

EFFECTIVE SCHOOL SUPERVISION FOR SUSTAINABLE EDUCATIONAL DEVELOPMENT IN NIGERIA

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Abstract

The paper examined effective school supervision for sustainable educational development in Nigeria. To achieve this, the concept of school supervision, scope of school supervision, forms of school supervision, challenges facing effective school supervision, concept of sustainable educational development, goals of sustainable educational development and challenges facing the achievement of sustainable educational development were delineated. The paper established that effective school supervision practices play an indispensable role in sustainable educational development in Nigeria. The paper therefore concludes that effective school supervision provides an honest accurate and definite report on: the teachers observed and; educational values obtained from the expenditure of public funds. It suggest that: designated school supervisors should endeavor to make follow-up supervision to ensure that recommendations have been implemented; government should provide statutory authority, prestige and resources to school supervisors in order to continuously work with teachers to develop, maintain and evaluate goals of education for sustainable education development; school supervision should be seen by designated supervisors as a series of activities that is designed to help teachers to do better for students to learn more instead of a fault-finding visit to schools

Keywords: School, Supervision, Sustainable, Education, Development, Nigeria

Introduction

The development of any nation hangs on the standard of her education system, owing to the fact that education plays a key role in the rate of social, political and economic development of any nation. Achieving tangible and sustainable development in the education sector of any nation requires proper administration of educational institutions. The National Policy on Education in

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Nigeria described education as a huge investment that the nation can make for rapid development of its political, social, economic and human resources. Also, Okoli (2004) posited that education is aimed at sharpening and modifying behavior of individuals for values that are acceptable in the society. Schools are formal social environment that is structured for carrying out well planned educational activities. This implies that schools are indispensable tools for the actualization of educational goals and objectives. Therefore it is a point of duty for all stakeholders such as students, teachers, principals, administrators, etc to cooperate and work harmoniously in order to achieve an outstanding outcome. Teaching and learning process in schools is liable to suffer a set-back or achieve little or no result if proper, timely, and effective school supervision is not prioritized and institutionalized. School supervision are series of activities carried out by appointed persons known as supervisors to oversee the activities of those (students and teachers) who are directly involved in teaching and learning process in order to achieve successful outcomes (Ngobili, 2013).

In view of the backdrops above, the achievement of development in education in order to meet the current societal needs and expectations depends on effective supervision of schools by dedicated, sincere, and competent supervisors who would easily identify the strengths, weaknesses, opportunities and threats that are inherent in the process of teaching and learning, so that new innovations and ideas can be formulated and implemented for the purpose of educational development. It is on this strength that this paper is presented to delineate how effective school supervision will enhance and promote educational development in Nigeria.

Conceptual Clarification

Concept of School Supervision

Supervision has been described by various people based on their own perception. This is due to the fact that the concept of supervision cut across every facet of human endeavor. Okoli (2004) sees supervision as a process of overseeing aimed at improving all elements and conditions surrounding the operations of an organization. Corroborating this, Diksha (2016) defined supervision as a series of planned programs designed for the improvement of organizational activities. Going by the scholarly definitions above, school supervision can be said to be all efforts of designated school officials directed towards giving leadership to teachers and other staffs within an educational system for quality instructions. School supervision covers every activity aimed

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at improving teaching and academic environment in order to encourage, achieve and promote outstanding learning outcomes (Nosiri, 2007). To Nwaogu (2000), school supervision is described as a process whereby a designated individual helps to improve teaching and learning process in educational institutions by means of advising to stimulate or arouse teachers' and pupils' interest. Although school teachers may perceive school supervision from two opposing dimension, some may see it as a positive measure for quality instructional program and source of assistance to strengthen capabilities while some may see it as a negative measure that threatens their individuality and job security. Notwithstanding, in general terms school supervision involves the stimulating teachers for professional growth and development, selection and revision of educational goals and objectives, materials used in giving instructions, teaching methods and consistence evaluation of instructions given.

Scope of School Supervision

For the purpose of educational development in Nigeria, the scope of school supervision to Eya and Leonard (2012) and Ogunsanya in NOUN (2019) include:

1. Instructional work

Within this scope, the designated supervisor aims at various areas of improving the existing quality of instructions given. For this the supervisor focus on method of teaching adopted for different subjects, audio-visual aids that are used, school time table, allocation of duties among teachers, students' class works and its corrections, teachers' lesson notes, diaries and scheme of work.

2. Co-Curricular Activities

Under this, the designated supervisor focuses on how various co-curricular activities are organized in relation to their need and importance to education. These activities include; dramatics, games and sports, school magazines, excursions, field trips, picnics, and library services

3. Records and register

The designated supervisor has to focus on all school records and attendance register of both staff and students by checking admission register, staff and students' attendance register, the cash book, the log book, the stock register, the movement book, and the receipt book.

