

Supervision of Instruction as Quality Assurance Mechanism In Public Secondary Schools In Ebonyi State

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Abstract: *This study investigated Supervision of Instruction as Quality Assurance Mechanism in Public Secondary Schools in Ebonyi State. Two research questions and two null hypotheses guided the study. Descriptive Survey Research Design was adopted for the study. The population of this study was 245 respondents consisting of 226 secondary school principals and 19 supervisors in Ebonyi State. The whole population were used for the study. Structured questionnaire developed by the researcher was used which was validated by three experts, two experts from the Department of Educational Foundations and one expert from Measurement and Evaluation option of Science Education Department, both in faculty of education, Ebonyi State University Abakaliki. The overall reliability coefficient of the instrument yielded 0.72. Mean and standard deviation statistics were used to analyse and answer the research questions while t-test statistic was used to test the two null hypotheses formulated for the study. The findings revealed that supervision of instruction as quality assurance mechanism to a high extent ensures provision of quality teachers in public secondary schools in Ebonyi State and that supervision of instruction as quality assurance mechanism to a high extent ensures teachers' ethical practices in public secondary schools in Ebonyi State. The hypotheses revealed that; there is no significant difference in the mean ratings of principals and supervisors on the extent to which supervision of instruction as quality assurance mechanism ensures; provision of qualified teachers and teachers' ethical practices in public secondary schools in Ebonyi State. Based on the findings, the study recommended that: Government of Ebonyi state and relevant education stakeholders in Ebonyi state should make sure that only professionally trained and certified teachers are into teaching activities and Government of Ebonyi state and school principals in Ebonyi state should also provide the essential needs of the school teachers in public secondary schools.*

Keywords: *Supervision, Instruction, Supervision of Instruction, Quality, Quality Assurance Mechanism and Public Secondary Schools*

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I. Introduction

Every organization strives to have optimum quality of goods or services it produces. As a catalyst, education is a service-organization, which produces services, and as such it is not left out in this quest for quality service delivery. The products of education constitute national assets and labour which go a long way to facilitate socio-economic development of every nation. Consequently, quality in educational service delivery cannot be compromised if any nation has to confront the daunting challenges of unproductivity. This is probably why United Nations (UN) set the year 2030 as target year for attaining Sustainable Development Goal (SDG) 4 – which is Quality Education. According to the UN declaration, obtaining quality education underpins a range of fundamental development drivers (Lingan, Cornforth and Pollard, 2012). Unfortunately, Nigeria could not meet up with the Education For All (EFA goals) targeted for year 2015 for all nations by the United Nations Scientific and Cultural Organization (UNESCO) as quality of education is still found to be very low (Chiaha, Onu, Ogakwu and Amaefula, 2014). One cannot but wonder if Nigeria will attain the SDG-4 by 2030. This elucidates the crucial need for a quality assurance measure in the educational system through regular supervision of schools especially secondary school education system. To achieve needed quality in the educational system, it is obligatory for educational administrators to adopt quality assurance mechanism.

Assurance for quality education is a holistic process concerned with ensuring integrity of outcomes. Assurance implies checking or comparing intentions with actualities and then doing something when actualities are too far from intentions. It includes taking action through assigned responsibilities in order to control gaps between what has occurred and what is intended (Harvey 2008). Thus, the responsibility for quality assurance rests with school managers, which is expressed through relationships with other stakeholders in the education system.

According to Green (2010), quality assurance implies meeting required standards. It is a process through which an establishment seeks to ensure that the quality of its product is maintained or improved upon. Green (2010) added that quality assurance is a process of testing a product or service to see whether it meets the standards or precise specification, while rejecting those that do not conform. It embraces the methods used to maintain and enhance quality. Quality assurance is also the process involved within a system to ensure job management, competence and performance during the production of a product or service to ensure that it meets the quality plan as designed (Asiyai,2013). The primary aim is to monitor the implementation of curricular and ensure desirable increase in teachers' capabilities, upgrade their conceptual knowledge and teaching skills, give them support in their work to facilitate better performances in pedagogical practices and students' learning outcomes (Adetula, 2015). Quality assurance involves the systematic review of educational provisions to maintain and improve quality, equity and efficiency. It encompasses internal and external evaluations (including supervision) as well as school leaders' and students' assessments.

