The Processes of Supervisions in Secondary Schools Educational System in Nigeria

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Abstract

The process of supervision in secondary school (SS) in Nigeria is of paramount to the attainment of monitoring secondary schools activities for national development and the administration of the schools entirely. The aim of this paper is necessitated to relate the need for the process of supervision of both human and materials resources for achieving the ultimate goals of secondary school system in Nigeria. However, this paper highlights some certain basic concepts such as supervisions, needs of supervision, and process of supervisions, who is a supervisor, importance of a supervisor and responsibility of a supervisor. The problems associated with supervision and the way forward. However, in Nigeria both supervisors and Teachers use different strategies of supervision to monitor the activities of the students when they are in the school. Though the strategies may differ from one another but they are out to achieve the same goal and objective. The data was analysed descriptively and using basic means aimed at giving a clear and detailed overview of the situation. Based on the findings it can be concluded that process of supervision is becoming a serious problem that is yet to be properly addressed in Nigeria Secondary School. In conclusion, Supervision at every local, national and international level should take their responsibilities seriously by engaging on educational activities that could enhance their skills. These include, among others, strategic seminars, workshops, regular visits and exchange programs pursuit of higher educational qualification and Supervisors that excel in their assignment should be rewarded accordingly either in kind or cash.

Keywords: process, supervision and secondary schools

INTRODUCTION

Secondary school level is the bridge between the primary and tertiary levels of education in Nigeria. The importance of secondary education
made the federal government to state the broad aims of secondary education as preparation for useful living within the society and for higher education. The underline principle here is that the secondary schools should be able to provide quality secondary education to all those who can benefit from it. However, it appears that the secondary schools are not living up to expectation in discharging this obligation.[1], lamented the products of today’s secondary system can neither usefully live in the society nor move into higher institution without their parents’ aid or forgery”. They not worth for themselves or respect the views and feelings of others. They Love no iota of dignity of labour except for things that will give them quick money.

The present situation of supervision in schools as reported by [2], showed there has been thorough supervision of schools in recent past decades. This lack of supervision in schools has been the bane of failure in secondary school educational policies in Nigeria. A system not supervised and evaluated is in dire need of collapse. [3], sees in many schools there are lack poor or ineffective supervision of personnel and instruction materials. It is the duty of the school administrators to supervise and monitor instruction regularly thereby reducing inequalities within the horizontal and the vertical instructional delivery system of the school.

When supervision is absent, it leads to lack of communication, which leads to the indiscipline of students in the school. Students will become rude to the teachers, principals and to one another, low grade shall be recorded in their academics, crimes of various types shall be exhibited absenteeism, lateness, talking in the classrooms, disrupting the activities in the classroom and others. Less supervision causes gross negligence and often the cause of low morale and low productivity amongst students. Discipline in schools is the readiness or ability of students to respect authority, observe and obey school rules and regulations to maintain high standard of behavior necessary for the smooth running of the teaching and learning processes. Discipline is the business of enforcing simple classroom rules that facilitate learning and minimize disruption. The rules on students discipline are aimed to enhance positive and constructive paradigm of values. Principals are trends and they provide for a proper learning ambience. This agrees with the study of [4], that the success of any school administrator lies in the degree of supervision/participatory leadership the principal has with his students. He also reported that the development of supervision plan or strategy is needed to institute in schools. Teachers use different strategies of supervision to monitor the activities of the students when they are in the school. Though the strategies may differ from one another but they are out to achieve the same goal.[5], opined that misbehaviour problems can be prevented students are supervised or monitored and feedback is given. Students’ behaviour should also be reviewed regularly by the head-teachers and should also be rewarded at the end of the session.

Reference [6], identified several processes that developed in supervision including: scientific management, democratic interaction approach, cooperative supervision, supervision as curriculum development, clinical supervision, group dynamics and peer emphasis, as well as coaching and instructional supervision. The best approaches will often differ, depending on the school and the situation within the school.

In Nigeria, education is on the concurrent list of government and this makes the issue of instructional supervision to vary from one state to another. However, some states have adequate arrangement in place to effectively supervise instruction at all level of education particularly in secondary school whereas some states failed to put necessary machineries in place to effectively supervise instruction in their secondary schools[7], opines that quality assurance in education is the process of ensuring continuous improvement in all aspects of education business in an institution of learning to satisfy the needs and expectations of the institution’s customers (society). [8], showed that instructional supervision has always been regarded as an essential and integral part of school administration and basically geared towards the improvement of all factors in teaching and learning.

