EXTENT OF IMPLEMENTATION OF EXTERNAL SUPERVISION FEEDBACK FOR QUALITY ASSURANCE IN SECONDARY SCHOOLS IN ABIA STATE.

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ABSTRACT
The study was conducted to determine the extent of implementation of external supervision feedback for quality assurance in secondary schools in Abia State. The study was guided by four research questions and four hypotheses. The study adopted descriptive survey research design. The population of the study comprised of 4917 staff. The sample size for the study comprised of 1804 respondents, consisting of 1334 teachers, 454 principals and 16 zonal supervisors in the three education zones in Abia State. The instrument for data collection was self-structured instrument titled ‘‘Implementation of External Supervision Feedback Questionnaire (IESFQ)". It was duly validated by three experts who are lecturers in the Faculty of Education, Nnamdi Azikiwe University. A reliability index of 0.88 was ascertained using Cronbach Alpha. Out of the 1,804 copies of the instrument administered, 1581 copies were duly completed, retrieved and used for data analysis. Data were analyzed using mean and standard deviation for answering the research questions and ANOVA for research hypotheses. The findings revealed among others that external supervision feedback regarding teaching and learning process, leadership and management, teacher quality and school physical environment in secondary schools in Abia State are implemented to a high extent. The study also found out that there is a significant difference in the mean ratings of principals, teachers and supervisors on the extent of implementation of external supervision feedback regarding school leadership and management, teacher quality and school physical environment. Based on the findings of the study it was recommended among others that Secondary Education Management Board should organize seminars, workshops and conferences for secondary school teachers to improve instruction, and ultimately outcome for students in Abia State. Conclusions were drawn; implications of the findings and suggestions for further studies were also made.

Keywords: Implementation, Supervision, Feedback, Quality Assurance, Secondary Education

Introduction
Education is an instrument for developing one’s potentials, intellects, skills, attitude and knowledge for useful living and development of the society. It is seen as a crucial tool for national and personal development in every country. This is because the level of a nations literacy determines her extent of development. For a nation to rise to a standard worthy enough for her to compete globally in the League of Nations, such a nation must ensure that high quality is attained and sustained in her educational system because education is an effective tool for human development and no meaningful development can take place without it. The extent to which the expectation of the government is achieved depends largely on the quality assurance of education provided to the citizenry especially in secondary education.

Secondary education as the name implies is the education offered to pupils after the primary school. It is the form of education children receive after primary education and 'before the tertiary stage. Federal Republic of Nigeria (2013) in her National Policy on Education divides secondary education into junior and senior secondary education respectively. The objectives for secondary education in

Nigeria are to: Provide an increasing number of primary school pupils with the opportunity for education of a higher quality, irrespective of sex, or social, religious and ethnic background, Diversify its curriculum to cater for the differences in talents opportunities and roles possessed by or open to students after (heir secondary school course, Equip students to live effectively in our modern age of science and technology and Develop and project Nigerian culture, art and language as well as the world's cultural heritage among others. In Abia State, secondary education is divided into senior and junior secondary schools managed by Secondary Education Management Board (SEMB) and Abia State Universal Basic Education Board (ASUBEB) respectively. The senior secondary school is headed by the senior principal while the junior secondary school is headed by the junior principal.

Unachukwu and Orji (2020) defined principal as the chief administrator of a secondary school, saddled with the responsibility of ensuring smooth operation of the school on daily basis. The job of the principal is to organize and control the daily activities of the school on daily basis. It is the duty of the principal to ensure that teachers discharge their responsibilities effectively to achieve success. The teachers are responsible for curriculum execution, students learning and development, discipline, counselling and guidance (Ololube, 2010). Principals are expected to ensure that reports given to their schools by external supervisors are being implemented effectively to achieve quality in their various schools.

Quality can be seen as a measure for excellence, perfection, value for money, consumer satisfaction, fitness for purpose and transformation. Fadokun (2005) defines quality education as the efficiency of an educational provision in meeting its goals as well as its relevance to human and societal conditions. Quality education can be achieved through a sound, standard and improved educational management shown in effective quality assurance. According to Ajayi & Akindutire, (2007) as cited in Asiegbu and Ezeugbor (2017) Quality assurance in the education system implies the ability of the institution to meet the expectations of the user of manpower in relation to quality of skills acquired by their output. Therefore, quality assurance in the context of this study is a systematic management and evaluation of school administrators, teachers, school environment, students and other educational input and processes against objectives to ensure quality educational output. Quality assurance in education aims at preventing problems and ensures that the products of the system conform to the expected standards. One of the mechanisms for quality assurance in secondary education is external supervision. External supervision is the supervision carried out by supervisors outside the school. The focus of external supervision is on evaluating the quality of the various aspects of the school such as the quality of study being carried out by teachers, quality of teachers, teaching process and school environment.

