

Redirecting Quality Assurance Practices Through E-Supervision In The Nigerian School System

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Abstract: Education is the greatest instrument for academic progress, social mobilization political survival and effective national development of any country. To effectively provide education, there is need to ensure that the education system is reliable. Reliability in terms of educational system can only be enhanced through supervision. The variations in teachers' capabilities, teaching methods, social needs and problems call for supervision of instruction in schools. As a result of the introduction of information and, communication technology, e – supervision came to lime – light. This paper focused on quality assurance and e-supervision. E –supervision refers to the use of video-conferencing technology media to provide real-time supervision. E-supervision is one of the ways through which electronic technology is enhancing school system. The Nigerian government has a renewed interest on the quality of education in the country. Quality education supervision ensures that high quality is maintained in school system. Quality education has become one of the centre issues accorded priority in the recent renewed educational reforms going on worldwide and quality assurance has become one of the mechanisms used in achieving it. On the other hand, quality assurance is conforming to generally accepted standard as defined by quality assurance bodies or appropriate academic and professional committees. To be in tune and not out-dated and lost, e-supervision is needed in Nigerian schools. Finally, the paper also takes a look at implication of e-supervision for administrators in Nigerian schools.

Keywords: Redirecting, Quality assurance, E-supervision, School system, Nigerian Schools.

INTRODUCTION

Education remains the biggest instrument for academic progress, social mobilization, political survival and effective national development of any country. A simple way to appreciating education is that it is a tool or a necessary weapon for every human being to acquire for the purpose of navigating this complex world without which the individual may get lost in it or live in darkness without being blind (Aguba, 2005). To be able to effectively provide education, the educational system must be reliable. Reliability in the context of educational system can only be improved by means of supervision. The need to have an effective and modern system of supervision cannot be over emphasized. In every school, there are teachers, students and administrators involved in the day-to-day learning activities in Nigeria today. There is a pressing need to determine what to teach, and whom to teach it. The variations in teacher's talents and potentialities, learner's capabilities, teaching methods, societal needs and problems call for supervision of instruction in schools.

Supervision of education is primarily concerned with improving the teaching-learning situation in schools. In supervision, supervisors employ advice, criticism, clarification, verification and justification to improve learning and teaching in school. According to Nwankwo as cited by Peretomode (2004), supervision can be divided into two categories: instructional and personnel supervision. According to Peretomode (2004), 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 learners. Personnel supervision on the other hand 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 to performing their duties optimally in terms of the achievement of the stated aims and objectives of the educational system.

The Nigerian government has a renewed interest on the quality of education in the country. Quality education supervision ensures that high quality is maintained in school system. Quality education has become one of the center issues accorded priority in the recent educational reforms going on worldwide and quality assurance has become one of the mechanism used in achieving it (Ejiogu & Onyene, 2008). On the other hand, quality assurance is conforming to generally accepted standard as defined by quality assurance bodies or appropriate academic and professional committees. Educational reforms in Nigeria are aimed at providing better quality of education hence the need for modern technology. To be in tune and not outdated and lost, e-supervision is needed in Nigerian schools. E-supervision is the new trend on supervision of instruction worldwide and educational administrators or supervisors in Nigeria schools are not left out. Technology has contributed a lot of improvement in pedagogical aspects of education. To many educators it is believed that technology will someday control the entire activities within education and an example is supervision. This

approach which is referred to as E-supervision is transforming how teaching and learning is better delivered. The aim is to achieve quality.

Concept Of Quality Assurance:

It is now an established fact that active participation in knowledge societies is essential to economic growth in the twenty first century educational institutions. The opportunities to access knowledge have increased tremendously recently. The condition of education in Nigeria becomes increasingly critical to its success. This has informed the renewed interest Nigerian government placed on the quality of education in the country. The importance of quality assurance in nation building is enormous there have been several calls on the educational managers on how to make the educational system to be more vibrant in quality of its products after several quality of mass failure and half baked products from our various educational institutions in the country. People always express their concern about the manner in which the educational system in Nigeria is losing its confidence as regards to the effective and efficient nature of the system.

