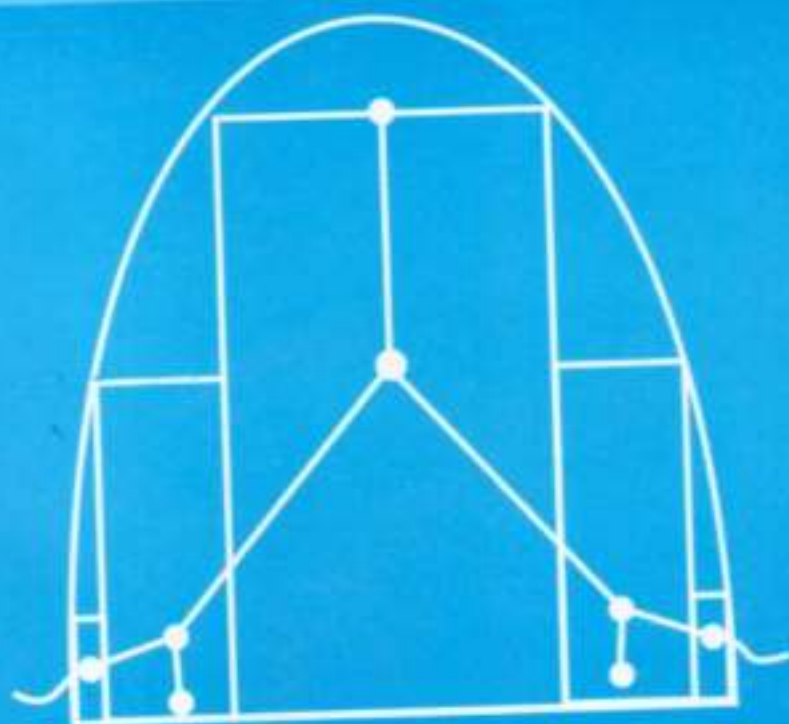


# **INTERNATIONAL JOURNAL OF EDUCATIONAL MANAGEMENT (IJEM)**



**VOLUME 18 No. 2, 2020**

**Published by**

**DEPARTMENT OF EDUCATIONAL MANAGEMENT,  
UNIVERSITY OF ILORIN, ILORIN, NIGERIA**

*In honour of:*  
**Prof. Nike Yetunde Sidiqat IJAIYA**

# INTERNATIONAL JOURNAL OF EDUCATIONAL MANAGEMENT (IJEM) VOLUME 18 NO. 2, 2020

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## Internal Supervision as a Means of Achieving Quality Secondary Education in Nigeria

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### Introduction

The historical antecedent of school supervision in Nigeria could be traced to the 1882 education ordinance by the colonial government as a means of maintaining school development. The enactment of the 1882 education ordinance makes provision for the establishment of a general board of education which was to appoint an inspector for schools in West Africa. Hence, the place of supervision in the entire education system in Nigeria cannot be contested.

Supervision is central and it occupies a special place in the education system, reason why government and education stakeholders gives it prominent attention. Schools as an institution are established for the purpose of carrying out meaningful teaching and learning. In order to carry out meaningful teaching and learning activities in schools, supervision is considered as an essential element (Ojo, 2019). This is why governments and people around the world regard education as a dynamic tool, which could facilitate personal and national development (Fasasi & Ojo, 2014). So, for personal and national development to take place in the country effective school supervision is imminent.

The National Policy on Education (2013) defined secondary education as the education the child receives after primary education and before the tertiary stage. The broad aims of secondary education as stated in the policy document are as follows:

- i. preparation for useful living within the society; and
  - ii. preparation for higher education.
- Section 4 (18) of the National Policy on Education states in specific terms that secondary school should:
- i. provide an increasing number of primary school pupils with the opportunity for education of a higher quality. Irrespective of sex, or social religious and ethnic background;

- ii. diversify its curriculum to cater for the differences in talents, opportunity and roles possessed by or open to students after their secondary school course;
- iii. equip students to live effectively in our modern age of science and technology;
- iv. develop and project Nigerian culture, art and language as well as the world's cultural heritage;
- v. raise a generation of people who can think for themselves, respect the views and feeling of others, respect the dignity of labour and appreciate those values specified under our broad national aims and live as good citizens.
- vi. foster Nigerian unity with an emphasis on the common ties that unite us in our diversity.
- vii. inspire its students with a desire for achievement and self-improvement both at school and in later life.

