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# Advanced Supervision in Educational Management: Differences Between Supervision, Accreditation, Inspection, Collaboration, Evaluation, And Quality Assurance

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## A B S T R A C T S

The paper examines the differences between different supervision models in educational management including supervision, accreditation, inspection, collaboration, evaluation and quality assurance. By understanding the distinctions between these different approaches, educational managers can choose the most appropriate strategies for improving school performance. The research will also contribute to the development of a robust evidence base for advanced supervision in educational management. The study compares and contrasts the different models of advanced supervision in educational management and their effectiveness in improving educational outcomes. Finally, the study will contribute to the existing literature on advanced supervision in educational management and provide a valuable reference for scholars, practitioners, and policymakers.

## A R T I C L E   I N F O

## 1. INTRODUCTION

Many educational institutions implemented strategies in facing management conditions. Although significant advances have been made by the efforts of the educational institution to improve processing quality, product quality, and service quality, some major problems continue to hinder progress. Quality remains low and many quality issues remain unsolved.

This study's objective was to outline advanced supervision in educational administration. The distinctions between supervision, accreditation, inspection, collaboration, evaluation, and quality assurance are clarified and explained in this essay. This essay is a useful resource for further investigation and study in the field of educational management.

## 2. METHODS

This study is a literature review. Data was collected from articles on the internet and international journals, which were then compiled and rediscussed.

## 3. RESULTS AND DISCUSSION
### 3.1.    Inspection

Inspection is a British tradition, whereas supervision is an American one. Inspection activities were centered on school management and identifying what the teachers had done incorrectly. The emphasis of the inspection was defined as a process, facilitated by a supervisor, through which the teachers help each other, counsel each other, plan with each other, and talk with each other about how to improve the teaching-learning situation in the school. Inspection can be defined as a process involving frequent visits to the school to ensure that everything is satisfactory and that the principal is abiding by roles. An institution's facilities and resources can be inspected to see if they adhere to the required requirements. It is both for assessment and advisory purposes.

School inspection in Nigeria is as old as the school system of western type educate schools. Inspection is of the activities that have always been compulsory by law in Nigeria.  Regular school inspection was made permissible by a colonial education ordinance that was passed as early as 1887. School inspection examples include full inspections, routine inspections, sample inspection visits, special inquiry visits, and follow-up visits. Through the inspection of the school, required advice is provided for the improvement of the school.

Fafunwa and Adaralegbe (1971) stated that during the inspection visit, the inspectors must report on the following: staffing, academic and administrative records, school property, the teaching program, the interaction between the school and the community, and management and organization. For an inspection to be done correctly, a few rules must be followed:

(i)     Aim at providing academic guidance to the teachers and help the institution in the promotion of a higher standard of education
(ii)    It should not aim at fault finding of the teachers and their work but for providing concrete suggestions for the improvement of teaching, class work, homework, and its corrections
(iii)   Help the institution in the organization of co-curricular programs in a manner conducive to all development of the students and help in the co-curricular development of the school.
(iv)    Aim at imposing a check on offenders from amongst the staff in respect of attendance, punctuality, discipline, overall behavior, and performance at large.

Features of school inspection include:
(i)     Emphasis on conformity to rules and regulations at all times

(ii)   Usually fault-finding
(iii)  Focuses on the teacher's appearance
(iv)   It is usually concerned with paperwork and reporting than with actual school change
(v)    It lacks leadership abilities
(vi)   It puts fear/pressure on teachers and pupils most times
(vii)  It uses outdated methods

### 3.2.   Supervision

The act of supporting or assisting a professional colleague, such as a teacher who is instructing, was known as supervision in American culture (Pansiri, 2014). Supervision is the art of keeping an eye on the behavior of teachers and other educational staff members in a school system to ensure that they follow both the established policies and guidelines of the education authority that regulates the system of education as well as the generally accepted principles and practices of education (Jonyo & Jonyo, 2019). It also involves giving them (school personnel) professional guidance to improve the conditions that affect students' and teachers' learning and development (Kotirde & Yunos, 2015). With the primary goal of educating, mobilizing, and motivating staff and students as well as advising the government on the way forward, school supervision is the modern, structured activity carried out in the school system by a group of trained subject specialists who visit a school to observe and obtain a general overview of teaching and learning, available instructional materials, various methods applied, learning environment, and human rapport.  It is also a crucial process that makes use of guidance, discussion, and advice to ensure that capital equipment, labor, and financial resources are used to fulfill educational goals.  All facets of school life are covered by supervision, which is an experienced, ongoing, and collaborative activity. For a supervisor to be effective in their duties of supervision, they must be guided, protected, refreshed, encouraged, stimulated, improved, and cooperative. In the context of the school system, supervision can be seen as a technique to keep an eye on the activities of teachers and other educational staff members so that the supervisor can guide and monitor them to ensure they adhere to expectations. However, supervision of education could be viewed as a notion with a focus on improving instruction. The supervisor may be viewed as a mentor whose expertise is sufficient that it is thought he may benefit an average teacher.