Supervision of instruction provides a vehicle and structure which allows schools, departments as well as individuals (teachers and students) within them, to respond effectively to curriculum and instruction in order to achieve stated educational objectives (Agbo, 2010). Supervision of instruction in this context is the act of overseeing the teaching and learning processes in schools so that schools are administered in efficient and effective manner such that schools can attain world-class status (Chiaha and Akubue 2013). Supervision of instruction allows educators and administrators to improve not only classroom but the school as a whole. Ani (2007) put more insight in the purposes for supervision of instruction as contained in Universal Basic Education as:

- i. Ensuring that teachers perform their assigned functions effectively.
- ii. Ensuring that teachers are capable of carrying out their responsibilities.
- iii. Ensuring that new teachers receive training to enable them function effectively on the job.
- iv. Ensuring that teachers are given help whenever there is need.
- v. Providing professional information to the teachers
- vi. Ensuring that discipline is maintained during classroom instruction
- vii. Helping or suggesting how to improve on the performance of incompetent teachers.

Supervision of instruction is a professional, continuous and cooperative exercise that covers all aspects of schools' life. Hence, the instructional supervision sub-system of schools influences other sub-systems (Odumade, Olowoye, and Alake, 2015). This is probably why Chiaha and Akubue (2013:13) indicated that the most important concern about supervision of instruction "is the help given by professionals to schools to enable them improve on their professional performances." Based on this broad-based concept, Chiaha and Akubue (2013) noted that several stakeholders including host communities, parents, school boards and States' Ministries of Education; principals, teachers and school supervisors of instruction could supervise. However, Education Officers from Secondary Education Board (SEB) are usually in charge of supervision of instruction in public schools in Ebonyi state. They are designated as external supervisors while secondary school principals in charge of school administration and managers serve as internal supervisors.

Secondary Education Board (SEB) exercises supervisory control by formulating policies, which guide and control what teachers do in classrooms as well as activities of principals. In addition, they organize capacity-building programmes, appoint designated officials and supervisory personnel to schools; developing comprehensive curriculum guides for teachers, coordinate instructional and curriculum activities of all schools as well as provide other necessary human, materials and financial resources needed to effectively operate schools.

Provision of staff is another function of preliminary scope. This implies that teachers must be available before students are enrolled (Allen, 2015). In other words, quantity and quality of staff are not negotiable in supervision of instruction.

Recruitment of more quality teachers in schools is usually an important duty of State Education Board (SEB) in Ebonyi state. The need for adequate number of quality teachers in schools cannot be overemphasized. Teachers are the executors of all educational policies in addition to imparting knowledge to students. Teachers are the most important factor in the school system as they are involved in all aspects of school activities including schools' plants' development, school administration and planning; curriculum implementation, students' enrolment, students' discipline, physical development of students, moral development of students and other forms of school mapping. As such, teachers' performances are determined by interactions between teachers' competences, students' performances, curriculum characteristics and schools' organizational environments (Agwu and Nwite, 2019). Consequently, recruitment of adequate number and quality teachers are required in schools to adequately perform their duties. This, probably is why Orji (2014) perceived teachers as very central to the learning process and to education in all ramifications. There is no gain saying the fact that the standards of education of every nation depend largely on their teachers.

Ethical practices are the use of one's knowledge of professional conducts in practising his or her profession such as teaching, which is a dynamic and challenging profession. Orji (2012) maintained that teachers have a professional obligations to develop and maintain professional ethics with a diverse range of learners, communicate with parents and policy makers. They should act ethically, promote positive values as well as maintain and raise professional standards.

It is important for teachers to be professionals because ethical practices encourage the expansion and sharing of knowledge, giving teachers more confidence and insight into the subjects they teach. Ethical practices also ensure that teachers remain interested and interesting in the teaching profession. It makes them gain knowledge through exchange of ideas that will enable them impart relevant knowledge to learners. It also helps teachers to integrate the newest findings in their subject areas, connect with students and learn from their peers, sorting through challenges and boost morale, (Obiweluzo, 2014).

The strategic position of secondary schools as a changeover bridge between primary and tertiary institutions, receiving primary school leavers at one end and turning out its products for employment or for tertiary education on the other end makes it imperative that its products must be well-equipped to face the challenges in society. Aladejana (2009) observed that this consumer and producer status of secondary education requires that it provides the right type of education such that its products are duly prepared with necessary skills for careers or continued education. In other words, secondary school leavers who could not continue their studies should be adequately prepared for career acquisition in relevant fields. This has made it imperative that quality assurance mechanisms be instituted in schools to assure quality in secondary schools. Due to the significant roles played by secondary schools supervisors, this study investigated the extent to which supervision of instruction as quality assurance mechanism ensures quality in public secondary schools in Ebonyi State. This present study, therefore, among others, is interested in identifying the extent to which supervision of instruction as quality assurance mechanism can ensure quality in provision of quality teachers in public secondary schools in Ebonyi State.

