

**ACADEMIC INTERNAL SUPERVISION AS A CORRELATE OF
STUDENTS' ACADEMIC ACHIEVEMENT OF GCE(O/L) IN
SECONDARY SCHOOLS IN BATTICALOA DISTRICT IN SRI LANKA**

Chelliah Arulmoly*

*Department of Education and Childcare,
Eastern University, SRI LANKA
Email id: Chelliah.arulmoly@yahoo.com

DOI: 10.5958/2278-4853.2022.00019.2

ABSTRACT

Understanding the impact of academic internal supervision on students' academic achievement of GCE (O/L) results is important in determining effective and valid performance for secondary schools in Sri Lanka. The study examined the relationship between academic internal supervision and students' academic achievement in secondary Schools. The objective of this study is to examine the relationship between internal supervision and students' academic achievement in secondary schools. In this study was a design survey method and ex-post facto was used and directed at the population of secondary students in the Batticaloa district of Eastern Province in Sri Lanka. The population consisted of the principals and teachers in secondary schools in this district. The stratified random sampling techniques were used to select the school and teachers. Thirty (30) schools of 1AB, 1C, and Type 2 schools and 810 teachers were selected from this research area. The research instruments, academic supervision questionnaire format titled supervision questionnaire; it's to measure the process of supervision with teacher responses about the classroom activities. And G.C.E (O/L) results for a period of five years (2016 – 2020) were used to collect data from the sampled schools. The data analyzed using descriptive statistics and Pearson Product Moment Correlation and hypothesis were tested at 0.05 level of significance.

The findings revealed that there is a significant relationship between academic internal supervision and students' academic achievement ($r = 0.457$, $p < 0.05$). Therefore to achieve quality learning that will improve the academic achievement of students, it important that as academic internal supervision are put in place that will ensure teachers, students, and management guided toward the desired goals and objectives of the schools in terms of students quality output. Based on the findings, the researcher recommended that the school principals should put more efforts on academic internal supervision so as to improve instructional tasks of teachers and students' to enhance students' academic achievement in secondary schools. School principals should ensure constant feedback and periodic review that is; compare students' academic achievement with the set goals in order to improve the teaching and learning process.

KEYWORDS: *Academic Internal Supervision, Students' Academic Achievement, GCE(O/L) Examination And IAB, IC And Type 2 Schools.*

INTRODUCTION

Academic internal supervision in the school is currently experiencing various problems. Supervision preparation problems are related to: lacking of supervision plan, lacking of holistic and systematic planning, and lacking of analysis in current conditions or requirements. While supervision operational problems are included: lacking of supervision cooperation, lacking of knowledgeable and skillful supervisors, and lacking of feedback to supervisees. Problems in evaluation are included: lacking of ongoing supervision and monitoring in a systematically and continually manner. Whereas, supervision is to continuation of a system based on the participation of all parties involved. This is a procedure in management of academic for controlling quality in education.

Supervisors should ensure that teachers are utilizing information from a variety of valid and appropriate sources before they begin planning and teaching lessons. Teachers should use different techniques of teaching methodology considering students background, academic levels, and interests, as well as other data from student's records to a certain academic needs and to facilitate planning for appropriate initial learning. The overall education system should be supported by educational supervision in order to improve the teaching-learning process in general and learner's achievement in particular (UNESCO, 2007).

Working for students' progress towards the established standards and facilitate the planning of various types of instruction are the main tasks of internal supervisors. Internal supervision plays a crucial role in achieving the overall objectives and goals of education in the strategy of attaining quality education, focuses on teacher's professional growth to enhance the instructional practice in schools and to bring about the desired change of learning achievement for the students. In line with this, UNESCO (1999) indicated that internal supervisory practices are significant for individual teacher's professional development, school improvement and satisfaction of public demands. To this end, internal supervision should be well planned and organized to accommodate the central interest of teachers, students and the society. According to the view of Goble and Porter (1977), internal supervision is vital for the continuous professional development of teachers and the overall enhancement of quality education.

REVIEW OF LITERATURE

The role of supervision, especially, at the basic level is very important in the entire educational process. According to Glickman (1995) [1], supervision influences effectiveness and efficiency among personnel in the school and their systems of operation in the teaching learning situation. He was of the view that supervision focuses on the improvement of instruction in whatever subject hence, headteachers and supervisors must actively participate if educational goals are to be achieved. Musaaazi (1985) [2] also sees the inevitable role of academic supervision in schools and declared that supervision is primarily concerned with actions taken to ensure achievement of instructional objectives. Glickman, Gordon and Gordon (1995) see supervision as a glue of a successful school. According to them, supervision as a function in the school draws together the discrete elements of instructional effectiveness into a whole school action. Burton (1988)

however, says that supervisory role in the school is mainly to evaluate the effectiveness of the instructional programme.