The basic principles for effective supervision are the following:
(i)    There should be a healthy atmosphere free from pressure and stress.
(ii)   Staff must be given orientation about the quality of work expected from them.
(iii)  There should be room for constructive criticism, that is poor work should be criticized, advice should be given to the affected party and good work commended.
(iv)   Staff should be allowed to prove their capability, they should be allowed to use their initiative when performing certain tasks or taking decisions in some crucial areas.
(v)    Staff should be motivated and encouraged to work, to increase their productivity which will enhance organizational goals.

The reasons for the supervision of schools are the following:
(i)    To increase teachers' productivity so they are as successful as possible in helping the school achieve its objectives. This will make it easier for the supervisors to suggest ways to enhance the performance of ineffective teachers.
(ii)   It helps to enhance the quality of instruction in schools and to maintain minimum standards in schools
(iii)  Assess the overall climate of the school and identify some of its most urgent needs
(iv)   Identify sources of needs of the school

(v)    Helps in deciding the nature and content of the curriculum, and the learning materials that will enhance the educational growth of both students and teachers

(vi)   Helps to "checkmate" the activities of staff, the newly recruited both the old to see their performance in teaching and learning.

(vii)  It helps in the appropriate expenditure of funds in schools

(viii) It determines whether a teacher should be transferred, retained, promoted, retired, or dismissed based on the performance of the teacher.

(ix)   Helps to discover special abilities or qualities possessed by teachers in the school.

### 3.3.    Differences Between Inspection and Supervision

Differences between inspection and supervision are shown in **Table 1**.

**Table 1.** Comparison between inspection and supervision.

| S/N | Inspection | Supervision |
|---|---|---|
| 1. | Formal/Official | Less formal/prescribe |
| 2. | Focus on monitoring and evaluation of performance | Focus on maintaining and improving performance |
| 3. | Usually carried out by an external agent that is the inspectorate department etc. | Usually carried out by an external and internal agent |
| 4. | Aim at changing all factors affecting the behavior of the teacher | Aim at changing the instructional practices e.g methods, and techniques affecting teaching and learning. |
| 5. | Facilitate and reinforces teaching/learning activities | Explores, encourages, and supports teaching and learning activities |
| 6. | Less frequent | Frequent |
| 7. | Usually planned ahead of time | Usually well-planned or sometimes unplanned |
| 8 | Done by a team of inspectors comprising individuals | Done by individuals and a team of supervision |
| 9. | Reports are usually negative in tone | Reports are always constructive and discussed with teachers and follow up at the earliest possible time |
| 10. | Judgmental in nature | Advisory in nature |
| 11. | Autocratic | Self-governing and collaborative |
| 12 | teacher and principal centered | It deals with school curriculum for the welfare of students and teachers |
| 13 | stresses strict compliance to set down rules and regulations | looks at the management variables such as plans, policies, and programs and then in conjunction with the other participants |

### 3.4.    Quality Assurance

To guarantee that acceptable standards are met and maintained, education quality assurance comprises systematic monitoring, evaluation, regulation, and reporting of educational programs and procedures. It is a dynamic process that offers schools the necessary direction and support for raising student learning results. Amendment Act provided Nigerian educators with the opportunity to abandon the antiquated practice of school inspection in favor of continuing, continuous monitoring and a new operational mode of evaluation. Quality assurance is a strategy used to evaluate the efficiency and appropriateness of teaching and learning at all educational levels to guarantee the delivery of high-quality education.

According to Sunday (2011), quality assurance focuses on proactive ways to ensure high-quality inputs, high-quality outputs, high-quality results, and high-quality academic achievements of students and the environment before problems get out of hand. Similarly, to this, quality assurance as the value given to overall teaching and learning in schools that results in measurably improved attainment of individual school and society goals and objectives. All planned and methodical actions carried out inside the quality system that can be proven to provide customers confidence that a good or service will meet their standards for quality are also referred to as quality assurance.

The existence of a quality assurance system creates a sense of accountability and clarifies the roles and duties of higher education providers, local governments, investors, potential employers, students, and other delivery partners in ensuring the highest standards are met by study programs and the infrastructure that supports them. It takes into account how resources will be used wisely to support the development and well-being of the institution as well as how students' learning will be controlled and supported.

### 3.5.    Evaluation

The process of evaluation, which is a mechanism for quality assurance in education, entails gathering data on the outcomes of specific program activities. Identifying the decision that needs to be made and acquiring and analyzing the educational data that is accessible to be used for decision-making constitute evaluation within these premises. Formative and summative evaluations are the two main types of assessment procedures used in education for quality assurance (Perera-Diltz & Moe, 2014). Detailed information is in the following:

(i)    Formative evaluation: It serves as a continuous evaluation to direct the creation of the program. This method is used to enhance instruction for students who have not learned. Self-assessment and external evaluation make up what is frequently thought of as a comprehensive school evaluation.

