

Correlates of Supervisory Strategies and Quality Education in Secondary Schools in Oyo State, Nigeria

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Abstract

This study examined supervisory strategies as correlates of quality education among secondary schools in Ibadan southwest local government area of Oyo State. Simple random sampling technique was used to select thirty schools (public and private) and three hundred respondents consisting of 200 teachers from public schools, 80 teachers from private schools and 20 supervisors from Teaching Service Commission (TESCOM). Pearson Product Moment Correlation (PPMC) was used to test the four hypotheses ($P < 0.05$). Multiple Regression was used to determine the contribution of independent variables (Supervisory strategies) both jointly and individually to dependent variable (quality education). Results revealed that two of the supervisory strategies (companionable and synergistic) have positive and significant correlation on quality education ($r = 0.853$) and ($r = 0.783$) while authoritarian strategy had negative correlation, laissez faire had no significant relationship on quality education ($r = -0.522$ and $r = -0.200$) respectively. The joint contribution of the four supervisory strategies to the prediction of quality education in secondary schools was also significant ($F(4,295) = 261.225$). The paper concludes with some recommendations to the Teaching Service Commission (TESCOM) and the Government.

Key words and Phrase: Supervisory Roles, Quality Education, Supervisory Strategies.

Introduction

The worth of any educational system as an investment lies in its capability to continuously serve its targeted beneficiaries (students, teachers, parents, employers of labour and the society at large) and consistently remain relevant. Educational planners and other

stakeholders saddled with the responsibility of managing the educational system are therefore faced with the challenge of making education as quality as expected.

Quality education can be described as functional education which emphasizes both the theoretical and practical part of the educational system. It is the education that emphasizes social responsibility, job orientation, political participation, spiritual and moral values and most importantly self reliance after school. One of the major components of quality education is that it is geared towards the building of all round men and women who grow up to become functional and useful to themselves and the society at large (Meskil,2005). Without strict adherence to quality, education becomes a waste and even poses danger to all the sectors of the nation. It should be noted that quality delivery begins from policy makers to resource providers, the teachers and the students. It has long been found that quality is never an accident; it has always been the result of high intentions, sincere efforts, intelligent mission statement and focused as well as skillful implementation. In education, there is a broad agreement on a number of issues that define quality. They include higher academic standards, vigorous curricula, skilled and experienced teachers, updated textbooks, state of the arts laboratories and computing facilities, small class sizes, modern buildings and conducive environment for learning, strict discipline, involving parents amongst others. Quality education is needed to guarantee good future for the country.

Supervision involves the stimulation of professional growth and the development of teachers, the selection and revision of educational objectives, materials of instruction and method of teaching and evaluation of instruction(Ogakwu,2010). It is also a process that involves an evaluative, long-term relationship between a “more senior member of a profession” and “a more junior member or members of that same profession” (Bada, 2010). The supportive and educative process of supervision is aimed toward assisting supervisees in the application of theory and techniques to their works (Association for Counselor Education and Supervision, 2003). Numerous developmental models of supervision have been proffered in an attempt to further advance the sound application of supervisory services (Littrell, 2001; Loganbill, Hardy & Delworth, 2002; Rodenhauser & Dryden, 2004; Stoltenberg & Delworth, 2004; Watkins, 2004). Developmental models of supervision have in common a focus on supervisee change from novice to experienced professional through a delineated stage process with representative challenges facing supervisees at each level. The characteristics of each developmental stage afford supervisors the opportunity to enhance effectiveness through interventions aimed at facilitating further supervisee development(Watkins, 2004).The sudden explosion of students 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. This paper therefore examined the relationship between quality education and supervisory roles of authoritarian, laissez faire, companionable and synergistic .

