improvement efforts by the stakeholders in the education enterprise. In recent times, education stakeholders have expressed their concern over the poor performance of students in the SSCE. Some blamed the school administrators (principals) and the teachers while some blamed the students themselves and the parents. Whoever to be blamed, the fact remains that, the school and its organizational management has correlation with the academic achievement of the students. (Olaleye, 2013).

Instructional process and supervision help a lot in improving academic performance of students. This is because supervision of instruction aims at enhancing teaching and learning through proper guidance and planning, and devising ways of improving teachers professionally and thereby helping them release their creative abilities so that through them the instructional process is improved and well articulated.(Okendu,2012) NOUN (2012) Conceptualizes School administration as a social process concerned with identifying, maintaining, stimulating, controlling and unifying formally or informally organized human and material energies within an interpreted system. School administration is specifically concerned with students, teachers, rules & regulations and policies that govern the school system. School administration is a difficult task involving sensitive and challenging functions relating to the supervision of students, school personnel, instructional programme, school plants and statutory records. In the school system, supervision is as antique as the teaching profession and has undergone series of evolution since the colonial era. It is directed towards sustaining and ameliorating the teaching-learning process in the educational system because education plays an essential role in the growth and development of any nation socially, politically, and economically (NOUN, 2006).

Alimi and Akinfolarin (2012) admitted that in Nigeria, Secondary Schools, irrespective of their location and ownership are expected to function in compliance with the achievement of the national education objectives, and consequently aspire to brilliant performance in the final examination. As - such, students' performance greatly depends on the quality of instruction and education they have gained in school. Every educational system at every level depends heavily on teachers for the execution of its programmes. In this regard, Obadara (2011) viewed teachers to be highly essential for a successful operation of the educational system and as a key to the educational development. Without teachers with relevant behavioral traits, educational facilities cannot be used to facilitate academic performance of students. Undoubtedly the success and quality of any educational system depend on the quality of teachers input into the system. For many years, educators, administrators or managers, researchers have debated over which variables influence student's academic performance. A growing body of evidence suggests that schools can make a great difference in terms of students' academic performance and a substantial portion of that difference is attributable to teachers, thus there should be a link between teacher behavioral traits, teacher competence, and teacher productivity and students academic performances. (Fehintola, 2014)

The enormity and critical nature of educational challenges in Nigeria is evident in the increasing poor performance of students in national examinations such as WAEC and NECO. In this regard, Akinola (2010) observed that, out of 1,351,557 candidates who sat for May/June 2010 WAEC in the country, only 337,071 candidates representing 24.94 percent obtained credits in English Language, Mathematics and three other subjects. In addition, Amuche and Fan (2014) reported that

candidates who obtained credit passes in five subjects and above including English language and Mathematics during the May/June 2012 NECO examination in 5 states in the east as follows: Ebony1.5%,Imo 4.2%,Anambra 5.26%,Abia 7.44% and Enugu 9.2. The apparent low performances does not satisfy the yearnings and aspiration of Nigeria as rightly observed by Ogunsaju (2014) who asserted that the academic standard in all Nigerian educational institutions has fallen considerably below societal expectations.. This dismal performance connotes a problem to Enugu State and the country in general because there was a dislocation in the human capital supply chain at the Secondary level of the education sector. The disruption in the overall manpower supply for the economy constitutes a grave threat to Nigeria's aspiration to be among the top twenty economies in the World by the year 2020 through vision: 20:2020. The future of every country lies on how it invests in the development, awareness, and productivity of its citizens.

This investment is primarily done through education. It is in recognition of the above fact that Governments at all levels in Nigeria commits a lot of resources to ensure the provision of quality education to its citizenry and as well tailored its policies towards ensuring that quality education is made available and accessible to the general population. Inspite of the efforts of the Government and relevant stakeholders in repositioning Nigeria education on the world map, the nation's educational system from the mid 1980s have continued to experience some set back in school management and decline in both the teachers performance and students academic performance resulting in the present day objectionable colossal failure by Students in the career determining examinations conducted by reputable government agencies like: JAMB, NABTEB, WAEC and NECO (Ayegba, 2009).

The declining results from school in terms of learning outcome, attitudes, values and other effective measures in comparison with the huge investment in the sector are quite alarming. The main thrust of the study therefore, is to establish the impact of inadequate supervision of public secondary schools and its outcome on student's academic performance in senior secondary certificate examination in Ezeagu LGA.

Statement of the Problem

The woeful performance in WAEC and NECO has been a source of worry to Parents and other stakeholders in the Sector considering the resources Parents and Government invest in educating the learners without any commensurate performance to match the vast investment. Enugu state especially Ezeagu LGA in particular shares in this predicament of the education sector in spite of the financial involvement of State Government in the Sector. There is a growing concern of the society about the realization of secondary education objectives due to doubt that there have been steady decline in teachers' instructional task performance and students' academic performance which depicts non-realization of quality assurance in secondary schools .

The performance of students in the SSCE administered by WAEC and NECO in the recent has indicated a massive failure rate of 72, 74, 74 and 75 percent in 2008,2009,2010,2011 respectively. In the light of the highlighted problems, the study provided answers to the research questions with a view to proffering pragmatic measures that have remarkable influence on improving the teachers' job performance and academic performance of secondary school students in Ezeagu LGA.