In the word of Ojo (2018) secondary schools in Nigeria are headed by principals, who are often referred to as the chief executive charged with the responsibilities of overseeing the day to day administration and management of the schools under his jurisdiction. No wonder they are often been regarded as both the academic, administrative and supervisory head of secondary schools in Nigeria. The principals are saddled with the responsibilities of ensuring the smooth running of all the activities within the school using different supervisory approaches, methods and techniques in order for the realization of educational goals and objectives.

Quality secondary education can be achieved when there is effective supervision. If schools are not well supervised, quality will be hampered and the overall goals of secondary education as stated in the National Policy of Education (2013) may be a mirage. Hence, it should be noted that the general purpose of supervision whether internal or external is the improvement of quality teaching and learning in schools process.

The thrust of this paper is on internal supervision as a means of achieving quality secondary education in Nigeria. Therefore, this study focused on (i) the conceptual clarification of internal supervision; (ii) quality secondary education (iii) roles of internal supervisors in the school system and (iv) the challenges faced by internal supervisors in Nigeria.

### **Clarification of Concepts Supervision**

Supervision connotes different things to different people. The need for supervision in education system cannot be undermined. Walker (2016) and Clark (2015) opined that supervision referred to the task of improving instruction through regular monitoring and in-service education of teachers. Igbo (2002) supervision is the process of helping, guiding, advising and stimulating growth in

subordinate in order to improve on the quality of his work. Nwaogu (2000) affirmed that supervision is the process of bringing about improvement in instruction by working with people who work with pupils. The scholar further affirmed that supervision is undertaken with the intent of bringing about effective qualitative learning of pupils. Adequate supervision therefore is concerned with making adequate provision for all of the conditions which are essential to effective learning through effective teaching. Supervision in schools can be grouped into two, these are: Internal and External supervision. Firz (2006) identified two types of supervision as internal and external supervision. Internal supervision is carried out by the school administrators (headmaster/assistant headmaster or principal/vice principal), while government and delegated agents conduct the external supervision. Modebelu (2008) and Walker (2016) were of the opinion that external supervision is more effective in promoting teacher instructional effectiveness in schools. Hence, the two types are necessary for quality secondary education in Nigeria. But, the focus of this paper is on internal supervision as a means of achieving quality secondary education in Nigeria.

### **Internal Supervision**

Internal supervision as the name connote refers to the type of supervision that is carried out within the school. It is an exercise that is performed in secondary school by members within the school such as the principal, the head of departments and teachers. Internal supervision in secondary school should be seen as a cooperative endeavour. It should be the concern of both the school principal and teachers. Hence, it is a mutual arrangement involving all and sundry within the school with the sole aim of improving the quality of education. According to United Nations Education Scientific and Cultural Organization (2013), internal supervision is a professional activity concerned with the development, maintenance and improvement of a school's instructional programme, especially its curriculum and teaching personnel. Eya and Leonard (2012), postulate that internal supervision is more conversant, their reasons being that it helps teachers to be dedicated to their duties and helps the less effective and inexperienced teachers to improve their teaching.

### **Purpose of Internal Supervision**

There are lots of reasons why various purposes for carrying out supervision in school. To ensure that individual teacher's within the school system is performing the duties for which he is scheduled. Another reason is to improve the effectiveness of teachers so that he can contribute maximally to the attainment of the school goal. Adam (2004) opined that an important purpose of school supervision is to help teachers to learn their problems and seek the best method of solving them whether as individual or in groups. Teachers may not be able to work out the correct solutions to their problems unless they understand them. Other reasons for supervising schools as stated by Ogunsaju (2002) are to:

- i. know the performance of the teachers recruited to teach in each school system;
- ii. determine whether a teacher should be transferred, promoted, retained or dismissed;
- iii. improve the incompetent teachers;
- iv. discover special abilities or qualities possessed by teachers in the school;
- v. provide a guide for staff development;
- vi. know the effectiveness of classroom management by teachers;
- vii. know the direction of the school and
- viii. assess the tone at the school and identify some of its most urgent need.

