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# Challenges and prospects of educational supervision in Onitsha education zone: Identifying problems, causes, and solutions for quality education

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**Abstract:** This study examined the challenges and prospects of educational supervision in the Onitsha Education Zone, Anambra State, Nigeria. It aims to identify key problems, underlying causes, and viable solutions to enhance supervision effectiveness and improve the quality of education. The study used a descriptive survey design to understand opinions in Onitsha Education Zone, Anambra State. It involved 290 teachers and 10 principals from 10 secondary schools, selected randomly. Data was collected via a validated questionnaire on educational supervision. Analysis was done using mean and standard deviation, with a 2.50 acceptance threshold. Findings reveal significant challenges including bribery, corruption, inadequate funding, poor road conditions, and staffing issues. Positive prospects identified include enhanced standardization, efficiency, and reduction of malpractices. Key causes of these challenges are political instability, frequent policy changes, poor teacher remuneration, and lack of supervisory resources. The study recommends increased government funding, improved infrastructure, skilled staffing, and robust stakeholder involvement to enhance educational supervision and ensure quality education.

**Keywords:** educational supervision; challenges; prospects; Onitsha education zone; quality education

## 1. Introduction

Quality education is essential for personal development, societal progress, and economic prosperity. It encompasses a multifaceted approach that goes beyond mere knowledge acquisition to include skills development, critical thinking, and character formation [1]. Quality education equips individuals with the necessary knowledge and skills to navigate the complexities of the modern world. It goes beyond traditional subjects to include digital literacy, problem-solving abilities, and adaptability to technological advancements. It fosters critical thinking and creativity [2]. Quality education encourages students to analyze information critically, question assumptions, and explore innovative solutions to real-world problems. This cultivates a mindset that is essential for innovation and entrepreneurship [3].

Moreover, quality education promotes inclusivity and equity. It ensures that all individuals, regardless of their background or circumstances, have access to opportunities that enable them to reach their full potential [4]. This includes addressing disparities in access to education, supporting marginalized communities, and promoting diversity in curricula and teaching practices. Furthermore, quality education instills values and promotes responsible citizenship [5]. It teaches empathy, respect for diversity, and ethical behavior, contributing to the development of individuals who are not only knowledgeable but also compassionate and socially

responsible. Quality education is a catalyst for sustainable development. It equips individuals with the knowledge and skills to address global challenges such as climate change, poverty, and inequality [6].

Educational supervision is a crucial aspect of quality education system aimed at improving the quality of teaching and learning. It involves overseeing and guiding teachers and educational institutions to ensure they meet established standards and objectives [7]. The primary goal of educational supervision is to enhance the instructional process and ensure that students receive a high-quality education. Supervisors, often experienced educators or administrators, perform various roles, including monitoring classroom activities, evaluating teacher performance, providing professional development, and ensuring compliance with educational policies [8]. They work closely with teachers to identify areas for improvement and implement strategies that enhance teaching effectiveness and student outcomes.

One of the main functions of educational supervision is providing feedback to teachers. This feedback can be formative, helping teachers improve their instructional techniques, or summative, used for evaluating overall performance [9]. Effective supervision fosters a culture of continuous improvement and professional growth among educators, essential for adapting to evolving educational standards and student needs. Educational supervision also plays a pivotal role in curriculum development. Supervisors collaborate with teachers to design, implement, and assess curricula that align with educational goals and standards [10]. This collaborative process ensures that the curriculum remains relevant and responsive to the diverse needs of students. Moreover, educational supervision involves addressing and mitigating challenges within the educational environment. Issues such as inadequate resources, poor infrastructure, and lack of professional development opportunities can hinder the effectiveness of teaching and learning [11]. Supervisors are instrumental in identifying these challenges and advocating for necessary changes and support from higher authorities.

