

# A COMPARATIVE ANALYSIS OF SUPERVISORY CONTROL MEASURES IN PUBLIC AND PRIVATE SECONDARY SCHOOLS IN ENUGU STATE

*V.N. Ogakwu, (Ph.D)*

## **Abstract**

Supervision involves the stimulation of professional growth and the development of teachers, the selection and revision of educational objectives, materials of instruction and method of teaching and evaluation of instruction. Hence this study aimed at Comparing Supervisory Control Measure in Public and Private Secondary Schools in Enugu State. The study adopted a descriptive design. To effectively guide the course of this research, Secondary School Management Practice Questionnaire (SSMPQ) was administered to 289 principals and 6,639 teachers randomly obtained from the secondary schools within the Six Education Zones in Enugu State. Simple Analysis of Variance (ANOVA) and t-test techniques was used in the test of the hypothesis. The result of the analysis suggests that significant difference exists in both secondary schools under study. In other words, public secondary schools are more exposed to supervisory measure than their private counterparts. Based on the research finding, conclusion was drawn and recommendations were made for improvement.

## **Introduction**

As the number of Schools both in Public and Private Secondary Schools increased with more enrolment, especially in Secondary Schools levels. It did not take long before the pitfalls and the want in wisdom characteristics of such action started to manifest. This situation could be summed up as: reaping a lived of decadence and retrogression (Enumuo, 2005). Enugu State is not an exception, in this pitiable state of out Secondary Schools. It is observed that despite the huge investment by both the government and the parents, in education in Enugu State, in terms of human and material resources, secondary school teachers in Enugu State continue to perform poorly in terms of teaching. Thus, there is need for effective supervision of our secondary schools teachers in Enugu State for effective performance of our secondary students in public examinations. This is more so because schools supervision occupies a unique place in the entire education system.

In education, supervision is an essential ingredient that engenders the effective realization of the educational aims and objectives. According to Williams (2004), supervision is a process common to all professions and has unambiguously become an essential part of any organizational set up including the educational system. The business of education today is not only complex but very involving. It becomes necessary therefore that students, parents, government and in fact every citizen would wish to know the happenings in educational sector so as to find out whether the objectives of education are being achieved at the various levels.

In a recent study conducted by Ndidi (2008) on “Supervisory Behaviour and Teachers’ Satisfaction in Secondary Schools” in Anaocha Local Government Area of Anambra State, the findings revealed what might be regarded as national problems associated with supervision of instruction in Nigeria generally, and in Enugu State in particular. The study revealed the following:

- i. That supervision is still faulty-finding by supervisors with a sense of superiority and supremacy.
- ii. That some of the supervisors are not professionals with adequate knowledge of what supervision should entail towards fulfilling instructional goals.
- iii. That akin to the question of non-professionalism is the twin problem of their inexperience; and that as a result of this.
- iv. That supervisors bump into schools to embarrass and intimidate teachers.
- v. That supervisors impose obsolete and antiquated teaching methods on teachers.
- vi. That there is little or no room for supervisor-supervisee’s harmonious and purposeful interaction.

- vii. That as a result of teachers being in perpetual fear of the supervisors, the teachers develop lack of self-confidence to face their job with a sense of satisfaction and fulfillment.

In view of the fore-going, a good number of the serving teachers in Enugu State presently resent supervision of instruction in the state owing to unwholesome supervisory behaviour being demonstrated by the supervisors of instruction. Many teachers believe that supervisors are fault finders that have come to expose them and invariably make them loose their jobs, but this is not true. Moreover, since supervision is now perceived as a mere routing job of the supervisors periodically, the serving teachers only put themselves in a state of readiness with window-dressing when the supervisors are being expected and as soon as they are gone, they relapse in their commitment. This pretentious attitude of the teachers does not make room for effective teaching and learning process. Thus, this work compares the supervision of public and private secondary schools in Enugu State and with a view to proffer solution to the problem.

