

**ASSESSMENT OF DIGITAL SUPERVISION ON THE MANAGEMENT  
OF SECONDARY SCHOOLS IN EGOR LOCAL GOVERNMENT AREA  
OF EDO STATE**

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**BENIN CITY**

**MARCH, 2025.**

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**A PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL  
MANAGEMENT, FACULTY OF EDUCATION, UNIVERSITY OF BENIN, EDO  
STATE. IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE  
AWARD OF BACHELOR OF SCIENCE B.SC (ED) DEGREE IN EDUCATION  
AND POLITICAL SCIENCE.**

**MARCH, 2025.**

## CERTIFICATION

We the undersigned names hereby certify that this research work was carried out by Olanrewaju Ganiyu AJALA with Matriculation Number EDU2005737 in the Department of Educational Management, Faculty of Education, University of Benin, Edo State.

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## **DEDICATION**

This research project is dedicated to God Almighty for his love and grace throughout the period of this academic journey.

## **ACKNOWLEDGEMENT**

The researcher appreciates God Almighty for seeing him throughout the period of his academic journey. Glory and honour to His name alone. He expresses his profound gratitude to his project supervisor Dr. (Mrs) MARCHIE who offered her time and energy to read through this project work and make the necessary observation and corrections. May God continue to bless her in all her endeavours. He appreciates the Head of Department Prof W.A. IGUODALA for providing a conducive learning atmosphere during the period of study. Also to his project coordinator, Dr. N. OBIWELUOZOR, and all the lecturers in the Departments of Educational Management and Political Science for their time, knowledge and contributions throughout his course of study. To his parents Mr and Mrs OLUFEMI BELLO, may they live long to enjoy the fruit of their labour, thanks for all the prayers, moral advise and financial support.

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## ABSTRACT

*The study investigated the assessment of digital supervision on the management of secondary schools in Egor Local Government Area of Edo State. Four research questions were raised to guide the study. The sample size for the study was made up of 108 teachers drawn from 12 selected secondary schools in Egor Local Government. The simple random sampling technique was used in selecting 6 public secondary schools from the 12 public schools representing 50% of the schools in Egor Local Government Area of Edo State. The descriptive survey research design which adopted a correlational method enabled the researcher to assess the level of digital supervision on the management of secondary schools in Egor Local Government, with the variables not manipulated.*

*The findings from the study include that there is a significant relationship between digital supervision and the management of secondary schools . In other words, digital supervision has a noticeable, but moderate, positive impact on school management. It was concluded that the performance of any school is dependent on the quality of supervision, as effective supervision in schools help in the proper use of educational resources as well as proffering solutions to the identified issues. Supervision is therefore an essential component of educational administratiion which aims at improving both the teachers and the students.*

*The study therefore recommended among others that since the school is an organization of complex activities carried out by people and coordinated by process, digital supervision is very necessary in order to improve the teaching and learning process. The study also recommend that supervisors must ensure that staff members are up to date on emerging trends in the field of student development and that they are trained in a interpersonal communication, goal setting, and computer skills.*

# CHAPTER ONE

## INTRODUCTION

### **Background of the Study**

Schools have gone beyond the use of traditional way of supervision which entail the principal going from one class to another in order to ensure that subject teachers are teaching what they ought to teach. Some Heads of school now make use of technology in carrying out their supervisory task in schools. This is also known as digital supervision. Supervision of any school ordinary refers to the improvement of the total teaching and learning situation and the conditions that affects them. It is a socialized function designed to improve instruction by working with the people who are working with students. (Morris, 2019)

According to Ayode (2019) digital supervision is the utilization of technology in monitoring the activities of teachers in a school setting. Digital supervision is designed to enable remote visual supervision through the use of advanced technology where the need for physical presence is no longer needed. CCTV camera can be mounted in in the principal's offices to help monitor the daily activities in the school. For instance, to monitor the teachers movement especially their arrival time and departure time from school. The digital supervision service helps increase the quality of education in an educational institution, as they know they are under close supervision, and that anything

should happen, they will get the attention they need within seconds. Zepeda (2020) says digital supervision refers to a collaborative learning environment effort between supervisors and teachers to design and implement effective online instructional strategies, that would promote teacher growth, and boost student engagement and learning in the school settings. Daresh and Playko (2020) opined that digital supervision is the systematic process that supports teachers in developing their instructional skills in online for the purpose of improving the students learning outcomes and digital competence.

Glenn (2022) digital supervision is a collaborative process that enable the teachers to take ownership of their profession online in order to blend the learning environments, leading to improved student learning outcomes. However, despite all the digital supervision in place in schools, it appears that some teachers in most schools appear to be indifferent in their attitude towards the attainment of the school goals. Some of the technological instrument that are being used in school supervision includes; Teachpoint, Zoom, PowerPoint, Gmail or Email to enhance the free flow of effective communication between the school administrators, the teachers, as well as the students.

According to Glickman et al., (2019) supervision is a process of supporting, guiding, and evaluating the work of an individual or subordinate in order to improve their outcomes. Supervision is also a systematic, ongoing process for increasing the efficiency of health personnel by developing their knowledge, perfecting their skills, improving

their attitudes towards their work and increasing their motivation. It is one of the most important management functions in an organisation. It can also be seen as an act of a superior person overseeing the work of the personnel working under him or her. This overseeing means directing, investigating, guiding, helping and advising the subordinates in their performance with the purpose of achieving the established objectives. Therefore, it is an extension of training which provides constant observation, monitoring, evaluation and guidance to workers, with the aim of enabling them to perform their activities effectively and efficiently while maintaining the required standards.

Supervision often includes conducting basic management skills (decision-making, problem solving, planning, delegating, and meeting management), organizing teams, noticing the need for designing new job roles in the group, hiring new employees, training new employees, employees performance management (setting goals, observing and giving feedback, addressing performance issues, firing employees etc) and ensuring conformance to personnel policies and other internal regulations.

Sullivan and Glanz (2020) also opined that supervision is a dynamic process that involves the supervisor and the working subordinates in improving effectiveness and efficiency as the ultimate goal. Principals are starting to try to get used to using technological equipment such as Liquid Crystal Display; which are used as interactive whiteboard during teaching and learning process. Compact Disc; used in displaying

media resources such as audio books during lessons. Video Compact Disc; these video compact disc can be used in learning in learning languages while lessons are ongoing. videos on the other hand serves as interactive learning experiences during classroom activities. However, computers are being used to access information from the internet, they provide vast knowledge for both the teachers and students, and the internet in classroom learning, with various learning programs that can be developed. Advanced schools are trying to make various efforts to improve the educational tools and equipment used through ICT mastery in the form of the ability to master laptops, computers, and the internet which are applied to the supervision activities carried out. Supervisory competencies include personality, managerial supervision, academic supervision, educational evaluation, research development, and social. For school principals as supervisors, they must have competency standards, namely guiding teachers in compiling the syllabus for each subject, guiding teachers and compiling Learning Process Plans (RPP), guiding teachers in carrying out learning or guidance activities, guiding teachers in managing, caring for, developing and using educational media and learning facilities for each subject, and motivate teachers to utilize information technology in learning each subject (Somad, 2012). So, it can be asserted that a supervisor must have the competence to guide and motivate teachers to use technology in learning in order to achieve effective and efficient educational goals.

