

## **E-Supervision as Tool for Quality Assurance in School Administration: Implications for Nigerian Supervisors**

**Dr. (Mrs) B.N., Awulor-Hephzibah**

Department of Education, Faculty of Arts and Education,  
Benson Idahosa University, Benin City, Edo State, Nigeria.

Email: [bettynkem@yahoo.com](mailto:bettynkem@yahoo.com)

Mobile Phone: 08034099765

### **Abstract**

*The world is currently driven by information and communication technology (ICT), thereby compressing the globe into a village. ICT facilities have become relatively affordable for almost every organisation, including the schools. The introduction of technologies into the school system is creating complex issues for non-ICT supervisors. As professionals who are expected to guide and support the new generation of learners as well as teachers, supervisors need to match-up with the trend. Traditional supervisory tool is fast giving way to ICT-enabled supervision. This paper deals with quality assurance benefits for e-supervision in the school system, with specific focus on its implications for Nigeria school supervisors. The paper acknowledges that the main policy objective in education in Nigeria is to raise the quality of education at all levels in order to make the products of the system more useful to themselves and the society at large. Quality assurance in Nigeria school system is a goal which learners, teachers, staff and school supervisors aspire to attain. The current school system is characterised by unqualified personnel, dilapidated facilities, poor funding, and cannot allow for effective implementation of e-supervision. The paper concludes that there is need for qualified and ICT-compliant supervisors and supervisees, improved funding of education and political will to drive e-supervision and achieve quality assurance in the school system in Nigeria.*

**Keywords:** Quality assurance, e-supervision, school supervision, school supervisors.

### **Introduction**

Quality education is a sine qua non for the transformation and development of any nation in the world. Hence, no nation develops above her level of education. Moreover, education has been acclaimed as the bedrock of social, political and economic development of any nation. It is in the light of the foregoing that Federal Republic of Nigeria (2016) affirmed that education in Nigeria as an instrument “par excellence” for effecting national

development. Accordingly, education shall continue to be highly rated in the national development plans because education is the most important instrument of change; any fundamental change in the intellectual and social outlook of any society has to be preceded by an educational revolution. Consequently, Oluremi and Oyewole (2013) categorically stated that “education constitutes the major engine for sustainable human development as well as the fulcrum around which every activity revolves.” In effect, to realize the goals and objectives of Nigerian education, effective monitoring, supervision and quality control must be brought to fore. The purview of education includes knowledge, skill and understanding which an individual acquires from attending the school. Hence, the need for supervision of instruction and learning experiences becomes imperative.

### **Historical Background to E-Supervision**

Reflecting on the past history of education in Nigeria, supervision was seen as inspection and control of teachers. Thus many teachers dreaded supervisors who were tagged “inspectors” to their schools, benefits of educational supervision notwithstanding. Regrettably, years of poor supervision and inadequate quality control have eroded the quality of Nigerian education. It was Kpatakpa (2008) who posited that there is a widespread feeling that academic standards are fast falling and the blame is shifted to the teacher, who is seen to be providing unproductive teaching and learning. Furthermore, he posed the question, what then might have affected negatively the general output of pupils in schools? Responding hitherto, the challenge is placed at the door of “effective supervision.” This is corroborated by certain factors bedeviling the success of effective supervision of secondary education in Nigeria such as large number of schools vis à vis the number of personnel available, economic climate coupled with the distance and facilities for transportation made available by the government for supervision exercises. In order to guard against wasteful imbalances in Nigerian secondary education, a preventive approach and problem solving device is articulated through effective supervision wherein quality control is assured.

Supervision of school handled by the Ministry of Education in Nigeria is for the monitoring, assessment and evaluation of the educational system geared towards meaningful effort to ensure professional development of teachers. Considering the import of supervision in the education sector, Segun (2004) cited in Okoye, Ohyali and Ezeugbor (2016) contends that supervision is the stimulation of professional growth and development of teachers, a selection and revision of educational objectives, materials of instruction, methods of teaching and the evaluation of instruction. Segun’s view highlights the essence of supervision in the area of teachers’ professional development and the processes that must be followed to achieve the desired educational objectives.

