Implementation of Feedback from External Supervision for Quality Assurance in Public Secondary Schools in Anambra State

Ngozi Florence Chinwuko; Prof. Loyce C. Onyali & Dr. Obinna N. Anachuna
Department of Educational Management and Policy
Corresponding Author E-mail: aichinwuko@gmail.com

Abstract
The seeming non implementation of feedback from external supervision in secondary schools in Nigeria necessitated this study on the extent of implementation of feedback from external supervision for quality assurance in public secondary schools in Anambra State. The study adopted the descriptive survey research design. Four research questions guided the study while four hypotheses were tested at 0.05 level of significance. The population for the study consisted of 265 principals and 12,000 teachers in public secondary schools in Anambra State. The sample size for this study comprised 898 respondents, consisting of 31 principals and 867 teachers which were composed in multi-stages sampling technique. Researchers' developed questionnaire was the instrument used for data collection. The instrument was validated by three experts. The Cronbach's alpha method was used to determine the internal consistency of the items which yielded an overall reliability coefficient index of 0.81. The researchers with the help of five research assistants distributed and successfully collected 738 copies of the questionnaire administered which were used for data analysis. The research questions were answered using the arithmetic mean and standard deviation while the t-test was used to test the hypotheses. It was found among others that feedback from external supervision concerning lesson observation was implemented to a high extent in secondary schools by principals and teachers and that no significant difference existed between mean ratings of principals and teachers on the extent of implementation of feedback from external supervision concerning lesson observation in public secondary schools**.** Based on the findings of the study, it was recommended among others that teachers should sustain their implementation of feedback from external supervision concerning lesson observation, that way, their students will continue to benefit from their lesson delivery in public secondary schools in Anambra State.

Keywords: Implementation, Feedback, External Supervision, Quality Assurance

Introduction

Education can be referred to as the foundation of a person's development as such, there is need for a compulsory education for every citizen of any given country including Nigeria. In the words of Nwanga and Unachukwu (2019), education is a veritable instrument that assists people to build their potentials and to develop their talents along with their intellectual capacity to become important personalities of the society. It is good to note that there are basic three stages of education across the world including Nigeria. These stages of education are primary education, secondary education and tertiary education. But the present study will concentrate on the secondary education.

Secondary education is a crucial stage of learning where the foundation for further education and a fruitful life is established. The Federal Republic of Nigeria (FRN) (2013) defined secondary education as the phase of a child's education that comes after primary education and before tertiary education. Particularly, secondary education should give more primary school students, regardless of gender or socioeconomic, religious or ethnic context, the opportunity to pursue an education at a higher level. It encourages pupils to strive for success and self-improvement both in school and in later life, while putting an emphasis on the similarities that bind Nigerians despite their diversity (FRN, 2013). Okeke and Nwogbo (2020) stated that secondary education is a basic instrument for national development because it prepares one for a useful life ahead. According to Bashar and Yasin (2020), secondary education in Nigeria serves as a proxy between the primary education and higher education. Schools are classified into two types based on its ownership; the public and private schools.

Public secondary schools can be defined as schools that are founded, sponsored and administered by the government and its agencies, whereas private secondary schools are founded, sponsored and administered by the non-governmental agencies such as religious bodies, groups or individuals (Dawood, 2009). In the words of Sowunmi (2017), public secondary being the focus of this study, is

owned, controlled, supervised and financed by the government. The public secondary school is funded by government through revenue generated through tax. The government creates public secondary schools to serve its requirements by effectively and efficiently utilizing the educational resources that are present in schools (Mohammed *et al.,* 2021). The government as well as educational institutions must therefore always be aware of the degree to which these demands are being satisfied. This can only be done flawlessly by implementing a planned, ongoing program of monitoring and supervising the instructional processes in the public secondary schools (Ogunode, 2021).

In order to achieve a high-quality secondary education in a nation like Nigeria including Anambra State, it is necessary to implement well-thought-out strategies that can raise the quality of education standards and improve the quality of products produced from the various learning centres (Mbanefo and Ofojebe, 2023). One of these strategies is to embed quality assurance mechanisms in the learning process. Quality and standards are derived from a comprehensive policy framework that outlines directives, guidelines, principles, assumptions and structures, as well as roles and responsibilities. Nigerian education institutions should be supported and encouraged to develop robust internal quality assurance mechanisms to drive the process and progress of the sector (Fekede, 2009). According to Ewuzie (2020), countries that are successful in all aspects of their economy have adopted education as their foundation.

In short, a quality programme for public secondary schools in Anambra State will definitely plays an important role in quality assurance in the field of student education. Quality can be defined as something good, ideal or high. According to Middlehurst (2007), quality is perceived as a grade of achievement against which to measure others. Quality is the sum of the characteristics of a process, a product or a service on its performance in terms of the perception of that performance by "customers" or "clients". Quality in education refers to the quality of the work done by a teacher which has a significant impact on his or her students' performance (*Okoye et al., 2016)*. Infact, quality in education is defined and measured by students learning achievements in terms of traditional curricula and standards. Quality refers to the relevance of the content taught and learned, and how well it meets the current and future needs of a particular learner. In addition, quality education in the Public Secondary Schools in Anambra State can only be achieved through a good, standard, and improved educational management demonstrated by effective quality assurance. Quality assurance is the systematic management and assessment of school administrators and teachers, school environment, students and other educational inputs and processes against objectives in order to guarantee quality educational output. According to Freeman (2003), quality assurance is a way of correcting errors and also a way of changing a system when it has become obsolete. In education, quality assurance aims to prevent problems and ensures that products of the system meet the expected standards.