Statement of the Problem

Supervision is a way of stimulating, guiding, improving, refreshing, encouraging and overseeing certain group with the hope of seeking their cooperation in order for the supervisors to be successful in their task of supervision (Ogunsaju, 2003). The need for an effective supervision in today's educational system in Nigeria can not be over emphasized. The falling standard of education in Nigeria is giving more concern than satisfaction. However, the supervisory strategies adopted in secondary schools have been widely criticized for its inadequacy to assist classroom teachers to improve their performance (Tuoya, 2007) and engender quality education especially in secondary schools (Burnham, 2002), which consequently led to the decline in the quality of education. It is in view of the above that this study was conducted on supervisory strategies as correlates of quality education and as one of the solution to the constantly recurring problem of low quality education in Nigerian secondary schools.

Purpose of the study

The major objective of this study were:

- i). To examine the effect of different supervisory strategies on quality education in both public and private schools in Ibadan south west Local Government Area of Oyo State.
- ii.) To examine whether there is significant relationship between different supervisory strategies and quality of education in secondary schools in Ibadan south west Local Government Area of Oyo State.

Significance of the Study

The policy makers in the educational sector will be able to suggest the appropriate styles and strategies of supervision under different circumstances, It will also help the educational administrators and planners to know how to provide quality education in schools through intense supervision and proper monitoring of schools.

Research Hypotheses

The following hypotheses were formulated and used for the study ($P < 0.05$)

H₀₁ :- There is no significant relationship between authoritarian supervisory strategy and Quality education.

H₀₂ :- There is no significant relationship between laissez faire supervisory strategy and Quality education.

H₀₃ :- There is no significant relationship between companionable supervisory strategy and Quality education.

H₀₄ :- There is no significant relationship between synergistic supervisory strategy and Quality education.

Research Questions

- i) What is the relative individual predictive value of each of the supervisory strategies styles to Quality education?

- ii) What is the joint predictive value of the four supervisory strategies to Quality education?

Research Methodology

Research Design

The research design was a correlational descriptive survey type. It does not involve manipulation of any independent variable to find its effect or outcome on any dependent variable. This study was carried out within Ibadan metropolis among urban dwellers only. Rural dwellers are left out because of many factors, which can make it difficult to easily conduct or extend it to the rural areas.

Population of the Study

The population of the study comprised supervisors of the teaching service Comissions (TESCOM), all administrators ,secondary school teachers (from public and private schools) in Ibadan south west Local Government Area of Oyo State and teachers that cut across all levels and cadres in both Junior Secondary Schools and Senior Secondary Schools in the Local Government formed the population of thee study.

Sample and Sampling Technique

The simple random sampling technique was used to select thirty schools (Junior and Senior) ,two hundred (200) Public teachers, eighty (80) teachers from private schools and twenty(20) supervisors and staff of the Teaching Service Commission and administrators from the population. One hundred and twenty two(122) of the sampled respondents are male while the remaining one hundred and seventy eight(178) are females. The ages of the respondents ranged from 25years to 52years while the standard deviation of thier ages is 3.57. The minimum years of experience of the teachers, administrators and supervisors who had educational qualification ranging from NCE to Masters Degree is 5years and the maximum is 24 years.

Instrumentation

Two research instruments were used to collect data for this study. The two instruments are Questionnaire on Quality Education (QQE) questionnaire contained ten-item that borders on major factors and determinants of quality education. The second research instrument, Questionnaire on Supervisory Strategies (QSS) comprises of four sub-scales representing authoritarian, laissez faire, companionable and synergistic supervisory strategies. The four sub-sections contained five items each and the response anchors 4- point likert scale of strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The maximum score obtainable on the QQE is forty(40) while the minimum score is ten(10). In QSS, the minimum score on each of the sub sections is five(5) while the maximum score obtainable by one respondent is twenty (20).

Validity and reliability of the instruments

Using test-retest method with a gap of two weeks, the reliability of the instruments were obtained thus: Questionnaire on Quality Education (QQE) 0.78, Authoritarian Supervisory Strategy 0.81, Laissez faire Supervisory Strategy 0.81, Companionable Supervisory Strategy 0.81 and Synergistic Supervisory Strategy 0.81

Procedure for Administration of the Instruments

The research instruments used for collection of data were personally administered on the respondents by the researcher who moved from one school to another till all the sample schools were covered.

