

EDUCATIONAL SUPERVISION FOR EFFECTIVE TEACHING IN AKWA IBOM STATE SECONDARY SCHOOLS: PROBLEMS AND PROSPECTS

By

INI OBONG WILLIE UMOH, Ph.D
*Department of Educational Foundation
College of Education,
Afaha Nsit.*

And

FRANCISCA S. USEN, Ph.D
*Department of Educational Foundation
College of Education,
Afaha Nsit.*

Abstract

The behavioural process “supervision” stimulate, co-ordinate and guide the teacher to teach effectively so that he can guide the growth of students. A cursory of observation of this process in Akwa Ibom State Secondary Schools reveals that this process has been hindered by lack of functional supervisory unit, no facilities and equipment to aid in the work; the supervisor’s designate do not have general knowledge in education and the poor attitude of teachers toward supervision. Against this backdrop, the paper suggests that, government should provide the necessary facilities and equipment to assist in the process; motivate the supervisors and the supervisors should be liberal, humane, seek for co-operation from teachers to become helpers who solve their problems and maintains a relaxed atmosphere which will encourage, stimulate and inspire teachers to achieve success in teaching technique used to improve quality of instructions in our secondary schools.

A lot of changes have taken place in Nigerian schools both in instruction and in methodology. Therefore, differences exist between the traditional and modern school supervision. Traditional supervision according to Nkang (2002) focused on the teacher and the classroom situation and operated under the assumption that since teachers are not properly trained, they should be subjected to constant supervision and training. This

is opposed to by modern approach to school supervision. Teachers are now meant to be helped in identifying and solving their professional problems for the purposes of improving the total teaching- learning situations. Traditional school supervision was characterised by super-inspection of teachers. It was poorly planned and poorly organized. It was self-imposed and was usually carried out by one person. Modern supervision is based on critical analysis of the total teaching-learning environment and its many functions by many individuals. Modern school supervision can be regarded as positively oriented, democratic and objective in nature. It is creative and systematic in approach. It promotes the spirit of finding out facts through experimentation and continuous evaluation for service effectiveness.

In Akwa Ibom State secondary schools, modern supervision is lacking. Those who go there in the name of supervisors end up performing the function of inspectors searching for fault and to punish. Their visitation is not regular and their stay not welcomed. Hence, defeating the original intention of supervision:- staffing, motivation, stimulation, programme development and evaluation of the educational outcomes.

The Concept of Educational Supervision

Supervision is common to all professions. The people involved in production are to be supervised to make sure that they do good work. The supervisor is a quality controller (Akiliaya, 2008). Educational supervision is the process or the act of seeing to it that the policies, principles and methods established for achieving the objectives of education are properly and successfully carried out. These process according to Cole (1988) involve using expert knowledge and experience to oversee, evaluate and cooperatively improve conditions and methods of doing things related to the teaching and learning problems in schools.

In principle, Akiliaya (2008) asserts that school administrators concentrate on making plans, formulating policies, drawing up programmes for actions in schools or interpreting and executing plans and policies established for the school to ensure that the policies and plans are successfully carried out by the proper use of human and material resources. But the supervisor concentrates on more monitoring and harmonizing all the activities necessary to achieve the objectives set up for the school. Supervision covers the formal structure of school management. The educational supervisors are those who are concerned with the organization, control and motivating the teachers to teach well. Their duty is mainly to keep watch over the entire school work and the workers as the persons who are fully in-charge.

In the words of Nkang (2002), supervision does not imply that the staff must be ordered about and kept constantly under surveillance at all times to make sure that work that needs be done is done properly at the right time. Supervision is interaction between and among two or more people. Thus it is an inescapable fact that wherever more than one person is involved in an act; interaction is bound to take place in form of some types of established relationships. Hence, supervision is evident through interaction for the purpose of achieving the goals of the enterprise.

Educational supervision means different things to various people at different instances and situations. Nwachukwu (1992) perceives supervision as the interaction

behaviour in school system for the purpose of improving the learning situation for children. To Nwaogu (1980), supervision is the process of bringing about improvement in instruction by working with the people who are working with pupils. It is thus a process of stimulating growth and a means of helping teachers to help themselves. Eye, Netzer and Krey (1971) assert that supervision is that phase of school administration which focuses primarily upon the achievement of appropriate instructional expectations of educational systems. Mbiti (1974) describes supervision as the “Sensory System” of an organization given its position as one of the basic requirements in administration that involves the tactics of efficient proper management of personnel. Ozigi (1971) submits that supervision deals with having a comprehensive view of the activities and problems of the institutions and the assessment of the extent to which the school is fulfilling its basic objectives.