### **Importance / Need for Supervision**

On the other hand, Mbiti in Nwagwu, Ijeoma and Nwagwu (2004:325) considers supervision as an important requirement in educational management that concerns itself with the tactics of efficient and effective management of human and material resources. According to him, supervision is a way to advise, guide, refresh, encourage, stimulate, improve and oversee teachers in the hope of seeking their co-operation in order that they may be successful in the task of teaching and classroom management.

Similarly, Ezeocha in Aguokagbuo (2002:104) defines supervision as a process of guiding, directing and stimulating growth with the overall view of improving teaching and learning process better for the learner. The foregoing definitions could be summarized by stating that supervision of instruction is an educational process that focuses on the improvement of teaching and learning Afianmagbon (2007) posited that supervision of instruction is a process of assisting the teacher to improve himself and his instructional abilities so as to enhance effective teaching and learning. An effective teacher is that teacher who can bring about improvement in all that he or she does.

More so, Fisher (2008) suggests that "supervision of instruction is necessary because:

1. Not all teachers are dynamic and knowledgeable. This means that supervision is necessary so as to enable these categories of teachers to get improved.
2. Teachers need to be skilled and up to date in the teaching profession and this can only be achieved when teachers are supervised regularly.
3. Supervision is necessary for safety and security reasons as well as orderliness in the school system thus; supervision helps in setting up school rules and regulation which forms the genesis of culture in school such as attendance, respect for the national constitution etc.
4. Teachers are not finish product that does not require improvement.
5. Some teachers posses some hidden potential that needs to be developed.
6. There is certain policy guideline that needs to be adhered to, supervision. Therefore help to ensure that all policy guideline are adhered to.
7. Supervision is for all teachers whether new, old and even inexperience teachers. During supervision, new teachers are assisted with the norms of the new school so that they can become acquainted with school operations and they are also informed about the school ethics while the old teachers are assisted with the new concepts, ideas etc. furthermore, all teachers needs to be evaluated and possibly assess for the purpose of advancement.

### **Definition of Supervision**

Supervision is an essential part of school administration which is basically concern with things that further the development or improvement of the teaching and learning situation in the school system. So that the set up goals can be achieved.

Supervision has been variously defined by educational experts each experts defining it in terms of his part experiences, his needs and his purposes.

Ofejebe (2007), views supervision it as a process of assisting, directing stimulating and motivating teachers to enhance teaching and learning process in educational institutions.

Afianmagbon (2007) posited that supervision of instruction is a process of assisting the teacher to improve himself and his instructional abilities so as to enhance effective teaching and learning. An effective teaching and learning. An effective teacher is that teacher who can bring about improvement in all that he or she does. Supervision also involves “the stimulation of professional growth and development of teachers ----- “ Undue (2003).

Chiagha (2009) in her delineation of the nature of supervision posited that supervision is all efforts of designated officials towards providing leadership to the teacher, towards stimulating their professional growth and evaluating instruction and curriculum.

According to Figueroa Rexach (2004) supervision of instruction involves “motivating the teacher to explore new instructional strategies”. The teacher must be made aware of educational goals and standards to be implemented. The observer must be objective during the observation process and maintain confidentiality it is also important for the observer to provide positive feedback and appropriate resources for the teacher to utilize.

### **Purpose of School Supervision**

Purpose of school supervision is to ensure to the stimulation of Professional growth of the teachers and their entire school system and to motivate teachers, it equally ensures that the teacher do what is expected of them so that the students learn. It is geared towards ensuring efficiency and effectiveness in the school system

### **Purpose of the Study**

The study will specifically:

- (1) Determine to what extent the supervisory control measures adopted by public and private secondary schools compare with/differ from each other.

Scope and Delimitation of the study.

The scope of this study is limited to the comparison of management practices of public and private secondary schools in such vital area as supervisory role.

### **Research Question**

This study is guided by the following research questions.

- (2) To what extent do the supervisory methods of public schools compare with/differ from those of private secondary schools?

### **Hypothesis**

The following null hypothesis was formulated to guide the study.