Consequently, educational supervision is not an exercise geared towards fault finding, nailing or condemning of teachers as was the earlier notion of some Nigerian teachers. Instead, it is an effort that helps to improve teachers' performance in areas of need and this remains the reason for pre-information about any scheduled visitation to schools for supervision. In his view, Bailey (2006) cited in Okoye et al (2016), characterised educational supervision as "a technical process which seeks at improving teaching and learning through the care, guidance and stimulation of continued development for not only teachers but also any other person having an impact on the education context. In view of the foregoing, holistic supervision benefits both the teachers, learners, school administrators, managers of education and stakeholders who are formidable tentacles in the secondary school system of education in Nigeria. Moreover, Bailey (2006) further portrayed the overall purposes of educational supervision by defining the concept as a collaborative process in different stages because it welcomes various views that represent the proper relationship between the supervisor and the teacher so as to address the educational problems and find appropriate solutions to them. In essence, educational supervision in addition to propelling teachers' development also acts as a problem solving device in secondary education in Nigeria.

In another development, Hismangolu and Hismanoglu (2010) asserted that there is difficulty in the agreement of a specific definition of the term educational supervision "since there are some differences in orientations, perceptions, comprehension and familiarity with aspects of the framework and also analysis of its content".

Accordingly, it seems that inadequate educational supervision and poor quality control make teachers indolent in their duty posts. In order to address the problem of ineptitude, lackadaisical, negative attitude and professional laxity by teachers in their duties, adequate supervision and quality control must be ensued.

Stakeholders in education are seriously concerned about quality which is the core and motivating factor for education reforms. As a result, Okoye et al (2016) opines that, "quality serves as determination of gradations based on standard of excellence beneath which a mark of inferiority is imposed or adduced and above which grades of superiority are defined." He further views quality in education to be judged by both its ability to enable the students perform well in standard examinations and relevance to the needs of the students, community, and the society as a whole.

Education is seen as a veritable tool for answering so many questions and solving myriad of problems confronting Nigeria. There is therefore a greater demand for probity and accountability so as to ensure functional education. The maintenance of standards and assurance of adequate measures of quality control are now the concern of all enlightened citizens. Ugwoke (2010) opined that quality assurance is a proactive means

of ensuring quality in any organization. Quality assurance in education aims at preventing quality problems and ensures that the products of the system conform to expected standards. Ebong and Efue (2005) cited in Ugwoke (2010) stated that quality assurance is a holistic term that is directed towards education as an entity. According to the authors, it entails the suppliers and consumers and all the various activities put in place to produce quality products and services. Enaohwo (2008) revealed that the concept of quality assurance in the education system can be viewed from two angles: the internal perspective (within the system) and the external measures (checks and balances by the regulatory agencies).

The significance of school supervision has now come into the limelight. Eregie and Ogiamen (2007) defined school supervision as a whole mechanism systematically designed to accomplish the end of public education so that internal structure of the school is determined by the functions which are carried on towards those ends. To be able to effectively provide education, there is need to ensure that the educational system is reliable. Reliability in terms of educational system can only be enhanced through supervision (Peretomode, (2004) cited in Ugwoke (2010)). It should be noted that educational supervision focuses on changing the behaviour of staff for an improved performance. In most cases, it is internally arranged by the school head and at times assisted by other agencies and stakeholders.

The essence of supervision is to monitor the performance of staff, noting the merits and demerits and using befitting and amicable techniques to ameliorate the flaws while still improving on the merits, thereby increasing the standard of schools and achieving educational goals. Thus, the concern of supervision is the improvement in teaching and learning environment in order to promote effective teacher performance and learning in the school. Supervision is thus a combination or integration of a number of processes, procedures and conditions that are consciously designed with the sole aim of advancing the work effectiveness of teachers and other personnel involved in the schooling process. According to Awulor-Hephzibah (2018), in order to enhance instruction, the role of the supervisors should be supportive, assisting, explanative, encouraging, guiding, advisory, improving and sharing rather than directing.

