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ADEQUATE SUPERVISION OF INSTRUCTION: IMPETUS FOR TEACHER EFFECTIVENESS IN NIGERIAN SECONDARY SCHOOLS

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Abstract

This paper focuses on the supervision of instruction in secondary schools in Nigeria. It examines the concept of supervision, purpose of instructional supervision, the principal as a supervisor of instruction and factors necessitating supervision of instruction. It highlighted problem of instructional supervision which include inadequate supply of personnel, financial constraints, irregular supervision, poor communication, poor incentive, principal hostility, political instability among others. The paper recommends that for effective and efficient teaching and learning to take place in the school, adequate and competent supervisors must be provided, enough funds should be released by government, workshops, seminars and conferences should be organized for supervisors and incentive should be provided for the supervisors and this idea was supported by Nwankwo (1982) when he states that the more the needs of workers are satisfied within the organization, the more they are motivated to work and this satisfies the needs of the organization

Introduction

The term supervision was derived from Latin word- super-video, which means to oversee. The concepts of supervision has been viewed by many authorities. Nwankwo et. al. (1999) opine that supervision can be divided into two categories. These are instructional and personal supervision. Instruction supervision has been defined as a set of activities which are carried out with the purpose of making the teaching and learning purpose better for the learner. Personal supervision on the other hand, deals with the set of activities which are carried out by the supervisor with the basic aim of sensitizing, mobilizing and motivating staff in the school towards performing their duties optimally in terms of the achievement of the stated aims and objectives of the educational system.

Nwaogu (1980) views supervision as a process or an activity whereby an individual by means of advising and stimulating interests in teachers and pupils, helps to improve teaching and learning situation in educational institutions. In other words, supervision of instruction is a vital process, which by means of advice, direction and discussion helps to see that 'available resources:- manpower, finance and capital equipment are utilized for the achievement of educational objectives. Odor (1995) sees supervision of instruction as the process of assisting, guiding and



stimulating teachers to improve on their teaching skill and experience as well as enhance their professional growth. According to him, supervision is needed to control the activities of teachers, not as fault finding but to give advice and motivate the teachers.

Asaya (2000) defines supervision as a whole mechanism designate to accomplish the aim of public education so that the internal structure of the school system is determined by the functions which are carried on towards those end. He further stated that, supervision is aimed at facilitating learning through planning and professionally and releasing their creative abilities so that they willingly improve the learning situations in the education sector.

Supervision of instruction is crucial for the provision of qualitative education in Nigeria. Peretomode (1995), opines that education is a social service that is provided for the general population of a country for the purpose of educating and providing enlightenment for the people. Through education, skills are acquired, and this enables a country to develop. For education to be effectively provided, there is need to ensure that the educational system is reliable. Viability and reliability in terms of the educational system can only be enhanced through supervision. He enumerated the following as the duties of a supervisor; planning, staffing, co-ordination, observation, curriculum development and assessment.

As stated in the National Policy on Education (FRN, 2004), Government has the responsibility of supervising and inspecting schools regularly to ensure that all schools follow approved curricula and conform to the National Policy on Education. The supervision is done through the inspectorate division in the ministry of Education. The supervisors in this division are mandated to visit schools regularly. They are assigned to each school to supervise instructional materials (their uses efficiency and effectiveness), facilities in schools, human resources which involve the teachers, students and other educational facilities in schools. In addition to the administrative role of the principal, he is also a supervisor of instruction in his school. It is his responsibility to visit the classroom, to ensure that teachers are doing their work diligently and effectively in accordance to the curriculum.

Purpose of Instruction Supervision

Odor (1995) states that the purpose of supervision of instruction is to facilitate learning by pupils through effective teaching. Supervision of instruction therefore aims at making adequate and appropriate provisions for all conditions which are essential for effective learning through effective teaching.

Nwaham (2008) enumerated following as the purposes of supervision of instruction:

- To improve the quality of instructions in schools
- To ensure that teachers are performing their duties
- To attain the educational goals
- To ensure proper and continual curriculum development
- To provide teacher effectiveness
- To ensure that public funds are put into proper use in the school system.
- To recognize and approve a school for public examination
- To improve guide for staff development.

The Principal as a Supervisor of Instruction:

The vitality of any secondary school, lies on the principal who stimulates, motivates and guides the teachers and learners to co-operate in order to achieve the aims of the instruction and those of the individuals in the school community. His primary concern is to give effective leadership for the continuous improvement of instruction. According Agholor (2006), the school head carried out his duties as supervisor in the following ways:

- Provide teachers with the necessary resources for effective teaching.
- Visit other schools and curriculum centres for the purpose of finding out the good aspects of their curricular practices that can be utilized by his school.
- Evaluate all facets of educational process directly related to instruction.
- Encourage teacher participation in in-service training, workshops, seminars and profession organization.
- Work with teachers in the development of instructional goals and objectives and ensure that they are consistent with the National Policy on Education.
- Stimulate, encourage, support and facilitate all activities designed to improve instruction.
- Inspect teachers lesson note, class registers and diaries and instructional materials and offer professional advice for their improvement.
- Visit classrooms often to observe how teachers are teaching.
- Develop a sound library and instructional resource centre in his school.
- Hold individual and group conferences with teachers to exchange views with them and discuss ways of improving instruction.
- Ensure that the progress of each learners is systematically and accurately monitored, recorded and regularly communicated to parents.

