EDUCATIONAL MANAGEMENT AND SUPERVISION INNOVATIONS FOR ACHIEVING EDUCATIONAL GOALS IN PUBLIC SECONDARY SCHOOLS IN AWKA NORTH LOCAL GOVERNMENT AREA, ANAMBRA STATE.

By

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ABSTRACT
The study investigated educational management and supervision innovations for achieving educational goals in public secondary schools in Awka North Local Government Area, Anambra. The study adopted a descriptive survey research design. The population of 155 teachers from 8 public secondary schools in Awka North Local Government Area of Anambra State was used. Structured questionnaire titled "Education Management and Supervision Innovation Questionnaire (EMISQ)" was used to collect data. Three experts validated the instruments all from faculty of Education, Unizik Awka. The instrument reliability was tested using Cronbach Alpha Cofficients and it obtained coefficient value of 0.82 indicating that it is reliable for the study. Data were analysed using mean scores. The study revealed that there are ICT innovations, management and supervision in education management for achieving educational goals in public secondary schools in Awka North Local Government Area of Anambra State. Based on the findings, it was recommended among others that government and educational stakeholders should encourage the adoption of ICT in education management in public secondary schools in Awka North Local Government Area.

Keywords: Education, Educational Management, Innovation, Educational Goals ad Supervision

Introduction

Education is the process of inculcating knowledge, skills, norms, attitudes, values and virtues to individuals and to the society they belong. Education is the bedrock of development in every country. According to Agih (2015), education forms the basis for literacy, skills acquisition, technological advancement as well as the ability to harness the natural resources of the environment for development. It also improves the quality of life of a society through the refinement of its human potentials to meet the demands of the changing world (Manafa, 2020). Formal education in Nigeria is divided into three levels – primary, secondary and tertiary levels. Ogunode, Atiga and Ahaotu (2021) classified formal education into three levels. The nine years of base education (six years of primary school and three years of junior secondary school) which is compulsory for all children called Universal Basic Education (UBE). The second is the post-basic/senior secondary education which is for a period of three years. The last is tertiary education which is between four to six years, depending on the programme of study. Each level of education is designed to provide special training for pupils/students which will help them acquire knowledge and skills needed for personal development.

Secondary education is the link between primary/elementary and tertiary levels of education in Nigeria. It is the education students receive after primary education and before the tertiary stage (FRN, 2013). Secondary school is an important education/institution where individuals are tortured to acquire necessary skills, knowledge, attitudes, norms, values and virtues to be functional to themselves and to the society they belong (Loveline, 2023). Simphong (2021) opined that proper

planned educational system is key for the acquisition of necessary knowledge and skills that generate values in the society and transmit cultural heritage from one generation to another.

Therefore, the development of any society depends on the quality of education, and the quality of teachers, students, effective, involvement of parents and other education stakeholders, cooperation in schools Pascal and Mkulu 2020). Also for the goals of education to be actualized in a developing country like Nigeria, there is need for management innovation and supervision of education institution such as schools and their activities to ensure compliance with best practices. Management is an orderly arrangement and organisation of both human and material resources and to coordinate people and to direct them to be efficient and productive to achieve the organizational goals. Akpan (2020) sees management as a systematic arrangement and organization of resources through a process of working with and through people in order to make them productive and achieve group goals and objectives. Akpan notes that in management, the manager creates, directs, supervises and monitors human activities through coordinated and cooperative human efforts. Terry (2013) describes management as a systematic process of doing things that involve the task of planning, controlling and directing the efforts of people toward achievement of organizational goals. To succeed in management resources (human and material) must be effectively harnessed and managed. The success of a country's education system lies in its management. This gave birth to the concept education management. Educational management is the process by which educational institutions develop human potentials. Idoko (2015) views educational management as the process through which educational institutions develop human personality.

Thus, the major duty of the manager of an educational institutions is to see that the work is done in other to accomplish the objectives pre-planned. Akpan (2020200) affirmed that educational management involves the process of forecasting and planning, decision-making and formulating educational policies, coordinating, controlling, supervising and evaluating human and material resources with the aim of attaining educational set goals. Also, Balalola in Akpan (2020) maintains that education/management is a concept that goes along with the quest to put formal education system under control, regulation and supervision. Therefore, the practicality of education management is dependent on educational managers. The school managers make strategic plans and decisions, formulating educational policies, coordinating, controlling, supervising and evaluating human and material resources under their watch for the attainment of educational set goals, and objectives, particularly in the area of teaching and learning. This calls for school managers to be innovative considering the changes taking place across all sectors of human endeavor including education.