A number of writers have expressed their views on the effects of supervision on teaching and learning. Clickman (1995) [3] is of the view that, supervision influences the effectiveness and efficiency among personnel in the school and their systems of operation. He is therefore of the view that supervision should focus on the improvement of instruction in order to achieve the desired result. Neagley and Evans (1980) [4] also agree that supervision makes the work of the teacher more effective through such things as improved working conditions, better materials for instruction, improved method of teaching, preparation of courses of study and supervision of instruction through direct contact with the classroom teacher.

The works of Ashta and Webb (1986) [5] cited in Sergiovanni and Staratt (1998) concluded that a supportive school climate is one important contribution to a teacher's sense of efficacy. Improving schools by helping teachers to reflect on their practice, to learn more about what they do and why, to strive for improvement, to share what they know with others and to strive to improve their practice is at the heart of what supervisors do. Peretomode (2007), suggests that the purpose of internal academic supervision in schools is to directly influence the behavior of teachers and the teaching processes employed to promote students learning, to ensure that each individual teacher within the school system has been performing the duties of which he was scheduled and to cooperatively develop favorable climate for effective and learning.

Tua (1998) [6] stated that the greatest problem militating against educational achievement is the urban/rural disparity in the distribution of trained teachers, distribution of materials, inadequate facilities, and low moral of teachers and lack of supervision. Again he said, many parents in the rural areas are not able to make any meaningful contribution to the improvement of facilities in the schools

Statement of the Problem

There is concern about the secondary school objectives because of doubt that many school principals give little attention to internal academic supervision of instructional activities. Informal discussions by the researcher with some stakeholders in Batticaloa district suggest that students from government schools in the district do not perform well in national examinations due to ineffective internal supervision of teachers by school curriculum committee. This assertion from the stakeholders that the poor performance of students is as a result of ineffective supervision by committee is not verified, but the fact remains that many students perform poorly in national examinations. Could the poor achievement level be attributed to the ineffective internal supervision by school curriculum committee in Batticaloa district secondary schools? This situation has become a matter of concern to stakeholders in the education sector and the society at large.

Objective of the Study

The purpose of this study was to find out the influence of teacher's academic internal supervision and students' academic achievement of secondary school students in Batticaloa district.

Hypothesis

There is no significant relationship between teachers' academic internal supervision and students' academic achievement in secondary schools in Batticaloa district.

Research Questions

1. Is there is any significant relationship between teachers' academic internal supervision committee and academic achievement secondary school students?
2. What is the level of students' academic achievement in secondary schools in Batticaloa district?

METHODOLOGY

This study adopted a descriptive research design of the survey type and ex-post facto was used and directed at the population of secondary students in the Batticaloa district of Eastern Province in Sri Lanka. The population consisted of the principals and teachers in secondary schools in this district. The stratified random sampling techniques were used to select the school and teachers. Thirty (30) school of 1AB, 1C, and Type 2 schools and 810 teachers in which 27 teachers (per school) were randomly selected from the 30 secondary schools sampled were selected from this research area.

Two instruments were used to obtain data from respondents. The research instruments, academic supervision questionnaire format titled supervision questionnaire; it's to measure the process of supervision with teacher responses about the classroom activities. And G.C.E (O/L) results for a period of five years (2016 – 2020) were used to collect data from the sampled schools. The reliability of the instrument was ascertained using Cronbach Alpha Method. The reliability coefficient in a study conducted with 10 secondary school teachers and 5 principals was 0.83. The calculated instrument reliability co-efficient was said to be good and reliable for the study. The research instrument was personally administered directly to the secondary school teachers and principals sampled for the study after obtaining permission to administer the instrument from the principals of the schools. The completed questionnaires were collected, collated and decoded into statistical data and analyzed using mean, standard deviation and Pearson product moment correlation statistics (r) at 0.05 level of significance.

Data Analysis

The data collected in this study were analyzed using descriptive statistics frequency count, percentage, mean score and inferential statistics, hypothesis were analysis using Pearson Product Moment Correlation and tested at 0.05 level of significance.

Research question 1

Is there is any significant relationship between teachers' internal supervision committee and academic achievement secondary school students?

