

Relationship between Supervisory Techniques and Quality Assurance of Primary Education in Kwara State, Nigeria

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ABSTRACT

The study investigated the relationship between supervisory techniques and quality assurance of primary schools in Kwara State. A descriptive researcher design of correlation type was adopted for the study. Stratified random sampling technique was used to select 200 respondents among the Head teacher, teachers, supervisors, and Local Government Area staff. Three research questions and two research hypotheses were asked to guide the study. The instrument used for data collection was supervisory Techniques for Quality Assurance Questionnaire (STQAO) and was validated by the experts. Test-retest reliability method was adopted and was tested using Spearman ranking order statistics at .05 significance level. The research questions were answered using descriptive statistics while two research hypotheses were tested using Pearson product moment correlation statistic at 0.5 significance level. However, the findings revealed that high significant relationship exist between supervisory techniques and the quality assurance variables like record keeping and students' academic performance and examination ethics. It was however recommended that adequate instructional facilities should be adequately provided in the interest of enhancing quality assurance of primary schools in Kwara State.

Keywords: Quality Assurance, Supervisory Techniques, Primary Education

INTRODUCTION

Supervision of education in Nigeria was traced to the government's attempt at monitoring school programmes in West African with the promulgation of education ordinances in 1882. The ordinance covered supervision of grant-in-aids to schools building of classrooms, teachers' salaries, school discipline and available funds for the schools. The ordinance however called for the establishment of Advisory Board on Education and Inspectorate which served colonies of Sierra Leone and Gold Coast (now Ghana). While schools supervision was authoritarian and fault finding exercise during colonial era. The supervisory technique adopted did not give the desired objective of education. (Owan, 1992)

Ojibara (2002) stated that school supervision aimed at enhancing staff and pupils' performance through a collegial effort between the supervisory agent and field staff. The author went further to state that supervisors are expected to be aware of the school problems and level of professional competencies of different categories of staff with the aim of correcting the available discrepancies in the staff.

Ijaiya (1995) said that education supervision is the designated effort of school officers towards guiding the teachers and other workers in the school for the improvement of instruction, curriculum development, professional growth and encouraging teachers'

competence through selection and revision of education objectives, materials, and methods of teaching and evaluation of instructions. Ijaiya (1995) opined that school supervision aimed at ensuring that the quality of education is high and to update the teachers' performance. Ogundele (2008) stated that in the school quality education is one of the central issue according priority to the recent educational reforms that is going on worldwide and supervision as one of the mechanisms used in achieving acceptable standards and predetermined specifications in education.

Whitley (2001) defined quality in education as all policies, processes and actions through which the adequate instructional strategies are provided towards enhancing quality. Ogunsaju (1993) sees supervision as a way of persuading people to desist from applying wrong procedures in carrying out certain functions on their jobs and at the same time try to emphasize the importance of good human relations in an organization. Supervision is therefore day to day guidance of all education work and cultivation good working relation, inter-personal relations among all the people that are involved in the teaching learning process.

Fasasi (2014) aimed at the following: Ensuring that teachers are performing their duties as expected, improving the incompetent teachers, providing the school organization patterns and materials to enhance education growth.

Determining special abilities possessed by teachers and deciding who to be transferred, retained, promoted or disengaged, improving teachers' effectiveness, determining the 'tone' of the school, deciding the nature and content of the curriculum and maintenance of the performance of the school staff.

According to Dare (2013) quality assurance can be defined as the process of ensuring that quality of learning opportunities are appropriate to enable student meet the academic standard and award for their study. Dare also stated that quality can be viewed from different perspectives and by different people, professionals. According to Amadi (2011) quality assurance is the process of meeting or conforming to generally acceptable standards commitment and appropriate academic and professional development in educational setting. Abdulkareem, Ogundele and Etejere (2012) described, quality assurance in education as a systematic measurement, comparison with standard, monitoring of processes and associate feedback loop that confers error prevention, quality control that focused on output. Harvey and Knight (1996) classified quality into five different dimensions: Quality as exceptional (e.g. high standard), quality as consistency (e.g. zero defects), quality as fitness for purpose (fitting customers' expectations), quality as value for money; and quality as transformative (an ongoing process that includes empowerment and enhancement of the customer satisfaction).

Ogundele and Oparinde (2012) also identified three quality control mechanisms to be put in place in order to enhance quality assurance in education. Among the control mechanisms are: time table, examination ethics, and supervision of instructions, students' academic performance, staff motivation and record keeping. The authors however stressed the important supervisory techniques that could be put I place like micro teacher, clinical supervision, and classroom visitation, external and internal supervision. Ogundele, Sambo and Bwoi (2014) however describe effective supervisory practice as an effective tool for enhancing educational goals achievement in Nigeria.