According to Unachukwu and Obiekwe (2019), teaching and learning processes have to do with the variousskills 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. Teacher quality pertains to such areas as teacher qualification and specialization, instructional skills, temperament, professional improvement, mastery of subject matter among others.

More so, external supervision is one of the mechanisms of quality assurance for secondary education and it is supervision carried out by supervisory authorities outside the school (Allen, 2015). External supervision focuses on assessing the quality of different aspects of the school, such as the quality of study being conducted by teachers, the quality of teachers, the teaching process, the school environment, examination, and so on. In the words of Ogunode and Ajape (2021), external supervision is complementing the role and duties of the internal supervisor by providing professional advice and guidance to teachers. According to Rankine (2019), external supervision is a means where the supervisor is coming from outside the organisation and it has been a popular alternative to supplement existing traditional internal supervisory relationships within organizations. This type of supervision between the supervisor and supervisee occurs such that the supervisor is usually unknown to the supervisee.

Likewise, utmost education ministries plan ways and means by which external supervision should serve. This function is generally assigned to workers from the Ministry of Education. According to Federal Ministry of Education (FME) (2010) document on education quality assurance, the external supervision team comprises of a minimum of two people and maximum of five people. The number of

external supervisors is determined by the size of the school, the number of learners, and the type of supervision demanded. The external supervisors judge the quality of schools through the supervision of the following overall effectiveness of the school, achievement and norms, learner's talents and their participation, the quality of tutoring and literacy, how well the class meets learners ' need, how well learners are watched for, guided and supported, the literacy terrain, how well learners are cared for, guided and supported, the learning environment, how well the school is led and managed (FME, 2010).

Nwagwu and Ivowi (2014) emphasized that the criteria for the supervision includes overall functions of the school and morality, quality of leadership and operation, governance and connections, the quality of teaching method and staff development, quality of class content and perpetration coffers, learners ' achievement, safety and security measures, academy structure, among others. More so, Aja-Okorie and Oko (2021) sees school supervision as the development of an authentic helping relationship between teachers and supervisors which involves providing a guide for teachers to facilitate improved performance on the job. In this study, attention will be concentrated on the impacts of quality assurance in schools as linked by FME (2010). These are lesson observation, lesson preparation, capacity building initiative and writing up of diaries amongst the public secondary schools in Anambra State.

At the end of the supervision of a school, the external supervisors give both verbal and written documents as feedback to the staff for the school describing what was observed from the supervision. Feedback in education then can be defined as a report which enables one to know how well a school is performing and where enhancement is demanded. Actually, feedback is information conveyed in relation to performance to help the receiver to ameliorate unborn conduct. Feedback is carried out in other to notify the schools about their various practices both positive and negative ones. It strengthens suitable behaviour and possibly aids in amending weaknesses thus, encouraging schools to try new skills.

At the school level, the school principal is expected to ensure that the feedback is implemented. Feedback and its implementation constitute an important and indispensable aspect of quality assurance. According to Ige, (2012), most inspection reports in Nigeria are kept away from teachers and principals and even when submitted, are kept in files without actions taken on them. This also appears to be the situation in secondary schools in Anambra State as principals in the state have been accused of non-implementation of external supervision feedback. As a result, external supervision has been largely ineffective and unable to improve both teachers and school performance (Gbenu, 2012, Unachukwu and Obiekwe, 2019). These deficiencies may have contributed to the poor performance of the secondary education system at both national and state levels.

Nevertheless, supervision feedback come in both verbal and written documents given by the supervisors, describing what was observed from the supervision which enables one to know how well a school is performing and where enhancement is required. That is to say that quality assurance involves not just the actions of the external supervisors but also the implementation of feedback given by the supervisors. According to Fakede (2009), only quality educations through proper school supervision have yielded real development across the prominent countries across the world.

According to Wilcox (2002), improvement through inspection is the watchword in England and Wales such that the office for standard of Education is anticipated to advice and support the development of schools using supervision outcomes. More so, In Netherlands one of the main objectives of school supervision is to improve the quality of education through adequate provision of feedback to various school officials pertaining the performance of schools (Wilcox, 2002). In Kenya, the desire to provide quality education through adequate supervision mechanisms for all Kenyan children was one of the major objectives of the struggle for independence (Mobegi *et al.*, 2010). According to Mobegi *et al.*, (2010), the Kenyan government is currently implementing measures to improve the quality of education in secondary schools using the following supervision measures: headteachers' curriculum supervisory method, checking of teachers' professional records, departmental supervision, self-appraisal and class-visits. Also, in the cluster supervision system in Ethiopia, supervision is seen as enhancement acquainted where administrators give quality feedback to schools following up on its outcomes (Afework *et al*., 2017).

But in Nigeria, the situation appears to be different because non-implementation of supervisory feedback and lack of follow-up by the appropriate government agencies saddled with the

responsibility have been reported as problems of supervision in Nigeria (Mohammed *et al*., 2021). Ultimately, these issues appear to be the situation in the public secondary school in Nigeria including Anambra State as the appropriate government agencies in the state have been indicted of non-implementation of external supervision feedback Mohammed *et al*., 2021). In the words of Gbenu (2012), external supervision has been largely ineffective and unfit to ameliorate teachers, principals and school performance. These problems have definitely attributed to poor performance of the various public secondary schools across the states (Mohammed *et al*., 2021). Anambra State particularly is not exempted from these challenges namely; poor lesson observation, poor lesson preparation, poor capacity building initiative and poor writing up of diaries. These problems which appear to have resulted from apparent lack of follow- up visits to the public secondary schools by the external supervisors to know whether former recommendations have been implemented (Usman, 2021).

