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PRINCIPALS AND INTERNAL SUPERVISION FOR THE DEVELOPMENT OF TEACHER QUALITY AND STANDARDS IN SECONDARY SCHOOLS IN ABIA STATE

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Abstract
The study investigated the roles of principals in internal supervision for the development of teacher quality and standards in secondary schools in Abia state. The study was guided by two research questions and two null hypotheses. A sample of 100 secondary school principals (60 urban and 40 rural) were drawn from a population of 232 secondary school principals in Abia state. The instrument was a 20 - item researchers-developed questionnaire. Mean and t-test statistics were used in data analysis. The findings indicate, among others, that the roles of principals in internal supervision for development of teacher quality and standards include: encouraging and providing for teacher growth and development, aiding the beginning teachers to grow professionally by helping them identify methods to adopt in teaching, encouraging co-curricular activities in the school and ensuring that financial records are kept up to date etc. On constraints to quality internal supervision for teacher development; incompetence of some principals in handling some statutory


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records, too many senior staff to contend with, in the school, and non-employment of low cadre teachers among others were found.

Keywords: Principals, teacher, quality, standards and internal supervision

Introduction

Education at all levels is an inevitable instrument for national growth. It enables an individual to attain self-actualization and self-esteem and also leads the person to positive and rational thinking in the society. According to Kotrinde and Yunos (2014) educational system is an investment which lies in its capability to serve continually its targeted beneficiaries (students, teachers, employers of labour and the society at large), and consistently remains relevant.

On the other hand, quality education can be described as functional education which emphasizes both the theoretical and the practical part of the education system (Kotrinde &Yunos).They continued by explaining that quality education is such that emphasizes social responsibility, job orientation, political participation, spiritual and moral values and self-reliance after school. In the same vein Meskil (2005) opined that quality education includes academic standards, vigorous curricula, skilled and experienced teachers, functional laboratories, updated textbooks, computing facility, small class sizes, modern building and conducive environment for learning. One draws a conclusion that quality education is geared towards building an all-round individual, capable of being functional and responsible to the society if prerequisite standards are met and maintained.

Standard is defined by notable scholars such as Nwana (1993), Ukeje(1993) and Nwagwu(1998) as a special level of quality and a special level of proficiency. In order to raise the standard of education in Abia state, internal supervision by principals for the development of quality teachers becomes an indispensible variable in teaching and learning process. Igbo (2002) has defined supervision as the process of helping, guiding, advising, and stimulating growth in subordinate in order to improve on the quality of his work. Supervision can also involve the

stimulation of professional growth, development of teachers, the selection and revision of educational objectives, materials of instruction and methods of teaching and evaluation of instruction. Fisher (2011) sees supervision as all efforts of school officials directed to provide leadership to the teachers and other educational workers on the improvement of instruction. Ekemezie (2010) also added that supervision is everything done by a professional teacher to make sure that the lots of other teachers are bettered. One can then conclude that the goal of supervision is the enhancement of teaching and learning. Quality supervision is a baseline standard in education which can be measured on a scale of reference. It is an expression of standard or a means by which certain set standard in education can be measured. Therefore, quality education is a totality of the combination of such indispensible variable as quality infrastructure, quality teachers, and quality supervision.

A supervisor could be a principal or senior member of a school. This is buttressed by Ayodele (2002) who opined that secondary schools are presently supervised by two categories of people, internal supervisors such as principals, vice principals, and heads of departments, while external supervisors are those outside the school, such as supervisors from the Ministry of Education and the various areas of zonal education boards. The principal as an internal supervisor ensures that teachers and the staff are effective in their work. It is assumed that the principal has an expertise knowledge and experience to oversee, coordinate and evaluate the process of teaching and learning, supporting teachers and controlling them. Garforth (2004) stated that functional and allowing regular exchange between schools can be a powerful tool for quality internal supervision.

For internal supervision to be effective the principal must possess, understand, and implement the following tools as enumerated by (Nwaoha 2016)

- ❖ Class teacher audit register
- ❖ Teacher duty class attendant
- ❖ Weekly class audit
- ❖ Monthly summary of class teachers audit form
- ❖ Monthly teachers' regularity annex.
- ❖ Allocation of teaching periods

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❖ Termly internal supervision record.

Nwaoha further highlighted that the principal must have good knowledge of the relevant accounting books which are listed in the school. These include school budget, departmental vote books, payment of voucher forms, impress expenditure book, travelling and mileage claim form, among others.

