# APPLYING TOTAL QUALITY MANAGEMENT TO EDUCATIONAL SUPERVISION AND INSTRUCTION:

**A Case Study of Zaria Education Zone, Ministry of Education, Kaduna State**

**BY**

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**JULY, 1999**

# DECLARATION

I hereby declare that this write-up is original and a product of my research findings and that I am responsible for any error of commission and/or omission. All textbooks and articles used have been acknowledged accordingly in the references.



**MAMMAN SANI EASTERBROOK**

# CERTIFICATION

This project entitled *"APPLYING TOTAL QUALITY MANAGEMENT TO EDUCATIONAL SUPERVISION AND INSTRUCTION"* by MAMMAN SANI EASTERBROOK meets the regulation governing the award of the degree of Masters in Business Administration (MBA) of Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

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| Name and Signature of Head of Department | Date |
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| Name and Signature of the Dean<br>Post Graduate School | Date |

# DEDICATION

This piece of work is dedicated to my family, in appreciation of their couragement, assistance, patience, understanding, and constant moral support.

# ACKNOWLEDGEMENT

A number of individuals were especially helpful in the process of writing this project. Their contributions ranged from informal suggestions to elaborate critiques. The writer is especially appreciative of those who so graciously gave their moral support as well as the benefit of their technical competence throughout the research project's duration.

My special thanks are offered to Dr. J. Nwasike, my project supervisor, whose criticisms, suggestions and guidance were invaluable in the planning and execution of this work.

To my family, I offer my deepest feelings of appreciation for their encouragement, assistance, patience, understanding, and constant moral support.

# ABSTRACT

**The major deficiency in our nation's school system is the poor implementation of the curriculum. This has been manifesting in the poor performance of students in public examinations which predispose them to indulge in examination malpractices. There cannot be any stronger case for a more effective monitoring and supervision of our school systems.**

**Total quality management is about improvement. It therefore has much to offer schools in that it stresses a relentless hunt for ways to improve quality. It offers an holistic approach which has the potential to enhance outcomes and reduce costs.**

**Disturbingly, a major finding of this study revealed the absence of TQM program and TQM-related instructional attributes in schools.**

**The stakes involved in education are enormous, making it imperative for educators to provide as good an education as possible. If public educational administrators and teachers take to heart the essentials of the TQM philosophy and apply them creatively to supervisions and teaching, they can not only positively influence the outcomes of their students, but also their own.**

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# CHAPTER ONE

## INTRODUCTION

One service industry of paramount importance in public sectors of nations is that of education. It is the quality of education that shapes the long-term prosperity and well-being of both nations and their people. The vast resources that governments allocate to this sector of the economy make it imperative for those who manage education to ensure that education is effectively imparted in schools and other institutions of learning. The role which education plays in national development was demonstrated in 1996 and 1997 by the concern expressed by the Americans, British and Japanese politicians during their national elections. The need to regenerate their system of education constituted an important item on the electoral agenda.

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Given the crucial role of education in an increasingly competitive global environment, governments, administrators and educators are constantly looking for ways to make educational instruction more effective and meaningful by providing adequate funding and improving the quality of teaching and learning. In this regard the Federal Government should be commended for establishing the Education Tax Fund through Decree No. 7 of 1993. "As prescribed in the decree, all federal, state and local government educational institutions will benefit from the proceeds of the Educational Tax..." (New Nigerian, October 2, 1997: 15). Similarly the Kaduna State Government launched an Educational Endowment

fund in 1994 and established sixteen model secondary schools all in order to raise the educational standards of our children

The success of any system of education is dependent on inspection and supervision. By recognizing the place and importance of inspection as a quality index in the school system the Federal Government established Decree No. 16 of 1985 to back it up. The National Policy on Education (1977:30) states that the objectives of inspection and supervision are: -

(i) to ensure adequate and effective planning for all educational services;

(ii) to provide management control for the maintenance and improvement of the system;

(iii) to ensure quality control through regular inspection and continuos supervision of instructional and other educational services.

The major constraint in our nation's school system is the poor implementation of the curriculum which has been manifesting in the students performances in examinations. This is blamed on poor teaching as well as inadequate funding of the educational system. In a paper presented recently, Adeleye (1998) highlighted that the W.A.E.C. statistics of credit passes in Senior Secondary School Certificate Examinations between 1990 – 1995 has never gone above 14% in English Language and 22% in Mathematics. A majority of students now approach public examinations with an obsessive fear of failure due to lack of preparation, all of which predispose them to indulge in examination malpractices.

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There cannot be any stronger case for a more effective monitoring and supervision of our school system.

To the public, educational supervision is the only means of measuring the performance of the school in their efforts at providing what the people expect the schools to provide. This is the conventional perception. The perception of teachers, board members and ministry officials also vary slightly, especially in relation to emphasis on content and objectives of the job of the supervisor. These, therefore, raise a number of questions, an understanding of which is necessary to appreciate the role of supervision in the educational system. To what extent, for example, does the public perception agree with the professional conception of educational supervision? Are the expectations of the public and the experts/specialists achieved in contemporary supervisory practices? What are the contents of contemporary supervisory practices and in what ways can we improve them?

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West-Burnham (1994:160) stated that "the educational process does not produce simple physical products." There is a wide range of complex outcomes at every stage, some of them tangible, many of them intangible and subject to a range of interpretations. The issue is how to review the effectiveness of those things that can be measured e.g.: -

the appropriateness of teaching and learning strategies;

the effectiveness of meetings, "pastoral procedures" and communication systems;

the extent to which stated outcomes have been achieved;

the degree of conformity to agreed standards and procedures and the efficient and effective use of resources.

Historically, information on these issues has been gathered by two processes, external inspection and internal evaluation. There is an increasing awareness in education of a third strategy, total quality approach. This study intends to explore the components of, and the issues arising from the application of total quality management to educational supervision and instruction: to ensure that an education of high quality is a guaranteed opportunity for all our children and young people.

## 1.1 STATEMENT OF THE PROBLEM

Stated succinctly, the problem of the study is that of applying the TQM philosophy to improve the quality of educational supervision and instruction in schools. The study seeks to do so through the medium of an in-depth review of the literature relevant to the specified problem and on the basis of an empirical study of the response from teachers, who are the key players in the appraisal and instructional processes.

## 1.2 PROBLEM QUESTIONS

The study is designed to answer four major particularized questions.

1. To what extent does the public perception agree with professional conception of educational supervision?

2. Are the expectations of the public and the experts/specialists achieved in contemporary supervisory practices?

3. What are the contents of contemporary supervisory practices, and in what ways can we improve them?

4. Can the essentials of the TQM philosophy be applied creatively for achieving quality and performance enhancements in education?

## 1.3 STATEMENT OF THE PURPOSE

The purpose of the study is to provide ways and means for improving the quality of education offered in schools and raise the standards achieved by students through a comprehensive review of the relevant literature and through an empirical field study. A subsidiary but related purpose of the proposed study is to evaluate the various existing supervisory practices and their comparative degrees of success or failure in meeting the current needs of the educational system.

The proposed subject is selected because of the importance attached to education as a basic tool for the development of both nations and their people and the writer's perception of the possible serious inadequacy in the nation's curriculum implementation. The writer believes that the research design used is the one most likely to produce the desired problem solution.

The investigative questions are answered on the basis of the empirical part of the study, the writer's own experience, and the literature review.



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The TQM-oriented framework presented here offers just one of possibly many ways in which educators and administrators can draw from the broader TQM philosophy and apply its essentials to teaching in order to favourably influence students outcomes.

## 1.4 PERFORMANCE OBJECTIVES

The writer of this study attempts to achieve the following performance objectives: -

1. To describe the findings reported in the relevant literature in a fashion reflecting that literature accurately;
2. To evaluate the adequacy with which the conclusions reached were supported by the data presented in the literature reviewed in Chapter 2 in a manner consistent with current research methods in education and the social sciences;
3. To assess the adequacy of various existing supervisory practices and their comparative degrees of success or failure in meeting the current needs of the educational system in order to help establish a rationale for the study;
4. To apply standard statistical techniques to interpreting the empirical data gathered in the study;
5. To interpret and synthesize the answers to open-ended questions included in the study questionnaire in such a manner as to represent faithfully the attitudes of the questionnaire respondents;

6. To summarize the empirical part of the study in an orderly, logical fashion, permitting others to replicate it on the basis of the writer's summary;
7. To develop an effective way of improving the quality of education offered in schools, one that can be recommended to the school system in Kaduna State;
8. To establish for educators and educational administrators what TQM can do for them.

## 1.5 DEFINITIONS OF TERMS

A number of terms have special importance for the study.

**Assessment:** a summative process providing measurements against objective criteria.

**Evaluation:** an internal or external formative process designed to provide feedback on the total impact and value of a project or activity.

**Inspection:** an external, summative process judging the extent to which an organization meets externally imposed criteria.

**Monitoring:** the collection of data and evidence to inform other review activities.

**Review:** a range of management procedures which collect data to establish the extent to which intentions have been achieved.

**Total Quality Management (TQM):** managing with an organization-wide commitment to continuous work improvement and totally meeting customer needs.