Achieving a robust quality education status in a nation does not happen by chance but achieved through implementation of well thought out strategies that can upgrade the education standard and improve quality of products churned out from the various citadels of learning. Amongst the strategies needed to guarantee the desired quality of education is to build quality assurance mechanism into the learning process (Thom-Otuya and Inko-Tariah, 2013). According to Ewuzie (2020), countries and states that thrive in all sectors of their economy did embrace quality education as their bed rock. Therefore, there is great need to carry out the present study that deals on the implementation of feedback from external supervision for quality assurance in public secondary schools in Anambra State.

Statement of the Problem

Education reforms and innovation demands continuous improvement on the extent of implementation of feedback from external supervision for quality assurance in public secondary schools in Anambra State. External supervision is a way of enhancing effective instruction and maintaining standards in schools but this depends on extent of the feedback derived from the exercise is implemented. According to Nzor (2022), WAEC ranked Anambra State Public secondary school fifth with 91.3% pass in 2022 WAEC across Nigeria. Although, Anambra State public secondary schools are still faced with pocket of issues ranging from inadequate management in schools, poor teaching-learning processes, poor learning outcomes, and poor learner friendly environment (Mohammed *et al*., 2021). These problems appear to have emanated from an apparent lack of follow-up visits to schools by the supervisors to know whether previous recommendations or reports have been implemented or not.

This suggests that feedback from the external supervisions may not have been implemented as expected. Scholars have argued that non-implementation of supervision feedback and lack of follow-up has rendered external supervision ineffective such that it has failed to improve teaching and learning process and performance. More so, no empirical study known to the researcher has been undertaken to ascertain the extent to which external supervision feedback are implemented by public secondary schools in Anambra State. It is on this basis therefore that this study investigated the extent of implementation of feedback from external supervision for quality assurance in public secondary schools in Anambra State.

Purpose of the Study

The purpose of the study was to determine the extent of implementation of feedback from external supervision for quality assurance in public secondary schools in Anambra State. Specifically, the study sought to determine:

1. The extent of implementation of feedback from external supervision concerning lesson observation in Public Secondary Schools in Anambra State.
2. The extent of implementation of feedback from external supervision concerning lesson preparation in Public Secondary Schools in Anambra State.
3. The extent of implementation of feedback from external supervision concerning capacity building initiative in Public Secondary Schools in Anambra State Anambra State.
4. The extent of implementation of feedback from external supervision concerning writing up of diaries in Public Secondary Schools in Anambra State.

Research Questions

1. What is the extent of implementation of feedback from external supervision concerning lesson observation in Public Secondary Schools in Anambra State**?**
2. What is the extent of implementation of feedback from external supervision concerning lesson preparation in Public Secondary Schools in Anambra State**?**
3. What is the extent of implementation of feedback from external supervision concerning capacity building initiative in Public Secondary Schools in Anambra State Anambra State**?**
4. What is the extent of implementation of feedback from external supervision concerning writing up of diaries in Public Secondary Schools in Anambra State**?**

Research Hypotheses

The following hypotheses were tested at the 0.05 level of significance.

1. There will be no significant difference in the mean ratings of principals and teachers on the extent of implementation of feedback from external supervision concerning lesson observation in Public Secondary Schools in Anambra State
2. There will be no significant difference in the mean ratings of principals and teachers on the extent of implementation of feedback from external supervision concerning lesson preparation in Public Secondary Schools in Anambra State.
3. There will be no significant difference in the mean ratings of principals and teachers on the extent of implementation of feedback from external supervision concerning capacity building initiative in Public Secondary Schools in Anambra State Anambra State.
4. There will be no significant difference in the mean ratings of principals and teachers on the extent of implementation of feedback from external supervision concerning writing up of diaries in Public Secondary Schools in Anambra State Anambra State.

Method

The descriptive survey research design was used for the study. The study focused on the implementation of feedback from external supervision for quality assurance in Anambra State. The population for this study was made up of 12,465 consisting 265 principals and 12,000 teachers in public secondary schools in Anambra State. Principal and teachers were chosen for this study because they have ultimate responsibility for implementation of feedback from external supervision for quality assurance in Anambra State. The sample size for this study comprised 898 respondents, consisting of 31 principals along with 867 teachers in public secondary Schools in Anambra State, using a Multi-stage sampling technique. A structured questionnaire instrument titled Implementation of Feedback from External Supervision for Quality Assurance Questionnaire (IFESQAQ) was used for data collection. All the items in the four Sections of the instrument were structured on a 4-point rating scale of Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE) weighted 4, 3, 2 and 1 respectively. In addition, the instrument was validated by three experts. Also, to determine the reliability of the instrument, internal consistency reliability test using Cronbach's Alpha method was used. The overall internal consistency reliability coefficient obtained for the instrument was 0.81. A total of 867 copies of the questionnaire were distributed for the teachers while 738 were properly filled and successfully retrieved indicating 82.18% percentage return rate. For the principals, the 31 copies of questionnaire distributed were retrieved. The questionnaire that were properly completed and retrieved were used for data analysis. Finally, the data were analyzed using mean and standard deviation for answering the research questions and t-test for testing the hypotheses. The decision rule for the research questions was that mean ratings of 2.50 and above was taken as high extent and any mean rating that fell below 2.50 was taken to indicate low extent. Standard deviation was used to ascertain the homogeneity or otherwise of the respondents mean ratings. In taking decisions on the null hypotheses, if p-value is equal or greater than level of significance 0.05, the difference was pronounced not to be significant and then the null hypothesis was rejected. On the other hand, if the p-value is less than 0.05 level of significance, the difference was adjudged to be significant and the null hypothesis was rejected.