Developments in human societies which brings about change in the way and manner things are done have made innovation a core aspect of management. According to Marcus (2018), human societies which brings about change in the way and manner things are done have made innovation a core aspect of management, according to Marcus (2018), change is a process through which new, practices and methods are put in place into the operation of the system to replace old ones. Therefore, innovation can be seen as a strategic response of humans to the change in their environment. Education managers must possess innovative abilities needed to change their environment. Education managers must possess innovative abilities needed to changes within the environment and actualize the objectives of their assignments. Innovation is part of education management, it involves education managers adopting the new conditions, create new and better ideas to improve the quality of teaching and learning.

According Ukpong (2020), innovation is part of education management in which education managers not only adapt to new activities but creating new and better ones that improves effective teaching and learning. It is an aspect of educational change which involves the alteration of some aspects of educational programmes with the aim of renewing inputs, processes and product of school organizations (Ukpong, 2020). It also aims at injecting new ideas and technology into system of schooling as a means of bringing change in educational system (Nworgu, 2025). We are living in an era where information and communication technology (ICT) has influenced almost every aspect of human endeavor including education. According to Tubungbanua (2019) in today's generation, there is valid integration of technology in the classroom. It hones as become highly competent teachers of tomorrow. He maintains that technology for teaching achieves the goals of learning for understanding promotes collaboration as well as independent learning, and provides avenues for discussion and

communication among learners. Therefore, the introduction of ICT remains one of the education management innovations for achieving educational objectives.

Educational goals are the aims or the achievements or progress educational planners want the learners to achieve after the learners have undergone the processes of educational programmes or instructions. The achievement of educational objectives/goals is dependent on the ability of educational managers to introduce professional/development innovations that will improve the service delivery of teachers. This entails school managers organizing from regular capacity building, training outside the traditional ones for school staff in order to equip them with the knowledge and skills o current, best practices in teaching. Zulfiquar (2016) affirms that in the modern age, teachers' training is an important requirement and essential component for all the educational activities including conducive learning environment, curriculum development and implementation and assessment. A trained and skillful teacher has more ability to teach the students and implement the various teaching methods and techniques successfully, which leads to improve academic results and students' interest increase (Wuryaningsih, Susilastuti, Darwin, & Pierewan, 2029; Saira, Ajmal, & Hafeez, 2021).

Furthermore, for management to be effective in schools and the education system in general, effective supervision is also needed. Supervision is the administrative process whereby the school head coordinates his subordinates to work effectively to achieve teaching and learning goals and objectives. According to Agih (2015), supervision is an administrative process through which the school leaders ensure that the subordinates are all contributing towards achieving teaching and learning goals and objectives. It is the process by which school leadership ensures that policies, principles, rules, regulations and methods prescribed for purposes of implementing and achieving the objectives for education are effectively carried adhered to an executed by the teachers and other educational workers (Ngole & Mkulu, 2021).

Again, Ezekwensili (2016) asserts that the standards of education and performances or students can be improved if supervison is properly done. It is the task which is based on inspection and supervision action aimed at achieving school pre-determined goal with exceptional emphasis on the utilization of available human and material resources. In the same vein, Ngote and Mkulu (2021) argue that when supervision is lacking in schools, students become rude to the teachers and it leaders to lack of communication in the school, poor performances due to the poor teaching and learning. Furthermore, supervision and supervisors play a critical role in school activities. According to Thakral (2015), supervision is about evaluating and supporting teachers by bringing improvement in the teaching learning process and their professional development. Additionally, effective supervision comprises tasks done by the head of schools and other school supervisors to direct and enlighten teachers about what should be done or have been done rather than faults findings.

However, it appears that secondary schools in Nigeria are not performing their basic functions in the educational life of students despite various government administrative processes to improve the quality of the nations education in order to drive national development. In addition, Agih (2015) argues that the inadequacies of innovative school management and supervisory practice in the country generally have been revealed, given the dearth of qualified personnel and other education facilities to enhance teaching and learning. This therefore makes a strong case for the school supervisory network championed by the head teachers as partners in progress. It is against this backdrop, that this study seeks to examine education management and supervision innovations for achieving educational goals in publics secondary schools in Awka North Local Government Area, Aambra State.

Statement of Problem

Observation has shown that there is a decline in quality of education in Nigeria, particularly secondary school education in recent times. This is evident in the continuous poor performances of students in internal and external examination which has been a serious concern to parents and members of the public. It has been observed that there seems to be lack of adequate managerial skills by many school principals in Nigeria which jeopardize the administrative effectiveness of the schools. There is seemly poor utilization of available education resources, poor commitment of teachers to service which affect students' learning and academic performance negatively has linked to poor managerial and supervision skills and competencies of the school principals. Also, it appears that inability to some secondary school principals to supervise teachers and students to ensure their compliance with school educational goals is responsible for some teachers' inability to evaluate students continuously to

monitor academic progress, late planning/preparation of lessons, and inability to state instructional objectives in measurable terms, use of teacher-centred instructional approach, poor keeping of various records, and students' non-compliance to school rules and eventually, poor academic performance of students results. It is on this note that the researcher seeks to examine education managements and supervision innovations for achieving educational goals in secondary schools in Awka North Local Government Area of Anambra State.