### **Quality Secondary Education**

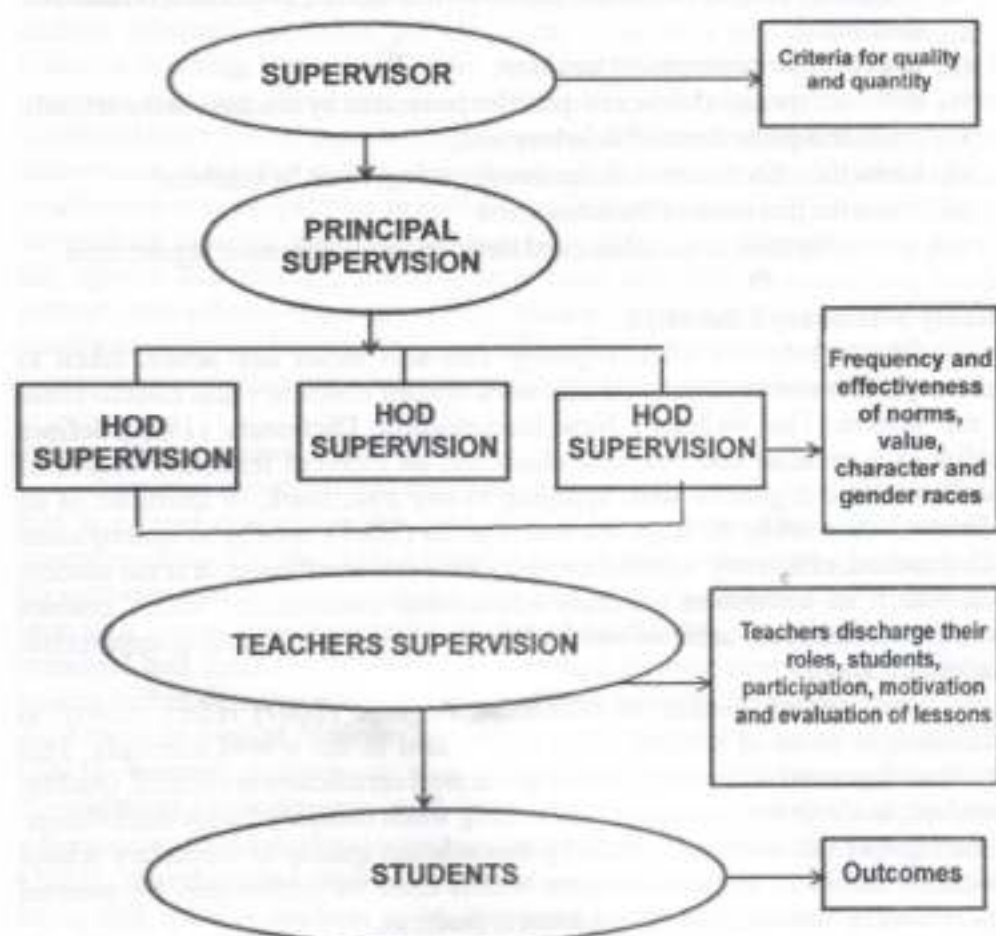
Oluwagbohunmi (2013) quality can also mean any action taken to prevent problem or anything that can work against efficiency and effectiveness of the system. The Webster's New Encyclopedic Dictionary (1995) defines quality as a peculiar and essential character; an inherent feature; a degree of excellence; it is a general term applying to any trait, mark, or character of an individual. According to Jaiyeoba and Atanda (2005), quality is synonymous with standard, efficiency, excellence, relevance and worthiness. It is the success with which an institution provides educational environment which enables students to effectively achieve worthwhile learning goals including appropriate academic standard.

Still linking quality to education, Aigboje (2007) refers quality to excellence or more of societal values embodied in the school curricula. This involves stages and activities that take place until certificates are issued. Quality, therefore, is about the standard of something when compared with other things. In the light of this statement made by this scholar, quality in secondary school education refers to all the activities which must be undertaken by internal supervisors before certificates are issued to students.