In executing the above mentioned functions, the principal should see himself as a facilitators, through assisting, guiding, stimulating, motivating,



counseling and supplying teachers with material, to improve their instructional skills, teaching experiences and professional growth which will invariably make the teacher to be effective in the classroom.



Factors Necessitating Instructional Supervision in School:

There are numerous factors that necessitated the supervision of instruction

in schools. These factors according Odor, (1995) include:

- High quality Education.
- Leadership in curriculum development
- Coping with the forces of other agencies of Education
- Expansion of schools
- Demand for Educational changes
- Government Anticipation in Education
- Rise of subject specialization
- Need for organizational change
- Control factor.

Problems of Instructional Supervision in Schools:

There are numerous problems militating against efficient and effective supervision of instructions in schools. Peretomode (1995) listed some of these problems, which include:

- i) **Inadequate supply of personnel:** Professionally trained supervisors in our various schools are grossly inadequate to meet the needs of an effective and efficient programme of supervision. Most often people are deployed either from the ministry of education or from classroom. These personnel may not be specialists in the important areas like science and technical subjects. An ugly situation arises when an expert teacher is being monitored by a mediocre. It is therefore not surprised that there are teachers in these areas who have not been thoroughly assessed since they assumed duty.
- ii) **Financial constraints:** Owing to financial constraints, government cannot afford to provide all the necessary facilities that will bring about effective supervision of instruction.
- iii) **Irregular Supervision:** As a result of inadequate facilities and human resources, supervision of instruction has been irregular. Infact most schools complete the session without the visitation of the supervisors.
- iv) **Poor Communication:** Communication is a viable tool in the supervisory relationship. It is very important that the supervisor should be versatile in the act of communication to avoid a situation where the message can be misinterpreted. Some supervisors do not know how to relate or interact between super-ordinate and sub-ordinate, and poor interaction can lead to demoralization. An average human being needs praises instead of punishment and condemnation. Therefore, it is the duty of the supervisor to motivate the teachers for high productivity.



- v) **Principals' Hostility:** principals are unfriendly to the supervisors, especially if they are to them. Hence sub-ordinate principals believed competent and supervisors are not skillful to handle the academic activities.
- vi) **Poor Incentive:** The supervisors may not be happy with their job due to lack of motivation from government. The supervisors are poorly remunerated. There are no facilities to work with, no traveling allowances and no in-service training for them.
- vii) **Political Instability:** Education in this country has always remained the sacrificial lamb of the country's polity. This is due its structures and programmes. Therefore, the duties and position of the supervisors are often at the mercy of the government of the day. Education suffers more, when government is not having it as her priority.

In addition to the above stated problems facing supervision of instructions, there are other problems; which include: lack of clear out policies, lack of time for instructional supervision, no effective supervision of instruction without instructional materials, inadequate training and orientation for supervisors (Agholor, 2006).

The Wayward:

Teachers are inevitable and indispensable in the entire educational system of any Nation. The quality of any educational system depends on, the educational attainment and personality of teachers. Teachers are faced with numerous duties in the school system. They are accountable to the learners, parents, school and the community. Thus, there is need for adequate supervision which leads to improvement of teaching and learning activities, which eventually bring about the attainment of educational goals.

The following are suggested ways for enhancing effective supervision of instruction in Nigerian secondary schools.

- i) Adequate and competent supervisors must be made available for thorough supervision of our various schools.
- ii) There is need for government to provide funds for the procurement of resources that are needed for thorough supervision of schools.
- iii) It is mandatory that government should always make arrangement for the organization of workshops, seminars and conferences for supervisors.
- iv) Incentive should be provided for the supervisors. The allowance due to them should always be paid and at the right time.
- v) The policy makers should always specify the policies clearly to the understanding of those in-charge of implementation. A case at hand is the issue of UBE which is not very clear to those involved in the implementation. The modus oprardi is not clear.



Conclusion

Education brings about development in any Nation. Teachers are inevitable in the entire educational system, hence federal government has high regards and concern for school system, teacher production and retention. Therefore, if the National goals of secondary education are to be achieved, the system must recognize the relevance of effective supervision of instruction. It is only when the problems facing supervision of instruction are tackled that there will be efficient and effective teaching/learning process in the schools which will lead to the attainment of stated educational goals.

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