4. The School Environment

In this, the supervisor focuses on the level of discipline among staff and students, inter-relationships between individuals, general behavior of students, plantation of trees, morale of classrooms, hygienic condition of school toilets, school beautification, and relationship between the school and host community

5. Management

The management of school is also an important area of concern to designated school supervisors without which all efforts of overall improvement of teaching and learning process will be jeopardized. The supervisor therefore need to focus on the cooperation of teachers and members of the host community, the ability of the head of the school to run the school, the coordination and cooperation between teachers and head teacher in organizing school programs, achievements and failures of the school, and how duties and responsibilities are rendered by heads and members of various sub-committees for different school programs.

6. Guidance to teachers

The work of a designated supervisor is not only to oversee but also to guide the teachers and head-teachers in their inputs in ensuring quality education. Here, the supervisor focuses on the innovation of teachers, remedial instructions, community mobilization and support and organizing seminars, conferences, workshops and in-service trainings.

Forms of School Supervision

To Eziuzo (2014), Nwaneri and Ikwuegbu (2016), and Egbebi and Harbau (2019) supervision of schools can take different forms which are:

1. Full scale supervision

This form of supervision covers all that concerns the school system. After the conduct of this form of supervision, a report is usually compiled, published and forwarded to the appropriate education agency that is responsible for the implementation of the recommendations of such report. In most cases this form of supervision lasts for days (3-5 days depending on the school size and the area to cover).

2. Routine supervision

This involves routine visits to schools by designated school supervisors to inspect selected aspect of the school that require urgent attention and help solve the problem on the spot. The report in this form of supervision is usually not published.

3. Follow-up Supervision

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This form of supervision is mostly carried out after a full or routine supervision to ascertain the extent which the observations and recommendations made during a full or routine supervision have been implemented.

4. Casual supervision

This is carried out by one designated supervisor without any form of formal arrangement. Under this form of supervision, no report is given to the school authorities, but a secrete or confidential report is compiled and forwarded to the appropriate education agency for actions.

5. Certification Supervision

This type of supervision is carried out to affirm the standard and readiness of a school to conduct external examinations such as West African Senior Secondary Certificate examination (WASSCE)

6. Fact Finding Supervision

This type of supervision is carried out to gather information about all sorts of report or petitions against a particular school

7. Internal Supervision

This type of supervision involves qualified an experience head-teachers and teachers in a particular school. They focus on the school work, teachers' behavior and students' attitude to learning. It is carried out under a cordial atmosphere and suggestions for improvements are politely given due to the fact that those supervised are known colleagues.

Challenges of school supervision in Nigeria

To Egbebi and Harbau (2019) and Omorobi (2020) challenges facing effective and successful school supervision in Nigeria include:

1. Finance

Inadequate financing of the inspectorate unit or department of ministries of education affects the performance of designated supervisors. This can be in form of non-payment of supervisory staff allowances and inadequate funding of the unit or department as a whole.

2. Unqualified Supervisors

Sometimes, there is a wrong assumption that all teachers are qualified supervisors. This has led to the appointment of teachers that are not professionally trained for the purpose of school supervision by using years of service as yardstick for selecting school supervisor. Although, one of the

criteria for supervising a school system is teaching experience, but this must be reinforced with relevant academic knowledge and training in education quality control and assurance. If this is not taken into consideration, the art of school supervision will be reduced to mere school visitation.

3. Transportation

The unavailability of functional vehicles at the disposal of school supervisors and poor conditions of roads in the rural parts of the country are militating factor against effective school supervision especially in the raining season. Also some areas such as the coastal areas are usually inaccessible to supervisors. These conditions therefore will limit the role of school supervision in developing education in Nigeria.

4. Lack of Follow-up Supervision

Owing to the current complex nature and rapid expansion of the educational sector, supervisory staffs find it difficult to cover their supervisory jurisdiction even for the first time let alone a follow up supervision.

5. Fault Finding Mission

When the sole aim of supervision is premised on finding the faults of the teachers and head-teachers, it kindles fear in students, teachers and the head-teacher. This will certainly threaten the school development owing to the fact that school supervision is basically for enhancing and improving the quality of instructions given within the school perimeter.