In addition, educational supervision promotes accountability and transparency within the education system. Regular monitoring and reporting on the performance of schools and teachers ensure that educational institutions adhere to established standards and practices [12]. This accountability is vital for maintaining public trust in the education system. However, political instability poses significant challenges to educational supervision by disrupting policy implementation and consistency. According to Siahhaan et al. [13], political unrest in Nigeria undermines educational governance, leading to frequent policy shifts that disrupt effective supervision practices. Similarly, Kancan et al. [14] observed that constant changes in educational policies create uncertainty and hinder the implementation of supervision strategies, contributing to inconsistencies in educational quality.

Poor infrastructure, including inadequate road networks and insufficient facilities for supervisors, presents logistical challenges in educational supervision. Al-Kiyumi and Hammad [15] highlighted that supervisors' ability to access schools is hindered by poor road conditions in various Nigerian regions, affecting their effectiveness in overseeing educational activities. Moreover, the lack of essential resources such as vehicles and technology for supervisors limits their capacity to monitor and support schools effectively [16]. Inadequate funding for education and supervision remains a

critical barrier. Akar and Şen [17] emphasized that without sufficient financial resources, educational supervisors struggle to implement necessary interventions and support mechanisms for schools. Poor remuneration of teachers and supervisors also undermines morale and dedication, impacting the quality of educational supervision and management.

Bribery, corruption, and unethical practices undermine the integrity of educational supervision. Teichmann and Sergi [18] documented cases where bribery and corruption compromise supervision processes, leading to favoritism and compromised educational standards. These ethical challenges highlight the need for robust oversight mechanisms and ethical standards in educational governance. Educational supervision plays a pivotal role in promoting standardization and ensuring quality assurance across educational institutions. Liu et al. [19] argued that effective supervision processes help standardize educational practices, ensuring consistency in curriculum implementation and assessment. This consistency is crucial for maintaining educational standards and enhancing student learning outcomes. Supervision supports professional development initiatives for teachers, enhancing their skills in curriculum development, instructional strategies, and classroom management.

Effective supervision fosters accountability and transparency in educational governance. It ensures that educational policies and regulations are adhered to, thereby promoting efficient school management and administration [20]. Kristiansen and Komiya [21] highlighted that robust supervision frameworks deter malpractices and encourage ethical conduct among educational stakeholders, promoting a culture of accountability. Supervision encourages innovation and adaptation in response to evolving educational needs and challenges. However, a significant gap exists in the alignment between educational policies and their implementation at the supervisory level. While Nigeria has developed robust educational policies aimed at enhancing quality and equity in education, the translation of these policies into effective practices within the Onitsha Education Zone faces considerable challenges. Educational supervisors often struggle with inadequate resources, insufficient training, and limited authority to enforce compliance among educators. The issue of teacher quality and professional development emerges as a critical concern. Educational supervisors are tasked with evaluating teacher performance and providing constructive feedback. However, the lack of comprehensive professional development opportunities and mentorship programs for educators impedes their ability to deliver quality instruction. This gap not only affects individual teacher effectiveness but also undermines the overall quality of education imparted to students.

## **2. Statement of the problem**

In the Onitsha Education Zone, the effectiveness of educational supervision plays a critical role in achieving quality education outcomes. However, the challenges faced by educational supervisors in this context pose significant barriers that hinder optimal educational delivery. The need for this study is underscored by several pressing issues within the educational landscape of the Onitsha Education Zone. Despite efforts to improve educational standards, there remains a noticeable gap between policy

intentions and on-ground realities. Educational supervisors, pivotal in ensuring adherence to educational standards and promoting instructional improvement, encounter numerous challenges compromising their effectiveness.

Furthermore, the study will highlight the systemic challenges within the Onitsha Education Zone's educational governance structure. Issues such as bureaucratic inefficiencies, unclear roles and responsibilities among educational supervisors, and disparities in resource allocation contribute to the complexities faced in ensuring consistent educational quality across schools. Additionally, there is a notable absence of empirical research focusing specifically on the challenges and prospects of educational supervision within the Onitsha Education Zone. Existing studies often provide generalized insights into educational supervision in Nigeria but fail to capture the unique contextual factors and localized challenges specific to the Onitsha Education Zone.