E-supervision is a web-based tool for addressing issues associated with field experience in supervision. According to Alger and Kopcha (2009), e-supervision is the process of using online technology to support the teacher trainees in the field. A well-developed electronic supervision is an efficient and convenient method of building a standard and balanced educational system. In line with these observations, e-supervision provides complete and open access to the supervisors to guide and support the working of their employees by using various information and communication technologies (ICT)

interface. It is easier to communicate with each other which reduces the workload and offer the needed assistance in their tasks by discussing more possible strategies. This paper discusses the quality assurance benefit for e-supervision in the school system and highlights the significant role it plays for building professional and learning environment. This technology helps to link supervisor and supervisee together, to perform their works and create better learning environment. This paper further seeks to underscore the quality assurance benefits of e-supervision in the school system and its implications for Nigeria school supervisors.

The quality of education is adversely affected when the educational system is too loose and stakeholders are allowed to do whatever they like. In Laissez faire supervisory strategy does not help the quality of education in secondary schools as most people do not do what is right at the right time if there is no authority that stipulates what is to be done and also monitor them properly on the job. Achieving the purposes of improving supervision in secondary schools makes the achievement of the goals of secondary education much easier.

The effective improvement of instructional delivery and maintenance of standards in the school system are enhanced through regular internal and external supervision. The primary responsibility of supervisors is to see that high standards are maintained and that schools are run in accordance with the laid down regulations. The supervision of personnel and materials in order to ensure the set minimum standards are attained, sustained and seen to meaningfully impact on society. Having a Quality supervisor is important because it will ensure that goods and services produced in a country are of highest possible standard, as well as protecting buyers from purchasing sub-standard products (Uyanga, 2008) cited in Isa and Jailali (2014).

The sudden explosion of student's population coupled with the attendant increased complexity of the school organization and the introduction of the Universal basic education programme of education in the country has indeed necessitated a greater attention of supervision more than ever before. This is more so because school supervision occupies a unique place in the entire education system. Just as the personality of each supervisor differs from the other, the supervisory strategies adopted are varied and so their effects on the educational system.

### **Concept of Quality Assurance in Education**

Quality assurance is a way of preventing mistakes and defects in manufactured products and avoiding problems when delivering products or services to customers; which ISO 9000 defines as "part of quality management focused on providing confidence that quality requirements will be fulfilled". Wikipedia (2019). According to Ugwoke (2010), quality is synonymous with standard, efficiency, excellence, relevance and worthiness. It is

the success with which an institution provides educational environment which enables students to effectively achieve worthwhile learning goals including appropriate academic standard. Still linking quality to education, Aigboje (2007) refers quality to excellence or more of societal values embodied in the school curricula. This involves stages and activities that take place until certificates are issued. For Afemikhe (2007), quality assurance involves all actions that are necessary to provide adequate confidence that a product or service will satisfy given requirements for quality. He added that the mission of quality assurance activities is to improve quality through guidelines, promote wide deployment and proper implementation of specifications, communicate and design effective processes to achieve goals. According to Ajayi and Akindutire (2007), quality assurance is about consistently meeting product specifications or getting things right the first time, and every time. Quality, therefore, is about the standard of something when compared with other things. It presupposes that there is a set standard against which the outcome is compared. Quality assurance refers to efforts and activities put in place to attain a level of acceptable and consistent standards or targets in an organization.

Quality assurance in Nigeria education system therefore, implies the ability of the various arms of the school system to meet the expectations of the users of manpower in relation to the quality of skills required by their outputs. This definition raises the issue of promoting good value in the institutional management and supervision of teaching – learning process to produce quality learners from the school system. Raouf (2008) opines that quality assurance in education is the process of ensuring continuous improvement in all aspects of education business in an institution of learning to satisfy the needs and expectations of the society. This approach is built around the premise that every step of the process of a service and of an operation has room for improvement. Quality assurance could be classified either as internal or external.

Internal quality assurance, according to Okojie (2008) refers to the processes, maintenance and promotion of quality within the system to ensure delivery of quality education. According to him, the internal mechanisms start from the point of admission to ensure that candidates who do not meet the minimum requirements are not admitted. The tasks of maintaining quality assurance in secondary schools are entrusted on the principal and vice-principal and other principal officers in the school system including the Ministry of Education. Internal quality assurance, therefore, encompasses all the processes and mechanisms put in place by an educational institution to ensure compliance with standards and attainment of set quality targets.

