

**AN ASSESSMENT OF THE INFLUENCE OF SUPERVISION ON
SECONDARY SCHOOL TEACHERS IN OKENE USING ALFRED
KADUSHIN'S MODEL**

Chika E. Ajuluchi

*Department of Home Economics,
Federal College of Education,
Okene.*

And

L. O. Oshadumo

*Department of Home Economics,
Federal College of Education,
Okene.*

Abstract

The study examines the function of supervision using Alfred Kadushin's Model of supervision. Recent trends in performances at the yearly external examinations for the senior secondary school leavers showed that performance in Mathematics and English has been dwindling. The study therefore is concerned with the way educational, administrative and supportive supervision have been effective in the area of study. A descriptive survey method was used in gathering empirical data as 30 respondents were randomly selected for the study. Findings reveal that there is much emphasis on administrative supervision while educational and supportive supervision have been largely neglected. Performance and instructional effectiveness were not subjected to supervision unlike positive environment with (86%) and adaptable needs, assignment with (96%) while state law, board of education policies and documents were not supported by the administrators. 26.7% of respondents attended workshops, 70% have attended seminars, while 36.6% have attended conferences. 20% of respondents feel that those avenues for addressing welfare of teachers are effective. the study recommends improvement in educational and supportive supervision, among others.

The term supervision is derived from the root word 'super video' meaning to 'oversee' (Adepoju, 1998). It is also a combination, integration of processes, Procedures and conditions that are consciously designed to advance the work effectiveness of individuals and groups. Hawkins and Shohet (2007) Good's dictionary of Education defines supervision as all the efforts of designated

school officials towards providing leadership to all the teachers and other educational workers in the improvement of instruction. Adepoju (1998) defined school supervision as the process of bringing about improvement in instruction by working with people who are working with pupils. For Dodd (2008), it is a way of stimulating, guiding, improving, refreshing, encouraging and overseeing certain groups with the hope of seeking their cooperation. In order for the supervisors to be successful in their task of supervision, supervisors have to see supervision as the practice of monitoring the performance of school staff, noting the merit and demerits and using befitting and amicable techniques. To ameliorate the flaws while still improving on the merits thereby increasing the standard of schools and achieving educational goals.

Supervision is a level of management overseeing the performance or operation of a person or group (Segun, 2004). The supervisor's ultimate objective is to deliver to agency clients the best possible service in accordance with agency policies and procedures. The essentially managerial aspects of managers' work are their responsibility for monitoring and improving the work of others; their managerial effectiveness is determined by their capacity to improve the work of others. In this way, management bodies are expected to develop relationships and environments that enable people to work together and respond to change.

The common denominator in the different definition is the aim of

supervision which is to improve work. It can therefore be said to be strategies aimed at improving work. The idea of supervision among teachers is erroneously linked to a witch-hunting task. It is not unusual for teachers to be skeptical about the process of appraisal when a supervisor is involved.

Instructional supervision is one of the processes by which school administration attempt to achieve acceptable standards of performance and results. It is the tool of quality control in the school system and a phase of school administration which focuses primarily upon the achievement of appropriate expectation of the educational system (Peretomode, 2004).

The Federal Republic of Nigeria (2004) affirms that "no education system can rise above the quality of its teachers.

The administration, management and funding of the schools are shared among the State Ministries of Education, the National Commission for Education and other agencies as prescribed in the legislation. Management of secondary schools at both the Federal and State levels put more emphasis on supervision or inspection at all levels of the schooling sector. Supervision is central to faithful implementation of educational policies the world over. The educational system, like other systems is a unit of interacting elements, which working co-operatively, brings about the fulfillment of set goals. For the educational system to function properly, certain inputs must be fed into it

which include students, teachers and managers. (Aghenta,1995). Teaching effectiveness proves to be important to successful educational outcomes (Hill, 1993). The United States Commission on teaching (1996) stated clearly that in terms of student achievement, the teacher is a more significant factor than any other kind of school resource. The teacher is most solely responsible for applying teaching methods, aids and inculcating the curriculum. The quality of education depends to a large extent on the quality of teaching by teachers. The performance of teaching is dragging predicated on ability and motivation. Motivation refers to factors that enhance performance; it is the driving force which causes the teacher to achieve goals.

