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Weak Supervision, Inspection and Evaluation in Health Education: Challenges Undermining Nigerian Education Sectors in Digital Era

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Highlights:

Encurages supervision, inspection, and evaluation being critical for promoting quality teaching and learning in health education.

Emphasizes the importance of these processes for achieving sustainable and functional education.

Recommendations focus on strengthening supervision, inspection, and evaluation among school staff and health educators in the digital era.

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Abstract: Supervision, inspection and evaluation are designed to promote teaching and learning in school especially in health education. Improper or inadequate of the three factors could result into a very serious disaster. The importance of supervision, inspection and evaluation in our institution of learning cannot be over-emphasized as they enhance sustainable functional and qualitative education. This paper discusses the concepts of education, supervision, inspection and evaluation and equally highlights the importance of supervision, the qualities and instructional improvement task functions of a good supervisor. Recommendations are made on how to improve and encourage supervision, inspection and evaluation among school staff, health educators and other relevant stakeholders in this digital era.

Keywords: supervision, inspection, evaluation, education sectors and digital era

Introduction

Weak supervision, inspection, and evaluation may have contributed significantly to declining standards in Nigerian education sector especially in health education aspects. When schools operate without consistent oversight and accountability, issues such as teacher absenteeism, poor instructional quality, and mismanagement of resources become widespread. This paper examines how gaps in supervision and evaluation undermine learning outcomes and proposes strategies for restoring accountability and quality in the system. Education has been described as one of the greatest forces that could be used to bring progress and advancement to a nation, society and more especially homes. Education has been universally recognized as a panacea, for achieving social and economic freedom as well as knowledge acquisition, which will empower the recipient in bringing sustainable at both individual and society levels. Far from being only academic literacy, it is the development of that complex knowledge and skill by which people may improve their lots and sustain their nation. The development of human resources of a nation would be a vehicle for the development in all sectors of her economics (Olubadewo, 2021). In any organization, the primary objective of the management is usually how to accomplish

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the preset corporate goals. Such goals, however, could not be accomplished unless through proper coordination of both human and material resources available to the particular organization. In the same vein, for functional and qualitative education to be achieved there must be an effective inspection and supervision of various categories of people who are involved all different stages of national educational policy implementation.

It has been stressed by Ezra and Bay (2018) that functional education as that which is geared to the needs of the people. Idowu (2019) opined that a functional education promotes the welfare of the citizenry, advances technology and economic growth and enhances democracy. The focus of functional education is therefore not the development of individuals alone but also of the society to which everyone is a member. Functionality of education in essence, is the overhauling and improving the life of the people, water, economic growth and political stability. While qualitative education entails proper education at all levels. It also involves the continuous assessment of the trainees at various levels.

Supervision and Inspection in Educational Sector

Although supervision and inspection are both important concepts in the school administration, there is a marginal distinction between the two. Generally, they are terms used to describe a wide variety of behaviours of activities carried out by a diverse group for people within the context of a specific school system. However, in specific terms, to supervise by a layman definition is to find fault and at the same time ensure that every responsibility in an organization is done officially within the framework of the organizational expectation. In other words, to supervise is to direct, oversee, provide guidance or to ensure that official responsibility performed creditably (Ladani, 2018). While inspection connotes finding faults with the intention to discipline or reprimand or scold, supervision is not only aimed at correcting mistakes of inadequacies in individuals but also to guide and to educate where faults are discovered. Therefore, it is the duty of supervisors to ensure that standard is maintained in the school programmes and effectively managed in accordance with the rules of particular institution (Ladani, 2018).

Several authors like, Durotolu (2012) defined supervision as the day to day guidance of all educational operations, co-ordination of the detailed work and cultivation of good working inter-personal relations among all the people involved in the teaching-learning process. Similarly, Ogunsaju (2016) opined that Supervision is a way of advising, guiding, refreshing, encouraging, stimulating, improving and overseeing certain groups of people with the hope of seeking their cooperation so that supervision can be successful in their task of supervision". Furthermore, in the view of Good (1945), supervision in "all efforts of designated school officials towards providing leadership to teachers and other educational workers in the improvement of instruction; involves the stimulation, professional growth and development of teachers, a selection and revision of educational objectives, materials of instruction and methods of teaching and the evaluation of instruction. From the various opinions as expressed above, it becomes obvious that all programmes in supervision are managed with "human face". Hence the idea of inspection in modern educational management parlance is regarded as antiquated myopic and desolate. Therefore, modern educationist usually prefers to supervise rather than inspect.