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## 1.6 LIMITATIONS AND DELIMITATIONS

The study is limited to fifty (50) teachers selected randomly from five out of the nineteen public secondary schools in the Zaria Education Zone of Kaduna State (there are twelve education zones in the state). While fixed-scale responses on the questionnaire delimited the data to a certain degree, a fuller range of data is provided for in the form of open-ended questions included in the questionnaire. The sample response was large enough so as not to limit unduly the validity of the conclusions reached about it. Although the conclusions reached are necessarily limited to the study sample, it is the writer's judgement that they are equally applicable to other Education Zones of Kaduna State. This potential limitation is largely offset by basing the findings partially on an in-depth review of the available relevant literature.

# CHAPTER TWO

## REVIEW OF LITERATURE

Opinions are now pointing to what is popularly termed falling standard of education as basically meaning lack of quality education. The poor quality of education and performance of students in recent years as mentioned earlier in the introduction means that there is a need for the review of the hitherto traditional supervisory practices. We teach to educate people and, where people are involved, fundamental managerial concepts such as commitment, motivation, participation, and leadership play an important role in determining the effectiveness of processes used to shape and influence them.

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One of the emerging philosophies of management is that of total quality management. West-Burnham (1992), Murtgatroyd and Morgan (1993) and Sallis (1993) have all provided detailed definitions, histories and rationales for the ~~quality~~ quality movement. TQM has received wide acclaim as an effective approach for achieving quality and performance enhancements in industry (Krone, 1990; Clemmer, 1991; Dean and Evans, 1994; Waldman, 1994). With its recognition and acceptance increasing by the day in private sector, academic institutions have started to explore the potential for applying the TQM philosophy to education (Taylor, 1991; Bosner, 1992; Keller, 1992; Milbank, 1992).

However, despite the growing number of literature extolling the virtues of total quality management, there are some quality "sceptics" who

question whether it can be successfully introduced in the public sector services like education. According to Gaster (1992:55), it is all too often perceived as "... the latest political or senior officer fad: lip-service must be paid in strategic places (i.e. public) but implementation at the practical level can be minimised until the next fad arrives." Thus it is often seen as simply a fashionable management practice (Davies and Hinton, 1993). Some writers call for distinctive systems of quality management for public services and warn of the problems to be encountered in the uncritical adoption of private sector practices (Walsh, 1990; Swiss, 1992; Dale, 1994).

West-Burnham (1994: 172) claimed that "there is only limited empirical evidence as to the appropriateness and effectiveness of total quality approaches in schools and colleges." The best known example being Mt. Edgecombe High School in Sitka, Alaska, U.S.A. Larrae Rocheleau (1991: 18) summarized the approach of the school thus:

> Quality is not more costly, it is cheaper. All the high school graduates that schools put out with extremely low academic and social skills are causing rework by greater system. We need to do a better job the first-time. A parent remarked to me once 'My child only has one chance for a good education.'

Mt. Edgecombe is able to point to a number of significant quantifiable indicators which have improved since the introduction of total quality, e.g. attendance, disciplinary incidents, graduation rates, employment and completion of higher education. How far this approach is translatable and the results replicable is still highly problematic.

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As at time of writing, there is no known documented example of a school or college in Nigeria which has successfully implemented TQM and sustained it over a period of time. The origin of supervision of education in Nigeria will now be examined in order to have a good overview and background of the problem.

## 2.1 ORIGIN OF SUPERVISION OF EDUCATION IN NIGERIA

The evolution of the concept of supervision can be traced back to the advent of western education in Nigeria which was first introduced by Christian missionaries. The missionaries, with the assistance of capable individuals, carried out the supervision and administration of schools. School supervision in Nigeria is therefore as old as the school system of western type of education. "It started in the missionary schools and was made a government concern in 1882" (Musaazi, 1998: 11). As time went by, the colonial government needed trained Africans to serve the machinery of government and organs of European economic activities. The government therefore intervened by providing assistance to the missionaries as early as 1877.

This development was followed by the provision of education ordinance in 1882 which established an inspectorate in government bureaucracy to standardise quality of instruction. Adesina (1977: 8) reports that the 1882 ordinance ensured that "An inspector was appointed for all schools in British West Africa, spending most of his time in the Gold Coast with the Lagos colony contributing one-third of his salary."

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The arrangement improved as the scope of formal education expanded and the colonial administration went through stages. For example, as early as 1887, another education ordinance was passed which ushered in an even more effective means of supervision. The ordinance established local schools boards. In the same way, later the governance of education went through stages of regional, state and local government arrangements with corresponding educational provisions (i.e. supervision) and departmental arrangements.

The conception of this quality control has been dynamic in content and priorities. The early period which was characterised by visitations of non-experts as appointees of proprietors soon led to the epoch of full scale colonial governance which was characterised by a few experts with the ~~tittle~~ title of "inspectors" from government department.

The contemporary inspector is concerned with methodology of improving teachers' competence and not determination of fitness nor subsequent termination of appointments for those that are not fit. He is supposed to share ideas with teachers rather than passing on only instructions and orders. "The concept of inspection has been replaced by that of supervision. Even if the term 'inspection' is still officially used, in actual practice, the activities are more in the category of supervision" (Musaazi, 1988: 11).

Therefore, school inspection does not simply refer to that specific occasion when the whole school is examined and evaluated as a place of learning but it also means the constant and continuous process of guidance based on

frequent visits which focus attention on one or more aspects of the school and its organization. "How well this purpose is achieved depends upon the skill and efficiency of the inspector in working with the teachers" (Musaazi, 1988: 11).

## 2.2 MEANING OF EDUCATIONAL SUPERVISION

Supervision occurs in every organizational job as well as managerial jobs with ever widening spectrum that range through professions in medicine, education, manufacturing and so on. Available literature show consensus opinion on the characteristic of superordinate influence on quality of work done by subordinate.

In a similar manner, therefore all efforts, of designated officers directed towards providing leadership to educational workers including teachers, in the improvement of instruction constitute educational supervision. Thus, "supervision is a consciously planned programme for improvement and consolidation of instruction" (Musaazi, 1988: 11). According to Nwaogu (1980: 8), "supervision of instruction is a process or an activity by which an individual or a group or team of individuals, by means of advising and stimulating interests in teachers and pupils, help to improve teaching and learning situations in educational institutions." And finally, the term supervision is used to describe those activities which are primarily and directly concerned with studying and improving the conditions which surround the learning and growth of pupils and teachers (Moorer, 1952).

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The deduction from these is that while both conventional and sxpert conceptions are concerned with quality of school education, the gap betwesn the two is characterized by expert's emphasis on improvement as opposed to conventional emphasis on evaluation.

## 2.3 TYPES OF INSPECTION

The following are some of the approaches in which quality control visitations are effected in Kaduna State public schools as contained on page: 10 of the Inspector's Handbook (Ministry of Education, Kaduna State, 1997): -

(a) Full General Inspection

This is a comprehensive assessment of the work of a school. It is aimed at identifying the overall standards of education in a school with comprehensive submissions and recommendations. It is characterized by a large team of inspectors with each member being a specialist in a specific discipline. Usually it takes three or four days and is conducted once every five years in a [1] school.

(b) WAEC Recognition Inspection

This is the inspection conducted in a school with the intention of recommending it for approval to the West African Examination Council (WAEC) as having met the requirements for registration as an examination centre. This inspection takes place at the instance of a written request by the school principal when the pioneer students are in S.S. I. It may lasts for up to four days.

(c) Subject Recognition Inspection

This type of inspection is conducted for the purpose of approving newly introduced subjects in the school for external examinations such as Senior Secondary School Certificate Examination (SSCE). It normally takes place following a written request by a principal when such subject(s) have been taught in the school up to S.S. II stage.

(d) Operational Inspection

This is conducted in a school at the beginning and end of term to find out how prepared the school is to take off, and to appraise end of term arrangement respectively.

(e) Advisory and Routine Inspection

This is an inspection undertaken to monitor the day to day activities of a school and advise/commend accordingly. This form of inspection is usually conducted by one inspector and occasionally by a small team of two or three inspectors, and may last for up to two days. It is also referred to as "pastoral visit."

(f) Investigative Inspection

This inspection is usually undertaken to look into specific happenings in the school especially those that are detrimental to the smooth running of the institution. For instance, an inspector or team of inspectors may be detailed to a school to find out, confirm or otherwise, about allegations of either financial misappropriation, or any other misdemeanour.

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(g) Appraisal Inspection

An inspection conducted to assess the objectives for which a school was established are being achieved or otherwise and advise accordingly.

(h) Professional Assessment Inspection

This is carried out to ascertain the professional competence of a teaching staff. The teacher is assessed at least thrice on different topics by the inspector and the average is determined to find the final score of the teacher.

(i) Quality Assessment Inspection

This is undertaken by a team of inspectors and grade an institution in various aspects e.g. staffing, students population per class, adequacy of teaching materials etc.

(j) Administrative Inspection

This is conducted for the purpose of overseeing the total administrative machinery/systems of the school. It is usually undertaken by a small team of inspectors and may last for one or more days.

(k) Follow-up Inspection

As the name implies, this a re-visit by a team of inspectors to find out how far the previous inspection recommendations have been implemented.

The place and importance of inspection for the development of good quality education cannot be over-emphasized. What is worrisome is the instrument of producing positive results through these inspections. Indeed the different types of inspections conducted in the country have made the ministries and the inspectors or supervisors to be considered as fault finders and their coming

to any school still generates fear and uneasiness. The schools feel that inspectors are a threat to the professional dignity of teachers and that they are agents of an educational sterile system, visiting schools as outsiders with powers that "paralyse originality." There is no reason why the approach should not be democratic, creating an atmosphere which will make people self-confident and relaxed. Instead of superior – inferior relationship, and a feeling that they are the authority and have all the answers, modern supervision should stress that ~~thy~~ they manifest a mutual interest in problems and practices they discover in any school.

