

Impact Of School Supervision On The Management Of Private Secondary Schools In Jos North L.G.A. Plateau State, Nigeria

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Abstract—This study assesses the impact of school supervision on the management of private secondary schools in Jos North L.G.A of Plateau State, Nigeria. The Descriptive Survey Method was used as the research design for this study. This was chosen because it allows the researcher to acquire the opinions of the sampled population in order to deduce the opinions of the entire population. The total population of this study is made up of all the supervisors (inspectors) at the area education inspectorates comprising of fifteen (15) inspectors One Hundred and Five (105) private secondary school Head teachers in Jos North L.G.A. Total population sampling technique was used in selecting the supervisors and head teachers of private secondary schools in the study area. A sample size of 15 supervisors and 105 head teachers was used making a total of One Hundred and Twenty respondents. A well Structured Questionnaire titled: School Supervision on Management of Private Schools Questionnaire was used in obtaining relevant information for the study. The data collected were subjected to statistical analysis using Statistical Package for Social Science (SPSS 23) for appropriate interpretations to achieve the set objectives of the study. Descriptive Statistics involving simple percentages, charts and inferential statistics using a t-test of independent were used to analyze the set objectives. The result indicates that majority of the supervisors (60%) and Head Teachers (69.5%) were males, 53.3% of the supervisors had M.Ed, while 61.9% of the Head Teachers had B.Ed and also majority (Both supervisors and Head Teachers) of the respondents had 6 – 10 years experience in the profession. The result further showed that school supervision significantly ($p \leq 0.000$) impacted on the funding, staff development, teacher performance and record keeping in private secondary school in the study area. This research therefore concluded that supervision of is of immense importance as it improves the management of fund, improves staff development, increases teachers performance and ensure good and proper record keeping in private secondary schools in the study area. This research therefore recommends that school supervision should be intensified to enhance the effectiveness in the management of private secondary schools and

other relevant agencies of government to ensure that standards are met in terms of quality education.

Keywords—Supervision, School Management, Private School, Monitoring, Jos North,

Introduction

Education remains the most important tool for academic advancement, social mobilization, political survival, and effective national development in any country; it is Nigeria's largest enterprise/industry, which is why the government continues to make funds, school facilities, instructional materials, teaching personnel, and a favorable learning environment available to the sector (1). The important role of education is still felt by the community until now, especially in the context of improving the quality of human resources. The community believes that one of the most effective ways to optimize human resources is through education (2). Education is the bedrock of any developing country, and Nigeria is not an exception. It is a formal system with a special design called the school. The Nigerian educational system is designed based on levels, according to the current educational reform; the levels consist of primary, secondary and tertiary. According to Oke and Ihenetu (3) in most countries, the ownership of educational institutions (schools) is dual venture. It is usually a venture operated by the public and private sectors, the Government constitute the public sector while individuals, group of persons, mission bodies and organisations constitute the private sector. Schools that are run by the Government are called public schools while those not operated by Government are known as private schools. The basic level is made up of primary and secondary level which can both be private and public schools. The desire for private schools was ostensibly motivated by the failure of public schools, which needed change. Nigerians have been on a quest for a long time. Individuals and organisations rushed to open and operate schools from north to south, east to west. With the launch of the Federal Government's Private Partnership Initiative in education in 1999, this was given even more push (3). This action is thought to have opened the door for more private investors to open schools in Nigeria, bolstering the government's efforts to address the country's growing need for education.

The word "supervision" simply refers to the act of taking charge of people and being responsible for making sure that they do their work (Longman Dictionary of Contemporary English, 2000). Supervision is the process of improving all elements and conditions surrounding teaching and learning to produce better learning by providing the leadership necessary to effect improvement in the work of teachers. As stated by Osakwe (4) supervision is concerned with the provision of professional assistance, guidance to teachers and students that as a matter of fact geared towards achieving effective teaching and learning in the school. School supervision was provided by the government to schools in order to monitor, assess, guide, improve and help stimulate the teachers in order to perform their duties for the achievement of educational aims and objectives. Supervision is a way of stimulating, guiding, refreshing, encouraging teachers with the hope of achieving the educational set goals. Ogunsaju (1993) in Salamatu, (5) stated that supervision is an age-long device for improving teachers' skills. It is one among the many responsibilities of an educational administration performed by school heads, teachers and pupils. Since education is very necessary in our country, supervision must be given a high priority. This is because supervision deals with the basic needs of schools and it help in provision, maintenance, assisting and proper placement of both human and nonhuman materials in schools. Areas where supervisors assess in school include the resources (fund), environment, school and community development, records, staff development, and school instructional material (6). FRN (7) stated that "planning, administrative inspectorates, supervisory and financial services in education are to ensure quality control through regular inspection and supervision of instructional and other educational services". School supervision is the aspect of school administration concerned with guiding the work of teachers, students and non-teaching personnel in schools (8).

According to Salamatu (5) as a result of inadequate and improper supervision, education lacks its quality, schools are graduating half-baked graduates, because there are inadequate facilities, no harmony and good relationship between school and the community, no proper maintenance and availability of school records and also the instructional works were not given maximum attention.