In order to improve the learning process, teacher supervision of the teaching process is very important. It is a tool of quality control in the school system and a phase of school administration which focuses primarily upon the achievement of appropriate expectation of educational system (Peretomode, 2004).

Qualitative education is ensured if school supervision is accorded high priority. It is supervision that makes the teachers more competent, efficient, guarantees parents satisfaction, improves classroom instruction and encourages the children to work harder. In the long run the goal of education is achieved efficiently.

Alfred Kadushin is an accomplished academic social worker who

had a lengthy teaching career spanning over sixty years. He played a significant role in pioneering the development of the knowledge base for social work, child welfare practices, policy, education and research. He made contributions in the field of social work, especially in the area of human service delivery. Alfred Kadushin's discussion of supervision in social work has its origins in the works of earlier commentators such as John Dawson. His perspective on supervision leans heavily towards performance and learning. Following on the heels of Dawson he formulated an understanding of supervision under two main categories which are:

The Primary Problem And Primary Goal

Drawing from Dawson's three pronged dimensions of supervision which are administrative, educational and supportive supervision, Dawson analyses these areas with the perspective of the primary problem and goal approach.

Administrative –This he refers to as the promotion and maintenance of good standards of work, co-ordination of practice with policies of administration, the assurance of an efficient and smooth-running office. The primary problem is concerned with the correct, effective and appropriate implementation of agency policies and procedures. In administrative supervision, he stresses that the concern of the supervisor is both to ensure the agency policy is implemented which implies a controlling function and a parallel

responsibility to enable supervisors to work to the best of their ability (Brown and Bourne 1995:10). The primary goal is to ensure adherence to policy and procedure (Kadushin, 1992).

Educational - the educational development of each individual worker in a manner calculated to evoke her fully to realize her possibilities of usefulness. In educational supervision, the primary problem for Kadushin (1992) is worker ignorance and/or ineptitude regarding the knowledge, attitude and skills required to do the job. The primary goal is to dispel ignorance and upgrade skill. The classic process involved with this task is to encourage reflection on, and exploration of the work. Under this primary goal supervisors may be helped to:

1. Understand the client better
2. Become more aware of their own reactions and responses to the clients
3. Understand the dynamics of how they and their client are interacting.
4. Look at how they intervened and the consequences of their intervention and
5. Lastly, explore other ways of working with this and other similar client situations (Hawkins and Shohet, 1989:42)

Support: In supportive supervision the primary problem is workers morale and job satisfaction. The primary goal is to

improve morale and job satisfaction (Kadushin, 1992:20) workers are seen as facing a variety of job related stresses which could seriously impact negatively on their work. The ultimate problem for workers in Kadushin's view is burnout.

The administrative and educational supervision is predicated on instrumental needs while supportive supervision is concerned with expressive needs.

Hawkins and Shohet, (2007) listed 10 different foci of supervision as they relate to Kadushin's formulation of supervision.

1. To provide a regular space for the supervision to reflect upon the content and process of their work.
2. To develop understanding and educational skills within the work.
3. To receive information and other perspective concerning one's work
4. To receive both content and process feedback
5. To be validated and supported both as a person and as a worker
6. To ensure that as a person and as a worker one is not left to carry unnecessary difficulties, problems and projections along.
7. To have space to explore and express personal distress, restimulation,

transference or counter transference that may be brought by the work.

8. To plan and utilize their personal and professional resources better.
9. To be positive rather than negative
10. To ensure quality of work.

Hawkins and Shohet (1989) suggested that foci one and two can be seen as educational, three and four educational/supportive, five and six are supportive, foci seven to nine as administrative supportive and ten as administrative.

The secondary education in Nigeria is the instrument for achieving useful living within the society and preparing students for higher education (FRN, 2004: 18) Access to secondary education has increased significantly.

It was expected that 4.5 million will sit for the SSCE/NECO examinations in 2012 with about 90% of that figure seeking places at the tertiary level of education, despite all these knowledge acquired from Kadushin and other model of supervision still the current trends in external examinations conducted by the National Examinations Council (NCEO) and West African Examinations Council (WAEC) for secondary school students paint a pathetic picture of students' performance especially in the core areas of English and mathematics.

