

The Factors Militating Against Effective Supervision of Teachers' Instruction by Education Inspectors in Nigeria

Orenaiya Solomon Adewale

OGUN STATE TEACHING SERVICE COMMISSION, NIGERIA.

LUBA COMPREHENSIVE SENIOR SCHOOL, IJEBU ODE & SCHOOL OF BASIC STUDIES, MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY, OGUN STATE, NIGERIA..E-MAIL ADDRESS: adewaleorenaiya@gmail.com; PHONE: +2348134745019, +01127344507.

AUTHOR CONTACT ADDRESS: FACULTY OF MAJOR LANGUAGES STUDIES (FPBU), UNIVERSITI SAINS ISLAM, NILAI, MALAYSIA. POST CODE 71800, NILAI, NEGERI SEMBILAN, MALAYSIA.

ABSTRACT: *This research study is directed to a major player in education industry because education inspectors serve as a regulator between teachers and students towards desire expectations of parents, students and government, whose ultimate is to see that students are taught by teachers and pass in public examinations. The researcher investigated the availability and number of education inspectors/ supervisors, frequency of supervision, the usage of instructional materials by teachers and extent of supervision, evaluate the extent of interrelations between them and teachers for professional development of teachers and finally determine if education inspectors possess portfolio documents required for developing teachers for enhanced performances. Questionnaires, interviews and observation were instruments for data collection, while analysis will use make use of cronbach's alpha for reliability and validity of instruments, and frequency mean distribution and grand mean to measure factors of variable study. Findings, conclusions and recommendations are suggested for better effective improvement by education inspectors*

Key words: factors, effectiveness of inspectors/supervisors, teachers' instructions and Nigeria.

INTRODUCTION

Supervision is very central and pivotal to the realization of aims and objectives set by individual, organizations and nations as it requires coordination, more so that the various organizations including secondary school education have been expanding, the responsibilities and functions of instructional coordinators/managers became increasingly complex. Therefore, knowledge and communication skills will record significant successes by identifying expected tasks and ensure excellence among staff in organization (supervisees) and educational managers (supervisors). Supervision is synonymous to management, which is a science by organized knowledge; it is also an art by practicing to achieving goals through people by overseeing or supervising staff or

persons do what they are supposed to do with a view to achieve greater productivity, continuous improvement, effectiveness, efficiency. “management is the process of designing and maintaining an environment in which individuals, working together in groups, efficiently accomplish selected aims”. Essentially, management entails acquisition of managerial competence, and effectiveness in the following areas which are problem solving, administration, human resource management, and organizational leadership. For efficiency and effectiveness in an organization, two skills required are managerial and technical skill; managerial skill is important for acquisition and practicing; while technical skill is knowledge of and proficiency in activities involving methods, processes and procedures. Thus, effective supervision involves working with tools and specific techniques necessary in supervisory level.

Education is a tool for producing individual useful living to self, society and means of technological advancement, therefore, its quality control and assurance require the department of inspectorate services and teacher development in the ministry of education is a must if education will play its significant roles.

The premise on which the above rests is the fact that education is the bedrock of scientific and technological breakthrough and successes to affirm a logic which postulates that a nation’s development can hardly be dissected from the academic achievement of the products. The quality and strength of a nation’s educational industry is measured in a plane language by the number of good grades in the subjects examined at the end of a terminal class normally called academic achievement upon the administration of student achievement test (SAT).

What is the concept of supervision?

Supervision is a formally designated behavior systems that interact with the teacher behaviours system in order to improve the probability that the goals of teaching will be achieved .This statement suggests that co-operative attitudes and behaviours must be established between the teachers and education supervisors for achieving positive results as an individual, group and organizational goals.

What is instructional supervision?

Glickman (1992) established instructional supervision as the actions that enables teachers the quality to improve instructions for students, improve relationships and meets both personal and organizational goals.

Instructional supervision is a mutual activity to effective teaching because teachers want to improve students’ behavior, achievement, learning capacity while supervisor wants to improve teachers’ behavior, attitudes and achievement (Glickman et al, 1998).

Sergiovanni & Starrat (2006) emphasized instructional supervision as opportunities provided to teachers to developing their capacities toward contributing towards and for students' academic success.

Instructional supervision is a continuous activity of monitoring instructional process, provision of guidance services while establishing a two way communication in a collaborative relationship to improve academic performance of students. Instructional supervision is also a formative process which provides an opportunity to develop their capacities towards contributing to students' academic success.

