

Analysis of Internal Supervisory Functions of Principals in Public Secondary in Abakaliki Education Zone of Ebonyi State Nigeria

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Abstract: *The study sought to find out appraisal of internal supervisory functions of principals in Public Secondary Schools in Abakaliki Education Zone of Ebonyi State. To achieve the purpose of the study, two (2) corresponding specific purposes guided the conduct of this study which is in line with the research questions and null hypotheses formulated for the study. A comprehensive related literature was reviewed not only to serve as a guide to the researcher but also to give insight into what has already been done by other researchers in the related areas of the study. The design of this study was descriptive survey research design aimed at eliciting information from the respondents based on the research questions and null hypotheses that guided the conduct of this study. The population of the study comprised one thousand nine hundred and fifteen teachers and principals in the seventy seven (77) public secondary schools in Abakaliki Education Zone of Ebonyi State, The instrument used for data collection was structured questionnaire and data were analyzed using mean and standard deviation for research question and t-test was used to test the null hypotheses at 0.05 level of significance. The findings of the study revealed that Principals carried out instructional supervision functions, staff development functions in public secondary schools while the null hypothesis revealed that there is no significant difference in the mean ratings of principals and teachers on instructional supervision carried out by principals in public secondary schools in Abakaliki Education Zone. Based on the findings, it was recommended that principals should always delegate instructional functions to staff for effective running and enhancing administrative system of the school.*

Keywords: *Supervision, Instructional Supervision, Principals, Internal Supervision.*

I. Introduction

Supervision of instruction is a positive democratic action aimed at improving classroom instructions for the growth of students. Supervision is the development of an authentic helping relationship between teachers and supervisors. The emphasis is on helping the teacher to do a better job or teach the children to learn more [1]. Ogbu also affirms that every teacher needs supervision so as to improve their performance on the job.

To supervise means to direct, oversee, guide or to make sure that expected standards are met [2]. In a related development, [3] states that supervision is a way of stimulating, helping and improving, guiding, refreshing, encouraging and overseeing teacher in their tasks. [4] sees supervision of instruction as a process of helping and assisting teachers to improve themselves and their instructional skills with a view to enhancing effective teaching and learning.

The Federal Republic of Nigeria (FRN 2013) has highlights in precise terms the objectives of educational supervision, which is to ensure quality control through regular and continuous supervision of instructional and other educational services.

Supervisory functions of internal supervisors are vital in educational sector. [5] maintains that school internal supervisors carry out their supervising exercise by organizing staff development programmes such as workshops, seminars and conferences, by sponsoring the publication of professional magazines, journals and books through which the teachers expand their knowledge base. By doing this, internal supervision encourages teachers in schools to have professional help and guidance for achieving the aim of improving the condition that surround teaching and learning.

[6] defines internal supervision as all efforts of designated school officials towards providing leadership to the teachers and other educational workers in the improvement of instruction. This implies stimulation of professional growth and development of teachers, selection and revision of educational objectives; materials of instruction, methods of teaching; and the evaluation of instruction. Supervision of instruction is an aspect of school administration which focuses on the achievement of appropriate instructional expectations of educational system, [7]. [8] maintains that supervision is the process of assisting, directing, stimulating and motivating teachers to enhance teaching and learning process in educational institutions. [9] sees supervision of instruction as the practice of monitoring the performance of school staff, noting the merits and demerits and using befitting and amicable techniques to ameliorate the flaws while still improving on the merits, thereby improving the³ standard of schools and achieving educational goals.

As important as the teachers so are instructional supervision for without supervision the set goals for education will not be achieved. The purpose of school supervision is geared toward the promotion and development of favourable teaching and learning, invariably leads to; the improvement of the society. Sadly, most times teachers do not give room for the supervisor to know what they do with student in the classroom neither do they open up with the belief that they are competent enough that they cannot be supervised.

School heads as internal supervisors help to guide secondary school teachers towards effective teaching and learning which occur in each classroom, [10]. Because student's learning is the primary function of schools, effective supervision of instructions and quality control therefore, is one of the most critical functions of school heads. If schools are to provide quality educational programs for all students, school heads must hold teachers accountable for providing appropriate and well planned programs.