External quality assurance refers to monitoring and evaluation exercise carried out by statutory bodies outside the school system. To complement the efforts of the Ministry of Education, other regulatory bodies such as Teachers' Registration Council of Nigeria (TRCN), Mathematical Association of Nigeria (MAN), and the like, ensure that only

members who have attained some level of professional standards are allowed to operate in the school system. It is the duty of these administrators and regulators to ensure that quality is maintained at all times in the school system.

Therefore, quality assurance in education encompasses systematic management, monitoring and evaluation procedures adopted to measure the performance of school supervisors and teachers against educational objectives to ensure best practices in resource inputs, utilization and curriculum management so as to produce students that achieve the set educational goals in schools. It also serves as the process of ensuring that the graduating students are equipped with all required personnel and quality programmes, facilities and materials to meet global acceptance. It is a guarantee of confidence and certainty that programmes of study offered in the school system do not only meet acceptable standards but that they are continuously improved upon.

### **Concept of E-Supervision**

Supervision is defined by Bernard and Goodyear (2004) cited in Ugwoke (2010) as an intervention that is provided by a senior member of a profession to a junior member or members of that same profession. This relationship is evaluative, extends over time, and has the simultaneous purposes of enhancing the professional functioning of the junior members, monitoring the quality of professional services offered to the clients and serving as a gatekeeper for those who are to enter the particular profession. According to Peretomode (2004) cited in Ugwoke (2010), supervision can be divided into two categories: instructional and personnel supervision. Instructional supervision has been defined as a set of activities which are carried out with the purpose of making the teaching and learning purpose better for the learner, while personnel supervision deals with the set of activities which are carried out by the supervisor with the basic aim of sensitizing, mobilizing and motivating staff in the school towards performing their duties optimally in terms of the achievement of the stated aims and objectives of the educational system.

E-supervision is a web-based tool for addressing issues associated with field experience in supervision. According to Alger and Kopcha (2009), e-supervision is the process of using online technology to support the student-teachers in the field. E-Supervision in education helps to build an educational collaborative environment between supervisors and supervisees with several kinds of tasks to perform, such as skill development, experience sharing, group meeting and discussing about teaching and administrative strategies.

### **Approaches to E-Supervision**

E-supervision is a two-way process involving the supervisors and the supervisees. According to Lubega and Niyitegeka (2008), there are several methods of e-supervision process which can be categorized under two sub-headings: synchronous and asynchronous.

Synchronous e-supervision includes all methods where both the supervisor and supervisee interact in realtime during the e-supervision exercise. There is immediate contact and response between the supervisor and supervisee. This category use methods such as chat room and online telephone. According to Lubega, et al (2008), chat rooms are electronic tools for real-time communication whereby two or more people interactively write to each other and receive immediate response. The content editors allow a specific number of lines to be typed and sent at a time and does not allow for the contents of the chat to be stored or saved. Online telephone is a communication process that allows two participating members to talk to each other through online tools such as Whatsapp, Imo Messenger and the like. It is a cheap form of communication through the internet and requires participating members to share user identification.

Asynchronous e-supervision is the category that involves both the supervisor and supervisee communicating to each other without receiving immediate reply. According to Lubega, et al. (2008), this category includes methods such as e-mails, wikis/blogs, discussion boards, forums and e-research. This method is very common today and is thought to be effective especially when both supervisor and supervisee are distant apart. However, some challenges of this method of communication include delay or slowness to respond, ignoring of communication as well as impatience.

### **Quality Assurance Benefits of E-Supervision in the School System**

The main objective of the school system is to provide quality education through teaching and learning for the students. Consequently, it is the responsibility of school administrators to ensure that all the actors in the school system live up to this expectation. The purpose of school supervision is to promote and develop a favorable situation for teaching and learning which eventually lead to the improvement of the society. It will ensure efficiency in the school system. For example, if teachers are aware that their activities are monitored by the supervisors from a distance, they will strive to live up to expectation. E-supervision speeds up supervision cycle and increases the processes and turn-around time.