Traditional supervision with physical presence is time consuming and often undertaken unnecessarily. Some may even be counterproductive. Example on this is a situation where a student may be in bad condition. With planned digital supervisio, the instructor might undertake regular supervision by the use of the camera, avoiding the need to be on-site and present in person to see if the student is doing well. The traditional supervision style places more emphasis on teacher compliance and rigid supervision. In traditional supervision, the teacher is the center of the administration. It is subjective, individualistic and regimented, it entails techniques and leadership, as it is by compliance, coercion and imposition.

School management is the process of effectively organizing and managing a school to ensure that education goals are achieved and that a suitable learning environment is provided to students. It can also be seen as a set of processes, practices, and decisions made by the school administration to organize and direct all components and activities within the school, including teachers, staff, students, curricula, material, and financial resources. School management aims to achieve the goals of education, ensure the provision of high-quality education, and develop an educational environment that contributes to the growth and development of students.

According to Olusegun (2020) it involves the planning, organization, leadership and control of the schools' resources and activities to ensure the achievement of it's

educational goals and objectives. School management tasks include developing and implementing educational policies, effectively managing school resources, providing support and guidance to teachers and students, and continuously evaluating and improving school performance. The school management process should be geared towards achieving the best learning outcomes and improving the learning experience for all in the school. It also entails the effective and efficient use of resources, including human, financial, and material resources to achieve the educational goals of the school.

A school principal is the cornerstone of the educational ecosystem. They are responsible for setting the tone and culture of the school, ensuring academic excellence, and fostering a safe and conducive learning environment. The principal's role extends beyond the school premises, engaging with parents, the community, and educational authorities to promote the school's mission and objectives.

In addition to these foundational responsibilities, school principals play a pivotal role in shaping the strategic direction of the school. They work closely with school leaders, school administrators, and education administrators to develop long-term plans that align with the school's vision and goals. This involves analyzing student performance data, identifying areas for improvement, and implementing targeted interventions to enhance student achievement. Moreover, effective school principals are instrumental in building a positive school culture that supports both student learning and

staff development. They prioritize professional development opportunities for teachers, fostering an environment where educators can collaborate, innovate, and grow. By supporting teachers and staff members, principals help create a productive learning environment that benefits the entire school community.

Principals also have a significant impact on student discipline and welfare. They establish and enforce policies that promote a respectful and inclusive school environment, addressing behavioral issues with fairness and consistency. By focusing on student services and well-being, principals contribute to a school culture that values equity and supports the diverse needs of all students.

School principals are key players in managing the school's budget and resources. They oversee financial planning and ensure that funds are allocated efficiently to support academic programs, extracurricular activities, and school events. By effectively managing budgets, principals help maintain the school's infrastructure and provide necessary resources for student success.

Ultimately, the role of a school principal is multifaceted and dynamic, requiring a balance of leadership, management, and community engagement skills. As the primary school leader, the principal oversees the day-to-day operations while also driving strategic initiatives that enhance the school's overall performance and reputation. By fostering positive relationships with community members and partners, principals can

build a supportive network that enriches the educational experience for students and staff alike.

School principals, supervisors and teachers were required to have high competence to deal with technological development. Monitoring was expected to be able to facilitate teachers to broaden their knowledge horizons for learning development and innovations that were currently entering the era industrial revolution. Modern technologies represented in the internet, computers, smart devices and other technological means are one of the most successful media that provide an integrated and attractive educational environment (Khan et al, 2020).

Technological tools and applications such as Google workspace, varied learning management systems (LMS), emails, social media, and others are still used to monitor teachers. In addition, "virtual supervision" (Cano and Garcia, 2024) which involves computer systems, was now part of the supervisory activities. Others includes; whiteboard which has certain values, such as presenting materials clearly, written errors are easy to correct, stimulating children to be active and attracting attention. We also have bulletin board and display which is specially made and used to display student work, pictures, bodies, posters, or other dimensional objects. It can also be used as a class bulletin board, school announcements and assignments, broaden children's interest and create shared enthusiasm and responsibility, add new experiences, awaken artistic skills,

stimulates initiatives, creativity and so on. We also have educational radio that is not fully used for educational purposes. Educational radio has certain values such as; providing up-to-date news, attracting interest, wide coverage, based on reality, encouraging creativity and having recreational value.

Educational television is also an electronic device that functions to speed images and is followed by a certain sound. Over head projector and LCD projector is also one type of projector that is used to display videos, images or data from a computer on a screen or something with a flat surface such as a wall and so on. This type of projector is technologically developed from the previous type with the same function, namely over head projector (OHP) because the OHP data is still in the form of writing on clear paper. So, it can be concluded that every educational tool has its advantages and disadvantages, but all of them can provide assistance according to their respective uses. These technological instruments also affect education, namely the delivery method and also the way it is being assessed.

Implementing of digital supervision in schools can have numerous impact on teacher instructional skills, consequently leading to improved school outcomes. Digital supervision can enable supervisors to provide timely and targeted feedback to teachers, which can help to boost their instructional strategies and techniques. Through digital platforms, supervisors can also provide an atmosphere for teachers to high-quality

instructional resources, such as video tutorials and online courses, which can help to enhance their performance such as subject matter expertise. As a result, teachers are better equipped to deliver efficient and effective lessons, leading to improved student learning outcomes.

Digital supervision can also have a positive impact on school outcome because it leads to students engagement and motivation in the classroom settings, which are crucial factors in determining school outcomes. By implementing digital tools and platforms, teachers can create more interactive sections for learning experiences that can cater for the diverse needs and interests of their students. Utilizing of digital supervision in schools can also lead to efficiency and productivity. These digital instruments and platforms can enable the supervisors to access their workflows and reduce the burden that comes with it's administration. Digital supervision can also facilitate a better driven decision making policies in schools, which is very crucial for the improvement of school outcomes. This is because digital instruments enable supervisors to collect and analyze large amounts of data on teacher instructional outcome and practices, including student learning outcomes, and school performance at large. These data collected can be used to analyzed diverse areas of strength and weakness, improve professional development and correct the weakness of instructional policies and programs.

According to Oluwaghemi et al. (2020), Assessment of digital supervision refers to the evaluation of the effectiveness and impact of digital tools and platforms in enhancing teaching and learning processes, teacher performance, and students outcomes. There are several other debates related to the impact and effectiveness of using digital tools and technologies to supervise and manage secondary schools, One of the impact of digital technology is that it can improve learning which is characterized by increase in students learning outcomes. However, if the use of technology is not in accordance with what is needed in learning or there is no effective assessment and supervision in the use of digital technology during learning, then the technology is of no use. Also if technology can improve learning, it will also make education better. Meanwhile, for students who are not familiar with computers and cannot operate it, their learning will focus on how to operate a computer, not on the material that they should learn, and this a can reduce learning outcomes.

Digital technology can also replace teachers in the sense that some teachers who apply web- based learning also ask their students to find information needed for it independent learning. This opinion strengthens the statement that technology can replace teachers. Digital technology can also replace schools. This means that the existence of digital technology can be used for distance learning, in a situation when students and teachers cannot meet face-to-face due to time and place limitations.