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Research Questions

The following research questions will guide the study

i. What are the qualities of supervision in secondary schools?
ii. What are the methods and techniques employed by principal in carrying out their supervisory duties?

Research Method

A survey research design was used for the study. The study was conducted in Ezeagu Local Government Area. It has other surrounding local government like Udi and Oji river local government areas. They are well known for their rich cultural heritage and agricultural production. The area has high incidence of single parenting. The population for the study consisted of all the secondary school teachers in the twenty nine (29) government secondary schools in Ezeagu local government area which is four thousand three hundred and five (4305) secondary school teachers. A sample of one hundred and fifty (150) secondary school teachers will be drawn from five (5) selected senior secondary schools sampled out of the twenty nine (29) public secondary schools in Ezeagu that were used for the study. Simple random sampling (Balloting) was used to draw thirty (30) students from each of the selected five (5) senior secondary schools that were used for the study. The instrument used for data collection was a structured questionnaire. In order to establish the content and face validity of the questionnaire, the questionnaire was given to three experts, two experts from the department of educational management and one expert in measurement and evaluation ESUT. One hundred and fifty (150) copies of the questionnaire were administered to the respondents by the researcher. The entire questionnaire was collected by the researchers after they have been filled at the spot. Data was analyzed using mean statistics

Presentation of Results

Research Question 1: What are the qualities of supervision in secondary schools?

Table 1; Mean response on the qualities of supervision in secondary schools

SN	ITEMS	SA (4)	A (3)	D (2)	SD (1)	N	∑FX	X	Remarks
1	Supervision should incorporate Teachers suggestions	30	20	-	-	50	180	3.6	A
2	The supervisor should recognize and Provide alternative approach	40	10	-	-	50	190	3.8	A
3	The supervisor should provide an immediate Feedback	20	30	-	-	50	170	3.4	A
4	The supervisor should visit the classroom Frequently	30	20	-	-	50	180	3.6	A
5	Instructional supervision can help the teacher	25	25	-	-	50	175	3.5	A

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From the computed mean in Table 1, it shows that items 1-5 have the mean statistics of 3.6, 3.8, 3.4, 3.6 and 3.5 respectively which indicated that the respondents agreed on the qualities of supervision in secondary schools.

Research Question 2: What are the method and techniques employed by principal in carrying out their supervisory duties?

Table 2; Mean response on the method and techniques employed by principal in carrying out their supervisory duties

SN	ITEMS	SA (4)	A (3)	D (2)	SD (1)	N	∑FX	X	Remarks
6	Selection and revision of educational Objectives	25	25	-	-	50	175	3.5	A
7	Maintaining of instructions and method	30	20	-	-	50	180	3.6	A
8	Constant checking of the teachers work Activities	40	10	-	-	50	190	3.8	A
9	Evaluating the teachers instructional Material	20	30	-	-	50	170	3.4	A
10	Stimulation of teachers in the improvement Of instruction	30	20	-	-	50	180	3.6	A

From the computed mean in Table 2, it shows that items 6-10 have the mean statistics of 3.5, 3.6, 3.8, 3.4 and 3.6 respectively which showed that the respondents agreed with the listed method and techniques employed by principals in carrying out their supervisory role.

Discussion of Findings

Findings in table 1 showed that teachers are of the view that supervisors should incorporate teacher's suggestions, they should recognize and provide alternative approach and application of a variety of skills, they should provide an immediate feedback after observation, and they should visit the classroom frequently to encourage the observation of teachers. Finally, they are of the view that instructional supervision can only be assess the potentials for excellence through watching the teacher present a lesson which he or she has prepared.

The findings was in line with the findings of Eze (2011), who opined that supervision should be made in such a way that both the supervisor and teacher will follow the rules of supervision.

Findings in table 2 showed the methods and techniques employed by principal in carrying out their supervisory duties. They include; stimulation of teachers in the improvement of instruction, selection and revision of educational objectives, maintaining of instruction and methods of teaching and evaluation, constant checking of the teachers work activities in the classroom and finally, evaluating the teachers instructional materials. This was in line with the findings of Utibi (2009) who stated that principals should employ a friendly and constant approach in supervising the teachers.

Conclusion

Based on the findings of the study, the researcher concluded that

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i. The supervisor should provide an immediate feedback after observation.
ii. There should be constant checking of the teachers work activities in the classroom.
iii. Through classroom visits, the supervisor can have an insight into quality benchmark and performance.
iv. Inappropriate management, lack of instructional facilities and mismanagement of instructional time are the challenges faced by secondary school principals in supervising teachers.

Recommendations

Based on the findings of the study, the researcher made the following recommendations;

i. The principal should ensure that quality supervision is conducted in his school. This will go a long way in checking the teacher's classroom activities.
ii. The principal should ensure that the teacher's instructional materials are evaluated constantly.
iii. The principal should ensure that he/she maintains a cordial relationship with his teachers.
iv. They should also ensure that the instructional time are utilized adequately.

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