

**EVALUATION OF SUPERVISION RELATED CHALLENGES ON THE
IMPLEMENTATION OF NATIONAL POLICY ON SECONDARY EDUCATION
IN ANAMBRA STATE NIGERIA.**

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Abstract

The main purpose of this study was to assess the Supervision Related Challenges on the Implementation of National Policy on Secondary Education in Anambra State, Nigeria . The design of this study was descriptive survey. In an attempt to focus the study properly, one (1) research question and one (1) null hypothesis was formulated to guide the study. Population of study was 263 school principals and 338 senior staff of State Education Management Board (SEMB) in Anambra State Nigeria. A sample size of 183 including 76 principals and 107 senior staff of SEMB in Anambra state, Nigeria were used. A 12 -item instrument titled ‘Supervision Related Challenges on the Implementation of National Policy on Secondary Education Questionnaire (SRCNPSEQ)’ developed by the researcher was used for the study. The instrument was validated by two experts and the reliability test was determined using Cronbach Alpha Statistic which yielded the reliability coefficients of 0.86 for the instrument, and also considered adequate for the study. The instrument was administered to the respondents with the aid of one trained research assistants and was collected at maximum interval of a day. Data collected were analyzed with the aid of mean and standard deviation for the research question and independent t-test for the hypothesis. Findings of the study showed that there is no significant difference in the mean ratings of Principals and Senior Staff of State Education Management Board (SEMB) on the supervision related challenges on the implementation of the National Policy on Secondary Education in Anambra State Nigeria. Based on the findings, the researcher recommends among others that, Principals should be trained and retrained on how to effectively supervise schools and discharge this responsibilities, and that adequate fund should be provided for External supervision from State Education Management Board (SEMB).

Key words: Supervision, National Policy , Secondary Education

Introduction

Secondary education is a stage of education following primary school. It is of six years duration. Secondary education is the opportunities and benefits of economic and social development. The Nigerian secondary school educational system is planned for adolescents between eleven and eighteen years. Secondary education is the form of education given after primary education and before the tertiary stage. Secondary education occupies a strategic position in the educational process because of the important role it plays in preparing individuals for useful living in society or for higher education (Ogbonnaya & Ejionueme, 2007). Given the importance of secondary education in modern societies, it is not surprising that all societies tend to always strive to optimize educational service delivery for the attainment of the goals of education at all levels. Thus, the optimization of service delivery and effectiveness in education has always been the concern of all stakeholders in education in all societies. This made the National policy on education to clearly state that secondary education shall:

- a. Provide all primary school leavers with the opportunity for education of a higher level, irrespective of sex, social status, religious or ethnic background;
- b. Offer diversified curriculum to cater for the differences in talents, opportunities and future roles;
- c. Provide trained manpower in the applied science, technology and commerce at sub-professional grades;
- d. Develop and promote Nigerian languages, art and culture in the context of world's cultural heritage;
- e. Inspire students with desire for self- improvement and achievement of excellence;
- f. Foster national unity with an emphasis on the common ties that unite us in our diversity;
- g. Raise a generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labour, appreciate those values specified under our broad national goals and live as good citizen;
- h. Provide technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development (FGN, 2013).

The above goals cannot be achieved if the supervisory team of secondary education management board and secondary school principals are not carrying out their duties of instructional supervision effectively because these gigantic objectives are enshrined in the instructional process. Poor and ineffective supervision of schools by the Ministry of Education, the Secondary Education management Board and principal's poor supervision has contributed to the unsuccessful Implementation of the National Policy on Secondary Education in Nigeria. According to Ogbonna (2009), supervision is all that the school personnel does with learners and things to maintain and change the school operation in ways that directly influence the teaching process implored to promote learning. Periodic supervision should serve as a form of quality control; ensure prudent financial upkeep, teachers work, dedication and an advisory forum to check cases of laziness, poor attitude to work and good school management.

Supervision means a process of stimulating growth and a means of helping teachers to help themselves. The aim of supervision is to facilitate learning by students, supervision is very important in every school. Therefore, for successful implementation of any educational

policy, the supervision machinery must be effective and efficient. Ogbonnaya (2001) stated that there are some schools that have not been inspected or supervised for a reasonable number of months and years, those educational policies like continuous assessment, language, computer studies and so on cannot be properly implemented in such schools. Secondary schools' needs monitoring and supervision by the principals and the inspectorate unit of ministry of Education. Supervision according to Akpa (2009) is that phase of school administration which deals primarily with the achievement of the appropriate selected instructional expectations or educational objectives. The supervision of teacher performance in a school is an essential element for the continued effective performance of teachers in a school (Knezevich, 2004). Some of the tasks required of the head teacher to provide this service include:

1. Vetting of teachers' lesson notes.
2. Regular visits to the classroom to observe teachers lesson presentation and issuing confidential feedback.
3. Observing teachers attendance and punctuality.
4. Regular checking of pupils' exercises to find out teachers' output of work.
5. Inspecting students' assessment record books to find out how teachers make use of continuous assessment record scores.
6. Regular visits to the bookshop, library, and canteen (Knezevich, 2004).