Students' performance would improve through e-supervision as a result of constant interaction between the supervisors and supervisees. Instead of the traditional supervision that requires the presence of the supervisor; academic performance could be monitored electronically from the comfort of the supervisor's office. Consequently, enhanced supervisory activities will ultimately result to improved input on the part of the teachers and performance on the part of students. Through e-supervision information would be transmitted and stored through emails and other resource sharing facilities such as electronic data management system (EDMS). This will make preservation and retrieval of data easier for assessment purposes. E-supervision will reduce the cost associated with travelling in terms of time and travel expenses. According to Dudding and Justice (2004), the use of two-way



video-conferencing is a viable, practical, and cost-effective method to supervise graduate students in hard-to-fill remote, rural and underserved public school districts.

The cost of the e-supervision technology is offset by increase in clinical supervision, decrease in travel time and related costs, and flexible in scheduling. This method can also be applicable to the supervision of teachers. A supervisor can schedule multiple teacher supervisory sessions per day, thus minimizing the cost and other associated risks involved in traveling. In the same vein, the substantial time saved from travels could be utilized in attending to other administrative matters. The supervisor and supervisee can schedule an appropriate time that is convenient for them to interact. E-supervision meets the needs of teachers who do not have the ability or time to provide in-person supervision. For example, if it is information that is required via emails, the supervisor or supervisee may send or access such information at his or her convenient time.

Although the e-supervisor is physically housed in a location that is different from the supervisee, he/she is enabled to observe a variety of professional activities. The e-supervisor has the ability to see, hear, and evaluate the performance of supervisees during interventions, assessments, and other activities that occur in classroom settings. Additionally, this model allows verbal communication or instant messaging between the supervisor and supervisee. This two-way communication system can enhance both interpersonal and professional relationship between the supervisors and supervisees. E-supervision is a straightforward process for those who are familiar with internet tools and online interaction. However, all the parties must possess excellent communication skills, typing proficiency and expression of self in verbal and non-verbal exchange of ideas.

### **Implications of E-Supervision for School in Nigeria**

The concept of e-supervision is a laudable innovation that can enhance supervisory roles in the school system in Nigeria. However, introduction of e-supervision in the school system in Nigeria will have some consequences for school supervisors. The implications are presented in form of challenges as follows:

- **Lack of Qualified Supervisors**

For e-supervision to be effective there has to be qualified personnel in the school system to drive the process. The supervisors have to be competent in their own sense. However, the situation on ground in Nigeria is far from ideal. As observed by Ifedili and Egenti (2010), out of 62% male and 38% female principals in Nigerian secondary schools, only six states had 50-64% of graduate teachers with teaching qualification; five states had less than 24% graduate teachers with teaching qualification and 31 states had less than 50% graduate teachers with teaching qualification. These statistics are very worrisome. Teaching became professionalized in Nigeria in 1993. To date, non-professionals are still in the

teaching profession and many teachers are not qualified to be in the school system. The dignity of the profession should be maintained at all times by insisting on employment of principals and teachers based on merit. The situation is not different in the Ministry of Education where the external supervisors come from.

- **Poor Funding of the Educational Sectors by Government**

Another major challenge that confronts implementation of e-supervision is inadequate funding of the school system by various governments. According to Odia and Omofonmwan (2007) cited in Ugwoke (2010), the United Nations Educational, Scientific and Cultural Organization (UNESCO) recommended 26% of the total budget of a nation as the standard budget allocation to the educational sector. However, over the years, no government in Nigeria has met the allocation requirement for the educational sector. Longe Commission of 1991 observed that the percentage of recurrent budgetary allocation to education in Nigeria has never exceeded 10%. Also some parts of the budgeted sum for some years were never fully released.