Most education ministries plan ways and means by which external supervision should function. This function is usually assigned to personnel from the Ministry of Education. The number of external supervisors is determined by the size of the school, the number of learners, and the type of supervision needed. The external supervisors judge the quality of the schools through the supervision of the following: overall effectiveness of the school, achievement and standards, learner's personal skills and their participation, the quality of teaching and learning, how well the curriculum meets learners' need, how well learners are cared for, guided and supported, the learning environment, how well the school is led and managed (**F**ME, 2010). Nwagwu and Ivowi (2014) equally identified the basis of agreed criteria for the supervision which includes: overall functions of the school and ethos, quality of leadership and management, governance and relationships, the quality of pedagogy and staff development, quality of the curriculum content and implementation resources, learners' achievement, safety and security measures, school infrastructure, among others. In this study, attention will be focused on the following indicators of quality assurance in schools such as: teaching and learning processes, leadership and management and teach**e**r quality and school physical environment.

Teaching processes have to do with the various skills possessed by the teacher which will enable him or her manage students in the classroom properly for effective teaching and learning. These skills may include among others; how well the teacher arranges the classroom, prepares her lesson and uses the instructional materials. Successful teaching -learning process depends largely on suitable, dedicated and competent teachers. Leadership on the other hand is defined by Onuma (2013) as a process of social influence where leaders induce followers to apply their energies and resources towards collective goals. Onuma further asserted that as a matter of fact, leadership involves the ability, skills and power to influence subordinates through persuasion, motivation and human relations. Leadership lays great emphasis on the behavioral patterns of the leader which are capable of uniting a group with its goals

through the interpersonal relationships and efforts of the leader. In support of this accretion, Leadership in the context of this study, is the continuous efforts towards the realization of leadership roles of principals in secondary schools.

School physical environment implies the physical location, buildings, furniture, infrastructural facilities, space and equipment for effective teaching and learning. It includes the overall school surroundings including school facilities such as staff convenience, sport facility, water and recreational facility. Others include; school cleanliness and beautification, planting of economic and ornamental trees and flowers. The conducive physical environment is an agent of intellectual stimulation and an essential factor in strengthening the child's educational development. According to Asifiwe (2010), an appropriate learning environment is essential to safety and active learning and development. In order to ensure that school physical environment is effectively and efficiently use for teaching and learning with little or no interruption, reports given by external supervisors regarding this area must be effectively implemented.

External supervisors are supervisors sent by the secondary education management board. They give both verbal and written documents as feedback to the principal for the school describing what was observed from the supervision at the end of a supervision. Supervision feedback can be defined as both verbal and written documents (report) given by the supervisors, describing what was observed from the supervision which enables one to know how well a school is performing and where improvement is needed. That is to say that quality assurance involves not just the actions of external supervisors but also the application of reports given by the supervisors. It is expected that report given to the school principal at the end of a supervision are implemented effectively. Report and its application constitute an important and indispensable aspect of quality assurance.

In spite of the relevance of supervision, the process seems not to be taken seriously as non-implementation of feedback and lack of follow-up have been reported as problems of supervision in Nigeria (Ige, 2012). He maintained that most inspection reports in Nigeria are kept away from teachers and school administrators and even when submitted, are kept in files without actions taken on them. This also appears to be the situation in secondary schools in Abia State as there seems to be poor teaching and learning process, obsolete learning equipment, poor maintenance of school physical environment and high rate of drop out.

These deficiencies may have contributed to the poor performance of the secondary education system at both national and state levels. In Abia State, there are such challenges as: inadequate management in schools, poor teaching-learning processes, poor learning outcomes, and poor learner friendly environment. These problems appear to have emanated from apparent lack of follow-up visits to schools by the supervisors to find out whether previous reports have been implemented. These situations made it imperative to determine the extent of princip**a**ls' implementation of supervisors' feedback for quality assurance in secondary schools in Abia State.

Purpose of the Study

The main purpose of this study is to investigate the extent of the implementation of external supervision feedback for quality assurance in secondary schools in Abia state. Specifically, this study will investigate:

1. The extent of implementation of external supervision feedback regarding teaching processes in Secondary schools in Abia State.
2. The extent of implementation of external supervision feedback regarding leadership in secondary schools in Abia State.
3. The extent of implementation of external supervision feedback regarding teacher quality in secondary schools in Abia State.
4. The extent of implementation of external supervision feedback regarding school physical environment in secondary schools in Abia State.