As a supervisor, the principal must physically visit the class to watch teachers and students in action. It provides the principal the direct opportunity to assess the level of effectiveness of each teacher. It also helps the principal to assess the teacher on the following:

- Planning and preparation of the lesson
- Presentation of the lesson
- Relationship with the teacher/student participation
- Teacher's mastery of the subject matter
- Teacher's personality
- Adequacy and appropriateness of the teacher's voice, speech, habit, clarity, and intelligibility (Nwaoha, 2016).

However, a number of problems seem to be a hindering factor to internal supervision by the principal for the quality development of teachers. These include low staff moral which emanates from irregular promotion, low pay package (when compared to other public workers), irregular payment of salary, and societal perception of the job, among others. Lack or inadequate supervisory facilities are manifested in poor funding and management of the system. Ahmed (2003) revealed that most of the Nigerian secondary schools' teaching and learning take place under a most unconducive environment, lacking basic materials for instruction thus hindering attaining education objectives.

The principal is at the top of the responsibility of coordinating and managing human and material resources for quality assurance and standard, but it seems that some principals in both urban and rural secondary schools in Abia state do not perform their internal supervisory roles for quality development of their teachers.

In view of the foregoing, the main purpose of study was to investigate roles of principals in internal supervision for the development of teachers for quality and standard in Abia State.

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Research Questions

1. What are roles of principals in internal supervision for the development of teacher quality and standards in secondary school in Abia state?
2. What are the constraints to internal supervision for the development of teacher quality and standards secondary school in Abia state?

Hypothesis

Two null hypotheses were formulated at P<.05 level of significance.

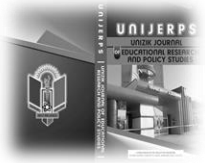
HO_1 There is no significant difference between the mean rating of urban and rural principals in their roles in internal supervision for the development of teacher quality and standards in secondary schools in Abia state.

HO_2 There is no significant different between the mean rating of urban and rural principals in their constraints to internal supervision for the development of teacher quality and standards in secondary schools in Abia state.

Methodology

The study adopted a survey research design. The population of the study consisted of all the principals in the three education zones in Abia State. Statistics available at the time of this research showed that the population of secondary school principals was 232. Stratified random sampling technique was used in selecting 40 principals from Aba zone, 30 from Umuahia zone and 30 from Ohafia zone. This gave a total of 100 secondary school principals. The stratification of the sample was done using variable of location - urban and rural. Thus, 60 urban and 40 rural secondary schools. All the 100 school principals participated in the study. A 20 item researchers - developed questionnaire named "Principals and internal supervision" (PAIS) was used. The instrument comprised of three sections A, B and C. Section A sought demographical information of respondents on the location - urban and rural. Section, B comprised 12 items on the roles of the principals in internal supervision for teacher development and standards while section C comprised 8 items on constraints to quality internal supervision for teacher development. The instrument was based on four point likert scale of strongly agree (4points)

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Agree (3points) Disagree (2points) and strongly disagree (1point). The instrument was face validated by experts in educational administration and planning of University of Calabar, Calabar. Their corrections and modifications were effected. Cronbach alpha statistics was used to test the reliability of the instrument administered. Reliability of the instrument was done by test retest of 30 principals, 20 in urban while 10 in rural areas. Using Cronbach Alfa reliability statistic, a coefficient of 0.83 gotten indicates that the instrument is reliable. Data generated were analysed using mean.

The decision rule on acceptance or rejection was based on a criterion mean of 2.50. The t- test statistics was used to test the two null hypotheses formulated at 0.05 level of significance.

Result

Research Question One

What are roles of principals in internal supervision for the development of teacher quality and standards in secondary Schools in Abia State?

Table 1: Mean scores of the roles of principals in internal supervision for teacher quality development and standards in secondary school.

