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## **Assessment of Factors Influencing Policy Implementation for Supervision of Secondary Schools in Ilorin Metropolis, Kwara State**

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### **Abstract**

*Supervision is a process which strives to stimulate teachers towards greater productivity. This paper examined factors influencing policy implementation for supervision of secondary schools in Ilorin metropolis, Kwara State. The research design used in this study was a descriptive survey. Three hundred principals and teachers were randomly selected as participants in the study. A research instrument titled: "Supervision of Schools Questionnaire" (SSQ) was used to obtain relevant information. The face and content validity of the instrument were subjected to experts' perusal in the areas of Educational Management and Educational Measurement and Evaluation. Test re-test method was employed to ascertain the reliability of the questionnaire which yielded 0.91 coefficient of reliability. Frequency count, percentage, rank ordering and mean rating were used to answer the research questions raised in the study. The findings of the study showed that educational facilities are not adequate in Ilorin metropolis secondary schools with overall mean of 2.67. Pseudo-democratic was ranked the most leadership style used in school supervision with 223 points. Thus, it was recommended that supervisors from the ministry should always visit schools in order to enhance effective teaching and learning and pay more attention to democratic style of school supervision.*

**Keywords:** Policy implementation, Supervision, Secondary school, Kwara State

### **Introduction**

Supervision occupies a unique position in the education ladder. Its place is so great that one continues to wonder if education can survive without supervision, hence, its role cannot be over-emphasized. It is aimed at providing continuous guidance to individual teacher, learners, headteachers, school and the community at large in order to improve the learning situation in school as well as the personnel. Ogunsaju (2006) noted that supervision is an important phase in the administration of instruction and instructional personnel which focuses attention on the modification of teaching behaviour through interaction between and among people. Uganga (1989) also noted that if an organization is to achieve its set goals, it must develop a good system of supervision and control. He, however, noted that there should be room for superior to supervise, direct, co-ordinate and control the subordinates, telling them when and where they have gone right or wrong, and guiding them against further re-occurrence of such mistakes. Therefore, supervision is regarded as a tool for sustaining harmonious interaction between the government and the stakeholders (school, teachers, learners, community, and parents).

Jones (2002) stated that supervision is concerned with change, that is, helping people to change to and or within the school communities. Ijaiya (2008) also affirmed that supervision is a supporting service to teachers in that it helps them to learn what there problems are and then seeking the best methods of solving them. According to Ijaiya (2008), such a problem-solving approach helps to enhance teachers' performance and promote a conducive climate for effective teaching and learning.

Improving teaching and learning in school is at the forefront of concern to government in recent times. Hence, a paradigm shift from mere school inspection and supervision, monitoring or evaluation to a total quality assurance. Simply put, it is about finding out if a school is performing the best it can within a given period of time. It is on this note that the FRN (2004) stated in the National Policy on Education Section 9 (145) that government shall establish efficient and effective quality assurance agencies at all levels for monitoring and maintaining set standards at all levels of education below the tertiary level. The goals of which include:

- (a) Setting, maintaining and empowering standards in all aspects of the school system;
- (b) Ensuring minimum standards and quality assurance of instructional activities in schools through regular inspection and continuous supervision. Quality Assurance in the context of the school according to UBEC (2012) involves all processes that contribute to their learning outcomes. The objective is to monitor

and evaluate the effectiveness and performance of the schools. These objectives are to:

- (i) Determine the extent to which quality teaching and learning take place in the school and centres;
- (ii) Monitor the level of learning achievement as well as other educational performance indicators in schools and centres;
- (iii) Advice on the provision of proper and adequate physical facilities in basic education institutions;
- (iv) Provide professional advice and support for teachers' development in the areas of pedagogy, classroom management/administration, teaching and learning outcomes;
- (v) and
- (vi) Ascertain the level to which the stated objectives are being achieved.

From the foregoing, supervision can be assumed to be a process concerns with growth and development of both human (i.e. teachers, learners and other personnel) and material resources within the school for the ultimate benefit of the learners and the society. It is, therefore, the legitimate efforts made by designated professional to assist the classroom teacher to improve on his competencies so that he becomes a self propelling practitioner as well as ensuring a favourable setting for effective teaching and learning.

### Statement of the Problem

Number of government owned secondary schools within Ilorin metropolis of Kwara State is on the high side, comparative to the number of supervisory personnel available. The problem of this study is to examine those factors influencing policy implementation for supervision of secondary schools in Ilorin metropolis, Kwara State.