Research Questions

The following research questions will guide the study:

1. What is the principals' score on the implementation of external supervision feedback regarding teaching and learning process in secondary schools in Abia State?

2. What is the principals' score on the implementation of external supervision feedback regarding leadership and management in secondary schools in Abia State?
3. What is the principals' score on the implementation of external supervision feedback regarding teacher Competence in secondary schools in Abia State?
4. What is the principals' score on the implementation of external supervision feedback regarding school physical environment in secondary schools in Abia state?

Method

The study adopted a descriptive survey research design to ascertain the extent of implementation of external supervision feedback for quality assurance in secondary schools in Abia State. The population of the study is 4845 which comprised 398 principals and 4,447 teachers in secondary schools in Abia State. Mult- stage sampling was used to sample 1804 principals and teachers for the study. The instrument used for data collection was a researcher developed questionnaire titled "Implementation of External Supervision Feedback Questionnaire (IESFQ)". The questionnaire was divided into two parts namely A and B. Part 'A' was on biographic data while part B' contains 43 items structured on four-point rating scale of Very High Extent, (VHE); High Extent (HE); Low Extent (LE) and Very Low Extent (VLE), weighted at 4, 3, 2 and 1 respectively. The instrument was validated by three experts in the faculty of education, Nnamdi Azikiwe University Awka. Cronbach's Alpha method used to check the internal consistency. The reliability coefficient obtained for Sections A, B, C and D were 0.71, 0.65, 0.68 and 0.81 respectively. They were considered reliable in line with Nworgu (2015) who stated that any instrument with a reliability coefficient of 0.60 and above is reliable. The instrument was administered by the researcher with the help of 15 research assistants that are teachers in Abia State. Out of the 1804 copies of IESFQ distributed 1581 were retrieved and used for the study. The data collected was analyzed using descriptive statistics of mean and standard deviation. In answering the research questions, mean ratings that fall between: 4.00-3.50, 3.49-2.50, 2.49-1.50, and 1.49-1.00 were taken to indicate VHE, HE, LE and VLE respectively.

Results

Research Question 1: what is the extent of implementation of external supervision feedback regarding teaching process in secondary schools in Abia State?

Table 1: Mean ratings of respondents on the extent of implementation of external supervision feedback regarding teaching Process in secondary schools in Abia State

S/N	feedback regarding teaching process	$\bar{X}$	SD	Remark
1	Teachers' mastery of subject areas.	2.03	.75	Low Extent
2	Preparation of lessons by teachers.	2.97	.79	High Extent
3	Usage of lesson notes during lesson delivery.	2.45	.53	Low Extent
4	Classroom management by teachers.	2.85	.83	High Extent
5	Proper usage of instructional materials during lesson delivery.	2.38	.53	Low Extent
6	Students' participation in class.	2.38	.59	Low Extent
7	Adequate dress code by teachers.	3.04	.85	High Extent
8	Teachers' promptness on giving and marking assignments.	2.40	.61	Low Extent
	Cluster Mean	**2.56**	**.68**	**High Extent**

As depicted in the above table, the cluster mean score of 2.56 and the standard deviation score of .68 shows that the extent of implementation of external supervision feedback regarding teaching process in secondary schools in Abia State is high. The item by item analysis shows that the respondents rated three items (item 2, 4, and 7) out of the 8 listed items as being implemented to a high extent with their mean ranging from 2.85 to 3.04. The remaining five items (item 1, 3, 5, 6, and 8) with mean ratings ranging from 2.03 to 2.45 were rated by the respondents as being implemented to a low extent.

Research Question Two: what is the extent of implementation of external supervision feedback regarding school leadership in secondary schools in Abia State?

Table 2: Mean ratings of respondents on the extent of implementation of external supervision feedback regarding leadership and management in secondary schools in Abia State

S/N	feedback regarding school leadership	$\bar{X}$	SD	Remark
9	Utilization of human and material resources to improve learners' outcomes.	2.47	.60	Low Extent
10	Setting clear priorities and targets regarding school development.	2.48	.54	Low Extent
11	Regulation of staff truancy in the school.	2.39	.57	Low Extent
12	Promotion of well-being of learners	3.04	.87	High Extent
13	Adherence to school timetable.	2.90	.88	High Extent
14	Promotion of equal opportunity for learners during teaching and learning process.	2.97	.87	High Extent
15	Tackling discrimination among staff.	2.39	.56	Low Extent
16	Delegation of duties to ease workload.	2.85	.87	High Extent
17	Implementation of new curriculum.	2.13	.66	Low Extent
18	Keeping of statutory records.	2.89	.91	High Extent
19	Community involvement in school development.	2.35	.59	Low Extent
20	Regular conduct of morning and afternoon assemblies.	2.91	.86	High Extent
21	Regular conduct of moral instruction in the school.	3.05	.88	High Extent
	Cluster Mean	**2.68**	**.74**	High Extent