Statement of the Problem

The recent downward trend in the quality of education in Nigeria has been a major source of concern to all as it affects almost every facet of life. The federal ministry of education through its department of Inspection service in 2016, carried out a general inspection of secondary schools nationwide with the code name, Operation Reach All Secondary Schools (ORASS); to determine the baseline survey on the performance of secondary schools in Nigeria. The reports of that supervision revealed that poor performance in secondary school which included students' internal and external examinations, was directly linked to inadequate supervision of secondary schools by supervisors. The percentage of students who had credits in five subjects including English and Mathematics in Ebonyi State public secondary schools stood at 35.78%, 45.69%, 43.19%, 68.02%, and 50.95% in 2014, 2015, 2016, 2017 and 2018 respectively (National Bureau of Statistics, 2020).

In addition, increased school enrolment without corresponding number of qualified teachers, dilapidated buildings, obsolete equipment or no equipment at all, inadequate instructional facilities contribute to poor quality of education.

Public Secondary Schools in Ebonyi state are not exempted from the UNESCO's report of poor performance in secondary schools in Nigeria since Ebonyi state is one of the states in Nigeria, East Africa. This is made evidenced in the bad condition of instructional facilities such as classroom buildings and laboratories in the public secondary schools in Ebonyi state. Unkempt environment that leaves one to wonder what quality of education is being received, insufficient number of quality teacher, a situation where one teacher teaches more than three different subjects in different levels, lateness to school by teachers and students, indiscipline among students, and staying out of class by students during lessons are factors affecting the quality of education offered to the learners thereby affecting students' performance not just in internal and external examinations but in life generally as such products of poor quality do not function maximally in the society. All the afore mentioned ills noticed in the public secondary schools in Ebonyi state would not have being the case should the supervisors are field workers indeed. From the foregoing, it could be argued that through supervision of instruction, shortfalls in the process of education can continually be identified and corrected.

Non-complaint of quality assurance has remained a huge problem in the area of the study as supervisors who are engaged by the Ebonyi state government with every hope that the much desired quality will be attained have not been regularly visiting public secondary schools for supervision, and when they manage to visit, it is far from being thorough. Supervision reports are hardly made available and there are no follow-ups that would ensure the weaknesses identified have been corrected. Adesua and Okomolafe (2016) support the notion that secondary schools have not been regularly visited by inspectors of the ministry of Education. Acknowledging that the principals and supervisors as instructional leaders oversee the performances and operations of schools in order to achieve educational goals and objectives, it therefore becomes imperative to study the extent supervision

of instruction as quality assurance mechanism can assure quality in public secondary schools in Ebonyi state. This is the essence of the study.

Purpose of Study

The purpose of the study was therefore, to investigate supervision of instruction as quality assurance mechanism in public secondary schools in Ebonyi State. Specifically, the study sought to:

1. determine the extent to which supervision of instruction as quality assurance mechanism (QAM) ensures provision of quality teachers in public secondary schools in Ebonyi State.
2. ascertain the extent to which supervision of instruction as quality assurance mechanism influences teachers' ethical practices in public secondary schools in Ebonyi State.

Research Questions

Based on the purpose of this study, the following research questions guided the study:

1. To what extent does supervision of instruction as quality assurance mechanism ensure provision of quality teachers in public secondary schools in Ebonyi State?
2. To what extent does supervision of instruction as quality assurance mechanism influence teachers' ethical practice in public secondary schools in Ebonyi State?

Research Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance.

HO₁: There is no significant difference in the mean ratings of principals and supervisors on the extent supervision of instruction as quality assurance mechanism ensure provision of quality teachers in public secondary schools in Ebonyi State.

HO₂: There is no significant difference in the mean ratings of principals and supervisors on the extent supervision of instruction as quality assurance mechanism influence teachers' ethical practices in public secondary schools in Ebonyi State.

II. Literature Review

Supervision of Instruction

History of supervision as a formal activity exercised by educational administrators within a system of schools did not begin until the formation of common schools in late 1830s (Chiaha and Akubue, 2013). Historically, supervision of instruction began in colonial New England, as a process of external inspection in 1830. During the first half of the nineteenth century, population growth in major cities necessitated the formation of city school systems, since, then teachers were perceived as servants of the community, individual supervisors and supervisory committees were charged with monitoring the quality of instruction. These supervisors had unlimited powers to establish criteria for effective instruction to hire and fire teachers (Burke and Krey, 2005). While superintendents initially inspected schools to see that teachers were following the prescribed curriculum and that students were able to recite their lessons, the multiplication of schools in Britain soon made this an impossible task for superintendents and the job was delegated to schools' principals.

