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SUPERVISION AND INSPECTION AS VERITABLE TOOLS FOR QUALITY CONTROL IN SECONDARY SCHOOLS IN EKITI STATE, NIGERIA

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ABSTRACT

Secondary education occupies a unique position in the educational system of Nigeria. This level of education is the intermediary between the primary level of education and tertiary levels of education. Due to the unique position of this level of education in Nigerian Educational System, the National Policy of Education (2014), states that the broad goals of secondary education shall be to prepare individual for useful living within the society and higher education. It would be realized that the extent to which these goals can be actualized will depend on the quality of education provided in the secondary school. School supervision and inspection are carried out as an instrument for maintaining standards and quality control, so that the school system can be put on the right track in the course of achieving its goal. This paper, therefore, examines school supervision and inspection as veritable tools for ensuring quality control in selected secondary schools in Ekiti State, Nigeria. The research instrument designed for the study was a questionnaire tagged School supervision and inspection and quality control in secondary schools (SSIQCSS). The population of the study comprises teachers in Ekiti State. A total of 100 teachers were purposely selected, this formed the sample of the study. Findings revealed that supervision and inspection served as a measure for quality control in our secondary schools, school Principals also embarked on regular routine school inspection, also, routine inspection carried out by school inspectors serve as a means to maintain quality control in secondary schools in Ekiti State. Thus, based on the findings of the study, the need to embark upon more modern techniques of supervision and inspection to improve the quality of education in secondary schools was recommended. The educational system must be adequately funded so that there would be high level of quality and efficiency. Modern techniques of supervision should be adopted or replaced with old ones. Finally, there is the need for collaborative efforts on the part of all education stakeholders to devise more quality control measures that can save the educational system from total collapse.

KEY WORDS: *Supervision, Inspection, Quality Control, Secondary Schools.*

INTRODUCTION

There is no doubt that there has been persistent public outcry on the declining quality of education in Nigeria. Observation shows that the quality of education in the country is poor, there are evidence of examination mal-practices, poor teaching method, poor study habit, poor infrastructure, poor administration of schools, lack of motivated teachers as well as lack of effective supervision and monitoring. Ajayi (2011), revealed that the poor quality of education in the country is evidenced by mass failure of students in Senior Secondary Certificate Examinations (especially WAEC, NECO and NABTEB examinations) and Unified Tertiary Institutions matriculation Examination (UTME).

Observation also revealed that most secondary school leavers can neither read, write nor communicate effectively in simple and correct English. The situation seems so worse that most parents/guardians had to withdraw their children from public secondary schools to private schools. The declining quality of education in Nigeria calls for more attention on quality control measures that can save the educational system from total collapse during this political dispensation. Supervision and inspection can therefore serve as veritable tools to achieve quality control in our secondary schools in Ekiti State during this current political dispensation.

The Concept of Quality and Quality Control

The BBC English Dictionary (1992) described Quality control as the activity of checking that products are all of satisfactory standard and quality. Ajayi (2011), described quality as the ability of a product or service to meet a customer's expectation for the product or service.

Onocha (2002) classified the different concepts of Quality into three, namely:

- Quality as something exceptional – This is the traditional conception, which regards quality as exclusive, distinctive and intuitively recognizable. It refers to excellence, high standard of attainment by exceptional students and staff.
- Quality as efficient production – This is based on practice in industry, disregards absolute standards but settles for relative specifications. Thus quality products are one with “zero defects”. A relative conception is quality as fitness for purpose, that is, that extent to which a product or service meets the designer and customer specifications.
- Quality as transformation – This is an approach that adds value to the abilities of students, regardless of initial levels.

Idowu (2017), is of the view that Total Quality (TQ) in educational field is the implementation of a set of standards and procedures that aim at constant improvement in the educational product. It also refers to the expected specifications and characteristics in the educational product in processes, in addition to activities through which we can achieve those specifications. TQ is a quality management tool that provides confidence that quality requirements (need or expectation that is stated, generally implied or obligatory) will be fulfilled.

Kolawole (2011), sees quality control as any scientific system mechanism usually put in place aimed at ensuring optimal standard, efficiency and proper functioning of the system. It also refers to measures such as inspection or testing, introduced into an industrial or business process to ensure quality.