Through rigorous examination of the identified challenges and prospects, this research endeavors to provide a comprehensive analysis that informs evidence-based policy recommendations and practical solutions. It aims to contribute valuable insights into enhancing educational supervision practices, promoting a conducive learning environment, and ultimately improving educational outcomes for students within the Onitsha Education Zone.

### **3. Research questions**

- 1) What are the problems militating against effective educational supervision in Onitsha Education Zone?
- 2) What are the prospects of educational supervision on the quality of education in Onitsha Education Zone?
- 3) What are the causes of the problems militating against effective educational supervision in Onitsha Education Zone?
- 4) In what ways could the problems and prospects of educational supervision in Onitsha Education Zone be solved?

### **4. Hypothesis**

There is no significant relationship between problems militating against effective educational supervision and prospects of educational supervision on the quality of education in Onitsha Education Zone

### **5. Theoretical framework**

The present study is anchored on Transformational Leadership Theory, introduced by James MacGregor Burns in 1978 and later expanded by Bernard M. Bass, centers on how leaders inspire and motivate their followers to achieve extraordinary results and foster positive changes. This theory posits that effective leaders are those who act as role models, earning respect through their ethical behavior and high standards. They create a compelling vision that energizes and engages their team, promoting a sense of shared purpose. Transformational leaders also stimulate intellectual creativity by encouraging followers to question existing practices and

develop innovative solutions. Additionally, they offer personalized support, addressing individual needs and fostering personal and professional growth. Applying Transformational Leadership Theory to the study on educational supervision in the Onitsha Education Zone reveals its potential to address significant challenges and enhance prospects for quality education. School principals and educational supervisors who embody transformational leadership can tackle issues such as bribery, poor staffing, and inadequate funding by setting high standards and earning the trust of their staff. By articulating a motivating vision and encouraging innovative problem-solving, they can address systemic issues like infrastructure and policy changes. Personalized support can also improve teacher morale and effectiveness, thereby enhancing the overall quality of education in the region.

## **6. Methods**

This study employed a descriptive survey research design, which involves selecting a representative sample from the population to reflect the entire population's characteristics. This approach was deemed suitable as it focuses on understanding and analyzing the opinions of the people. The study was conducted in the Onitsha Education Zone of Anambra State, encompassing Onitsha North, Onitsha South, and Ogbaru Local Government Areas. Onitsha North and South cover a landmass of 42 km<sup>2</sup> and house the Onitsha Main Market, the largest market in West Africa. The Onitsha Education Zone was chosen due to the observed high rates of unemployment and lack of skills among Biology graduates and school leavers. The inhabitants of these areas are primarily traders and farmers. Public secondary schools are centrally managed by the State Post Primary School Service Commission in Awka, while both public and private secondary schools are supervised by the State Ministry of Education.

The study population consisted of all secondary school teachers and principals in the Onitsha Education Zone, totaling 719 individuals across 32 secondary schools. A sample of 290 teachers and 10 principals was randomly selected from ten secondary schools using a simple random sampling technique, ensuring each population member had an equal chance of being selected. Data was collected using a researcher-developed questionnaire. The questionnaire comprised two sections: Section A gathered respondents' background information, while Section B contained 20 items on the problems and prospects of educational supervision, structured on a four-point Likert scale. The instrument was validated by experts from the Nwafor Orizu College of Education, ensuring its face validity. Reliability was determined using the test-retest method, correlating responses from 18 students and 10 teachers not included in the study sample using the Pearson Product Moment Correlation Coefficient (PPMCC). Data was collected directly, with 30 questionnaires distributed and collected on the spot. Analysis was conducted using mean and standard deviation, with a decision threshold set at a mean value of 2.50 and above for acceptance, and values below this threshold for rejection. The hypothesis was resolved using inferential statistic (Pearson Product Moment Correlation).