From the two concepts above, effectiveness of instructional supervision implies ensuring teachers always give quality instructions to students towards student's performance and developing teachers for continuous improvement of teachers, students and educational system.

Importance of Instructional Supervision to Academic Achievement

(i) Instructional supervision is necessary for all the subjects offered in secondary schools as intervention and predictor for positive academic achievement in the areas of mastery of subject, use of instructional materials, teaching methodology and provision of guidance services for subject teachers.

(ii) For enhancing teacher and learner development.

(iii) To develop self-regulating mechanism for teachers and learners into what they ought to do to achieve certain required task.

There are certain factors working against realization of contribution of instructional supervision in schools (secondary school) includes position & role status of inspectors, lack of professional qualifications, low frequency supervision, poor communication and interpersonal relationship skills, lack of evaluation feedback, low number of education inspectors, lack of portfolio documents for teacher's professional development, as well as too much emphasis on supervision school plants. .

BACKGROUND TO THE STUDY.

Much of the educational work in Southern Nigerian, prior to 1882, was done by the missionaries almost without government assistance. However, from 1882, the Government began a bold intervention by promulgating codes and regulations, guidelines and policies on organization and management of schools. Government also began to appoint inspectors and to make grants to schools to ensure quality. Thus, between 1882 and 1950, many rules and regulations were issued by Government to regulate the quality of education in various parts of the country. Between 1952 and 1960, each of the then three regions enacted and operated new education laws (the West in

1955, both the East and North in 1956). The initial experiment at Universal Primary Education Programme was started in the West and East in 1955 and 1957 respectively.

The secondary school education in Nigeria started with the Christian missionaries courtesy of western education. The secondary education policy then was to prepare an individual with courage and sound mind. The decade 1960-1970 (Post-Independence) witnessed a rapid expansion in secondary education in Nigeria due to influence of the Ashby Commission Report in 1960 called "Investment in Education" where emphasis was laid on the quality of the teacher at the secondary school level. After the civil war in 1966, secondary education was on the residual list meaning that each state will enact educational laws according to secondary school educational demands.

The federal inspectorate service of the Federal Ministry of Education is directly responsible for quality control and maintenance of standards in institutions below the tertiary level. Decree No 16 of 20th August, 1985 outlined its objectives to include:

To maintain minimum standards in education practice nationwide.

To operate common system of education practice nationwide.

To introduce classroom innovation

To achieve quality education in Nigeria

A number of factors determine the level of performance in the school system especially the quality of the input and school process variables. Ochuba (2008) opined that goals of education can only be achieved with a well-organized school system that would ensure that all aspects of school life are well articulated and effectively co-ordinated. For the education industry to carry out its functions of developing quality human capital, there is need for checks and balances by regular and effective supervision and inspection. Wilcox (2000) defined inspection as the process of assessing the quality and/or performance of institutions, services, programme and projects by those (inspectors) who are not directly involved in them and who are usually and specially appointed to fulfill these responsibilities

Traditionally, inspection and supervision were used as important tools to ensure efficiency and accountability in the education system. Later adherents of the terminologies of inspection and supervision are used by different countries in different ways.

The concepts of "supervision" and "inspection" have been changed frequently in Ethiopian education system and the reason was not clearly pedagogical (Haileselassie, 2001). In 1942, educational inspection was practiced for the first time, then it was changed to supervision in the

late 1960s , again to inspection in mid 1970s and for the fourth time it shifted to supervision in 1994 (Haileselassie,2001). Haileselassie stated that: Apart from perhaps political decisions, one could not come up with any sound educational and pedagogical rationale to justify the continuous shift made in the name. With the name changes made we do not notice any significant changes in either the content or purpose and functions. (Haileselassie, 2001)

A critical review of maintenance of quality of education in Nigeria is on the emphasis of inspection of school buildings, facilities, physical roll call of teachers and students .In summary, there is either non supervision of instructions nor non-provision of instructional materials which was responsible for low academic achievement of secondary school students normally measured by the number of credit passes and above in the subjects' combination enrolled in external examinations such as West African Examinations Council(WAEC) and National Examination Council (NECO) which in the past five(5) years released percentage passes between 35-44% including Credit Passes in English and Mathematics.

STATEMENT OF PROBLEM

The sad comments by the large cross-section of parents through the governing board of secondary schools and parent-teachers-association that most teachers are academically lazy, and are not doing the required teaching,moreso,some accusations were leveled against some teachers for spending teaching periods to buy and sell products hence students were poorly prepared for internal and external examinations. This is partly justified by low performance of secondary school students in public examinations in the following years, although other moderating factors such as poor parental attitude to schooling, lack of instructional materials(books) and students poor reading habits to mention a few.