TABLE 1: ACADEMIC INTERNAL SUPERVISION COMMITTEE DUTIES AND STUDENTS' ACADEMIC ACHIEVEMENT IN BATTICALOA DISTRICT SECONDARY SCHOOLS

Variables	N	Mean	SD	r Calculated values	– r table values	Significant level
------------------	----------	-------------	-----------	------------------------------------	-------------------------------------	------------------------------

Academic Performance	810	48.36	26.26	0.541	0.40	P<0.05
Academic internal Supervision	810	2.67	0.537			

Sources: Research Study, May 2021

Table 1 shows that, the mean and standard deviation among the views of teachers on academic supervision committee duties in Batticaloa district and also show the level of students' academic achievement. The average of the mean of academic supervision committee indicate that 2.67; an indicated that the level of academic supervision committee duties in Batticaloa district secondary schools was low. It is concluded however from the findings of this study that there is a significant relationship between academic supervision committee and secondary school students' academic achievement in Batticaloa district as r-calculated value is 0.541 (above the table values 0.40) and $P < 0.05$.

Research question 2

What is the level of students' academic achievement in Batticaloa district secondary schools?

In order to ascertain the level of academic achievement of schools under study, data collected on students GCE (O/L) results for a period of five years (2016-2020) for each sampled school were pooled and averaged to the nearest whole number for each school and the average obtained.

Keys:

Passed: 6 simple pass and above including Mathematics and Tami Language (mother tongue).

Failed: Less than 6 subjects without Mathematics and Tami Language (mother tongue).

TABLE 2: LEVEL OF STUDENTS' ACADEMIC ACHIEVEMENT IN BATTICALOA DISTRICT SECONDARY SCHOOLS BETWEEN 2016 AND 2020

S/N	Educational zone (Batticaloa district)	Number of Students	6 simple pass and above including Mathematics and Tami Language	Percentage	Less than 6 subjects without Mathematics and Tami Language	Percentage
1	Batticaloa	2526	2134	84.48	392	15.52
2	Batticaloa West	1727	1157	69.99	570	30.01
3	Batticaloa Central	1941	1535	79.08	406	20.92
4	Kalkudah	958	724	75.57	234	24.43
5	Paddiruppu	1267	923	72.84	344	27.16

Sources: Research Study, May 2021

Table 2 shows that, the result showed that academic achievement five educational zone in the Batticaloa district was;

1. Batticaloa Zone – Out 2526 students that sat the exam, in the 2016 – 2020 only 2134 (84.48%) pass with 6 simple pass and above including Mathematics and Tami Language while 392 (15.52%) failed.
2. Batticaloa West Zone – Out 1727 students that sat the exam, in the 2016 – 2020 only 1157 (69.99%) pass with 6 simple pass and above including Mathematics and Tami Language while 570 (30.01%) failed.
3. Batticaloa Central Zone – Out 1941 students that sat the exam, in the 2016 – 2020 only 1535 (79.08%) pass with 6 simple pass and above including Mathematics and Tami Language while 406 (20.92%) failed.
4. Kalkudah Zone – Out 958 students that sat the exam, in the 2016 – 2020 only 724 (75.57%) pass with 6 simple pass and above including Mathematics and Tami Language while 234 (24.43%) failed.
5. Paddiruppu Zone – Out 1267 students that sat the exam, in the 2016 – 2020 only 923 (72.84%) pass with 6 simple pass and above including Mathematics and Tami Language while 344 (27.16%) failed.

On the grand total average, 76.39% passed and 23.61% failed from the sampled schools in Batticaloa district. Table 3 shows that, relationship between teachers' internal supervision and students' academic achievement in Batticaloa district secondary schools.

TABLE 3: RELATIONSHIP BETWEEN TEACHERS' INTERNAL SUPERVISION AND STUDENTS' ACADEMIC ACHIEVEMENT IN BATTICALOA DISTRICT SECONDARY SCHOOLS

Variables	N	Mean	SD	r Calculated values	r table values	Significant level
Academic Performance	810	48.36	26.26	0.457	0.40	P<0.05
Teachers internal Supervision	8419	6.43	0.7236			

Correlation is significant at 0.05 levels (2-tailed)

Testing of Hypothesis

There is no significant relationship between teachers' academic internal supervision and students' academic achievement in secondary schools in Batticaloa district.

In testing the hypothesis, teachers' responses to teachers' internal supervision items on the instrument in line with students' academic achievement was subjected to Pearson's Product Moment Correlation Coefficient to shows at Table 3. The result of the test performed indicates that there is a positive and significant relationship between teachers' internal supervision and students' academic achievement in Batticaloa district secondary schools ($r = 0.457$, $p < 0.05$). This implies that the hypothesis which states that there is no significant relationship between teachers' supervision and students' academic achievement in Batticaloa district secondary schools is rejected. The positive value is an indication that as supervision of teachers by their supervision committee increases, the academic achievement of students increased.