School management simply means running the school along the desired educational policies. It takes into account all aspects of the school (policies, material and human resources, programs, activities, equipments among others and integrates them into a fruitful whole. In simple terms, it means managing the affairs of a school. (Golevial, 2019).

School management involves several important tasks, including managing teachers, students, money, buildings, and educational programs. Good school management makes sure that the school runs smoothly, meets academic standards, and supports both teaching and learning. It includes setting rules, maintaining discipline, caring for student welfare, and encouraging communication among teachers, students, parents, and the community. The school management system is a large database system and can be used for managing any school's day to day business. It is the processing of planning, organizing, directing and controlling the activities of an institution utilizing human and material resources so as to effectively and efficiently accomplish the function of teaching, extension work and research for the purpose of achieving the aims and goals of school.

School location is a crucial intervening variable that can influence school management. Schools located in urban areas are likely to have access to infrastructural facilities, more human and material resources, and greater access to technology compared to schools in rural areas. Urban schools are also more likely to have a huge student

population, which can bring different issues and experiences to the learning environment. On the other hand, rural schools often face some challenges such as limited equipments, inadequate resources, inadequate infrastructure, and a lack of access to the basic school technology. These challenges experience can make it more difficult schools in the rural areas to harness their resources and infrastructure effectively and provide a high-quality services to their students.

The use of digital supervision can affect school management. Schools that have digital equipment in supervising tend to have better technological infrastructure, more digital resources, and greater access to online learning platforms. Digital resource schools are also more likely to have teachers who are trained to be able to utilize technology and digital resources, which can boost the learning experience for students. While schools that are not digitally equipped tend to have the challenge to enable students have access to digital resources and online learning facilities, which can be a disadvantage to them compared to their peers utilizing digital equipment in schools.

### **Statement of the Problem**

Despite the various benefits of digital supervision in enhancing education, school management and Secondary Schools seem to be facing significant challenges particularly in effective implementation of digital supervision. In other words, digital supervision remains underutilized due to various obstacles; such as inadequate

infrastructure, including reliable internet connectivity and digital tools, which can hinder the effective utilization of digital supervision.

Furthermore, school administrators often lack the necessary technical expertise to utilize digital equipments in the supervision of school activities effectively. Consequently, leading to supervision of teachers activities and events that takes place in the school. This inturn could lead to poor academic performance of students and also project poor image of the school to the educational stakeholders. Against this background, the study seek to carry out an assessment of digital supervision in Secondary Schools in Egor local Government Area of Edo State.

### **Research Question:**

To guide this study, the following research questions were raised:

1. What is the level of the utilization of digital supervision on Secondary Schools in Egor local Government Area of Edo State.
2. What is the level of school management in secondary schools in Egor Local Government Area.
3. Is there any significant relationship between digital supervision and school management in Secondary Schools in Egor Local Government Area.

4. Is there any significant difference in the relationship between digital supervision and school management based on technological application.

### **Research Hypotheses**

H<sub>01</sub>: There is no significant relationship between digital supervision and management of Secondary Schools in Egor local Government Area of Edo State.

H<sub>02</sub>: There are no significant difference in the relationship between supervision and school management of secondary schools in Egor local Government Area of Edo State based on technological application.

H<sub>03</sub>: There is a significant relationship between digital supervision and school management in secondary schools in Egor Local Government Area.

H<sub>04</sub>: There is a significant difference in the relationship between digital supervision and school management based on technological application.

### **Purpose of Study**

1. To determine the level of the utilization of digital supervision on Secondary Schools in Egor Local Government Area of Edo State.
2. To investigate the level of school management in Secondary Schools in Egor Local Government Area.

3. To examine the relationship between digital supervision and school management in secondary schools in Egor Local Government Area.
4. To examine the relationship between digital supervision and school management based on technological application.

### **Significance of the Study**

The findings from this study will help in improving school management by providing an insights on how digital supervision can enhance administrative effectiveness, teacher performance, and student outcome in Secondary Schools, especially in Egor local Government Area of Edo State.

It will also offer recommendations for policymakers, educators, and administrators to develop effective digital supervision strategies, guidelines, and policies.

The findings from this study will also help in assessing the impact of digital supervision on teacher motivation, job satisfaction, and professional development.

Again, the study explores the relationship between digital supervision and School administrative effectiveness, shedding light on how digital tools can help to improve School management.

## **Scope and Delimitation of the Study**

This study covers the assessment of digital supervision on the management of Secondary Schools in Egor local Government Area of Edo State. For digital supervision, some of its indices includes; I

1. Digital monitoring systems (e.g CCTV).
2. Online attendance tracking.
3. Automated grading and assessment tools.
4. Digital communication platforms ( e.g emails)
5. Virtual classrooms etc.

The focus will be on the five listed above.

In terms of the limitations the study was delimited to only three Secondary Schools in Egor local Government Area of Edo State due to time and financial constraints.

## **Definition of Terms**

The following terms will be define based on what they represent in this study.

**Assessment:** Assessment is a systematic and comprehensive evaluation of the effectiveness, impact, and utilization of digital supervision tools, strategies, and practices on the management of Secondary Schools in Egor local Government Area of Edo State.

**Digital Supervision:** This refers to the use of digital technologies, tools, and platforms to monitor, guide, and evaluate the performance of teachers, students, and school administrators in Secondary Schools, with the aim of improving teaching, learning, and school management outcome.

**Management:** This refers to the systematic and coordinated process of planning, organizing, and controlling human and material resources to achieve the goals and objectives of secondary Schools.

**Technological Application:** It refers to the practical use of technology to solve problems, improve processes, or enhance performance in the teaching and learning process.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

This chapter will review related literature under the following sub-headings.

- Theoretical Framework.
- Concept of Digital Supervision.
- Concept of Management of Secondary Schools.
- Impact of Digital Supervision on the Management of Secondary Schools
- Challenges and Limitations of Digital Supervision on the Management of Secondary Schools.
- Summary

This study will review related literature under the following heading.

#### **Theoretical Framework**

This study was hinged on Technology Acceptance Model (TAM) by Fred Davis, in 1989. TAM posits that the key feature of this model is its emphasis on the perceptions of the potential user. That is, while the creator of a given technology product may believe the product is useful and user-friendly, it will not be accepted by its potential users unless the users share those beliefs.

The technology acceptance model (TAM) explains the acceptance of information systems by individuals. TAM postulates that the acceptance of technology is predicted by the users' behavioural intention, which is, in turn, determined by the perception of

technology usefulness in performing the task and perceived ease of its use. The primary objective of TAM was to shed light on the processes underpinning the acceptance of technology, in order to predict the behaviour of and provide a theoretical explanation for the successful implementation of technology. The practical objective of TAM was to inform practitioners about measures that they might take prior to the implementation of systems. To fulfil the objectives of the theory, several steps were carried out (Davis, 2019) Davis embarked on the development of the model of technology acceptance by framing the processes mediating the relationship between IS characteristics (external factors) and actual system use. The model was based on the Theory of Reasoned Action, which provided a psychological perspective on human behaviour and was missing in the IS literature at that time.