The poor academic achievement of senior secondary students in public examinations was of greater concern to the generality of stakeholders in education circles, more so that solutions of other factors influencing academic achievement proved abortive justified instructional supervision by education inspectors to be a large umbrella under which all other factors mentioned above can be reduced or totally eliminated if addressed. For example, the teacher factor/teacher quality which entails the components of content of instruction, how it is disseminated, and if improperly supervised by the education inspectors from the Ministry of Education, Science and Technology will lead to poor understanding,application,synthesis,skills culminating in low scores, aggravating into loss of interest in schooling, engagement in mass examination malpractices by some teachers, most parents and Government officials which is now perpetrating into other higher levels of education and the larger society.

Based on the public outcry of the academic performances of Lagos State and Ogun State, Nigeria public based secondary school students in West African Senior School Certificate

Examinations(WASSCE) and National Examinations Council(NECO) from 2002-2012(ten years academic results of senior secondary school students in public examinations) where the Honorable Minister for Education through the Federal Ministry of Education ,Abuja, the capital of Nigeria(FME 2005) commented on the critical situation as follows,” The dismal performance of senior secondary school students academic results released by two examining bodies mentioned above was below standard at forty-two percent(42%)and thirty-nine percent(39%) passes in English and Mathematics respectively ,and she concluded that more attention to be paid to this issue and as a researcher I want to pay attention to effective instructional supervision.

This problem is a general scenario in the world. Africa and other parts the World had observed a lower trends in the academic achievement of secondary school students for the past ten (10) years as stated and quoted in the literature review. Even the terminal examinations results of the students also attested to this reduction in percentage credit passes. The implication is that thirty five percentages (35%) had very good results, five percentages (5%) as drop-outs/ withdrawn to learn trades and crafts while sixty percentages (60%) performed poorly. According to the literature, supervision is directly related to this poor achievement, frequency of education inspectors to school was investigated, a poor attention was paid to supervision of teaching which leads to poor academic achievement of secondary students. The researcher identified that effective supervision of instructional materials by education inspectors/supervisors would significantly impact better academic achievement of secondary school students in Lagos State , Ogun State and Nigeria secondary schools.

OBJECTIVES OF THE STUDY

1. To measure effectiveness of instructional supervision.
2. To find out if there is good relationship between teachers and education inspectors in the state public secondary schools.
3. To find out the number and frequency of education inspectors’ visitation to school for instructional supervision.
4. To ascertain if education inspectors have portfolio documents for professional growth of teachers.

RESEARCH QUESTIONS

1. How effective is the instructional supervision in Lagos State and Ogun State?
2. What is the relationship between instructional supervision and teachers’ classroom instructions towards effectiveness (professional development) in secondary school education?

3. How should we improve instructional supervision in Lagos and Ogun State?

THEORETICAL CONSTRUCTS

Systems theory:

A system is defined as combination or working together of parts to achieve a purpose. Griffith adds that a system is a complex of elements in interaction. It should be noted that a system can be open or closed. Open system is applicable to secondary school education because of continuous communication among elements concerned for further improvements to the systems. A system consists of inputs, processes, output, and outcomes. Inputs refer to people, physical resources, instructional materials/learning materials, technology and capital. Processes comprise of planning, organizing, motivating, controlling, directing, leading, supervising, inspecting, and evaluating. While the output provides grades, scores, products and services. Lastly, the outcomes encompass enhanced quality, higher productivity for students, parents, clients, customers.

It must be emphasized that an effective system must share feedback among the levels or components of systems. The implication of systems theory to this research topic is to wholesomely assess the secondary school education as a system to recognize subject teachers, students, principals/vice principals, education inspectors from angle of interrelatedness of each of them (parts), further to monitor if instructional materials are efficiently and effectively used by teachers for students and supervised by inspectors at the right time so as to achieve good academic grades in tests and examinations.

School Effectiveness Theory

This theory was developed by Cremer&kyriades in 2008 which focused on dynamic relations between the classroom factors associated with teacher effectiveness, such factors are questioning skills, teaching methodologies, subject mastery, time management and evaluation/assessment. Experiences and research results had revealed that aspects at the classroom have a more significant correlation with educational outcomes (academic grades) than at the school level. This is supported by Teddlie&Reynolds (2000). The implication of this theory to instructional supervision is to operate at the classroom level with teachers to ensure their effectiveness instead of supervising human and material facilities in the secondary schools and goes further to complement their duties with principals, vice-principals, head of departments, subject heads who are much closer to teachers than external supervisors.