These programs include a variety of teaching strategies designed for the enhancement of students' learning. These include: teacher evaluation, assessment of students progress, instructional strategies lesson planning, lesson preparation and presentation, monitoring of students' progress, conducting practice sessions, conducive teaching and learning environments and supervision strategies among others [11].

In secondary schools, internal supervision is the functional role of the principal, dean of studies and the sectional heads of departments. According to [12] internal supervision means supervision conducted by the head of the institutions or those delegated by him to do so. Instructional supervision takes two major dimensions namely: Internal and External supervision. Within the context of this study, only internal supervision will be discussed fully as it affects teacher effectiveness in secondary schools. According to [13] internal supervision is that aspect of supervision that directly focuses on the teacher and what he does in the classroom aimed at improving classroom effectiveness. Internal supervision is therefore a service rendered to teachers which is directed towards controlling the quality of his class instruction; hence no school can achieve greater effectiveness without the teachers being effective. This is why [14] noted that internal supervision is a grass root approach to supervision which enables the head of the institution or his appointee to work directly with the teachers. In this advantageous position, they enhance the teacher's efforts in promoting the quality of educational programmes. The internal supervision is essential because it enables the teachers to do what they are expected to do within the overall education policy. Therefore, internal supervision, in essence, is a quality control measures meted out to co-ordinate, guide and direct all efforts of teachers thereby ensuring quality, effectiveness, efficiency and growth of all involved in the teaching and learning process. In carrying out supervision, the welfare of the teachers should be taken into consideration. In his words, [15] said that the advantage of the internal supervision is that it is both real and down-to earth as both the teachers and the students directly feel the impact of the school heads. The major task involved in internal supervision is that it ensures immediate feed back to teachers on how well they are doing on the job, and the enhancement of their professional teaching growth and development.

Statement of the Problem

Internal supervision is a major aspect of personnel administration in education system. Internal supervision in secondary schools is carried out with the hope of ensuring quality and effectiveness of teaching and learning activities. In recent past, particularly since 1998, there has been an increase in the public attention to the problem of supervision in education in the country in general and school system in particular. For instance, it has been observed by the researcher that a good number of external supervisors rarely visit schools for purposes of instructional supervision of teachers, schools and students. This issue has reached a crucial point that past governments both military and civilian had made determined efforts to ameliorate the situation. In 1999, the Obasanjo government launched an ethical re-orientation programme on supervision in schools. He attributed the poor performance of students in external examinations in the country to inadequate supervision of schools. The, government established as one of its coping strategies a more intensive internal supervision of teaching and learning in secondary schools. The government hoped that such supervision will bring about improvement in teacher's and student's performance. Unfortunately these efforts have not yielded better results.

In Ebonyi state, principals are encouraged to intensify effective internal supervision in school by carrying out on-the- spot check of teachers activities. These efforts are to improve the standard of education in the country. Despite these efforts, truancy among teachers and students has assumed more complex dimension. In view of the above premise, the question which this study seeks, to answer is: to identify internal supervisory functions of principals in public-secondary schools Abakaliki Education Zone of Ebonyi State?

Purpose of the Study

The main purpose of the study is to investigate internal supervisory functions of principals in public secondary schools in Abakaliki Education zone of Ebonyi State. Specifically, the researcher sought to:

1. Find out how principals carryout instructional supervision in public secondary schools in Abakaliki Education Zone.

2. Determine how principals carryout staff development in public secondary schools in Abakaliki Education Zone.

Research Questions

The folio wing, research questions were formulated to guide the study;

1. In what way do principals carryout instructional supervision in public secondary schools in Abakaliki Education Zone?
2. In what way do principals carryout staff development functions in public secondary schools in Abakaliki Education Zone?

Hypotheses

The following null hypotheses were tested at 0.05 alpha level of significance.

H₀₁: There is no significant difference in the mean ratings of principals and teachers on how instructional supervision are carried out by principals in public secondary schools in Abakaliki Education Zone.