Results

Research Question 1: What is the extent of implementation of feedback from external supervision concerning lesson observation in Public Secondary Schools in Anambra State?

Table 1: Means and Standard Deviations of Respondents on Extent of Implementation of Feedback from External Supervision Concerning Lesson Observation in Public Secondary Schools**.**

S/N	Items	Resp.	Mean	SD	Remarks
1	Accuracy of presentation of subject matter.	Principals	2.34	0.96	LE
		Teachers	2.42	0.89	LE
2	Good flow of presentation of subject matter.	Principals	2.61	1.18	HE
		Teachers	2.51	1.17	HE
3	Effective handling of subject matter with confidence.	Principals	2.47	1.09	LE
		Teachers	2.45	1.07	LE
4	Effective knowledge for learners through relevance of subject matter.	Principals	2.65	1.02	HE
		Teachers	2.63	0.94	HE
5	Making effective use of the white or black board.	Principals	2.78	0.99	HE
		Teachers	2.71	0.76	HE
6	Stating learning objectives in observable and measurable terms.	Principals	2.58	1.04	HE
		Teachers	2.53	0.98	HE
7	Attention sufficiently drawn to students before full delivery of lesson.	Principals	2.60	1.02	HE
		Teachers	2.68	1.03	HE
8	Linking present lesson with the previous lesson.	Principals	2.77	1.04	HE
		Teachers	2.87	1.06	HE
9	Making use of variety of activities and questioning techniques.	Principals	2.34	1.05	LE
		Teachers	2.35	1.07	LE
10	Ensuring learners' participation in teaching-learning process.	Principals	3.10	0.93	HE
		Teachers	3.23	1.01	HE
11	Ensuring learners' participation in the lesson by making use of the questioning skills.	Principals	2.92	0.98	HE
		Teachers	2.88	0.86	HE
12	Making use of reinforcement during the lesson (e.g praise).	Principals	3.10	1.02	HE
		Teachers	3.38	1.12	HE
13	Application of disciplinary measures on the students during lesson presentation.	Principals	2.83	1.01	HE
		Teachers	2.71	1.05	HE
14	Treating the students fairly.	Principals	3.11	1.11	HE
		Teachers	2.90	1.00	HE
15	Taking into cognize individual differences among the students.	Principals	2.88	1.09	HE
		Teachers	2.95	1.15	HE
16	Effective time management.	Principals	3.26	0.86	HE
		Teachers	3.47	0.95	HE
17	Effective utilization of learning resources.	Principals	3.03	0.71	HE
		Teachers	3.12	0.74	HE
18	Exhibition of proficiency in spoken and written language.	Principals	2.63	0.91	HE
		Teachers	2.69	1.08	HE
19	Usage of language appropriate to subject and class level.	Principals	2.89	0.90	HE
		Teachers	3.48	1.19	HE
20	Making use of summary at the end each lesson.	Principals	3.06	0.78	HE
		Teachers	3.10	0.79	HE
21	Making use of appropriate closure scale.	Principals	2.63	0.87	HE
		Teachers	2.96	1.04	HE
22	Administration of homework to students.	Principals	3.21	1.03	HE
		Teachers	3.54	1.18	HE
23	Giving feedback to students helpful on the performance in their work.	Principals	3.64	1.03	HE
		Teachers	3.72	1.12	HE
	Cluster Means	Principals	2.84	0.98	HE
		Teachers	2.93	1.01	HE

Data in Table 1 shows the item by item analysis of mean scores of both principals and teachers as regards extent of implementation of feedback from external supervision concerning lesson observation**.** From the analysis, both principals and teachers agreed to a high extent on items 2, 4, 5, 6, 7, 8, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22 and 23. However, they both agreed to a low extent on items 1, 3 and 9. The cluster means of 2.84 and 2.93 for principals and teachers respectively indicate that they agree to a high extent on implementation of feedback from external supervision concerning lesson observation**.** The higher mean score of teachers indicate that they are more in agreement with the extent of implementation of feedback from external supervision concerning lesson

observation than the principals. The standard deviation scores ranging from 0.71 – 1.18 and 0.74 – 1.19 for principals and teachers means that they both do not vary much in their ratings on extent of implementation of feedback from external supervision concerning lesson observation**.**

Research Question 2: What is the extent of implementation of feedback from external supervision concerning lesson preparation in public secondary schools in Anambra State?

Table 2: Means and Standard Deviations of Respondents on Extent of Implementation of Feedback from External Supervision Concerning Lesson Preparation in Public Secondary Schools**.**

S/N	Items	Resp.	Mean	SD	Remarks
24	Preparation of note following the scheme of work.	Principals	2.66	0.74	HE
		Teachers	2.74	0.80	HE
25	Updating of teacher's lesson notes.	Principals	2.50	0.98	HE
		Teachers	2.62	1.01	HE
26	Consistent vetting of teacher's lesson note.	Principals	2.78	0.92	HE
		Teachers	2.59	0.87	HE
27	Presenting lesson notes sequentially according to period, date, duration,	Principals	2.32	0.62	LE
	topic, specific objectives, etc.	Teachers	2.37	0.70	LE
28	Presentation of instructional procedure in tabular form under requisite	Principals	2.52	0.90	HE
	headings in right order.	Teachers	2.56	0.81	HE
29	Presentation of topics in relation to scheme of work or syllables.	Principals	2.63	0.89	HE
		Teachers	2.67	0.85	HE
30	Adequate coverage of content.	Principals	2.50	0.88	HE
		Teachers	2.75	0.83	HE
31	Presentation of teacher's activities in lessons in clear and practical terms.	Principals	2.68	0.96	HE
		Teachers	2.70	0.84	HE
32	Presentation of student's activities in lessons in clear and practical terms.	Principals	2.64	0.71	HE
		Teachers	2.67	0.75	HE
	Cluster Means	Principals	2.58	0.84	HE
		Teachers	2.63	0.83	HE