The cluster mean score of 2.68 and the standard deviation score of .74 shows that the extent of implementation of external supervision feedback regarding leadership and management in secondary schools in Abia State is high. Analysis of the items show that the respondents rated seven items (item 12, 13, 114, 16, 18, 20 and 21) out of the 13 listed items as being implemented to a high extent with mean ranging from 2.85 to 3.05. The remaining six items (item 9, 10, 11, 15, 17, and 19) with mean rating ranging from 2.13 to 2.48 were rated by the respondents as being implemented to a low extent.

Research Question Three: what is the extent of implementation of external supervision feedback regarding teacher quality in secondary schools in Abia State?

Table 3: Mean Ratings of Respondents on the extent of implementation of external supervision feedback regarding teacher quality in secondary schools in Abia State

S/N	feedback regarding teacher quality	$\bar{X}$	SD	Remark
22	Teachers' qualification.	3.16	.90	High Extent
23	Teachers' classroom management skill.	2.15	.47	Low Extent
24	Teachers' communication with students.	3.06	.95	High Extent
25	Teachers' instructional skills to carry out their lessons.	2.21	.55	Low Extent
26	Teachers' mastery of the subject area.	3.05	.81	High Extent
27	Teachers' disposition towards the students.	2.20	.47	Low Extent
28	Teachers having high attention span from students.	2.29	.54	Low Extent
29	Teachers' ability to co- operate with colleagues.	3.21	.83	High Extent
30	Teachers profession improvement	2.19	.48	Low Extent
	Cluster Mean	**2.61**	**.67**	High Extent

Table 3 shows the cluster mean score of 2.61 and the standard deviation score of .67 indicating that the extent of implementation of external supervision feedback regarding teacher quality in secondary schools in Abia State is high. Item by item analysis shows that the respondents rated four items (item 22, 24, 26 and 29) out of the 9 listed items as being implemented to a high extent with mean ranging from 3.05 to 3.21. The remaining five items (item 23, 25, 27, 28 and 30) with mean rating ranging from 2.15 to 2.21 were rated by the respondents as being implemented to a low extent.

Research Question Four: what is the extent of implementation of external supervision feedback regarding school physical environment in secondary schools in Abia State?

Table 4: Mean ratings of respondents on the extent of implementation of external supervision feedback regarding school physical environment in secondary schools in Abia State

S/N	feedback regarding school physical environment	$\bar{X}$	SD	Remark
31	Aesthetic nature of the school	2.49	.51	Low Extent
32	Provision of safe playground for the students	3.03	.61	High Extent
33	Provision of shades around the school compound	2.98	.77	High Extent
34	Provision of water facilities for students	2.45	.82	Low Extent
35	Regular sweeping of classrooms	3.11	.78	High Extent

36	Provision of trash cans for the collection of refuse	2.25	.70	Low Extent
37	Panting of ornamental flowers and economic trees	3.00	.94	High Extent
38	Feedback on pruning of flowers in the school	2.19	.71	Low Extent
39	School environment cleanliness and tidiness	2.53	.78	High Extent
40	Provision of staff convenience	2.22	.73	Low Extent
41	Provision of students' convenience	2.30	.67	Low Extent
42	Provision of national flag in the school	2.91	.98	High Extent
43	Provision of games and sport facilities in the school	2.33	.92	Low Extent
	Cluster Mean	**2.60**	**.76**	High Extent

The analysis in Table 4 shows the cluster mean score of 2.60 and the standard deviation score of .76 indicating that the extent of implementation of external supervision feedback regarding school physical environment in secondary schools in Abia State is high. Analysis of the items show that the respondents rated six items (item 32, 33, 35, 37, 39, and 42) out of the 13 listed items as being implemented to a high extent with their mean rating ranging from 2.53 to 3.11. The remaining seven items (item 31, 34, 36, 38, 40, 41, and 43) with mean rating ranging from 2.19 to 2.45 were rated by the respondents as being implemented to a low extent.