The second step was to identify and define variables and validate measures that would highly correlate with system use. Based on prior empirical literature on human behaviour and the management of information systems, multi-item scales for perceived ease of use and perceived usefulness were developed, pre-tested, and validated in several studies. It was hypothesised that the two constructs were fundamental determinants of user acceptance, due to evidence in previous research (Johnson and Payne et al ). The theory suggested that an individual's decision to perform a behaviour is the result of the analysis of the benefit that they expect to receive from the behaviour compared to the effort/costs they put in to perform the behaviour. This means that the use of the

information system is determined by an evaluation of the trade-off between the perceived usefulness of the system and the perceived difficulty of using it. Perceived usefulness was defined as the individual's perception of the extent to which the use of a given technology improves performance. The conceptualisation of this construct stemmed from Bandura's concept of outcome judgement, which refers to an individual's expectation of a positive outcome triggering behaviour (Bandura, 2019). Perceived usefulness was operationalised based on evidence confirming the effect of system performance expectancy on system usage. Perceived ease of use was defined as the degree to which a person believes that using a particular system is free of effort. This construct derived from the self-efficacy concept, which refers to a situation-specific belief about how well someone can execute actions for the prospective task. It was suggested that self-efficacy had a predictive role in decision-making about technology use. Also, perceived ease of use shared a similarity with the complexity factor theorised in the innovation diffusion literature as a barrier to innovation adoption. It was defined as the degree to which individuals find the innovation difficult to understand and use (Mahajan, 2010). The validity and reliability of the constructs were assessed by testing the contingency of the self-reported usage of IS on the two proposed factors in the organisational context. The developed scales showed excellent psychometric properties. The model was further validated, by confirming significant relationships between perceived usefulness, perceived ease of use, intention and use behaviour.

According to TAM, technology acceptance is a three-stage process, whereby external factors (system design features) trigger cognitive responses (perceived ease of use and perceived usefulness), which in turn, form an affective response (attitude toward using technology/intention), influencing use behaviour. TAM represents the behaviour, as the outcome predicted by perceived ease of use, perceived usefulness and behavioural intention. Perceived ease of use and perceived usefulness capture the expectations of positive behavioural outcomes and the belief that behaviour will not be labour-consuming. According to a follow-up study, behavioural intention can be substituted by the attitude toward behaviour which is an affective evaluation of the potential consequences of the behaviour (Ajzen, 2011). The higher the affective response, the higher is the likelihood that the behaviour will take place. The effect of perceived usefulness on actual use can be direct, which underscores the importance of the variable in predicting behaviour. Although perceived ease of use does not affect use behaviour directly, it underpins the effect of perceived usefulness. The model implies that if an application is expected to be easy to use, the more likely it is that it will be considered useful for the user and the more likely it is that this will stimulate the acceptance of the technology.

The development of the model and measures for technology acceptance have made significant theoretical contributions and have had a great practical value. The application of the model for testing IS usability has made it possible to evaluate the motivation of users to adopt a range of technologies, which had not been done before due

to a lack of validated subjective measures. The development of constructs which had a strong and significant correlation with use behaviour made it possible to understand the cognitive and affective factors mediating the effect of system characteristics on technology acceptance. Given the established relationship between technology acceptance in organisations and firms' productivity, the exploration of technology acceptance remained at the centre of the research agenda after the development of the original. Although the wide application of TAM confirmed the robustness of the theory (it accounted for around 40% of the variance in technology acceptance on average), the authors of the model aimed to increase its predictive power further. The rationale for extending the model was the limited understanding of the conditions underpinning users' perception of technology utilisation. Perceived usefulness was confirmed to be the strongest predictor of intention to use, with an effect size of .6 on average. However, the literature lacked evidence about the factors that underlie the perception of technology usefulness. Investigation of the antecedents of usefulness perception was required to understand acceptance, as well as to provide guidelines on the development of systems beyond suggesting that users' perception of usefulness and ease of use predict intention. The investigation of key antecedents of perceived usefulness aimed to provide a comprehensive framework for explaining and predicting the acceptance of technology in organisational settings.

The relevance of this theory to this study is that digital tools or computers bring multiple benefits to students, including school management. In other words, it contributes to the perceived ease of use, perceived usefulness, and teachers' positive responses significantly predict students' positive attitudes toward digital tools. It also bring about perceived ease of use teachers' positive responses, and expectations of academic achievement are significantly positive predictors of students' perceived usefulness of these tools; Again, It helps in the understanding of the various factors that could motivate the usage of digital tools, and the various ways to enhance effective the effective utilization of digital tools.

### **Concept of Digital Supervision**

Conducting supervision can be a complex task, various school management have established digital supervision systems. A good digital solution can increase efficiency and quality of work. By consolidating processes and making necessary information available in one place, work is streamlined, administrative burdens are reduced, and overview is equally enhanced. An application generally has usability so that it is easy to use, learn, and function properly and can attract users to use the application (Schmidt and Tang, 2020). The International Standard Organization defines usability as the extent to which the product can be used by users to achieve the targets that have been set with effectiveness, efficiency and satisfaction. Modern digital supervision tools represented

in the internet, computers, smart devices, and other technological means are one of the most successful media that provide an integrated and attractive educational environment. (Karim et al., 2020).

Furthermore, digital supervision enables or connect people of all ages and businesses at anytime and anywhere with minimal effort, time and cost. Relying on these modern technologies makes a remarkable development in the school environment by working to promote them in all its components and elements to achieve its goals and objectives. There are several stages that must be done, such as the four main stages, namely; empathize, define, ideate, and prototype. In the empathize stage, designers of these tools must understand the needs and problems faced by users in learning digital supervision. In the define stage, designers must identify the most pressing problems that need to be addressed in the user's supervision experiences. In the ideate stage, designers generate ideas to solve the identified problems. Finally, at the prototype stage, designers create a prototype of the resulting digital supervision platform, and test its functionality with users.

By using the Design Thinking method in designing an application generally has usability so that it is easy to utilize, learn, and function properly and can attract users to use the digital supervision application. The International Standard Organization ISO also defines the usability of these digital resources as the extent to

which the product can be used by users to achieve the targets that have been set with effectiveness, efficiency and satisfaction.

The Digital supervision service help increase the quality of life and feeling of safety for elderly living at home, or in an institution, as they know they are under close supervision, and if anything should happen, they will get the attention they need within seconds (Sugiarto and Farid, 2023). Digital supervision in combination with a digital safety alarm and other sensors improve the quality of the services and also offer benefits such as increased productivity and enhance the opportunity to do quality supervision from a distance. The technology that can be utilized by supervisors is the internet network source, through virtual supervision activities (Villarreal-Davis et al., 2021).

This virtual supervision model is intended to monitor the activities of teachers being processed without any limitations on time, place and distance. Conventional supervision methods are still considered to have many obstacles to the problem of the time of service provided by the principal and school supervisor, virtual supervision provides access for teachers to convey inputs that are directly related to the learning process, through discussion expected to be able to solve teacher problems based on the results of the study to improve the quality of education in schools. The electronic supervision is "a model based on the proper integration of technology,

to replace traditional supervision (Abdella et al., 2020), using several methods, including: e-mails, discussion boards, forums, phone calls, and chat rooms that take place synchronously or asynchronously, through three basic elements that include users, infrastructure, Methods and methods".