2. The needs of supervision in schools generally

According to [9], supervision is an important requirement in educational management that concerns itself with the tactics of efficient and effective management of human and material resources. And also [10], supervision is a way to advise, guide, refresh, encourage, stimulate, improve and oversee teachers in the hope of seeking their co-operation in order that they may be successful in the task of teaching and classroom management.

Similarly,[11], defines supervision as a process of guiding, directing and stimulating growth with the overall view of improving teaching and learning processes better for the leaner. The foregoing definitions could be summarized by stating that supervision of instruction materials is an educational process that focuses on the improvement of teaching and learning in a good system,[12], supervision of instruction involves “motivating the teacher to explore new instructional strategies to improved teaching and learning”. The teacher must be made aware of educational goals and standards to be implemented.

The observer must be objective during the observation process and maintain Confidentiality it is also important for the observer to provide positive feedback and appropriate resources for the teacher to utilize and understand his duty efficiently. [13], posited that supervision of instruction is a process of assisting the teacher to improve himself and his instructional abilities so as to enhance effective teaching and learning.

An effective teacher is that teacher who can bring about improvement in all that he or she does in the system and More so, [8], suggests that “supervision of instruction is necessary because:

=>Not all teachers are dynamic and knowledgeable but the system is dynamic. This means that supervision is necessary so as to enable these categories of teachers to get improved in terms of teaching and learning activities.

=>Teachers need to be skilled and up to date in the teaching profession and this can only be achieved when teachers are supervised regularly and effectively in order to enhanced good relationship between supervisors and teachers Base on the above assertions we may able to analyse that the needs for proper and effective rigorous supervisions in our modern secondary schools is to create a good atmosphere for a dynamism proper and normal interactions among intellectuals [14].

3. The purpose of Educational Supervision

Purpose of school supervision is to ensure to the stimulation of professional growth of the teachers and their entire school system and to motivate teachers, it equally ensures that the teacher do what is expected of them so that the students learn. It is geared towards ensuring efficiency and effectiveness in the school system definition, used in this work, has a cyclical, three-pronged approach to supervision: instructional supervision, professional development, and evaluation. The three aspects included in supervision approach are all integrated and each is part of the supervision process as a whole. All of the facets are essential threads necessary to complete the entire representation of teacher supervision. But, regardless of how supervision is defined, why is supervision of teachers important? Is there a link between teacher supervision and improved instruction.

Achieving the purposes of educational supervision makes the achievement of the goals of education much easier. This becomes more imperative and pressing because of the increased cry globally about immorality and corruption in the education sector [15], [16]. The importance of
educational supervision includes:
Proper guidance from experts: The purpose of supervision is to provide academic guidance by an experienced teacher or expert/specialist in different school subjects so that newer or junior teachers are able to develop their skills and capacity.

5. The SS supervision process

The SS supervision process in Nigeria involves the following stages, input and output in figure 1.1 below

![Diagram of stages of secondary school supervision in Nigeria](image)

Figure shows stages of secondary school supervision in Nigeria, at the start of the supervision process, the parties concerned work out modalities to:
(1). regularity of supervision example. Two hours every month or more depend on the type of the supervision they want to perform within the system.
(2). Aims and objectives of supervision is to address the worker issues, to set tasks for proper evaluation and implementation
(3). Conditions under which supervision is to take place Will matters discussed and be strictly confidential and should be implemented fully after the exercise is presented the authority.

Reference [17] viewed supervision as a combination of supervisory beliefs and educational philosophies with the purpose of building trust, empowering teachers and fostering reflection. They maintained that supervision should be inquiry orientated, and it should encourage teachers’ voices as well as acknowledges the context and complexity of teaching.

Supervisors are faced with a threefold responsibility of protecting the welfare of the client, mentoring supervisees in their professional development, and protecting the interests of the profession and public at large. Counselling supervisors take on multiple roles when they become involved in the supervision process which can be those of a supervisor, educator, mentor, evaluator, and role model for the counselling profession.

