

**EDUCATIONAL ASSESSMENT AND SUPERVISION REVITALIZATION AND QUALITY
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Port Harcourt, Port Harcourt, Rivers State****Abstract**

The study investigated educational assessment and supervision revitalization and quality secondary education in Rivers State. Two research questions were answered and two hypotheses tested in the study. The design adopted for the study was correlation design. The population of the study consisted of 7,142 teachers out of which 379 teachers were sampled for the study using random sampling technique. Instruments adopted for collection of data were questionnaire titled “Educational Assessment and Supervision Revitalization Scale” (EASRS) and Quality Secondary Education Scale (QSES). The face and content validation of the instrument were determined by two experts in Educational Management and Measurement and Evaluation, Faculty of Education, University of Port Harcourt while Cronbach alpha was used to determine the reliability of the instrument with an average reliability index of EASRS was 0.83 while QSES was 0.88. There were 379 copies of the questionnaire administered out of which 368 copies representing 97% were retrieved. Research questions raised were answered using Pearson Product Moment Correlation Coefficient (PPMC) while the hypotheses were tested using r-ratio at 0.05 level of significance and 366degrees of freedom. The result of the study showed that educational assessment revitalization and educational supervision revitalization had strong and positive relationship of $r= 0.88$ and $r=0.81$ with quality secondary education in Rivers State and the relationship was also significant. It was recommended that educational assessment should be a regular exercise to improve on the quality of secondary education in Rivers State.

Keywords: Educational assessment, Supervision, Revitalization, Secondary education, Rivers state

Introduction

Education involves the acquisition of knowledge, skills, attitudes, competencies, ideals and culture. It entails the process of developing a person mentally, physically, socially and spiritually so that he can be useful to himself and the society at large. It is a means of developing the entire person to enable him live effectively and efficiently in the society. Education is at three levels- primary, secondary and tertiary. Secondary education is the form of education children receive after primary education and before the tertiary stage. One of its major functions is to ensure that the recipients acquire knowledge, skills and attitudes which will lay the basic foundation for future jobs and careers (Ministry of Education, Science, Technology & Innovation, 2013). Some types of secondary education, such as vocational schooling, are terminal and prepare the student for employment upon graduation. Other types of secondary education prepare students to pursue a postsecondary education. No doubt, secondary education is a central tenet to the achievement of the main purpose of education. However, no matter how relevant an educational programme is, without proper assessment and supervision, it may lose its relevance in the nearest future if left unchecked.

Educational Assessment Revitalization and Quality Secondary Education

Assessment according to Brown, (1990) refers to a related series of measures used to determine a complex attribute of an individual or group of individuals. This involves gathering and interpreting information about student level of attainment of learning goals. Assessments also are used to identify individual student weaknesses and strengths so that educators can provide specialized academic support educational programming, or social services. In addition, assessments are developed by a wide array of

groups and individuals, including teachers, district administrators, universities, private companies, state departments of education, and groups that include a combination of these individuals and institutions.

In classroom assessment, since teachers themselves develop, administer and analyse the questions, they are more likely to apply the results of the assessment to their own teaching. Therefore, it provides feedback on the effectiveness of instruction and gives students a measure of their progress. As Brown and Abeywickrama (2010) maintains, two major functions can be pointed out for classroom assessment which are to show whether or not the learning has been successful, and the other is to clarify the expectations of the teachers from the students (Brown & Abeywickrama, 2010). Assessment is a process that includes four basic components which include the following:

1. Measuring improvement over time
2. Motivating students to study
3. Evaluating the teaching methods and
4. Ranking the students' capabilities in relation to the whole group evaluation.

Importance of Assessment

First and foremost, assessment is important because it drives students learning outcome (Brown & Abeywickrama, 2010). Whether we like it or not, most students tend to focus their energies on the best or most expeditious way to pass their 'tests.' Based on this knowledge, we can use our assessment strategies to manipulate the kinds of learning that takes place. For example, assessment strategies that focus predominantly on recall of knowledge will likely promote superficial learning. On the other hand, if we choose assessment strategies that demand critical thinking or creative problem solving, we are likely to realize a higher level of student performance or achievement. In addition, good assessment can help students become more effective self-directed learners (Darling-Hammond, 2006). As indicated above, motivating and directing learning is only one purpose of assessment. Well-designed assessment strategies also play a critical role in educational decision-making and are a vital component of on-going quality improvement processes at the lesson, course and/or curriculum level.