Digital supervision also entails practicing supervisory styles that depend on modern communication techniques to support social workers (Selem, 2021). Currently, digital supervision can be said to refer to as a new supervision technique in various public schools. The benefits and facilities available are one of the reasons for online supervision. One form of online supervision is the Web. The web-assisted academic supervision model is developed to overcome several challenges in the implementation of academic supervision such as the large number of assisted teachers and distant geographical location. Principals and school supervisors have the authority and responsibility for the success of a school education program (Komalasari et al., 2020),

The problems that occur in the scope of the school become a major threat to the success of the teaching and learning process, the supervisor's task must be able to read the situation and evaluate it to overcome the problems it faces, in improving the goals to be achieved, supervision needs to be directed towards developing teachers performance in the learning process, providing assistance to teachers and emphasizing

certain aspects to support the supervision program. A school supervisor in supervising the implementation of a learning program in any educational institution must have competency in continuous professional development to be able to direct the school towards the national education goals that have been set.

### **Concept of Management In Secondary Schools**

The term management is very comprehensive, it means the act of getting people together to accomplish desired goals. It could also be seen as a social process of making use of human and non-human resources to achieve organizational goals ( Onifade, 2019). It also involves planning, controlling, organizing, staffing, and leading, coordinating and directing the available resources. While school management means running the school along the desired educational policies. It takes into account all aspects of the school ( policies, material and human resources, programme, activities, equipment,) among others and integrates them into a fruitful whole. In simple terms, it refers to as managing the affairs of a school.

Secondary school management refers to the process of planning, organizing, coordinating human and material resources of secondary schools to realize the objectives of the secondary schools ( Kirthlka, 2022). The central duty of management in any organization is to coordinate the efforts of people towards the achievement of the stated goals of that organization.

Management in our educational organizations, therefore has its basic functions as the enhancement of teaching and learning. All the activities of school managers, whether working with Parents-Teachers Association (PTA), thus management is a component that facilitates the accomplishment of the objectives of an organization through the systematic management of constraints and careful utilization of the available limited resources, which include human, material, equipment, supplies, finance, space and work techniques of technology.

The head of school and subordinates have the administrative responsibilities of directing the available resources towards actualization of the goals. They plan the classroom and out-of-classroom activities in order to ensure that many programmes go on at the same time without conflicting with others. More precisely, managers who raise money, set up buildings, institute accounting procedures, organize levies for school uniforms and many other things they do without clear reference to these activities, may forget that management is not primary but it is always instrumented.

It is important to observe that ordinary citizens, instructional staffs including teachers and school managers each have an area of activity distributive to them. Also, each level of activity must be related to the others or else there will be malfunction in the organization. Managerial decisions are valueless unless they are geared towards the implementation of organizational goals.

According to Unugbro (2019) the most successful secondary schools today are those that are translating modern management theories into practical action rather than continuing depending upon traditional individual management experience, trial and error method. Recently, some secondary schools have failed, not because they are worthless but because they are poorly managed.

### **Impact of Digital Supervision on the Management of Secondary Schools**

The effective utilization of digital tools on educational supervision contributes significantly to improving teacher competence, integrating technology in learning, and improving student learning outcomes. It enhances good interaction between supervisors, teachers, and school management which is the key to creating a conducive and innovative learning environment.

One of the impact of educational supervision models that utilize technology is the possibility to personalize learning. Supervision is carried out to assist, direct, and nurture teachers so that their performance can improve optimally. In principle, the headmaster makes a structured plan by setting a date or time for implementation, but sometimes does not specify the steps to be taken during supervision (Astuti et al., 2023). Digital supervision is carried out with the aim of providing services to the principal who is able to manage the school organization more effectively and efficiently.

Furthermore, it is also a structured activity which enhances and support teachers and other school staff members in carrying out their work efficiently. It also evaluate the tasks that have been done, assessment, and as needed, make corrections so that the implementation of tasks is in accordance with the desired goals and objectives. It serves as an effort to provide services to school principals so that teachers can be assisted and become more skilled in fulfilling their main duties and functions as mentors for their students. It is a coaching effort that aims to improve the educational situation in general, as well as improve the quality of the learning process in particular.

On the other hand, supervising with digital technologies is one of the responsibilities of organizers in schools, which is also aimed at creating good working conditions for teachers and school staff, which will support the development of behavior of members of the school organization. A Potential Educational Supervision models that use technology have the potential to provide greater reach to improve the quality of learning, facilitate continuous learning, and expand the reach of supervision. It involves several aspects such as; Improving Learning Quality: Digital supervision examines the learning process provided by teachers according to predetermined standards and provides optimal benefits for student progress.

Technology-based models of educational supervision also help in developing teachers' professionalism through constructive feedback, guidance, and opportunities to

improve their skills and knowledge. Digital supervision technology facilitates the identification and resolution of problems in the learning process in an effective manner, it encourages innovation in teaching practices and helps schools to continuously improve the quality of education.

### **Challenges and Limitations of Digital Supervision on the Management of Secondary Schools**

Notwithstanding the positive impact of digital supervision in secondary schools, there are still challenges such as unequal access to technology, the need for intensive training of the utilization of these digital tools for implementation and data privacy concerns that need to be addressed. By facing these challenges, educational institutions can leverage technology to improve teaching practices, improve the quality of learning, and overcome challenges in the digital era.

While recognizing the potential and benefits of using technology in educational supervision also arises. One is the issue of data security and privacy, which must be carefully managed to protect sensitive information about students and teachers. In addition, approaches that rely too heavily on technology can also overlook qualitative aspects of educational supervision, such as the personal relationship between supervisors and teachers. Therefore, when exploring the potential of educational supervision models that adopt digital technology, it is important to find a balance between technological

innovation and the need for a humane approach in supporting teachers' professional development and improving the quality of learning.

**Furthermore, several challenges also include;**

- **Limited Access and Infrastructure:** Some educational institutions may not have adequate access to digital technology or necessary infrastructure such as a stable internet connection and sufficient hardware.

- **Lack of Training and Skills:** Teachers and education staff may require better training to master the digital tools and platforms used in supervision, and a lack of skills or understanding of technology can be an obstacle.

- **Data Security and Privacy Issues:** Data security and privacy , student and teacher data protection and compliance with privacy regulations are important in the implementation of digital-based supervision.
- **Limited Resources:** Limited budgets for investment in software, hardware, and staff training can also be an obstacle to implementing digital-based supervision.

- **Context and Cultural Compliance:** The challenge of adapting digital supervision to the specific needs and context of each educational institution can arise because each institution has a unique culture.

- **The Role of Human Interaction:** Human interaction remains crucial. While technology can facilitate some aspects of supervision, the challenge of effectively maintaining the relationship between teachers and administrators through digital media can also be an obstacle.

Solving these challenges requires a holistic approach that includes investment in infrastructure, adequate staff training, attention to data security, adequate resource allocation, adaptation to local culture and context, and strengthening aspects of human interaction in digital supervision. By overcoming these challenges, digital-based education supervision can be more effective in supporting the improvement of learning quality (Mutia et al., 2023)

## **Summary**

This chapter has shown a review of related literature on The Assessment of digital supervision on the management of secondary schools. It has been seen that digital supervision encompasses strict monitoring of staff in the school organization to enhance staff ( teachers ) performance effectively and efficiently.

