

PROBLEMS OF SCHOOL SUPERVISORS IN NIGERIAN SCHOOLS

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ABSTRACT

Supervision of schools in Nigeria requires interaction between the supervisor and the supervisors who are to be helped to improve on their job performance. Supervision is that phase of school administration which focuses primarily upon the achievement of the appropriate instructional expectations of educational system. Supervision can therefore be said to mean all the efforts and resources used by a supervisor to encourage the supervisee to achieve educational goals. There are many problems facing the instructional supervision of schools in Nigeria. However, there are possible solutions to the problems as mentioned in this paper. Through effective supervision at all levels of education, defective teaching as well as all the problems militating against successful implementation of the curriculum in the classroom could be identified.

INTRODUCTION

Supervision is carried out to ensure that each individual teacher within the school has been performing the duties for which he was scheduled.

To know who a supervisor is and what qualities he possesses and the problems of instructional supervision in Nigeria, it is better to discuss the meaning

of supervision

According to Whawo (1993), Supervision is the "The exercise of *supervisance over activities of functionaries in an establishment* involves a system of mobilizing through the provision of guidance, a encouragement and motivation, in the discharge of their duties.

A supervisor is a master teacher: that is, a teacher of teachers whose function is to facilitate the teaching-learning process in the classroom teacher sees the supervisor in three areas: The ministry of education panel, the principals and their vices and the parents/community leaders.

Wiles (1975) regard a supervisor as a person for designated by an organisation to interact with the members of the behaviour system in order to improve the quality of learning of student

In this definition, a supervisor is somebody who is designated or assigned role of interacting with teachers to bring about an improvement in the ing-learning process.

The school principals, headmasters and their assistants also carry out the functions of a supervisor in that they provide advice with the hope of improving academic development of teachers and students. They are charged with responsibilities of guiding and helping teachers under them to resolve teaching problems: Ogunsanju (1983). A supervisor may be a principal in a small system, the building principal in a large school system, supervisor of a special field, such as physical education, art or music, the director of instruction in a country or city school superintendent.

From the definition, one can safely say that principals, heads of department and school superintendents are supervisors.

Whawo (1993) said that even parents and community leaders are supervisors. He argued that they give teachers information concerning the ability (physical and mental) of their children and their condition of health. They also well placed to assess the child's school experiences and offer suggestions for improvement to the teacher.

Therefore, from the foregoing, a supervisor can be said to be somebody

is assigned with the responsibility of overseeing the functions they are assigned to carry out. But there are assigned supervisors or designated persons for supervision.

Qualities of a Good Supervisor

- 1. Professional Qualification:** A good supervisor must be professionally qualified. He must have a sound qualification at the degree level, plus at least five to ten years working experience. He needs wide professional experience. He must therefore keep abreast with current educational developments.
- 2. Self Improvement:** A good supervisor should be willing to learn continuously to improve himself. He should develop his professional skills through reading and writing in professional journals and participating in seminars, workshops, lectures and group discussions. This will enable him to keep abreast with current development in the educational sector of the country. The curriculum is not static but dynamic. It undergoes changes as a result of research and changes in the society. The supervisor should therefore improve himself academically to meet with the new educational development. Moreover, it is what he knows that he can give out, if the people he is supervising knows more than him in that field he will be termed outdated.
- 3. Good Human Relations:** In supervision, the word "interaction" is very important. The supervisor should be the type of person who is friendly, polite, firm, humble, respectful, loyal and have a good sense of humour. He should develop a good public relation among those he works with. This will help him win the cooperation of the teachers, especially if he is fair and consistent in his job.
- 4. Creativity:** A supervisor should be creative, inventive and always thinking of new ideas that will enhance educational development. Being creative, he will be able to meet the expectations, aspirations, needs and demands of the society in which he operates. A supervisor should be able to explore better ways of adapting the curriculum content to the needs of the school environment.
- 5. Truthfulness and Maturity:** A good supervisor should be truthful
- 6. Leadership Skills:** Another quality of a good supervisor is leadership skill. He should operate 'leadership by example' style standard of work he expects of teachers should first of all set by. He should possess the charisma to motivate others to work.
- 7. Zealousness:** A good supervisor should have zeal of enthusiastic work. When a supervisor is committed to his duty, the teacher be stimulated to work hard also. He should visit the teachers to their areas of needs and help them to solve their problems. If a supervisor is lousy, his workers will also be lousy.
- 8. Flexibility:** Learning is a gradual process, improvement on job performance is also gradual. A good supervisor should not be too by expecting automatic improvement from teachers that won't realistic. What is necessary is to guide them in identifying their needs and follow suggested advice offered to solve the problem must be true to his own ideals but at the same time flexible.
- 9. Practical Experience in Classroom Teaching:** For a good supervisor to supervise teachers, he must be acquainted with the system. He cannot give what he doesn't have. If he does not know teaching methods and introduce new ideas he cannot be a good supervisor. A good supervisor must therefore be aware of classroom or school problems and provide solutions to them from his wealth of experience. Most school supervisors lack teaching experience and that is why educational system is suffering.
- 10. Approachability:** A good supervisor should command respect should be approachable and lively. People should have the freedom of liberty to come to him with their problems or suggestions should create a relaxing atmosphere that will encourage, stimulate and inspire people around him to work harmoniously.