Types and Approaches to Assessment

Numerous terms are used to describe different types to learner assessment. Although somewhat arbitrary, it is useful to these various terms as representing dichotomous poles as outlined by McAlpine (2002) as follows:

Formative <-----> Summative

Informal <-----> Formal

Continuous <-----> Final

Process <-----> Product

Divergent <-----> Convergent

Formative vs. Summative Assessment

Formative assessment is designed to assist the learning process by providing feedback to the learner, which can be used to identify strengths and weakness and hence improve future performance. Formative assessment is most appropriate where the results are to be used internally by those involved in the learning process (students, teachers, curriculum developers). Summative assessment is used primarily to make decisions for grading or determine readiness for progression. Typically summative assessment occurs at the end of an educational activity and is designed to judge the learner's overall performance. In addition to providing the basis for grade assignment, summative assessment is used to communicate students' abilities to external stakeholders, e.g., administrators and employers (Darling-Hammond, 2006).

Informal vs. Formal Assessment

With informal assessment, the judgments are integrated with other tasks, e.g., lecturer feedback on the answer to a question or preceptor feedback provided while performing a bedside procedure. Informal

assessment is most often used to provide formative feedback. As such, it tends to be less threatening and thus less stressful to the student. However, informal feedback is prone to high subjectivity or bias. Formal assessment occurs when students are aware that the task that they are doing is for assessment purposes, e.g., a written examination. Most formal assessments also are summative in nature and thus tend to have greater motivation impact and are associated with increased stress. Given their role in decision-making, formal assessments should be held to higher standards of reliability and validity than informal assessments (McAlpine, 2002).

Continuous vs. Final Assessment

Continuous assessment occurs throughout a learning experience (intermittent is probably a more realistic term). Continuous assessment is most appropriate when student and/or instructor knowledge of progress or achievement is needed to determine the subsequent progression or sequence of activities (McAlpine, 2002). Continuous assessment provides both students and teachers with the information needed to improve teaching and learning in process. Obviously, continuous assessment involves increased effort for both teacher and student. Final (or terminal) assessment is that which takes place only at the end of a learning activity. It is most appropriate when learning can only be assessed as a complete whole rather than as constituent parts. Typically, final assessment is used for summative decision-making. Obviously, due to its timing, final assessment cannot be used for formative purposes (McAlpine, 2002).

Process vs. Product Assessment

Process assessment focuses on the steps or procedures underlying a particular ability or task, i.e., the cognitive steps in performing a mathematical operation or the procedure involved in analysing a blood sample. Because it provides more detailed information, process assessment is most useful when a student is learning a new skill and for providing formative feedback to assist in improving performance (McAlpine, 2002). Product assessment focuses on evaluating the result or outcome of a process. Using the above examples, we would focus on the answer to the math computation or the accuracy of the blood test results. Product assessment is most appropriate for documenting proficiency or competency in a given skill, i.e., for summative purposes. In general, product assessments are easier to create than process assessments, requiring only a specification of the attributes of the final product (McAlpine 2002).

Divergent vs. Convergent Assessment

Divergent assessments are those for which a range of answers or solutions might be considered correct. Examples include essay tests. Divergent assessments tend to be more authentic and most appropriate in evaluating higher cognitive skills. However, these types of assessment are often time consuming to evaluate and the resulting judgments often exhibit poor reliability. A convergent assessment has only one correct response (per item). Objective test items are the best example and demonstrate the value of this approach in assessing knowledge. Obviously, convergent assessments are easier to evaluate or score than divergent assessments.

Unfortunately, this “ease of use” often leads to their widespread application of this approach even when contrary to good assessment practices. Specifically, the familiarity and ease with which convergent assessment tools can be applied leads to two common evaluation fallacies: the Fallacy of False Quantification (the tendency to focus on what’s easiest to measure) and the Law of the Instrument Fallacy (moulding the evaluation problem to fit the tool) (McAlpine, 2002).

Approaches to Assessment

In approaches to assessment, two central tendencies emerge which are relevant to language as subject. One places emphasis on the assessment of learning where reliable, objective measures are a high priority. The focus here is on making summative judgements which in practice is likely to involve more formal examinations and tests with marks schemes to ensure that the process is sound (McAlpine, 2002). An alternative approach is to change the emphasis from assessment of learning to assessment for learning,

implying a more formative approach where there is much more emphasis on feedback to improve performance. The approach here might be through course work and portfolio assessment in which diverse information can be gathered which reflects the true broad nature of the subject (McAlpine, 2002).