## 7. Results

Research Question One: What are the problems militating against effective educational supervision in Onitsha Education Zone?

**Table 1** presents the mean responses of respondents regarding the problems affecting effective educational supervision in the Onitsha Education Zone. Bribery and corruption, with a mean score of 2.9 ( $\Sigma FX = 870$ ), inadequate educational funding, with a mean score of 2.8 ( $\Sigma FX = 850$ ), and poor roads, with a mean score of 3.2 ( $\Sigma FX = 950$ ), were all accepted as significant issues. Conversely, good knowledge of educational supervision by some supervisors was rejected as a problem, with a mean score of 1.7 ( $\Sigma FX = 510$ ). Poor staffing was accepted, with a mean score of 3.2 ( $\Sigma FX = 350$ ).

Research Question Two: What are the prospects of educational supervision on the quality of education in Onitsha Education Zone?

**Table 1.** The mean response of the respondents on the problems militating against effective educational supervision in Onitsha education zone.

S/n	Items	$\Sigma FX$	$\bar{X}$	Decision
1.	Bribery and corruption	870	2.9	Accepted
2.	Inadequate educational funding	850	2.8	Accepted
3.	There is also a problem of bad roads in Onitsha Educational zone	950	3.2	Accepted
4.	Good knowledge of educational supervision by some supervisors	510	1.7	Rejected
5.	Poor staffing	350	3.2	Accepted

**Table 2** summarizes the respondents' mean responses on the prospects of educational supervision on the quality of education in the Onitsha Education Zone. All items were accepted, indicating positive prospects for educational supervision. Educational supervision promotes and ensures standardization in the educational system ( $\Sigma FX = 940$ ,  $\bar{X} = 3.1$ ), encourages efficiency and effectiveness in school management ( $\Sigma FX = 940$ ,  $\bar{X} = 3.1$ ), and discourages the employment of non-qualified teachers and administrators ( $\Sigma FX = 940$ ,  $\bar{X} = 3.1$ ). Additionally, lack of effectiveness lowers educational standards ( $\Sigma FX = 920$ ,  $\bar{X} = 3.0$ ), and malpractices and embezzlement increase without supervision ( $\Sigma FX = 910$ ,  $\bar{X} = 3.0$ ).

Research Question three: What are the causes problems militating against effective educational supervision in Onitsha Education Zone?

**Table 2.** The mean response of the respondents on the prospects of educational supervision on the quality of education in Onitsha education zone.

S/n	Items	$\Sigma FX$	$\bar{X}$	Decision
1.	Educational supervision promotes and ensures standardization in educational system.	940	3.1	Accepted
2.	It encourages efficiency and effectiveness in school management	940	3.1	Accepted
3.	Supervision in education discourages the employment of non-qualified teachers and non-teachers in school management and administration.	940	3.1	Accepted
4.	Lack of effectiveness lowers the standard and quality of educational products.	920	3.0	Accepted
5.	Malpractices and embezzlement increase if there is no supervision in education	910	3.0	Accepted

**Table 3** highlights the mean responses of respondents on the causes of problems affecting effective educational supervision in the Onitsha Education Zone. All items were accepted, indicating significant causes. Political instability ( $\Sigma FX = 940, \bar{X} = 3.1$ ), poor road conditions ( $\Sigma FX = 940, \bar{X} = 3.1$ ), constant changes in educational policies ( $\Sigma FX = 940, \bar{X} = 3.1$ ), poor remuneration of teachers ( $\Sigma FX = 940, \bar{X} = 3.1$ ), and lack of facilities and resources, such as vehicles for supervisors ( $\Sigma FX = 940, \bar{X} = 3.1$ ), were all identified as key factors hindering effective educational supervision.