A major problem of using these facilities in secondary schools is that many teachers including school administrators in the school lacks the experience and expertise in utilizing these digital tools; reason being that they are not adequately trained on the use

of technologies, even with improved power supply, most schools still find it difficult to cope. The role of digital supervision in enhancing Instructional delivery in public secondary schools must be put into cognisance

The concept of school management was also viewed as the process of directing, coordinating, planning and implementing school policies and programmes, using the human and material resource available. It was discovered that management plans and policies must suit the standard, goals and objectives of the school system, so as to facilitate improvement in performance in the school system.

## **CHAPTER THREE**

### **RESEARCH METHOD**

This chapter presents the procedure adopted for this study under the following subheadings; Research design, population of the study, sample and sampling procedure, research instrument, validation of the instrument, reliability of the instrument, method of data collection, and method of data analysis.

#### **Research Design**

This research study is a descriptive survey research design which adopted a correlational method that enabled the researcher to assess the level of digital supervision on the management of secondary schools in Egor Local Government Area of Edo State, with the variables not manipulated.

#### **Population of the Study**

The population of the study comprises of 150 secondary school teachers from 12 public secondary schools in Egor Local Government Area of Edo State.

#### **Sample and Sampling Procedure**

The sample of the study consist of 108 teachers drawn from 12 selected Secondary schools in Egor Local Government Area. The simple random sampling technique was

used in selecting 6 public secondary schools from the 12 public schools representing 50% of the schools in Egor Local Government Area of Edo State. Purposive Sampling Technique will be used to distribute 18 questionnaires to each selected school making a total of 108 questionnaires.

**Table: List of Secondary Schools in Egor Local Government Area of Edo State, and the number of principals and teachers (respondent) selected in each of the schools.**

S/N	Names of Schools	Sample of School Principal	Sample of School Teachers
1	Asoro secondary school	2	7
2	Edo boys high school	2	7
3	Egor secondary school	2	7
4	Evbareke secondary school	2	7
5	Evbuotubu secondary school	2	7
6	Eweka secondary school	2	7
7	Iyoba girls secondary school	2	7
8	Ohore secondary school	2	7
9	Okhokhugbo secondary school	2	7
10	Use secondary school	2	7
11	Uselu secondary school	2	7
12	Uwelu secondary school	2	7
	Total	108	

## **Research Instrument**

The instrument used in generating data for this study was structured questionnaire designed by the researcher and it was made up of sections A and B. Section A was drawn to cover the demographic data of the respondents, while section B covers the research questions raised for this study.

## **Validity of the Instrument**

The instrument for this study was validated by the researcher with the help of the Department of Educational Management, Faculty of Education, University of Benin. Their observations and corrections were taken into considerations before the final distribution of the research items to the respondents.

## **Reliability of the Instrument**

A reliability test was conducted using the Cronbach's Alpha Statistical Method. A reliability coefficient of 0.75 was obtained which shows that the instrument is reliable.

## **Method of Data Collection**

The questionnaire were administered and collected from the respondents by the researcher, with the help of 2 trained research assistants.

## **Method of Data Analysis**

The data collected from the respondents were analyzed using simple percentage and frequency data analysis.

## CHAPTER FOUR

### PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter contained the results of the analyzed data and the discussion of findings. The demographic data in the study were the respondents' sex and age. The results are presented in the table below.

#### Section A

#### Demographic Data Analysis

#### Distribution of Respondents sex

Sex	Frequency	Percentage (%)
Male	43	39.8%
Female	65	60.2%
Total	108	100%

The table above shows the percentage and frequency distribution of the sex of the respondents. Male respondents are 43, making 39.8% of the respondents. While the female respondents are 65 respondents making 60.2% of the respondents.

## Section B

### RQ1: What is the level of the utilization of digital supervision on secondary schools in Egor Local Government Area of Edo State.

S/N	Variables	S A	(%)	A	(%)	SD	(%)	D	(%)
1	Digital supervision is widely used in the school management.	18	16.7%	21	19.4%	26	24.1%	43	39.8%
2	Digital supervision is regularly used in most school management.	24	22.2%	45	41.7%	07	6.5%	22	20.3%
3	Digital supervision is occasionally used in some school management.	37	34.2%	30	27.8%	15	13.9%	26	24.1%
4	Digital supervision is rarely used in school management.	10	9.2%	13	12.0%	45	41.7%	40	37.0%
5	Digital supervision is not used at all in the school management.	07	6.5%	12	11.1%	52	48.1%	37	34.2%

Table 1 shows that 16.7% strongly agree that digital supervision is widely used in the school management, 19.4% agree to that, 24.1% strongly disagree, while 39.8% disagree to that effect. 22.2% strongly agree that digital supervision is regularly used in most school management, 41.7% agree to that, 6.5% strongly disagree, while 20.3% disagree to that effect. 34.2% which indicate 37 of the respondent strongly agree that digital

supervision is occasionally used in some school management, 27.8% agree to that, 13.9% strongly disagree while 24.1% disagree to that effect. 9.2% strongly agree that digital supervision is rarely used in school management, 12.0% agree to that, 41.7% strongly disagree, while 37.0% disagree to that effect. 6.5% which indicate 07 of the respondent strongly agree that digital supervision is not used at all in the school management, 11.1% agree to that, 48.1% strongly disagree, while 34.2% disagree to that effect.

**RQ2: What is the level of school management in secondary schools in Egor Local Government Area of Edo State.**

S/N	Variables	S A	(%)	A	(%)	S D	(%)	D	(%)
6	School management is highly effective and efficient in all aspects.	21	19.4%	27	25%	43	39.9%	17	15.7%
7	School management is generally effective but with some areas for improvement.	26	24.1%	31	28.7%	11	10.2%	40	37.0%
8	School management is average with some strengths and weaknesses.	50	46.3%	23	21.3%	14	12.9%	21	19.4%
9	School management is ineffective in many areas, with significant room for improvement.	42	38.9%	39	36.1%	09	8.3%	18	16.7%
10	School management is highly ineffective, with major deficiencies in most areas.	24	22.2%	41	37.9%	15	13.9%	28	25.9%

Table 2 shows that 19.4% of the respondent strongly agree that school management is highly effective and efficient in all aspects. 25% agree to that, 39.9% strongly disagree, while 15.7% disagree to that effect. 24.1% of the respondent strongly agree that school management is generally effective but with some areas for improvement. 28.7% of the respondents agree to that, however, 10.2% strongly disagree, while 37.0% disagree to that effect. 46.3% strongly agree that school management is average with some strengths and weaknesses. 21.3% agree to that, however, 12.9% strongly disagree to that, while 19.4% disagree to that effect. 38.9% has strongly agree that school management is ineffective in many areas, with significant room for improvement, another 36.1% of the respondent agree to that, however, 8.3% strongly disagree to that, while 16.7% disagree to that effect. Also, 22.2% which indicate 24 respondent strongly agree that school management is highly ineffective, with major deficiencies in most areas, 37.9% agree to that, however, 13.9% strongly disagree, while 25.9% disagree to that effect.

