



ADMINISTRATORS SUPERVISORY ROLE ON QUALITY SERVICE SECONDARY SCHOOLS DELIVERY IN IKOM EDUCATION ZONE OF CROSS RIVER STATE, NIGERIA

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ABSTRACT

This study investigates the influence of administrators' supervisory role on quality secondary schools delivery in Ikom Education Zone of Cross River State, Nigeria. One research question was formulated to achieve the purpose of the study. Literature review was carried out based on the variable of the study. The research design adopted for the study was survey research design. The area of the study was Ikom Education Zone in Cross River State, Nigeria. The population of the study was 3752 teachers in Ikom Education Zone in Cross River State. Random and purposive sampling techniques were adopted for the study. The instrument used for data collection is "Administrators Supervisory Role on Quality Service Secondary Schools Delivery Questionnaire (ASRQSSSDQ)". Data collected was analyzed through SPSS version 23, using One-way analysis of variance (ANOVA). The results of the analysis revealed that, administrators' supervisory role significantly influence quality secondary education delivery. It was therefore concluded that, administrators' supervisory role is very essential on quality service secondary schools delivery. Based on the result of the findings, it was recommended among others that, school management should develop good quality secondary schools, in order to improve their delivery in Ikom Education Zone of Cross River State and administrators should ensure careful and critical supervision of teachers' note of lesson to certify the quality of learning contents given to students in class.

Key Word –Administrators supervisory role, quality service, delivery.

1. Introduction:

Quality is the standard of something as measured against other things of a similar kind. Educational quality delivery is the one that provides all learners with capabilities they require to become economically productive, develop sustainable livelihoods, contribute to peaceful and democratic societies and enhance individual well-being. In the context of this study, educational quality delivery includes instructional delivery, continuous assessment of students' classwork and learning outcome. Instructional delivery is the teacher's application of interactive skills based on his/her professional identity by combining institutional expectations to satisfy students' demand for quality instruction. Continuous assessment is the evaluation of students' progress in a subject by a teacher in order to understand the range of individual differences and predict behaviour. While



learning outcome refers to the significant and essential experience that learners have achieved academic performance in terms of good examination results, school responsiveness to stakeholders and the community.

In Ikom Education Zone of Cross River State, it is observed with dismay the poor quality delivery of teachers in terms of instructional delivery, assessment of students' class work and maintenance of school discipline. There appears that poor quality delivery teachers are not only problematic but unable to provide the expected results. Teachers should be able to plan their lessons, and attend classes in order to engage their students in interactive class activities. Students negative behaviour seems to be distracting effective teachers from performing their tasks, hence reducing staff credibility. It is observed that some teachers seem to grade their students without actually conducting Continuous Assessment Test (CAT) to measure their academic progress. This might render the students overall performance invalid as the results can neither be used to obtain accurate description nor predict students' behaviour more effectively. Students are observed to perform poorly in both internal and external examinations like West Africa School Certificate Examination and University Matriculation examination (WAEC Annual Report 2010-2016; Sakiyo & Badau, 2015; Adeyemi, 2008; & Anaba, 2017). Students' poor learning outcome has evidently culminated into secret cult activities in the school which have made the development of secondary education in the state very cumbersome.

Worried about poor quality delivery in secondary schools, some stakeholders have in different occasions apportioned blames to the Ministry of Education. They have within the last five years identified some institutional variables as causes of teachers' poor task performance. Among the factors identified were school location, instability in government policies, home – school distance, and organizational behaviour. Others were closure of schools (which is contingent to teachers' industrial action.) Lack of promotion and recognition, insufficient textbooks, high students-teacher ratio, low motivation, weak teaching skills and ineffective educational administrators among others.

However, quality delivery in secondary school system is a direct function of its administration. School administration is the systematic arrangement of human, material and financial resources with defined rules and regulations for the attainment of educational goals and objectives. The school administrators are the chief executives of the school programmes. Their roles in the context of this study involve supervisory, maintenance, supervision, discipline and decision-making. From the foregoing, it is quite clear that the quality of school administrators in a school system determines to a large extent, the quality of education which the teachers deliver to the students.