Review of Related Literature Conceptual Framework

Supervision in this discussion is considered as a vital arm of school administration. Supervision of instruction is a positive democratic action aimed at improving classroom instruction through the continual growth of all concerned. Supervision of instruction is a process of helping and assisting teachers to improve themselves and their instructional skills with a view to enhancing effective teaching and learning [16]. Afianmagbon went further to state that most school's activities and all the school programmes requires supervision since they aim at identifying areas of work that need to be improved upon. Continuing, education system without a hardworking supervisory staff is doomed to decay. It is therefore a process of enhancing and improving effective teaching and learning in schools. The essence of supervision is to sensitize, mobilize and motivate staff in the performance of their duty for the achievement of the stated aims and objectives in education system [17]. From this point of view, it is expected of a supervisor to do all things possible in rendering expert advice, service and help the teachers so that effective learning will be achieved and maintained in schools. [18] sees supervision as a phase of school administration, which deals primarily with the achievement of all the appropriate selected instructional expectations of-education services.

Educational experts have streamlined supervision as a process or activities to be carried out by a team of experts who help teachers in achieving greater height in instructional delivery. [19] attests to this by describing supervision as services of giving and receiving help to improve performance, and resolve problems that occur between teachers. In modern education the term supervision is used in activities which are directly concerned with studying and improving conditions which surround teaching and learning. Such supervision is conceived as assistance to teachers in the development of better teaching learning situation. [20] affirms that supervision is a service to help teachers for the purpose of improving instruction. From the foregoing, supervision influences the quality of teaches in service delivery. It deals with supervisor/teachers; teacher/students interaction in teaching-learning situations.

Supervision of instruction as teaching and learning process emphasizes on the relationship between and among the research student and supervisor and the process supervisor interplaying among them [2]. This implies working closely with supervisee to assist teachers understand and cope with the dynamics of teaching techniques/process. Thus he is of the view that the job of teaching changes from time to time and that there is every need to assist the teacher in coping with and adapting to changes especially in secondary schools and other levels of education.

Supervisory measure is channeled towards assisting teachers and learners to become efficient and effective. It is not to instill fears and hostilities on teachers. [15] listed the three reasons for carrying out supervision of instruction, which include the following:

- a. To improve the incompetent teachers dilemma.
- b. To discover special abilities or qualities possessed by the teachers.
- c. To know the effectiveness of classroom management by the teachers.

The aim of supervision is seen in its endeavor to ensure that the general guideline as provided in the education which blue print (policy) and curriculum is following by the teachers. It further stimulates teacher's initiatives and intuition. It introduces teachers to varieties of audio visual materials and current teaching aids needed to facilitate good teaching.

Supervisory Functions of Internal Supervision

The supervisory function of internal supervisors is to ensure that the teachers carry out their school function/task performance diligently. In recent pasts the supervisory function of external supervisors was conceived as sledge-harmer approach where its activities were metted out to catch the defaulting teacher in the

system. [7] explained that an inquisition characterized by surprise and sporadic-visit, an espionage putting teachers in an unnatural state of excitement, creating a crisis of confidence. Such practice usually leaves the school staff gasping for breath at the end of the process.

II. Methodology

The design employed in the study was a descriptive survey research design. Descriptive survey design studies are mainly concerned with describing events as they are without any manipulation of what is being observed, [19].

This study was conducted in Abakaliki Education Zone, out of the three Education Zone in Ebonyi State. Abakaliki Education Zone is made up of four local government areas: Abakaliki, Ebonyi, Izzi and Ohaukwu respectively. The population of this study comprised all the 1915 teachers and principals in 77 public secondary schools in Abakaliki Education Zone of Ebonyi State. There are 77 principals and 1838 class room teachers totaling 1915 principals and teachers in the zone. Source: Planning, Research and Statistics-(PRS) Dept: SEB; Abakaliki 2016/2017. The sample of the study comprised 405 principals and classroom teachers. To select the sample, the researcher used simple random sampling technique to select from the four local government areas in Abakaliki education zone. The instrument for data collection was a structured questionnaire titled:

“Internal Supervisory Functions of Principals in Public Secondary Schools Question (ISFPSSQ)”. The questionnaire items was structured on a four point rating scale of Strongly Agree = SA, Agree - A, Disagree = D, Strongly Disagree = SD with their numerical values assigned as 4, 3, 2 and 1 respectively.