### Research Objectives

The purpose of this study include to examine:

- i. Frequency of supervision of secondary schools in Ilorin Metropolis, Kwara State;
- ii. Adequacy of educational facilities in secondary schools in Ilorin Metropolis, Kwara State.
- iii. Provision for support services in secondary schools in Ilorin Metropolis, Kwara State.
- iv. Leadership styles used in supervision of secondary schools in Ilorin Metropolis, Kwara State.

### **Research Questions**

For the purpose of this study, the following questions were raised:

1. How often are teachers supervised in secondary schools in Ilorin Metropolis, Kwara State?
2. How adequate are the availability of educational facilities in secondary schools in Ilorin Metropolis, Kwara State?
3. Are there provisions for support services in secondary schools in Ilorin Metropolis, Kwara State?
4. What leadership styles are used in supervision of secondary schools in Ilorin Metropolis, Kwara State?

### **Methodology**

The research design used for this study was a descriptive survey. The study population comprised all the 57 senior secondary schools in Ilorin Metropolis out of which 30 schools were randomly selected as sample. Furthermore, 300 principals and teachers were selected as participants through simple random sampling technique. A research instrument titled: "Supervision of Schools Questionnaire" (SSQ) was used to elicit information from participants the respondents on adequacy of educational facilities, provision of support services and leadership styles in school supervision. The face and content validity of the instrument was subjected to experts' perusal in the areas of Educational Management and Educational Measurement and Evaluation. Test re-test method was employed through a pilot study undertaken to ascertain the reliability of the questionnaire. This yielded .91 coefficient of reliability for SSQ. The researchers administered 300 copies of SSQ on participants in the sampled senior secondary schools. Four trained research assistants who were teachers in the sampled schools complemented the efforts of the researchers. Descriptive statistical techniques were used in data analysis.

### **Results and Discussions**

Descriptive statistical techniques of frequency, percentage and rank ordering were used to answer the research questions raised in the study. Mean rating was also used, that is, 0.00 - 2.69 represents inadequate while 2.70 - 4.00 means adequate.

**Research Question One:** How often are teachers supervised in secondary schools in Ilorin Metropolis, Kwara State?

**Table 1: Frequency of teachers supervision in secondary schools in Ilorin Metropolis n = 300**

| S/N          | Items           | Frequency | Percentage |
|--------------|-----------------|-----------|------------|
| 1            | Monthly         | 89        | 29.7       |
| 2            | Termly          | 123       | 41         |
| 3            | Yearly          | 48        | 16         |
| 4            | Once in a while | 35        | 11.7       |
| 5            | Not at all      | 5         | 1.6        |
| <b>Total</b> |                 | 300       | 100        |

Table 1 shows that teachers in secondary schools in Ilorin metropolis were supervised termly with 123 points, that is, 41%. Five (1.6%) of the participants indicated that they were not supervised at all. Supervision is a process of helping the teachers in order to help the learners in the school system. Regular supervision will help to correct inefficiencies in secondary schools. Good education is result of good supervision upon the side of a good supervisor. Good education is an essential part of every country, it is like a lifeline; their survival depends on it. As such, their focus on education is at the highest. According to Obilade (1989), instructional supervision is a helping relationship whereby the supervisor guides and assists the teachers to meet the set targets. This definition described instructional supervision from the point of establishing the relationship with stakeholders in school system for the purpose of achieving the set objectives.

**Research Question Two:** How adequate are the availability of educational facilities in secondary schools in Ilorin Metropolis, Kwara State?

**Table 2: Adequacy of availability of educational facilities n=300**

| S/N          | ITEMS                                                              | SA | A   | D   | SD | Mean |
|--------------|--------------------------------------------------------------------|----|-----|-----|----|------|
| 1            | The community contributes to facilities development in the school. | 10 | 198 | 78  | 14 | 2.68 |
| 2            | Recreational facilities are available in the school.               | 9  | 176 | 99  | 16 | 2.59 |
| 3            | Enough furniture are provided in the school.                       | 18 | 187 | 62  | 33 | 2.63 |
| 4            | School library is sufficient and well maintained.                  | 26 | 102 | 119 | 53 | 2.34 |
| 5            | There is adequate toilet facility in the school.                   | 41 | 201 | 49  | 9  | 2.91 |
| Overall mean |                                                                    |    |     |     |    | 2.63 |

Table 2 reveals that educational facilities are not adequate in secondary schools in Ilorin Metropolis with overall mean of 2.67. Toilet facility was indicated to be adequate with mean of 2.91. Instructional supervision is a means to help, guide, stimulate and lead teachers through criticism, appraisal and practices in their education and procedures. This definition focuses much on teachers' attitudes over other vital elements that present themselves during the teaching and learning process (Olaniyan, 1996). Instructional supervision is a service activity that exists to help teachers do their job better at a given point in time (Adeboyeje, 2000).