This means that the meager annual budgets for education were partially withheld on regular basis. According to Okoroma (2006) only 8% of the national budget was allocated to the education sector in 2001; and in 2004 the figure dropped to a dismal 5.6% of the federal government budget. According to Ifedili and Ochuba (2009), the poor funding of schools has led to many difficulties in having an ideal instructional supervision by the school supervisors. This inadequate fund for the implementation of formulated policies has been the major hindrance to the achievement of standards in education. It has led to the provision of inadequate facilities, instructional materials, equipments and the like. The situation is even worse at the moment where most states are not able to pay workers salaries on regularly basis. Many states now depend on bail out funds (loans from Federal Government) to meet up with their recurrent expenditure. Given this scenario, funding of e-supervision in the school system will be a herculean task.

- **Inadequate Teaching and Learning Facilities**

Another hindrance to implementation of e-supervision is the near absence and lack of maintenance of existing facilities in the schools. The gross under funding of the education sector in the country and the neglect of instructional and living conditions have deteriorated in many of these schools, classrooms, libraries and laboratories are nothing to write home about, all leading to decline in academic standards. These facilities are part of what the e-supervisors are supposed to inspect, but a situation where they are non-existent or dilapidated, the supervisees would not be held responsible for not meeting the educational standards.

- **Policy Issues**

Successful implementation of e-supervision requires new policies, rules and legislative changes to tackle electronic activities. The gap between educational policies and goal attainment due to inadequate implementation of these policies has become of great concern to observers. The implementation of the primary and secondary aspects of the National Policy on Education (FRN, 2016) did not achieve its goals since the Federal Government was inconsistent in implementing this aspect of the national education policy. In Nigeria, policy inconsistency has been the bane militating against implementation of national education policies in particular and other economic policies in general. As Ogwoke (2010) observed, educational policies were formulated by various governments but political instability stalled or discouraged the political will to implement such policies. As new governments came in quick succession and with relative uncertainty, continuity in policies could not be guaranteed. As a result, principals of secondary schools are often caught in this web when government changes existing education policy. A policy such as e-supervision in the school system requires strong political will and adequate legislation to back it up.

- **Infrastructural and Technical Constraints**

A major challenge to implementation of e-supervision in Nigeria is lack of infrastructural facilities. In the first place, electricity generation will pose an impediment to proper e-supervision in the country. According to Izueke (2007), it is through power generated that the functioning of the computers and internet can be meaningful. At present, generation of power at the national grid has dropped to the level that power supply is now done on rotation basis. E-supervision which requires access to the internet will not succeed especially in the rural areas where power supply is either erratic or non-existent.

Secondly, e-supervision is a web-based system that requires computers and technologies to drive. Linking the entire school system online requires huge capital outlay, trained manpower to operate the system as well as training the supervisors and supervisees on how to use the process to achieve set objectives. Information and Technology professionals are in short supply and the level of literacy and awareness necessary for people to appreciate the benefits of such a process is relatively low.

- **Security**

The present high rate of insecurity in the country will affect the level of implementation of e-supervision in the school system. The attainment of the lofty aims and objectives of education cannot be realized unless there is in our schools necessary peaceful and orderly environment that is conducive to effective teaching and learning. In addition to security of lives, there is need to protect the infrastructural facilities such as computers from theft and damage. This will only be possible if the facilities are housed in secure and conducive environments.

- **Corruption**

It is almost impossible to talk of effective implementation of e-supervision without addressing the issue of corruption that has become a national problem. As noted by Adesina (2006) cited in Ugwoke (2010), the 2004 Corruption Perceptions Index, released by Transparency International (TI), the watchdog on global corruption, ranks Nigeria as the third most corrupt country in the world. In 2019, the organization ranked Nigeria second, a one-step improvement from the previous position as the most corrupt country in the world. Furthermore, some of the objectives of most policies in education are often derailed at the implementation stage due to a number of reasons such as passing of budgets by lawmakers with strings attached; reluctance on the part of the executive arm of government to release funds; and inadequate funds released to the operators of Nigeria education system are not honestly and fully utilized to promote the cause of education. If these impediments are not adequately addressed, the implementation of e-supervision will be a mirage in the school system in Nigeria.