In the early decades of the Twentieth Century, the movement toward scientific management in both industrial and public administration had an influence on schools. At the same time, child-centered and experienced-based curriculum theories of European educators such as Friedrich Froebel, Johann Pestalozzi, and Johann Herbart, as well as a prominent American philosopher were also affecting the schools. In the second half of the century, the field of supervision became closely identified with various forms of clinical supervision. Initially developed by Harvard professors, Morris Cogan and Robert Anderson and their graduate students, many of whom subsequently became professors of supervision in other universities, clinical supervision blended elements of objective and scientific classroom observation with aspects of collegial coaching, rational planning, and a flexible, inquiry-based concern with student learning.

In Nigeria, Western education came in 1842 alongside supervision of instruction and Christianity. The missionaries were responsible for supervising their own schools, which began as a process of external inspection. One or more local citizens were appointed to inspect what teachers were teaching and what students were learning. The inspection theme remained firmly embedded in the practice of supervision. Then Catechists were teachers while layman in the church were used as supervisors or inspectors of education. The then prevailing scientific management approach influenced supervision of instruction. Supervisors behaved like tin gods with little or no regard to teachers as human beings. This must have given birth to the current poor attitude of teachers and Principals of schools towards supervision today. Things began to change with the Human Relation movement. With the birth of the McPherson constitution of 1954, an inspectorate was established in 1973 by the federal government through the federal ministry of education to supervise the quality of instructional delivery in schools.

Takeover of schools from the missionaries in 1975, gave the responsibility of supervisory functions in schools to the government, making the government a judge on its own case (Michlalah, 2018). This however did not improve supervision in schools as government agents were not taken seriously because most of them were not professionally trained. This led to the serious weakness of supervision of instruction in schools till date in addition to the poor attitude school stake holders already have on supervision. This led to the recent change from 'Supervision' to 'Quality Assurance' in schools (Michlalah, 2018).

Quality Assurance

Quality implies a good idea or a thing of high standard. Quality entails creating an environment where educators, parents, government officials and community representative work together to provide students with the resources they need to meet current and future academic demands. Agu (2014) defined quality as the totality of the features of a process, product or service on performance and in customers' or clients' perception of that performance. It is not just a feature of a finished product or services but involves a focus on internal processes and outputs including the reduction of waste and the improvement on productivity. Enyiuche, Ofojebe and Ezeugo (2015) classified quality by three interrelated and interdependent stands, efficiency in the meeting of its goals, relevance to human and environmental conditions and needs, pursuit of excellence and encouragement of creativity.

Oduma (2014) considered quality in education to be judged by both its ability to enable the students perform well in standard examinations and relevance to the needs of the students, community, and the society as a whole. Oduma concluded that quality serves as determination of gradations based on standard of excellence beneath which a mark of inferiority is imposed or adduced and above which grades of superiority are defined. Ijaiya (2009) conceived quality as a concept concerned with how good or bad a product is, though difficult to deliver. Okorie and Uche (2004) opined that it is often easier to experience quality than to describe or measure it, particularly when it has to do with education.

It is pertinent to state that even when scholar's perceptions of quality conflict with one another, people can still recognize the presence of quality, its importance, and the differences it makes between success and failure. People also recognize the absence of quality with its attendant frustrations and wastages. Thus, quality is something everyone considers good and wants to have. It is about the standard of a given object, product or service when compared with other things.

Mutanekelwa and Mweemba (2009) defined quality as excellence in societal values embodied in school curricular which involves stages and activities (transformational and procedural processes) that take place until certificates are issued. Quality refers to the standard of a phenomenon when it is compared to other things: how good or bad something is, that is, to be of quality or of a high standard. In this context, it is associated with the monitoring and evaluating components of education to see whether the outcome is good and of the intended standard. In view of this, topical issues in Nigerian education system today centre on the quality of education imparted to the citizenry as well as the relevance of that education to the life of the individuals in particular and the nation in general. Agbo (2010) maintained that quality is to be measured by the extent to which the training received from an institution enables the recipient to think clearly, independently and analytically to solve relevant societal problems in any given environment.

Quality Assurance Mechanism (QAM)

Quality Assurance (QA) is concerned with implementing sound processes that will be ultimately used to produce quality in the education systems, which focuses on three major areas of concern, namely, input, process and output. It is used to identify potential problems in the educational process that might lead to quality products later. It is normally implemented through two major channels, which are monitoring and supervision (Chiaha and Ejeh 2014). Quality Assurance according to Nndowiseni (2012) is a process-centered approach to ensuring that a company or organization is providing the best possible products or services. Quality assurance within the educational context can simply be described as the degree of excellence in the education system. It is the extent to which learning is considered successful in terms of students achieving high level of performance within the context of education. This will include maintaining quality service delivery in the school system and employing various mechanisms that will lead to quality/high standards. For instance, in education, quality assurance will include deploying quality human and material resources such as recruiting professionally-trained teachers, quality infrastructure (facilities, equipment and educational contents), as well as quality means of assessment (Oyetola, Kayode and Okunuga, 2012).

