



ISSN Print: 2664-7699
ISSN Online: 2664-7702
Impact Factor: RJIF 8.00
IJHA 2023; 5(1): 06-09
www.humanitiesjournals.net
Received: 07-02-2023
Accepted: 12-03-2023

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School supervision: A panacea for poor teachers' development in public secondary schools of Ondo state, Nigeria

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DOI: <https://doi.org/10.33545/26647699.2023.v5.i1a.37>

Abstract

Educational supervision is very vital in curriculum delivery to ensure quality output in terms of students' academic performance and teachers' development. Education supervision has been bedeviled with series of problems since the takeover of schools by Nigerian government in 1976. The problem of poor teachers' development in Nigerian public secondary schools has been the concern of the government and the society at large in which different scholars had suggested allocation of more fund to the educational sector, employment of more teachers and provision of instructional materials to the school, yet with no positive result. Therefore this study investigated the use of supervision as a tool in ensuring teacher's development in Ondo State public secondary schools. Qualitative research approach of the survey type was used. While purposive sampling method was used to sample four secondary schools in Ondo State. The findings revealed that schools with adequate supervision are of better quality in terms of students' academic performance, staff development and students' discipline. The study therefore recommended that school supervision should be a daily activity in the school. Also, educational supervisors should not be interested in finding faults of teachers but more importantly, dialogue with teachers to identify their strengths and weaknesses in order to improve on their professional knowledge, skills and experiences.

Keywords: Supervision, quality, teacher's development, academic performance, student' discipline

Introduction

The educational system, be it formal or informal education is programmed to achieve and promote some certain objectives which include a free and egalitarian society that is united with a strong and dynamic economy making the nation full of opportunity for all citizens. Quality education also prepares an individual to be self-reliance meanwhile, this cannot be given by teachers who are less-developed. There are different tools required in teachers' development in which school supervision is one of them. School supervision according to World Education Staff (WES 2017) challenge the mainstream of teachers for being unable to proffer solution for quality education that is being experienced in the school system.

Quality Education in modern world is seen as a vital tool for the progress and survival of the state and pertinent ingredient for the formulation of national policies. Quality Education constitutes the major engine for sustainable human development as well as the fulcrum around which every activities revolves, therefore, the process of acquisition needs proper monitoring to serve it purpose, which is building a Nation to the satisfaction of her citizens in terms of knowledge, growth in economy, employable youth and sounded mind politicians. In achieving all these, the curriculum delivery process definitely needs proper supervision. Supervision in the school system for a quality output can be seen in different faces, either from the principal, the teacher or the parents.

According to Educational Management Scholars (Adu, Akinloye, & Olaoye, 2014) ^[1], school supervision and inspection capacity is the most important determinant of teacher's productivities and teacher's education performance. A teacher who is being supervised may see supervision as a means of challenge to his personality, to another, it might mean an avenue for personal recognition. Also to a principal it may be refer to a parenting technique that involve looking after, or monitoring a child's activities. But generally, supervision is a professional, continuous and cooperative exercise that covers all aspects of the life of a

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school. Also supervisory system is in various ways, such that teachers help each other, students help each other, teachers help students and students help teachers, and they exchange suggestions or discuss ideas, experiences, and resource materials. Note that supervision does not mean an inquisition or fault finding, rather supervision means guidance, assistance, sharing ideas to all those involved in the facilitation or creation and continuous improvement of a conducive learning and teaching environment. It is curriculum development, it communicates. Hence, this study investigated the role of supervision in teachers' development in Ondo State public secondary schools.

De Grauwe (2007) ^[3] argued that secondary schools are presently supervised by two categories of people which are (i) Internal supervisors that is those within-the school supervisors as principals, vice-principals and heads of departments. (ii) External supervisors; those outside the school, supervisors as the formally designated officials from the inspectorate division of the Ministry of Education and the various Area or Zonal Education Offices. The primary responsibility of supervisors is to see that high standards are maintained and that schools are run in accordance with the laid down regulations. The supervision of personnel and materials in order to ensure the set minimum standards are attained, sustained and seen to meaningful impact on society (Danquah, 2020 ^[2]). Educational system as an investment lies in its capability to continuously serve its targeted beneficiaries (students, teachers, parents, employers of labor and the society at large) and consistently remain relevant. Educational planners and other stakeholders saddled with the responsibility of managing the educational system are therefore faced with the challenge of making schools as good as expected (Olaseni, & Lawal, 2020) ^[7].