### **Conclusion**

It is evident from the findings of the study that supervision and quality assurance are necessities to teachers' effectiveness and the overall school learning outcomes. This study depicts the importance of educational supervision and assurance in the professional development and productivity of secondary school teachers. Sequel to this, it could be asserted that effective supervision and quality control of secondary schools teachers in terms of regular classroom visitations by the principals, supervisors encouragement of the use of teaching aids and different methodologies during instruction by the teachers, dissemination of current research findings, supervisors written reports among others enable the teachers to transit to higher level in their job performance based on the new trends learnt in the course of supervision.

A cursory look at the education system as supported by the literatures reviewed above shows a steady decline of quality in the school system and something needs to be done to restore quality to the school system in Nigeria. The introduction and implementation of e-supervision will assist in addressing and maintaining quality assurance in the school system. The gains of e-supervision will outweigh those of the traditional on-site supervision in terms of cost-benefit in the long run. As an online and internet enabled process, schools would be interconnected and this will enable the supervisors to access schools even in rural areas in person.

Supervisors would cover a wide range of schools within a given period that onsite supervision cannot accomplish. Through constant interaction between the supervisors and supervisees assessments necessary to improve quality of services would be maintained. Ultimately, e-supervision will be helpful for the Ministry of Education and other relevant agencies to cover all the educational institutions by introducing and implementing e-

supervision interface in Nigeria school system. Therefore, with efficient application of e-supervision in Nigeria school system, quality assurance in the school system is a goal or target that is possible, and therefore, learners, teachers, school management and government should adopt it.

### **Recommendations**

For implementation of e-supervision in the school system in Nigeria to be of immense benefit and improve quality assurance in the school system, the following recommendations are suggested:

- There is need to dissociate the school system from politics such that only qualified personnel should be employed. The various ministries of education are to ensure that non-professionals are not allowed into the system, while those who are already in the school system without adequate qualification should undergo a retraining programme.
- Government at all levels should increase the funding of education in order to meet and/or surpass the 26% minimum level set by UNESCO. To achieve this, there is need to put the issue of funding of education in the constitution so that it shall be binding on all the tiers of government.
- There is need to comprehensively review the national policy (FRN, 2016), on education since its implementation is already derailed. In its place, a workable policy that is fashioned to take care of our economic, political and socio-cultural needs be put in place. The Federal Ministry of Education is in a better position to harmonize the recommendations of various committees and commissions that looked into the education policies at various dispensations and come up with a blueprint that will put education on the path of growth.
- There is need for synergy between adequate provisions for supervisors from the government in the secondary schools and teachers productivity. This would enable the teachers to be abreast of the required effectiveness demanded by supervision and quality control of secondary education.
- A standardized tool for supervision geared towards measuring learning achievement should be developed. The supervision standards must be employed by all schools during supervision. Hence, the same yardstick should be used in supervising schools across board.
- Government should provide the needed logistics for supervisors to enable efficient visitation to schools in the rural areas.
- Government should refrain from frequent reforms and insatiable policies in the education system. Most often, ambiguous content of the new policies may yield difficulty in interpretation and implementation.

- The government, school managers, parents and communities must ensure that all hands are on deck on issues of school supervision and quality control in order to attain qualitative secondary education.
- The policy of e-supervision should be backed up with legislation and the government should show the political will to see to its implementation. It should no longer be business as usual in the education system. The executive arm of government should send the necessary bills to back up e-supervision to the National Assembly for consideration and passage into law.
- Since electricity is germane to meaningful implementation of the e-supervision in the school system, the federal government should address the issue of power generation in the country. The activities of the Power Holding Company of Nigeria (PHCN), generation companies (GENCOs) as well as the distribution companies (DISCOs) should be reviewed critically to ensure that non-performing companies in the system are removed. It is not enough to increase tariff on electricity consumption without the commensurate increase in quality of service delivery by the operators in the power system.
- The issue of security needs to be addressed in the country to guarantee safety of lives and properties such as the e-supervision facilities during implementation of the policy. Security affects everyone and therefore all stakeholders should come together to proffer solutions to the dreaded issue of insecurity in the country. A situation where over 200 school girls abducted from their hostels are still missing after two years does not guarantee security of lives and facilities in the school system.
- Lastly, mismanagement of resources allocated to education should attract severe punishments ranging from imprisonment, dismissals from service and other punitive measures to discourage corrupt practices in the school system.