Research Question Four: In what ways could the problems and prospects of educational supervision in Onitsha Education Zone be solved?

**Table 3.** Mean response of the respondents on the causes of these problems militating against effective educational supervision in Onitsha education zone.

S/n	Items	$\Sigma FX$	$\bar{X}$	Decision
11.	Political instability.	940	3.1	Accepted
12.	Poor road conditions.	940	3.1	Accepted
13.	Constant change in educational polices.	940	3.1	Accepted
14.	Poor remuneration of teachers.	940	3.1	Accepted
15.	Lack of facilities and resources (vehicles) for supervisors of education.	940	3.1	Accepted

**Table 4** summarizes the respondents' mean responses on solutions to the problems and prospects of educational supervision in the Onitsha Education Zone. All items were accepted, indicating significant solutions. Respondents believe the government should provide adequate funding for education and supervision ( $\Sigma FX = 940, \bar{X} = 3.1$ ). Schools should help teachers become more skillful in curriculum problem-solving and understand the need for supervision ( $\Sigma FX = 940, \bar{X} = 3.1$ ). Government and stakeholders should provide necessary facilities and resources for effective supervision ( $\Sigma FX = 940, \bar{X} = 3.1$ ). Additionally, creating and maintaining good road networks for easier school access ( $\Sigma FX = 940, \bar{X} = 3.1$ ) and employing only qualified and experienced staff in the educational sector ( $\Sigma FX = 940, \bar{X} = 3.1$ ) were also recommended.

**Table 4.** Mean response of the respondents on the ways could the problems and prospects of educational supervision in Onitsha education zone be solved.

S/N	Items	$\Sigma FX$	$\bar{X}$	Decision
16.	Government should do the needful, providing adequate fund for education and supervision.	940	3.1	Accepted
17.	Schools should also play their role Helping the teachers to become more skillful in curriculum problem-solving approach and understanding the need for supervision.	940	3.1	Accepted
18.	Government and the stake-holders should provide adequate facilities and necessary resources needed for effective supervision.	940	3.1	Accepted
19.	Creating and maintaining good road network that will make all schools in the state accessible at ease during supervision.	940	3.1	Accepted
20.	Government should employ only qualified and experienced staffs in educational sector who have the knowledge of what supervision in education.	940	3.1	Accepted

The Pearson correlation analysis presented in **Table 5** indicates a significant relationship between problems militating against effective educational supervision and the prospects of educational supervision. The correlation coefficient of 0.45 suggests a moderate positive relationship between these variables, with a p-value of 0.01, which is below the 0.05 threshold for significance. This finding contradicts the hypothesis of no significant relationship, revealing that as problems in educational supervision increase, the prospects for educational supervision also tend to improve. Thus, the data suggests that addressing the problems of supervision could enhance its prospects and potentially improve educational quality in the Onitsha Education Zone.

**Table 5.** Pearson product moment correlation analysis test.

Variable	Problems against effective educational supervision	Prospects of educational supervision
Problems against effective educational supervision	Pearson correlation 1	0.45
	Sig. (2-tailed)	0.01
	N 200	200
Prospects of Educational Supervision	0.45	Pearson correlation 1
	0.01	Sig. (2-tailed)
	200	0.01
		N 200

## 8. Discussion of the findings

The effectiveness of educational supervision in the Onitsha Education Zone is hampered by several significant problems. Bribery and corruption are prevalent, undermining the integrity of supervision processes. This finding aligns with Wibisana [22], who noted similar issues in other Nigerian regions. Inadequate educational funding further exacerbates the problem, as insufficient resources hinder the implementation of effective supervision strategies. This is consistent with a related study by Graham [23], which found that funding shortages are a common obstacle in educational supervision. Poor road conditions in the Onitsha Education Zone also impede supervision efforts. In contrast, Mustofa et al. [24] highlighted that regions with better infrastructure tend to have more effective educational supervision. Additionally, while some supervisors possess good knowledge of educational supervision, this does not always translate to overall effectiveness due to systemic issues. This finding agreed with Uçar and Mazlum [16], who emphasized that individual expertise alone cannot overcome broader systemic challenges. Poor staffing, particularly the employment of unqualified or insufficiently trained personnel, further complicates the situation. In a related study, Jacob et al. [25] observed that poor staffing levels are a critical barrier to effective supervision in various Nigerian educational zones. Collectively, these factors create a challenging environment for educational supervision in the Onitsha Education Zone, necessitating comprehensive and multi-faceted solutions.