Inspection has been centred around the teacher and the classroom and has been based largely upon the philosophy that teachers, being lamentably under-trained, need careful direction and training. Invariably our inspections have been teacher – focused, random and haphazard, imposed and authoritarian. They should be positive and dynamic.

## 2.4 THE PRESENT STATUS OF EDUCATIONAL SUPERVISION IN NIGERIA

Currently, the arrangement is such that the Director of Education in the Inspectorate Division of the Federal Ministry of Education is actually the Chief Inspector of Education in the Federation. There are also Chief Inspectors of Education in the States' Ministries of Education. What then is the role of this office? The Chief Inspector is mainly responsible for all professional matters. He is not responsible for administration, except in so far as it relates to professional duties, nor does he frame policy, even though his advise is always sought either by



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his Permanent Secretary (Director-General), his Minister (at Federal level) or Commissioner (at State level). He and his staff are concerned with the quality of education in schools and colleges.

### 2.4.1 THE INSPECTORATE

Basically, the Inspectorate services are fulfilling a controlling, co-ordinating and communication role as the guardian of educational standards. The Inspectorate Department is government's vital organ of surveillance, monitoring and quality control of education services particularly at the pre-primary, primary, secondary and other post-primary institutions. Broadly, the functions of the Inspectorate are: -

(i) seeing that minimum standards are maintained and improved upon;

(ii) ensuring that the school curriculum are adequate and meet the prescribed standards;

(iii) ensuring that the recommended textbooks and appropriate teaching materials are used by teachers to improve the quality of teaching and learning;

(iv) mounting courses, seminars and workshops to improve subject delivery, methodology and school organisation and discipline;

(v) making available inspection reports, including recommendations arising from the inspection for the necessary follow-up action by the school and other appropriate educational agencies;

(vi) providing records by which an objective assessment of the system could be made from time to time;

(vii) advising on maximum utilization of available resources (men, money and materials);

(viii) ensuring that statutory records and accounts of schools are properly kept;

(ix) ensuring that the requirements of the relevant public examining bodies are met (e.g. WAEC, N.T.I. etc).

The above listed functions are by no means exhaustive but it is pertinent to observe that the department is one body that brings to the notice of all and sundry, happenings in our schools. It is supposed to relate with all departments and parastatals of the Ministry of Education. The department is expected to be the watch-dog through which the Ministry of Education and State Government watch the implementation of all educational policies in public and approved private institutions. The present organizational structure of the Inspectorate Department, Ministry of Education, Kaduna State is shown in Appendix A.

Some of the problems we face today relating to poor quality of education stem from lack of appropriate attention to the Inspectorate Department, its operators and the operational strategies. The inspector is surrounded by a score of terms that are intended to illustrate, clarify or qualify. They include consultant, (are they?); co-ordinator, (do they?); guide or link-man, (yes); trouble-shooter, (indeed); watchdog, (yes). How many visitations by invitation have the



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Department had in the ~~pat~~ past few years? If there were invitations at all from schools, they are always for WAEC recognition. In other words the Inspectorate is found necessary only to achieve an end but not for consultations, guidance, co-ordinating or educating. This calls for a re-examination of the Inspectorate image and its strategies. It was Nwaogu (1980: 8) who wrote that:

> … the inherent potential of individuals in the educational process can be generated for us through the process of advice, clarification, verification, justification and criticism of fellow colleagues or superior officials. In essence, improvement in any activity, especially in teaching and learning situations, is based on periodic criticism, clarifications, verification and justification of the existing activities.

A major constraint to an effective Inspectorate is the phenomenal growth and development of the education sector over the years. The incidence of competing variables in the education sector on limited resources available, has deprived the Department of an appropriate attention. A provision should be made for adequate funding to enable the Department create appropriate institutional capacity required to cope with the phenomenally growing demand for supervision and inspection. The format of Inspection Report has remained stereotype, orthodox and verbose. Instrument of assessment for different types of Inspection need to be developed and standardized to meet modern educational trends. Inspectors need constant training and retraining to update their knowledge of educational administration and supervisory management to enable them have a proper orientation about their primary function and responsibilities so as to command the respect of their professional colleagues in the classroom.

## 2.4.2 ROLES AND RESPONSIBILITIES OF INSPECTORS

The activities of an inspector may include: -

(i) Attending conferences and seminars in which inspectors ~~lean~~ learn more about the job.

(ii) Group meetings with teachers.

(iii) Visits to schools including giving demonstration lessons.

(iv) The use of instructional materials.

(v) The exchange of ideas with teachers and students.

(vi) Guiding professional readings and arranging book exhibitions.

(vii) Planning inter-school visits by teachers.

All these activities are intended to improve the teachers' training and growth in their job. As teachers learn, grow and improve, pupils will also learn and grow. If instruction in schools is to be improved, the inspector must take the lead in providing a pleasant, stimulating and wholesome environment which teachers will want to work and in which they ~~will~~ feel secure.

The role of the inspector is ideally that of a teacher, friend, adviser, guide, professional colleague and consultant. His work involves checking, advising, sharing and reporting on the administration, teaching and learning process in schools with the view of achieving the following objectives: -

(a) To raise the standard of education.

(b) To help his professional colleagues; that is to say, the teachers and principals to do their work better.

(c) To improve teaching/learning process and the overall standard of education.

(d) To help and guide principals in area of school organisation and administration.

(e) To provide the Ministry of Education with feedback on how well a particular school is performing in the business of educating its students.

(f) To serve as an avenue through which the Ministry of Education policies are explained to teachers.

(g) To fulfil the functions of the Inspectorate Department as prescribed in the Federal Government of Nigeria Decree No. 16 of 1985, which empowers the Inspector to inspect all aspects of the school activities and to have uninhibited access to all relevant documents and information.

The following duties are key to work of an inspector of education: -

(i) The inspector is an adviser, inspirer, moderniser, helper and a guide to teachers.

(ii) The inspector is a "moving teachers' in college" in the sense that his work is an extension of that done by the teacher training colleges.

(iii) The inspector provides, honest, and accurate reports on the schools he inspects, on the teachers he observes, and on the educational value obtained from the expenditure of public money.

It is important to know that the inspector should never behave as a fault-finder or as a bully or a mere critic, but as an adviser, authority and a colleague in every way possible in order to attain the desirable standards in schools, and maintain good relationship. Therefore, besides the academic

qualification of the inspector, there are other certain personal qualities, which are essential for him or her to succeed in his work. These are: -

(i) Willingness and eagerness to go on learning.

This quality is usually reflected in attendance at courses and perhaps in the acquisition of additional qualifications following the completion of the initial teaching training. There are also other means by which additional knowledge can be acquired. Reading books, professional journals, pamphlets, circulators and many other related materials. The inspector should generally know more than the teachers he inspects.

(ii) Good relationship with other people.

The inspector works closely with and through people, so if he is to succeed in his work, he must develop good relationship, for example, with teachers, school heads and students.

(iii) Sincerity, tactfulness and a positive approach to criticism.

An inspector who is frank and honest is likely to be reliable. Promise made must be kept. Important criticisms must never be glossed over in an attempt to be friendly. A good inspector does not simply praise everything he sees in the school because he wants to gain popularity.

(iv) Sociability.

The inspector must be friendly, good-humoured, cheerful and sociable in his approach to people.

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(v) Zeal, enthusiasm and patience.

The inspector who expects immediate improvements or who takes it for granted that his advice will transform a school overnight is most likely to be disappointed. An inspector who shows zeal and enthusiasm about his work is likely to influence those with whom he comes in contact, especially the teachers.

### 2.4.3 SUPERVISORY ACTIVITIES IN SCHOOLS

It is important to observe that the activities of educational supervision are to a large extent restricted to primary and post-primary levels. It is here that we have specific section of relevant government departments that are charged with the job of supervision. This could not be readily applicable to departments that are responsible for tertiary education. It is also worth noting that even within the school system, the activities are more pronounced in post-primary institutions. The federal and state ministries of education maintain post-primary institutions (junior/senior) and it is they who actually have well established sections for educational supervision. Even if there is a section dealing with educational supervision (inspection) at the local level, it is nevertheless not as effective as those found at both federal and state levels.

Supervisors at this level face many problems, which include lack of transport to go into remote areas where schools are located, lack of follow-up activities after inspection and lack of training in the job of educational supervision. In some cases, these supervisors are also assigned the work of paying teachers' salaries. In this instance, they become more of "pay masters" than supervisors of

education. They go to schools when it is time for paying salaries. Hence, supervisory activities suffer.

The federal military government Decree No. 96 of 25th August, 1993 (National Primary Education Decree) offers good prospects for the effective supervision of primary education. In Part V section 7 sub-section (1e) of the Decree it is stated that the state primary education board is responsible for "setting up an effective functional supervisory unit" (Fed. Govt. Decree No. 96 part V section 7 (1)(e), 1993). Even at the local level, the ~~degree~~ Decree stipulates that the local education authority should be involved in "supervision of all education committees in its area of jurisdiction; and performing such other functions as may be delegated to it by education board" (Fed. Govt. Decree No. 96, Part VI, section 10 (2)(i and m), 1993). In this case supervisory activities in schools are being monitored by the state board of education as well as the local education authority. The federal government through the ministry of education is also involved in monitoring the activities of primary education in schools.