Data in Table 2 show the item by item analysis of mean scores of both principals and teachers as regards extent of implementation of feedback from external supervision concerning lesson preparation**.** From the analysis, both principals and teachers agreed to a high extent on items 24, 25, 26, 28, 29, 30, 31 and 32. However, they both agreed to a low extent on item 27. The cluster means of 2.58 and 2.63 for principals and teachers respectively indicate that they agree to a high extent on implementation of feedback from external supervision concerning lesson preparation**.** The higher mean score of teachers indicate that they are more in agreement with the extent of implementation of feedback from external supervision concerning lesson preparation than the principals. The standard deviation scores ranging from 0.68 – 0.98 and 0.70 – 1.01 for principals and teachers means that they both do not vary much in their ratings on extent of implementation of feedback from external supervision concerning lesson preparation**.**

Research Question 3: What is the extent of implementation of feedback from external supervision concerning capacity building initiative in public secondary schools in Anambra State?

Table 3: Means and Standard Deviations of Respondents on Extent of Implementation of Feedback from External Supervision Concerning Capacity Building Initiative in Public Secondary Schools**.**

S/N	Items	Resp.	Mean	SD	Remarks
33	Involving teachers in marking and coordination of marking of Basic	Principals	2.25	0.77	LE
	Education Certificate Examination (BECE)/SSCE.	Teachers	2.37	0.68	LE
34	Membership of Subject Association.	Principals	2.53	0.85	HE
		Teachers	2.59	0.91	HE
35	Attendance to subject association meetings and commitment.	Principals	2.41	0.72	LE
		Teachers	2.36	0.70	LE
36	Participation in association-based workshops and seminars.	Principals	2.60	0.82	HE
		Teachers	2.74	0.76	HE
37	Attendance to other non-subject based association workshops, conferences	Principals	2.52	0.73	HE
	and seminars.	Teachers	2.58	0.79	HE
	Cluster Means	Principals	2.46	0.79	LE
		Teachers	2.52	0.77	HE

Data in Table 3 shows the item by item analysis of mean scores of both principals and teachers as regards extent of implementation of feedback from external supervision concerning capacity building initiative. From the analysis, both principals and teachers agreed to a high extent on items 34, 36 and 37. However, they both agreed to a low extent on items 33 and 35. The cluster means of 2.46 and 2.52 for principals and teachers respectively indicate that while principals agree to a low extent on implementation of feedback from external supervision concerning capacity building initiative, teachers agree to a high extent on implementation of feedback from external supervision concerning capacity building initiative. The standard deviation scores ranging from 0.73 – 0.85 and 0.70 – 0.91 for principals and teachers means that they both do not vary much in their ratings on extent of implementation of feedback from external supervision concerning capacity building initiative.

Research Question 4: What is the extent of implementation of feedback from external supervision concerning writing up of diaries in public secondary schools in Anambra State?

Table 4: Means and Standard Deviations of Respondents on Extent of Implementation of Feedback from External Supervision Concerning Writing up of Diaries in Public Secondary Schools**.**

S/N	Items	Resp.	Mean	SD	Remarks
38.	Termly entry of scheme of work into diaries.	Principals	2.91	0.90	HE
		Teachers	2.97	0.97	HE
39.	Endorsement of entry of scheme of work into diaries by subject-heads.	Principals	3.12	0.96	HE
		Teachers	3.16	1.04	HE
40.	Recording of work done stream by stream.	Principals	2.80	0.99	HE
		Teachers	2.93	0.91	HE
41.	Termly recording of used books.	Principals	2.71	0.82	HE
		Teachers	2.74	0.87	HE
42	HOD's situation report of the subject for the preceding term.	Principals	2.61	0.72	HE
		Teachers	2.69	0.75	HE
43.	Proper safe-keeping of diaries.	Principals	2.96	0.95	HE
		Teachers	3.05	1.03	HE
	Cluster Means	Principals	2.85	0.89	HE
		Teachers	2.92	0.93	HE

Data in Table 4 shows the item by item analysis of mean scores of both principals and teachers as regards extent of implementation of feedback from external supervision concerning writing up of diaries. From the analysis, both principals and teachers agreed to a high extent on items 38, 39, 40, 41, 42 and 43. The cluster means of 2.85 and 2.92 for principals and teachers respectively indicate that they agree to a high extent on implementation of feedback from external supervision concerning writing up of diaries. The higher mean score of teachers indicate that they are more in agreement with the extent of implementation of feedback from external supervision concerning writing up of diaries than the principals. The standard deviation scores ranging from 0.72 – 0.99 and 0.75 – 1.04 for principals and teachers means that they both do not vary much in their ratings on extent of implementation of feedback from external supervision concerning writing up of diaries.

Hypothesis 1: There is no significant difference in the mean ratings of principals and teachers on the extent of implementation of feedback from external supervision concerning lesson observation in Public Secondary Schools.