Concept of sustainable Education Development

Sustainable education development describes the practice of teaching for sustainability (Amadi, 2014). Education for sustainability to Okoli (2004) is the practice of learning how to achieve global and local sustainable communities through the constant provision of desirable educational needs to the people of young generation in a way that it will be meaningful in their future aspirations. This therefore implies that sustainable education development means educational growth that is integrated with economic, scientific, political and home based technological expansion which collectively indicates the level of individual development in terms of increased skills and capacities, greater freedom for self actualization, creativity, self-discipline, responsibility, and general well-being of the society (UNESCO, 2005). The focus of sustainable education is to promote lifelong learning process that transcends beyond the four walls of

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the school premises because it is usually directed towards imparting knowledge, providing job satisfaction, and upholding the tenets of sustainability.

Goals of Sustainable educational Development

To achieve sustainable development in education, there are statements which are formulated to guide and describe the patterns, skills and attitudes of its participants during and after the completion of an educational program. The goals of sustainable education development to Oghiagbephan (2018) are extractions from the seventeen (17) United Nations' (UN) sustainable Development Goals (SDG) that were aimed to be achieved by 2030, which include:

1. Ensuring inclusive healthy lives and promote well-being of all at all ages
2. Achieving gender equality and empowering all women and girls
3. Clean water sanitation
4. Decent work and economic growth
5. Sustainable cities and communities
6. Strongly institutionalized peace and justice
7. Partnership for goals

The goals of sustainable education development highlighted above shows the major areas of sustainability in the education sector of any nation as well as covering issues in teaching and learning such as climate change, bio-diversity, poverty eradication, and sustainable consumptions. The achievement of these is likely to ease the burden of insecurity, violence, unemployment and other associated social vices.

Challenges facing Sustainable Educational Development in Nigeria

There exist myriads of challenges facing the quest of attaining sustainable educational development in Nigeria. Nigeria as a nation owes its citizens right to quality education which is worthy of emulation and to be sustained. However, this has failed due to neglect, poor job motivation, unqualified or inexperience human resources in the education sector and total absence of interest in the teaching and learning profession (Bourn & Hunt, 2017). In addition to this is poor and inadequate education infrastructure which has made some school environment unattractive. Furthermore, the role of gender disparities and socio-cultural beliefs in access to basic education is a militating factor against the development of sustainable education in Nigeria (UNESCO, 2005).

Another major problem of sustainable educational development is the inability of most public primary and secondary schools to account for the medical record of their pupils and students respectively (Ferreira et al, 2005). This implies that the selection of pupils and students for certain curricular and extra-curricular activities difficult owing to the fact that performance in some activities will be influenced by some medical conditions such as asthma, sickle cell anemia, impaired vision etc.

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According to Nwaogu (2000), effective school supervision affords stakeholders in the education sector a democratic and co-operative involvement under capable, understanding and discerning administrators. For school supervision to be effective each person involved in the teaching and learning process must be willing to assume certain level of supervisory responsibilities. Sustainable educational development can be described as a development that meet the educational needs of the present without jeopardizing or compromising the potentials and abilities of the future generations. The desired outcome is a society where the living conditions and available resources are continuously utilized to meet human needs without undermining the integrity and abilities of nature Oghiagbephan (2018). Therefore, for sustainable educational development to be achieved through effective school supervision, school supervision must be a continuous and comprehensive process designed to cover all scopes of school supervision as highlighted earlier in this paper by embracing all educational experiences through primary and post-primary educational institutions. Such supervision must be of high level leadership skills which should be positive, dynamic and democratically designed in order to improve instructions by the virtue of continual growth of all individuals in educational institutions (Omorobi, 2020).

Conclusion

This paper examined effective school supervision for sustainable educational development in Nigeria. It established that effective school supervision practices play an indispensable role in sustainable educational development in Nigeria. It (school supervision) happen to be a viable tool of educational management, the paper noted that school supervision is

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aimed at improving the quality of instructions given in educational institutions. Also, the paper examined some of the challenges confronting school supervision for sustainable educational development in educational institutions which include poor funding, deteriorating infrastructure, and unqualified designated supervisors among others. Conclusively, the paper concludes that effective school supervision provides an honest accurate and definite report on: the teachers observed and; educational values obtained from the expenditure of public funds. Consequently, the fate of the sustainable educational development lies with how functional those that are saddled with the responsibility of school supervision are.

Suggestions

- Based on the conclusion made above, the paper therefore suggests that:
1. Designated school supervisors should endeavor to make follow-up supervision to ensure that recommendations have been implemented
 2. Government should provide statutory authority, prestige and resources to school supervisors in order to continuously work with teachers to develop, maintain and evaluate goals of education for sustainable education development
 3. School supervision should be seen by designated supervisors as a series of activities that is designed to help teachers to do better for students to learn more instead of a fault-finding visit to schools.

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