

MANAGEMENT OF SCHOOL SUPERVISION FOR THE ATTAINMENT OF QUALITY ASSURANCE IN NIGERIAN EDUCATION SYSTEM

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Abstract

Education plays a significant role in the life of any nation; it is an important agent of reforms and socialization and also a means of setting a strong foundation for a vibrant nation. Nigeria like so many other developing countries of the world has invested so much in education because it is believed that education is a catalyst for national growth and development. Teacher education is accorded high recognition in Nigeria, as the foundation of the nation's educational system, which contributes significantly to the development of other sectors in the nation's economy. The high quality teachers produced by various institutions running teacher education programmes in Nigeria would undoubtedly utilize their acquired knowledge, skills and attitudinal values to train and develop high level manpower required in various sectors of the economy. This paper focuses on Quality Assurance and Managing School Supervision. The paper further explains how the two terms relates to each other in the education system, and affirms that school supervision improves the effectiveness and efficiency of teachers and also contributes maximally to the attainment of the educational goals and guarantees quality assurance. The paper concluded that for academics to remain pivotal to quality teaching and learning, more attention needs to be paid by institutions and other external quality bodies, to the importance of supervision in academics, without which quality assurance may be difficult to attain.

Key points: management of schools, supervision, quality assurance.

Introduction

Education is the mainstay of sustainable human development as well as the pivot around which every activity revolves. It plays a significant role in the life of any nation, Ajayi Ojo (2017). It is not only seen as a very important agent of reforms and socialization but also as a means of setting a strong foundation for a vibrant nation. It is regarded as an instrument for development and integration hence joint efforts are always made to ensure that the system is on course by carrying out adequate and effective Management/supervision.

Teaching is a noble and respectable profession and vocation and is sometimes described as a mother of other professions as professionals such as medical doctors, nurses, pharmacists, engineers, lawyers, accountants, surveyors and others are products of the teaching profession. It is no superfluous that no nation can excel or advance without an effective and virile teaching profession. As succinctly remarked by Adesina (2015), "Education should be appropriately conceived as a most powerful instrument which would not only meet the nation's social and economic aspirations, but would also develop in the individual, knowledge, skills, character through a continued process."

Nigeria like other developing countries of the world has invested so much in education because it is believed that education is a consensus, organized and systematic process society uses to transmit its values and ethos across time and space (Ojo 2017). For any education system to strive, the operators or the implementers of education policies must play a very important and prominent role. No matter how laudable any objectives of education system might be, if not

well implemented, it will be difficult to accomplish. It is often very common in recent times to hear of the allegations of falling standard of education.

Aina (2015) asserts that, education is in crisis and dire need of rethinking and remaking. It is an engulfing, all encompassing crisis affecting all levels of education and all its significant elements namely: governance, finance, access, quality, relevance and direction. In fact it is a crisis that threatens the entire process of social and cultural reproduction of entire national systems.

Adesina in Ojo(2017) was of the opinion that the availability of committed teachers will enhance the efforts being made by all concerned to solve the prevailing problem that bedevil the educational system, since it is believed that no education can rise above the quality of its teachers. In designing an educational programme, all the needed facilities must be available (human and material resources). Providing a conducive learning atmosphere does not guarantee the success of such a programme if an effective supervision of instruction of human and material resources is not in place, as these will guarantee the quality of the educational programme put in place. It is therefore important to note that effective supervision of both human and material resources in education is a major modality of integrating quality assurance in the school system. In this paper therefore, attempts would be made at explaining the way supervision guarantees quality assurance in education.

Conceptualization of Terms

Educational Management

The term “management” is aptly defined by Okemakinde (2016), as a set of activities directed at efficient utilization of the available resources to achieve preconceived stated objectives.” Educational Management is defined simply by Nwankwo (2014) “as the arrangement of resources (human, material and information) available for education and carefully using them systematically to achieve educational objectives.” It is quite apparent from these definitions that educational management embraces managerial functions such as planning, organizing, directing, financing, supervising, monitoring or inspecting and evaluating.

