

SCHOOL SUPERVISION AS AN EFFECTIVE TOOL IN PROMOTING HIGH STANDARD IN EDUCATION AS A MEANS OF RE-ENGINEERING DEVELOPMENT FOR SELF EMPLOYMENT AND PRODUCTIVITY IN NIGERIA

By

A. O. IBRAHEEM
*Kogi State Teaching Service Commission,
Kogi State.*

Abstract

Prime objective of this paper is to examine supervision as an effective tool that could bring about some desired education standards in any academic institution, which consequently will result to development for employment and productivity in Nigeria. It is equally designed to find out to what extent the tenets of supervision determine the attitude of the teachers and learners towards raising the level of comprehension in education to a desirable standard of the subject matter by learners in the community. Although, inspection is not synonymous with supervision but they are similar in function. Both predominate the positive effect on both the teaching process and the staffing of a particular institution. It is indisputable that, supervision is very significant in enhancing the quality of teaching and learning process. It plays important role in providing positive decision from the field towards the nature and content of the curriculum. The feedback from the field by the supervisory bodies sum up the suggestions that tend to design the learning instructional materials that could enhance educational growth of the learners. And they further improve the effectiveness of the teachers. The main thrust of this study is to find out about how inspection re - awakens teacher and readily brings about improvement in the teaching and learning process.

The contemporary realities and educational events have re - awakened scholarly interest in the role which the school inspection plays in the improvement of the learning conditions in schools. Nwankwo (1985) observed that school inspection in Nigeria is as old as the Western type of education in Nigeria. It was in practice in Missionary schools and was made government concern in 1882 (Fafunwa, 1971 and Obilade, 1989). School inspection is one of the activities that has always been made compulsory by law in Nigeria. There was an educational curriculum (Revised, 1981), that specifically requires all schools in the country to be supervised. That was the time school supervision was seen to be enforced by the government. That was considered reasonable because, government

puts in a significant amount of public fund on education. It is the amount of internal and external inspections in the private schools that makes the teachers performances seen to be more standard than the public schools.

Musaazi (1982) and Sherry and Morse (1996) defined inspection as a behavior formerly provided by the organization for the purpose of directly influencing teaching attitude in such a way as to improve students learning. Some school of thought e.g. Obilade (1989) and Offorma (2005) had a notion of inspection as a way of advising, guiding, refreshing, encouraging, stimulating, improving and overseeing teacher cooperation in order that the inspectors to be successful in their task of supervision. As for the researcher, it is an activity performed by official responsible for improving the teaching and learning process.

Teaching and Learning Process

Teaching is an art of imparting knowledge to learners by applying various methods and instructional materials. Teaching among other things is the most important factor in promoting children's learning. There are many good strategies that teachers put in place to help students learn, achieve high standards and make progress. Teachers need a good understanding of the general characteristics of learning in order to apply them in a learning situation. Adequate learning result to change in good behaviour as a result of experience, then instruction must include a careful and systematic creation of those experiences that promote learning (Ivowi, 2005). This process can be quite complex because, among other things, an individual's background strongly influences the way that person learns.

Alphonso (2006) established that the teacher cannot assume that students remember something just because they were in the classroom when the material was presented nor that the students can apply what they know because they can quote the correct answer verbatim. For students to learn, they need to react and respond, perhaps outwardly, perhaps inwardly, emotionally or intellectually (Adetula, 2006).

Learning process involves learning theories and learning styles. Learning theory is a body of principles advocated by educators and psychologists to explain how people acquire skills, knowledge and attitudes (Reeves, 2004). Learning theory is used in formal training programmes to improve and accelerate that learning process (Park, 1995). It provides the teacher with ways of manipulating students with stimuli, induce the desired behaviour or response, and reinforce the behaviour with appropriate rewards. It also emphasizes positive reinforcement to enable the teacher control learning experiences that helps direct students towards specific learning outcome (Riding & Cheema 1991).

Robert (1985) stated that learning style is concerned with student preferences and orientation at several levels. For example, a student's information processing technique, personality, social interaction tendencies and the instructional methods used are all significant factors which apply to how individual students learn. That means, all students are different, and the learning programs should be sensitive to the difference (Alphonso 2006). For instance, some students are fast learners and other have difficulties, some learners are spatially oriented, creative, intuitive, and emotional while some other learners are more verbal, analytical and objective (Gagane, 1977 and Riding & Cheema 1995). Some learners rely heavily on visual references while other depend more on auditory presentation. Based on all these differences in learners, every teacher needs to acquaint himself or herself with the knowledge of learning process to enable the teacher to register his fact well and for the learners to achieve much. However, it may interest one to know the relationship between inspection and supervision as shown below.