Mechanism refers to a device, approach, instrument or way withal. Quality Assurance Mechanism (QAM) therefore implies the approaches that can be used to ensure quality in schools. This includes machineries that are external and internal to schools. External mechanisms include school evaluations and large-scale student assessments. Internal mechanisms include school self-evaluation, staff appraisal and classroom-based student assessments.

Quality Assurance Mechanism (QAM) can be internal or external. Internal Quality Assurance Mechanisms refer to those policies and practices where schools themselves monitor and improve the quality of their educational contents while External Quality Assurance Mechanism refers to supra-institutional policies and practices where quality of institutions and programs are assured (Chandni and Chimanbhai (2018). In this study Quality Assurance Mechanism include; provision of quality teachers in schools; teachers' ethical practices; provision of instructional facilities in schools; motivation of teachers in schools as well as effective implementation of curriculum in schools.

Provision of Quality Teachers

Qualification of Teachers is one of the critical factors that drive the quality of a schools. Adu and Olatunde (2007) observed that one of the most important factors in the teaching process is the qualification of the teacher. Adu and Olatunde (2007) believed that recruitment of quality teachers with core competences in subject areas is critical to achievement of academic excellence by students. The main purpose of recruitment exercises is to attract quality and sufficient number of teachers to fill vacant positions in educational institutions. With the belief that no educational system can rise above the quality of its teachers, the method of teacher recruitment must be seriously considered (Adeolu, 2011).

Quality is the basic and indispensable feature of a thing, which differentiates it from other things, (Peters in Adeolu, 2011). The presence of that characteristic feature, to a high degree, marks it out as a 'thigh of high quality'. For example, the characteristics of a quality teacher refers to those attributes that enhance the fitness and efficiency of that teacher in performing the duties that are associated with teaching such as, planning, preparing and delivering lessons, encouraging students participations in lessons and in other school activities. Therefore, a person who acquired the necessary skills and methodologies involved in teaching as well as mastery of the subject he is handling is said to be a quality teacher. Such skills include, formal education, knowledge, pedagogy studies, and duration of training, certification /licensing and professional development (Adeyemo 2005).

Secondary school education which can be referred to as the foundations upon which higher educational pursuits can be effectively built deserve serious attention (Zededa, 2007). According to National Policy on Education (2014), aims and objectives of secondary education are: training students to understand the world around them as well as acquisition of the appropriate skills, abilities, competencies, mental and physical development in order to promote the Nigerian society.

Recruitment of quality teachers in schools is key towards ensuring quality educational experiences in schools. If there are unqualified number of teachers in a school, it will make education a wasteful experience and even pose dangers to individual beneficiaries of such an educational content as well as the immediate society (Cole, 2008). Teachers need to live up to their billings as regards effective teaching and learning. The worth, extent and value of the number of qualified teachers should not be compromised either through sheer neglect or mere omission. This is because the quality of teachers in the running of schools is essential to the future of learners or students' academic progress (Hughes, 2001).

Teachers' Ethical Practices

Ethical practices are guides which enable teachers to provide quality education and inculcate good values among the learners (Berry, 2010). Ethical practices will enable teachers to know that they have major roles to play in bringing desirable changes in the behaviours of the students. It also helps teachers to understand their professional callings as teachers. The role of a teacher is not just to play authority in front of his/her students and colleagues, but to demonstrate capacity towards ensuring that quality education is maintained in the school where he/she teaches (Boon, 2011). A teacher's knowledge of ethical practices enables him/her to display moral and ethical values, which includes having a strong sense of what is right and what is wrong, treating others with respect, being objective, patient and compassionate (Campbell 2003). Ethical practices gives a teacher the ability to employ the teaching skills he/she was taught and to combine same with moral and ethical behaviours serving as a moral ambassador to his/her students. The teacher should not view his/her job description as teaching alone, but much more than that - positive change agent. Teaching goes beyond the curriculum, assessment and technical conditions of the practice. The application of ethics to his/her teaching abilities by a teacher can be seen in timely grading of papers and returning same to his/her students in a timely manner, by being sensitive in the use of classroom materials that may offend the sensibilities of certain students, being precautionous when displaying a student's work or by being unbiased in selection of students achievement for recognition. The use of ethical practices can be expressed by the way a teacher projects the tone of his/her voice towards students, by not embarrassing students and by reminding them how their behaviours can affect other classmates (Campbell, 2003).