https://doi.org/10.68071/2b2suv6t

Importance of Supervision and Inspection in Education

The ultimate aim of supervision of instruction is the improvement on pupils learning and attainment of educational goals. On this note, both the school and inspectorate division share common goals in order to fulfill this and all important purpose. The teacher and learning environment which are considered instrument to pupils learning become the immediate focus of the supervision. The dimension in the development of education system has necessitated proper supervision of academic and non-academic programmes in our school, modern instructional materials are being introduced and used in teaching and in the school instructional process.

In Health Education, where various and necessary activities are carried out, the value of supervision and evaluation to teaching and institutional management cannot in any way be under estimated. It is a programme that helps teachers to analyze their professional programmes and educational in adequacies which put together, can contribute immensely to the falling standard of education. Adesina (2018) enumerated various reason for carrying our supervision in school especially in health education, one of the most crucial reason according to him is to ensure that each individual teacher within the school system has been performing the duties for which he was scheduled; second reason is to improve the effectiveness of teachers so that he can contribute maximally to the achievement of system goals. One of the major purposes of educational supervision is capable to serve the inspiration of teachers to strive for quality in the system, enlightenment between academic and non-academic staff members; clarity of ambiguous situation as well as general improvement of other numerous essential variables, capable of promoting effective and functional education of greater standard. But if education is to be functional and qualitative, all variables of learning must be ultimately under a purposeful inspection and supervision.

Generally speaking, supervision maintain standard in schools and make possible, the achievement of objectives of schools and schooling. These days, many head of departments, principals and game masters in our secondary school do not really realize that school and instructional supervision form a greater part of their official responsibilities. However, in reality such programmes (supervision and evaluation) do really help school officials to measure school progress. It also helps to determine the strength and weakness of operational responsiveness of individual staff member, individual school and the inadequate needs of the students in physical education department.

Evaluation in schools is very vital, Lambo and Ihebuzor (2020), hinted that school evaluators and supervisors are to compliment the effort of various educational agencies to make school curriculum relevant to immediate need of the society. They are to serve as “eyes and ears” for the Ministry of Education in the monitoring exercise in the bid to ensure and assess the kind of dividend accruing to it from its financial and human investment. In essence, supervisors should always offer very constructive criticism to teachers; offer helpful suggestion to improve the teaching quality as well as instructional methodology of the teachers. They should share their professional experience in such area as school discipline classroom experience, over involvement of parents in school management and academic issues. School and instructional supervision should be purposeful, procedures and supervisory

https://doi.org/10.68071/2b2suv6t

orientation must be given official attention rather than officious deprivations.

Functions of a Good Supervisor

In Nigeria, the supervisors/Inspectors work with the school Administration/Headmaster, Departmental heads, and teachers in classroom visitation and sometimes giving demonstration lessons. In his own view, Rotimi (1972 in Adeshina, 2018) asserted that a good supervisor must have sound education, knowledge of teaching methodology and classroom practice. That apart, he must be very sensitive to human factor, able to motivate, spur and encourage teachers to work in the most effective way, not only the teachers but other non-teaching staff.

Furthermore, a good supervisor, must be able to perceive to which category of the opposing views of McGregor about human being in an organization, his fellow workers belong. McGregor (1960) propounded theory "X" in which human nature and behavior are analyzed as leading to dislike for work, lack of creativity, shrinking of responsibility, innate laziness and unreliability. The second view termed theory "Y" postulated that people are being considered working naturally as play. They strive to establish cooperative social relationship and willing to strive for excellent in whatever they do.

A good supervisor must not only be able to identify which of the two points of view his fellow workers belong but also design an organizational structure and use supervisory styles that would help him to achieve the educational goal, promote enabling relationship and create a conducive environment for teaching and learning. He should be able to evaluate, judge, set up a course of action and see a task fulfilled.