(ii)    Summative evaluation: After the period under consideration, there will be an overall evaluation. Its goal is to gauge how much or how well a student comprehends a subject before awarding grades, reports, or certificates. It can be viewed as a recognition evaluation with the main objective of approving subjects for external examinations like the First Leaving Certificate Examination (Common entrance), which is administered by the educational authorities, LGEA, or the Basic Education Certificate Examination (BECE), which is administered by the National Examination Council (NECO) and states.

### 3.6.    Difference Between Education Quality Assurance and Evaluation

The difference between education quality assurance and evaluation is shown in **Table 2**.

**Table 2.** Comparison of education quality assurance and evaluation.

| S/N | Education Quality Assurance | Evaluation |
|---|---|---|
| 1 | Approaches to quality do not seem to influence the methodological elements fundamentally | A key element in most evaluation procedures building up a definition of quality |
| 2 | Peer varies in different quality assurance systems | Peers are increasingly used in the evaluation of teaching and learning |
| 3 | The review panel includes not only professional or academic experts but also representatives of employers | Quality review panels include non-academic members |
| 4 | Serve as an indispensable component of quality control strategy in education | Enhancing the chance that the initiative's goals and objectives are being achieved |
| 5 | To determine the number of classrooms needed based on the average class size to ensure quality control | Identifying what components of an initiative work/do not work and why |
| 6 | To ensure how the financial resources available could be prudently and judiciously utilized | Determining value for money |
| 7 | To determine the level of adequacy of facilities available for quality control | Identifying areas that need improvement to provide the best service possible |
| 8 | To ensure and maintain a high standard of education at all levels | Assess programs and policies for better procurement decisions |

## 3.7. Accreditation

Accreditation is the procedure through which an organization or agency assesses a school or course of study and formally declares that it has met, satisfied, or even exceeded a set of preset criteria or standards for educational quality. An external authority (the accrediting agency) evaluates the services and operations of educational institutions or programs as part of the accreditation process to ascertain whether the relevant requirements are satisfied. The procedure of accreditation is also a status. Accreditation serves as a status that informs the public that a program or institution satisfies the requirements for a quality set forth by an accrediting body. Accreditation as a process reflects the fact that to be recognized by the accrediting agency, the institution or program is dedicated to self-study and external review to not only meet standards but also consistently look for ways to improve the quality of education and training offered. Improvement and quality assurance of institutional and educational systems are intrinsically tied to accreditation. Institutions and systems are required to review their vision, strategy, priorities, leadership, programs, and resources as part of the accreditation process. The process of gaining and maintaining accreditation provides institutions and educational systems with clear and convincing criteria that enable them to make adjustments to strive for excellence. To monitor higher education and the quality of its offerings, a number of the region's nations have set up national accreditation organizations and standards. Additionally, several significant institutions, like UNESCO, the EU, the World Bank, etc., have spearheaded and funded numerous programs to raise the standard of education in the area. Due to the aforementioned factors, higher education institutions began considering ways to enhance their internal quality by creating internal quality assurance systems, creating integrated quality management systems, and performing self-assessments to make sure they were prepared for both national and, in some cases, international accreditations.

### 3.8. Collaboration

Collaboration is a process that involves interaction (a connection over time), and the groups create common guidelines, standards, and structures that frequently lead to their first joint project. Mission/shared purpose, integrating structures/resources, mutual benefit, networks/relationships/governance, trust, and associational membership are essential components of collaboration. Institutional collaborations are challenging because they involve people who are embedded in (and representatives of) an institution, as opposed to just people cooperating to achieve a common objective. Integrating structures or resources is another fundamental component needed for collaboration in higher education. The establishment of a center, the development of a central cooperation unit, and supporting technology systems are examples of integrating structures (see **Table 3**).

**Table 3.** Comparison of accreditation and collaboration.

| S/N | Accreditation | Collaboration |
|---|---|---|
| 1 | Helps advance standards and promote excellence | Align evaluation and assessment with education goals and student learning objectives |
| 2 | Provides means for ongoing self-assessment and continuous improvement | Focus on improving classroom practices and building on teacher professionalism |
| 3 | Enhances reputation and creates public accountability | Sets inputs about the processes and outcomes of a school system |
| 4 | Supports the obtainment of financial aid and support and the establishment of international cooperation | Promote an achievement-focused culture within schools to raise performance and equity |
| 5 | Helps students determine acceptable institutions to pursue their education | Make stakeholders such as students, graduates, and employers visible in tertiary education |
| 6 | Assists institutions in determining the acceptability of transfer credits | Ensure a balance between national consistency and local needs |
| 7 | Helps employers determine the validity of programs of study and whether a graduate is qualified | Ensure that quality assurance is consistent with the goals for tertiary education and serves both improvement and accountability purposes |

## 4. CONCLUSION

This study provides an overview of advanced supervision in educational administration. This essay clarifies and explains the differences between supervision, accreditation, inspection, collaboration, evaluation, and quality assurance. This article can be used as a beneficial tool for more research and study in the area of educational management.

## 5. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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