According to Peretomode (2012) Educational management is concerned with the planning and formulation of educational policies or programmes with a view to achieving educational goals. Okorji (2016) defined educational management as the process of planning, organizing, directing and controlling the activities of an institution by utilizing human and material resources so as to effectively and efficiently accomplish teaching and learning. Babalola (2016) sees educational management as a concept that goes along with the quest to put the formal education system under control, regulation or supervision. He further maintained that it involves planning, organizing, staffing, directing, controlling, coordinating and budgeting.

Functions of Educational Management

Nikam (2010) outlined six basic functions of educational management. They include:

- i. Evaluation of school activities in accordance with plans made.
- ii. Influence and stimulate the available human resource in school
- iii. It ensure that necessary resources are procured for the achievement of the objectives of education

- iv. It organizes the activities of the school with the aim of achieving objectives of school with maximum efficiency and effectiveness.
- v. To integrate the school and its activities into the set-up of the society.
- vi. It ensures the formulation of sound policies and goals and determine the most efficient ways for achieving this objectives and goals.

Additionally, Uchendu and Akuegwu (2016) identified the following functions of educational management:

Planning: educational management ensure the clear definition of the objectives and determine the best possible ways of achieving the objectives of education. this they do through gathering and analyzing information, developing alternatives, preparing and communicating plans and decision in the areas of education.

Organizing: this function involves the gathering of necessary facilities, equipment and staff and assembling them together to hit the ground running for teaching and learning activities.

Directing: this involves the provision of leadership by means of decision making, instructions/directives, guiding motivating and supervising school personnel in order to achieve the goals of education.

Controlling: this deals with the evaluation of performance, it is achieve through matching performance with initial plans. It also involves a careful appraisal of performance to spot deviations as well as carry out necessary.

Quality Assurance

Quality assurance in education system is simply described by Akinboboye (2016), as the process of monitoring, assessing and evaluating all aspects of the education activities and communicating the outcome to all concerned, with a view of improving the products of the education system. Also, Ciwar (2015), succinctly remarked that quality assurance in education has to do with setting standards for various processes and activities that lead to the production of graduates by the training institutions. He further declared that, such processes and activities include the requirements for entry into education programmes, programme duration, course contents, quality teachers, standard of instructional facilities, learning environment and examination, that is, quality of examination items, supervision, moderation of results, grading system and so on.

Quality assurance in education includes all policies, measures, planned processes and actions through which the quality of education is maintained and developed. Quality of education can be described as the degree to which the education meets the client's needs and demands. (Allais2017). In this respect, education has two different clients: students and society. Also, Allais (2019) also defined quality assurance as a way of keeping in track the quality or standards in Education in carrying out some kinds of checks and balances. These are put in place to keep track of quality or standards in education institutions and systems, and to try to improve on them. Quality assurance can be both an internal and external process. There are certainly different emphases given to quality assurance.

Several authorities including Crosby and Juran (2012), Martin and Sanyal (2017) and Schindler in Patricia R (2015) stated that the purpose of quality assurance is to ensure that education reaches stated standards. However, some authorities focus on accountability, a term in itself that is seldomly defined with respect to education. Indeed, quality assurance appears to be understood by many colleagues and institutions as another phrase for 'accountability'. Collini

in Williams (2016) Analytic Quality Glossary (ASQ 2019) defines quality assurance as 'the collections of policies, procedures, systems and practices internal or external to the organization designed objectives to achieve, maintain and enhance quality'. Quality assurance can be both an internal and external process. Harvey in Williams (2016), quality enhancement 'is a process of augmentation or improvement.

Supervision-

The education in our world today has recorded a gross expansion by the huge increase in the number of educational institutions, teachers and students. Apart from increase in government owned schools, we also have a number of missionary owned schools that cut across the three levels of Education in the country. Going by these expansions it will be disheartening if the products of education lack quality, this will simply defeat the aim of the National policy on Education. For this reason, it is quite evident that quality assurance of education at any level should be the priority of the modern educational practices. As education expands, there should also be timely improvement in its quality. This would be determined by the concept of Supervision.

Supervision according to Chike-Okoli (2016) can be defined as the process of bringing about improvement in instruction by working with people who are working with pupils. It involves stimulating growth and helping teachers to help the learners. It therefore follows that, supervision is a tool for enhancing teachers' knowledge, attitudes and skills in teaching and learning process to facilitate the achievement of educational goals and objectives. Denis in Eziuzo (2014) perceived supervision as the act of providing leadership through a process designed to help staff gain greater competence and overcome some barriers so as to improve job performance. In the words of Ogunu (2010) supervision is the process of overseeing the activities of teachers and other staff in the school system to ensure that they conform with generally accepted principle of education in order to achieve education goals.