Administrators most times assumed that teaching/learning activities are in progress, irregularities they failed in checking the scheme of work, classroom observation as well as examination monitoring, this affect instructional delivery, students assessment as well as learning outcome which is the hall mark of any school system. Supervision is achieving school objectives and it lies in the degree of supervision the administrator has carried out with the teachers and students (Kortide and Yumos, 2014). Glickman and Gordon (2004) have placed supervision as the backbone towards determining the effectiveness of school. This supervision is one of the process by which school administrators attempt to achieve acceptable standards of performance and results. Charles, Chris and Kosgei (2012) who suggested that school heads need to effectively supervise teachers by ensuring that teachers are observed regularly, lessons are planned on time, lessons are structured with an interesting beginning, revision of precious knowledge and teacher's used of voice variation and summary of major points at the end, teachers used backups or teaching aids properly, as well as follow up the curriculum strictly. Adenaike and Adebajo (2000) also stressed that supervision has its origin from the Latin word "Super Video" meaning "to oversee". They further explained that supervision is the way of advising, guiding, refreshing, stimulating, improving and overseeing certain groups with the hope of persuading people to resist from applying wrong procedures in carrying out their jobs and at the same time try to emphasize the importance of human relations in an organization. Oye (2009) also observed supervision as a constant process of improving teaching by providing needed services to teachers. Instructional supervision is one of the processes by which school administrators attempt to achieve acceptable standards of performance and results.

2. Statement of the problem

The relevance of secondary schools quality delivery cannot be overemphasized because it provides learners with capabilities they require to become economically productive, to develop sustainable livelihoods and contribute substantively to democratic development of the societies as well as foster individual well-being. Unfortunately, there appears that poor quality delivery teachers are not only challenging but seem not able to provide the estimated results, design their lessons, and attend classes in order to involve their students in interactive class deeds. It is perceived that some teachers seem to grade their students without actually conducting Continuous assessment Test (CAT) to measure their academic improvement. This might solidify the



students' behaviour ineffective. Students are observed to perform poorly in both internal and standard examinations like West African School Examination and University Matriculation Examination (WAEC annual reports 2010-2016) in Ikom Education Zone.

Nevertheless, government has in the last few years augmented teachers' inducement packages, increased school supervision by Ministry of Education, and provided basic school infrastructure in secondary schools in Cross River State. In spite of these dealings, the delivery of quality service in Ikom Education Zone has continued to fail. The problem of poor quality delivery has been ascribed to many factors, ranging from poor teacher motivation, poor infrastructural provision and inadequate supervision of secondary schools by government, among others. It was against this background that the study investigated the extent to which administrators' supervisory role influence the quality service secondary school delivery in Ikom Education Zone of Cross River State.

3. Purpose of the study

The main purpose of this study was to examine the influence of administrators' supervisory role on quality service secondary school delivery in Ikom Education Zone of Cross River State, Nigeria.

4. Statement of hypothesis

Administrators' supervisory role does not significantly influence quality service secondary school delivery in Ikom Education Zone of Cross River State, Nigeria.

5. Methodologies

The study adopted survey design aimed at investigating the extent to which administrators' supervisory role influence quality secondary schools delivery in Ikom Education Zone of Cross River State, Nigeria. The population of this study comprised three thousand five hundred and seventy one (3571) teachers and one hundred and nine (109) administrators in all public secondary schools in Ikom Education Zone of Cross River State. The sampling technique used for this study was random and purposive sampling. The sample size for the study was 107 teachers (unit of analysis) used in assessing the administrators as well as students (sampling unit) to assess teachers' quality service delivery. The sample size constituted three (3) percent of the study population of the teachers while two percent of the sample of the students was also used to assess teachers' quality service delivery. These percentage sample sizes were deemed appropriate and suitable for the study. Data was collected using Administrators' Supervisory Role on Quality Service Secondary Schools Delivery Questionnaire (ASRQSSSDQ). The instrument was validated by three experts in Measurement and Evaluation in the University of Ikom. To ascertain the reliability of the instruments, Cronbach alpha reliability method was used. The instruments were administered once on 40 teachers in Calabar Education Zone of Cross River State. The 40 teachers in Calabar Education Zone were not part of the sample for the study. They were only made to complete the questionnaire. After the instrument was administered and retrieved from the respondents, they were coded and the data subjected to statistical analysis using Cronbach alpha reliability scale. The reliability coefficient estimates realized from the result were within the range of .70 to .84. This indicated that the instrument was consistent in measuring what it was expected to measure. The data obtained was analysed using One way Analysis Of Variance (ANOVA) and tested at 0.05 level of significance.