Inspection: is an exercise carried out to oversee if teacher are following their assigned role in the conduct of their duties or not (Obilade, 1989 and Adetula, 2006). This is the reason why it has become a tradition that continues to gain re-enforcement from the federal government of Nigeria. Inspection is the assessment of problems in the total management of schools, either in professional matters, e.g. in curriculum and instruction or in non-professional matters e.g. social vices such as sexual harassment, alcoholism, cultism etc (Aishatu & Bello, 2003 and Adetula 2006). So, inspection includes evaluation, identification of possible deviation from norms and enforcing corrective action. Therefore, inspection means assessing the state of teaching and learning with the aim of improving educational standard.

Supervision: Alphonso (2006), viewed supervision as a well planned exercise designed to offer guidance services to teachers to enable them achieve their target in their schedule of duties. Also, both teaching and extra-curricular activities are designed to assist teaching and learning process. Aishatu and Bello (2003) viewed supervision as professional interaction between the teacher and someone who has special abilities, insight, experience and the knowledge of work of a teacher. Obilade (1989), viewed supervision as an activity by which an individual or a group of individuals by means of advising and stimulating interest in teachers and learners help to improve teaching and learning situations in educational institutions.

So, from the highlights above, inspection cannot be effectively implemented without supervision; both have one common goal. Aiyepoku (1987) said, while inspection emphasizes on the conformity to school rules and regulations at all times and the focus is on the teachers and their appearance; supervision focuses on how the programme is consciously planned for the improvement of instruction and learning process. Both are

constant and continuous process of guidance based on frequent visits which focus on some aspects of the school and its organization (Dodd, 1968 and Bandura, 1997). Therefore, both run side by side in evaluating school activities. Therefore, supervision and inspection will be alternatively used where appropriate in this paper.

Functions of Inspection

In the school system, inspection is a fundamental instrument that can be appropriately applied to raise the educational standard in any institution. It is targeted towards enhancing the quality of teachers by opening chances for their further reading. Fafunwa and Adaralegbe (1971), Nwaogu (1980) and Obilade (1989) identified some reasons why school inspection is very essential in the educational system.

Supervision makes teachers to revisit the syllabus to review the scheme of work where necessary. Teachers decide on the nature and the content of the curriculum. On the other hand, inspection has an important role to play in deciding the nature and content of the curriculum, the learning materials that will enhance educational growth of both the students and the teachers.

It reawakens and ensures the performance of duties by teachers and when teachers' effectiveness get improved the more the students learn better. Supervision brings about the quality of instruction in an institution. Effective inspection is necessary in order to enhance the quality of instruction in schools. This helps to maintain some level of standard of education in schools.

Inspection determines whether a teacher should be transferred, retained, promoted, dismissed or retired. During inspection, special abilities possessed by some teachers in schools are usually discovered and this enables the authority to utilize such talent, where most needed.

Another purpose for inspection is that of identifying and ensuring the performance of duties. To identify the performance of the teacher recruited to teach in the school system; and to ensure that each teacher within the school system performs the duties for which he or she was scheduled to carry out.

This instrument really aims at improving the effectiveness of teachers so that they can contribute maximally to the attainment of the school's goals. This assists the inspectors in making recommendations for the improvement of incompetent teachers.

It makes the government to be certain about the appropriate expenditure of school funds. This exercise ensures that financial regulations are complied with and that

public monies for education are prudently spent. For instance, checking of school imprest account to see how the money is spent by the principals.

Inspection also assess the general performance of the school and identify some of its most urgent needs; such as shortage of staff, need for expansion of school land and need for building new class room block.

It is an important vehicle through which the government policies are explained to the principals and their entire staff; and the Ministry of Education and the Kogi State teaching Service Commission receive feed backs too.

Moreover, it is through the inspection that all the schools are assessed and rated to be of high or poor quality of education. It is an exercise that enables the authority to know which schools that conform to the school rules and regulations at all times and those that have really adjusted or taken to correction from the previous inspection.

Supervision Tools

In consonance with the view in citing areas to be inspected during supervision visit in any school, Nwaogu (1980) and Obilade (1989) itemized some broad areas which are as follows:

- a. Nature and scope of the school: This involves brief history of the school, ownership of the school, site plan, certificate of ownership, honorary role of the principals, staff disposition list (to know the components of the staff); general curriculum, and future plan record.
- b. School plant: Compound sanitation, school buildings, e.g. classrooms, offices, toilet, water, fields, electricity supply, library, laboratories, stores and inventories and computer room.
- c. Academic and Administrative Records: this refers to:
 - i. Admission register, school population table, class attendance registers, schemes and records of work, lesson attendance registers, lesson plan/note.
 - ii. Statutory records: education law, diaries, staff time book, staff movement book, visitors book, transfer certificate file, schedule of duties, general time table, prep time table, staff and PTA meeting minutes books, Ministry of Education and Kogi State Teaching service Commission circular files, state and local government files, punishment book, log book, commendation book and previous inspection report file.
 - iii. Store, laboratories and inventories of equipments and supplies.
- d. School Management and Organisation: Here the general administration and organisation of the school, down to the type of food sold to the students will be looked into