At the federal and state levels, inspection of education should be carried out periodically so that the standards of education are regularly assessed and controlled. Well experienced and qualified teachers should be engaged as inspectors of education. They should be equipped with the necessary facilities to do the job. It is in this that supervision of education can be improved.

## 2.5 TRANSFORMING SCHOOLS THROUGH TOTAL QUALITY MANAGEMENT

In transforming our schools, we can find direction in the theories and principles that guide some of the world's most advanced corporations. Many of these organisations are making a sustained effort to apply the philosophy of W. Edwards Deming, who helped Japanese industry achieve world-class standards of quality. Deming's basic proposition is that the cause of a quality problem may be some component of the production/operations process, like an employee or a machine, or it may be internal to the production/operations system itself. If it is caused by an employee, that person should be retrained or replaced. Likewise, a faulty machine should be adjusted or replaced. If the cause lies within the system, blaming an employee only causes frustration. Instead, the system must be analyzed and constructively changed.

Deming's philosophy provides a framework that can integrate many positive developments in education. Without such a framework, teacher participation, team-teaching, site-based management, and cooperative learning, for example, remain individual elements lacking the cohesiveness necessary to transform our schools. Deming's 14 principles are powerful, universal axioms based on the assumptions that individuals want to do their best and it is management's job to enable them to do so by constantly improving the system in which they work. They are: -

(i) Establish constancy of purpose.

(ii) Cease dependence on mass inspection.

(iii) Eliminate financial goals and quotas.

(iv) Drive out fear.

(v) Adopt the new philosophy of quality in its entirety.

(vi) Constantly improve every system.

(vii) Institute leadership.

(viii) Stop awarding business solely on the basis of price.

(ix) Break down barriers between departments.

(x) Institute training on the job.

(xi) Eliminate annual ratings.

(xii) Promote education and self improvement.

(xiii) Abandon slogans.

(xiv) Structure management to accomplish the transformation.

Some of these principles will be discussed in detail later, as a set of guidelines for possible implementation in schools.

## 2.6 THE ROLE OF TEACHERS

Teachers bear the responsibility of shaping the students' learning and, through them, the potential of the human resource as it contributes to competitiveness in today's globally competitive environment. It is teachers who, in numerous ways, provide leadership in education. As there are transformational leaders in business, surely there can be transformational teachers in education who can accomplish more than what is customarily expected of them and contained in their job descriptions. Today, it is imperative for educators to do more than just

convey information and impart knowledge. They must, among other things, be able to mobilize resources, mould their students, motivate them, and instill in them the commitment to a worthy cause. The TQM-oriented approach to teaching that this study presents may help teachers achieve this end.

In going beyond just conveying information to their students, teachers must ensure that their students also recognize and wholeheartedly accept that which is taught, so as to facilitate its actual transfer to practice.[1] Unless such transfer to actual practice is accomplished, the potential of our human resource to make a more meaningful contribution may remain untapped. The following simple example from business management serves to establish the basis for this argument. The profiles of a Theory-X and Theory-Y type manager, along with the pros and cons of each management style, are covered in management courses of just about every business programme world-wide.[2] Yet, the fact remains that this knowledge or information alone seems to exert little, if any, influence on the management style the student later adopts in his or her professional career. As such, we unfortunately find autocratic managers and administrators in firms and institutions who, in a futile attempt to control others, indulge themselves in Theory X-driven YST (yell-scream-threaten) tactics in managing people (Richey, 1988).

A teacher committed to the philosophy of TQM can, with a sincere effort, get students to really care about what is taught. It is only when students truly care that they later actually apply their learning in ways that enhance their organization's performance and, simultaneously, its ability to compete. A TQM-



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oriented approach to teaching can serve as a powerful model for enhancing student learning and in helping bring out the best in students as well as the teachers.

## 2.7 DEFINING TQM IN A CLASS SETTING

What is total quality management? Let us first reflect on TQM from a business perspective. The following definitions serve to communicate the essence of the TQM philosophy as it applies to the business context. The driving force behind total quality management is a relentless daily hunt for opportunities to improve quality and productivity. The concept of total improvement means getting every person in a company to evaluate continually and aggressively how every job, every system, and every product can be improved (Bowles, 1985). TQM is based on the participation of all members of an organisation in improving processes, products, services, and culture in which they work (Bemowski, 1992). And finally, TQM is a way of doing business that must be instigated by top management and flow as a way of life throughout the organisation, to focus on the customer and to strive to improve the product, performance etc. continually, to achieve competitive advantage (Galagan, 1992).

Key elements of the TQM philosophy as contained in the above definitions are: -

i) a relentless hunt for ways to improve quality;

ii) involvement of all employees;

iii) managerial leadership;

iv) corporate culture; and

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v) customer focus.

These apply just as much to the teaching context as they do to business. The difference lies only in that in the teaching context, "teacher" substitutes for "management", the "students and teacher" for "customer".[3] While not encompassing of the TQM philosophy in its entirety, these are the essential parallels drawn in applying the TQM philosophy to teaching. The following definitions guide the teacher in applying the TQM-oriented teaching effort in a class setting: -

(a) TQM in a class setting is a philosophy and a set of guiding principles and practices the teacher applies to teaching that represent the foundation for continuous learning and improvement on the part of the students and the teacher. It is the application of procedures related to instruction that improve the quality of education provided to the students and the degree to which the needs of the students and their employers are met, now and in the future.

(b) TQM in a class setting is a process that involves the teacher's adopting a total quality approach to teaching (i.e. attempting to improve the quality of instruction and, in the process, the students' meaningful learning in every possible way) so that the needs of the students and those of their employers are best served. It is the never-ending pursuit of continuous improvement in the quality of education provided to the student.

## 2.8 IMPLEMENTING TQM-ORIENTED APPROACH TO TEACHING

Although all of Deming's principles are important and inter-related, this section discusses and proposes some of them for possible implementation: -

(i) Maintain constancy of purpose.

A focus on short-term goals and outcomes is evident in schools when, for example, students who are not learning are promoted and teachers teach to the test. These are not the fault of the teachers, however, but rather are inherent flaws in the system. Constancy of purpose is usually severely undermined by high turnover of management, and by not having adequate resources for long-range planning. High management turnover is a major blow to experience-based innovation, ongoing efforts, and maintenance of institutional memory.

(ii) Cease dependence on mass inspection.

"Quality comes not from inspection", says Deming (in Blankstein, 1993: 30), the recognized guru on quality, "but from improvement of the process." We must not depend on inspections and examinations to assure quality; we must do things right in the first place. It always costs more to fix a problem than to prevent one. An example of an effective preventive approach is Head Start.

(iii) Eliminate financial goals and quotas.

Merit pay destroys teamwork. The notion that excellence requires formal evaluation of individuals is deeply embedded in educational practice and current management theory. Carried to its logical extreme, such a system rewards those judged superior. Among Deming's reasons opposing merit pay is that it is difficult for a team to work together toward a common goal when members will

receive individual rewards. "Who did what?" becomes the issue, leading to divisiveness on evaluation day.

Setting quotas leads to marginal work. If teachers are evaluated on how many students receive a passing grade of 60 percent, they will strive to have as many as possible do just that. They will not be as inclined to help those way below or well above that mark, or to move everyone toward excellence. Setting goals of this nature crowds out intrinsic motivation that leads to pride in work.

(iv) Drive out fear.

Individual appraisal nourishes fear. If a teacher is to be evaluated, and the system for evaluation is ultimately subjective, the teacher's fate is in the hands of the principal. This leads to politics, concealment of mediocre work, and mindless adherence to regulations. It also stifles innovation or improvement of the system. Fear creates an insurmountable obstacle to any improvement.

(v) Adopt the new (Deming) philosophy.

Schools must assure that all policies and procedures are consistent with the new point of view. Instituting Deming's principles are difficult. They require rethinking a school's priorities, with everyone in agreement on them. For example, consider teaching philosophy. The course syllabus is used as a vehicle to communicate to students the teacher's TQM-oriented teaching phisolophy the very first day of class. In going beyond the more typical "course objective", a "teaching objective" is also included on the syllabus of every course. A clearly stated teaching objective serves as a first step in creating a climate conducive to

learning, involvement, and commitment on the part of students as well as the teacher.

It sets the stage by defining the respective roles of the student and the teacher, and the ultimate goal of the instructional approach – that students "grow from the overall learning experience" and "… adopt and operationalize that which is taught." Moreover, the concepts of team work (which also includes the teacher as a team member), participation, and the desire to make a real difference through sincere commitment are all communicated and impressed on the student through the teaching objective. These concepts constitute the essence of the TQM philosophy in general. The following is an example of a teaching objective: -

To make the course a real learning experience, it is extremely important for you all to be sincere and committed as students. I look for you to not only learn from what is covered in the class but, in the end, to grow from the overall learning experience so that you are able to make a real difference. I strongly encourage each one of you to participate actively in class discussions, and hope that you enjoy doing so. I look for you to maintain a collegial and healthy learning environment. I am always available for help both in and outside of class. So please do your part, and I will always be there for you.

(vi) Constantly improve every system.