6. Result

Hypothesis one

There is no significant influence of supervisory role on Quality service secondary schools delivery. The independent variable in this hypothesis is supervisory role, while the dependent variable is Quality service secondary schools delivery. The dependent variable had four components in this study, namely, Instructional delivery, Continuous assessment, Learning outcomes and total quality service secondary schools delivery. The scores obtained from the respondents were split into the three categories of supervisory role. The highest score a respondent was expected to have is 24, the lowest 6 and the average score was 12.5. Any respondent that scored 11 and below was below the average and was considered to be low, between 12.5 and 18 scores were within the average and were seen as moderate while those with a score of 16 and above were above the average and these were considered to be high. The statistical analysis technique deployed to test this hypothesis was one-way analysis of variance (ANOVA). The results of the analysis are presented in Table 1 and 2.

TABLE 1

Descriptive statistics of the influence of Supervisory role on Quality service secondary schools delivery (N=107)

Quality service delivery	Category	N	X	SD
Instructional delivery	Low	19	19.4211	2.24390
	Moderate	54	22.5741	1.26792
	High	34	23.2353	.74096
	Total	107	22.2243	1.90485
Continuous assessment	Low	19	21.9474	1.26814
	Moderate	54	21.2037	1.50946
	High	34	23.3529	.84861
	Total	107	22.0187	1.59588
Learning outcomes	Low	19	16.8421	2.73380
	Moderate	54	18.0741	2.98962
	High	34	19.8529	3.16355
	Total	107	18.4206	3.16537
Total quality service secondary schools delivery	Low	19	58.2105	3.53677
	Moderate	54	61.8519	4.01134
	High	34	66.4412	4.29370
	Total	107	62.6636	4.93724

TABLE 2

Analysis of variance of influence of Supervisory role on Quality service secondary schools delivery (N=107)

		Sum of Squares	Df	Mean Square	F	Sig.
Instructional delivery	Between Groups	190.664	2	95.332	51.118*	.000
	Within Groups	193.953	104	1.865		
	Total	384.617	106			
Continuous assessment	Between Groups	96.491	2	48.246	28.924*	.000
	Within Groups	173.471	104	1.668		
	Total	269.963	106			
Learning outcomes	Between Groups	123.580	2	61.790	6.847*	.002
	Within Groups	938.495	104	9.024		
	Total	1062.075	106			
Total quality service secondary schools delivery	Between Groups	897.533	2	448.766	27.676*	.000
	Within Groups	1686.355	104	16.215		
	Total	2583.888	106			

* Significant at P<.05

Table 1 shows the sizes, means and SD for the three groups of respondents based on the levels of their Supervisory role. The actual results of ANOVA that compared the three group mean values are shown in Table 2. The comparison yielded F-ratios of 51.118, 28.924, 6.847 and 27.676 for instructional delivery, continuous assessment, learning outcomes and total quality service secondary schools delivery respectively. The four F-ratios (for instructional delivery, continuous assessment, learning outcomes and total quality service secondary schools delivery) are each higher than the P-value at .05 level of significance, with 2 and 104 degrees of freedom. With these results, the null hypothesis is rejected in each of the four instances of Instructional delivery, continuous assessment, learning outcomes and quality service secondary schools delivery. This implies that there is a significant influence of supervisory role on quality service secondary schools delivery in the four aspects of instructional delivery, continuous assessment, learning outcomes and quality service secondary schools delivery.

In order to understand the pattern of the significant influence of supervisory role on quality service secondary schools delivery of instructional delivery, continuous assessment, learning outcomes and total quality service secondary schools delivery, a post hoc multiple comparison analysis was carried out using Fisher's least significant difference (LSD) test. The results of these analyses are presented in Table 3.