Dror (1968) sees supervision as a way of advising, guiding, refreshing, encouraging, stimulating, improving and over-seeing certain groups with the hope of persuading people to desist from applying wrong procedures in carrying out certain functions on their jobs and at the same time try to emphasize the importance of good human relations. Supervision is a function that cannot be undertaken in isolation but rather must become a cooperative venture involving the entire school.

Synthesizing the above definitions, certain ideas are obvious such as improvement of instruction, guiding and advising teachers, facilitating learning, fulfilling basic objectives of the school, professional growth and development of teachers. Supervision to this end therefore may simply be defined as an activity in which a professional supervisor helps in facilitating learning by improving teaching and learning environments in institutions of learning through guiding, advising, stimulating interests in both the teachers and students. In the light of the above, Denga (1986) describes a supervisor as someone in a position of leadership who possesses the skills and ability to provide a “super vision” to the school in terms of perceiving desirable objectives, maintaining a balance in the curriculum and rendering help to the teachers regarding teaching methods and other instructional problems that they encounter.

Musaazi (1982) categorizes supervision into five types as follows: routine supervision which is a normal and regular visit by a handful of staff of the inspectorate division of the Ministry of Education to schools for the purpose of assessing the general administration and organization of the schools. The staff are usually specialists in their own fields and they may also examine the teaching of subjects of their specialization; full supervision is carried out by a team of supervisors headed by a very senior officer for the purpose of assessing all aspects of the school activity; accreditation/recognition Supervision is carried out by an examining body like NECO, WAEC, NCCE, ASU etc. to assess whether a school is qualified to register candidates for external examinations, and or recognition for award of certificates; follow up supervision as the name implies aims of examining to what extent the school has implemented the advice and suggestions of the previous visit and certification. Supervision is also concerned with probational staff requiring approval of teaching ability at the end of years period where recommendations are made at the end of such supervision for the teacher to be placed on permanent and pensionable roll.

Purposes of Educational Supervision

Ogunsaju (1983) asserts that the reasons for supervising schools include: to know the performance of the teachers recruited to teach in the school system; determine whether a teacher should be transferred; promoted, retained or dismissed; improve the incompetent teachers; discover special abilities or qualities possessed by teachers in the school; provide a guide for staff development; know the effectiveness of classroom management of teachers; know the direction of the school; to assess the “tone” of the school as well as ascertain the extent of achievement of the school’s objectives and identifying some of its most urgent needs.

From the foregoing the purpose of supervision in Nigerian schools are for staffing, motivation and stimulation, programme development and evaluation of educational outcomes.

Staffing Purpose

Staffing as a purpose of supervision is taken in many context, in the course of supervision shortfalls are easily noticed that deals with recruitment, placement, training and development of organization members is applied to rectify the shortfalls.

In performance appraisal of staff members in supervision, it compares an individual’s job performance against standards or objectives developed for the individual’s position. If performance is high the individual is likely to be rewarded by challenging work assignment. If performance is low, some corrective actions such as additional training might be arranged to bring the performance back in line with the desired standards. Another set of purposes of supervision under staffing are for transfer, promotion and demotion where necessary. A transfer is a shift of a person from one job, organizational level or location to another.

Specifically the staffing purpose of supervision aims at recruitment and orientation of new staff. It also aims at the employment of suitable staff or qualified people. It aims at proper working conditions in order to give room for proper and formal evaluation of teachers and other school workers.

Motivation and Stimulation Purpose

There is correlation between motivation and supervision. The behaviour of people be it good or bad according to Peretomode (1995) must be viewed as the consequence of the motivation of the individuals in question. Motivation may simply be described as keenness for a particular pattern of behaviour. Since employee motivation is very important to the survival of the school organization, it therefore serves a purpose of supervision. Supervision will help one to know who will be creative and stimulated if motivated. Creativity enables the school organization to find new and better ways of doing things. Such ability has become extremely significant as new technologies and new methods of teaching make old ones obsolete. Supervision activities encourage identification of teachers with requisite generic skills for motivation. When motivated they are stimulated to put up their best work. Supervision is a necessary condition for the existence of any organization because it helps members to work for the organizational goals.

Programme Development Purpose

The development of programme for the school in general and the constant review of such programme can be effected by constant supervision. The administrative consequence of curriculum development is an impressive aspect of supervision. (Akiliaya, 2007). Supervision serves as a continual mechanism for keeping the curriculum under review and for ensuring that the right kind of teaching is made available at the right stages in a student's development.

Evaluation of Educational Outcomes Purpose

The task of evaluation involves the extent to which instructional relevant performances of staff personnel meet performance expectations and needs. Evaluation of instructional personnel involves measuring and describing performance in operation that is clearly related to the instructional goals in some ways. Through supervision, measuring and describing performance in line with state objectives is possible. Educational system will be able to access the achievement of the state goals through formative and summative evaluation which provide basis for making effective decision and process effectiveness.