HO<sub>i</sub>: There is no significant difference in the opinions of the principals and teachers of public and private secondary schools on the supervisory methods carried out in their schools ( $P < .05$ ).

### **Method**

#### **Area of the Study**

The study adopted a descriptive survey. The study was conducted in Enugu State of Nigeria and it covered both public and private secondary schools made up of seventeen local government areas.

#### **Population of the Study**

The population of the study included all the principals and teachers in the six education zones namely: Agbani, Awgu, Enugu North, Nsukka, Obollo Afor and Udi Zones. This comprised all the 289 principals and 6,639 teachers of public and private secondary schools within six education zones.

The sample for the study consisted of all the principals since the entire population of the principals was small. Also 15% (fifteen percent) of the total population of the teachers in all the schools were used. Accidental sample technique was used to select 859 teachers that responded to the instrument.

The instrument that was used for this study was secondary school management practice questionnaire (SSMPQ). The SSMPQ has eleven items structured to a four point scale of “Very Great Extent” (VGE), “Great Extent” (GE), “Low Extent” (LE) AND “Very Low Extent” (VLE).

The instrument for data collection was subjected to face validation by lecturers in educational administration in the faculty of Education in the University of Nigeria Nsukka. To determine the reliability of Secondary School Management Practice Questionnaire (SSMPQ) internal consistency reliability using Cronbach Alpha method was computed. The reliability coefficient for the instrument is 0.81. To analyze the data, t-test was used in testing the hypothesis.

## Results

**Table I: Mean Responses of Principals and Teacher on Supervisory Control Measures**

Cluster	Item no	Supervisory Control Measure	School Type					
			Public (N =946)		Private (N =152)			
			$\bar{X}$	SD	Decision	$\bar{X}$	SD	Decision
A	1	Head of department participate in the supervision	1.97	0.86	LE	1.89	0.79	LE
	2	Instructional supervision is handled by post primary school managerial board	2.18	0.97	GE	1.89	0.82	LE
	3	Supervisors help teachers	2.35	0.97	GE	1.99	0.89	LE
	4	Supervisors help teachers determine goals and lesson objectives.	2.31	0.87	GE	1.92	0.89	LE
	5	Supervisors provides teachers with necessary materials for teaching	3.23	0.94	VGE	2.72	1.13	GE
	6	Conferences and seminars are organized for teachers after supervision	2.88	1.01	GE	2.48	1.99	GE
	7	Supervisors ensures that school registers are well marked	1.95	0.78	LE	1.63	0.80	LE
	8	Supervisors have regular meetings with school functionaries to find out the students problems/needs	2.47	1.01	GE	2.40	1.02	GE
	9	Supervisors check regularly the recording/markings of school diaries.	2.13	0.89	GE	1.85	0.87	LE
	10	Management ensures that students assignments and projects are well marked and recorded	2.17	0.88	GE	1.94	0.86	LE
	11	Management embarks on regular supervision of teachers' attendance register.	2.02	0.87	GE	1.69	0.82	LE

**Key:**

VGE – Very Great Extent; GE – Great Extent; LE – Low Extent;  
 VLE – Very Low Extent.

## Discussion

An analysis of research question reported on table 1 above shows that of the eleven items on supervisory control measures both types of secondary school respondents under study rated “to a less extent” with regard to items 1 and 7. Heads of department participate in the supervision of staff and ensuring that school registers are well marked. While public secondary schools responds rated “to a great extent with regard to it 3, 4,9,10 and 11. Supervisors help teachers determine goals good