The rationale for this study is to examine the types of supervisory techniques put in place towards enhancing quality assurance primary schools in Kwara State.

STATEMENT OF THE PROBLEM

Since supervision is an indispensable factor for quality assurance and academic goals achievement in education system, the major problems of investigations are:

- Types of supervisory techniques in the primary schools.
- Effectiveness of the techniques in the primary schools. The primary schools control mechanisms for enhancing quality assurance of primary education.
- Impacts of such supervisory techniques in primary schools.

PURPOSE OF THE STUDY

The study focused at examining the relationship between supervisory techniques and quality assurance of primary schools in Kwara State in Nigeria.

Specifically, the study is to:

- Find out the types of supervisory techniques adopted for enhancing quality control and assurance in primary education.
- Investigate the quality assurance mechanisms in primary schools in Kwara State.
- Examine the impacts of supervisory techniques on pupils' academic performance of primary schools in Kwara State.
- Investigate problem militating against effective supervision for quality assurance.

RESEARCH QUESTIONS

1. What are the techniques adopted for quality assurance of primary schools?
2. What is the quality assurance mechanisms put in place?
3. What are the impacts of supervisory techniques on pupil's performance?

Hypotheses

1. There is no significant relationship techniques and quality assurance in primary schools in Kwara State.
2. There is no significant relationship between classroom visitation and quality assurance in primary schools in Kwara State

Sample and sampling techniques

The population for this study comprised of teacher and students. There are 650 primary schools in Kwara State out of which 60 were used using stratified random sampling technique. The sampled schools were selected from each of the three sensational districts. Also, stratified random sampling techniques was used to select 200 teachers comprising of head teachers, district supervisors, heads of department examination officers from each of the selected schools.

Instrumentation

The instrument used for data collection was a questionnaire tagged “supervision and quality assurance questionnaires” (SAQAQ) which was self-designed to gather data from the respondents. The questionnaire dealt with demographic information and items bothering on supervisory techniques and quality assurance in primary education. Scoring was based on a four point Likert scale of strongly Agree (SA), Agree (A), Disagree (SD). Respondents were expected tick the alternatives that best to their knowledge.

The researchers personally distributed the questionnaires to the randomly selected respondents in their schools. The completed questionnaire was retrieved by the researchers after administration. The null hypotheses generated to guide this study were tested using Pearson product moment correlation statistics. All the research questions were analyzed using descriptive statistics like percentages.

Research question 1: What are the supervisory techniques adopted for quality assurance in primary schools in Kwara State?

Table 1. Supervisory techniques used in primary schools of Kwara State

<i>Supervisory techniques</i>	<i>Agreed</i>	<i>%</i>	<i>Disagreed</i>	<i>%</i>
Classroom visitation	105	52	95	48
Inter-school supervision	-	-	-	-
External supervision	168	84	32	16
Inter-school supervision	143	72	57	28
Clinical supervision	42	21	158	79

Table 1: Indicates teachers’ responses to the supervisory techniques that are used for quality assurance in primary schools in Kwara State. It can be seen that classroom visitation, external supervision and intra-school supervision are more frequently used for quality assurance in primary schools. The result of this relates to the findings of Ogundele, Sambo and Bwoi (2014) which stated that the supervisory techniques that are mostly used in primary schools are classroom visitation, inter, intra and external supervisions and these supervisory techniques system aids quality assurance in Nigerian educational system.

RQ2: What are the quality of assurance mechanisms put in place in primary schools?

Table 2. Quality assurance, mechanisms put in place in primary schools of Kwara State.

<i>S/N</i>	<i>Quality assurance mechanism</i>	<i>Agreed</i>		<i>Disagreed</i>	
		<i>No</i>	<i>%</i>	<i>No</i>	<i>%</i>
1	Examination Ethics	120	60	80	40
2	Constant Pupils performance	142	71	58	29
3	School discipline	124	62	76	38
4	Time table	194	97	6	3
5	Staff motivation	138	69	62	31
6	Record keeping	122	61	78	39

Table 2 above indicate that the respondents agreed that the quality assurance mechanism put in place and frequently used in primary schools in Kwara State include examination ethics, constant pupils performance, school discipline, time table, staff motivation and record keeping. This is in agreement with the findings of Ogundele and Oparinde (2012) who identified the quality control mechanisms to be put in place in order to enhance quality assurance to include time table, examination ethics, and supervision of instructions, students' academic performance, staff motivation and record keeping. The result however indicates that the quality assurance mechanisms put in place aid effective students' academic performance, staff motivation and record keeping. The result however indicates that the quality assurance mechanisms put in place aid effective students' academic performance and invariably effective goals achievement in primary schools in Kwara State.