**Research Question Three:** Are there provisions for support services in secondary schools in Ilorin Metropolis, Kwara State?

**Table 3: Provisions of support services in secondary schools in Ilorin Metropolis n=300**

| S/N          | Items                                                                                          | SA | A   | D   | SD | Mean |
|--------------|------------------------------------------------------------------------------------------------|----|-----|-----|----|------|
| 1            | Workshops are organized for teachers by the supervisors.                                       | 76 | 98  | 87  | 39 | 2.70 |
| 2            | Immediate solutions are provided based on the challenges facing the school by the supervisors. | 61 | 169 | 50  | 20 | 2.90 |
| 3            | Provisions are made for emergency health services                                              | 34 | 199 | 65  | 2  | 2.88 |
| 4            | There is proper coordination of school activities through regular supervision                  | 19 | 167 | 101 | 13 | 2.64 |
| 5            | Counsellors are available in the school.                                                       | 28 | 176 | 76  | 20 | 2.71 |
| Overall mean |                                                                                                |    |     |     |    | 2.77 |

The results in Table 3 show that there are provisions for support services in Ilorin Metropolis secondary schools. Proper coordination of school activities through regular supervision will help to achieve the goals of secondary education. The teachers can only be optimally utilized when supportive services such as workshop are made available for them in the education industry. The supervisory function is best utilised as a continuous process rather than one that responds only to personnel problems. Thus, administrators with supervisory responsibility have the opportunity to have tremendous influence on the school activities and help ensure the benefits of a strong programme of instruction for students (Ekundayo, Oyerinde & Kolawole, 2013).

**Research Question Four:** What leadership styles are used in supervision of secondary schools in Ilorin Metropolis, Kwara State?

**Table 4: Leadership styles used in school supervision**

| S/N | Items             | Frequency | Rank |
|-----|-------------------|-----------|------|
| 1   | Authocratic       | 129       | 2    |
| 2   | Democratic        | 76        | 3    |
| 3   | Pseudo-democratic | 223       | 1    |
| 4   | Laissez fair      | 43        | 4    |

From Table 4, pseudo-democratic was ranked the most leadership style used in school supervision with 223 points while laissez fair was ranked the least with 43 points. Authocratic and democratic were not too popular among the respondents with 129 and 76 points respectively. Every organisation either corporate or otherwise including the school exists essentially to achieve certain stated objectives. It is impossible for the goals and objectives of an organisation to be achieved without putting in place certain measures towards ensuring its success. In the school system, one of the measures to be put in place towards achieving the goals of the school is effective supervision of teachers and instructional materials.

### Conclusion

It is a truism to assert that supervision is a tool that could help the school to attain its stated goals and objectives at any point in time. The supervisors' major task is helping the teachers to improve on the areas of classroom management, use of instructional materials, students' assessment and lesson plan preparation. Thus, it can be concluded that schools in Ilorin metropolis are supervised termly. There is no adequate educational facilities in Ilorin metropolis secondary schools. Supportive services are available in the sampled senior secondary schools. Pseudo-democratic leadership style is often used as method of

school supervision in the schools. Supervision is the art of overseeing the activities of teachers and other educational workers in a school system to ensure that they conform with generally accepted principles and practice of education and the stipulated policies and guidelines of education authority which controls the system of education and providing professional guidance to them (school personnel) to improve the conditions which affect the learning and growth of student and teachers (Ogunu, 1998). The principal and teachers should see supervisors from the Ministry of Education as colleagues. This would in no small measure enhance effective teaching and learning in the school thereby achieving stated educational goals and objectives.

### Recommendations

The following recommendations were made:

- j. Supervisors from the ministry should visit schools on regular bases in order to enhance effective teaching and learning.
- ii. The government should provide adequate facilities in the schools so that the school environment can be more conducive for the teachers and students.
- iii. The government should lay more emphasis on supportive services for the teachers in order to enhance their pedagogy.
- iv. Supervisors should pay more attention to democratic style of school supervision in order to get the best out of the teachers during supervision.

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