Educational Supervision and Effective Teaching

Teaching is a complex activity which involves molding the character of the child who, himself is a complex creature. Umoh (2010) sees teaching as an activity which unites together processes such as instructing and training by the overall intention of getting students to acquire knowledge, skills and models of conduct in a manner, which involves understanding and evaluation of rationale underlying them. Afe (1995) views teaching as a process by which a teacher guides the learner in the acquisition of knowledge, skills and attitudes. Teaching therefore is a process that involves the interaction of the teacher, the learner and the learning task.

Teacher's effectiveness as a concept is fluidly, dynamic, multidimensional and complex to explain. The meaning is usually deduced from the context in which it is used. As explained by Ali (1992), teachers are not uniformly effective across all teaching situation. Avolos (1985) however mentioned the kind of teachers' behaviour which are usually stressed in the conceptualization of teacher effectiveness. These include measurable observed behaviours, non-quantifiable modes of communication to others in classroom interaction; presence of transferable actions, skills, beliefs, commitments and tackling problems in teaching/learning situations in a given manner. The corollary students' behaviour which indicates teacher effectiveness includes students' acquisition of basic cognitive skills, development of higher order intellectual activities and the awareness of the social world or evidence of social skills.

Afe (1995) asserts that teacher effectiveness is characterized by performance evaluation in teaching skills, rating of professional attitudes, success achieved in teaching techniques used and assessment of personal characteristics. Whatever be the case, the effectiveness of the teacher is generally aimed at improving the quality of instruction, assisting the teacher to grow and develop all round cognitive, psychomotor and affective competence remains a function of constant supervision. Through this,

assessment of teacher effectiveness is on the spot; an area of difficulty in competence is revealed for necessary assistance and direction.

Alumode (2003) presented twenty-one principles of effective teaching which every teacher should endeavour to achieve in a classroom situation some of which include; understanding and application of psychological readiness principle; providing a favourable success and failure ratio for the students; plan skillfully for an effective teaching-learning situation; individualizes instructions where appropriate; facilitates students' motivation towards their academic achievement and social interest; facilitates their intellectual development; uses effective reinforcement techniques; states and assesses behavioural objectives effectively and efficiently. The behavioural process "supervision" stimulate, coordinate and guide the teacher to work so that he can guide the growth of students; through supervision one get to know what the school personnel does with students and things in order to maintain or change the operation of the school in line with the expected standard; providing leadership to the teachers and other educational workers for effective teaching; stimulate professional growth for improved skills; persuading people to desist from applying wrong procedures in carrying out certain functions on their jobs with the focus on the teaching and improvement of academic environment in order to promote effective teaching in our schools.

Nwaogu (1980) asserts that effective teaching is enhanced through the activities of supervision. The appraisal of specific learning situation to ascertain the needs of the children and efficiency of instruction as well as The Technical Service to teachers in the form of instructional aids, specific instruction and assistance in student diagnosis and measurement encourage teacher effectiveness in instructional delivery. A supervisors' professional leadership of and cooperation with teachers through individual and group conferences, through stimulation to further professional study and through cooperative development of some programme of in-service education improve teaching skills for effective teaching in schools.

Problems of Supervision in Akwa Ibom State Secondary Schools

The greatest obstacle of school supervision is the confusion of the role of supervision. The roles and responsibilities of supervisors tend to be unclear. Specifically the following problems of supervision exist in schools as identified by Akiliayo (2007). The supervisory unit of the State Ministry of Education is not functional, no equipment, facilities to assist in performance of day to day supervisory role and responsibility. The supervision designates do not have general knowledge in education, creative and may not be acquainted with the past and present school programmes, the nature and characteristics of the staff, students and the community in general for them to effect improvement. The head of the supervisory team in every Local Education Committee is a one-time principal of a school and there is this general belief and notion that a former principal sent to Local Education Committee is going there as punitive measure preparing himself or herself for final retirement from the system and since they look at it that way, commitment to responsibilities is lacking. Supervision requires the co-operative participation of all concerned but in the state schools, a mention of the fact that a supervisor is coming will unsettle staff and when

they arrive the staff will be praying for the hour the “devil will go away” since, staff in schools regard supervisors as public enemy number one. Under such circumstance, co-operative participation is not feasible.

Supervisors’ attitude is also another problem. The exclusive concern for instruction causes the supervisors to concentrate only on the supervision of teachers. The need for change emphasizes a focus on organizational structure, the procedures and techniques employed or used by supervisors do not tend to be distinctive like others in some other fields. There are so many clients of the school system such as cooks, students, parents, teachers and so on. The clients are not clear, should supervision in the school system aim at the teacher only? But in the state, supervision specifies the teacher as the only important client. The exclusive concern for instruction causes the supervisors to concentrate only on supervision of teachers.