## **References**

- Afemikhe, O.A., 2007. Quality assurance in school-based assessment practices and monitoring. A lead paper presented at the 9<sup>th</sup> Annual Conference of the National Association of Evaluators and Researchers (NAERE) held at Olabisi Onabanjo University, Ago-Iwoye, Ogun State, Nigeria between December 3-6, 2007.
- Aigboje, C.D., 2007. Strategies for improving the quality of academic staff in Nigerian universities for quality assurance. In J. B. Babalola, G. O. Akpa, A. O. Ayeni and S. O. Adedeji (eds) Access, equity and quality in higher education. A Publication of National Association for Educational Administration and Planning, 455- 461.

- Ajayi, A.I. and I.O. Akindutire, (2007). School management and quality assurance in Nigeria Education. Retrieved from [www.transcampus.org/journals](http://www.transcampus.org/journals).
- Ajayi, I.A. and H.T. Ekundayo, (2008). The Deregulation of University Education in Nigeria: Implications for Quality Assurance. Retrieved from <http://www.nobleworld.biz/images/AjayiEkundayopdf>.
- Alger, C. and T.J.Kopcha, (2009). e-supervision: A technology framework for the 21<sup>st</sup> Century field experience in teacher education. *Issues in Teacher Education*, pp: 31-46.
- Awulor-Hepzibah, B.N. (2018). "Influence of Internal Supervision of Instruction on Improving Teacher Performance in Secondary Schools in Edo State. (Ph.D. Theses).
- Bada, I. A. (2010). Supervisory Strategies as Correlate of Quality Education among Secondary Schools in Ibadan Southwest Local Government Area of Oyo State. An Unpublished Med Thesis, University of Ibadan, Ibadan.
- Ekpoh, U.I and Eze, G.B. (2015). Principals' supervisory techniques and teachers' job performance in secondary schools in Ikom education zone, Cross River State, Nigeria. *British journal of education*, 3 (6) 31-40
- Hismanoglu, M. and Hismanoglu, S. (2010). English language teachers' perceptions of educational supervision in relation to their professional development: A case study of northern Cyprus. *Novitas-ROYALS (research on youth and language)*, 4 (1), 16-34.
- Ifedili, C.J. and V.U.Ochuba, 2009. Appraisal of educational standard in post primary schools. *Benin Journal of Social Sciences*, 17(1): 53-62.
- Isa, Y.K. and Jailani, B.M.Y. (2014). "The supervisor's role for improving the quality of teaching and learning in Nigeria Secondary School Education System." *International Journal of Education and Research*. Vol.2 No.8 [www.ijern.com](http://www.ijern.com)
- Journal of Qualitative Education*, Volume 8 No. 1, May, 2012
- Meskil, B. (2005) 'Supervision: A co-operative exercise in accountability' in M. Marken and M. Payne (eds.) *Enabling and Ensuring. Supervision in practice*, Leicester: National Youth Bureau.
- Ogakwu, V.N. (2010). A Comparative analysis of supervisory control measures in Public and Private secondary schools in Enugu state. *Knowledge Review*, 21(3), 25-32.

- Okojie, J.A., 2008. Licensing, accreditation and quality assurance in Nigerian Universities: Achievements and challenges. Paper presented at a session of the 2008 CHEA Summer Workshop. Retrieved from [www.chea.org/pdg/2008SWJuliusOkojiepaper.pdf](http://www.chea.org/pdg/2008SWJuliusOkojiepaper.pdf)
- Okoye, F.O., Ohyali, L.C. and Ezeugbor, C. (2016). “Educational Supervision and Quality Control of Secondary Education in Anambra State, Nigeria”. 3(6). JEPER.
- Oluremi, O.F and Oyewole, B.K. (2013). Supervision for quality assurance in universal basic education programme in Nigeria. *Mediterranean journal of social sciences*. 4(6) 447-452.
- Ugwoke, S.C. (2010). Use of e-supervision as a tool for quality assurance in school administration. *Australian Journal of Basic and applied science*, 4 (2). sWikipedia (2019).