Ethical principles are associated with virtues such as honesty, justice, fairness, care, empathy, integrity, courage, respect and responsibility. These are what should guide teachers conduct and interpersonal relations

(Campbell, 2006). These virtues describe what the ethical behaviours of a teacher should be. However, the application of these virtues can be a difficult task when a teacher is faced with so many unpredictable situations in the classroom and within the school system. A teacher's knowledge of what ethic is and the practice of it, will aid him/her in making informed decisions when ethical issues arise in his/her daily teaching activities as well as aiding the delivery of quality education.

Theoretical Framework

Administrative Theory

Henry Fayol in 1989 propounded the administrative theory which postulated that all activities that occur in an organization or an industrial undertaking could be grouped into technical, commercial, financial, security, accounting and administration. Henry Fayol advocated for universal principles by which organization should be structured and operated upon. The principles include: division of labour, authority and responsibility, discipline, unity of command, unity of direction, subordination of individual interest, remuneration of personnel, centralization, scalar chain, order, equity, and stability of tenure of personnel, initiative and esprit de corps. Four principles were highly emphasized by the theorist. They are: (i) Division of Labour: Each employee performing a specialized function. (ii) Unity of Command: Each employee reporting to only one superior. (iii) Coordination: The harmonious integration of the different aspects of an organization. (iv) Span of supervision - the number of subordinates reporting to one manager or supervisor, the hierarchical arrangement of functions and authority, and the subordination of individual to institutional authority.

The administrative theory is related to the present study because it focuses on how the entire organization should be structured, managed and supervised to improve performance in which secondary school should not be left out.

III. Methodology

The study adopted a descriptive survey design. Descriptive survey design is the plan of study which does not attempt to control or manipulate any of the variables but is focused on describing an event as it is. This is in line with Ali (2006) and Nworgu (2006) who defined descriptive surveys as studies concerned with collecting data on, and describing in a systematic manner, the characteristic features or facts about a given population. The area of the study is Ebonyi States which is located at the South-East Geo-political zone of Nigeria. The state was created in Nigeria in 1st Oct 1996 out of old Enugu and Abia state, with the city of Abakaliki as its capital. The population of this study was 245, consisting of all the 226 secondary school principals and 19 supervisors in public secondary schools in Ebonyi state. (Source: Ebonyi State Secondary Education Board (SEB) in May, 2019). There was no sampling. The whole population comprising 226 secondary school Principals and 19 Supervisors in public secondary schools in Ebonyi State were used for the study because the population was of a manageable size. This is in line with (Uzoagulu, 2011). The instrument for data collection for the study was a structured questionnaire designed by the researcher, titled 'Supervision of Instruction as Quality Assurance Mechanism Questionnaire (SIQAMQ). Three (3) draft copies of the researcher's structured questionnaire were submitted to three (3) experts from the Faculty of Education, Ebonyi State University, Abakaliki for validation. Out of the three (3) experts, two (2) experts are in the Department of Educational Foundations, Administration and Planning and one (1) expert in the Measurement and Evaluation from Science Education Department. Reliability of the instrument was determined through a trial-test based on single administration of the instrument on some principals and supervisors in public secondary schools in Enugu State were tested using the Cronbach Alpha Statistical method in order to determine the instruments' coefficient of internal consistency which yielded 0.72 coefficient. In answering the research questions, data collected from respondents were analysed in SPSS (Statistical Software Package for Social Sciences) using mean and standard deviation to answer research questions 1-5. In taking decision for mean, range values was adopted. That is 1.00-1.49 for VLE, 1.50 – 2.49 for LE, 2.50 – 3.49 for HE and 3.50 -4. 00 for VHE. In testing the hypotheses, t-test was used to test the entire null hypotheses at 0.05 level of significance. The t-calculated was compared with t-critical., where the t-cal is less than the t-critical, the null hypothesis was rejected (that is not significant) and where the t-calculated is greater than the t-critical the hypothesis was not rejected (that is significant)

Research Question 1:

To what extent does supervision of instruction as quality Assurance Mechanism ensures provision of quality teachers in public secondary schools in Ebonyi State.

Table 1: Mean and Standard Deviation on the extent supervision of instruction as quality Assurance Mechanism ensures provision of quality teachers in public secondary schools in Ebonyi state

S/N	ITEM STATEMENT	N	\bar{X}	SD	Decision
1	Organizing Orientation Programmes for New Teachers	235	3.06	0.84	HE
2	Providing Mentorship programmes for New Teachers	235	3.36	0.84	HE
3	Providing Capacity Building/ in-service training for all teachers	235	3.40	0.62	HE
4	Organizing Exchange programmes with teachers in developed countries	235	3.39	0.72	HE
5	Increasing the frequency of official visitation of Supervisors (clinical supervision)	235	3.17	0.72	HE
6	Ensuring adequate teaching staff for effective teaching and learning of all subjects	235	3.12	0.82	HE
7	Regular supervision of classroom management	235	2.42	1.00	LE
Grand mean (x)			3.13		HE

Table I showed that the respondents agreed on items 1, 2, 3, 4, 5, 6 and 7 that supervision of instruction as Quality Assurance Mechanism to a high extent ensures provision of quality teachers in public secondary schools in Ebonyi State with a grand mean score of 3.13

Research Question 2:

To what extent does supervision of instruction as quality assurance mechanism influences teachers' Ethical practices in public secondary schools in Ebonyi State?