Today, the management and ownership of secondary schools in Nigeria is a joint responsibility of both the public and private sectors. Proliferation of private secondary schools in Nigeria and constitutes some problems. According to Adesina in (8) secondary school occupies a very strategic position in any nation's educational system with its consumer and producer status. In Nigeria, the broad goals of secondary education include the preparation of the individual for useful living within the society and for higher education (9). Secondary schools appear to be dealing with a slew of issues that are causing

educational stagnation. To bridge this gap, this study is necessary to determine whether lack of effective school supervision is among the factors contributing to the improper management of private schools among others.

Objective of the Study

- The broad objective of this study is to determine the impact of school supervision on the management of private schools in Jos North local Government area of Plateau State. While the specific objectives are;
- i. determine the impact of supervision on the funding of private secondary schools in Jos North
 - ii. ascertain the impact of school supervision on the staff development in the private secondary schools in Jos North
 - iii. assess the impact of school supervision on the teachers' performance in private secondary schools in Jos North
 - iv. determine the impact of school supervision on school records in private secondary schools in Jos North

Research Questions

- i. What is the impact of school supervision on the funding of Private secondary schools in Jos North?
- ii. What is the impact of school supervision on staff development in Private secondary schools in Jos North?
- iii. What is the impact of school supervision on the teachers' performance in Private secondary schools in Jos North?
- iv. What is the impact of school supervision on school records in Private secondary schools in Jos North?

RESEARCH METHODOLOGY

Research Design

The Descriptive Survey Method was used as the research design for this study. This was chosen because it allows the researcher to acquire the opinions of the sampled population in order to deduce the opinions of the entire population. The focus of this survey method is on people, their attitudes, opinions, motivation, and behavior (10). Because the purpose of this study is to determine the impact of school supervision on management of private secondary schools, the design was deemed appropriate.

The total population of this study is made up of all the supervisors (inspectors) at the area education inspectorates comprising of fifteen (15) inspectors One Hundred and Five (105) private secondary school Principals in Jos North L.G.A. The population was chosen in line with the investigators research interest.

Population research does not require a sample to generalize the results of the study because the study population is a research sample that describes the actual situation in the population without going through sampling techniques. Total population sampling technique was used in selecting the supervisors and Principals of

private secondary schools in the study area. A sample size of 15 supervisors and 105 head teachers was used making a total of One Hundred and Twenty respondents.

A well Structured Questionnaire titled: School Supervision on Management of Private Schools Questionnaire was used in obtaining relevant information for the study. The questionnaire items were face-validated to ascertain its suitability for use in data collection by an expert in the field of education and measurement and evaluation from University of Jos. The language, contents and the structure of the items were critically examined and possible corrections and suggestions were made. The above were done in respect of the opinion of Kerlinger (1973) and Gray (1976) whom considered validating of research instrument by expert as a pre-requisite for collecting data and analysis for a valid result.

The reliability of the instrument was ascertained using a test – retest method. The reliability of the instruments was computed using split-half method. Afolabi (1998) explained that reliability is the consistency and dependability of the instruments, to measure what it was meant to measure. Pearson Product Moment coefficient of correlation (PPMCC) was adopted to determine the reliability of instruments. The result was $r = 0.85$, this indicated that the instrument is reliable and was adjudged good and reliable for the study.

The instrument was administered personally and with the help of two research assistants, trained by the researcher. All the questionnaires were duly filled and collected on the spot.

Method of Data Analysis

The data collected were subjected to statistical analysis using Statistical Package for Social Science (SPSS 23) for appropriate interpretations to achieve the set objectives of the study. Descriptive Statistics involving simple percentages, charts and inferential statistics using a t-test of independent were used to analyze the set objectives

RESULTS AND DISCUSSION

Demographic Characteristics of the Respondents

Sex

The percentage response by Sex of the respondents is presented in Table 1. The result indicates that majority of the supervisors (60%) and Principals (69.5%) were males while 40% and 30.5% of the supervisors and Principals were females respectively.

Table 1: Percentage Response by Sex

Sex	Supervisors	Percentage (%)	Principals	Percentage (%)
Male	9	60.00	73	69.50
Female	6	40.00	32	30.50
Total	15	100.00	105	100.00

Qualification

The response of the respondents by qualification is shown in Table 2. The result reveals that 53.3% of the supervisors had MEd, 33.3% had Bed and 13.3% had PhD as their highest qualification while 61.9% of the Head Teachers had B.Ed, 33.3% had MEd and only 4.8% had PhD.

Table 2: Percentage Response by Qualification

Qualification	Supervisors	Percentage (%)	Principals	Percentage (%)
B.Ed (First Degree)	5	33.3	65	61.9
M.Ed (Master Degree)	8	53.3	35	33.3
PhD	2	13.4	5	4.8
Total	15	100.0	105	100.0

Years of Experience

Years of experience of the respondents as presented in Table 3 shows that majority (Both supervisors and Principals) of the respondents had 6 – 10 years experience in the profession followed by those with years of experience between 11 – 15 years while those with less than 5 years and more than 16 years of experience had the least number of years in the profession respectively.