- e. Finance, the school accounting system and sources of financing the school will be looked into. That is school account book, cash book cheque book, tellers, PTA account, sport levy, etc.
- f. Teaching Programme: The supervisors supervise some teachers while teaching their classes, subjects and topics taught, adequacy and quality of lesson notes and mastery of subject matter. They check class control, teachers and learners interaction, questioning techniques, use of instructional materials and evaluation of the lesson. They equally check the general tone of the school e.g. punctuality, assembly procedures, student uniform, classroom arrangement, noise level and general students behavior.
- g. Curricular or Extracurricular Activities: An instructor on Physical and health Education will be invited to submit records on sports and health. They will demand to know if there is a trained health officer. Reports on clubs and societies will be equally looked into.
- h. Disciplinary Records: Disciplinary committee report file will be looked into and the log book too.
- i. School and Community relationship: The relationship between the school management and their immediate community should always be cordial. PTA reports or minutes book should be assessed.

Type of Inspection

For the above named instrument to be properly utilized in leading the institution to tremendous heights; various school inspection have been designed for a specific inspection visit. Two major group of inspection are very prominent among the educators and researchers.

Scheduled (or announced) inspection is one of the two major groups of inspection. It comprises of full inspection, routine, follow-up, advisory and inspection for approval of new school, while unscheduled (or unannounced) inspection as the second major type of inspection that is made up of, resumption monitoring, sampled, routine, special investigation visit and inspection for promotion of principals.

Full Inspection is the most popular of scheduled inspections. A month notice of the inspection is usually sent to the principal. A to I above are applied to conduct inspection on all aspect of school life. It lasts for about four days. A term of subject inspectors and a team leader on general area of administration and organization do conduct it.

Routine Inspection Visit It is also a schedule inspection which is equally found under unscheduled inspection. Supervisors at the Federal or State Headquarters that visit schools at the interior. Items B, C and E are usually applied. Follow

Up Inspection It is a scheduled inspection normally conducted following a full inspection. Inspectors ask about action taken so far with reference to any recommendations made in the earlier inspection reports. They will now check whether the action taken is achieving the desired effect. Further suggestions could be made if necessary.

Advisory Visit This type of inspection is conducted in schools with the aim of giving advice to schools on specific matters dealing with teaching and learning process. Items B, C, D and E could be applied.

Inspection for Approval of New Schools this scheduled inspection is to find out whether the schools satisfy the condition necessary to obtain approval for opening. The important aim of this visit is to investigate the adequacy of the teaching staff and school plant.

Resumption Monitoring It is an unscheduled inspection that is aimed at checking schools, both staff and students whether they comply with the scheduled time for the opening of the school after holidays. Items B and E above are appropriate for the visit.

Sample Inspection Visit It is another unannounced inspection that examines academic administrative record as in item "C" above.

Special Investigation Visit This unscheduled inspection is carried out on the orders of the Minister of Education or Commissioner or Permanent Secretary or Executive Chairman of Teaching Service Commission due to complaints received from students, teachers, parents or other members of the community that are concerned. The inspectors will investigate disciplinary, financial and educational cases in the school management.

Inspection for Promotion of Principals It is an important unscheduled inspection conducted to promote the principal of an institution to a higher salary grade level. This visit can be carried out by the Teaching Service Commission, Zonal office. The inspectors will apply C, D and E instruments in this school assessment; and if found qualified, they will make some recommendations and forward it to the headquarters for approval.

Conclusion

It is fortunate today that the mode of inspection is different. Inspectors now treat teachers and principals as equals and they behave friendly to them unlike before. Despite this, most school administrators and teachers put up uncooperative attitude by perceiving inspections as witch hunting exercise. Inspectors now play positive roles

in advising principals and staff as partners in progress. They offer suggestions to improve the teaching and learning process.

Inspection serves as a means by which wrongly used methods could be corrected and new teaching methods could also be introduced. The needs of the school could be passed through them to the government. Instructors are advised to be upright to their professional assignments. Schools are checked to ensure that they stick to the specification of number of learners in classrooms and their arrangement to avoid overcrowdedness. At this point, one could see that, if inspection is properly and adequately utilized, head work is always inculcated in the principals and their staff thereby assisting students to operate above the level of functional illiterates.

Recommendations

The function of a good school management is the effectiveness of the teaching learning process. The major problem of school inspection lies on the shoulders of the three tiers of the government. For the inspection to be more effective, supervisors' reports on schools need not be compiled annually without being attended to; and by this, inspection is rendered ineffective and irrelevant. For some years, school inspection report revealed that many schools have no teachers on subjects like English Language, Chemistry, Mathematics and Physics. Some do not have laboratories and many schools have one room multipurpose laboratory; and most schools have no library. Those schools that have laboratories and libraries are inadequately equipped; then science practical lessons become very difficult.

Therefore, government should endeavour to employ more teachers especially in the subject areas state above. State and local government should go in for joint science laboratory project scheme to solve the gross inadequacy of science equipments in all the secondary schools and colleges throughout the state. Moreover, school inspection reports should promptly be attended to if we really have the future of these children at heart.

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