Purpose of the Study

The main purpose of the study is to investigate educational management and supervision innovations for achieving educational goals in public secondary schools in Awka North Local Government Area of Anambra State.

Specifically this study intends;

1. to investigate ICT innovation in educational management supervision for achieving educational goals in public secondary schools in Awka North Local Government Area of Anambra State,
2. to determine professional development innovations in educational management supervision for achieving educational goals in public secondary schools in the area;
3. to investigate instructional supervision innovation in educational management and for achieving educational goals in public secondary schools in the area.

Research Questions

The following research questions guided the study;

1. What are the ICT innovations in education management for achieving educational goals in public secondary schools in Awka North Local Government Area of Anambra State?
2. What are the professional development innovations in education management for achieving educational goals in public secondary schools in Awka North Local Government Area of Anambra State.
3. What are the instructional supervision innovations in education management for achieving educational goals in public secondary schools in the area?

Methodology

The study employed the descriptive research design. The study was carried out in Awka North Local Government Area, Anambra State. The study population consisted of 155 teachers in 8 public secondary schools in Awka North Local Government Area of Anambra State (Post Primary School Service Commission, 2023). The population was manageable, therefore sample population was not used. The instrument for data collection was a structured questionnaire titled "(EMISQ)" developed by the researcher to detain data from the respondents. The instrument was divided into three clusters with each cluster interrogating each of this study's questions with 4 point likert scale of strongly agreed, agreed, disagreed and strongly disagreed. Three experts from Faculty of Education validated the instrument for the study. The data collected was tested using Cronbach Alpha Coefficients and the result obtained was 0.82 indicating that the instrument for the study is reliable, Data collected was analyzed using frequency table and mean scores. The decision rule is that a mean cut off point of 2.50 and above was an indication of acceptance while 2.49 and below was an indication of rejection.

Data analysis and research presentation

The results were presented in tables 1,2, and respectively.

Table 1: Mean rating of responses on ICT innovation in education management for achieving educational goals in public secondary school

S/Nos	Items	SA	A	D	SD	N	Mean	Remark
1	Principal always insists that teachers acquire ICT skills that will make their teaching job easy.	52	96	7	1	155	3.24	Agreed
2	Principal makes projectors available for teachers to use during class instructions.			99	56	155	1.63	Disagree
3	Principals ensures that there are computers in the computer lab to help students look for information	23	52	49	31	155	2.4	Disagree

	regarding their studies online.							
4	Principal ensures that there is internet network for teachers to search for academic information that will aid their class instruction.			92	63	155	1.59	Disagree
5	Staff meeting are help by the principal online to discuss the progress of the school when needed.	69	78	8		155	3.39	Agreed
6	Principal ensures that school events reminder is sent to teachers through email on time.	51	87	17		155	3.21	Agreed
7	Principal sends invitation for PTA meeting to parents via email.	13	41	68	33	155	2.21	Disagree
8	Principal ensures that important school documents are saved on online using computers to avoid loss.	28	51	46	30	155	2.49	Disagree
9	Principal makes computer available for teachers to use in preparing students' academic report.	54	69	24	8	155	3.09	Agreed
10	An email channel is created by the principal for teachers to report any challenge they may be facing.	48	72	29	6	155	3.04	Agreed

From table 1, while items 2,3,4,7 and 8 although above have the mean rating below cut-off point of 2.59, they also have grand mean of 3.24, which is also above the cut-off for the study. The result of the analysis shows that the above items are the ICT innovations in education management for achieving education goals in public secondary schools in Awka North Local Government Area, Anambra State.

Table 2: Mean rating of responses on ICT innovation in education management for achieving educational goals in secondary schools

S/N	Items	SA	A	D	SD	N	Mean	Remark
11	Principal encourage teachers to go for post-graduate educational training that will improve their teaching experiences.	56	9		2	155	3.28	Agreed
12	Principal sponsors teachers for educational conferences that improve their professional skills.	18	28	76	33	155	2.2	Disagree
13	Principal organizes online training for teachers that will expose them to modern practices in the field of education							
14	Principal organizes workshop in the school for teachers to interact and share their experiences	56	52	49	2	155	3.09	Agreed
15	Sometimes, the principal uses staff as workshop resource persons to enhance knowledge of instructional techniques.	62	93			155	3.4	Agreed
16	Sometimes, the principal invites an external resource person for a workshop in school to improve teachers' knowledge of lesson preparation.	70	85			155	3.45	Agreed
17	Principal organizes workshops in school to train teachers on new education policy made by the government.	74	81			155	3.17	Agreed

Table 2 shows that items 11,13,15,16 and 17, each obtained a mean score above the mean cut-off for this study 2.50. Only item 12 obtained below the mean cut-off point, with a grand mean of 3.28 which is also above the mean cut-off for this study, the result of the analysis shows that respondents agreed that the above items are the professional development innovations in education management for achieving educational goals in public secondary schools in Awka North Local Government Area.

