

***An analysis of principal's supervision of instruction in secondary schools in Oredo
Local Government Area of Edo state***

¹E. John Ubah
ubah_john@yahoo.com

¹Ogunbodede O. Oluseyi
¹College of Education, Ekiadolor
Benin, Edo state

Abstract

The study investigated whether there were differences in teachers' perception of the supervisory roles of the principals and whether the differences, if any, were affected by variables such as professional training of teachers, gender, type of school, location of schools and experiences of principals. Four research questions guided the study. The study adopted a descriptive survey design. The population of the study consisted of all the teachers in secondary schools in Oredo Local Government Area of Edo State. A total of 200 teachers were randomly selected. The instrument used in this study consisted of a questionnaire titled "Analysis of Principals' Supervision of Instruction in Secondary Schools Questionnaire (APSISSQ)." Chi-square was used to analyze the data collected. The results of the analysis showed that there was no significant differences between the perception of professionally trained and untrained teachers, male and female teachers, between principal's supervision of instruction in co-educational schools and single sex schools, experienced and less experienced principals, and schools located in sub-urban and rural areas. Based on the findings, recommendations were made.

Keywords: Supervision, techniques, principal, instruction, Edo.

Introduction

Supervision of schools is the heart of quality assurance in education; it is that phase of school administration which focuses primarily on the achievement of the school scheme. It is the life-wire of the educational system concerned with the efficiency and effectiveness of the scheme. The history of supervision in Nigeria reveals that by law, the inspectorate divisions of both federal and state ministries of education are charged with the responsibility of school supervision. It is an established fact that supervision of work is a germane task in any human establishment if meaningful work must be done to achieve predetermined goals. This supervision is very necessary considering the fact that man naturally dislikes work, and will avoid it if left alone; little or no work will therefore be done if there is no supervision. This supervisory responsibility has been placed on the principal for it is generally believed that he (principal) is by law not necessarily a supervisor, it is generally accepted that it is one of his tasks to ensure

that effective and efficient teaching and learning take place in the school; it is the duty of the principal to ensure that the teachers are performing their duties as it is expected of them.

Because instructional supervision is seen as a powerful instrument in the improvement of the effectiveness of teaching and learning, government has been intensifying efforts to expand and improve the instructional supervisory programmes in Edo State since independence. There have been considerable efforts towards the recruitment of the right caliber of personnel required to run the inspectorate division of the Ministry of Education in Edo State. The government has been approving in-service training for staff in the area of educational management and supervision. In appreciation of the fact that good teaching can be facilitated by a strong programme of supervision, the National Policy on Education (FRN, 2004) and UBE programme was meant to meet the needs for educational services with such objectives as (i) To enhance teaching and improve the competence of teachers, drastic reduction in incidence of school dropout and entronement of relevance, quality and efficiency in the sub – system (ii) Enhancement of community participation in decision-making process in schools with a view to engendering community interest in and eventual ownership of basic education institutions.

The principal is considered as the pivot of school administration; one of those legally vested with the authority to supervise instruction in secondary schools in Edo State. The supervisory techniques employed by the principal are: regular visitation of classroom to observe teaching in action, holding of micro – teaching and workshop for his teachers.

Hammock (2005) viewed supervision as a way of persuading people to desist from applying wrong procedures in carrying out certain functions on their jobs and at the same time try to emphasize the importance of good human relations in an organization. From the above we can say that supervision is a way of advising, guiding, encouraging as well as overseeing certain group with the hope of seeking their co-operation in order for the supervisor to be successful in his tasks of supervision.

According to Merriam - Webster online dictionary (2000), supervision implies a hierarchical power structure where one person is deemed to be “in charge” of another in a manner that places responsibility not only on the doer, but also the watcher. Egwunyega (2005) sees supervision as an action taken to improve teaching/learning situation for children. We can deduce from the above definition by Egwunyega that supervision is any particular activity which maintains and promotes the effectiveness of teaching and learning in schools. Onoyase (2005) supports the above view by defining supervision as an action directed towards the improvement of the teaching –

learning process. Nakpodia (2002), emphasized that “supervision is a routine visit carried out regularly by the inspectorate or monitoring department as a normal job function to check the day to day activities in schools; these come by way of supervisors paying short visit to schools.” From the above view, we can again say that the importance of school supervision in today’s educational system demands for greater attention.