RQ3: Are the supervisory techniques adopted enhancing quality assurance of primary schools in Kwara State?

Table 3. Supervisory techniques and quality assurance of primary schools in Kwara State

S/N	Statements	Agreed		Disagreed	
		No	%	No	%
1	There is frequency of supervision in primary schools	102	51	98	49
2	The supervisors are well qualified which enhances quality of the teachers	136	68	64	32
3	Supervision aids teachers' commitment in the schools	120	60	80	40
4	Supervisors works cooperatively with the teachers in the schools	163	81.5	37	18.5
5	Supervisors monitor the pupils progress in primary schools	108	54	92	46
6	Supervisors check teachers records at all times	122	61	78	39
7	Teachers are allowed to visit other schools to acquire skills	104	52	96	48

Table 3 indicates that head teacher have good supervisory skills (guiding teachers on how to be efficient and professional in the choice of their career) and some primary school head teachers were not ignorant of their supervisory roles. The finding reflect the fact that the relationship existing between supervisory techniques and quality assurance in primary schools may be due to the fact that some of the school heads and teachers cherish their jobs and want to protect it. Also, on the relationship between supervisory techniques and quality assurance, the findings show that both the classroom visitation and internal supervision are related to the quality assurance. This is in line with Whitley (2001) who described the modern supervision as a technique that enhance sound educational research, effective teaching and learning environment. The primary school teachers in the state in reference to perceive supervision activities carried out by superior teachers or designated body as a technique to assist, to encourage or oversee the teaching learning in the school. This is in line with other schools views such as Ogunsaju (1982) who described supervision as "a way of advising, guiding, refreshing, encouraging, stimulating, improving and overseeing certain group of teachers".

Ho₁: There is no significant relationship between supervisory techniques and quality assurance of primary schools in Kwara State.

Table 4. Supervisory techniques and quality assurance of primary schools in Kwara State.

Subject	No	\bar{X}	SD	DF	Calculated r-value	Critical r-value	Decision
Supervisory techniques	200	60.74	5.05	199	.62	.196	HO1 Rejected
Quality Assurance	200	41.62	3.14				

Table 4 above shows that the calculated r-value 0.62 is less than the table value of 195 at 0.05 significant levels and at 199 degree of freedom. Therefore, the null hypothesis which states that there is no significant relationship between school supervision techniques and quality assurance is hereby rejected. It means that significant relationship exists.

HO₂: There is no significant relationship between classroom visitation and quality assurance of primary schools in Kwara State.

Table 5. Classroom visitation and quality assurance of primary schools in Kwara state

Subject	No	\bar{X}	SD	DF	Calculated r-value	Critical r-value	Decision
Classroom visitation	200	33.34	6.84	199	.64	.196	HO2 Rejected
Quality assurance	200	23.74	31.48				

Table 5 above shows that the calculated r-value 0.64 is less than the table value of 1.96 at 0.05 significance levels and at 199 degree of freedom. Therefore the null hypothesis which states that there is no significant relationship between classroom visitation and quality assurance in primary schools in Kwara State is hereby rejected. Hence it means that high significant relationship existed between class visitation and quality assurance of primary school. The result was supported by Ogundele (2008) which state that regular class visitation by the proprietors enhance quality control and quality assurance in Nigeria educational system.

CONCLUSION AND RECOMMENDATIONS

Conclusively, in order for quality education to be achieved in primary school level, supervision through visits to teacher at work, checking of teachers records of work classroom supervision and supervision of the teachers on the areas that may need improvement. Effectiveness of supervision techniques will aid quality assurance in primary schools in Kwara Sate.

The following recommendations on how to enhance quality assurance of primary schools in Kwara State was proffered:

1. State primary Education Board should produce bench mark for enhancing quality assurance in the schools and paste on their notice boards.
2. Professional bodies such as Nigerian Union of Teacher conference of primary school Heads of Nigeria and others should be visiting schools at a moderate intervals to verify the quality of the curriculum contents and give advice on how to improve teaching and learning
3. Enough means of transportation should be provided for the external supervisors to ease their movement from school to school.
4. Educational facilities should be adequately provided towards enhancing quality assurance of primary schools.
5. Teachers in field should see school heads or external supervisors as experienced officers having a lot of experience to share with them in term of teaching and learning.
6. Teachers and schools should imbibe the culture of good records keeping that can be used either by the supervisors or quality assurance officers for assessment.
7. School supervisors should be consistent and ready to help teacher at all times, they should be sincere, approachable, and firm and always ready to improved their knowledge to be above their supervising teachers.
8. Primary school heads should encourage inter and intra school supervision that will help them in their teaching learning process.

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