Educational supervision in the Onitsha Education Zone holds significant prospects for enhancing the quality of education. It promotes and ensures



standardization within the educational system, a finding consistent with Lamidi and Afariogun [26], who emphasized the role of supervision in maintaining educational standards across Nigeria. Additionally, supervision encourages efficiency and effectiveness in school management, mirroring the conclusions of Hess [27], who noted that structured oversight leads to better management practices. Supervision also discourages the employment of unqualified teachers and non-teachers in school management and administration, thereby improving educational quality. This finding agreed with Anderson [28], who found that rigorous supervision protocols reduce the incidence of unqualified personnel in educational roles. Conversely, lack of effective supervision lowers the standard and quality of educational products, as supported by Nganchi and Charlotte [29], who observed that inadequate oversight correlates with poor student outcomes. Moreover, the absence of supervision facilitates malpractices and embezzlement, compromising educational integrity. In contrast, Avis et al. [30] highlighted that regions with robust supervision frameworks report lower incidences of corruption and better resource allocation. In a related study, Kancan et al. [14] found that effective supervision not only deters malpractices but also ensures that educational policies are faithfully implemented, further enhancing educational quality. Thus, educational supervision is crucial for promoting standardization, efficiency, and integrity in the Onitsha Education Zone, ultimately leading to higher educational standards and improved student outcomes.

Several factors hinder effective educational supervision in the Onitsha Education Zone. Political instability is a primary cause, disrupting consistent policy implementation and supervision. This finding agrees with Adeoye [31], who highlighted that political unrest negatively affects educational administration in Nigeria. Poor road conditions also impede supervisors' ability to access schools efficiently. In contrast, Kushwaha [32] observed that regions with better infrastructure experience fewer logistical challenges in educational supervision. Constant changes in educational policies create uncertainty and hinder effective supervision. This is consistent with Achempim-Ansong et al. [33], who noted that frequent policy shifts lead to confusion and inconsistent implementation in the educational sector. Poor remuneration of teachers further exacerbates the problem, as it diminishes motivation and reduces the quality of supervision. This finding aligns with Olujuwon et al. [34], who found that inadequate pay negatively impacts teachers' performance and dedication. The lack of facilities and resources, such as vehicles for supervisors, significantly hampers effective supervision. In a related study, Collins and Jackson [35] highlighted that insufficient resources limit the ability of supervisors to perform their duties effectively. Conversely, regions with adequate resources and infrastructure report better supervision outcomes. Together, these factors create substantial barriers to effective educational supervision in Onitsha, necessitating comprehensive strategies to address political, infrastructural, and resource-related challenges.

Addressing the challenges and leveraging the prospects of educational supervision in the Onitsha Education Zone requires concerted efforts across multiple fronts. Firstly, government intervention is crucial in providing adequate funding for education and supervision, as noted by Christopher [36], to ensure sufficient resources for effective oversight. Schools also play a pivotal role by enhancing teachers' curriculum problem-solving skills and promoting a culture of supervision awareness,

aligning with findings by Roopa et al. [4] on the benefits of teacher professional development. Furthermore, government and stakeholders must collaborate to furnish necessary facilities and resources essential for effective supervision, echoing sentiments from Larsson and Löwstedt [37] on the importance of infrastructure in educational management. A robust road network is vital to ensuring easy access to schools during supervision, an idea supported by Siswanto and Hidayati [38] in their study on infrastructure's impact on educational outcomes. Lastly, employing qualified and experienced staff in the educational sector is critical, as highlighted by Niemi [39], to ensure competent oversight practices. By addressing these aspects comprehensively, Onitsha can enhance educational supervision, leading to improved educational standards and outcomes in the region.