LITERATURE REVIEW

According to Blasé and Blasé (1998), although many supervisory approaches are collaborative in nature, for long time, supervisory of instruction has been viewed exclusively as an inspection

issue. Sergiovanni (1992) described supervision as a “ritual they [supervisors and teachers] participate according to well established scripts without much consequence”. This author continued that “today, supervision as inspection can be regarded as an artifact of the past, a function that is no longer tenable or prevalent in contemporary education” (p. 204). He explained that though functioned for a considerable span of time, this type of supervision caused negative stereotypes among teachers.

Ogunlabi (2008) reiterated the quality of supervisory function may be doubtful. This is because most of the education inspectors are highly deficient in some subject matter, mastery and professional competence. Normally and adequately, the education inspectors are usually the experienced officers, graduate of many years back. In addition, most of the education inspectors do not cultivate a good reading habit, self-improvement, collaborative approach, thorough knowledge of teaching and self- improvement, thus there is no guarantee for increased productivity and improved performance.

Peretomode(2001)reported that effectiveness in classroom instructions through high level of frequency of supervision will lead to building up the expected values when education inspectors check teachers lesson notes with schemes of work to determine extent of relatedness, completeness of tasks and content of instruction or otherwise. However, the researcher advised that long period of classroom observation be carried out.

A good interrelationship between education inspectors/supervisors are necessary for teachers' well-being, and motivation which will aid increased academic achievement of students as well as overall realization of school goals so says. Supporting the crucial role of interpersonal relations was. The overall purpose of instructional supervision is to help teachers improve, and this improvement could be on what teachers know, the improvement of teaching skills, as well as teacher's ability to make more informed professional decisions (Sergiovanni & Starratt, 2007).

The direct evaluation of classroom instructions by external and internal supervisors especially the education inspectors is justifiable but the approaches and methodologies employed do not support growth and development of teachers and students ,most worsening is unavailability of feedback from evaluation if and when it is done, otherwise it would be an inspection and routine visitation without impacting on effective teaching and learning hence Cashin(1996) concluded that feedback resulting from classroom evaluation of teachers level of instructions should be constructive. In a related development,

Professional development is an important part of an ongoing teacher education concerned with improving teachers' instructional methods, their classroom management skills, their ability to adapt to instruction to meet students' needs, and establishing a professional culture which is important in teaching and learning (Wanzare & Da Costa, 2000). Professional development gives emphasis on the development of professional expertise by involving teachers in a problem solving and action research (Sergiovanni & Starratt, 2007).

The supervisors can guide and support classroom instructions which help teachers develop and strengthened to become an investment in promoting professional development (Sergiovanni & Starratt, 2007).

METHODOLOGY

The design of this research study is both qualitative and quantitative as questionnaires. Interview and observation will be employed for detail investigation to avoid influence of a single method on study.

The distributed fifty questionnaires to secondary school teachers which were selected across five local government areas of Ogun State and another fifty questionnaires administered to secondary school teachers across five local government areas of Lagos State as my study areas in Nigeria. The administration of these questionnaires was randomly assigned at ten teachers per local government areas for wider investigation in accordance with Parker(2005) on random stratification, also questionnaires was constructed on the following variables of positional status, frequency, interpersonal skills, evaluation and feedback and development of portfolio documents. The questionnaires was a five-point Likert type, which were scored as follows ;(5=SA,4=A,3=NC,2=D and 1=SD. The cronbach's alpha of the questionnaires' responses was 0.89 which is good for analysis. Percentages, frequency distributed means and grand mean are used for analysis in order to answer research questions. The conduction of oral interview sessions with ten different education inspectors and ten classroom teachers on same constructs of question items covering variable factors, while supplementary classroom observation was undertaken by the main researcher with the team of education inspectors.

Therefore, the use of multiple sources of collecting data was to be in line with research design practices of Creswel (2003), Patton (1990) and Ary Jacobs (2006).

FINDINGS, ANALYSIS AND DISCUSSIONS

Based on response' value score to question items on the questionnaires, the computation for analysis is stated below;

$$\frac{5+4+3+2+1}{5} = 3$$

Therefore, the rule and assumption for this analysis was that the variable responses with means 3 and above was accepted as agreed to variables of study whereas means with less than 3 was accepted as disagreed.