4. Roles and Responsibility of supervisor

Reference [18], can be described as any certified individual assigned with the responsibility for the direction and guidance of the work of teaching staff members. This implies that supervisor has the role of assisting the teachers to do their work better through collaborative efforts. And also [19], defined supervisor as a person by virtue of his functions, carry out duties, which deal with managing both human and material
resources within the school system and how they can be best utilized. In other words, supervisor is expected to assist in the learning environment to maximize the available resources to achieve the set goals. Supervisor is anyone assigned the function of helping teachers to improve on their instructional competencies [20]. Supervisors usually wear two or three other hats, but their specific responsibilities tend to include some or all of the following arranged in ascending order of scope or reach:

1. Mentoring or providing for mentoring of beginning teachers to facilitate a supportive induction into the profession.
2. Bringing individual teachers up to minimum standards of effective teaching (quality assurance and maintenance functions of supervision).
3. Improving individual teachers' competencies, no matter how proficient they are deemed to be.
4. Working with groups of teachers in a collaborative effort to improve student learning.
5. Working with groups of teachers to adapt the local curriculum to the needs and abilities of diverse groups of students, while at the same time bringing the local curriculum in line with state and national standards.
6. Relating teachers' efforts to improve their teaching to the larger goals of school wide improvement in the service of quality learning for all children.

With the involvement of state departments of education in monitoring school improvement efforts, supervisory responsibilities have increasingly encompassed the tasks at the higher end of this list. In turn, these responsibilities involve supervisors in much more complex, collaborative, and develop-mental efforts with teachers, rather than with the more strictly inspectorial responsibilities of an earlier time.

6. Problems associated with Educational Supervision in secondary schools in Nigeria

There are various factors hindering successful educational supervision in Nigeria. [21] identified these factors as:

1. Government issues
   The many authors from Nigeria [22], have opined that government contributes to the problems associated with supervision through these ways:
   (1) Inadequate funding coming from the government of the day where as they pay less attention in terms full funding of educational system in Nigeria more especially during the civilian era education is not a helping matter many institutions of higher learning where not paid salaries over nine months.
   (2) Political instability where its dominate all sectors are suffering due to some attitudes of present government inability to restore and normalizes the school calendar’s to focus on learning activities in the system.
   (3) Constant change in educational policies due to personal interest and greediness by hungry politicians.
   (4) Lack of adequate training for supervisors in the system led to the total destruction in teaching and learning because many supervisors are not qualified to perform their duty due the fact that they lack basic training and retraining of the supervisors and we all adhere that education is dynamic we changes.
   (5) The poor remuneration of all categories of teachers in Nigerian educational system, teachers in Nigeria are regarded as third class citizens in our modern society due to government attitude, molestation and the section regarded as a dumping ground for those who have no choice.

Insufficient staffing/shortage of competent and qualified supervisors to do the work of supervision. Lack of materials and resources for the effectiveness of the system to improve, Lack of facilities and resources (vehicles) for supervisors at all of education sector, Poor conditions of Nigerian roads for the supervisors to function well and to carry their duties successfully, Lack of effective evaluation in the system of all categories of civil servants in the county led to the Politicisation of the appointment of supervisors and other agencies

2. Teachers issues

Teachers contribute to the problem of schools supervision in the following ways: Parents, teachers, and government at large, what makes a school good or bad depends upon the judgment that is made about its resources and activities. Inspection and supervision across the world has been considered a process of assessing the quality and performance of schools by internal and external evaluations. In recent years, many countries have re-examined their inspection and supervision systems in the face of demands that schools should be made more transparently accountable for the outcomes and standards that they achieve and, therefore, responsible for continuously assessing their performance. Since its origin in the early nineteenth century in Britain, school supervision has been the main instrument of facilitating and ensuring quality improvement in schools. It started in the form of a systems’ tool for monitoring by Her Majesty’s Inspectors of Schools that was based on a top-down authority and control model, as well as on rules, regulations, acts, and codes.

(1) Unprofessional attitudes to work from the teachers because they are not motivated that is why they pay less attention to their duty.

(2) Lack of interest in work because some see teaching as a last job in a modern society and some of them Lack of basic knowledge or formal training for teaching and learning situation.