FINDING AND DISCUSSION

The study investigated the impact of internal supervision on the students' academic achievement in GCE (O/L) in Batticaloa district in Sri Lanka. The findings revealed that there is a positive and significant relationship between teachers' internal supervision and students' academic achievement in Batticaloa district secondary schools ($r = 0.457$, $P < 0.05$). This implies that the hypothesis which states that, there is no significant relationship between teachers' internal supervision and students' academic achievement in Batticaloa district secondary schools is rejected. The result on regular internal supervision and its bearing on students' academic achievement was significant and in support of National Policy on Education. The result is also in favor of Ebiringha's (1987) [7] findings which indicated that instructional process and supervision make a difference in secondary school student's performance.

The positive value is an indication that as supervision of teacher by their curriculum committee increases, the academic performance of students improves. This finding agrees with Ogunsaju (2004) [8], who submits that there is need for effective supervision to achieve the set goals in the schools system, but Ijaiya (2008), believes that efficient and effective supervision is dependent on the level of intelligence, capability and experience of the manager to manipulate the situation he finds himself or herself in order to achieve the best for his or her organization. The findings of Ogunsaju (2006) [9] and Osika (2002) in line with the result of this study suggested that school Principal should focus on planning and preparation, lesson presentation, relationship and teacher's personality with reference to planning and preparation during classroom observation. He reiterated that the principal should be particular about the effectiveness of the teacher's communication in his voice, choice of words and speech habits, the teachers' knowledge of the subject and his skills in effecting students' participation in the lesson.

Also, this is in line with the research work of Ezekwensil (2007) [10], who observed that lack of supervision in school had been the bane of education policies; that a system not supervised will not yield the desired result and that when supervision is absent, it leads to ineffective curriculum delivery which often causes poor academic performance of students in secondary schools. This is corroborated with the Akudo (2007) [11], that students' performance depend on how school principals invest their energy in their instruction role, maintain visibility, monitor students' performance, build teachers capacity and coordinate curriculum, promote teachers' academic professional development.

The test on impact of positive/negative remarks by supervisors on teacher's performance was significant. This implies that good comments by supervisors during the supervision process have a measurable bearing in improving the teacher performance in the teaching learning process. The analysis established a significant relationship between supervisory climate and improved teachers performance. The findings further indicated that negative comments by supervisors have an adverse effect on teacher's performance. It reveals that, if teachers develop apathy, negative attitude towards the administrator or supervisor because of his/her harsh method of approach, his/her performance will be lowered and this will affect his performance in the instructional process especially when the supervisor is with him/her. This finding is supported with the findings of Adesola (2005), who observes that, it is only the effective utilization of human

resource management variables such as teachers supervision and teachers capacity building that would in turn utilize and improve other resources of education for better performance.

This finding confirmed the statement of the research problem, that there is a falling standard in education due to the retrogression in the academic standard of students in secondary schools. The falling standard of education perhaps requires an effective utilization of human resource as corrective strategy, which would in turn utilize other resource of education to enhance better students' academic performance. This finding is in support of the study outcome conducted by Owadiae (2012) [12], who observed that secondary school students academic performance in external examination have been low and this is to the dissatisfaction of the general public and the poor performance of students in examinations is always attributed to the level of human resource management by school administrators who are responsible for the coordination and supervision of teachers affairs.

CONCLUSION AND RECOMMENDATIONS

The results of this study showed that based on teachers and the principals responses, the practice of supervision by the supervision committee was not up to the expected level yet it was found to impact on students' academic achievement. It was evident that most principals only practiced the specific activities of supervision frequently, rarely or sometimes and a few of them practiced almost always. It was observed that schools with principals who exemplify internal supervision behaviors had students with higher levels of academic achievement than principals who did not. The correlation test showed that academic achievement of the students had a positive correlation with the principals' practice of instructional supervision in almost all the activities. [13-15]

Supervision is critical in the development of any educational program in both developed and developing countries including Sri Lanka. Based on the findings of the study, the research revealed that the education system in Batticaloa district is plagued with multifarious problems notably are students poor performance in GCE (O/L), poor attitude of teachers to work and non-regular instructional supervision of schools as such, the challenges being currently faced by the educational system requires professional approach by experts in the educational field to improve and sustain the education industry in Batticaloa district. [16]

This study affirmed that academic supervision had positive correlation to students' academic performance. Hence, students' academic performance in examination can be attributed to the level of supervision of teachers for effectiveness in secondary schools. Conclusively there is no doubt that achieving quality learning depends largely on effective supervision of teachers which will improve the academic performance of students in schools, this ensure the realization of the desired goals and objectives of secondary education in terms of students quality output. Involving school principal and supervision committee in the linking chain of internal supervision under the guidance and direct coordinator of the principals and vice-principals can assist teachers and improve the quality of instruction and promote improved performance of teaching and learning that is most beneficial to the students. [17,18]

Based on these findings, the author recommends the following as a roadmap for effective application;

1. The school principal should be assigned constitutional roles and responsibilities in the secondary school settings due to the fact that principals and vice-principals are more devoted

to administrative and disciplinary matters to ensure good school climate and tone of the school.