It is important for educators and students to realize that often their individual potential remains unrealized simply because of the preconceived constraints they impose on themselves. An essential component of the TQM philosophy is the drive for continuous improvement, with no limits placed on what

one can accomplish. The more goals are stretched, the greater is the likelihood of attaining higher performance plateaux through involvement, participation, commitment, and effort. In keeping with this, students are invariably asked to "stretch" their goals. For, if they make an unyielding commitment to a cause, be it what they want to learn, the grade they wish to earn, or what they want to accomplish as future managers, their potential is unlimited. Just as the students, the teacher must also stretch his or her objectives. The students are reminded by the teacher that "we are all here to learn" (including the teacher) and, if we set our minds to it, then a lot more can be attained through the learning experience than we might have expected coming in.

(vii) Institute leadership.

The most fundamental, yet significant, building block of the proposed TQM-oriented approach to teaching is the concept of "influencing by example." As such, a strong and constant under current of "teaching by example" is maintained in whatever the teacher does. The "example" that a teacher sets is bound to exert a significant influence on the students' actions and performance. Moreover, the kind of "example" that a teacher sets essentially determines his or her personal power and, consequently, the ability to influence students through educational leadership in ways that would not be possible through the use of position power alone. Personal power, rather than position power, is often the differential between effective and ineffective leadership in influencing the behaviour of people in a normal context, be it in business or in education.[4]

Teachers can cultivate the much needed personal power to affect student outcomes beyond what their position power alone could by "setting a good example."

To exert greater influence through good example, teachers must truly believe in and themselves that what they expect their students to do. Unfortunately, as Davis (1993) notes, often teachers do not themselves practise what they preach. Educators must feel passionately about the issues they address and the stakes that are involved. As Deming (in Walton, 1986), suggests, we must feel just as passionately about quality as we do about religion in order to make the implementation of quality efforts, such as through TQM, a success. As teachers, it becomes imperative for educators to set, through good personal example, a standard for their students to match. These standards could pertain to involvement, effort, the level of caring, commitment, preparedness, knowledge, quality of work, neatness and organization, timeliness, enthusiasm, or any such attribute.

(viii) Be sensitive to the many other aspects of the TQM philosophy.

There is so much more that teachers can do and accomplish by drawing from the broader TQM philosophy and applying it to teaching. Total ~~quaity~~ quality initiatives require a total effort, a can do attitude and, most of all, total involvement. Empowerment, teamwork, reward systems that encourage continuous improvement efforts while eliminating fear of failure, effective and open communication, and the sharing of common goals are just some of the attributes the TQM philosophy encompasses.

# NOTES

1. Education enables people to acquire knowledge and expand their conceptual horizons and capabilities. It is recognized that, in the context of their work environment, individuals may not be able to apply all that they may have learned. Yet, if people do apply their learning in situations where it can be meaningfully applied or, in satisfying only a selfish motive, apply it in a manner contrary to that prescribed when taught, then what needs to be questioned is not just the value of such learning, but whether learning was even involved.

2. Douglas McGregor proposed two alternatives sets of assumptions on the basis of which people can be managed at work. These assumptions made by managers or leaders serve as the foundations for his Theory X and Theory Y. Theory X management is based on notions such as people are lazy and unambitious, they dislike work, lack initiative and creativity, and must be controlled and directed. The more often prescribed Theory Y on the other hand takes a more optimistic view of human nature, that people do take responsibility, are motivated, and can self-direct when proper rewards and motivation are provided.

3. Just as a manager needs to motivate employees, keep them focused and committed, have them participate and contribute, train them, reward them, provide them with feedback, and lead by example, teachers must do the same for their students. A slight caution though is warranted in the use of



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the term "customers" for "students." Students are like customers in that they pay for the educational services rendered to them. On the other hand, they are also like a product itself – being shaped and reshaped through the educational process. Further, while in business the service provider might go to extreme lengths simply to delight the customer, in education, for example, giving all students 'A' grades simply to delight them may not be advisable.

4. Power is simply the capacity to influence other people's behaviours. Personal power comes from the admiration, respect and identification that a person feels for another. It also comes from one's abilities, skills and talents. Position power, on the other hand, comes from one's position in the organizational hierarchy, from his or her ability to punish others, and from control over the rewards other receive, such as pay, promotion, time off etc.

# CHAPTER THREE

## METHODOLOGY

The objective of this study is that of applying the TQM philosophy to make educational supervision and instruction more effective in order to improve the quality of education offered in schools and raise the standards achieved by students. The study seeks to do so through the medium of an in-depth review of the relevant literature and on the basis of an empirical study of the response from teachers.

The empirical part of the study involves selecting a sample, distributing questionnaires, collecting data, and analyzing data. The overall procedure is described below.

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### 3.1 THE SAMPLE

The sample consists of a total of 50 teachers selected from five out of the nineteen public secondary schools in Zaria Educational Zone of Kaduna State – there are twelve education zones in the State (see Appendix A). The five schools are selected on the basis of a range of different contexts such as: large, medium and small schools; boarding and day schools; boys, girls and coeducational schools; and schools in urban and rural areas. A break down of the sample population by schools is as follows:

1. Fourteen (14) teachers of Government Commercial College, Zaria. This is primarily a boarding coeducational school which also caters for day students.
2. Fourteen (14) teachers of Government Secondary School, Zaria. This is a day school for boys.
3. Fourteen (14) teachers of Government Girls Secondary School, Dogon Bauchi. A day school for girls.

All the above three schools are relatively large and are located in urban areas.

4. Six (6) teachers of Government Secondary School, Tudun Saibu. This is a medium sized, coeducational, day school, located in a rural area.
5. Two (2) teachers of Government Junior Secondary School, Likoro. This is a small, coeducational, day school, also located in a rural area.

The sample members are selected randomly from the staff lists of the various schools by the researcher.

## 3.2 THE INSTRUMENT

The instrument (questionnaire) used in the empirical part of the study is reproduced in Appendix B. The items on the questionnaire are derived from a literature review of supervision of education in Nigeria, and quality management practice in schools.

Responses to most of the questionnaire items are solicited on finite or closed-ended Likert-type scales. Three kinds of scales are used for these items. The first kind represents five choices, ranging from "agree strongly" (weighted with a value of 5) to "disagree strongly" (weighted with a value of 1). The second kind of scale offers three choices: "Yes," "No," and "I don't know." The third kind of scale provides four choices, ranging from "extremely helpful" (weighted with a value of 4) to "I don't know" (weighted with a value of 1). Useful biographical and demographic data are, in addition, solicited by means of a few preliminary questions included at the beginning of the questionnaire.

Section A of the questionnaire asked the respondents to provide demographic and other pertinent information about themselves. Part I of Section B inquire into the purpose of educational supervision programs. Part II of Section B investigated school supervision program determinants. Part III of Section B concerned the function of the Inspectorate. Section C of the questionnaire probed the quality and relevance of school supervision programs. In Section D, respondents were asked to recommend changes in the nature and content of contemporary supervisory practices. Part I and II of Section E concerned the teachers perceptions of TQM program and TQM-oriented instructional attributes in their schools. In Part III of Section E, respondents were asked to comment on the total quality program in their schools.

Some infinite or open-ended responses are also encouraged by the questionnaire. Respondents are asked to present their opinions concerning

specific changes they would like to make in the supervisory practices familiar to them. Respondents are also asked to comment briefly on the total quality program in their school.

## 3.3 ANALYSIS OF DATA

The data are presented and analyzed in two ways. First a sample profile is prepared based on a descriptive summary of the sample's responses to each questionnaire item. The profile indicates how the sample as a whole responds to the various issues and questions.

Second, mean-sample responses to various questionnaire items are compared in order to determine the statistical significance, if any, of the difference observed. For this purpose, statistical t-tests are employed, seeking at least the .05 level of confidence.

The results of these analyses are then combined with the findings of the earlier literature review in order to construct a preferred set of guidelines for improving educational supervision and instruction in schools.

# CHAPTER FOUR

## PRESENTATION AND ANALYSIS OF RESULTS

This chapter presents and analyzes the results of the empirical part of the study. A total of 28 usable questionnaires is obtained from the 50 individual sampled.

### 4.1 SAMPLE CHARACTERISTICS

Section A of the questionnaire asks the respondents to provide demographic and other pertinent information about themselves.

Of the teachers questioned, 70 percent are male, 30 percent females. Of the 28 teachers, 31 percent have less than three years of teaching experience; 42 percent have between three and six years of experience; and 27 percent have more than six years of experience. The teachers are therefore, predominantly male and with a moderate degree of experience.

A majority of the teachers have either taught at another secondary school (53 percent) or have taught at the primary school level (15 percent) before becoming teachers at their current school.

## 4.2 THE SAMPLE PROFILE

### 4.2.1 Analysis of Table 1

The sample profile is established chiefly on the basis of the mean responses to the items in Section B of the questionnaire. Responses to these items are made on a scale ranging from 1 (disagree strongly) to 5 (agree strongly). Table 1 lists the mean responses to the 7 items in Part I of Section B inquiring into the purpose of educational supervision programs.

**Item 1:** The (3.4) mean score of teachers indicate that they are only mildly in agreement that the purpose of educational supervision programs should provide high quality education through inspection and evaluation.

**Items 2:** The respondents (3.5) also tend to agree mildly that educational supervision programs should help and guide principals in area of school organisation and administration.

**Items 3:** Respondents (3.7) are moderately in favour with the idea that supervision programs should be geared toward enhancing outcomes and reducing costs.