Table 5: t-Test analysis of the significant difference between mean ratings of principals and teachers on the extent of implementation of feedback from external supervision concerning lesson observation in public secondary schools.

Rank	N	$\overline{X}$	SD	Df	p-value	alpha level	Decision
Principal	31	2.84	0.98				
				767	0.07	0.05	Not Significant
Teacher	738	2.93	1.01				

Result analysis in Table 5 showed no significant difference between mean ratings of principals and teachers on the extent of implementation of feedback from external supervision concerning lesson observation in public secondary schools. The analysis revealed that since the p-value of 0.07 is greater than 0.05 alpha level at 767 degrees of freedom, the null hypothesis is not rejected. This means that

there is no significant difference between mean ratings of principals and teachers on the extent of implementation of feedback from external supervision concerning lesson observation in public secondary schools**.**

Hypothesis 2: There is no significant difference in the mean ratings of principals and teachers on the extent of implementation of feedback from external supervision concerning lesson preparation in Public Secondary Schools.

Table 6: t-Test analysis of the significant difference between mean ratings of principals and teachers on the extent of implementation of feedback from external supervision concerning lesson preparation in public secondary schools.

Rank	**N**	**$\bar{X}$**	**SD**	**Df**	**p-value**	**alpha level**	**Decision**
Principal	31	2.58	0.84				
				767	0.12	0.05	Not Significant
Teacher	738	2.63	0.83				

Result analysis in Table 6 showed no significant difference between mean ratings of principals and teachers on the extent of implementation of feedback from external supervision concerning lesson preparation in public secondary schools**.** The analysis revealed that since the p-value of 0.12 is greater than 0.05 alpha level at 767 degrees of freedom, the null hypothesis is not rejected. This means that there is no significant difference between mean ratings of principals and teachers on the extent of implementation of feedback from external supervision concerning lesson preparation in public secondary schools**.**

Hypothesis 3: There is no significant difference in the mean ratings of principals and teachers on the extent of implementation of feedback from external supervision concerning capacity building initiative in Public Secondary Schools.

Table 7: t-Test analysis of the significant difference between mean ratings of principals and teachers on the extent of implementation of feedback from external supervision concerning capacity building initiative in public secondary schools.

Rank	**N**	**$\bar{X}$**	**SD**	**Df**	**p-value**	**alpha level**	**Decision**
Principal	31	2.46	0.79				
				767	0.27	0.05	Not Significant
Teacher	738	2.52	0.77				

Result analysis in Table 7 showed no significant difference between mean ratings of principals and teachers on the extent of implementation of feedback from external supervision concerning capacity building initiative in public secondary schools**.** The analysis revealed that since the p-value of 0.27 is greater than 0.05 alpha level at 767 degrees of freedom, the null hypothesis is not rejected. This means that there is no significant difference between mean ratings of principals and teachers on the extent of implementation of feedback from external supervision concerning capacity building initiative in public secondary schools**.**

Hypothesis 4: There is no significant difference in the mean ratings of principals and teachers on the extent of implementation of feedback from external supervision concerning writing up of diaries in public secondary schools.

Table 8: t-Test analysis of the significant difference between mean ratings of principals and teachers on the extent of implementation of feedback from external supervision concerning writing up of diaries in public secondary schools.

Rank	N	$\bar{X}$	SD	Df	p-value	alpha level	Decision
Principal	31	2.85	0.89				
				767	0.10	0.05	Not Significant
Teacher	738	2.92	0.93				

Result analysis in Table 8 showed no significant difference between mean ratings of principals and teachers on the extent of implementation of feedback from external supervision concerning writing up of diaries in public secondary schools**.** The analysis revealed that since the p-value of 0.10 is greater

than 0.05 alpha level at 767 degrees of freedom, the null hypothesis is not rejected. This means that there is no significant difference between mean ratings of principals and teachers on the extent of implementation of feedback from external supervision concerning writing up of diaries in public secondary schools**.**

Discussion of Findings

The finding of the study revealed that feedback from external supervision concerning lesson observation was implemented to a high extent in secondary schools by principals and teachers. This means that teachers utilized the feedback from external supervision to improve on the delivery of their lessons. It further means that principals ensured that teachers improved on the delivery of their lessons using the feedback from external supervision. This is in accordance with the position of Mbanefo and Ofojebe (2023) who noted that principals to a high extent ensured that quality teaching and learning, were provided in public secondary schools. This is however expected given that the essence of feedback especially from external supervision is to improve instructional delivery and ultimately students' academic performance. That way, the institutional objectives would be considerably achieved.

The findings of the current study are consistent with those of Baffour-Awuah (2011) that the teachers and head teachers practiced, experienced and conceptualized instructional supervision which comprised mainly traditional aspects. This points to the fact that principals and head teachers alike prioritized the feedback arising from instructional supervision. In which case, the logical consequence is the improvement in instructional delivery and by extension, students' retention of learned contents.

Additionally, the findings of the study revealed that no significant difference existed between mean ratings of principals and teachers on the extent of implementation of feedback from external supervision concerning lesson observation in public secondary schools. This points to the fact that principals and teachers alike are unanimous on the extent of implementation of feedback from external supervision concerning lesson observation.

Many factors could be responsible for the implementation of feedback from external supervision concerning lesson observation in public secondary schools in Anambra State by teachers and principals. One of such reasons could be that the results of external supervision concerning lesson observation and the implementation of the outcome by teachers are being used as one of the indices for the recommendations for the promotion of teachers. This could spur the teachers to implement the outcome of the external supervision in that regard. Another reason could be that the principals in public secondary schools are keen to ensuring that teachers implement the outcome of the external supervision concerning lesson observation through adequate monitoring.