In the year 2010, a total of 1,132,357 students sat for the NECO examinations. Of this number, less than 22 percent passed English and Mathematics at credit level. The Government of Federal Republic of Nigeria blames the teachers and teaching quality. This has elicited the call by the Minister of state for education for more frequent recertification for teachers at the secondary school level.

Gist (2009) opined that a common vision of expectation for education quality and effectiveness is an emphasis on continuous growth and development of each educator; an organized approach to growth and improvement of group of educators; a differentiated evaluation process with clear expectation for exiting educators from the profession as needed, an assumption of fair, accurate and consistent performance assessment that includes evidence of student achievement and input of feedback from many voices.

Although a lot has been written on teaching in recent times, the gap in literature which this study intends to fill is the use of Alfred Kadushin's Model of Supervision which is largely not utilized by Supervisors.

Research Questions

Three research questions were raised for this study

1. To what extent have the level of educational supervision of respondents improved.

2. To what extent have the level of supportive supervision among respondents promoted.
3. To what extent have the level of administrative supervision among respondents provided.

The Purpose for the Study

1. The main purpose of this study is to find out if through the adoption of Alfred Kadushin's Model of Supervision, an assessment of the Mathematics and English teachers in public Secondary Schools in Okene would be improved, Specifically? whether
2. Performance and instructional effectiveness that improves student learning opportunities and results can be enhanced.
3. positive environment for professional growth and students development can be promoted
4. Supervision that is adaptable to the needs and assignments can be provided.
5. Objective assessment of overall performance, based on the four dimensions of teaching responsibility can be provided.
6. State law, board of educational policies and documents; and to collaboratively establish professional

goals that will improve teaching and learning be supported.

One of the few areas of consensus during education policy making between practitioners and the general public today is that improving teacher quality is one of the most direct and promising strategies for improving public education outcomes (Hammock, and Robert 2005)

Research Design

The researcher employed a descriptive survey research method using a questionnaire to study an assessment of the influence of supervision on secondary school teachers in Okene LGA Kogi State.

Population for the Study

There are eleven (11) Government secondary schools in the study area; Okene LGA, Kogi State. But population was drawn from 10 schools. The study focuses on Mathematics and English teachers spread across the Government Secondary Schools in the study areas; and the population are 90 Mathematics and English teachers from Local Government Secondary Schools. The schools are: Local Government Secondary School Ohiana, School of Arabic Studies Okene, Queen of Apostles, Okene Government Secondary School Okene, Okene Secondary School Okene, Government Girls Day Secondary School Okene, Local Government School Upogoro, Local Government Day Secondary School Agassa, Government Secondary School Uruvucheba, Government Day Secondary School

Achache and Government Day Secondary School Agassa.

Selection of Sample: Thirty teachers, 15 mathematics and 15 English teachers were selected, using a stratified random sampling technique. Each Government Secondary School was taken as a cluster and 2 respondents came from each school drawn from the population for the study.

Instrument: A fourteen (14) item questionnaire was developed and used for data collection. The questionnaire was constructed, based on the purpose of study.

Two doctors, one from school of Science and the other from Home Economics department tested the instrument for face validity.

Data Collection and Statistical Analysis

All thirty respondents that filled and returned instruments consisted of 18 male and 12 female teachers. Of the total number of respondents, 26.7% of respondents have a National Certificate in Education (NCE), (10)33.7% have a bachelor’s degree in Education while 26.7% have a Post Graduate Degree in Education (PGDE). 4 teachers representing 13.3% of the total population have a Master’s Degree in Education. This implies that they possess at least the minimum certification for teaching.

The agents from the secondary school education board were identified by respondents as the chief supervisors of respondents as 66.7% of respondents

indicated while the school principal was identified by 33.3% of respondents as the other agent supervising them. None of the respondents indicated parents playing supervisory roles. In the multiple response questions, areas of supervision identified by respondents are as follows.