Lingondo & Fonkeng, (2022) ^[4] observed that without strict adherence to good education, it becomes a waste and even poses danger to all the sectors of the nation. It should be noted that good quality delivery begins from policy makers to resource providers, the teachers and the students. It has long been found that quality is never an accident; it has always been the result of high intentions, sincere efforts, and intelligent mission statement and focused as well as skilful implementation. In education, there is a broad agreement on a number of issues that define quality. They include higher academic standards, vigorous curricula, skilled and experienced teachers, updated textbooks, state of the arts laboratories and computing facilities, small class sizes, modern buildings and conducive environment for learning, strict discipline, solving parents amongst others (Olaseni, 2022) ^[6]. Quality education is needed to guarantee good future for the country. Supervision involves the stimulation of professional growth and the development of teachers, the selection and revision of educational objectives, materials of instruction and method of teaching and evaluation of instruction (Widayat, 2022) ^[5].

Supervision of instruction in staff development enables teachers to improve on their methods of teaching and knowledge impartation with a view to achieving the best desired results in learning activities. Through supervision, it is discovered that vacancies for certain categories of instructional staff can be identified and supervisors make recommendations to the appropriate authorities to fill those vacancies. There are existed empirical studies that relate to this present study. Generally, they are of the view that supervision as one of the roles of School heads are supposed to be effectively carried out as expected by secondary

school principal. Consequently, if supervision is not carried out as expected, its problem could lead to poor performance of teachers and pupils in secondary schools. There was no review on assessment of internal supervision by secondary school heads on either the subject or the variables. Gaps discovered in this study so far revealed that the empirical studies reviewed did not address quality assurance in secondary schools. This led to the present study which has to do with supervision as the panacea for poor teachers' development in the public secondary schools in Akure South Local Government Area of Ondo state.

Statement of the Problem

Overtime, the government and the society at large has been showing their concern on the perceived low quality of public secondary school teachers in Nigeria. The poor input in the curriculum delivery of public secondary schools in Nigeria raised an eye bob on the quality of secondary school education and as a result, so many who are financially capable decided to send their children abroad for study. In reaction to this concern, the government implemented so many strategies like allocation of more fund to the educational sector, employment of more teachers, and provision of instructional materials among others but yet, the problem persists. If funds are available, teachers are available and there are instructional materials, maybe supervision of the curriculum delivery process might help in solving this problem of poor curriculum delivery, therefore arises the need for this research.

Research Questions

- How can teachers' classroom methodology and management be improved through supervision?
- How can teaching and learning in schools be improved through Supervision?
- How can school supervision help teachers in identifying their strengths and weaknesses with the view to providing relevant in-service training?

Research Methodology

The research is a qualitative research of the survey type. A self-developed questionnaire was given to selected teachers from the four sampled schools in Ondo State.

Sample and Sampling Techniques

The study adopted simple random sampling techniques in which one hundred and fifty (150) respondents were randomly selected from four (4) different secondary schools out of the 304 public secondary schools in Ondo State.

Research Instrument

A research instrument was designed titled "Effective Supervision and teachers' development" for the purpose of the study. The questionnaire was designed to elicit information on the influence of appropriate supervision on students' academic performance and teachers' development.

Method of Data Analysis

Simple percentage and frequency counts were used to analyses the research.

Results

Research Question One

How can teacher classroom methodology and management be improved through supervision?

To answer the stated research question, data collected on part A of the instrument for data collection were collated

and presented on Table 1.

Table 1: Improvement of Teachers' Classroom Methodology and Management through supervision

S/N	Items	SA		A		D		SD		
		F	%	F	%	F	%	F	%	X
1	Classroom visitation should be done by supervisors	106	70.7	37	37	06	4.0	01	0.7	3.05
2	Effective motivation and communication in the supervision of schools	67	44.7	70	46.7	10	6.7	03	2.0	3.34
3	Demonstration techniques should be done in classrooms	75	50.0	62	41.4	11	7.3	02	1.3	3.40
4	Collegial supervision should be done	49	32.7	79	52.6	18	12.0	04	2.7	3.15
5	Micro-teaching techniques should be adopted	67	44.7	61	40.7	16	10.7	06	4.0	3.26
	Grand Mean									3.24

Analysis on Table 1 shows that 143 of the respondents agreed that classroom visitation should be done by supervisors while 7 respondents disagreed. 137 respondents agreed that effective motivation and supervision can be used to improve teachers' classroom methodology and management while 13 respondents disagreed. Since the mean of all the items exceeded the criterion mean of 2.50, it is concluded that classroom visitation, collegial supervision, demonstration technique and microteaching method can be used to improve teachers' classroom methodology and

management in secondary schools in Akure South LGA, of Ondo State.

Research Question Two

How can teaching and learning in schools be improved through supervision?

To answer the stated research question, data collected on part B of the instrument for data collection were collated and presented on Table 2.