Educational managers and supervisors have important roles to play in assuring assurance and strategies for establishing quality assurance in education in Nigeria. Ajayi and Ekundayo (2008) opined that quality assurance is a proactive means of ensuring quality on any organization. Enaobwo in Ajayi and Ekundayo (2008) submitted that the concept of quality assurance in the education system can be looked at from two angles namely: the internal perspective (written the system) and the external measures (checks and balances by the regulatory agencies). Babalola and Ayeni (2009) defined quality assurance as a proactive approach to production process in the manufacturing sector. According to the authors, the origin of quality assurance can be traced to two Americans (Derming and Juran) and a Japanese (Ishikawa) cited in Babalola and Ayeni (2009) who were identified as exercising the greatest influence on the total quality approach to management. Quality assurance is a continuous process in the teaching and learning activities. Ebong and Efeueas cited by Ajayi and Ekundayo (2008) posit that it 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 assurance in education aims at preventing quality problems and ensure that the products of the system conform to the expected standards. Contextually, quality assurance is the planned and systematic order of events that gives assurance concerning the quality of students services on product achieved through e-supervision.

The aim of quality assurance is to implement strategies and methodologies that limit the introduction of variation and error into production and services. Quality assurance has many merits and some of them are serve accountability and accreditation requirements bring internal benefits to the institution. It helps in formulating clarifying and articulation of missions, visions, goals, objectives and relations to those elsewhere in the school, identify needs and resources, develop and implement action planning, improve the quality of the work, the staff and students, the learning and achievement of the intended outcomes of the work, ensures that teaching/learning is aligned not only to its aims, objectives and intended learning outcomes, but also that these in turn are aligned to the strategic direction and supervision is highly indispensable in school if efficiency and good quality are required in supervision of the instruction.

Concept Of E-Supervision:

Instructional supervision is an aspect of checking quality output in schools hence is designed to evaluate educational inputs and output. The act of teaching and learning is supervised to see if it is achieving the desired objective. During this supervision, a subject is examined in relation to teaching methods applied, instructional materials available for use and the teacher himself. The standard in each subject area is examined. The functions and concept of supervision have undergone some modification. Previously, people within the school began to concern themselves with improvement of the teacher and his work. These activities (supervision or inspection) were mainly autocratic, totalitarian and prescriptive, and it was not until the past few decades that supervision started to be viewed as a co-operative activity. This era saw the shift of the concept of supervision from autocratic and totalitarian (task oriented to democratic principles, people-oriented).

Instructional supervision is that phase of school administration which focuses primarily upon the achievement of the appropriate expectations of educational system (Eye, Netzer & Krey, 1971 cited in Peretomode(2004). Peretomode (2004) sees it as those activities which are designed to improve instruction at all levels of the school enterprise and as behaviour officially designed by the organization that directly affects teacher behaviour on sell, a way to facilitate pupil leaving and achieve the goals of the organization. The author further stated that instructional supervision is basically concerned with supporting and assisting teachers to improve instructions through changing their behaviour According to Akinwumiju and Agabi (2008), instructional supervision as a collaborative effort involving a set of activities designed to improve the teaching and learning process. The aim of supervision is not to find fault or to punish, but rather to work cooperatively with the teacher. Supervision as the element of the administrative process is concerned with efforts to guide the day-to-day activities of the work group by stimulating, directing and coordinating the teaching and non-teaching staff and their efforts, cultivating good working personal relationships so that they all work towards a more

efficient achievement of the task goal. Supervision therefore can be defined as the process of over-seeing the performance of tasks assigned to teachers with the aim of directing and controlling its execution to a successful outcome whoever takes the job of supervision is known as a supervisor. Supervision of instruction is necessary in school because the supervisee or teacher learns during supervision because the supervisor corrects and advises the supervisee. This is done through friendly interaction supervision enhances personal professional growth of the teacher since interaction and greater knowledge gained at supervision promote personal growth. Supervision also aid in achieving quality education. It is the process of guiding directing and controlling teachers so as to improve their quality of work. The main task of the supervisor is to help the teacher attain a desirable teaching and learning situation for the students. The supervisor works directly with teachers and improves indirectly the learning experiences of the education.

The advances in educational technology have necessitated novel approaches in methodology. The chalk-talk approach hitherto to the main medium of impacting knowledge is largely being complemented by various types of instructional media such as films, tape, recorders, radios and television, e-mail. Supervision has been identified as a critical component in education, training of counselors including teachers (Bernard & Goodyear, 2009). More recently supervision has been, labeled the “signature pedagogy” to prepare mental health professionals, including teachers for clinical practice and also teaching (Shuman, 2005).