(3) Lack of qualifications for position of teaching many of the present day teachers in Nigeria today lacks basic qualification for teaching in our modern day schools and no proper supervision to monitor the recruitment for the teaching appointments in schools

3. The Way Forward

The primary objective of the supervision process in secondary schools is to offer teacher direct assistance to improve their performance toward overcoming most of the challenges facing instructional supervision. In addition, if education would be one of the tools to realise the goals of transformation agenda of the present government in Nigeria, there is need to improve upon the quality of learning in secondary schools through effective supervision of instruction in the following ways:

⇒ Adequate funding: Government at all level must strive to make adequate fund available to education sector in order to procure the necessary materials that will aid effective supervision of instruction in secondary schools. This can be done by way of increasing the grant usually allocated to school on termly basis. Government can also seek public private partnership in funding education since it has become clear that government
alone can no longer provide necessary funds that are required in the education sector. The United Nations resolution was that 26% of nation’s budget should go to education sector. Implementing this resolution would equally boost the fund available to the education sector which will afford all agencies and parastatals in education to carry out their educational activities effectively.

⇒ Capacity building among major stakeholders: In order to ensure adequate and effective supervision of instruction in secondary schools in Nigeria, government need to embark on capacity building of supervisors, administrators as well as teachers to enable them perform their duties effectively. This can be done through regular training, induction programmes, seminars and workshops to equip them with necessary skills and keep them abreast of the current trends in the school system. They can equally be given opportunities to participate in international conferences in order to acquaint themselves with what operates in the school system outside the shores of Nigeria.

⇒ Selection of qualified supervisors: One of the ways of ensuring effective supervision of instruction is to select or appoint personnel who have technical skills about education especially at the secondary schools level. Government should not sacrifice the merit and competence on the altar of political affiliation. Qualified personnel in the field of education with sufficient knowledge, skills and experience in secondary school education should be appointed as supervisors in order to exhibit all sense professionalism in carrying out their functions in the school system.

⇒ Employment of supervisors with higher educational qualifications: Supervisors with higher qualifications are more likely to perform better in the field than those with lower qualification [23], education personnel with higher qualifications display more confidence in their workplace. In addition, they are more accessible to quality information, and adapt to changing occupational conditions than their counterparts with lower qualification, who are usually more indisposed and ill-equipped in adapting to modern changes.

Secondary School education

Secondary school education should be regarded as a strategy for effective and efficient social transformation at all fronts in independent African states. It must be understood that formal secondary education is primarily the most significant of all national investments. It is a knowledge production centre, as skills production system, as a complex multi-layered system for social, political, cultural and economic development system. Further to this, the secondary school system is a formal institution vested with the responsibility of imparting and developing knowledge, skills and attitudes essential for individuals to fit into society and be able to contribute productively to its development [24].

The entrance to secondary education is based on an examination. Secondary education is divided into junior and senior secondary, and technical and vocational education. The Junior School Certificate is awarded after three years of junior school. The Senior School Certificate is awarded after three years of senior secondary education. It replaced the West African GCE "O" level in 1989. Pupils who complete junior secondary school are streamed into senior secondary school, technical college, out of school vocation training centre or an apprenticeship. Technical secondary education is offered in secondary commercial schools which offer six-year courses including academic subjects and specialization. At the end of the course, students may take the examinations for the Senior School Certificate. Vocational education produces low level manpower and is offered in technical colleges or business and engineering skills training Centre’s. Technical colleges are the only alternative to senior secondary schools as a route to further formal education and training after junior secondary education. To enter university, students have to pass the University Matriculation examination (UME).

Conclusion

Supervision requires the leader to oversee, assess, evaluate and direct teachers as well as school administrators to ensure an educational institution is meeting its goals. Also, successful supervision promotes a vision to implement change in the school system that facilitates improvement. The supervision of instruction is by design a developmental process with the main purpose of improving the instructional programme, generally and teaching specifically. Only when this process is carefully planned and executed can success be assured. The supervisory function is best utilized as a continuous process rather than one that responds only to personnel problems. Thus, administrators with supervisory responsibility have the opportunity to have tremendous influence on the school activities and help ensure the benefits of a strong programme of instruction for students. Successful supervisor should be knowledgeable about educational leadership, management and administration. They should know the culture of the schools and communities in order to ensure effective supervision of instruction. Supervisors of instruction should be knowledgeable of real life issues and education is dynamic.

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