1.The mean for variable factor two: influence of position status as inspectors is 4.85;this means that education inspectors were pre-occupied with the status of examiners to award marks, thus considers themselves as most superior to find faults in order to justify their status.in addition to

this, data available during observation survey during inspection revealed them as masters and boss in all, and that the findings by Sergiovanni,1992&2007 attested to it.

2.The mean for variable factor two: Inadequate professional qualification is3.00.although many of the education inspectors were graduates but their background and professional experience are basically rooted in office and files thus no congruence between office tasks and teaching/learning environment.therefore,rhe deficient knowledge in educational practices and principles is a limiting factor in contributing to teachers instructional practices. In principle, they are more aligned to office procedures than pedagogical requiring professional development of teachers. This is in agreement with Ogunlabi (2008).

3. Low frequency and duration of inspection, as the mean for this variable factor is 4.50.It was reported that the number of times inspection was done is not more than three times in a term, and when it is done, the duration of time for staying in classroom observation was largely put at five to ten minutes. The researcher was of the opinion that low duration time might not reveal instructions in teaching skills, questioning skills and evaluation of lesson in relation to objectives of the lesson, also the constancy of supervision will develop teachers in desirable and mastering methodological skills. This is in line with Peretomode (2001).

4.The issue of lack of interpersonal skills had a mean score of 4.48: This is still bordering on the positional status as inspectors and educational officers from the ministry of education prevented from starting nor developing instructional relationship in the classrooms nor developmental services after supervision. The researcher believed that without effective interpersonal skills through communication, it is pretty difficult to probe into instructional difficulties and offer collaborative suggestions for solution and improvement, thus adapting Sergiovanni&Starrat(2007) will establish conducive school supervision that promote positive impact of education inspectors' effectiveness in secondary school education.

5.Non –provision of evaluation feedback also had a mean value of 4.45: With all respect, the report of an examination because the purpose of inspection or supervision was to ascertain if teachers comply with ingredients of good classroom instructions, the success or otherwise ought to be communicated to them. In fairness to education inspectors, their reports were not used for punitive measures against teachers, so the provision of evaluation reports will identify areas of weaknesses and commendations/praises on desirables instructional practices for emulation by other teachers while follow it up with guidance, support services for the less desirable instructional practices. Therefore, engaging on individual evaluation feedback will add value to teachers' quality in teaching and learning profession.

6. The number of education inspectors mean value was 4.14,the total number in a local government area was rather small for the large number of teachers, most times, the highest

number of visitation teams are hardly more than six and its implication is that large number of teachers might not be supervised to detect areas of need/assistance. The justification of this variable factor is through personal observation and interview sessions with their office staff.

7. Lack of portfolio documents for professional development with a mean value of 3.95; This area is new in Nigeria's inspectorate services. The essence of possessing portfolio documents is to have repertoire of information, records, theoretical bases and knowledge base which can be followed by other supervisors, and could be likened to case files and reports of patients in medical to indicate state and next activities for improvement. Empirical studies and findings by Sergiovanni & Starrat (2007) is an evidence for education inspectors/supervisors to imbibe the keeping of portfolio documents for classroom teachers during inspection or supervision.

8. Too much emphasis of inspection on school plants with a mean value of 3.92, this is connected to devoting more time to buildings, laboratories, school records thereby leaving inadequate time to observe teachers in the classroom teaching and as such their effectiveness is not reflected in teachers instructions in classrooms nor developmental needs of teachers. This goes to say that the level of observation will determine level of instructional competency of teachers.

Moreover, the grand mean value of the entire eight variable factors showed 4.26 which is above accepted value of 3 for agreed.

CONCLUSION

The grand mean value of 4.26 indicated that the entire eight variable factors are completely agreed by respondents to have been responsible for ineffectiveness of education inspectors' on teachers' instructions, hence, the researcher suggest that various agencies concerned should amend broken fences towards effectiveness and efficiency in secondary school education.

RECOMMENDATIONS

1. The use of inspectors' status/office tag should be replaced with education supervisors/team officers/school monitors in line with worldwide practices.

2. Regular organization of seminars and conferences on recent and research results on educational practices for education supervisors, and much more, higher professional & academic qualifications on educational management/educational administration can be offered to those officers on higher executive levels/zonal education officers/chief education officers/assistant chief education officers in their pool.

3. To solve low number of education supervisors, most senior classroom teachers can be deployed during supervision periods.
4. Feedbacks on evaluation should be given to observed teachers for correction in a constructive manner, while urging teachers to accept education supervisors in a collaboration effort to improve students' performances.
5. There should be an establishment of good relationships between teachers and their monitors(education supervisors).

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