The primary role of supervisors involves the development of teaching skills and professional gate-keeping and quality control. Despite the assumption that professional identity development occurs within supervision through reflexivity and professional socialization (Miller & Dollarhide, 2006; Neufeldt, 2007), there has been little exploration of what or how supervisory practices are enacted and to what global ends (Spence, Wilson, Kawanagh, Strong & Worrall, 2001). Instruction supervision programs are increasing integrating the use of computer technology into the supervision of teachers. Reflecting this trend, the focus of professional literature (Kanz, 2001; Olson, Russel & White, 2001) related to computer mediated supervision has moved from a discussion of association ethical risk to encouragingly critical dialogue about supervisory practices in current era, information and communication technologies (ICT) have become cheaper and affordable for almost every organization. In the meantime, the huge involvement of technologies in the educational environment also creates complex issues for the teachers and administrators or supervisor making all information and communication resources useable and available need a comprehensive training for the teachers and supervisors as well. The purpose of E-supervision is to build an educational collaborative environment between supervisors and teachers. E-supervisor will provide the complete and open access to the supervisors to look after the working of their teachers. It will make less effort to communicate with each other which ultimately reduce the work load and will offer the assistance in their task by discussing in more efficient manner.

E-supervision will facilitate with many issues such as reduce visiting to schools, increase time to do administrative work, easy access all information about teachers and their working. It will also increase the communications with the teachers on any issue. Supervision is defined as collection of the elements of direction, guidance, oversight and coordination of the activities of the trainees. According to Jutta, Maria, Anna and Gunter (2006), supervision can be defined as a process of advice information and learning means applied learning as well as cognitive learning. Normally the process takes place face to face. On the other hand, e-supervision offers a way of a person's supervisor to supervise that person at geographically distant sites. E-supervision provides an opportunity for enhanced collaboration between the supervisor, teachers, students and their schools. According to Jutta *et al* (2006), e-supervision is a process of learning cognition and understanding. It gives new perspective for acting as a professional. It is training on professional behaviour and personality development, to find the role to develop self consciousness and enforcement and maintain high standard in education there promoting quality assurance on education.

Implications For Administrators In Nigerian Schools:

E-supervision requires expertise must have in the users to use in the better way. The assurance of quality in teaching and learning process through e-supervision has the following benefits;

- ✓ **Simplicity:** E-supervision is simple and straight forward process
- ✓ **Convenience:** E-supervision is done in the comfort of one's home or office not travel in involved.
- ✓ **Ease of Expression:** some issues are easier to express online as opposed to face to face.
- ✓ **The potential to be both time and cost effective:** In addition to reduced cost in accessing and using a lot of supervision and reduced travel expenses, substance time and savings also are considered which may increase ease into other administrative tasks. This is so because the supervisor schedule multi teacher supervisory session per day. The supervisor has the ability to supervise from his or her office, the supervisor can make efficient use of the time when he she is not directly supervising.
- ✓ **Quick and Continuous Access to Information:** It is easier for supervisors, teachers, and other employees to check on a number of information at the click of a button (Olga, 2003).
- ✓ **Better Management:** E-supervision facilities/speed up supervision cycle and increase the efficiency of these process, as large variety of information management (Olga 2003) individual time in communication —

“everybody takes as much time as necessary to work out the questions, to write about problems and to give or to reflect feedback (Jutta *et al*, 2006).

✓ **Multiplicity of Methods:** E-supervision has several methods that are adopted to enhance the traditional supervision thereby establishing quality assurance in education in Nigeria. The method include use of e-mails, discussion boards, forums, telephony, chart rooms, wiki, blog and e-research group, online telephone, videoconferencing technology all geared towards establishing quality assurance in Nigeria schools.

Conclusion:

E-supervision is one of the ways through which electronic technology is enhancing school system. The Nigerian government has a renewed interest on the quality of education in the country. Quality education supervision ensures that high quality is maintained in school system. Quality education has become one of the centre issues accorded priority in the recent renewed educational reforms going on worldwide and quality assurance has become one of the mechanism used in achieving it. On the other hand quality assurance is the meeting of conforming to generally accepted standard as defined by quality assurance bodies or appropriate academic and professional committees. To be in tune and not out-dated and lost, e-supervision is needed in Nigerian schools.

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