Fergabaum in Nwagbara (2008) opined that the word quality is often used to signify excellence of a product, service or action. He asserted that quality is the totality of features and characteristics of a product or services that bear on its ability to satisfy stated or implied needs. It is therefore the ability of such products or services to meet the expectation of the recipient or users. This is to say that excellence in terms of teaching, facilities and learning environment in which school activities are taking place can foster quality secondary education.

Figure 1 explained in details the internal school supervision and the roles expected to be played by supervisors in other for quality to be ensured in the teaching and learning situation in secondary education in Nigeria.

Fig.1. Stages of Secondary School Supervision in Nigeria



Source: Isa, Y. K. & Jailani, B. Y. (2014).

Fig.1. Stages of secondary school supervision in Nigeria.

At the start of the supervision process, the parties concerned are to work out the modalities: a. ensure the regularity of the supervision i.e. the duration and hours every month or more depend on the type of the supervision they want to perform within the system; b. aims and objectives of supervision is to address the worker issues, to set tasks for proper evaluation and implementation and c. the conditions under which supervision is to take place be better discussed and should be strictly confidential and be implemented fully after the exercise is presented the authority.

## **Enhancing Quality Secondary Education in Nigeria through Internal Supervision**

In order to enhance quality education in Nigeria, internal supervision is highly a powerful and potent tool of making it come true. Without internal supervision in secondary schools the issue of quality will become a mirage i.e. a dream that cannot come true. Hence, the following are the means through which quality secondary schools can be achieved through internal supervision according to (Egwu, 2015; Olagboye, 2004; Adetula, 2005).

- i. monitoring the implementation of curricular and ensure desirable increase in teachers' capabilities, upgrade their conceptual knowledge and teaching skills
- ii. giving support to teachers to facilitate better performance in teachers' pedagogical practices and students' learning outcomes in the school settings,
- iii. supervising lessons to raise the standard of education,
- iv. encouraging professional growth of teachers by giving advice and also organizing in-service-training for professional growth and development of teachers.
- v. internal supervisors should meet regularly with teaching staff to discuss instructional improvement;
- vi. internal supervisor could also delegate their vice principals and Head of Departments to visit classroom;
- vii. for quality secondary education to be achieved there should be constant monitoring of lesson plan and notes of lesson by the internal supervisors;
- viii. avenue should be created for constant meeting with teachers to set goals and benchmark for instructional progress in the school,
- ix. careful observation of classroom instruction by the internal supervisors,
- x. stimulating and encouraging teachers to utilize internal supervisors' suggestions with a view of aiding quality secondary education,
- xi. inspecting students' notes,
- xii. using classroom visitation to ensure improved teaching and learning, and
- xiii. meeting with students to discuss instructional techniques.

### **Conclusion**

The place of internal supervision as a tool of ensuring quality in our schools cannot be underestimated. It can be said that quality secondary education is a function of effective internal supervision by the school Principals, Vice-principals and the Head of Departments. Internal supervision plays a crucial role in the achievement of quality secondary education in Nigeria because of the benefits it offers to all the actors in the school cannot be quantified. Since quality is more about standard, efficiency, excellence, relevance and worthiness, it is

therefore important that internal supervisors in secondary schools should ensure that the minimum standard set for the school is maintained.

### **Suggestions for Improvements**

The following were suggested for improvements.

- i. Internal supervisors should give more time to and intensify monitoring and supervision in schools to ensure quality.
- ii. Internal supervisors must work together with their teachers almost on a regular basis with the aim of improving them on all areas of their deficiencies.
- iii. All the internal supervisors should concentrate more on classroom visitation with the view ensuring quality secondary education for improved teaching and learning activities.
- iv. The internal supervisors should enforce teachers' compliance to the curriculum and marking of teachers' lesson notes before the commencement of teaching.
- v. Internal supervisors should carry out follow up activities and ensure that teachers under their jurisdiction are discharging their responsibilities according to the prescribed standards.

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