2. Principals should supervise, evaluate and coordinate the with supervision committee, instruction process to ensure that it is in line with the set goals. This can be done by meeting with individual teachers to encourage them on the effective use of instruction time and new teaching skills and also with learners to discuss their performance at given times. Principals should be available in the school to both teachers and students. They should visit teachers in classrooms and Science laboratories to encourage the teachers and ensure the provision of teaching - learning resources.
3. Principals should be more proactive in their day-to-day internal supervision exercise on teachers and students. Government should provide all necessary teaching materials that will promote the teaching standard among teachers.
4. Principals should monitor students' progress by discussing their academic achievement with teachers individually and at classroom level. The principal should also talk with students and teachers about academics and progress towards the set goals. They should visit classrooms to ensure alignment of instruction to the set school academic goals.
5. Checking of professional documents of teachers by principals and supervision committee should be taken serious at all times. Principals should make sure that teachers cover every topic in the scheme of work in line with the time frame. Laissez faire and irregular supervision amongst others must be discouraged.
6. Principal should be incorporated into team of internal supervision in collaboration with in-service advisors to establish trust, acceptability, cooperation and would also serve as morale booster to other colleagues who will easily adhere to needed changes to improve students' academic achievement for good grades in tests and examinations.
7. Trainings, workshops and seminars should be organized for principals, vice-principals and sectional head and class coordinators at the beginning and mid-way of academic session for consistency and effectiveness.
8. Praises and rewards should also be extended to the sectional head while outstanding ones should be recognized publicly for morale booster and continuous service to improving education in its entire ramification.

REFERENCES

1. Glickman CD, Gordon PS, Gordon RJ. Supervision of instruction: A developmental approach. Boston: Allyn and Bacon Inc. 1995.
2. Musaaazi JCS. The theory and practice of educational administration. England: Macmillan Publishers Ltd; 1985.
3. Clickman CD. Supervision of instruction. New York: Allan and Bacon; 1995.
4. Neagley LR, Evans DN. Hand book for effective supervision of instruction. (3rd. ed). Englewood Cliff: N.J. Prentice. 1980.

5. Ashta CM, Webb K. Educational systems analysis. New York: The Macmillan Company; 1986.
6. Tua AK. Education and vision 2020. Keynote Address delivered at the 3rd Trenial CHASS Conference, Accra; 1998.
7. Ebiringha O. Supervision, a key to improvement in an organization: Nigeria Institute of Management (NIM) Journal 1987;8(5).
8. Ogunsaju TO. Human capital management for effective corporate governance. Paper presented at a workshop titled: Corporate Governance for Sustainable National Development, Abuja Nigeria. 2004.
9. Ogunsaju S. School Management and supervision .Ile-Ife, Clean nut publishers. 2006
10. Ezekwensil O. Our educational system. Paper presented at the Presidential Forum of Education, Abuja. 2007.
11. Akudo FV. The influence of supervision of instruction on teacher's effectiveness in primary schools in Nigeria. J. Educ. Manag, 2007;6(1):75-82.
12. Okendu JN. The impact of school administrative structure and adequate supervision on the improvement of Instructional process. Academic Research Journal. 2012;2(3):497-504.
13. Adeniji IA. Perception of principals and teachers of external supervisors'role in secondary schools in Ogun State. Nigerian Journal of Clinical and Counseling Psychology. 2002;8(1):43-56.
14. Archibongs FI. Instructional Supervision In The Administration Of Secondary Education: A Panacea For Quality Assurance: European Scientific Journal June edition 2010;8(13).
15. Harbison R.N. and Hanushek, EA (1992). Educational Performance of Poor: lesson from the Rural North East Brazil: Oxford University press.
16. Manas RP. Implementation of Instructional Supervision in Secondary School: Approaches, Prospects and Problems: Science, Technology & Arts Research Journal, 2012; 1(3):59-67.
17. Obadara NO. A prospective longitudinal study of psychological predictors of achievement. Journal of School Psychology, 2005;34(3):285-306.
18. Ogunsaju S. A Guide to School Effectiveness in Nigeria. Ibadan. Laville Publications; 2004.