Supervision in Nigeria began as a process of external inspection. In the 18th Century, supervision was characterized by inspection for control and was carried out by laymen, (Onoyase in Edho 2010). Until the control of schools by government in 1967, school supervision was left in the hands of the missionaries, supervision was concentrated on teacher's activity in school and classroom and the supervisors were faultfinders. They visit Schools in order to blame teachers when they erred. It made no attempt at improving the educational system. Teachers had to window dress to impress the supervisors once aware of the visit. The impression people had about supervision during this time was that, the supervisors were responsible for making judgment about the teachers (mostly negative) and not helping the teachers on how to teach and impart knowledge effectively to pupils/students (Onoyase in Edho2010).

Supervision is an integral part of school administration and no organization can function effectively without it. Supervision is an age long device for improving teacher's knowledge, attitudes and skills which focuses on the teaching/learning process for the purpose of ensuring the achievement of educational objectives. School heads, lecturer in the tertiary institution supervising students' work and teaching practice in the field, the chief inspector of education in the inspectorate division supervising teacher's work, the educational secretaries supervising the teachers in the local government among others are guarantors of qualitative education and implementers of educational policies.

Supervision means different things to different people. The principal, teacher, student and parents look at supervision from the angle at which they relate with the supervision. Supervision continues to evolve in theory and practice. The evolution was influenced by certain forces and changes, which include technology, knowledge, expansion, population explosion, demands for educational reforms and others. However, the meaning of supervision differs from one person to another person. To a teacher, who is being supervised by his subordinate, supervision may mean a challenge to his personality, to another teacher, supervision may mean an avenue for personal recognition, to a principal it may mean an inquisition, Ogunsanya (2014), in National Open University manual. Supervision involves assessing the performance of tasks. It includes providing people with the support and skills needed to perform a task.

Who is a Supervisor?

According to Ogunsaju (2018) a supervisor is a mediator between the people and the programme. In the words of Eya and Leonard (2012) a supervisor is anyone assigned with the function of helping teachers to improve on their instructional competencies. Supervisor, according to Harbau (2019) can be defined as any certified individual designated with the responsibility for the direction and guidance of the work of teaching staff members. It therefore follows that, the supervisor has the responsibility of assisting the teachers by means of providing professional advice and help to enhance better instructional delivery. From the foregoing, a supervisor can be defined as a well experienced and professionally trained individual with higher knowledge and capacity to provide specialized technical help and advice to teachers with the view of improving and building teachers skills for effective and efficient performance of their duties in school.

Qualities of a good supervisor

Olorunfemi (2018) highlighted the qualities of a good school supervisor to include:

He must have enough energy and good health

He must have good leadership style

He must have the capacity to get along with people

He must possess sound knowledge and be technical in his field

He must develop positive attitude towards management, and

He should have good communication skills.

He should be honest, objective, fair and firm.

He is open and democratic

He is approachable

He is creative, imaginative and innovative

He is a good listener and observer

He must be friendly, courteous, and consistent in his interaction with teachers and others

He should be an educational facilitator

Reasons for school supervision for Quality Assurance

There are several reasons for school supervision but particularly its primary objective is to enhance quality of education by ensuring conformity to basic standards of operation of the academic and non-academic component of a school. It also ensures the creation and maintenance of a conducive atmosphere for teaching and learning to thrive, which results in productivity in the school system and the society at large. Specifically, Onyeike (2016) outlined the reasons/purpose for school supervision as codified in the Universal Basic Education (UBE) programme manual to include:

1. Improvement of teacher morale: improving the morale of teachers is one of the essential reasons for school supervision. This is because many teachers sometimes loss focus of their job and or are not motivated to putting their best in the job because some many challenges in school and at home therefore, the purpose of the supervision is to encourage and stimulate the teacher to be enthusiastic about his job thereby improving overall teachers job performance.
2. Discovering teachers' ability: supervision exercises if not for any other thing helps the supervisor to discover the capacity of various teachers. This helps the supervisor to provide technical advice to the management on training needs, placement, promotion, and general job description for each teacher in the school.
3. Provision of technical help to teachers: this is why a supervisor is expected to be a senior experienced and more knowledgeable than the teacher for the purpose of providing technical assistance to school and teachers in areas of teaching and learning difficulties, instructional material preparation/improvisation and utilization of new instructional technique, innovations in teaching among other things.
4. Encourage regular training and retraining: earlier in the introduction we mentioned that the supervisor seeks to discover skills, talent as well as appraise the instructional competence of the teachers. After ascertaining the capacities and weaknesses of all teachers the supervisor recommends to management the training need for each staff through conferences, in-service training, refresher courses, seminars, workshops among others to ensure that teachers are abreast with the current trends in their career.
5. Promotes spirit of professionalism in teachers: school supervision is aimed at ensuring that teachers imbibe the spirit of professionalism to their jobs by working efficiently and effectively to enhance school productivity.

Guide the teacher in the use of instructional materials: school supervision is designed to help the teacher to be more resourceful in the choice, preparation and utilization of the most suitable instructional materials and information communication technology to facilitate teaching and learning process in the classroom.

Supervisory skills needed by a supervisor

Supervisory skills refers to a skill set or competencies a supervisor must possess to effectively and efficiently carry out his or her duties and responsibilities. Pajak (2019) observed that these skill-mix consist of technical, managerial and human relations skills. He further evolved twelve typologies of supervisory skill that modern supervisors must possess to include:

- i. Community relations: a good supervisor must be able to broker sound and productive relationships between the school and the community.
- ii. Staff Development: an effective supervisor must have the required skill to facilitate teachers' professional development.
- iii. Planning and change: a supervisor must have the capacity to plan and initiate change and innovations in the school for continuous improvement.
- iv. Communication: the supervisor must have effective and good communication ability.
- v. Curriculum: the supervisor must possess knowledge of curriculum development, coordination and integration of the curriculum for effective implementation.

- vi. Instructional programme: support and coordinating efforts for to improve the instructional programme.
- vii. Problem solving and decision skills: the supervisor should have great problem skill to enable him resolve the instructional difficulties of teachers.
- viii. Research and programme evaluation skill: A supervisor is expected to have good research skills to keep him abreast with the new trends in the field and practice of his profession then can he provide the desired leadership. Additionally, the supervisor must have strong programme evaluation skills to enable him critically assess the strength and weakness of school programmes to help him write a good report, make informed decisions, and offer useful advice to teachers and administrators for school programme improvement.
 - i. Observation and conferencing: the supervisor is expected to have good observational skills and ability to organize and effective post- supervision conference with teachers to provide them with reasonable feedback to teachers based on classroom observation.
 - ii. Motivation and organizing: the supervisor must possess to skill needed to stimulate teachers to develop a shared vision and achieve collective aims.
 - iii. Personal Development: this skill helps the supervisor to reflect upon individual teachers' personal and professional competence.
 - iv. Service to Teachers: the supervisor must possess the skill of improvisation of instructional materials and resources with locally sourced equipment and provide assistance to the teaching and learning.

Principles of school supervision for Quality Assurance

Ogunsanya in National Open University of Nigeria (NOUN) outlined the following principles to be adopted for effective school supervision:

1. There should be short-term, medium-term and long term planning for supervision.
2. Supervision is a sub-system of the school organization.
3. Supervision is a dynamic and cooperative enterprise in the school system.
4. All teachers have a right and the need for supervision
5. Supervision should be conducted regularly to meet the individual needs of the teachers and other personnel.
6. Supervision should help to clarify educational objectives and goals for the principal and the teacher.
7. It is the responsibility of the class teacher to ensure that his class receives adequate supervision regularly
8. It is equally the responsibility of the principal to ensure that his school receives adequate supervision regularly.
9. Supervision should help to improve the attitudes and relationship of all school personnel in order to facilitate the realization of school goals and objectives.
10. Supervision should assist in the organization and implementation of curriculum programmes for the learners.
11. Supervision should help the school to develop good report with the neighboring communities.
12. Supervision should help to interpret or clarify government policies.
13. Supervision must be adequately provided for in the school annual budget.
14. Supervision can be improved through educational research.
15. Supervision should help teachers supply the latest research findings on education relevant to their teaching.
16. The ultimate goal of supervision is to achieve an improvement in the quality of learning by the learners.