Again, the findings of the study showed that feedback from external supervision concerning lesson preparation was implemented to a high extent in secondary schools by principals and teachers. This shows that teachers adopted the feedback from external supervision to improve upon their lesson preparation. In other words, the manner of preparing lessons was improved upon as a consequence of feedback from external supervision. Thus, teachers had to monitor the learning progress of their students so as to ascertain the direction of their lesson preparation. This is to stay that the extent of effort that is put in by the teacher in ensuring that quality is brought to bear in their lesson preparation is fallout of the feedback from external supervision. On the other hand, the principals ensure that teachers' lesson preparation is in line with the feedback obtained from external supervision. Lending credence to the finding of the current study, Ayeni (2010) found that most principals accorded desired attention to preparation of lesson notes.

This further affirmed by Mbanefo and Ofojebe (2023) who found that principals, to a high extent, ensured that school curriculum was relevant to the needs of learners. Additionally, the findings of the study showed that no significant difference existed between mean ratings of principals and teachers on the extent of implementation of feedback from external supervision concerning lesson preparation in public secondary schools. This is an affirmation of the fact that principal and teachers have a commitment to ensuring that feedback obtained from external supervision is implemented in lesson preparation for the achievement of institutional goals.

More so, the findings of the study showed that feedback from external supervision concerning capacity-building initiative was implemented to a high extent in secondary schools by principals and teachers. This is indicative of the fact that both principals and teachers consider matters of capacity

building a priority. This may not be separated from the fact that capacity building has become a necessity if secondary school students are to become useful to themselves and the society at large. More so, the implementation of feedback from external supervision on capacity-building initiative is expected to help the students to acquire the requisite skills and knowledge that will aid them in their life endeavours beyond the school environment.

The finding of the current study is rather consistent with the stipulation of Mbanefo and Ofojebe (2023) that principals, to a high extent, ensured that school curriculum was relevant to the needs of learners. Buttressing this point, the principals ensured that capacity-building initiative is an integral part of curriculum implementation process as a fallout of the feedback from external supervision. In addition, the findings of the study showed that no significant difference existed between mean ratings of principals and teachers on the extent of implementation of feedback from external supervision concerning capacity-building initiative in public secondary schools. This is an indication that principal and teachers are committed to ensuring that feedback obtained from external supervision is implemented in capacity-building initiative.

Finally, the findings of the study showed that feedback from external supervision concerning writing up of diaries was implemented to a high extent in secondary schools by principals and teachers. This indicates that principals and teachers alike take the writing up of diaries seriously. This may not be unconnected to the fact that writing up of diaries is an essential aspect of the teachers' statutory duty. Thus, it is expected that the implementation of feedback from external supervision on writing up of diaries would enable the teachers keep a record of instructional and behavioural developments within the school.

The finding of the current study is rather in consonance with the postulation of Egboka (2021) that there was high extent of principals' application of instructional supervision strategies for enhancing administration of secondary schools in Ideato North LGA of Imo state. Put differently, instructional supervision strategies evolved by principals would, to all intents and purposes, ensure that teachers prioritize the writing up of diaries. The findings of the current study were rather contrasted by that of Ayeni (2010) that tasks such as reference books, feedback and review of activities with stakeholders were least performed by many principals in secondary schools. This contradiction may not be unrelated to dissimilarities in sample characteristics. Again, the findings of the study showed that no significant difference existed between mean ratings of principals and teachers on the extent of implementation of feedback from external supervision concerning writing up of diaries in public secondary schools. This goes to depict that principal and teachers do not take the feedback obtained from external supervision on writing up of diaries for granted.

Conclusion

Based on the findings of the study, it was concluded that feedback from external supervision for quality assurance in public secondary schools was implemented to a high extent by principals and teachers in Anambra State. Finally, the study concluded that no significant difference existed in the mean rating of principals and teachers on their implementation of feedback from external supervision for quality assurance in public secondary schools.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. Teachers should sustain their implementation of feedback from external supervision concerning lesson observation**.** That way, their students will continue to benefit from their lesson delivery.
2. Principals should ensure that teachers retain their implementation of feedback from external supervision concerning lesson preparation so as to continually monitor the learning progress of their students**.**
3. Ministry of Education should monitor the implementation of feedback from external supervision concerning capacity building initiative so as ensure continuity in implementation among principals and teachers.

4. Principals should see to it that teachers' implementation of feedback from external supervision concerning writing up of diaries is sustained for the realization of institutional goals and objectives.

REFERENCES

Afework, E. A., Frew, A.T. and Abeya, G. G. (2017). Cluster supervision practices in primary school of Jimma Zone. *International Journal of Educational Administration and Policy Studies*, 9(5): 68-78.

Aja-Okorie, U. and Oko, N.O. (2021). Principals' Supervisory Functions in the Management of Secondary Schools for Quality Assurance on Abakaliki Education Zone of Ebonyi State, Nigeria. *International Digital Organization for Scientific Research (IDOSR). Journal of Arts and Management*, 6(1): 70-79.

Allen, A. A. (2015). Effective School Management and Supervision: Imperative for Quality Education Service Delivery. *African Research Review*, 9(3): 62 – 74.

Amalu, M.N., and Uche, R.D. (2014). Stress arising from motivation and professional effectiveness of secondary school teachers in Cross River State. *British Journal of Psychology Research*, 2(3): 8-19.