Method of Data Analysis

The data collected with the questionnaire were analyzed with both descriptive and inferential statistics. The descriptive statistics were used to find the mean and standard deviations of the data while the Pearson Product Moment Correlation was used to test the four hypotheses. Multiple Regression was also employed to answer the two research questions set for the study.

Results

Table I: Gender distribution of the respondents

Gender	No of sample	%
Male	122	40.67
Female	178	59.33
TOTAL	300	100

The gender composition table above reveals that 122 (40.67%) of the total sample are males while the remaining 178 (59.33%) are females.

Table II : - Distribution of the respondents according to their work

Type of work	No of sample	%
Public School teachers	200	66.66
Private School teachers	80	26.67
Tescom Officials	20	6.67
TOTAL	300	100

The table above shows that 200 of the respondents, which constitute two third of the sample are teachers in public secondary schools, 80 (26.67%) teach at privately owned secondary schools while the remaining 20 which constitute (6.67%) are officials of the Teaching Service Commission (TESCOM)

Table III : Correlation Matrix

Variables	X	Quality Education	Authoritarian	Laissez faire	Companionable	Synergistic
Quality Education	30.36	1				
Authoritarian	11.50	-0.522*	1			
Laissez Faire	12.10	-0.200	0.444	1		
Companionable	11.56	0.858*	-0.455	-0.208	1	
Synergistic	11.56	0.783*	-0.427	-0.129	0.815	1

*Correlation significant ($P < 0.05$)

Going by the result on the table, Authoritarian strategy made a negative but significant relationship with Quality education ($r = -0.522$). Laissez faire strategy made no significant relationship with Quality education ($r = -0.200$) and the other two strategies made strong and significant relationship with Quality education companionable ($r = 0.858$), synergistic ($r = 0.783$)

Table IV: Summary of Multiple regression analysis on the joint predictive value of the independent variables on the dependent variable

Multiple R = 0.883 Multiple $R^2 = 0.780$ Standard error estimate = 1.05678 Adjusted $R^2 = 0.777$					
ANOVA ^b					
Source of variation	df	Sum of squares	Mean square	F – ratio	Sig
Regression	4	1420.172	355.043	261.225	0.000 ^a
Residual	295	400.948	1.359		
Total	299	1821.120			

a. Predictor (Constants), authoritarian, laissez faire, companionable and synergistic

b. Dependent Variable : Quality education

From Table 4, it is shown that all the independent variables taken together yielded a coefficient of multiple regression $R = 0.883$ and $R^2 = 0.780$. This implied that 78% of the total variance of quality education in secondary schools is accounted for by the combination of all the independent variables. This indicates that the joint contribution of the four independent variables is significant in the prediction of quality education in secondary schools at 0.05 level. They are strong and potent predictors of quality education in secondary schools ($F(4,295) = 261.225$).

Table V : The table showing the contribution of each independent variable to the prediction of the dependent variable

Variables	Unstandardised coefficients		Standardised coefficients	T	Sig
	B	Std. Error	Beta		
Authoritarian	-0.300	0.054	-0.187	-5.571	0.000*
Laissez faire	0.104	0.038	0.087	2.751	0.006
Companionable	1.060	0.082	0.639	12.863	0.000*
Synergystic	0.319	0.081	0.193	3.964	0.000*

*significant ($P < 0.05$)

The findings according to the table above revealed that all the four supervisory strategies made significant contributions individually to the prediction of quality education in secondary schools. Companionable strategy made the highest contribution ($B = 1.060$, $t = 12.863$) followed by synergystic strategy ($B = 0.319$, $t = 3.964$) then Laissez faire strategy ($B = 0.104$, $t = 2.751$) and authoritarian strategy ($B = -0.300$, $t = -5.571$).

The result on table III reveals that there is a negative but significant relationship between the two variables ($r = -0.522$). Even though the relationship is negative, it is significant. Hence the null hypothesis was rejected. The result of the Pearson Product Moment Correlation (PPMC) displayed on table III showed no significant relationship between the two variables. ($r = -0.200$) indicating that laissez faire supervisory strategy and Quality education have no significant relationship, so, the null hypothesis was upheld. Table III revealed a significant relationship ($r = 0.858$). This shows that the relationship that exists between the two variables is strong, positive and significant. Therefore the null hypothesis is rejected. The result of the analysis on the PPMC Correlation on table III ($r = 0.783$) indicates a significant relationship between the dependent variable and the independent variable. This means that the two variables are positively correlated. On this basis, the hypothesis is rejected.