Quality control in our educational system may be a set of tools and machinery put in place to ensure a high quality or standard via school inspection and curriculum review, training and retraining programmes, workshop review of educational policy, provision of conducive learning environments, and benchmark for all the school programmes. Olagboye (1997), defines quality control as the arrangement made or the mechanism put in place to maintain the degree of excellence of a product or service. Quality control in education, therefore, is a mechanism by which an educational system ensures that education serves the purpose for which it is intended or remains relevant and appropriate to the needs of the community. It is the process of monitoring, supervising and evaluating the educational system with a view to ascertain the extent to which it has accomplished its aims and objectives.

Mumo (2004) and World Bank (2008) who posited that retention and the quality of education depends primarily on the way schools are managed, the capacity of schools to improve teaching and learning based on the quality of the leadership provided by the institution management and students' discipline. Moreover, it aligns with Ayot and Briggs (1992) that academic achievement of students depends on effective leadership. This finding contradicts the outcome of the study carried out by Ross and Gray (2006) that the path of school management to students' achievement was not statistically significant. It also contradict the finding of Becker (2007) that there was no direct relationship between management roles and students' achievement.

The History of quality Control in Nigeria could be traced to the time western education was introduced by the Christian Missionaries. At that time, various education ordinances, commissions and reforms such as the 1882 and 1887, 1916 ordinance, 1925 memorandum on education, Phelps-Stokes commission of 1920, Ashby commission of 1959 and Elliot Asquith commission of 1943 were introduced to guide the establishment of schools, financial administration, staffing discipline, provision of physical facilities, examinations and frequent inspection of schools by school managers and supervisors. Today bodies responsible for quality control in Nigeria during this present political dispensation as specified by the N.P.E (2004) are the inspectorate and monitoring division of the Ministry of education (F.M.E), State Ministry of education (S.M.E) and the Local Government Education Authorities (L.G.E.As).

The Concept of Supervision and Inspection

The term supervision has acquired various meanings in the languages of school administration. The Chambers English Dictionary defined supervision as overseeing, managing or directing the operation of (something), to watch over, to control. One can therefore deduce that supervision is the process of overseeing, managing or directing the operation of a particular activity or system.

Nwakafor, Ighalo, Ogunsanwo and Nwankwo (1999), are of the opinion that educational supervision is the process or act of seeing to it, that the policies, principles and methods established for achieving the objectives of education are properly and successfully carried out. This process involves using expert knowledge and experience to improve the methods of doing things connected with the teaching and learning process in the school. The primary purpose of school supervision therefore is to improve instructional programme. Inspection however, is the process of assessing the state of teaching and learning with aim of improving the quality of

education. Supervision is highly essential in educational management. In the past, supervision was mainly the function of the common man.

The historical development of supervision in Nigeria could be traced to the time of the missionaries. At that time supervision began as a way of improving the existing missionary schools. In the 19th century, due to the growing complexities in the school system, especially with the additional subjects introduced into the School syllabus, supervision shifted to the hands of the professionals like School Principals, Headmasters and Education Supervisors. The idea of inspection as the earliest form of supervision came into being, although supervision was still inspectorial in nature. Supervisors were out to improve the quality of the teaching and learning process.

In the course of ensuring quality control, Obilade (1989), identified various categories of teachers who need supervisory assistance in a bid to improve quality in our schools. These include:

- i. New Teachers who are fresh from school and needs encouragement and support in their new profession to enhance good performance in their task.
- ii. Old Teachers who tend to resist change because they have been used to certain styles of teaching or due to their experience have considered change as a threat.
- iii. Incompetent Teachers who are incompetent because of shallow knowledge of the subject matter, poor classroom organization in effective use of language among others.

It is pertinent to note that two types of supervision exist; these are the internal supervision carried out by school principals, heads of department and the external supervision carried out by the Inspectorate and Monitoring division of the Federal Ministry of Education (S.M.E) and Local Government Education Authorities (L.G.E.As).

In line with Article 4 of the World Declaration on Education for all (EFA), the quality control measures used by the National Assessment of education Progress (NAEP), focuses on inputs, processes and output of the educational system. The input consists of class size, student-teacher ratio, funds, and teachers' personality. The process focuses on class room interaction; student's learning activities, teachers' activities, school administration and management. The output focuses on the learning outcomes in the cognitive, affective and psychomotor domains.

It is heartwarming therefore that this present political dispensation has shown a lot of interest in improving the quality of education in our schools today. Governments

intention is clearly depicted in its effort towards quality of education in our schools today. A testimony of this is evident through workshops organized to update and retrain school principals and teachers as well as improving current techniques of supervision and inspection in our school today.

PURPOSE OF THE STUDY

The primary purpose of this study is to find out the extent school supervision and inspection could serve as a veritable tool in ensuring quality control in secondary schools in Ekiti State during this political dispensation.