**RQ3: Is there any significant relationship between digital supervision and school management in secondary schools in Egor Local Government Area of Edo State.**

S/N	Variables	S A	(%)	A	(%)	S D	(%)	D	(%)
11	Digital supervision has a significant and positive impact on school management.	35	32.4%	37	34.2%	17	15.7%	19	17.6%
12	Digital supervision has a noticeable, but moderate, positive impact on school management.	41	37.9%	38	35.2%	13	12.0%	16	14.8%
13	There is no noticeable relationship between digital supervision and school management.	12	11.1%	18	16.7%	44	40.7%	34	31.4%
14	Digital supervision has a noticeable, but moderate negative impact on school management.	25	23.1%	26	24.0%	47	43.5%	10	9.3%
15	Digital supervision has a significant and negative impact on school management.	22	20.4%	14	12.9%	40	37.0%	32	29.6%

Table 3 above shows that 32.4% of the respondents strongly agree that digital supervision has a significant and positive impact on school management, 34.2% agree to that, 15.7%

strongly disagree, while 17.6% of the respondent disagree to that effect. Also, 37.9% strongly agree that digital supervision has a noticeable, but moderate, positive impact on school management, 35.2% agree to that, however, 12.0% strongly disagree, while 14.8% of the respondent disagree to that effect. 12 respondent indicating 11.1% strongly agree that there no noticeable relationship between digital supervision and school management, 16.7% respondent agree to that, however, 40.7% respondent strongly disagree, while 31.4% disagree to that effect. 23.1% of the respondent strongly agree that digital supervision has a noticeable, but moderate, negative impact on school management, 24.0% of the respondent agree to that, 43.5% of the respondent strongly disagree, while 9.3% disagree to that effect. 20.4% indicating 22 of the respondent strongly agree that digital supervision has a significant and negative impact on school management, 12.9% of the respondent agree to that, however, 37.0% that is, 32 respondent strongly disagree to that, while 29.6% of the respondent disagree to that effect.

**RQ4: Is there any significant difference in the relationship between digital supervision and school management based on technological application.**

S/N	Variables	S	A (%)	A	(%)	S	D (%)	D	(%)
6	The type of technology used affects the relationship between digital supervision and school management.	19	17.6%	14	12.9%	32	29.6%	43	39.8%
7	There is a noticeable difference in how digital supervision and school management work together, depending on the technology used.	38	35.2%	31	28.7%	15	13.9%	24	22.2%
8	The type of technology used does not change the relationship between digital supervision and school management.	41	37.9%	29	26.9%	13	12.0%	25	23.1%
9	There is a slight difference in how digital and school management work together, depending on the technology used.	33	30.6%	23	21.3%	19	17.6%	33	30.6%
10	The type of technology used has almost no effect on the relationship between digital supervision and school management.	36	33.3%	48	44.4%	14	12.9%	10	9.3%

Table 4 shows that 17.6% of the respondent strongly agree that the type of technology used affects the relationship between digital supervision and school management 12.9% agree to that, 29.6% strongly disagree, while 39.8% disagree to that effect. 35.2% of the respondent strongly agree that there is a noticeable difference in how digital supervision and school management work together, depending on the technology used. 28.7% of the respondents agree to that, however, 13.9% strongly disagree, while 22.2% disagree to that effect. 37.9% strongly agree that the type of technology used does not change the relationship between digital supervision and school management, 26.9% agree to that, however, 12.0% strongly disagree to that, while 23.1% disagree to that effect. 30.6% has strongly agree that there is a slight difference in how digital and school management work together, depending on technology used, 21.3% of the respondent agree to that, however, 17.6% strongly disagree to that, while 30.6% disagree to that effect. The last but not the least is that 33.3% which indicate 36 respondent strongly agree that the type of technology used has almost no effect on the relationship between digital supervision and school management, 44.4% agree to that, however, 12.9% strongly disagree, while 9.3% disagree to that effect.

## **Discussion of Findings**

The study entails the assessment of digital supervision on the management of secondary schools in Egor Local Government Area of Edo State. Some of the variables considered were; the level of the utilization of digital supervision on secondary schools, the level of school management in secondary schools, significant relationship between digital supervision and school management in secondary schools, as well as the significant difference in the relationship between digital supervision and school management based on technological application, all in secondary schools in Egor Local Government Area of Edo State. In other words, while the utilization of digital supervision in secondary schools is paramount, the aggregation of the result in Table 1 shows that the level of utilization of digital supervision in secondary schools in Egor Local Government is low, as a total number of 313 of the responses were of the opinion that digital supervision has not been fully utilized, leaving 217 of the respondent disagreeing to that. Also, out of the 108 respondent used as sample of the study, 67 respondent came up with a view that digital supervision is occasionally used in most school management, leaving only 41 respondent disagreeing. This findings is related to the opinion of Olowo (2020) where he revealed that digital tools such as email, WhatsApp, and online platforms were used by supervisors to monitor teachers' lesson plans and instructional materials, however, he also stated in his study that the utilization of digital tools for supervision was hindered by inadequate internet connectivity, lack of digital literacy among teachers, and

insufficient technical support. This was also supported by Mwambo (2019) where he stated that regarding the challenges and opportunities of digital supervision in secondary schools, he found out that digital supervision improved the efficiency and effectiveness of instructional supervision in secondary schools. He also identified challenges such as limited internet connectivity, inadequate digital literacy among teachers and supervisors, and resistance to change. This finding is also related to the claim that digital supervision is occasionally used in some school management due to some of the challenges stated above by the scholars as 67 of the respondent opined to it.

Furthermore, in order to ascertain the level of school management in secondary schools, which is the second variable, a total number of 178 of the responses opined that school management is effective, while some opined that it is average, with some areas of improvement, leaving only 87 who responded that it is highly ineffective, some also viewed it as ineffective with a significant room for improvement, as well as a major deficiencies in most areas as opined by some of the respondent.

In Table 3, the results shows that there is a significant relationship between digital supervision and school management in secondary schools in Egor Local Government, as a total number of 151 responses opined that digital supervision has a significant and positive impact on school management, and that it has a noticeable, but moderate, positive impact on school management. This finding is inline with Mba and Adieme

where they discussed the relationship between digitalization and school management in secondary schools in their 2024 study. They explored how digitalization can be managed to achieve sustainable development in secondary schools. Only 127 responses disagree with this, stating that there is no noticeable relationship between digital supervision and school management, and that digital supervision has a significant and negative impact on school management.

The fourth variable which state if there is any significant difference in the relationship between digital supervision and school management based on technological application was also ascertain as a total number of 223 opined that the type of technology used does not change the relationship between digital supervision and school management, others also opined that the type of technology used has almost no effect on the relationship between digital supervision and school management. This findings is related to the work of Akomolafe (2022), who conducted a study on the relationship between digital supervision and school management in Nigerian secondary schools. In his study, he investigated whether there was a significant difference in the relationship between digital supervision and school management based on technological application and according to his findings, it was indicated that; there is no significant difference in the relationship between digital supervision and school management based on technological application. This suggests that the relationship between digital supervision

and school management may not be influenced by the type of technological application used. Only 89 of the responses disagree with this opinion.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATION

#### Summary

All schools exist to achieve certain goals. However, there is no way the goals of a school can be achieved without putting in place certain mechanisms towards ensuring success. In the secondary school system, some mechanisms for achieving the school's goals include digital supervision. These tools help to facilitate quality assurance in the school system. Since education is the greatest force that can bring about change in all spheres of human development; be it primary, secondary, or tertiary schools, are established to produce adequate human resources for a nation's development. In other to be able to maintain it's quality, digital supervision has been created as an instrument to guide school activities and personnel.