In order to establish the validity of the instrument, the questionnaire was face - • validated to ensure the appropriateness of the items. Three experts, one from Measurement and Evaluation Unit of Science Department and two from the Department of Educational Foundation^ (Administration/Planning), Ebonyi State University Abakaliki validated the instrument.

In order to determine the reliability of the instrument, the questionnaire was administered on forty two respondents in secondary school in Onueke Education Zone of Ebonyi State, which is outside the study area but possesses the same characteristics with the area of the study. The internal consistency of the instrument was computed using Cronbach Alpha. The overall reliability coefficient of the instrument was 0.98.

The data collected was analyzed using mean scores and standard deviation for the a research questions. The degree of agreement or disagreement was determined by finding the mean of the nominal values assigned to each option. Based on the 4 point rating scale, the mean score of the scale was 2.50. Hypotheses was tested using 't' -test statistics at 0.05 level of significance in the (4) null hypotheses.

III. Results and Discussion

Research Question 1 How does Principals Carryout Instructional Supervision in Public Secondary Schools in Abakaliki Education Zone?

Table 1: Mean Ratings on how Principals carryout Instructional Supervision in Public Secondary Schools

S/N	Items Statement	X	SD	Decision
1	Classify teachers into the various subject specialization for effective classroom teaching	2.62	0.94	Accepted
2	Ensures that teachers comply with the subject periods	2.64	0.83	Accepted
3	Demonstrate to teachers on the techniques/skill	2.61	0.88	Accepted
4	Check lesson notes for quality control	2.59	0.89	Accepted
5	Visit class to monitor class activities	2.73	0.82	Accepted
Grand Mean (X)		2.63	0.87	Accepted

The results of data analysis as presented on table 1, it was revealed that principals classify teachers into the various subject specialization for effective classroom teaching, ensures that teachers comply with the subject periods, demonstrate to teachers on the techniques/skill of teaching, check lesson notes for quality control and visit class to monitor class activities with the mean scores of 2.62, 2.64, 2.61, 2.59 and 2.73 with the standard deviation scores 0.94, 0.83, 0.88, 0.89 and 0.82 respectively.

Research Question Two

How does Principals Carryout Staff Development in Public Secondary Schools in Abakaliki Education Zone?

Table 2: Mean Ratings on how Principals Carryout Staff Development in Public Secondary Schools

S/N	Items Statement	X	SD	Decision
6	Orientation of new staff	2.78	0.71	Accepted
7	Recommend teachers for conference	2.74	0.79	Accepted
8	Organize workshop for teachers	2.77	0.69	Accepted
9	Encourage teachers to undertake in-service training programe for their professional growth	2.77	0.83	Accepted
10	Collaborate with teachers to carry out action research	2.89	0.73	Accepted
11	Regular attendance to school determines teachers effectiveness	2.88	0.86	Accepted
Grand Mean (X)		2.80	0.76	Accepted

The results of data analysis presented on table 2, revealed that the respondents accepted that orientation of new staff., recommend teachers for conference, organize workshop for teachers, encourage teachers to undertake in-service training programe for their professional growth, collaborate with teachers to carry out action research and regular attendance to school determines teachers effectiveness with the mean scores of 2.78, 2.74, 2.77, 2.77, 2.89 and 2.88 with the standard deviation scores 0.71, 0.79, 0.69, 0.83, 0.73 and 0.86 respectively.

Hypotheses 1

H0₁: There is no significant difference in the mean ratings of principals and teachers on how instructional supervision are carried out by principals in public secondary schools in Abakaliki Education Zone. Data collected from item 1-5 in Section B of the research instrument were used to test this hypothesis 1.

Table 3: t-test Analysis on how Instructional Supervision are carried out by principals in public secondary schools in Abakaliki Education Zone.