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strategies, recording and marking of diaries, recording projects assignments and marking regular supervision of teachers attendance register, while their private counterpart rated “low extent”. Furthermore, both school types rated “to a great extent” with regard to item 6: conferences and seminars are organized for teachers. While public secondary schools respondents rated to “Very Great Extent” with regard to item 5. Supervisors provides teachers with necessary materials their private secondary schools respondents counterparts rated the same item “to a great extent”. Also item 2 on instructional supervision is undertaken handled by the Post Primary School Management Board (PPSMB) is rated “to low extent” by private secondary schools respondents while their counterparts in public secondary schools rated “Great Extent” to the same item. The result revealed that public secondary schools and their private counterparts organize seminars and conferences for teachers after supervision, heads of department participate in the supervision of staff in low extent, ensures that schools registers are marked in low extent. The result also revealed that private secondary schools participate in low extent in the following areas: supervisors help teachers to determine goals and lesson objectives develop good strategies, recording/marking of school diaries, ensuring that students’ assignments and projects are well marked and recorded and regular supervision of teachers attendant register. Their findings on regular supervision of schools appears compatible with the view of (Aguokagbuo, 2002, Afianmagbon 2007 and Ofojebe 2007) who posited that supervision of instruction is a process of assisting the teacher to improve himself and his instructional abilities as to enhance effective teaching and learning. The finding is also in agreement with Mbiti in Nwangwu, Ijeoma and Nwangwu (2004) considers supervision as an important requirement in educational management that concerns itself with the tactics or efficient and effective management of human and material resources. According to him, supervision is a way to advise, guide, refresh encourage, stimulate, improve and oversee teachers in the hope of seeking their co-operation in order that they may be successful in the task of teaching and classroom management.

The findings is in line with Fisher (2008) he remarked that the main task of supervision is to create a conducive atmosphere for the teachers to be able to achieve desires changes in the learners in consonance with the peculiar needs of the environment. Similarly, the findings is upheld by Figueroa Rexach (2004) he stressed that supervision is concerned with the determination or ends to be attained (which is the objective or education), the design of procedures for affecting the ends and assessment of results.

**Table 2:** T-test result on analysis of the difference in the mean ratings of principals and teachers with regard to supervisory control measures.

Cluster	Items	Supervisory Control Measures	Mean Score		Calculated T-Value	Remarks
			Public Sec. Schools Staff N=946	Private Sec. Schools Staff N=152		
1		Heads of department participate in the supervision of staff	1.97	1.86	1.55	Not Sig.
2		Instructional supervision is undertaken by the Post Primary Schools Management Board (PPSMB)	1.87	2.18	-4.33	Sig.
3		Supervisors help teachers determine goals and lesson objectives	2.35	1.99	4.37	Sig.
4		Supervisors help teachers develop good strategies.	2.31	1.92	5.13	Sig.
5		Supervisors provides teachers with necessary materials for teaching.	3.23	2.72	5.99	Sig.

6	Conferences and seminars are organized for teachers after supervision.	2.88	2.44	3.85	Sig.
7	Supervisors ensures that school registers are well marked	1.95	1.63	4.74	Sig.
8	Supervisors have regular meetings with school functionaries to find out the students problems/needs.	2.47	2.40	0.89	Not Sig.
9	Supervisors check regularly the recording/markng of school diaries.	2.13	1.85	3.63	Sig.
10	Management ensures that students assignments and projects are well marked and recorded.	2.17	1.94	3.03	Sig.
11	Management embarks on regular supervision of teachers' attendance register.	2.02	1.69	4.39	Sig.
	<b>OVERALL</b>	<b>2.35</b>	<b>2.05</b>	<b>6.66</b>	<b>Sig.</b>

Significant at  $P < 0.05$  (DF=1096), CRITICAL T-VALUE =  $\pm 1.96$

### Discussion

According to data on Table 2, the calculated t-value were greater in all the eleven items on supervisory, control measure. However, nine of the items were in favour of public secondary schools while only two items was in favour of private secondary schools. Two (2) of the items did not give rise to a significant difference. The nine items that were in favour of public secondary schools include: items 2, 3, 4,5,6,7,9,10 and 11. Instructional supervision is undertaken handled by the Post Primary School Management Board (PPSMB) ( $t = 4.33$ ), supervisors helps teachers determine goals and lesson objectives ( $t = 4.37$ ), supervisors help teachers develop good strategies ( $t = 5.13$ ), supervisors provides teachers with necessary materials for teaching ( $t = 5.99$ ), conferences and seminars are organized for teachers after supervision ( $t = 3.85$ ), school registers are well marked ( $t = 4.74$ ) recording and marking of school diaries ( $t = 3.63$ ). Ensuring that students assignments and projects are well marked and recorded ( $t = 3.03$ ) and regular supervisions of teachers attendance register. The two items in favour of private secondary school were: items 1 and 8. Heads of department participate in the supervision of staff ( $t = 1.55$ ) supervisors having regular meetings with schools functionaries to find out the student problem/need ( $t = 0.89$ ).