Evaluation is the procedure of assembling data on a programme to determine if its value or worth with the aim of deciding whether to accept, rebuff or amend the programme. Programmes are evaluated to respond to questions and fear of a variety of individuals. The people what to know if the policy is implemented to achieved its aims and objectives; teachers want to know whether what they are doing in the classroom is effective; and the policy planner wants to know how to improve the policy for suseta. Hurteau, Moule & Monglet (2009) "Evaluation is a systematic determination of a subjects merit, worth and significance, using criteria governed by a set of standards". It can assist an organization. programme, project or any other intervention or initiative to assess any aim realizable concept/proposal, or any alternative, to help in decision-making; or to ascertain the degree of achievement or value in regard to the aim and objectives and results of an} such action that has been completed. The primary purpose of evaluation, in addition to gaining insight into prior or existing initiatives is to enable reflection and assist in the identification of future change. According to Mbakwem (2005), evaluation plays not only a fundamental role but forms an integral and indispensable part of the educational enterprise anywhere in the world over so as to effect an orderly development of the individual in his totality-mentally, emotionally, morally, physically and otherwise along the lines dictated by societal goals. To bring about this, the individual is made to pass through series of planned experiences under the guidance of an educational institution. These series of planned experiences provided by the institution for the proper overall development of the individual is referred to as the "curriculum".The reason for carrying out supervision in the schools today is to control the quality of work going on in the school and to ensure that individual teacher within the school system is performing the duties for which he has scheduled as well as the improvement of their professional competence and growth specifically to improve instructional practices in schools. To

guarantee effective implementation of national policy on education without effective teacher management can only be achieved by miracle that will only defy the natural and spiritual phenomenon. It will be in line to note that if teachers are not properly supervised, there is high tendency of non implementation of national policy on education in secondary schools

External supervision is the check of the schools from the Ministry of Education and the Boards by educational evaluators, and at times the supervising principals at the zonal offices, it involve actual visits to the school environment for the purpose of supporting the principals and teachers in the areas of difficulties. This approach can be in form of routine check to advice and encourage personnel, to improve activities for instructional effectiveness and proper utilization of the learning environment. It is often at the instance of investigation, conflict resolution, and infrastructural cum other need assessment.

Conversely, internal supervision is the activities of a superior person in school to oversee the day to day functions of the personnel in school to exert control of the environment and direct the general administration. The superior cannot do this alone but often supported by a supervisory team and at the centre of activities is the role of the principals in secondary schools, a position that is saddled with the responsibility of the system management mainly supported by the supervisory team that is made up of the principals, vice principals and the unit heads. Internal supervision is headed by principals who provide leadership to the team of supervisors to coordinate curricular, co-curricular programmes and is responsible for the general administration of the secondary school. These roles according to Akubue (1994) in Okolo (2015) views principals' positions as instructional leaders who supervise, monitor, assess, evaluate and disseminate current information on educational issues and modern teaching techniques for teachers in order to stimulate them for the best practice in curriculum delivery.

In order to achieve the stated purposes, principals need to strengthen and handle with utmost attention supervision in order to possess the capacities for managing human and material resources. In pursuit of these goals, Nwankwo, Nwachukwu and Anichukwu (2010) identifying the school principals as making use of supervisory models such as: Classroom observation, teacher conference and demonstration technique. Others include clinical supervision, microteaching/group supervision, Directive and non-directive styles all geared towards improving the conceptual knowledge, skills/competencies of teachers, and students' learning.

Effective supervision and monitoring of national policy on education policy implementers is required for the effective implementation of the policy at secondary level of education. Harbar-Peters in Ezeaku (2013) posited that effective monitoring; supervision and evaluation of the policy will contribute immensely to the effective implementation of the programme. This will create an avenue for providing feedbacks on the administration of the scheme, reviewing and strengthening previously stated targets, making future plans for improvement thereby ensuring effectiveness in its implementation. With the non challant attitude of government and its educational management board on secondary schools which has left many principals of running the affairs of schools like an institution without recourse to policy guide possess great danger to achievement of the national policy on education.

Ojogwu (2001) noted that lack of supervision creates non-awareness of sound education philosophies in teachers, it makes them not to be aware of educational policies and reforms and as well make them not to be part and parcel of the whole educational system which is the driving vehicle for the implementation of educational policy goals in secondary schools in South East Nigeria.