Challenges in the Assessment Process

Student assessment is a critical aspect of the teaching and learning process. It enables teachers to measure the effectiveness of teaching with student performance to specific learning objectives. It is important to assess the performance because it provides feedback to what extent students are successfully meeting the course objectives. Here would discuss the assessment challenges for teachers, the opportunities and evaluation for these assessments. The assessment process encourages teachers and curriculum planners to think like an assessor before designing specific chapters. It not only enables teachers to measure the effectiveness of their teaching process but also enhances teaching pedagogy in the classroom.

The assessment system is facing many challenges that need to be understood and addressed for better learning outcomes. The challenges can be related to the assessment of students, teachers, educational boards, technology, social and ethical issues. Each challenge in the assessment system needs to be analyzed properly. The assessment is done based on the students' educational experiences. There are internal and external assessment systems in school. The internal assessment is done by the in-house faculty and external assessment is carried out by faculty of educational boards. The assessment helps in sharing learning goals with others. It also helps to recognize the capability of the student.

The assessment system should be fair and strong in the school system. There are two types of assessment systems such as formative and summative. Formative is providing continuous feedback on the students' performance whereas summative is to assess the student performance at the end. The assessment system somewhere loses the connection between the students, teachers, schools, families and communities. Here are a few challenges in the assessment process of the education system.

Grading: Teachers assess the performance of students based on their tests, exams, assignments and projects. It serves four major roles like evaluating the student work, communicating with students, helping in motivating students to focus and also involving in the course. It organizes to mark transitions and focus effort for both students and teachers. The challenges faced by the grading system are as follows.

1. There is no way developed that a student can know their assessment process and grading technique.
2. There is a lack of transparency in the assessment system.
3. Classroom assessment techniques are rare.
4. There is no flexibility in programme grading

Change in Examination Pattern: There are students who cannot perform well in their exams when the examination pattern changes. At the time of assessment, these students find it difficult to adjust with a new pattern and are confused to attempt the new form of questions. Sometimes students with low grades get de-motivated with the assessment as it marks their performance compared to others.

Teachers Assessment Issues: There are many assessment tools developed to assess the knowledge of the student learned in the classroom. Teachers play a major role in assessing students for their performance. Assessments are based on their knowledge or performance in the classroom. Teachers are finishing the syllabus in a short time as they are loaded with administration works in schools. The assessment system is taking away the freedom and autonomy of the teacher. The procedure followed by teachers to assess students' needs to change. Earlier there was only one exam that used to be conducted for the students at the end of the year. But now, with the multiple exams and technological advancements, the concentration level of the student is reducing. There are multiple assessments in schools in the form of presentations, projects, group discussions, assignments and tests. The teachers themselves have to put in a lot of effort into preparing and planning for the assessments.

Technological Issues: Innovation in assessment is a delicate matter in the area of summative assessment which is heavily controlled and has consequences on students' assessment. The authority is concerned about plagiarism and invigilation issues. There is difficulty in scalability and transfer problems when different departments have separate working practices and culture. Verification of user identity and security issues are also major challenges faced by the authority. The technical requirements should be met for assessment systems such as software, connectivity, security, accessibility etc.

Lack of Training: There is a lack of training for new strategies and the use of technology for the assessment. The education institutions sometimes lack proper training on assessment techniques, technology and methods that needs to be given to their teachers and examiners.

Cost of Investment: The assessment system requires a significant amount of investment to develop new technology. The investment will help in supporting and training. There are few tools that require a large number of investments and infrastructure. But authorities are sometimes reluctant to invest in these assessment systems. The investments are not only in terms of capital but time and workforce.

Lack of Policy: There are common policy challenges in governance and implementation of assessment systems. Policy development needs to ensure the involvement of different components of assessment framework such as school assessment, teacher appraisals, etc. The policy should contribute to securing effective links to classroom practices.

Administration Issue: The administration should be careful about maintaining the records of student information. Sometimes there is negligence in protecting the information on the assessment of students. It can create problems for students who have been assessed wrongly.

Social/Ethical Issue: The manipulation of information raises major social and ethical issues. Sometimes careless implementation of assessment can bring a negative impact on students who keep high expectations on the assessment for their performance in exams.