Discussion of Findings

The discussion of findings was done under the following subheadings;

1. Extent of implementation of external supervision feedback regarding teaching process in secondary schools in Abia state
2. Extent of implementation of external supervision feedback regarding school leadership in secondary schools in Abia state.
3. Extent of implementation of external supervision feedback regarding teacher quality in secondary schools in Abia state.
4. Extent of implementation of external supervision feedback regarding school physical environment in secondary schools in Abia state

Extent of implementation of external supervision feedback regarding teaching process in secondary schools in Abia state

The finding of this study shows that external supervision feedback regarding teaching process in secondary schools in Abia state is implemented to a high extent. Giving quality feedback to schools is a vital part of school supervision that leads to real school improvement. Feedback given by supervisors help schools to improve their performance. The finding of this study agrees with Johnson and Scholes (2002) whose study found out that majority of the school teachers have an improved attitude towards assessment, supervision and quality assurance and standard officers after a school supervision. According to Berg (2001) implementing performance feedback can help schools improve their performance and help align the school towards achieving stated goals and objectives.

The finding of this study however, is not in agreement with Regassa, Lemariam, Ferede, Hunde and Lemma (2013) who found out that, there is no difference among the school's concerning the importance of utilizing supervision feedback in improving teaching activities in schools. The reason for the disagreement may be because most schools understand the importance of implementing school performance feedback, so they take advantage of it to improve various areas of the school that need improvement. It may also be because most external supervisors appear to give adequate and clear feedback to the schools which will enable easy implementation.

In terms of the difference in the mean ratings of principals, teachers and supervisors the study found no significant difference in the ratings of teachers, principals and supervisors on the extent of implementation of external supervision feedback regarding teaching process.

Extent of implementation of external supervision feedback regarding school leadership in secondary schools in Abia state

The study revealed that the extent of implementation of external supervision feedback regarding leadership in secondary schools in Abia state is high. According to Mathews and Sammon cited in Ehren and Vissher (2008) understandable and unequivocal feedback regarding school management is an important input for school development plan that leads to more effective school practices. Feedback

implementation helps to initiate dialogue between schools, parents, teachers, students and administrators. The finding of this study agrees with Regassa, Lemariam, Ferede, Hunde and Lemma (2013), that feedback regarding school leadership helps administrators to identify, plan and manage school and staff development. Furthermore, feedback implementation regarding school leadership can lead to improved practice and teacher development, and may even lead to increased student achievement. Regarding the hypothesis, there is a significant difference in the mean ratings of principals, teachers and supervisors on the extent of implementation of external supervision feedback regarding school leadership.

It however, contradicts the findings of Ukachukwu and Obiekwe (2019) who noted that the difference in the mean ratings of principals and teachers on the extent of implementation of external supervision feedback regarding school leadership was significant. This appears to be because both principals and teachers in the state are well informed about the extent to which external supervision feedback regarding school are implemented.

Extent of implementation of external supervision feedback regarding teacher quality in secondary schools in Abia state

The study found out that external supervision feedback regarding teacher quality is implemented to a high extent. The findings of this study are not in agreement with the findings of Ukachukwu and Obiekwe (2019) who found out that the extent of implementation of external supervision feedback regarding teacher quality is low. It also disagreed with the findings of Oyibe and Oketa (2012) that schools were not assessed as many times as required. Boele (2007) argued that feedback can have positive effect in improving teacher quality and performance under the right condition. According to a study conducted by Regassa, Lemariam, Ferede, Hunde and Lemma (2013) participants mentioned that there are improvements as a result of supervisory feedback on teacher performance.

Conclusion

Based on the findings of this study, the following conclusions were drawn; Implementation of external supervision feedback regarding teaching process, school leadership, teacher quality and school physical environment in secondary schools in Abia state are being implemented to a high extent. Furthermore, the study concluded that teachers, principal and supervisors differed significantly in their mean ratings on the extent of implementation of external supervision feedback regarding teacher quality, school leadership and school physical environment in secondary schools in Abia state. However, they did not differ significantly in their mean ratings on the extent of implementation of external supervision feedback regarding teaching process.

Recommendations

Based on the findings of this research, the following recommendations are made to improve principals and teachers' implementation of external supervision feedback for quality assurance:

1. The school authorities should always supervise the student's assessment books to ensure that teachers are implementing reports given to them in this area.
2. Secondary Education Management Board should provide sustainable training programmes for principals in various areas of school leadership concentrating on areas where improvement is needed. This will enhance them with leadership skills which will help them in the implementation of feedback in the area of school leadership.
3. The school authorities should always supervise their teachers to ensure effective implementation of feedback in their utilization of instructional materials and lesson notes during lesson delivery.

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