In summary, a good supervisor should possess an enormous experience of knowledge to be able to withstand various educational problems that will face him, and possess the ability to offer solutions to them. In other words, a good supervisor should not be a novice.

Problems of Supervision of Schools in Nigeria

There are many problems facing the problems of supervision in Nigeria. They are:

1. **Lack of Dedicated Teachers:** In recent years the number of professionally qualified teachers has increased but their level of dedication in their job is very poor. Some of them see teaching as a pass by way to other more lucrative job. No sooner a teacher is employed than he resigns to join another job or company. Those who remain do not take their job seriously. This lack of dedication to duty has constituted human resources problem to supervision. A school where teachers cannot keep records, prepare their lesson note or even attend to students need, will make supervision difficult.
2. **Poor Supervision Ability of Principals:** Most principals are not professionally trained for the work of supervision. They do not understand how to carry out the supervision of their teachers because they lack the knowledge of proper supervision, classroom observation or workshop technique. Some of them lack the ability to develop good relationship with the teachers.
3. **Lack of Finance:** This is one of the biggest problem in instructional supervision. A situation where materials needed in schools cannot be acquired, like chalk textbooks, bins, lesson notes, diaries, attendance register and admission register, supervision becomes difficult to undertake.
4. **Transportation Problem:** The officials of the ministry of education need vehicles, boat or even machine to transport them to their designated zone of operation. But these facilities are not there. This is why supervision is done haphazardly once in two years or more. Schools

in the rural areas suffer more from this. Lack of strength personnel in the ministry also make instructional supervision difficult. Only a few hardly go to so many schools.

5. **Poor Remuneration for Supervisors:** The salaries for supervisors is small and no allowances are given for supervision. This makes them to seek for kick back schools in order to give them good assessment. Private schools with poor facilities are graded high kick back. This kind of practice leads to poor educational output.
6. **Tyranny Among Teacher:** Irregular school attendance in Nigeria public schools is a big problem facing instructional supervision in Nigeria. Most teachers do not come to school often. They go to other business outside, so when supervisors come to inspect schools they hardly meet the teachers they came to supervise. These come to school, come late, as a result, students are not taught and also bring about poor educational productivity.
7. **Lack of Provision of Educational Facilities:** Lack of provision of educational facilities is a problem in instructional supervision in Nigeria in the sense that when the facilities such as libraries, laboratories, home economic workshop etc. are not provided supervisor will have what to inspect in schools.

Suggestions

The problems of instructional supervision in Nigeria discussed above can be resolved if the following steps are taken.

1. The supervisor should be firm and bold to make known to teachers what is expected of them as teachers. Some teachers do not know they take for granted the purpose of education only with strict supervision can this problem be solved.
2. Supervisor themselves should be dedicated to their duties. If a principal for example goes late to work his teachers will always be late to work as well.

3. Principles, headmistresses and ministry of education officials should be made to attend seminars, lectures and read journals to keep them abreast of current educational development. This will build them up academically.
4. Instructional materials and vehicles should be provided to ease supervision in the country. More staff should be employed by the ministries to improve the level of supervision.
5. Supervisors should be encouraged by giving them some allowances apart from their salary, tagged "supervision allowance".
6. Queries or dismissal should be adopted to discipline truant teachers because when no discipline is enforced, teachers take things for granted.
7. Teachers salaries should be increased to keep them from going to do other business outside their school work.
8. Facilities for improving educational impact such as libraries should be provided in schools.

CONCLUSION

Supervision of schools helps to improve the effectiveness of teachers so that he can contribute maximally to the attainment of the system's goals. For a supervisor to achieve the above stated purposes, it is necessary that the supervisor has a clear understanding of how he can go about achieving the purposes. However, these purpose are not achieved due to the problems of instructional supervision in Nigeria.

Supervision programme should be reviewed from time to time to identify/now development, problems and prospect, in order to bring education in Nigeria up to good standard.

In the teaching-learning situation therefore, supervision is necessary for the purpose of improvement and encouragement of good practice. Since the curriculum is an embodiment of societal needs, goals aspirations as well as the accumulated experiences and values to be transmitted to generations, the supervision of its implementation in the classroom is of immense importance to executors in the education industry and the society at large.

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