Discussion of findings

The result on the PPMC table showed a negative and significant relationship between the two variables ($r = -0.522$). This result is not surprising as it corroborates (Reaves, 2001) that any supervisory strategy that is based on imposition of values and ideas can not bring out the best from the workers or lead to high productivity. In the same vein, Elegbeleye (2002) found that there is always decline in the quality of education in areas and situations where authoritarian supervision or leadership style is adopted. This finding really shows that authoritarian supervisory strategy is not healthy for quality education in secondary schools. Instead of improving the quality of education, it rather worsens the situation.

Table III revealed no significant relationship and hence, the hypothesis was accepted ($r = -0.200$). Watkins (2004) found similar relationship between quality education among high

school students and laissez faire attitude among their teachers. Similarly, Onasanya (2005) concluded that the quality of education is adversely affected when the educational system is too loose and stakeholders are allowed to do whatever they like. 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. Also, a positive and significant relationship was obtained between the companionable supervisory strategy and Quality education ($r = 0.858$). The finding corroborates (Rodenhauser, 2004) who concluded in his research work that workers will always give their best under the situations that guarantee their welfare. Also, Onyidoh (2002) stated that one of the factors responsible for the steady decline in education in Nigeria is that the system does not motivate the staff. The use of this supervisory strategy leads to improved quality of education in secondary schools. Any system or strategy that is staff friendly will always produce favourable results. A significant positive relationship between synergistic supervisory strategy and Quality education was obtained leading to the null hypothesis rejected. Bayliss(2000) found that when supervisors see themselves as partners in progress with teachers, there is bound to be improved quality of education for the students. In the same vein, Okorie (2005) found democratic strategy, which is similar in practice to synergistic supervisory strategy to be positively related with quality education in the secondary schools in Nigeria. The adoption of this strategy by supervisors and other administrators in the educational sector will lead to better quality of education in secondary schools.

On the two research questions, the result of the multiple Regression analysis revealed that the independent variables (the four strategies) taken together are strong and potent predictors of the dependent variable (Quality education). The relative contribution of all the variables taken together is reflected in the values of coefficient of multiple regression $R = (0.883)$ and the multiple regression square $R^2 = (0.780)$.

Thus, it could be inferred that 78% of the total variance of quality education in secondary schools is accounted for by the combination of the four independent variables. On the relative contribution of the four individual independent variables to the prediction of the dependent variable, the result on table 3 shows that companionable strategy made the highest individual contribution, followed by synergistic, laissez faire and authoritarian strategies respectively.

Conclusion

Some of the major ways of fostering quality education and curtailing the falling standard of education in Nigerian secondary schools are essentially school inspection, supervision and proper monitoring. However supervision is not all about criticizing the school activities and searching for administrative lapses. It is meant to bring out the best in the supervisees for improved productivity. Different types of supervisory strategies exist. The study was able to find out that the type of strategy or strategies adopted in secondary schools go a long way in determining what comes out the educational system, especially at the secondary school level. It could also be concluded that teachers and other administrators in school do not like the strategy that do not recognise them as active players in the educational sector and quality education do not thrive under very loose system.

Recommendations

Based on the findings of this study, the following recommendations are made for improved quality of education at the secondary school level:

- The government should employ more capable, qualified and experienced teachers and supervisors with an enabling environment in our secondary schools
- The supervisors in school should always adopt the strategies that are teacher friendly.
- The appointment of supervisors by the Teaching Service Commission (TESCOM) should be based on merit and experience.

Finally, it is recommended that researches as this, be carried out on regular basis in order to unravel the mysteries behind the decline in the quality of education in Nigerian secondary schools. This can lead us to finding a lasting solution to the menace of dwindling quality of education.

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