Ayeni. A.J. (2010). Teachers' instructional task performance and principals' supervisory roles as correlates of quality assurance in secondary schools in Ondo State. Unpublished doctoral dissertation, *Obafemi Awolowo University, Ile-Ife, Nigeria*.

Baffour-Awuah, P. (2011). Supervision of instruction in public primary schools in Ghana: Teachers' and headteachers' perspectives. *Murdoch: Murdoch University Press*.

Bashar, S.I. and Yasin, M.A. (2020). A Review of Public Secondary Schools Effectiveness in Nigeria: Challenges and Managing Strategies. *International Journal of Psychosocial Rehabilitation*, 24(5): 5520 – 5529.

Dawood S. (2009). Monitoring the Quality of Secondary Education in the Context of Decentralization in Pakistan. *Bulletin of Education and Research*, 31(1): 1-25.

Egboka, P.N. (2021). Principals' application of quality assurance strategies For enhancing administration of secondary schools in Ideato North Local Government Area of Imo State. *Unizik Journal of Educational Research and Policy Studies*, 2: 62-74.

Ewuzie, K., (2020) Quality assurance mechanism top educationists demand for 2020. https://businessday.ng/education/article/quality-assurance-mechanism-top-educationists-demand-for-2020

Federal Ministry of Education (2010). Education Quality Assurance Hanadook.

Federal Republic of Nigeria (2013). National Policy on Education in Nigeria. Lagos: *NERDC Press*.

Fekede, T. (2009). Understanding undergraduate students' practicum experience: A qualitative case study of Jimma University. *Ethiopian Journal of Educational Science*, 5 (1): 37-61.

Freeman, R. (2003).. Quality assurance in training and education. London: *Kogan Page Ltd*.

Gbenu, J.P. (2012). State of Nigerian secondary education and the need for quality sustenance. *Greener Journal of Educational Research*, 2(1): 7-12.

Ige, A.M. (2012). The challenges facing schools inspection amid universal basic education implementation in Nigeria. *International journal of Learning and Development*, 2(5): 203-214.

Mbanefo, N. J., & Ofojebe, P. W. N. (2023). Quality Assurance Mechanisms Adopted by Principals for Effective Management of Public Secondary Schools in Anambra State. *GPH-International Journal of Educational Research*, 5(12), 44-54.

Middlehurst, R. (2007). Quality: an organizing principle for higher education. Winte Centre for Higher Education Studies, Institute of Education.

Mobegi, F.O., Ondigi, A.B. and Oburu, P.O. (2010). Secondary school headteachers' quality assurance strategies and challenges in Gucha district, Kenya. *Educational Research and Reviews*, 5(7): 408-414.

Mohammed, H., Ogunode, N. J., and Yahaya, D. M. (2021). Challenges facing Administrators of Public Secondary Schools in Nigeria and the Way Forward. *Middle European Scientific Bulletin*, 19: 58-67.

Nwagwu, N.A. and Ivowi, U.M.O. (2014). Education in Nigeria: Development and Challenges. Lagos: *Formost Educational Services Ltd*.

Nwanga, S.A. and Unachukwu, G.O. (2019). Quality assurance practices of principals for effective administration of seconadary schools in Anambra State, Nigeria. *Nigerian Journal of Educational Administration and Planning,* 1(19): 56-61.

Nworgu, B.G. (2015). Educational research: Basic issues and methodology. Owerri: *Wisdom Publisher.*

Nzor, E. (2022, August 23). Ohanaeze youths commend S'East states over WAEC performance. *The Guardian*. https://guardian.ng/news/ohanaeze-youths-commend-seast-states-over-waec-performance/

Ogunode, N.J. (2021). Administration of Public Secondary Schools in Nigeria: Problems and Suggestions. *Central Asian Journal of social sciences and history*, 2(2); 90-102.

Ogunode, N. J. and Ajape, T.S. (2021). Supervision of Secondary School Education in Nigeria: Problems And Suggestion*. European Journal of Humanities and Educational Advancements (EJHEA),* 2(6): 71-76.

Okeke, U.V. and Nwogbo, V.N. (2020). Teachers' continuous professional development practices adopted by principals for enhancing effective teaching in public secondary schools in Anambra State, Nigeria. *Global Scientific Journal*, 8(6): 859 – 869.

Okoye, F.O., Onyali, L.C., & Ezeugbor, C.O. (2016). Educational Supervision and Quality Control of Secondary Education in Anambra State, Nigeria. *Journal of Educational Policy and Entrepreneurial Research,* 3: 35-45.

Rankine, M. (2019). The internal/external debate: The tensions within social work supervision. *AOTEAROA New Zealand Social Work*, 31(3): 32–45.

Sowunmi, G. (2017). School production variables and efficiency of public and private junior secondary schools in Oyo State. *Afro Asian Journal of Social Sciences*, 8(3): 1-11.

Thom-Otuya, B.E., and Inko-Tariah, D.C. (2016). Quality education for national development: The Nigerian experience. *African Educational Research Journal,* 4: 101-108.

Ukachukwu, R.U. and Obiekwe, K.K. (2019). Extent of principals' implementation of external supervision feedback for quality assurance in public secondary schools in Imostate, Nigeria. *International Journal of Applied Research*, 5(9): 82-87.

Usman, R. (2021). Makna Pengalihan Hak Kepemilikan Benda Objek Jaminan Fidusia Atas Dasar Kepercayaan. *Jurnal Hukum Ius Quia Iustum*, 28(1): 139-162.

Wilcox, B. (2002). Making school inspection visit more effective: The English experience. *Paris UNESCO*.