Status	N	X	SD	Df	t-cal	t-tab	α	Decision
Principal	35	2.734	0.92	383	0.66	1.960	0.05	Accepted
Teachers	350	2.636	0.87					

From the results of data analysis presented on table 3, it could be observed that principals in Abakaliki Education Zone recorded the high mean score of 2.734 than the mean score 2.636 for teachers, the difference in these mean scores is statistically not significant at a 0.05. This is because the calculated t-value (0.66) is less than the critical value (1.960). Therefore, the null hypothesis (Hoi) is accepted which implies that there is no significant difference in the mean ratings of principals and teachers on how instructional supervision are carried out by principals in public secondary schools in Abakaliki Education Zone.

IV. Findings

Based on the results of data analysis as presented above, the study revealed that:

- i. Principals carried out instructional supervision in public secondary schools in Abakaliki Education Zone.
- ii. Principals carried out staff development functions in public secondary schools in Abakaliki Education Zone.
- iii. There is no significant difference in the mean ratings of principals and teachers on how instructional supervision are carried out by principals in public secondary schools in Abakaliki Education Zone.

How Principals Carryout Instructional Supervision in Public Secondary Schools in Abakaliki Education Zone

The results of data analysis as presented asserted that principals classified teachers into the various subject specialization for effective classroom teaching, they also ensures that teachers comply with the subject periods allocated to each subject, the responses of the respondents indicates that they demonstrate to teachers on the techniques/skill of teaching, check lesson notes for quality control and visit class to monitor class activities going on the classroom. With a grand mean of 2.63 and a standard deviation of 0.87 and since the mean is greater than mean score 2.50 set as mean score for decision making. This shows that principals carried out instructional supervision in public secondary schools in Abakaliki Education Zone while the hypothesis shows that there is no significant difference in the mean ratings of principals and teachers on how instructional supervision are carried out by principals in public secondary schools.

This findings agrees with [8] who asserted that in the church, the pope delegate functions to the cardinals, cardinals to priest or pastors down to reverend brothers and sisters after the delegation they carry out supervising functions. [14] also postulated that the principal build an outstanding foundation in enhancing

educational system through effective instructional supervision in education system. [17] affirms that instructional supervision is a service to help teachers for the purpose of improving instruction.

How Principals carryout Staff Development in Public Secondary Schools in Abakaliki Education Zone

The results of data analysis presented revealed that the respondents accepted that the principal carried out orientation for the new staff, they recommended teachers for conference, organize workshop for teachers, encourage teachers to undertake in-service training programe for their professional growth. On the same bases they collaborate with teachers to carry out action research and regular attendance to school determines teachers effectiveness. The grand mean score is 2.80 with standard deviation score 0.76. The grand mean of 2.80 is greater than mean score 2.50 set as mean score for decision making, thus, this indicates that principals carryout staff development functions in public secondary schools in Abakaliki Education Zone while hypothesis revealed that there is no significant difference in the mean ratings of principals and teachers on how staff development are carried out by principals in public secondary schools in Abakaliki Education Zone.

This findings agrees with [5] affirmed that the supervisor is required to encourage better teaching output and to ensure that productivity is maintained through staff development.

V. Conclusion

From the result obtained from the investigation into delegatory functions of secondary principals, the researcher came up with the following conclusions; the quality of education made accessible for public secondary schools in Abakaliki education zone depend largely on instructional supervision carry out by the principal of the school. This implies that the products of our public secondary schools are dependent on the degree to which principals perform their supervisory functions ranging from aspect of staff development, instructional supervision. In other words, education is a collective responsibility of all teaching and non-teaching staff if principals decentralizes authority and complement the efforts of their staff to ensure a good outcome.

Moreover, a situation where school principals do not apply control mechanism such as supervision, staff development where there is misconduct in duty execution, the aims and objectives of the school would not be achieved. It is also pertinent for principals to create good relationship with their staff through delegation of functions by keeping the communication network open to ensure good rapport within the school system and also to involve staff in decision making in the school. This will go along way to realizing educational aims and objectives.

VI. Recommendations

Based on the findings, the following recommendations are made as the way forward;

1. Principals should always delegate instructional functions to staff for effective running and enhancing the administrative system of the school.
2. Secondary school principals should avoid discrimination on the issue of developing staff but always regard the aspect of developing staff as their vital task to carry out in the school.
3. School principal should cater and provide instructional materials for effective teaching and learning in the school environment.

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