Throughout the several definitions given by various experts, one thing that seems certain is that supervision is the process of assessing the quality and/or performance of instructions, services, programmes and projects by those (supervisors) who are not directly involved in them and who are usually appointed to fulfill these responsibilities.

“Techniques are methods used for the achievement of set goals” (Enodohomen, 2014). According to Segun (2006), the four most acceptable methods commonly practiced in schools are: inter-school visitation, workshop, classroom visitation and micro – teaching. Five major techniques of supervision of instruction used in modern educational system were described by Ogunsaju (2006) to include: Pre-conference, collection of teaching materials, observation of teaching, teaching and post – conference. During pre-conference, the supervisor ensured that agreement is reached between the supervisee and supervisor on the method of teaching and topic to be taught. What follows is the collection of necessary gadgets and equipment such as TV set and tapes recorders for recording and teaching activities, to be followed by actual teaching exercises and its recording. During the post conference, the teacher will be given feedback on the observed strengths and weakness in his teaching. And it is also during the post conference that the supervisor suggests to the teacher ways of improving his teaching.

There is no gain saying that for the goals of education to be achieved, with a well-organized school system that would ensure that all aspects of school life are well articulated and effectively coordinated, for the education industry to carry out its functions of developing quality human capital, there is need for checks and balances provided by regular and effective supervision. Therefore, the following are the reasons for the need of instructional supervision in schools:

1. To oversee the progress of teaching and learning.
2. To ensure that money invested on education is properly spent.
3. To help the unqualified and untrained teachers in terms of information.
4. To help the teachers be up to date with the latest teaching/learning methods.
5. There has been a tremendous growth in the number of schools and students and consequently change in scope and aims which has brought instructional problems which undoubtedly manifest the need for sound programmed of supervision.

6. Vocational education has become one of the most vital aspects of the new curriculum. The introduction of 6 – 3 – 3 – 4 system encouraged vocational education. This explains a few changes which are taking place in the secondary school system in Nigeria; such trend indicates the increasing complexity and difficulty of the teaching problems of the secondary school teachers and the need for supervisory programme which will be of assistance.

7. The way and manner in which teachers are equipped, both professionally and academically, suggests a real need for supervision of instruction.

8. There is a great challenge in education system in Nigeria; one of such challenges is inadequate supply of facilities, material resources and lack of proper supervision.

9. According to Moja (2000), the building of classroom has not kept up with the increased enrolments in all levels of education in Nigeria. In several secondary schools especially in Oredo Local Government Area of Edo State, as many as four classes are accommodated in one classroom. These are classrooms that are already overcrowded and in poor state of repair. This therefore demands for urgent need of supervision.

10. Undoubtedly, the needs for supervision are endless; without supervision, teachers will be “under the cloud,” educational system will be stagnant, the dividends of education will be kept in the dark; Onyemeh (2003) sums it up in this way “any government that is concerned in ensuring high dividends from the inevitable high human and financial investment in education, must as a matter of fact build and maintain a strong inspectorate service.

Only three major types of supervisory styles have strong root. Namely: authoritarian, democratic and laissez-faire styles of supervision. Under the authoritarian principal, the teachers have no say in the decision – making process and how teaching is done, while democratic principal permits initiative and creativity in work procedure. For laissez-faire, the principal exhibits no specific pattern or control mechanism. It leads to chaotic situation. He cares little either for the welfare of the teachers or work performance.

Research questions

The following research questions guided the study:

1. Does school type influence principals' supervisory roles in secondary schools?
2. Does experience influence the supervisory roles of the principals in secondary schools?
3. Does school location influence principals' supervisory roles of instruction?
4. Do male/female teachers' perceptions influence principals' supervisory roles in secondary schools?

Hypotheses

Ho1: School types do not significantly influence principals' supervisory roles in secondary schools.

Ho2: Experience does not significantly influence supervisory roles of principals in secondary schools.

Ho3: School location does not significantly influence principals' supervisory roles in secondary schools.

Ho4: Male/female teachers' perceptions do not significantly influence principals' supervisory roles in secondary schools.