S/N	ITEMS	Urban N= 60 Mean	SD	Decision	Rural N =40 Mean	SD	Decision
1.	Encouraging and proving for teacher growth and development	3.20	0.40	Agree	3.60	0.49	Agree
2.	Aids the beginning teachers to grow professionally by helping them identify methods to adopt in teaching	3.84	0.36	Agree	3.84	0.36	Agree
3.	Encourages co -curricular activities in the school	3.60	0.49	Agree	3.20	0.40	Agree

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4.	Assessing the quality of teaching and learning	3.40	0.81	Agree	3.20	0.41	Agree
5.	Ensuring that financial records are kept up to date	3.00	0.04	Agree	3.22	0.81	Agree
6	Having understanding of some statutory records	3.00	0.64	Agree	3.18	0.41	Agree
7.	Ensuring that safe and adequate environment are provided for both teachers and students	3.60	0.49	Agree	3.25	0.41	Agree
8.	Encourages inter - school visitation	3.29	0.80	Agree	2.60	0.81	Agree
9.	Ensuring that teachers use instructional materials	3.20	0.40	Agree	3.10	0.41	Agree
10.	Re -educating teachers in the new - curricular and subject content	3.40	0.81	Agree	3.50	0.00	Agree
11.	Shows empathy, genuine, open, flexible and respectful to teachers	3.40	0.81	Agree	3.20	6.41	Agree
12.	Allocates subjects in area of specialization to teachers.	3.35	0.60	Agree	3.30	0.46	Agree
	Overall mean	3.36	0.60	Agree	3.30	0.46	Agree

Research question 1, table I indicated that with an overall mean of 3.36 and 3.30 the response of teachers in Urban and Rural secondary schools agree that all items are the roles of principals in the internal supervision for the quality development and standards of teachers in Abia State. Such roles among others include, encouraging and providing for teacher growth and development, encouraging co-curricular activities, assessing the quality of teaching and learning and encourages inter-school visitation. However, principals in the rural secondary schools recorded higher in item 10 but lowest in item 8 which are re - educating teachers in the new

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curricular and subject content and encourages inter - school visitation respectively, while the highest item for Urban secondary is item 2 which is aiding the beginning teachers to grow professionally by helping them identify methods to adopt on teaching.

Research Question 2.What are the constraints to internal supervision for the development of teacher quality and standards in rural and urban secondary schools in Abia state.

Table 2: Mean scores of the constraints to internal supervision for quality teacher development and standards in urban and rural secondary schools.

S/N	ITEMS	Urban N= 60 Mean	SD	Decision	Rural N =40 Mean	SD	Decision
13.	Inadequate number of teachers to handle too many subjects in the school curriculum.	3.40	0.47	Agree	4.00	0.00	Agree
14	Too many senior Staff in a school (Grade Level 15 and 16).	3.80	0.40	Agree	3.40	0.81	Agree
15	Non employment of low cadre teachers.	3.60	0.45	Agree	3.10	0.41	Agree
16	Inadequate facilities and teaching materials.	3.00	0.64	Agree	2.80	1.18	Agree
17	Nonchalant attitude of some principals on the welfare of their teachers.	3.40	0.49	Agree	2.50	1.00	Agree
18	No fund to send teachers on professional training and workshops.	3.20	0.41	Agree	3.50	0.40	Agree
19	Incompetence of some principals in handling statutory records in the school.	3.60	0.49	Agree	2.60	1.03	Agree

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20	No conducive environment for effective teaching and learning.	3.42	0.53		3.15	0.73	Agree
	Overall mean	3.42	0.53		3.15	0.73	Agree

Table 2 provided the answer to research question two which is on the constraints to internal supervision for quality teacher development standards both in Urban and Rural secondary schools. With the overall mean of 3.42 for teacher in the Urban schools and 3.15 for teachers in Rural secondary schools, both teachers agree that inadequate number of teachers to handle too many subjects in the school curriculum, too many Senior staff in a school, non - employment of low cadre teacher, inadequate facilities and teaching materials, among others are constraints to internal supervision for teacher quality development. However, principals in rural secondary schools scored item 1 very high with mean score of 4.00 as against a mean score of 3.60 for principals in urban secondary schools. This means that all the items were agreed as the constraints to internal supervision for the development of teacher quality and standards in both urban and rural areas in Abia state.

Table 3: T- test analysis of the mean scores of roles of urban and rural principals in internal supervision of teacher quality development and standards in secondary school in Abia state.

Variable	**N**	**X**	**SD**	**df**	**Calculated t- value**	**Critical t-value**	**Sig level**	**Result**
Urban	60	3.35	0.60	98	0.252	1.960	0.05	Accept
Rural	40	3.30	0.46					Accept

t-cri> t-cal. =accept

Table 3: t test analysis of the mean scores of the roles of principals on internal supervision of teachers for quality development and standards for both urban and rural schools. The t-citical of 1.96 is greater than t—calculated of 0.252 at 0.05 level

of significance, this indicates that the null hypothesis that says that there is no significance between the opinion of rural and urban principals is uphold.