Table 3: Mean rating of responses on instructional supervision innovations in education management for achieving educational goals.

S/Nos	Items	SA	A	D	SD	N	Mean	Remark
18	Quality assurance supervision are done in my school	94	61			155	3.60	Agreed
19	The principal organizes internal supervision termly.	95	60			155	3.61	Agreed
20	Principal demands that teachers always check the notes of students to make sure they are writing notes given in their class.	85	70			155	3.54	Agreed
21	Principal regularly check teachers' lesson notes to ensure they contain the right content that will improve students learning.	69	86			155	3.44	Agreed
22	Principal checks class teachers' register frequently	69	86			155	3,44	Agreed

	to monitor students' school attendance							
23	Principal moves around the school during classes to ensure that no student is outside the classroom.	81	74			155	3.52	Agreed
24	Principal has a monitoring team that ensure school activities, promote effective teaching and learning.	48	78	24	5	155	3.09	Agreed
	Grand Mean						**3.6**	**Agreed**

Table 3 shows that items 18-24 each obtained a mean score above the mean cut-off point for this study 2.50, with a grand mean of 3.61 which is also above the mean cut-off for this study. The result of the analysis shows that respondents agreed that the above items are instructional supervision innovations in education management for achieving educational goals in public secondary schools in Awka North Local Government Area, Anambra State.

Discussion

The result in table one that principal makes projectors available for teachers to use during class instruction; staff meetings are held by the principal online to discuss the progress of the school when needed; principal ensures that school events reminder is sent to teachers through email on time; principal makes computer available for teachers to use in preparing students' academic reports; and an email channel is created by the principal for teachers to report any challenge they may be facing. This finding is in line with that of Ezekwesili (2016), which states that ICT is a valuable in the modern classroom for achieving educational goals in innovation effective, ways and has the potential to make teachers more competent and effective in their practices.

The result in table 2 indicated that principal encourages teachers' experiences; principal organizes online training for teachers that will expose them to modern practices in the field of education; principal organizes workshops in the school for teachers to interact and share their experiences; principal uses staff as workshop resource persons to enhance knowledge of instructional technique; principal invites an external resources person for workshops in school to improve teachers' knowledge of lesson preparation; and principal organizes workshop in school to train teachers on new education policy made by the government. This finding is in line with that of Ukpong (2020), which states that innovation in education management is enhanced through school-based workshop approach that give teachers opportunities to learn how to improvise the teaching/learning materials and commit themselves to school improvement goals.

The result in table 3 revealed that quality assurance supervision is done in schools; principal organizes internal supervision termly; principal regularly check teachers lesson notes to ensure they contain the right contents that will improve students' learning; principal checks class teachers registers frequently to monitor students' attendance; principal moves around the school during classes to ensure that no student is outside the classroom; and principal has a monitoring team that ensure school activities are promoted for effective teaching and learning. This finding corroborates with that of Manafa (2020), which revealed that regular instructional supervision using robust supervision strategies like checking of students' notebooks, nootbooks, classroom visitation/inspection by school administrations, checking teachers' lesson plan/notes and inspection of teachers' keeping of records have significant correlation with teachers' performances and academic achievement of students in public secondary schools in Awka North Local Government Area of Anambra State.

Conclusion

The findings have shown that there are various innovative approaches to education management in public secondary school in Awka North Local Government Area aimed at achieving educational goals. These innovations include ICT, professional development, and instructional supervision. The integration of these approaches into the education system has the potential to enhance the quality of education and improve the overall academic performances of students. It is therefore important that stakeholders in the education sector to continue and the government to prioritize the adoption of innovative approaches to education management in order to ensure the successful attainment of educational goals not only in public secondary schools in Awka North Local Government Area, but throughout Anambra State and Nigeria in general.

Recommendations

1. The government and education stakeholders should encourage the adoption of ICT in education management. This can be achieved by providing ICT trainings and resources to teachers and administrators, and promoting the use of technology in various aspects of education management, such as students' data management, communication and assignments.
2. The government and educational stakeholders should invest in professional development for educators (teachers, and administrators) through professional trainings to help them develop the necessary skills and knowledge to effectively manage schools and achieve educational goals.
3. Above all, the government and educational stakeholders should promote effective instructional supervision in schools. This can be achieved by providing enough funds to train instructional supervisors on effective supervision practices, encouraging collaboration between instructional supervisors and teachers, and promoting a culture of continuous improvement in instructional practices.

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