The professional supervisors have no specific schools where they have to carry out their work. They move round the schools which affect efficiency and following with the increased proliferation of subject, specialists in various subject areas are few and this constitutes an impediment to effective teaching using supervision as a guide.

The supervisor should be liberal and humane, seek for cooperation from the teachers and therefore become a helper. For the supervisor to achieve the purposes of supervision, the following strategies have to be adopted.

- There should be pre-sessional talk with the staff on books, methods of discipline and teaching
- The school supervisor should participate by sitting in a class where a teacher teaches for a proper feedback to the teachers.
- Discussion about class work based on the observation while the teacher was on duty in class.
- Provision of sufficient equipment, teaching aid to the teachers.
- Provide guidance to the beginning teacher for quality direction and control.

The strategies when utilized will achieve the following purpose of supervision of instruction: know the effectiveness of classroom management by teachers; improve the incompetent teachers; discover special abilities or qualities possessed by teachers in the schools; provide guide for staff development; determine whether a teacher should be transferred, promoted, retained or dismissed and to improve the instructional programme in the schools.

Conclusion

Supervision undertaken by a good supervisor who is firm, approachable, ready to help people solve their problems and maintains a relaxing atmosphere, certainly will encourage, stimulate and inspire teachers to work harmoniously to achieve success in teaching techniques used and improve the quality of instruction which will provide a favourable success and failure ratio for the students.

Recommendations

It is a fact that no educational system can rise above the level and quality of its teachers. A well supervised teacher working in an environment with wide arrays of the

necessary things of education can provide effective teaching (instructional delivery) than when supervision and those things of education are not provided. Therefore:

- (a) Government should employ more supervisors in all subject areas; designate them to specific schools where they have to carry out their work and motivate them to do their work effectively.
- (b) The supervisors must adhere to their own ideals and at the same time be flexible in their approach to supervision; loyal, respectful of the beliefs, rights and dignity of both teachers and students in the school system; be strong-willed, consistent and fair in their dealings, approachable and ready to help people solve their problems in a relaxed atmosphere.

References

- Afe, J. O. (1995). *Teacher education in Nigeria: Trends, issues and challenges*. Benin City: Nigerian Education Research Association.
- Akiliaya, O. (2008), *Educational administration*. Enugu: Freefa bag Investment Limited.
- Ali, H. (1992). *Professionalization in teacher education in Nigerian Universities: Issues and expectations*. Lagos: Evdor Press.
- Alumode, B. E. (2003). Management of teachers for effective teaching at the UBE in Iwovi U.M.O. (ed) *The Journal of WCCI Nigerian Chapter* 4 (1), 10-18.
- Avolos, B. (1985). *Teacher effectiveness and teacher training*, lesson from research paper presented at the conference on staff development for education systems in low income countries. Centre for Oversea Studies, Bristol University, Bristol
- Cole, G. E. (1988) *Personnel Management: Theory and Practice*. London: Publication Ltd.
- Denga, D. I. (1986). *An introduction to foundations of education*. Calabar: Rapid Educational Publishers Ltd.
- Dror, Y. (1968). The planning process *International Review of Administrative Science*, 29(1).
- Eye, G. G.; Netzer, L. A. & Krey, R. D. (1971), *Supervision of Instruction*. New York: Harper and Row Publishers.
- Mbiti, D. (1974). *Foundations of school administration*. Nairobi: Oxford University Press.

- Musaazi, J. S. (1982), *The theory and practice of educational administration*. London and Basingstoke: The Macmillan Press
- Nkang, I. E. (2002). *Fundamentals of educational administration: Planning and supervision*. Uyo: Afahaide & Bros. Printing & Publishing Co.
- Nwachukwu, C. C. (1992). *Management theory and practice*. Ibadan: Africana Fe-Publishers Ltd.
- Nwaogu, J. I. (1980). *A guide to effective supervision of instruction in Nigerian schools*. Enugu: Fourth Dimension Publishing Co.
- Ogunsaji, S. (1983). *Educational supervision: Perspectives and practices in Nigeria*. Ile-Ife; Nigeria: University of Ife Press.
- Ozigi, A. O. (1978). *A handbook on school administration and management*. Ibadan: Macmillan
- Peretomode, V. F. (1995). *Administration, planning and supervision*. Lagos: Joja Educational Research and Publishing Ltd.
- Umoh, I. W. (2010). Management of primary school teachers for effective teaching in free and compulsory education in Akwa Ibom State. *Nigerian Journal of Teacher Education and Teaching*, 8 (1), 82-90.