Way Forward in Dealing with Assessment Challenges

The current methods are not providing meaningful feedback about student performance. There are important points that have to be addressed, as there is a need for assessment practices to enhance the learning outcomes. Proper recording and reporting of information concerning students should be done. The challenges highlighted should be considered and implemented for better practice. The assessment system is very important for their self growth and confidence. So, the right assessment should be given to students based on their hard work and performance in academics.

Educational Supervision Revitalization and Quality Secondary Education

Supervision exists and is also being practiced in schools. But it is not usually conducted in a manner that promotes the condition necessary to ensure professional growth of teachers and school development in far too many schools. Teacher supervision procedures represent an effective but unproductive attempt to rate teachers rather than a way to identify how to improve instruction in the classroom and create a plan to make them happy. Effectiveness of supervision as a means of improving instruction depends on the ability of the educational leaders to remain responsible to the needs of teachers and students.

Historically, the function and concept of supervision have changed. The earliest form of supervision practiced from the colonial period and continued into the 20th century was more of inspectional function performed by selectmen, or clergymen to inspect the physical plant of schools and to ensure that children received instruction as required by law. They had strict requirements for their teachers and visited classrooms to observe how closely the teachers complied with stipulated instructions (Sullivan & Glanz, 2005). Departure from this instruction was a cause of dismissal. It was later acknowledged that these selectmen and clergymen did not necessarily have the knowledge base to make informed judgment about teacher effectiveness. Clearly, they were not trained for such a role. However, this trend continued throughout the century.

Supervision is an important tool necessary for the effective running of any organization which the school system is not left out and must be taken seriously. Supervision is a relationship between two people, between a supervisor and a supervisee. This supervisor could be the principal of the school or an external body and the supervisee is the teacher. Supervision is done with the aim of improving the quality, standards of teachers because they are the ones who interact with the students. Therefore, supervision is aimed also at maximizing the performance of students. Productivity can be accomplished when teachers are supervised so as to improve their skills in the area of evaluation, observation, planning and assessment, since they are the bedrock of Education. Productivity could also be seen in improving the quality of life of those interlinked to the school such as the students and the society at large. A school system which advocates a culture of good supervision results in increased or high rate of productivity for the parents, students, school and society as a whole.

Adequate supervision is a tool to improving the quality control of our educational system in our contemporary world today. With globalization taken place, learning is no more teacher-centred but child-centred and so in order to improve the standard of education for quality productivity; school supervision is a necessary tool that must be put in place. The main objective of learning is to bring about the transformation in the behaviour of students resulting from the quality of instructions imparted to them during teaching, it is pertinent to note that for this change in behaviour to occur depends on the quality of instruction delivered during the learning process. So to achieve this, supervision must be considered as a tool to enhance teachers' quality, compliance with the instructional materials, performance of students in continuous assessment and promotion examination.

The goals of education can only be accomplished when certain mechanism with which to accomplish them are put in place such as supervision, which Nwogbo and Okeke (2010) believes can be aimed and developed by a committed teacher. To make sure that these teachers are disciplined and productive, they are to go through serials of developmental training of strengthening school's instructional supervision to attain commitment (Ikegbuisi, 2014). Organizations and schools supervise and evaluate the teachers performance for certain reasons such as retention, accountability for completing task (Ekundayo, Oyerinde & Kolawole, 2013). Teachers are the backbone of the entire education system as seen by Olorunfemi (2018) and they are assigned the role of teaching, processing and training students so as to acquire the skills needed to contribute to the society at large and these teachers cannot effectively carry out such duties without being properly educated and trained themselves (Ofojebe, Chukwuma & Onyekwe, 2016).

Supervision has been identified as one way to guide teachers, which as seen by Modebelu (2018) is a process of stimulating, assisting, motivating and directing employees to enhance the teaching and learning process in the school. Ogbo (2015) defines supervision as the act of transforming an individual into the best person he/she can be to carry out tasks of teaching and learning to students. School supervision is the process of bringing about improvement in teachers' performance and students active participation in the classroom. This means that supervision is primarily aimed at developing teachers towards positive attitudes and skills necessary for them to achieve excellence in their teaching. Supervision does not necessarily mean to enforce rules and regulation but to guide and promote good relationships, assign reward to those who merits it and all who are concerned with schoolwork so that learning is facilitated. To achieve all this, planning and improving teachers professionally is necessary.