17. Supervision from within and outside the school complement each other and are both necessary.
18. Supervision from outside is strengthened a defective where supervision within the school is regularly carried out.

Types of school supervision

Eziuzo (2016) identified two major types of school supervision namely:

Internal Supervision

External Supervision/ Inspection

Internal Supervision: this is a form of supervision which employs internal staff members of a school to provide supervisory service to staff within the same school. This form of supervision is usually a routine daily administrative effort toward ensuring that teaching and non-teaching staff of school live up to expectation daily by performing their duties most effectively and efficiently. It is more often than not carried out by the principal, vice principals, heads of departments, and other senior and experienced teachers designated by the principal to do so by way of mentoring.

External Supervision/ Inspection: this is a form of supervision carried out by officials of the inspectorate division of ministry of education whether at Federal, State or Local government levels. As the name implies (“external”), these officials are not resident in the school unlike in internal supervision. They provide routine inspectorate supervisory services to school through regular school visitation. Those saddled with this responsibility include: Chief Inspectors of Education, Deputy Inspectors of Education, Zonal Inspectors of Education among others.

The Concept of School Inspection

In the Oxford Advanced Learner’s Dictionary of current English, the word “Inspect” is defined as

a) “examine carefully”

b) “visit officially to see that rules are obeyed, that work is done properly etc”

Beyond this definition, the main emphasis of inspection is on the improvement of learning and teaching activities in the school. It tends to critically examine and evaluate the school as a place for teaching-learning enterprise. Inspection, because of its focus on monitoring and evaluation of academic performance and development in schools, is always carried out with the intention of maintaining and improving on the quality of learning of students. It tends to improve all factors that affect teaching and learning in our school system.

Inspection is always initiated by agents external to the school. These agents, called Inspectors are usually from either the Federal, State or Local Government Inspectorate Services. As earlier mentioned, their focus is on monitoring, evaluating and facilitating the teaching/learning activities in schools. They also ensure that effective and appropriate teaching methods are used. Where deficiencies have been observed, they often recommend the use of remedial actions.

At the end of inspection visits, reports are usually written to detail identified strengths and weaknesses of the school with appropriate recommendations for improvement.

Classification of External Supervision/ Inspection

Full Inspection: Full inspection is a form of supervision where a team of inspectors arrive a school to inspect it in its entirety (Adeniji, 2019). It is the supervision of every aspect of the school life. This include the teaching staff, non-teaching staff, subjects taught in school, school records, equipment, school plant, and overall organization of the school, etc. This is carried out

to know the level of school performance in the area of curriculum implementation (Eziuzo, 2016). The principal is usually adequately informed in advance before the visit. Egbebi and Harbau (2019) outlined aspects of concerns during full inspection to include:

1. The school physical facilities and equipment for teachers and students' use to determine their adequacy or inadequacy and whether or not they are in good shape or condition.
2. Look at students' works to determine their standard.
3. Inspect the teaching of some teachers to ascertain the quality of instructions.
4. Look at the school record books to see whether or not they are being properly kept.
5. Look at staff strength to determine its adequacy or inadequacy.
6. Evaluate the general administration of the school.

After the exercise which in some cases last for one week, the inspectors write a full report of the inspection, which will later be discussed with the principal. At the end of the exercise inspectors take time to address teacher emphasizing their strengths and weaknesses as well as key areas of urgent administrative intervention. Egbebi and Harbau (2019) observed that the interval of full inspections is about every 3 to 5 years.

Routine Inspection: this is a brief visit at specific intervals with the motive of familiarizing the inspectors with the day to day affairs of the school. In this kind of supervision the supervisor does not write any formal report, it's merely for sight-seeing but brief verbal comments could be on staff situation, record of attendance of staff and students, other school records, physical facilities like library, laboratory, technical workshop among others are usually inspected.