Table 2: Mean and Standard Deviation on the extent supervision of instruction as quality assurance mechanism influences teachers' Ethical practices in public secondary schools in Ebonyi State

S/N	ITEM STATEMENT	N	\bar{X}	SD	Decision
8	School supervision helps in developing ethical practices of teachers	235	2.96	0.76	HE
9	School supervision as quality control mechanism encourages teachers to be morally balanced	235	2.16	0.91	LE
10	Creates an avenue for in-class observation among the teachers in the learning environment	235	2.73	0.98	HE
11	Supervisors commend and or reward teachers for performing credibly well as professionals	235	3.71	0.49	VHE
12	School supervision as quality assurance mechanism encourages teachers to register with TRCN	235	3.33	0.62	HE
13	School supervision as quality assurance mechanism help teachers to cover their scheme of work termly	235	3.19	0.67	HE
14	Supervisor's approach to supervision most time encourages teachers interest in teaching	235	3.45	0.72	HE
Grand mean (x)			3.07		HE

Table 2 result showed that the respondents agreed on items 8, 10, 11, 12, 13, and 14 that supervision of instruction as quality assurance mechanism to a high extent, influences teachers' Ethical practices in public secondary schools in Ebonyi State with a grand mean score of 3.07.

Hypotheses

H₀₁: There is no significant difference in the mean ratings of principals and supervisors on the extent supervision of instructions as quality assurance mechanism ensure provision of quality teachers in public secondary schools in Ebonyi State.

Table 3: t-test of difference in the mean responses of principals and supervisors on the extent supervision of instruction as quality assurance mechanism ensure provision of quality teachers in public secondary schools in Ebonyi State

Items	Category respondents	of N	Mean	SD	Df	t-cal	t-crt	Decision
1.	Supervisors	18	3.16	0.85	233	0.53	1.96	Not Significant
	Principals	217	3.05	0.84				
2.	Supervisors	18	3.50	0.51	233	0.71	1.96	Not Significant
	Principals	217	3.35	0.86				
3.	Supervisors	18	3.61	0.50	233	1.47	1.96	Not Significant
	Principals	217	3.38	0.62				
4.	Supervisors	18	3.33	1.08	233	0.35	196	Not Significant
	Principals	217	3.39	0.69				
5.	Supervisors	18	3.11	0.75	233	0.38	1.96	Not Significant
	Principals	217	3.17	0.72				
6.	Supervisors	18	3.00	0.97	233	0.68	1.96	Not Significant

7.	Principals	217	3.13	0.81	233	0.42	1.96	Not Significant
	Supervisors	18	2.33	1.02				
	Principals	217	2.43	1.00				
	Average							

Result on Table 3 revealed that the mean rating of principals and supervisors on the extent to which supervision of instruction as quality assurance mechanism ensures provision of quality teachers in public secondary schools in Ebonyi State for quality education was not significant, as the t-cal of 0.64 was less than the Alpha value of 1.96. This means that the principals and supervisors were of the same opinion that supervision of instruction as a quality assurance mechanism ensures provision of quality teachers in public secondary schools in Ebonyi State.

H0₂: There is no significant difference in the mean ratings of principals and supervisors on the extent to which supervision of instruction as quality assurance mechanism influences teachers' ethical practices in public secondary schools in Ebonyi State.

Table 4: t-test of difference in the mean responses of principals and supervisors on the extent supervision of instruction as quality assurance mechanism ensures teachers' ethical practices in public secondary schools in Ebonyi State.

Items	Category of Respondents	N	Mean	SD	Df	t-cal	t-crt	Decision
8	Supervisors	18	2.83	0.70	233	0.76	1.96	Not Significant
	Principals	217	2.97	0.76				
9	Supervisors	18	2.16	0.92	233	0.02	1.96	Not Significant
	Principals	217	2.16	0.91				
10	Supervisors	18	2.50	1.15	233	1.03	1.96	Not Significant
	Principals	217	2.75	0.97				
11	Supervisors	18	3.83	0.38	233	1.10	1.96	Not Significant
	Principals	217	3.70	0.49				
12	Supervisors	18	3.38	0.60	233	0.37	1.96	Not Significant
	Principals	217	3.33	0.63				
13	Supervisors	18	3.16	0.78	233	0.18	1.96	Not Significant
	Principals	217	3.19	0.66				
14	Supervisors	18	3.22	1.06	233	1.41	1.96	Not Significant
	Principals	217	3.47	0.69				
Average						0.69	1.96	Not Significant