Despite the efforts of these school administrators to implement the educational polices effectively, they still encounter some challenges which limit effective implementation of the educational policies. The researcher is therefore motivated to assess supervision challenges to policy implementation in secondary schools in Anambra State Nigeria, because effective implementation is the greatest problem standing gallantly between education polices and its realization

Research Questions

In order to accomplish the purpose of the study, the following research question was posed:

Research Question 1: what is the extent of supervision related challenges on the implementation of National Policy on Secondary Education in Anambra State, Nigeria

Research hypothesis

The following null hypothesis was formulated and tested at .05 level of significance:

H₀1: There is no significant difference between the mean ratings of principals and senior staff of SEMB on supervision-related challenges on the implementation of National Policy on Secondary Education in Anambra State Nigeria

METHOD

The design of this study was descriptive survey .The study was conducted in Anambra State. The State has six education zones namely, Aguata, Awka, Nnewi, Onitsha, Ogidi and Otuocho with 263 public secondary schools. Anambra state is in the South-Eastern part of Nigeria.

The population of the study comprises 263 school principals and 338 senior staff of State Education Management Board (SEMB) in Anambra State Nigeria of teachers in the 263 state public secondary schools in the six education zones (Aguata, Awka, Nnewi, Onitsha, Ogidi and Otuocho) in Anambra State (Source: Planning, Research and Statistics (PRS) Department, Post Primary School Service Commission, Awka, 2018)

In drawing the sample for the study, simple random sampling technique was adopted .A sample size of 183 including 76 principals and 107 senior staff of SEMB in Anambra state was drawn for the study.

The instrument for data collection was a self-developed questionnaire. The questionnaire was titled “. The questionnaire consisted of two Sections; A and B. Section A clusters with each cluster addressing issues of each purpose that guided the study. The responses to the questionnaire items were designed on a four-point scale of measurement as thus:

- Very High Extent (VHE) - 4
- High Extent (HE) - 3
- Low Extent (LE) - 2
- Very Low Extent (VLE) - 1

The instrument (questionnaire) was content and face validated by two experts. One in the department of Educational Management and the other one in Measurement and Evaluation, all from Chukwuemeka Odumegwu Ojukwu University, Igbariam. The topic, the scope and purpose of the study, research questions, and hypotheses was presented to the Evaluator as a guide. These Evaluators ascertained the clarity and relevance of items to the research work. They made some helpful suggestions and recommendations that were corrected to make the instrument fit for the study

The reliability of the instrument was determined using Cronbach Alpha Coefficient method to ascertain the internal consistency of items in the sections of the instrument. This technique is appropriate for this study because it is ideally suited for providing a good estimate of the internal consistency of questionnaire items. In testing for reliability, copies of the questionnaire were administered on a sample of 20 teachers of public secondary schools in Enugu State. The responses were analysed, while the reliability coefficient .88 was obtained indicating that the items in the instrument were homogenous and highly reliable for the study

The instrument was administered to the respondents by the researcher and one briefed research assistants. The research assistant was briefed on how to administer the instrument (questionnaire) . The questionnaires were administered and collected on the spot .

Data relating to the research questions were analyzed using the arithmetic mean and standard deviation. The mean were computed for each item of the questionnaire with reference value of 4,3,2,1 for the response categories. The responses were rated based on the responses with mean ratings of:

- Very High Extent (VHE) = 3.50 – 4.00
- High Extent (HE) = 2.50 – 3.49
- Low Extent (LE) = 1.50 – 2.49
- Very Low Extent (VLE) = 0.50 – 1.49

The hypothesis was tested with independent t-test at .05 level of significance.

The decision rule:

- P-value < .05: Reject H_0
- P-value > .05: Do not reject

Data Analysis

Research Question 1: what is the extent of supervision related challenges on the implementation of National Policy on Secondary Education in Anambra State, Nigeria

Table 1: Mean Rating of Principals and Senior Staff of SEMB on extent of supervision-related challenges on the implementation of National Policy on Secondary Education in Anambra State, Nigeria

S/n	Item Description	Principals		SEMB			
		\bar{X}	SD	Dec.	\bar{X}	SD	Dec.

1	Non-integration of counseling model to motivate teachers' performance	3	.117	HE	2.9	.163	HE
2	Inadequate inspection of schools	3.74	.025	VHE	3.12	.116	HE
3	Inadequate supervision of teachers	3.29	.128	HE	3.34	.108	HE
4	Lack of feedback/suggestion box of teachers performance in schools	3.64	.112	VHE	3.39	.121	HE
5	Unfavourable relationship between teacher teacher	3.55	1.23	VHE	3.32	.127	HE
6	Teachers and Management Poor appraisal technique for teachers	2.27	.238	LE	2.39	.225	LE
7	Non observation of teachers classroom behaviour in schools	3.28	.142	HE	2.82	.132	HE
8	Lack of school-teachers supervision	3.06	.121	HE	2.78	.179	HE
9	Inadequate fund for supervision services	3.9	.132	VHE	3.45	.154	HE
10	Lack of support/ sponsorship	3.21	.118	HE	3.17	.162	HE
11	Far distance to school	2.93	.192	HE	3.01	.083	HE
12	Lack of effective monitoring	3.24	.131	HE	3.06	.074	HE
	Total X Score	39.84	1.37		38.16	1.49	
	Grand X Score	3.32	.114	HE	3.18	.124	HE