Digital supervision is geared towards improving teaching and learning situation for the benefits of the teacher and learner. In other words, it is service activity that exists to help teachers to do their job better. Digital supervision is the backbone of effective teaching and learning, as the head of a school who do not embark on serious and meaningful supervision of instruction is not worth his salt as an instructional head. He is best qualified to be an absence landlord rather than an instructional supervisor.

One of the main roles of any school supervision system is to monitor the quality of education, that is, the school and the teachers. The monitoring is expected to have a positive impact on their quality. Therefore supervisors form parts of an overall quality monitoring and improving system, including other devices such as examination and achievement tests and self- assessment practices by schools and teachers. Digital supervision concerns itself with the rudiments of efficient management of human and material resources. Teachers are therefore expected to demonstrate a high standard of academic excellence through the teaching process to improve their work quality.

Furthermore, since the school is an organization of complex activities carried out by people and coordinated by process, thus, digital supervision is very necessary in schools in order to improve teaching and learning. The supervision exercise records the consistency of strengths and weaknesses of teachers' performance and their ability in their discharge of their task of instructional delivery. The goal of supervision is that of quality control. It helps both old and new teachers to understand the purposes, responsibilities and relationships of his position and the directions of his efforts. It also gives guidance to members of the school system so that they can be self-directing and thus function effectively with minimum supervision. From the above points, it is basic that the purpose of supervision in our schools is to control the quality of education received by our children.

## **Conclusion**

Supervision is an essential component of educational administration which aims at improving both the teachers and the students. The performance of any school is dependent on the quality of supervision. Effective supervision in schools help in the proper use of educational resources as well as proffering solutions to the identified issues. Therefore it is advisable for school management to supervise their teachers regularly.

Organizations and institutions supervise and evaluate employee's performance for several reasons including retention, promotion and accountability for completing job related task. Educational institutions such as secondary schools are not different as it requires supervision of classrooms instruction to evaluate teachers' effectiveness. Also, education is aim at bringing about the relative change in behavior of the learners, based on the amount of instruction given to them at any level of education vis-a-vis how such institution is being delivered during the teaching and learning process.

Secondary education occupies a unique position among all leves of broad education. The goals of secondary education include; the preparation of the individuals for useful living within the society and higher education. Thus, in order to achieve the stated goals, there is need for effective supervision on school management. In general, it is geared towards the improvement of the teaching and learning process for the benefit of both the teachers and the learners. It is being seen as a professional activity concerned

with the development, maintenance, and improvement and must be carried out regularly in order to identify the problems militating against the progress of the school system and also to proffer solutions to these problems.

### **Recommendation**

Since the school is an organization of complex activities carried out by people and coordinated by process, this, digital supervision is very necessary in school management in order to improve teaching and learning. However, it does come with its problems. In other words, there are several problems which tend to militate against effective digital supervision of secondary schools. For instance in the case of staff Inadequacy, lack of time, to mention a few.

The lack of training for instance refers to many newly appointed school's supervisors that are not properly trained and lack proper orientation that can equip them with the required skills to effectively carry-out their instructional supervisory functions. They manage for many years without understanding what instructional supervision entails.

Supervision within the school system can improve upon using various means;

- Joint Effort: Supervision is not something done to employees, but rather a collaborative activity in which each party has a critical role to play. The supervisors and staff members

work on plans for completing duties such as defining unit priorities, scheduling and allocating work and coordinating the divisions effort are worked out jointly by both parties.

- **Dual Focus:** Employees must believe that they have significant say in selecting and defining the units goals, as well as developing ways to achieve them. If employees believe that goals are being imposed on them, they are less likely to make personal investment in achieving the unit's objectives.

- **Knowledge and Information:** To efficiently accomplish their job obligations, employees must comprehend what is expected of them. Understanding student growth, current laws and other legal parameters of practice, standards, and institutional norms and regulations are all examples of this.

- **Work-related Skill:** Supervisors must ensure that staff members are up to date on emerging trends in the field of student development and that they are trained in interpersonal communication, goal setting, and computer skills. These skills must be refreshed on a regular basis for student affairs professionals to remain effective. This is especially true for skills that are not used frequently. Supervisors must also provide opportunities for staff members to grow and learn new skills.

- Goal based: Supervisors and teachers are expected to have a clear expectations of one another as supervisors requires. Goals and expectations can be jointly developed by them and commitment to reviewing them regularly are to be made. The set goals can be evaluated at regular intervals to determine the level of progress.

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**APPENDIX**  
**UNIVERSITY OF BENIN, EDO STATE**  
**FACULTY OF EDUCATION**  
**DEPARTMENT OF EDUCATIONAL MANAGEMENT**

Questionnaire on "Assessment of digital supervision on the management of secondary schools in Egor Local Government Area of Edo State."

I hereby solicit for your support by filling the attached copy of questionnaire honestly as possible. This exercise is purely academic and therefore information given will be treated with utmost confidentiality and used solely for that purpose. Thanks for your cooperation.

**Instruction:** Respondents are humbly requested to approach each item by ticking ( ✓ ) in one of the following spaces stipulated below.

**Section A: Demographic Data**

School : .....

**Section B:**

Kindly tick (✓) the option to which you agree or disagree with the following statements.

SA- Strongly Agree

A- Agree

SD- Strongly Disagree

D- Disagree

S/N	STATEMENT	SA	A	SD	D
<b>What is the level of the utilization of digital supervision on Secondary Schools in Egor Local Government Area of Edo State.</b>					
1	Digital supervision is widely used in the school management.				
2	Digital supervision is regularly used in most school management.				
3	Digital supervision is occasionally used in some school management.				
4	Digital supervision is rarely used in school management.				

5	Digital supervision is not used at all in the school management.				
<b>What is the level of school management in Secondary Schools in Egor Local Government Area of Edo State.</b>					
6	School management is highly effective and efficient in all aspects.				
7	School management is generally effective but with some areas for improvement.				
8	School management is average with some strengths and weaknesses.				
9	School management is ineffective in many areas, with significant room for improvement.				
10	School management is highly ineffective, with major deficiencies in most areas.				
<b>Is there any significant relationship between digital supervision and school management in Secondary Schools in Egor Local Government Area of Edo State.</b>					
11	Digital supervision has a significant and positive impact on school management.				
12	Digital supervision has a noticeable, but moderate, positive impact on school management.				
13	There is no noticeable relationship between digital supervision and school management.				
14	Digital supervision has a noticeable, but moderate, negative impact on school management.				

15	Digital supervision has a significant and negative impact on school management.				
	<b>Is there any significant difference in the relationship between digital supervision and school management based on technological application.</b>				
16	The type of technology used affects the relationship between digital supervision and school management.				
17	There is a noticeable difference in how digital supervision and school management work together, depending on the technology used.				
18	The type of technology used does not change the relationship between digital supervision and school management.				
19	There is a slight difference in how digital and school management work together, depending on technology used.				
20	The type of technology used has almost no effect on the relationship between digital supervision and school management.				