Follow-Up Inspection: Eziuzo (2016) observed that, this type of supervision is carried out to assess the actions taken on the recommendations and suggestions made in the supervisor(s) report during the full inspection exercise. This type of inspection focuses on ascertaining the effect of the previous recommendations on the school, whether its implementation is yielding positive results. In this type of visit the inspector checks for level of compliance by teacher to the previous recommendations and give further suggestions for improvement as the case may be.

Partial Inspection: this form of inspection is limited in scope. It is not comprehensive like the full inspection. This implies that it does not involve all aspects of the school as well, it does not make use of a team of inspectors. It can be a walk in to the school by any educational official like commissioner for education, Chairman of State Universal Basic Education Board (SUBEB), Local government education secretary etc.

Sample Inspection Visit: in this type of inspection, the principals is not usually informed. The inspector just randomly samples some school to visit at a specific point in time to check schools' compliance to standards and ministry's rules and regulations. According to Egbebi and Harbau (2019) during this visit, the note of lesson of teachers are checked including scheme of work and other school records in terms of adequacy of preparation. It is also aimed at checking whether students are given enough written work, whether assignments and test are marked or not, whether corrections done by learners are properly checked by the teacher before the next lesson.

Certificate Inspection: Eziuzo (2016) maintains that this type of inspection is meant for teachers that are to be upgraded for one reason or the other. And that it is useful for

confirmation of appointment at the end of the teachers' probation period, which is usually two years from the date of first appointment.

Special Investigation Visit: Egbebi and Harbau (2019) opine that this types inspection is usually carried out following report of professional misconduct bordering on disciplinary, financial or educational problems. Take for instance the case of members of such investigation are appointed by the minister or the commissioner for education.

Cases to be investigated include students' disobedience, administrative mismanagement, embezzlement of school funds, corruption, riot and demonstration, rape, cultism, and other social vices. It is always accompanied with official report to the commissioner for education or appropriate organ of government for careful study and necessary action.

Scope of Supervision

1). The instructional work: The first task of the supervisor is how to improve the quality of instruction. He/she supervises the method of teaching for different subjects, audio-visual aids used, duration of lesson, written work, class exercise and corrections, lesson plan and the scheme of work.

2). Co-Curricular Activities: The supervisor supervises the organization of various cocurricular activities bearing in mind their need and importance. They are: sporting activities, drama, school magazines, educational tours, field trips and so on.

3). Records and Registers: The supervisor supervises all the records and registers of an educational institution or school by examining the following type of records: admission register, attendance register, the cash book, the log book, the stock register, the receipt book.

4). The School Environment: The supervisor supervises the following aspects of the school environment: school discipline, relationship between the head of the institution, his staff, and student, general behavior of students, cleanliness of the surroundings, relationship among teachers, hygienic conditions of the toilet, canteen and water supply, relationship of the head of the institution or school with the community members, beautification of the campus

5). Management: Supervision of management is also another aspect of the scope of supervision in education without which the overall improvement of teaching-learning process will never be successful. Supervision at the management level of educational institution includes the following aspects: co-operation of teachers and community members, the ability of the headmaster to run the school or institution., co-operation, co-ordination and responsibility between teachers and headmaster in organizing any programme, duties and responsibilities rendered by the teachers as the members of different sub-committees for different programmes, problems with the managing committee, achievements and failures of the school.

6). Guidance to Teachers: The supervisor has not only to supervise but also guide the headmaster/principal and teachers in their efforts for ensuring qualitative improvement of education. For this supervision includes the following: Innovations in teaching, remedial instruction, community mobilization and support, conducting seminars, conferences, meetings and workshops to discuss about problems and their solution.

7). Developmental Activities: The supervisor supervises the developmental activities of the school in the following heads: Justification of developmental activities, proposals for extension of the school building, allotment of receipt and the progress made, difficulties faced and the

steps taken by the headmaster to wipe out the difficulties, and Construction of the new building and its progress.

Challenges to effective management of school supervision for Quality Assurance in Nigerian education system

The following are the challenges militating against effective management of school supervision for Quality assurance in Nigerian education system.