Analysis on Table 1 revealed the extent of supervision-related challenges on the implementation of National Policy on Education in Anambra State, Nigeria. The study showed that item 3 for principals and SEMB with the mean ratings of 2.27 and 2.39 respectively has a low extent of supervision-related challenges on the implementation of National Policy on Secondary Education in Anambra State, Nigeria. Principals and SEMB believed that item 1, 3, 7, 8, 10, 11 and 12 with the mean ratings of 3.00, 3.29, 3.28, 3.21, 2.93, 3.06 and 3.24 respectively for principals and item 1, 2, 3, 4, 5, 7, 8, 9, 10, 11 and 12 with the mean ratings of 2.90, 3.12, 3.34, 3.39, 3.32, 2.82, 2.78, 3.45, 3.17, 3.01 and 3.06 respectively for SEMB have a high extent of supervision-related challenges on the implementation of National Policy on Secondary Education in Anambra State, Nigeria.

On the other items, 2, 4, 5 and 9 with mean rating of 3.74, 3.64, 3.55 and 3.90 respectively for principals, believed are that supervision-related challenges on the implementation of National Policy on Secondary Education in Anambra State, Nigeria to a very high extent. Also, the grand mean ratings also indicated that both principals and SEMB agreed with mean ratings of 3.32 and 3.18 respectively are supervision-related challenge on the implementation of National Policy on Secondary Education in Anambra State Nigeria to a high extent.

Hypothesis testing

H₀₁: There is no significant difference between the mean ratings of principals and senior staff of SEMB on supervision-related challenges on the implementation of National Policy on Secondary Education in Anambra State Nigeria

Table 2: Independent samples t-test analysis of the difference between the mean ratings of principals and senior staff of SEMB on supervision-related challenges on the implementation of National Policy on Secondary Education in Anambra State Nigeria

Respondents	N	\bar{X}	SD	Df	t-Cal	t-Crit.
Principals	76	39.84	1.37	81	1.71	±1.96
SEMB	107	38.16	1.49			

Analysis in Table 2 revealed the t-test analysis of the difference between the mean ratings of principals and senior staff of SEMB as regards supervision-related challenges on the implementation of National Policy on Secondary Education in Anambra State, Nigeria. The result showed that t-calculated value of 1.71 is less than the critical value of ±1.96 at 5% (0.05) level of significance. Hence, the null hypothesis is accepted. Therefore, there is no significant difference between the mean ratings of principals and senior staff of SEMB as regards supervision-related challenges on the implementation of National Policy on Secondary Education in Anambra State, Nigeria.

Discussion of Findings

Findings from the study revealed that there is no significant difference between the mean ratings of principals and SEMB on the supervision related challenges on the implementation of National Policy on Secondary Education in Anambra State, Nigeria. This is consequent to a mean ratings of 3.21 and 3.18 both accepted by principal and SEMB that non-integration of counseling model to motivate teachers' performance, inadequate inspection of schools, inadequate supervision of teachers, lack of feedback/suggestion box of teachers' performance in schools, unfavourable relationship between teachers and school management, poor appraisal technique for teachers, far distance to school, lack of support/ sponsorship, non observation of teachers classroom behaviour in schools, lack of school-teachers supervision, inadequate fund for supervision services, and lack of effective monitoring, are the monitoring and supervision related challenges that influence the implementation of National Policy on Secondary Education in Anambra State , Nigeria. Results show that there is no defined standard for supervision of secondary schools in Anambra State despite government efforts to improve secondary education in the country. The finding justifies poor teacher supervision by Obasi (2009) which shows that only visitation is carried out between principals and teachers while other supervisory methods that could ensure that teachers are on their duty post and effectively discharging their teaching responsibilities is achieved.

Conclusion: Based on the findings of the study, the following conclusion was made; It was concluded that Supervisions Related challenges on the implementation of National Policy on Secondary Education in Anambra state, Nigeria is to a high extent.

Recommendations: Based on the conclusion of the study, the following recommendations are made;

1. Proper supervision of secondary education is required. This can be effectively achieved by defining the roles of principal as a supervisor and designing when and how to delegate such responsibilities.
2. Adequate fund should be provision for that External supervision from State Education Management Board (SEMB) to be more often for the purpose of supporting the principals in the areas of difficulties.
3. Ministry of Education, the Secondary Education management Board and principal's should have Specific times of regular visits to the classroom to observe teachers lesson presentation .

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