Evaluation

A child, who attends school, is evaluated by the teacher at the end of a semester or year to know how effective his teaching has been. A trader who invests some money into an enterprise will like to have periodic evaluation, so as to know whether he is progressing or not. In the same vein, every organization wants to make maximum profit in its enterprise.

An organization can easily know whether it is progressing or otherwise through evaluation. Evaluation, as defined by Frost and Stanley (2019), consist of measuring achievement in terms of accomplishing the goals, aims and objective established when planning the program. Because goals and objective include different lands of development skills, and various concomitant learning, the methods of appraisal must also be diverse and comprehensive. Evaluation is a continuation of routine administration; the difference is that you can only evaluate after the project performance, whereas routine administration occurs before project performance begins. The management should decide about the aspect of production that should be evaluated or the procedures to be evaluated or the procedures to be followed to ensure that subordinates follow what has been decided.

The Purpose of Evaluation

This aspect of the topic will be treated across the board to include both the program of physical education and those of the organizations. The following are some of the purposesof evaluation:

(1) Evaluation helps to rectify or cure errors *in activities*

(2) Through evaluation, the management is able to detect sources or errors andtofindwaysto correct them.

https://doi.org/10.68071/2b2suv6t

(3) Evaluation brings about preventive control and preventive control brings tremendous benefit to the organization.

(4) Evaluation helps the administrator to learn and further develop his decision-makingskills.

(5) The development of anticipatory skills is absolutely essential for planning both within and beyond the short-range dimension.

(6) It helps the organization to establish preventive decision-making skills so as to attain an appropriate level of overall performance.

(7) Looking at our educational institution, the purpose of evaluation, as stated by Daughtrey and Lewis (2021), include:

(8) To improve physical and health programs.

(9) To evaluate administrative effectiveness.

(10) To aid the teacher in evaluating different instructional methods.

(11) To enable the teacher to assess students' performances.

(12) To enable the teacher measure improvement objectively.

(13) To discover new motivational techniques.

(14) To classify students for exemption or special placement.

(15) To guide students in understanding various physical education activities.

(16) To determine grades and record progress.

(17) To facilitate self-appraisal.

(18) To collect data for research.

(19) To establish educational values

In educational institutions, effective assessment methods include the use of tests for cognitive, psychomotor and affective learning; measurement tools, both objective and subjective, science till call y applied evaluation judgment, research, and self- appraisal.

Areas to be evaluated

Various aspects of the organization can be evaluated and they include the following:

(1) Production or output this is commonly referred to as product or service inspection.

(2) Costs and revenues association with production this is referred to as financial analysis.

Both types of evaluation are important, because inspection measures quality of production and financial analysis measures economic feasibility. There is a long list of item to be considered in evaluating an organization but the total evaluation procedure hinges on these two very important areas listed above. An examination of the two aspects reveals that all other aspects of the organization rest on these two. For example, the success or failure of an organization depends, to a greater extent, on production or output and the extent of this aspect can easily be evaluated through the staff. Staff members, who are very dedicated and productive, can be evaluated by the public aside from the fact that an organization can easily be evaluated. Through this staff evaluation can easily be carried out based on production. Looking at sports organization, a good manager, coach or director can easily be evaluated through the performance of various teams in the council. Typically in Nigeria, our sports

https://doi.org/10.68071/2b2suv6t

output is far below the money invested. (Ladani, 2018) clearly stated that the topmost countries that have government funding of sport is Nigeria and the former East Germany. These two countries can be evaluated by the whole world without going into internal technicalities. The former East Germany got in return what she has invested, while that of Nigeria is the opposite. Every sports administrator can be evaluating by the public.

The second aspect of evaluation includes costs and revenue associated with production. An organization can quickly know when it is running at a loss or when it has maximum profit. An organization with sound and solid financial position can employ good and qualified staff and pay them higher than their previous establishment. This is one of the reasons why private sectors in Nigeria pay higher than the government. Because the companies want to maximize their profit, they always hunt for those that can help them deliver the goods. The same condition holds for sports organizations. Good coaches sells, like hot cakes because of their productivity and they are always rated higher. Therefore, those who manage the financial resources of the company can be evaluated through this. Evaluation is a two-way traffic. As the administrator can evaluate his staff so also can his staff evaluate him. This is true because of the fact that in a line -and -staff relationship, the immediate superior is responsible for those persons directly below him on an organizational chart. It is assumed that each arm of the organization evaluates its staff members by their sectional heads. The sectional heads are then evaluated by the administrator, while the administrators in turn are evaluated by either board of directors or the body mandated to do it. Resick (2020) advised all administrators to employ a self-evaluation form to determine their own effectiveness.