1- Inadequacy qualified Supervisors: There is dearth of qualified personnel for supervision in Nigeria. Many of the so-called supervisors are incompetent, lacking the skill and pedagogical training which are requisite for the task. Available Inspectors and supervisors are also inadequate for the growing number of schools and enrolment. Schools inspectors and supervisors are also saddled with heavy workloads thus making it difficult for them to carry out effective inspection. Ogunnu (2000) reported that in Edo state, there were 1,008 primary and 145 secondary schools, compared to fifteen (15) staff at the Inspectorate Division of the Ministry of Education, and Post-Primary Schools Board. It is quite disturbing that out of the fifteen supervisors and inspectors, only six had degree in education while none had specialized training in inspection/supervision. What this implies is that most inspectors are misfits. What then can one expect from such unqualified supervisors? In most schools, the parochialness of inspectors is reflecting in many ways. Most of the vital areas that need to be addressed are often left out by the inspectors.

2. Lack of Orientation for Supervisors and Inspectors: Many personnel that are involved in inspection in Nigeria cannot see beyond their noses, being deficient in the required skill, pedagogy, and orientation for the task. Due to their incompetency, most vital areas are left out during inspection/ supervision thus making it difficult for quality control, which is the main objective of the exercise to be achieved. There are also many unprofessional attitudes of school supervisors/inspectors such as harshness to and even harassment of teachers even in the front of pupils/students (Kamuyu, 2001; Masara, 1987). According to Isolo (2000), many supervisors/ inspectors are fond of looking down upon teachers with resentment and suspicion while some are dictatorial and work with unfriendly disposition, which often lead to cold war between teachers and schools' administrators.

3. Labor union pressures in Supervision: The supervisor has direct contact with the workers. He is often in a position to face the problem of, labor union pressures and interference in the 'normal functioning of his unit. He has only little control over their problem which makes his job more difficult.

4. Supervision is prone to criticism: One of the notable problems of supervision is that it is prone to criticism. Frequently, the supervisor gets advice, suggestions, instructions and observations from several specialist staff units. At every stage of his functioning, he has to reflect on the likely implications of his activities on the thinking of such specialized staff unit.

5. Inadequate time for supervision: One of the problems of supervision is that much of the supervisor's time is wasted on keeping records, filling in forms, submitting returns and memoranda for the benefit of top level management, etc. This leaves the supervisors in inadequacy of time to do the, real supervisory work.

6. Educational level of the supervisor: In most cases, the educational level of the supervisor is modest. He lack the required intellectual sharpness to understand the dynamics of

management and supervision. He also lacks enough authority and status. This renders him relatively unequal to the tasks attached to his position,

Solutions of effective Supervision:

For a school supervision to be effective, the following requirements may be a solution:

1. For an effective supervision, a supervisor should be given complete control over his work unit. He should be given adequate authority, responsibility and status.
2. A supervisor should be supplied with full information and knowledge on all matters affecting the working of his work unit.
3. Supervisor should be provided with an adequate number of assistance to share his work load who also should work directly under his control.
4. Supervisor should have promot opportunities to the higher managerial posts. This will encourage him and boost up his confidence level.If all the above provisions are available in an organization, the problems of supervision can be eliminated.

Conclusion

This brief reflection has highlighted the variety of perspectives on the relationship between quality assurance and management of school supervision. The two issues relate to a wide range of key issues in education. Supervision does not mean an inquisition or fault finding, rather supervision means guidance, assistance, sharing of ideas to all those involved in the process of teaching and learning. It also means the facilitation or creation and continuous improvement of instruction and enhancement of standard which guarantees the needed quality assurance in education.

The paper examined the concept of school supervision and educational management with specific reference to Nigerian education system. It show that school supervision and educational management are the two sides of the coin in ensuring effectiveness and efficiency in school as well as improving the quality of teaching and learning in school. The paper highlighted the types of supervision, importance of supervision challenges to school supervision among others. Additionally, the concept of management as it applies to education was explored, the functions of an educational manager was carefully examined and the importance of effective educational management. It is proper to state finally that the success and failure of our education system depends on how serious practitioners take the issues of school supervision and general school management.

Recommendation

From the foregoing, the paper recommends that:

- i. There should be effective monitoring and supervision of educational system in order for quality to be assured.
- ii.
- iii. More attention needs to be paid, by institutions and external quality bodies, to the importance of supervision in academics, without which quality assurance would never be achieved.
- iv.
- v. For the aims of Education to be achieved, quality and timely instructional supervision must be in lace.

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