**Items 4:** The 4.1 mean score of teachers is significantly higher than the 3.7 mean score for item 3 ($p < .05$). This shows that respondents strongly believe that educational supervision programs should provide high quality education through continuous improvement.

**Item 5:** The relatively low mean score of (3.2) indicates that respondents are not in favour of programs that focus attention on teachers with a view to directing and training them. It seems logical that teachers would be

greatly concerned with supervision programs that are teacher-focused and authoritarian. This mean score is significantly lower than that for item 4 ($p < .01$).

**Item 6:** On the whole respondents (3.7) are moderately in favour of programs that facilitate learning by pupils.

**Item 7:** The teachers (3.4) are mildly in agreement that educational supervision programs should serve as an avenue through which the Ministry of Education policies are explained to teachers.

**TABLE 1**

**Mean Responses of Teachers to Items Relating to the Purpose of Educational Supervision Programs**

| Item | Mean Score |
|---|---|
| The purpose of educational supervision programs should be: | |
| 1. To provide high quality education through inspection and evaluation | 3.4 |
| 2. To help and guide principals in area of school organization and administration | 3.5 |
| 3. To enhance outcomes and reduce costs | 3.7 |
| 4. To provide high quality education through continuous improvement | 4.1 |
| 5. To focus attention on teachers with a view to directing and training them | 3.2 |
| 6. To facilitate learning by pupils | 3.7 |
| 7. To serve as an avenue through which the Ministry of Education policies are explained to teachers | 3.4 |

### 4.2.2 Analysis of Table 2

Part II of Section B investigates school supervision programs determinants. Table 2 shows how the sample members respond to the two items in this part of the questionnaire.

**Item 1:** The respondents (4.5) agree strongly that the professionals/ specialists in education are in a good position to help determine the nature and content of supervisory practices in schools. The high mean score indicates that the respondents as a whole place more emphasis on the professional/specialists as a source of authority or information in determining the nature and content of supervisory practices in schools.

**Item 2:** The teachers' mean score of (2.9) indicate disagreement with the idea that parents and the society are in a good position to help determine the nature and content of supervisory practices in schools. As may have been expected, this mean score is significantly lower than the respondents mean score (4.5) for item 1 ($p < .01$).

**TABLE 2:**

**Mean Responses of Teachers to Items Concerning School Supervision Programs Determinants**

| Item | Mean Score |
|---|---|
| 1. The professional/specialists in education are in a good position to help determine the nature and content of supervisory practices in schools | 4.5 |
| 2. The parents and society are in a good position to help determine the nature and content of supervisory practices in schools | 2.9 |

### 4.2.3 Analysis of Table 3

Part III of Section B of the questionnaire concerns the role of the Inspectorate. Table 3 shows how the teachers respond to the three items in this part of the questionnaire.

**Item 1:** The teachers' mean score of (3.8) supports the Inspectorate to advise on maximum utilization of available resources (men, money and materials) fairly strongly.

**Item 2:** The teachers' mean score of (4.0) supports the Inspectorate to see that minimum standards are maintained and improved upon, even more strongly.

**Item 3:** Considering the function of the Inspectorate to bring to the notice of all and sundry happening in our schools, the teachers' mean score of (3.7) is only fairly strongly in support of this role. On the whole, the mean scores for the three items concerning the role of the Inspectorate range from 3.7 to 4.0, with no significant difference between any two of them.

**TABLE 3:**

**Mean Responses of Teachers to Items Concerning the Role of the Inspectorate**

| Item | Mean Score |
|---|---|
| 1. A primary function of the Inspectorate ought to be to advise on maximum utilization of available resources (men, money and materials) | 3.8 |
| 2. A primary function of the Inspectorate ought to be to see that minimum standards are maintained and improved upon | 4.0 |
| 3. A primary function of the Inspectorate ought to be to bring to the notice of all and sundry happening in our schools | 3.7 |

### 4.2.4 Analysis of Table 4

Section C of the questionnaire probes the quality and relevance of school supervision programs. Table 4 shows the sample members respond to six of the items in this part of the questionnaire.

**Item 1:** More than half of the respondents (58 percent) state that they find the inspection process beneficial. 20 percent feel negatively about any benefit of the process to them.

**Item 2:** 50 percent of all respondents feel that the process is 'strengthening the school as a teaching community.' Of the others, 12 percent feel it does not, and 38 percent are uncertain.

**Item 3:** A large majority (74 percent) of the respondents feel that Inspectors need further training to carry out their tasks more effectively. They believe that training for all involved in the process is important.

**Item 4:** About 66 percent of the respondents believe that the scheme needs changing in some way. Most of the others (29 percent) are uncertain, with only about 5 percent in favour of retaining the scheme as it is at present.

**Item 5:** The mean score of respondents is 3.3, which is well over the neutral scale of 2.5. Consequently, teachers consider supervisory practices in schools as very helpful in furthering their professional competence.

**Item 6:** On the whole, the respondents (3.5) consider the quality of education supervision practices in their schools as very good. Accordingly, the

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results for items 5 and 6 show that teachers are convinced that supervisory practices in their schools are both of good quality and professionally relevant.

**TABLE 4:**

**Responses of Teachers to Items Probing the Quality and Relevance of School Supervision Programs**

| Item | Responses of Teachers (in percent) | | |
|---|---|---|---|
| | Yes | No | Unsure |
| 1. Do you find the inspection process beneficial? | 58 | 20 | 22 |
| 2. Do you believe that the process is 'strengthening the school as a teaching community'? | 50 | 12 | 38 |
| 3. Do you feel that Inspectors need further training to carry out their tasks more effectively? | 74 | 7 | 19 |
| 4. In your opinion, is there need to change the scheme in any way? | 66 | 5 | 29 |
| | Mean Teachers Scores | | |
| 5. To what extent do you believe that supervisory practices in schools help teachers to satisfy the requirements of professional competence? | 3.3 | | |
| 6. On the whole, how would you rate the quality of educational supervision practices in your school? | 3.5 | | |

### 4.2.5 Analysis of Section D

In Section D of the questionnaire, respondents are asked to recommend change in the nature and content of contemporary supervisory practices in order to increase its value.

Many of the respondents want inspectors to be less prescriptive and authoritarian in their approach to supervision. They claim that instead of showing

or telling teachers how to do their work, they should work cooperatively with them in the study and analysis of the total teaching-learning situation in efforts to find out how to improve that situation.

Another comment mentioned frequently is that supervisors should be highly experienced teachers with sound academic and professional knowledge to enable them handle the important tasks of guiding, promoting, directing and stimulating teaching-learning experience.

Several respondents recommend that contemporary supervisory practices should be dynamic, organized and planned rather than stereotype, random and haphazard.

Some recommendations are made in the area of the format of Inspection Report. In particular there is need to develop instruments of assessment for different types of Inspection to meet modern educational trends.

Other comments by respondents has to do with the importance attached to training for all involved in the supervisory process. Such training should draw attention to the benefits of the process and to its constructive nature.

Among the few voices of discontent about the notion of school supervision, one respondent feel that the need to prepare for and respond to inspection create 'artificial agendas' for schools. Another believe that it is not possible to derive valid inferences from observations of classroom teaching.

### 4.2.6 Analysis of Table 5

Part I of Section E concerns the teachers perceptions of TQM program in their schools. Table 5 shows how the sample members respond to the five items in this part of the questionnaire.

**Item 1:** An alarming statistic is that a heavy majority of respondents (1.8) do not feel that school management has established a clear policy and strategy to improve quality (yet!).

**Item 2:** There is some level of disagreement amongst respondents (2.7) with a slight majority believing efforts to improve quality are not recognized and rewarded by the school management.

**Item 3:** One quite negative point is that most of the respondents (2.0) feel that they are not always provided with what they need to do their job correctly.

**Item 4:** Another area of deficiency is that majority of respondents (2.1) feel that they do not get the training they need to do their job correctly.

**Item 5:** Teamwork amongst respondents (2.0) also gets a bad rating. The score indicates that there is not a lot of teamwork in handling problems, and for achieving quality outcomes.

**TABLE 5:**

**Mean Responses of Teachers to Items Concerning TQM Programs in their Schools**

| Item | Mean Score |
|---|---|
| 1. The school management has established a clear policy and strategy to improve quality | 1.8 |
| 2. Efforts to improve quality are recognized and rewarded by the school management | 2.7 |
| 3. We are always provided with what we need to do our job correctly | 2.0 |
| 4. We get the training needed to improve the quality of our work | 2.1 |
| 5. There is a lot of teamwork for achieving quality outcomes | 2.0 |

### 4.2.7 Analysis of Table 6:

Part II of Section E concerns the teachers perceptions of TQM-related instructional attributes in their schools. Table 6 shows how the sample members respond to the five items in this part of the questionnaire.

**Item 1:** Respondents (3.0) indicate a split in opinion with regard to the appropriate use of various means to facilitate effective communication between the teacher and the students so that the expectations on both sides are clearly understood.

**Item 2:** The teachers less than neutral score of (2.6) show disagreement with the statement that students are encouraged to drive for continuous improvement, with no limits placed on what one can accomplish.

**Item 3:** The respondents (2.5) generally feel that students involvement and participation are not encouraged in ways that help improve learning and performance.

**Item 4:** Majority of respondents (2.1) believe that students are not rewarded for sincere effort over and above merely right answers.

**Item 5:** In general most of the respondents (3.0) are uncertain about the statement that the "example" that a teacher sets is bound to exert a significant influence on the students' actions and performance.