Similarly, Daugherty and Lewis (2021) gave more comprehensive items on administrative self-evaluation. The two items are combined to make it more comprehensive. This can be regarded as a sort of rating scale for administrators. For example, on the Positive side "very" is rated 5, Quite 4, Slightly 3, Quite on the negative is rated 2 while very is rated 1. The sum total of the score of the administrator will enable him to know how well or how badly he is performing.

The above procedures are self-explanatory. Any administrator who adheres to these procedures can easily obtain the desired results. However, Terry went further to advice that evaluation should be looked into as the placing of values on actions and accomplishments, and the setting of priorities in terms of the time and resources, which should be allotted to various responsibilities and duties. For any program of physical education to be effective, evaluation must show the enhancement of the lives of the students. In the final analysis, which is based on the overall education of the student, it must be measured in terms of the impact on the personality, the character, the maturity, the competence, and the self-actualization of those who participate in the classes and other activities.

In the aspect of instructional improvement task, the supervisor stands responsible to perform the following functions.

1. Evaluation of data related to the accepted goals of health education and the objectives of instruction. In performing this function, he must determine co-operatively critical analysis of goals; select the means of appraisal and their application.
2. Conduct of critical analysis of the entire teaching-learning situation.

https://doi.org/10.68071/2b2suv6t

This done would provide an opportunity to determine the antecedents of satisfactory (anticipated) and unsatisfactory student growth as reflected in observable behavioural changes and operationally defined capabilities. However, this role according to Olubadewo, (2021) entails that studying the course of study and the curriculum in operation, studying the material of instruction, the equipment and the socio-physical environment of learning and development. It also involved studying the factors related to institution (time teacher personality, academic and professional training, organization of instruction, use of materials, methods and techniques of instruction and other factors).

3. Improvement of the entire teaching-learning situation. The duties here, by implication, involve improving all the activities expected to be performed by supervisor as enumerated in (2) above. And the addition he is to improve such factors as may be present in the learning which may affect his development and achievement which may be attained in the school situation. In clear terms, a supervisor is expected to discover and apply the technique of evaluation. He must also evaluate the results of given supervisor programmes which include the factors that may tend to limit the success of those health programs.

Conclusion(s)

The effectiveness of any education system rests on consistent supervision, inspection, and evaluation to ensure accountability, quality, and adherence to standards. In Nigeria, the absence of robust mechanisms in these areas has allowed poor practices to persist, contributing to low academic performance, resource mismanagement, and eroded public confidence in schools especially that of health education.

Addressing this challenge requires strengthening supervisory structures, deploying qualified inspectors, and establishing transparent evaluation frameworks that hold both teachers and administrators accountable. When supervision and evaluation are properly executed, they not only correct deficiencies but also motivate educators and improve teaching and learning outcomes. Therefore, reforming supervision and evaluation processes should be treated as an urgent priority. Doing so will restore credibility to the education sector and create a foundation for sustainable improvements in learning and national development.

Recommendations

1. The Ministry of Education should as a matter of urgency pay more attention to supervision at all levels of education institution. Supervision should be conducted in a school at least once in a term.
2. Qualitative education must be matched with provision of adequate infrastructures and learning materials. Most school libraries and laboratories are empty while some are filled up with obsolete or expired materials. There should be adequate classrooms and good laboratories.
3. In service training and workshops should be organized regularly where teachers can be enlightened on innovations in their areas of discipline.

https://doi.org/10.68071/2b2suv6t

4. Report of supervision must be objective, constructive, very clear and precise with usage of polite adjectives.
5. Appropriate corrections and recommendations should be done after evaluation.
6. Only qualified and experts in the field of physical education should be in charge of evaluation exercise.

These suggestions, if taken into cognizance, would ensure a sustainable functional and qualitative physical education.

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