Reform Strategies for Effective Supervision

The expansion of the school system with increase in enrolment as a result of declaration and launching of the Universal Primary Education in 1976 and Universal Basic Education in 1999 were seen as offshoots of the deteriorating quality of education in the country because strength increased astronomically without a corresponding increase in infrastructure, quality and quantity of teachers and supervisors. The situation has increased the awareness of the services of supervisors in the school system. However, supervisory

services like any other services have a number of constraints which have been listed and discussed earlier. This calls for reforms in the system in order to improve school and teachers' development. There is also the need to bring supervision closer to where the action is taking place, that is, the school site level. The following reforms strategies advocated by several professional bodies are hence highlighted:

Coherent Job Description

There should be reduction in the role conflict of supervisors by delinking control from advises functions. The trend should be towards giving supervisors a greater role in supporting and advising teachers .external supervisors should be more concerned with control services, while support and advises services are handled directly at school level as part of an overall quality assurance approach. Supervisors should be allowed to concentrate on what is crucial (pedagogical task) rather than merely urgent administrative task.

Focusing on the School than the Teachers

Supervision should be directed towards the school as a whole, involving the relationship between the teaching staff and between the school communities. Though this has greater advantage, it has its problems. It requires team work and therefore important behaviour adjustment and work habit of supervisors.

Increasing Role of Supervision in System Evaluation

Monitoring the quality of individual teachers and schools is not enough because the quality of an educational system as a whole cannot be equated to the total number of schools .in order to be efficient, a monitoring system should not focus on individual teacher and school, but also on the system. Supervisors should be invited to provide consolidated reports that presents the health status of the school system or aspects of the functioning of the schools such as availability and use of teaching materials, the relative difficulties and successes of introducing new pedagogical methods, the management of financial resources at school level or any other topic that may be of interest to the decision maker. This practice will give increased value to the work of supervisors that start acting as policy advisers rather than mere controllers.

Towards Openness and Transparency

Supervision system should develop open and transparent procedures. There should be more openness and discussion with those being appraised. Teachers should be notified in advance of supervisory visits. Supervisors now have to discuss their reports with teachers and handover a copy to them. This links to a concern to render teacher appraisal more participatory, the supervisor should regard himself not only as but as a mentor.

Improved Working Conditions

There should be improved working conditions for supervisors. Claims should be made for stringer financing or supervisory services in tune with the policy declaration that emphasizes the role of a quality monitoring. Therefore, all supervision offices should be provided at least with a set of basic equipment. However, 'basic' will depend very much on the context of each state but must include some form of transport, an office with telephone and filing cabinet will be among basic tools. The demands on supervisors should be adopted to take into account their resources. Any financial entitlement due to the supervisor should be paid on time and when such is due.

Objectives of the Study

The aim of the study was to investigate educational assessment and supervision revitalization and quality secondary education in Rivers State. In specific terms, the study objectives sought to:

1. investigate the extent educational assessment revitalization correlate with quality secondary education in Rivers State.

2. examine the extent educational supervision revitalization correlate with quality secondary education in Rivers State.

Research Questions

The following research questions guided the study:

1. To what extent does educational assessment revitalization correlate with quality secondary education in Rivers State?
2. To what extent does educational supervision revitalization correlate with quality secondary education in Rivers State?

Research Hypotheses

The following hypotheses were tested at 0.05 level of significance:

1. There is no significant relationship between educational assessment revitalization and quality secondary education in Rivers State.
2. There is no significant relationship between educational supervision revitalization and quality secondary education in Rivers State.

Methodology

Design used for the study was correlation design. Population of the study comprised all the 7,142 teachers in all the two hundred and seventy six (276) public senior secondary schools spread across the three (3) senatorial zones in the 23 Local Government Areas of Rivers State, Nigeria. Source: Department of Planning Research and Statistics Secondary Education management Board (SEMB) Port Harcourt, 2019/2020 academic session. The sample of the study consisted of 379 teachers which were determined using the Taro Yamane minimum sample size determination formula. The sampling technique used for the selection of the subjects of the study was random sampling technique. The instruments used for data collection were questionnaire titled "Educational Assessment and Supervision Revitalization Scale" (EASRS) with 14 items and Quality Secondary Education Scale (QSES) with 28 items. The instruments were structured using the modified four-type Likert scale of Very High Extent (VHE) =4 points, High Extent (HE) = 3points, Low Extent (LE) =2 points, Very Low Extent (VLE) =1 point. Face and content validities of the instrument were determined by two experts in Educational Management and Measurement and Evaluation, Faculty of Education, University of Port Harcourt. Cronbach alpha was used to determine the reliability of the instrument. The researcher administered 30 copies of the instruments to 30 who were not part of the respondents sampled for the study. The estimated reliability index for Educational Assessment Revitalization was 0.81 and Educational Supervision Revitalization was 0.84 which indicated an average reliability index of 0.83 while Quality Secondary Education was 0.88 which was adequate for the study. There were 379 copies of the questionnaire administered by the researcher with the assistance of two trained research assistants while 368 copies representing 97% were properly filled and retrieved and considered adequate for the study. The research questions were answered using Pearson Product Moment Correlation Coefficient (PPMC) while the hypotheses were tested using r-ratio at 0.05 level of significance and 366degrees of freedom.