Table 2: Improvement of Teaching and Learning through Supervision

S/N	Items	SA		A		D		SD		
		F	%	F	%	F	%	F	%	X
1	Supervisors focus on planning and preparing of lesson plan, relationship between teacher and student	67	44.7	69	46.0	12	8.0	02	1.3	3.34
2	Leaners should be penalized for not s doing well	45	30.0	68	45.3	31	20.7	06	4.0	3.01
3	Supervisors should assess the state of teaching and learning in schools	70	46.7	58	38.7	17	11.3	05	3.3	3.29
4	Teaching competencies should be assessed by supervisors	68	45.3	70	46.7	10	6.7	02	1.3	3.36
5	Learners should be motivated to learn during supervision	68	45.3	60	40.0	20	13.3	02	1.3	3.29
	Grand Mean									3.26

As revealed on Table 2, 136 respondents opined that supervisors should focus on planning and preparation of lesson plan while 14 disagreed. Also, 138 respondents agreed that teaching competencies should be assessed by supervisors while 12 respondents disagreed. The grand mean of 3.26 is an indication that teaching and learning can be improved through assessing of teaching competencies, assessing the state of teaching and learning, motivating students to learn among others.

Research Question Three

How can school supervision help teachers in identifying their strengths and weaknesses with the view to provide relevant in-service training?

To answer the stated research question, data collected on part C of the instrument for data collection were collated and presented on Table 3.

Table 3: How school supervision can help teachers in identifying their strengths and weaknesses

S/N	Items	SA		A		D		SD		
		F	%	F	%	F	%	F	%	X
1	Supervisors should provide relevant in service training	76	50.7	62	41.3	09	6.0	03	2.0	3.41
2	Special investigation should be carried out	50	33.3	79	52.7	20	13.3	01	0.7	3.19
3	Supervisors should create fear in teacher to enable them to work harder	43	28.4	56	37.3	35	23.3	15	10.0	2.91
4	Pre-professional training for supervisors	57	38.0	72	48.0	21	14.0	--	--	3.24
5	Supervisors should motivate teachers	65	43.3	69	46.0	15	10.0	01	0.7	3.32
	Grand Mean									3.21

As presented on Table 3, 129 respondents agreed that special investigation should be carried out about the strengths and weaknesses of teachers in order to provide relevant in-service training and that pre-professional training be organized for supervisors while 21 respondents disagreed. Moreover, the grand mean of 3.21 implies that supervision can help teachers in identifying their strengths and weaknesses by utilizing all the items presented on Table 3.

Discussion

The findings revealed that quality education can be achieved through school supervision. Supervision is highly significant in ensuring quality education in Nigerian schools. These findings agreed with the findings of Olaseni (2023) who agreed that school supervision and inspection capacity is the most important determinant of teacher's productivity and teacher education performance.

The findings of the study revealed that teacher's classroom methodology and management such as classroom visitation, collegial supervision, demonstration techniques and micro-teaching method should be improved through supervision for quality education in Nigeria. This is in agreement with the findings of Butin (2004) ^[8] and De Grauwe (2007) ^[3] who found in his research that supervision was key tool to ensure all education staff respected the same rules and regulations and followed a similar program.

Finally, the finding of this study revealed that supervision can help teachers in identifying their strength and weaknesses. The findings corroborates the findings of Adu *et al.* (2014) ^[1] who opined that inadequate inspection and supervision in teacher's preparation programs, results in teacher's inability to demonstrate adequate knowledge and understanding of structure, function and development of their disciplines.

Summary

This study examined school supervision, as panacea for poor teachers' development in Akure South Local Government of Ondo State, Nigeria. Three research questions guided the study. The findings revealed that quality education can be achieved through school supervision and that inspection capacity is the most important determinant of teacher's productivities and teacher education performance. The findings of the study also revealed that teacher's classroom methodology and management should be improved through supervision for quality education in Nigeria. Finally, the finding of the study revealed that supervision can help teachers in identifying their strength and weaknesses.

Conclusion

This research explores school supervision as panacea for poor teachers' development in five schools in Akure South Local Government area of Ondo State. It can be concluded that supervision is highly significant in ensuring quality education and teachers' development in Nigerian schools. Quality has to do with the degree of excellence, degree, of conformity to standard, and an inherent enduring of good traits that makes one somewhat superior. In other words, qualities need to be properly supervised to achieve efficiency.

Recommendations

Based on the findings of the study, the following recommendations were made.

- Government should ensure adequate provision of human and material resources needed for effective supervision of schools.
- Touring advances and allowances for job hazards should be built into the condition of service for school supervisions.
- Supervisory agents should be qualified and experienced professional teachers with training in educational supervision.

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