Table 3: Years of experience of the respondents

Years of Experience	Supervisors	Percentage (%)	Principals	Percentage (%)
Less than 5	2	13.33	14	13.33
6 – 10	7	46.7	56	53.3
11 – 15	5	33.3	25	23.8
More than 16	1	6.7	10	9.5
Total	15	100.0	105	100.0

Research Questions 1

What is the impact of school supervision on the funding of Private secondary schools in Jos North?

The result from Table 4 indicates the t-calculated of 21.91 at 0.05 level of significance and at a degree of freedom 119. The observed level of significance (0.000) is less than 0.05 which means that there is significant difference in the opinions of supervisors and Principals on the impact of school supervision on the funding of private secondary schools in Jos north. Therefore, the null hypothesis is rejected and the alternative hypothesis accepted. This implies that school supervision has strong impact in the management of fund in private secondary schools in Jos North as the major source of funding is through school fees generated from the students. Public schools depend primarily on local, state, and federal government funds, while private schools are usually supported by tuition payments and sometimes by funds from other nonpublic sources such as religious organizations, endowments, grants, and charitable donations. In some states, private schools receive public funds for certain services (e.g., transportation).

Table 4: T-Test For Research Question 1

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Supervision - Funding	1.41	0.70	0.06	1.28	1.53	21.91	119	0.000

Research Questions 2

What is the impact of school supervision on staff development in Private secondary schools in Jos North?

Table 5 indicates the t-calculated value of 6.62 at a level of significance of 0.05 and at a degree of freedom 119. The observed level of significance (0.000) is less than 0.05 which means that there is significant difference in the opinions of supervisors and head teachers on the impact of school supervision on staff development at private secondary schools in Jos north. Therefore, the null hypothesis is rejected and the alternative hypothesis accepted. This suggests that training and retraining of staff were functioning, due to supervision and motivational ways were created for the teachers. According to Asiyai (11) showed that regular instructional supervision practices of the school head through direct supervision of teachers led to improvement in teacher lesson preparation, regular and punctual class attendance and participation in school community relations. The findings of Wanzare's (12) found that direct supervision practices of school heads in Kenyan public secondary schools, through monitoring teachers' instructional work, improved quality of teachers and teaching. This finding is further supported by the study of Panigrahi (13) on implementation of instructional supervision in Ethiopian secondary schools. The study found regular classroom visitation by school heads provided opportunity for head teachers to interact with teachers to know what exactly goes on in the classroom and ensured teachers performed instructional delivery activities as expected. The study by Panigrahi (13) also established that feedback offered by school heads, helped teachers to rectify anomalies in their instructional delivery process and high standards in their role performance.

Table 6: T-Test For Research Question 3

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Supervision - teachers' performance	0.16	0.37	0.03	0.09	0.22	4.73	119	0.000

Table 5: T-Test For Research Question 2

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Supervision - Staff	0.56	0.92	0.08	0.39	0.72	6.62	119	0.000

Research Questions 3

What is the impact of school supervision on teachers' performance in Private secondary schools in Jos North?

The t-calculated value of 4.73 at a significance level of 0.05 and at a degree of freedom 119 (Table 6) was recorded. The observed level of significance (0.000) is less than 0.05 which means that there is significant difference in the opinions of supervisors and Principals on the impact of school supervision on teachers' performance at private secondary schools in Jos north. Therefore, the null hypothesis is rejected and the alternative hypothesis accepted. This implies that good comments by supervisors during the supervision process have a measurable bearing in improving the teacher performance in the teaching-learning process. The analysis established a significant relationship between supervisory climate and improved teachers performance. Usman (1) indicated that negative comments by supervisors have an adverse effect on teacher's performance. It reveals that, if teachers develop apathy, negative attitude towards the administrator or supervisor because of his/her harsh method of approach, his/her performance will be lowered and this will affect his performance in the instructional process especially when the supervisor is with him/her.

Research Questions 4

What is the impact of school supervision on school records in Private secondary schools in Jos North?

The result from Table 7 indicates the t-calculated of 37.16 at 0.05 level of significance and at a degree of freedom 119. The calculated value (0.000) reaffirmed that school supervision has a significant impact on school records at private secondary schools in Jos North. This result is in agreement with Samuel *et al.* (14) who stated that results on the practice of school heads' ensuring that continuous assessment records are kept up-to-date portrays headmasters/headmistresses' demonstration of a lot of interest and commitment to this activity. This is likely to reflect in regular assessment of students and make it easier to identify weaknesses in students' performance as well as implement corrective measures on time when the need arises.

Table 7: T-Test For Research Question 4

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Supervision - Records	1.69	0.49	0.04	1.60	1.78	37.16	119	0.000

Conclusion/Recommendations

This study showed the importance school supervision plays in the management of private secondary schools in Jos North L.G A of Plateau State. This research therefore concluded that supervision of is of immense importance as it improves the management of fund, improves staff development, increases teachers performance and ensure good and proper record keeping in private secondary schools in the study area. This research therefore recommends that school supervision should be intensified to enhance the effectiveness in the management of private secondary schools and other relevant agencies of government to ensure that standards are met in terms of quality education.

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