Results

Answer to Research Questions

Research Question 1: To what extent does educational assessment revitalization correlate with quality secondary education in Rivers State?

Table 1: Pearson Product Moment Correlation Analysis on the Relationship between Educational Assessment Revitalization and Quality Secondary Education in Rivers State

Variable	Σ	Σ^2	n	df	ΣXY	r	Decision
Educational assessment (X)	10197	2123	368	366	2732	0.88	High Positive Correlation
Quality secondary education (Y)	10360	3612					

Data on Table 1 reveal a correlation coefficient = 0.88. This value is high and positive, indicating that there is high and positive relationship between the educational assessment revitalization and quality secondary education. This implies that increase in educational assessment revitalization leads to corresponding increase in quality secondary education in Rivers State.

Research Question 2: To what extent does educational supervision revitalization correlate with quality secondary education in Rivers State?

Table 2: Pearson Product Moment Correlation Analysis on the Relationship between Educational Supervision Revitalization and Quality Secondary Education in Rivers State

Variable	Σ	Σ^2	n	df	ΣXY	r	Decision
Educational supervision revitalization (X)	10201	2436	368	366	2753	0.81	High Positive Correlation
Quality secondary education (Y)	10360	3756					

Data on Table 2 reveal a correlation coefficient of = 0.81. This value is high and positive, indicating that there is high and positive relationship between the educational supervision revitalization and quality secondary education. This implies that increase in educational supervision revitalization leads to corresponding increase in quality secondary education in Rivers State.

Test of Hypotheses

Hypothesis 1: There is no significant relationship between educational assessment revitalization and quality secondary education in Rivers State.

Table 3: Transformed r-ratio on the Relationship between Educational Assessment Revitalization and Quality Secondary Education in Rivers State

Variable	Σ	Σ^2	n	df	ΣXY	r	r-ratio	z-crit.	Decision
educational assessment revitalization (X)	10197	2123	368	366	2732	0.88	35.32	1.96	Sig. Rejected H_0
Quality secondary education (Y)	10360	3612							

Data on Table 3 reveal that a high positive relationship exists between educational assessment revitalization and quality secondary education. To establish the significance of the relationship, r-ratio was computed and an index of 35.32 was obtained. This was compared to the critical z-value of 1.96 at the 0.05 level of significance with a degree of freedom of 366, indicating that there is a significant positive relationship between educational assessment revitalization and quality secondary education (calculated $z = 35.32 < \text{critical } z = 1.96$ at $p < 0.05$ and $df = 366$). Therefore, the null hypothesis of no

significant relationship between educational assessment revitalization and quality secondary education is rejected. This implies that the relationship is positive and strong, and any increase in the educational assessment revitalization tends to be accompanied by improvement in quality secondary education in Rivers State.

Hypothesis 2: There is no significant relationship between educational supervision revitalization and quality secondary education in Rivers State.

Table 4: Transformed r-ratio on the Relationship between Educational Supervision Revitalization and Quality Secondary Education

Variable	Σ	Σ^2	n	df	ΣXY	r	r-ratio	z-crit.	Decision
Educational supervision revitalization (X)	10201	2436							
			368	366	2753	0.81	22.05	1.96	Sig. Rejected H_0
Quality secondary education (Y)	10360	3756							

Data on Table 4 reveal that a high positive relationship exists between educational supervision revitalization and quality secondary education. To establish the significance of the relationship, r-ratio was computed and an index of 22.05 was obtained. This was compared to the critical z-value of 1.96 at the 0.05 level of significance with a degree of freedom of 366, indicating that there is a significant positive relationship between educational supervision revitalization and quality secondary education (calculated $z = 22.05 < \text{critical } z = 1.96$ at $p < 0.05$ and $df = 366$). Therefore, the null hypothesis of no significant relationship between educational supervision revitalization and quality secondary education is rejected. This implies that the relationship is positive and strong, and any increase in the educational supervision revitalization tends to be accompanied by improvement in quality secondary education in Rivers State.