Table 4: T-test analysis of mean scores of constraints of urban and rural principals in internal supervision of teacher quality development and standards in secondary schools in Abia state.

Variable	N	X	SD	df	Calculated t- value	Critical t-value	Sig level	Result
Urban	60	3.42	0.53	98	1.821	1.960	0.05	Accept
Rural	40	3.15	0.73					Accept

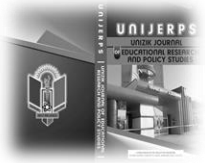
t-cri> t-cal=accept

The t - test analysis on table 4 showed that there was no significant difference between the opinions of the principals in Urban and Rural secondary schools in Abia State with regard to constraints encountered in internal supervision for teacher quality development and standards. This is evident because the critical t – value of 1.60 is greater than the calculated t- value of 1.821 at 0.05 level of significant, this indicates that the null hypothesis that says that there is no significant different between the opinion of urban and rural principals on the constraints to teacher quality development and standards in secondary schools in Abia state is uphold.

Discussion of findings

The research question 1 and hypothesis 1, point to the roles of principals in internal supervision for teacher quality development and standards. It was found out by both teachers in urban and rural secondary schools that the above roles are the functions of the principals in secondary schools.The findings above corroborate the reports of Nwosu (2005), and

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Ezeocha (1990) that principals' roles in internal supervision include, curriculum development, aiding beginning teachers by helping them remove their tension and teaches them the techniques as well as improve their professional attitudes and personal qualities, promoting co-curricular activities, engaging teachers in educational programmes and increase in facilities that improve teaching and learning. Ukaegbu(2013) also conformed to the findings that principals' role in internal supervision include: visiting the classroom to watch whether what is assigned to teachers are being done, inspecting and marking teachers records-lesson notes, weekly diaries, scheme of work and others, inspecting workbooks for content development and finally conferencing with teachers where his observations and remarks on his discoveries during class visits are made, and request teachers to improve on their efforts on students work. Ukaegbu concluded that internal supervision is result oriented activity because it leads to high level of teachers' productivity, students' high level of hard work and learning which in turn leads to success in both internal and external examination.

In research question 2 and $HO_2$the findings indicated that both urban and rural principals encounter a lot of constraints in internal supervision for teacher quality development. This is in agreement with the study conducted by Gate(2010) which showed that capacity building among leaders only deal with structural inefficiency which is when teachers lack the capacity and capabilities to do the job, but are ineffective for other types of inefficiencies. For example, what will a trained teacher/principal do in the face of leaking classrooms, non-payment of salaries, students with no textbooks, empty laboratories, etc. The findings above did not contradict the views of Nwaoha(2016) who opined that constraints to internal supervision include the use of Youth Corpers and PTA teachers on full time basis, use of young and junior teachers for WASSCE/NECOSSCE supervision, too many subjects to be accommodated in the timetable. Finally, Fadipe (2003) in conformity with the findings posited that low staff morale is likely to affect the performance of the teachers in the school and this can lead to various problems like cultism, exam

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malpractice, drug abuse, indiscipline, persistent poor academic performance of schools. He further stressed that morale of teachers dampened when they are not motivated, salaries not paid as at when due, no reward or appraisal to performing teachers among others. Their level of job commitment maybe low and the objective of internal supervision may not be achieved.

Recommendations

1. The government should organize capacity trainings on the area of internal supervision to reduce incompetency among principals of both urban and rural secondary schools.
2. More teachers should be employed to help handle numerous subjects introduced in the curricular.
3. The principals should show empathy, sympathy and general welfare to motivate his staff to teach
4. The principals should encourage functional clubs/societies, sports and games which constitute extracurricular activities in the school.
5. Large number of subjects should be reduced in the school curricular to allow teachers handle them effectively.
6. The principal should be competent in handling school financial record and other statutory records in the school.

Conclusion

This paper investigated the role of principals in internal supervision for teacher quality development and standards. It concluded that a lot of constraints are meditating against internal supervision in the secondary schools in Abia State. ***So*** there is a great need for the entire system stemming from the government, principals, vice principals, guidance counsellors, form teachers among others to be involved for quality assurance and standard on education to be achieved.

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