Result on Table 4 revealed that the mean ratings of principals and supervisors on the extent to which supervision of instruction as quality assurance mechanism influences teachers' ethical practices in public secondary schools for quality education was not significant, as the t-cal of 0.69 was less than t-critical of 1.96. This mean that principals and supervisors were of the same opinion that supervision of instruction as quality assurance mechanism influences teachers' ethical practices in public secondary schools in Ebonyi State

IV. Discussion

Result of the study as presented in Table 1 showed that the respondents agreed that supervision of instruction ensure: organizing orientation programmes for new teachers, providing mentorship programmes for new teachers, providing capacity building/ in-service training for all teachers, organizing of exchange programmes with teachers in developed countries, increasing the frequency of official visitation of supervisors (clinical supervision), ensure adequate teaching staff for effective teaching and learning of all subjects, and regular supervision of classroom management serves as quality assurance mechanism for ensuring quality teachers in public secondary schools in Ebonyi State. Also, the mean responses of the supervisors and principals in public secondary schools in Ebonyi State on the extent to which supervision of instruction as quality assurance mechanism ensures provision of quality teachers was not significant.

The result is in line with the findings of Adu and Olatunde (2007), who observed that one of the most important factors in the teaching process is the qualification of the teacher. The teachers' qualification can go a long way to bringing about students' higher academic achievement. The main purpose of recruitment exercises is

to attract qualified and sufficient number of potential teachers to apply for job vacancies in educational institutions. With the belief that no educational system can rise above the quality of its teachers, the method of teacher recruitment must be seriously considered. To Cole (2008), provision of qualified teachers is the answer to ensuring qualities in schools. If there are unqualified number of teachers in the school, it will make education to be a waste and even pose danger to the individual beneficiary and the society. Teachers need to be equal to what is required of them in teaching and learning processes. The worth, extent and value of the number of qualified teachers should not be compromised either through sheer neglect or mere omission. This is because the quality of teachers in the running of schools is essential to the future of learners or students' academic progress.

The result in Table 2 showed that the respondents to a high extent agreed that supervision of instruction as quality assurance mechanism influence teachers ethical practice in Public secondary schools, as school supervisors help in developing ethical practices of teachers, creates an avenue for in-class observation among the teachers in the learning environment, supervisors commend and or reward teachers for performing credibly well as professionals, encourages teachers to register with TRCN, help teachers to cover their scheme of work termly and that supervisor's approach to supervision most time encourages teachers interest in teaching. Equally, the mean ratings of the respondents (supervisors and principals) on the extent supervision of instruction as quality assurance mechanism influences teachers' ethical practices in public secondary schools in Ebonyi State was not significantly different.

This finding is in agreement with Boon, (2011) ethical practices enlighten the teachers that they have a major role in bringing desirable changes in the behaviour of the students. The practices help the teachers to understand their profession as teachers. The role of a teacher is not just to become supreme and authoritative in front of their students and colleagues but they have a wider and meaningful role to play in ensuring that quality of education is maintained in schools. In support of the findings Campbell, (2003) opined that teacher's possession of ethical practices will allow him display moral and ethical values, which includes a sense of right and wrong, treating others with respect, being objective, patient and compassionate. Ethical practice give the teacher the ability to practice their teaching skills with morals and ethics and not just viewing their job as being teaching alone. It goes beyond the curriculum, assessment and technical conditions of the practice. The practicing of teaching ethics by the teacher can be modelled by returning graded papers to the students in a timely manner, by being sensitive to the use of classroom materials that may offend some students, using precaution when displaying a student's work or by selecting student achievement without bias. The use of ethical practice can be expressed by the way a teacher projects the tone of his/her voice towards the students, by avoiding students embarrassment and by reminding students of how their behaviour can affect other classmates.

V. Conclusion

In line with the findings of this study, the following conclusions were drawn: Provision of quality teachers and teachers' ethical practice are quality assurance mechanisms for quality education in public secondary schools in Ebonyi State. So, the bases of enhancing educational standard are basically on improving teachers' quality, teachers' ethical practice in teaching profession.

Recommendations

Based on the findings, the following recommendations are made as the way forward;

1. The Government of Ebonyi state and relevant education stakeholders in Ebonyi state should make sure that only professionally trained and certified teachers are into teaching activities.
2. The Government of Ebonyi state and school principals in Ebonyi state should also provide the essential needs of the school teachers in public secondary schools.

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