**TABLE 6:**

**Mean Responses of Teachers to Items Concerning TQM-related Instructional Attributes in their Schools**

| Item | | Mean Score |
|---|---|---|
| 1. | Various means are used to facilitate effective communication between the teacher and the students so that the expectation on both sides are clearly understood | 3.0 |
| 2. | Students are encouraged to drive for continuous improvement, with no limits placed on what one can accomplish | 2.6 |
| 3. | Students involvement and participation are encouraged in ways that help improve learning and performance | 2.5 |
| 4. | Students are rewarded for sincere effort over and above merely right answers | 2.1 |
| 5. | Students are most likely to be influenced when teachers teach by "setting a good example" | 3.0 |

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### 4.2.8 Analysis of Part III Section E

In Part III of Section E of the questionnaire, respondents are asked to comment briefly on the total quality program in their schools.

Feedback from school management seems to be a problem for the majority of the respondents. They claim that they do not get information about problems with their work in sufficient time to deal with them.

Another comment highlighted by respondents is that they do not feel that doing good work is rewarded and that the school management is not committed to the development of its staff.

Some respondents complained about lack of coordination, and lack of trust and dependence on each other as some negative aspects of teamwork in their schools.

Other comments include lack of a systematic approach to quality performance measurement and information.

One respondent mentioned the need to replace "rules and regulations" with principles, guidelines and judgement.

Another suggested that the school management and supervisors should always listen to (and act upon, if possible) suggestions from teachers, and avoid destructive criticism.

Disturbingly, a significant number of respondents do not know what total quality management is all about.

# CHAPTER FIVE

## SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

### 5.1 SUMMARY

The purpose of this study is to provide ways and means for improving the quality of education offered in schools and raise the standards achieved by students. The problem of the study is that of applying the TQM philosophy to improve the quality of educational supervision and instruction in schools. The study seeks to do so through the medium of an in-depth review of the literature relevant to the specified problem and on the basis of an empirical study of the responses from teachers, who are the key players in the appraisal and instructional processes.

The target population consists of teachers from five public secondary schools in Zaria Education Zone of Kaduna State. A total of 28 usable questionnaires is secured from 50 individuals sampled.

Each questionnaire asks the individual to respond on several kinds of scales to various statements concerning educational supervision and instruction, and total quality program in schools. The respondents are also asked to recommend changes in contemporary supervisory practices and to comment briefly on the total quality program in their school. The survey findings are listed below.

1. There is considerable agreement on the part of respondents concerning the purpose of educational supervision program. They are strongly in favour of programs that emphasize provision of high quality education through continuous improvement. On the basis of the literature review, it is deduced that while both conventional and expert conceptions are concerned with quality of school education, the gap between the two is characterized by expert's emphasis on improvement as opposed to conventional emphasis on evaluation.

2. As regard program determinants, majority of respondents believe that the professionals/specialists in education should be permitted a significant input into the determination of the nature and content of supervisory practices in schools, while a few favour the participation of parents and the society only mildly.

3. The sample as a whole believe that a primary function of the Inspectorate ought to be to see that minimum standards are maintained and improved upon.

4. As for the quality and relevance of contemporary school supervision program, most of the respondents consider the program of good quality, beneficial and quite relevant.

5. Despite the overall high support for the nature and content of contemporary supervisory practices, a number of significant criticisms are made. The common criticisms voiced are that Inspectors are generally considered as fault finders and their coming to school generate fear and uneasiness; Inspections have

been teacher-focused, random and haphazard, imposed and authoritarian; and the format of Inspection Report has remained stereotype, orthodox and verbose.

6. Disturbingly, respondents are unanimous in the absence of TQM program and TQM-related instructional attributes in their schools. They point to the lack of commitment to total quality initiatives such as total involvement and participation of all, empowerment, teamwork, training, reward systems that encourage continuous improvement efforts, effective and open communication, and a clear policy and strategy to improve quality.

## 5.2 CONCLUSIONS

In this study the relationship between inspection and evaluation, and total quality with respect to performance enhancements in education has been investigated, analyzed and may be summarized as follows: Inspection and evaluation identify what has gone wrong and allow remedial action to be instituted or confirm and reinforce that which is known to be working well and effectively. Total quality on the other hand works to ensure that every aspect of the organisation and every employee is focused all the time in meeting and then exceeding customer requirements.

In this respect it would appear that total quality has much to offer schools and colleges in that it is: -

- value driven, i.e. has a clear moral imperative;
- customer focused, i.e. existing for and driven by the needs of young people, parents and community;

- based on prevention, i.e. concerned with optimizing outcomes.

In support of these principles, total quality offers a range of techniques; notably an emphasis on proactive leadership, autonomous teams, communication systems and, perhaps most importantly, quantitative methods which facilitate the meeting of customer requirements. It would be naïve to pretend that total quality is a panacea, it is a highly demanding system that challenges the existing culture of many educational systems: -

- it challenges the control and dependency models implicit in inspection models;
- it replaces notions of professional autonomy and collegiality with common purpose and teamwork;
- it replaces 'knowledge as teacher control' with 'learning as student control'

Total quality management is about improvement, and improvement requires change. Change represents a disturbance to the status quo, which is maintained by a balance of forces or variables. Effective change, therefore, requires supervisors acting as change agents to alter these forces or variables in such a way that people affected own the changes and are committed to them. The change process thus requires consensus between all concerned, and this is achieved through involvement and participation of educators at all levels in the identification of the variables that need to be changed and in the formulation of an approach to change these forces or variables.

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Although inspection and evaluation have fundamentally important roles in public accountability, policy making and strategic planning, they may be inadequate tools for managing learning process in that they are of limited value in the short-term management of learning. In this context, it is argued that total quality offers a means of managing which ~~endures~~ ensures that accountability is direct, immediate and personal. It offers an holistic approach which has the potential to enhance outcomes and reduce costs.

The stakes involved in education are enormous, making it imperative for educators to provide as good an education as possible. Teachers must be open to ideas, constantly evaluate the processes they use, and innovatively apply TQM elements to their own teaching, for TQM, basically "... stresses improvement in work processes" (Bowman, 1994: 129). If public educational administrators and teachers take to heart the essentials of the TQM philosophy and apply them creatively to supervision and teaching, they can not only positively influence the outcomes of their students, but also their own.

## 5.3 RECOMMENDATIONS

From this study the following recommendations emerge:

First, the Inspectorate Department should be provided with adequate funding and facilities to enable it acquire the appropriate institutional capacity required to cope with the phenomenally growing demand for supervision and inspection.

Second, the Inspectorate should attract, motivate and retain suitably qualified, experienced and skilled staff. This means creating an environment in which staff are able and encouraged to succeed.

Third, there is need to introduce total quality program in schools and apply the essentials of the TQM philosophy creatively in order to enhance performance and reduce costs. The total quality program and goals should be integrated into the policy, strategy and operational plans of schools.

Fourth, supervisory activities need not be teacher-focused and prescriptive, random and haphazard, authoritarian and stereotyped. They should be democratic, organized and planned, positive and dynamic.

Fifth, open and two-way communication should be encouraged by being honest, direct, and to the point, as well as establishing a climate of openness and trust.

Sixth, there should be a willingness to coach and support people by working constructively to correct performance problems. In addition, people should be recognized for good performance more often than criticizing them for performance problems, as it is positive recognition that really motivates people.

A seventh recommendation refers to the need for a format of Inspection Report and all instruments of assessment for different types of inspection and supervision to be developed and standardized to meet modern educational trends.

An eighth recommendation is motivated by the need to organize seminars and workshops regularly for the training/retraining of inspectors as well as teachers on their primary responsibilities and on the essentials of the TQM philosophy. Quality training programs should centre round the basic principles of understanding processes and the seminars/workshops should be carried out in small groups.

Finally, a ninth recommendation is that the present study be replicated using larger and more diverse sample populations. In particular, it is recommended that future study samples include sizeable numbers of students and parents, and be expanded to cover the other education zones of Kaduna State.