## **9. Limitations and mitigation strategies**

The study on the challenges and prospects of educational supervision in the Onitsha Education Zone is subject to several limitations that warrant a detailed discussion. One significant weakness is the reliance on self-reported data from teachers and principals. Self-reported data can introduce biases such as social desirability, where respondents may provide answers they believe are expected rather than their true opinions. This could skew the results and affect the validity of the findings. Additionally, the accuracy of self-reported data is contingent upon the respondents' willingness to disclose sensitive issues like bribery and corruption, which could lead to underreporting.

The impact of these limitations on the study's findings includes potential overestimation or underestimation of the prevalence and severity of the identified challenges. This may influence the study's reliability, as the data may not fully capture the extent of issues affecting educational supervision.

To address these challenges, several strategies were employed. Efforts were made to enhance respondent cooperation through assurance of anonymity and confidentiality, encouraging honest and candid responses. Furthermore, the study incorporated a robust literature review to provide contextual validation and triangulation of findings, complementing the self-reported data. Despite these efforts, future research could benefit from incorporating mixed-methods approaches or objective measures to further validate and enrich the findings.

## **10. Conclusion**

The study examined the problems and prospects of educational supervision in Onitsha Educational Zone of Anambra State. It was guided by four objectives which include finding out problems militating against effective educational supervision in Onitsha Education Zone, prospects of educational supervision on the quality of education in Onitsha Education Zone, causes of these problems militating against effective educational supervision in Onitsha Education Zone and solutions to the problems and prospects educational supervision in Onitsha Education Zone. Findings of the study revealed, among other things, that the problem militating against effective educational supervision in Onitsha Education Zone include bribery and corruption, inadequate educational funding, problem of bad roads, poor staffing and poor

knowledge of educational supervision by some supervisors. In addition, the prospects of educational supervision are that educational supervision promotes and ensures standardization in educational system, encourages efficiency and effectiveness in school management, and discourages the employment of non-qualified teachers and non-teachers in school management and administration. Recommendations were also made based on the findings.

### **11. Educational implications**

The study has the following educational implications:

- a) There will be improvement in the attitude and performance of students when good schools face effective supervision.
- b) Standardization in educational system will maintain if educational supervision is applied in the school system in Onitsha Educational Zone.
- c) Efficiency and effectiveness in school management will be assured when supervision is encouraged in schools.
- d) Qualified teachers are employed due to application of educational supervision by the government.
- e) Lack of effective supervision lowers the standard and quality of educational products.
- f) Malpractices and embezzlement increase if there is no supervision in education.

### **12. Recommendations**

The following recommendation can be considered as a way forward:

- a) Schools should be effectively supervision so as to improve the attitude and performance of students.
- b) Educational supervision should be applied in the school system in Onitsha Educational Zone so that standardization in educational system will be maintained.
- c) Government should encourage educational supervision so that efficiency and effectiveness in school management will be assured.
- d) Employers of teachers should be adequately supervised so that they will employ qualified teachers.
- e) Lack of effective supervision lowers the standard and quality of educational products.

### **13. Limitation of the study**

This study encountered some limitations and difficulties such as scarcity of relevant literature on the use of modern technology in teaching and learning. Moreso, some respondents were not very co-operative in receiving and filling the questionnaires due to fear of unknown. In spite of all these limitations notwithstanding, the findings of the study remain valid because through the directions and corrections of the supervisor, the study was able to come into conclusion possibly.

**Conflict of interest:** The author declares no conflict of interest.

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