RESEARCH QUESTION

- i. To what extent does school supervision and inspection serve as measure for quality control in secondary schools in Ekiti State during this political dispensation?
- ii. To what extent do school principals engage in general school inspection as a means of quality control during this political dispensation?
- iii. To what extent do school supervisors (inspectors) embark on a routine inspection to school as a means for quality control during this political dispensation?

SCOPE OF THE STUDY

This study covered selected secondary schools in Ikere-Ekiti in Ikere Local Government in Ekiti State.

Population

The population comprises secondary school teachers in Ikere Local Government.

Sample

The sample comprises a total 100 secondary school teachers in Ikere Local Government.

Research Instrument

The researcher designed a questionnaire tagged, school supervision and inspection for Quality Control in Secondary Schools (SSIQCSS). The instrument was used to elicit information from respondents on the extent school supervision and school inspection serve as a measure to ensure quality control in secondary schools.

Research Design

The researcher adopted a frequency count to analyze responses of the respondents.

RESULT AND DISCUSSION OF FINDINGS

Research Question I: To what extent does school supervision and inspection serve as a measure for quality control in secondary schools in Ekiti State.

Table I: Respondents Opinion on School Supervision and Inspection and Quality Control.

Respondent	Yes %	No %	Total %
	88 (88%)	12 (12%)	100 (100%)

Supervision and Inspection served as a measure to maintain quality control in secondary schools in Ekiti State only 12% had a divergent opinion. This indicates that school supervision and inspection served as a great measure for quality control in school.

Research Question II: To what extent do school principals engage in general school inspection as a means of quality control?

Table II: Respondents Opinion on school inspection embarked upon by school principals as a means of quality control.

Respondent	Yes %	No %	Total %
	88 (88%)	12 (12%)	100 (100%)

Out of the One hundred (100) respondents used for the study, 82 (82%) are of the opinion that school principals embarked on school inspection as a means of quality control in secondary schools only 18% are of a divergent opinion. This indicates that school principals often embarked on regular

routine school inspection have really served as a tool for maintaining quality control in secondary schools.

Research Question III: To what extent do school supervisors (inspectors) embark on routine inspection as a means for quality control?

Table III: Respondents Opinion on routine inspection embarked upon by school supervisors (inspectors) as a means for quality control.

Respondent	Yes %	No %	Total %
	75 (75%)	25 (25%)	100 (100%)

Out of the One hundred respondents used for the study, 75 (75%) are of the opinion that school supervisors (inspectors) embark on routine inspection as a means for quality control. Only 25% are of a divergent opinion. This indicates that routine inspection carried out by school inspectors serve as a means to maintain quality control in secondary schools in Ekiti State.

DISCUSSION

The findings of this study supports that of Mumo (2004) and World Bank (2008) who posited that retention and the quality of education depends primarily on the way schools are managed, the capacity of schools to improve teaching and learning based on the quality of the leadership provided by the institution management and students' discipline. Moreover, it also aligns with that of Ayot and Briggs (1992) that academic achievement of students depends on effective leadership. These findings however, contradict the outcome of the study carried out by Ross and Gray (2006) that the path of school management to students' achievement was not statistically significant. It also contradicts the finding of Becker (2007) that there was no direct relationship between management roles and students' achievement.

Conclusion and Recommendation

In conclusion, the declining quality of education in Nigeria no doubt calls for more urgent attention on quality control measures that can save the education system from total collapse at the secondary school level. This paper therefore examines school supervision and inspection as veritable tools for ensuring quality control in secondary schools in Ekiti during this political dispensation.

Based on the findings of this research as regards school supervision and inspection as tools for quality control in our secondary school, the following recommendations are made:

- The educational system must be adequately funded so that there would be high level of quality and efficiency.
- Physical facilities and instructional materials must be provided to make the school environment conducive for learning.
- The school curriculum in Nigeria should be responsive to the needs and aspirations of learners.
- Government should be consistent with educational policies.
- There is the need for parents, school principals, teachers, students, supervisors (inspectors) and all education stakeholders to eradicate examination malpractice which is a dastardly act militating against quality control of education.

- Transport facilities should be provided supervisors (inspectors) from the Ministry of Education to embark on visits to schools in the remote areas.
- Supervisors, School principals and heads of department must be professionally trained to perform their duties effectively.
- Modern techniques of supervision should be adopted or replaced with old ones.
- Finally, there is the need for collaborative efforts on the part of all education stakeholders to devise more quality control measures that can save the educational system from total collapse.

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