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# Appendix A:

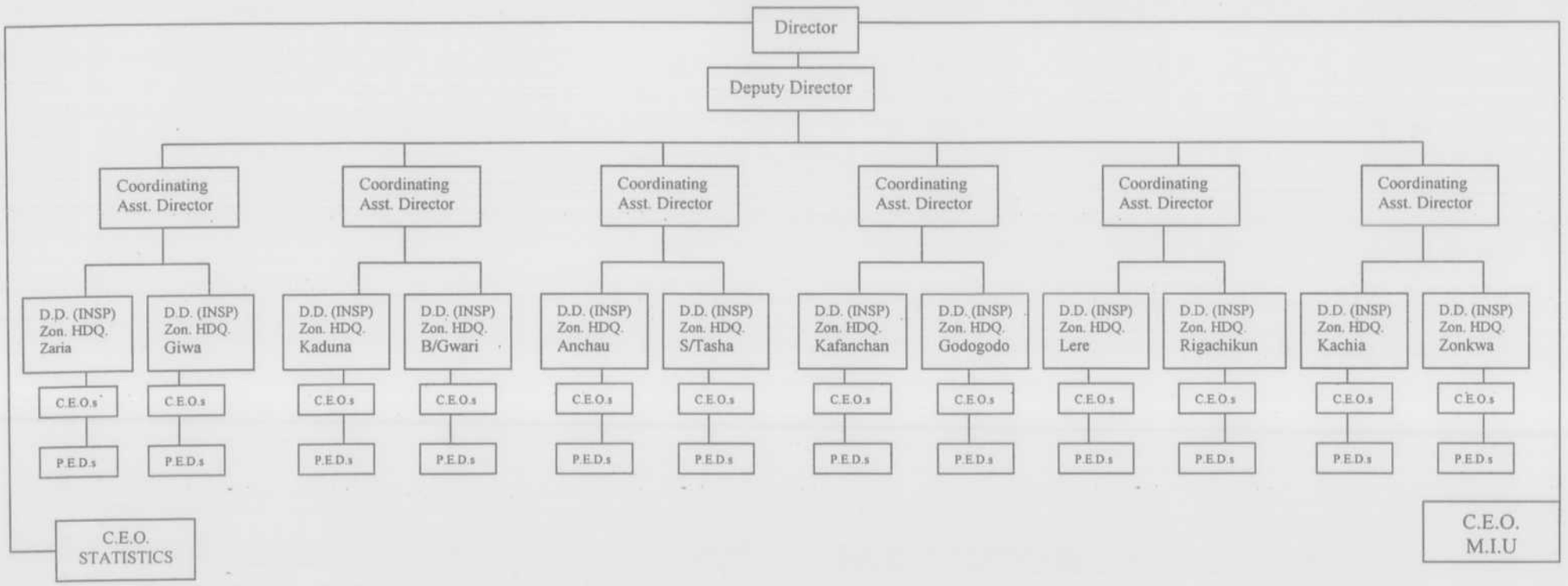
Organogram for the

Inspectorate Department

Ministry of Education

Kaduna State

MINISTRY OF EDUCATION, KADUNA STATE
INSPECTORATE DEPARTMENT
**ORGANOGRAM**




**Key:** C.E.O. = Chief Education Officer; P.E.O. = Principal Education Officer; M.I.U. = Monitoring Inspection Unit

# Appendix B:

## Transmittal Letter and

## Questionnaire for Teachers

Department of Business Administration,
Institute of Administration,
Ahmadu Bello University,
Zaria.

## TRANSMITTAL LETTER

Dear _____:

I am currently engaged in a study designed to apply the TQM philosophy to make educational supervision and instruction more effective in order to improve the quality of education offered in schools and raise the standards achieved by students. In connection with that study, I have constructed a questionnaire.

Your cooperation in filling out and returning the questionnaire will sincerely be appreciated.

An expected major outcome of the study will be a set of guidelines for improving educational supervision and instruction in schools. When the study has been completed, its results will be made available to you upon request. You are guaranteed complete confidentiality and anonymity. Thank you.

Sincerely yours,

Mamman Sani Easterbrook

# QUESTIONNAIRE

## SECTION A

DIRECTIONS: Please answer each question by checking (✓)

1. SEX

   Male [ ]

   Female [ ]

2. How many years you been teaching?

   (1) Fewer than three years [ ]

   (2) Between three and six years [ ]

   (3) More than six years [ ]

3. What were you doing just before you joined your present school?

   (1) Worked in an occupation related to teaching [ ]

   (2) Taught at another secondary school [ ]

   (3) Taught at the primary school level [ ]

   (4) Other (specify): .....

   .....

## SECTION B

DIRECTIONS: Please indicate the extent to which you agree or disagree with the statements listed below describing educational supervision program. Next to each statement, place a check mark (✓) in that category representing your opinion. Your

answers are to indicate what you believe educational supervision program ought to be like, not what they currently are like.

**PART I** THE PURPOSE OF EDUCATIONAL SUPERVISION PROGRAM SHOULD BE TO:

4. Provide high quality education through:

   Agree strongly [ ] Agree [ ] Am uncertain [ ]

   Disagree [ ] Disagree strongly [ ]

5. Help and guide principals in area of school organisation and administration

   Agree strongly [ ] Agree [ ] Am uncertain [ ]

   Disagree [ ] Disagree strongly [ ]

6. Enhance outcomes and reduce costs

   Agree strongly [ ] Agree [ ] Am uncertain [ ]

   Disagree [ ] Disagree strongly [ ]

7. Provide High quality education through continuous improvement

   Agree strongly [ ] Agree [ ] Am uncertain [ ]

   Disagree [ ] Disagree strongly [ ]

8. Focus attention on teachers with a view to directing and training them

   Agree strongly [ ] Agree [ ] Am uncertain [ ]

   Disagree [ ] Disagree strongly [ ]

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9. Facilities learning by pupils

Agree strongly [ ] Agree [ ] Am uncertain [ ]

Disagree [ ] Disagree strongly [ ]

10. Serve as an avenue through which the Ministry of Education policies are explained to teachers.

Agree strongly [ ] Agree [ ] Am uncertain [ ]

Disagree [ ] Disagree strongly [ ]

---

**PART II** SCHOOL SUPERVISION PROGRAM DETERMINANTS

11. The professionals/specialists in education are qualified to help determine the nature and content of supervisory practices in schools

Agree strongly [ ] Agree [ ] Am uncertain [ ]

Disagree [ ] Disagree strongly [ ]

12. The parents and society are qualified to help determine the nature and content of supervisory practices in schools.

**PART III** THE FUNCTION OF THE INSPECTORATE

13. A primary function of the Inspectorate ought to be to advise on maximum utilization of available resources (men, money and materials)

Agree strongly [ ] Agree [ ] Am uncertain [ ]

Disagree [ ] Disagree strongly [ ]

14. A primary function of the Inspectorate ought to be to see that minimum standards are maintained and improved upon

Agree strongly [ ] Agree [ ] Am uncertain [ ]

Disagree [ ] Disagree strongly [ ]

15. A primary function of the Inspectorate ought to be to bring to the notice of all and sundry happening in our schools

Agree strongly [ ] Agree [ ] Am uncertain [ ]

Disagree [ ] Disagree strongly [ ]

## SECTION C

DIRECTIONS: Please answer each question by checking (✓) the space next to your choice. Choose the one answer reflecting your opinion most accurately.

16. Do you find the inspection process beneficial?

(1) Yes [ ]

(2) No [ ]

(3) I don't know [ ]

17. Do you believe that the process is 'strengthening the school as a teaching community?

(1) Yes [ ]

(2) No [ ]

(3) I don't know [ ]

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18. Do you feel that Inspectors need further training to carry out their tasks more effectively?

(1) Yes [ ]

(2) No [ ]

(3) I don't know [ ]

19. In your opinion, is there need to change the scheme in any way?

(1) Yes [ ]

(2) No [ ]

(3) I don't know [ ]

20. To what extent do you believe that supervisory practices in schools help teachers to satisfy the requirements of professional competence?

(1) Extremely helpful [ ]

(2) Helpful [ ]

(3) Minimally or not at all helpful [ ]

(4) I don't know [ ]

21. On the whole, how would you rate the quality of educational supervision practices in your school?

(1) Excellent [ ]

(2) Good [ ]

(3) Fair [ ]

(4) Poor [ ]

## SECTION D

22. What changes would you make in the nature and content of contemporary supervisory practices in order to increase its value?

.....

.....

.....

.....

## SECTION E

**PART I:** TEACHERS PERCEPTIONS OF TOTAL QUALITY PROGRAM IN THEIR SCHOOL

23. The school management has established a clear policy and strategy to improve quality

Agree strongly [ ] Agree [ ] Am uncertain [ ]

Disagree [ ] Disagree strongly [ ]

24. Efforts to improve quality are recognized and rewarded by the school management

Agree strongly [ ] Agree [ ] Am uncertain [ ]

Disagree [ ] Disagree strongly [ ]

25. We are always provided with what we need to do our job correctly

Agree strongly [ ] Agree [ ] Am uncertain [ ]

Disagree [ ] Disagree strongly [ ]

26. We get training needed to improve the quality of our work

Agree strongly [ ] Agree [ ] Am uncertain [ ]

Disagree [ ] Disagree strongly [ ]

27. There is a lot of teamwork for achieving quality outcomes

Agree strongly [ ] Agree [ ] Am uncertain [ ]

Disagree [ ] Disagree strongly [ ]

**PART II:** TEACHERS PERCEPTIONS OF SOME TQM-RELATED INSTRUCTIONAL ATTRIBUTES IN THEIR SCHOOL

28. Various means are used to facilitate effective communication between the teacher and the students so that the expectations on both sides are clearly understood

Agree strongly [ ] Agree [ ] Am uncertain [ ]

Disagree [ ] Disagree strongly [ ]

29. Students are encouraged to drive for continuous improvement, with no limits placed on what one can accomplish

Agree strongly [ ] Agree [ ] Am uncertain [ ]

Disagree [ ] Disagree strongly [ ]

30. Students involvement and participation are encouraged in ways that help improve learning and performance

Agree strongly [ ] Agree [ ] Am uncertain [ ]

Disagree [ ] Disagree strongly [ ]

31. Students are rewarded for sincere effort over and above merely right answers

Agree strongly [ ] Agree [ ] Am uncertain [ ]

Disagree [ ] Disagree strongly [ ]

32. Students are most likely to be influenced when teachers teach by "setting a good example"

Agree strongly [ ] Agree [ ] Am uncertain [ ]

Disagree [ ] Disagree strongly [ ]

---

**PART III**

33. Comment briefly on the total quality program in your school

.....

.....

.....

.....

*Thank You for taking the Time to Complete this Questionnaire*