Discussion of Findings

Educational Assessment Revitalization and Quality Secondary Education

The study revealed that there is a high positive relationship exists between educational assessment revitalization and quality secondary education in Rivers State. In the view of Brown and Abeywickrama (2010) educational assessment involves gathering and interpreting information about student level of attainment of learning goals. Assessments also are used to identify individual student weaknesses and strengths so that educators can provide specialized academic support educational programming, or social services. Based on this knowledge, we can use our assessment strategies to manipulate the kinds of learning that takes place. For example, assessment strategies that focus predominantly on recall of knowledge will likely promote superficial learning. On the other hand, if we choose assessment strategies that demand critical thinking or creative problem solving, we are likely to realize a higher level of student performance or achievement. In addition, good assessment can help students become more effective self-directed learners (Darling-Hammond 2006) irrespective of the level of education.

The assessment system is facing many challenges that need to be understood and addressed for better learning outcomes. The challenges can be related to the assessment of students, teachers, educational boards, technology, social and ethical issues. Each challenge in the assessment system needs to be analyzed properly. The assessment is done based on the students' educational experiences. There are internal and external assessment systems in school. The internal assessment is done by the in-house faculty and external assessment is carried out by faculty of educational boards. The assessment helps in

sharing learning goals with others. It also helps to recognize the capability of the student. Therefore, the null hypothesis of no significant relationship between educational assessment revitalization and quality secondary education is rejected. This implies that the relationship is positive and strong, and any increase in the educational assessment revitalization tends to be accompanied by improvement in quality secondary education in Rivers State

Educational Supervision Revitalization and Quality Secondary Education

The study revealed that there is a high and positive relationship between educational supervision revitalization and quality secondary education in Rivers State. Modebelu (2018) strongly believe that supervision is a process of stimulating, assisting, motivating and directing employees to enhance the teaching and learning process in the school. This means that supervision is primarily aimed at developing teachers towards positive attitudes and skills necessary for them to achieve excellence in their teaching. Supervision does not necessarily mean to enforce rules and regulation but to guide and promote good relationships, assign reward to those who merits it and all who are concerned with schoolwork so that learning is facilitated. Adequate and efficient supervision produces positive productivity of teachers as posited by (Barak, 2009) and this is an issue than cannot be overemphasized.

Effective supervision should produce positive outcome for both the teachers, supervisors, the school itself and the students. Supervision can be said to have been effective to the teacher if it improves the quality of life for the teacher and also improves a similar quality in service. Morrison (2010) suggests that supervision is effective when it is based on a respectful relationship, when it is embedded in the school's culture and also if it is carried out regularly in a safe and conducive learning environment. Through an effective supervision of instruction, supervisors can reinforce and enhance teaching practices that will contribute to improved students learning.

Ajayi and Afolabi (2012) added by skilfully analyzing performance and appropriate data, supervisors can provide meaningful feedback and direction to teachers that can have a profound effect on the learning that occurs in each classroom because students' learning is primary function of schools, the effective supervision of instruction is one of the most critical functions of the instructional supervisor, hence, variables such as; Job description, work load and recruitment process, training, budgeting and promotion of teachers must be looked into to revitalize supervision.

Therefore, the null hypothesis of no significant relationship between educational supervision revitalization and quality secondary education is rejected. This implies that the relationship is positive and strong, and any increase in the educational supervision revitalization tends to be accompanied by improvement in quality secondary education in Rivers State

Conclusion

The study concluded based on the findings of the study as follows:

The relationship between educational assessment revitalization and educational supervision revitalization on quality secondary education in Rivers State is strong, positive and significant at 366 degrees of freedom and 0.05 level of significance.

Recommendations

The study recommended as follows based on the findings of the study:

1. Educational assessment should be a continuous exercise so as to promote quality secondary education in Rivers Sate.
2. The school principals should be actively involved in educational supervision irrespective of teacher genders, personal relationship and religious affiliations to ensure quality secondary education in Rivers Sate.

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