TABLE 3

Results of Fisher's least significant difference (LSD) multiple comparison analysis of the significant influence of Supervisory role on Quality service secondary schools delivery (Instructional delivery, Continuous assessment, Learning outcomes and quality service secondary schools delivery)

Multiple Comparisons

Dependent Variable	(I) Supervisory role	(J) Supervisory role	Mean Difference (I-J)	Sig.
Instructional delivery	Low	Moderate	-3.15302(*)	.000
		High	-3.81424(*)	.000
	Moderate	Low	3.15302(*)	.000
		High	-.66122(*)	.029
	High	Low	3.81424(*)	.000
		Moderate	.66122(*)	.029
Continuous assessment	Low	Moderate	.74366(*)	.033
		High	-1.40557(*)	.000
	Moderate	Low	-.74366(*)	.033
		High	-2.14924(*)	.000
	High	Low	1.40557(*)	.000
		Moderate	2.14924(*)	.000
Learning outcomes	Low	Moderate	-1.23197	.127
		High	-3.01084(*)	.001
	Moderate	Low	1.23197	.127
		High	-1.77887(*)	.008
	High	Low	3.01084(*)	.001
		Moderate	1.77887(*)	.008
Total quality service secondary schools delivery	Low	Moderate	-3.64133(*)	.001
		High	-8.23065(*)	.000
	Moderate	Low	3.64133(*)	.001
		High	-4.58932(*)	.000
	High	Low	8.23065(*)	.000
		Moderate	4.58932(*)	.000

* The mean difference is significant at the .05 level.

Post Hoc test result presented in Table 3 show that administrators whose level of supervisory role is low are significantly different in their quality service secondary schools delivery in terms of instructional delivery, continuous assessment, learning outcomes and quality service secondary schools delivery from those whose level of Supervisory role is either moderate or high. Also, Heads of respondents whose supervisory role is moderate are significantly different in their quality service secondary schools delivery from those whose Supervisory role is high.

8. Discussion of findings

The result of the hypothesis indicated that there is a significant influence of Supervisory roles on Quality service secondary schools delivery. The finding of this hypothesis is in agreement with the view of Charles, Chris and Kosgei (2012) who suggested that school heads need to effectively supervise teachers by ensuring that teachers are observed regularly, lessons are planned on time, lessons are structured with an interesting beginning, revision of precious knowledge and teacher's used of voice variation and summary of major points at the end, teachers used backups or teaching aids properly, as well as follow up the curriculum strictly. Supervision is concerned with the provision of professional guidance and assistance to teachers and administrators geared towards the achievement of effective teaching and learning in the school. Adenaike and Adebajo (2000) also stressed that supervision has its origin from the Latin word "Super Video" meaning "to



oversee". They further explained that supervision is the way of advising, guiding, refreshing, stimulating, improving and overseeing certain groups with the hope of persuading people to resist from applying wrong procedures in carrying out their jobs and at the same time try to emphasize the importance of human relations in an organization.

Oye (2009) also observed supervision as a constant process of improving teaching by providing needed services to teachers. Instructional supervision is one of the processes by which school administrators attempt to achieve acceptable standards of performance and results. It is the tool of quality control in the school system and a phase of school administration which focuses primarily upon the achievement of appropriate expectation of educational system. Administrators through their roles, ensures quality teaching and learning by improving teachers effectiveness in school, as well as administrators' performance.

9. Conclusion

Teachers' performance in secondary schools is significantly dependent on the capacity of the administrators to effectively conduct adequate and valuable supervision which validates the importance of discipline, record keeping and teaching aids and both internal and external supervision of innovations have positive effect on teacher effectiveness in secondary school quality delivery. In line with the above results, supervisory techniques influence quality service in secondary school delivery.

1. Government through the Ministry of Education should organize training programmes for principals as well as teachers on the need for effective instructional supervision.
2. Supervisors should allow clinical supervision and human relations to come into play when interacting with teachers during supervision. It implies that effective performance of supervisory role by school administrators may be one of the pragmatic models for quality education in secondary schools.
3. Government should provide opportunity for principals to attend conferences, workshops, seminars and colloquiums on supervisory techniques at least once a year both nationally and internationally for more acquisition of skills and knowledge for effective instructional supervision in order to keep them in line with their foreign counterparts.

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