The data also show that the overall calculated t-value is 6.66 with 1096 degree of freedom at ( $P < 0.05$ ) level of significance. Since this value is greater than the table value (1.96), the null hypothesis is rejected. Hence, there is a statistically significant difference in the mean ratings on supervisory control measures between public and private secondary schools. In other words, public secondary schools are more exposed to supervisory measures than their private counterparts.

Finally, the result of the t-test for public and private secondary schools on supervisory control measures in table two indicated that the null hypothesis was rejected. The result showed that statistically significant difference; exist with respect to secondary schools under study. In others, words, public secondary schools were more exposed to supervisory control measures than their counterparts in private secondary schools.

### Conclusion

Generally Speaking, Supervision is a very important element in all works of life. No business can do well without good and proper supervision of its activities. This is because supervision ensures that work is well performed. Supervision is even more important in the school system where teachers are helped to use their potentials for the benefit of the teaching learning process, in other words for quality education.

In Nigerian Society in general and Enugu State in particular, quality education is of paramount importance to national development. Supervisor is ideally the teacher's friend, adviser, guide, Professional Colleague and Consultant. His Primary Interest should be to assist teachers to do their work better and so improve the standard of teaching and learning.

Finally, the functions of the supervisor of programmes can be summed up as the effective co-ordination of school activities for optimum results through inspiration, guidance, and direction of the teacher for purposes of improving his quality of work. In other words, supervision is geared towards galvanizing and sensitizing of teachers for the improvement of materials, techniques and methods of instruction which, in the final analysis, amplifies the rationale for supervision of instruction, the enforcement of which, has not only become indispensable but also imperative for the attainment of our educational aims and objectives.

### **Recommendations**

1. More qualified supervisors should be posted to schools to monitor the activities that operate in secondary schools.
2. Proprietors of secondary schools should regularly supervise schools, organize workshops and sponsor staffs that opt for training. Conduct conferences for staff and recommend in-service training programme.
3. Also authorities of public and private secondary schools should ensure that their educational establishments are supervised regularly. This will enable them to achieve educational goals and enhance teachers' growth.
4. Curriculum planners in conjunction with classroom teachers should ensure that the scheme of work is strictly followed by teachers.
5. Voluntary organization, agencies, cooperation and community should be involved by the state government for effective and qualitative education.
6. Supervision, inspectorate offices at the different zones should be beached by a chief inspector of schools on grade level 15, adequately staffed with experienced and well – qualified subject inspectors in all subjects of instruction in the schools and administrative staff. The inspectors should inspect post-Primary institutions in the zones.
7. Public and Private secondary school should be systematically, thoroughly and regularly be inspected by the Area Zonal Inspectorate Offices.
8. Every School should be comprehensively inspected at least once a year in addition to periodic inspection or supervision.
9. Three other types of inspections should be thoroughly undertaken.
  - a. Inspection of a new school to ensure that facilities are available before it is given a permission to open.
  - b. Inspection of growing school to ensure adequate addition of new facilities before fresh streams are added.
  - c. Inspection for permission to offer candidates for external examination.
10. Professional Officers of the zonal inspectorate division should undertake adequate and regular supervision necessary to keep their house in order at all times and ensure that the expectation of the Ministry Inspectors are met.

Finally, the researcher recommends that federal, state and zonal education board to be set up because it will help to monitor the activities of the private secondary schools and ensure that private secondary schools still maintains the expected standard.

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