Table 1 Showing Multiple Responses in Areas of Supervision by the Administrators

Area	Frequency	Percentage
Do you feel that the performance and instructional effectiveness can be enhanced by the Education board.	-	-
Do you feel that the positive environment for professional growth and students development can be promoted by the education Board.	26	86.6%
Do you feel that supervision that is adaptable to the needs and assignment can be provided by the school administrators.	29	96.6%
Do you believe that the objective assessment of overall performance, based on the four dimensions of teaching responsibility can be provided by the administrators.	1	3.3%
Do you opine that state law, board of education policies and documents be supported by the administrators	-	-
Do you opine that a collaboratively established professional goal that will improve teaching and learning can be supported by the administrators	10	33.3%

The table 1 above shows that the major areas of attention are positive environment for professional growth, students development and adaptable supervision to the needs and assignment were provided by the Education board. Performance and instructional effectiveness, the state law board of educational policies and documents were not supported by the administrator and other relevant agencies.

Table 2 Showing responses on Educational Supervision

Questions	Yes		No	
	Frequency	Percentage	Frequency	Percentage
Are there sanctions for poor teacher performance?	30	100%	-	-
Are teachers tested periodically	24	80.0%	6	20%
Have you attended workshop organized by the education board	8	26.7%	20	66.4%
Have you attended seminars organized by the education board	21	70%	7	23.3%
Have you attended conferences organized by the education board	11	36.6%	19	63.3%

From table 2 above 100% of respondents indicated that there are sanctions for poor performance, 80.0% indicated that teachers are tested periodically. In attendance at educational upgrading fora, 8 respondents making up 26.7% of respondents attended workshops, 70% have attended seminars, while 36.6% have attended conferences. Furthermore 100% of respondents indicated that their scheme of work is supervised by the vice principal academics. Most respondents (96.6%) do not receive feedback from parents of their students.

Table 3 Showing Responses for Supportive Supervision

Question	Yes	%	No	%
Do you feel you are left to carry unnecessarily difficulties and problems	17	56.7	13	43.3%
Do you have space to explore and express personal distress at work	20	66.7	10	33.3%
Do you have avenues to express	23	76.7	7	23.3

concern about

welfare problems

Are those avenues 6 20 24 80

effective

The responses in supportive supervision indicate that 56.7% of respondents are left to carry difficulties on their own, 66.7% of respondents indicate that they do have the space to explore distress at work as well as 76.7% who indicated that they have avenues to express problems of welfare. However, only 20% of respondents feel that those avenues are effective.

Discussion of Findings

From the foregoing, using Alfred Kadushin's model of supervision, it is clear to see that although there is a high level of administrative supervision, to provide a regular space for the supervision to reflect upon the content and process of their work. respondents largely indicated that avenues to develop understanding and educational skills within the work which can be said to be regular attendance at workshops, seminars and conferences are being utilized which is in line with (Gist 2000) opinion. Performance and instructional effectiveness which connotes feedback is minimal which impacts negatively on information and other perspectives concerning one's work as well as both content and process feedback which did not support (Hawkin's and shohet 2007) opinion that listed 10 different foci of supervision as to receive both content and process feedback, to be positive rather than negative, to ensure

quality of work among others. The area of state law, board of educational policies and documents were almost nonexistent as respondents showed. Dodd (2008) said that Educational supervision is a way of stimulating, guiding, improving, overseeing certain groups with the hope of seeking their co-operation. In order for the supervisors to be successful in their task of supervision, supervisors have to see supervision as the practices of monitoring the performance of school staff noting the merit and demerits, using befitting and amicable techniques which do not agree with the responds from the respondents which showed that workers do not feel validated and supported both as persons as well as being left to carry unnecessary difficulties, problems and projections alone. A lot is left to be desired in the areas of educational and supportive supervision. In supportive supervision the primary goal is to improve moral and job satisfactory according to (Kadushine 1992) opinion, but the responds from the respondents showed that they are basic minimum certification areas for upgrading and support for staff in future.

Recommendation

1. The supervisory board should put in place mechanisms for teachers performance and instructional effectiveness which will enhance the role of teachers and supervisors.
2. Seminars and workshops should be organized regularly on students' trends and weakness in performance at external examinations.
3. The area of teaching methods should be subject of thorough supervision and review.
4. Relevant agencies in charge of teacher's welfare must take notice of teacher grievance for improved worker morale.
5. Teachers must be reassured that supervision is corrective and not disciplinary in approach in order for teachers to open up and identify areas of weakness.
6. The state law, board of educational policies and documents should support the administrators and other relevant agency.

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