Methodology

The survey design method was used for the study. The population of the study consists of all the teachers of secondary schools in Oredo Local Government Area of Edo State. Instrument used in collecting data for the study was self – constructed questionnaire titled: “Analysis of Principals’ Supervision of Instruction in Secondary Schools Questionnaire (APSISQ). It comprised of 37 items. Section ‘A’ of the questionnaire contained an introductory part which elicited the demographic information about the respondents. The five (5) points likert scale was used. In section ‘B,’ respondents ticked (√) to show their degree of agreeing with the items. The options and scoring included Strongly Agree (SA) = 5 points, Agree (A) = 4 points, Undecided (UD) = 3 points, Disagree (D) = 2 points, Strongly Disagree (SD) = 1 point. The instrument was validated by experts in the field of Educational Evaluation, and was administered to the respondents by the researchers. In determining the reliability of the instrument, a pilot study was conducted before the administration of the questionnaire. Copies of the questionnaire were administered on four secondary schools in Oredo Local Government Area namely: India College, Western Boys High School, Esigie College and Queen Ede Girls College. They were excluded from the main study and their responses were analyzed using the split half method. The data collected were analyzed using the Chi-square statistics to test the four hypotheses at 0.05 level of significance.

Presentation of results

Research question 1: Does school type influence principals' supervisory roles in secondary schools?

Ho1: School type does not significantly influence principals' supervisory roles in secondary schools.

Table 1: Chi – square analysis based on school type

Responses	Fo (Observed frequency)	Fe (Expected frequency)	Df	χ^2 cal value	χ^2 critical value	Decision
Positive response (above 17.5)	160	97.5	1			
Negative response (below 17.5)	35	97.5		96.25	3.84	Significant (Ho rejected)
Total	195	195				

Source : field survey (2019) $\alpha = 0.05$

The above table shows the number of respondents that responded positively and negatively towards the items. Using the chi – square statistics at significant level of 0.05 to test the hypothesis, the χ^2 value of 96.25 was obtained. Since the χ^2 calculated value of 96.25 was greater than the χ^2 critical of 3.84, thus, the null hypothesis was rejected. This therefore implies that school type do significantly influence principals' supervisory roles in secondary schools.

Research questions 2: Does experience influence the supervisory roles of the principals in secondary school?

Ho2: Experience does not significantly influence supervisory roles of principals' in secondary schools.

Table 2: Chi – square analysis based experience

Responses	Fo (observed frequency)	Fe (Expected frequency)	Df	χ^2 cal value	χ^2 critical value	Decision
Positive response (above 17.5)	150	97.5	1			
Negative response (below 17.5)	45	95.5		58.71	3.84	Significant (Ho rejected)
Total	195	195				

$\alpha = 0.05$

Table 2 above shows the number of respondents who responded positively and negatively towards the items. Using the chi-square statistics at significant level of 0.05 to test the hypothesis, the χ^2 value of 58.71 was obtained. Since the χ^2 calculated value of 58.71 was greater than the χ^2 critical or table value of 3.84, it means that the observed difference was significant, thus, the null hypothesis was rejected.

Research questions 3: Does school location influence principals’ supervisory roles of instruction?

Ho3: School location does not significantly influence principals’ supervisory roles in secondary schools.

Table 2: Chi – square analysis school location

Responses	Fo (Observed frequency)	Ef (Expected frequency)	Df	χ^2 cal value	χ^2 critical value	Decision
Positive response (above 17.5)	155	97.5	1			
Negative response (below 17.5)	40	97.5		65.48	3.84	Significant (Ho rejected)
Total	195	195				

$\alpha = 0.05$

The table above shows the number of respondents who responded either positively or negatively towards the items. Therefore, using the chi-square statistics at significant level of 0.05 to test the hypothesis, the χ^2 value of 65.48 was obtained. Since the χ^2 calculated value (65.48) was greater than the table value of (3.84), thus, the null hypothesis was rejected. Therefore, this means that school location does significantly influence principals’ supervision of instruction.

Research question 4: Do male/female teachers perception influence principals’ supervisory roles in secondary schools?

Ho4: Male/female teachers’ perception do not significantly influence principals’ supervisory roles in secondary schools

Table 4: Chi – square analysis based gender

Responses	Fo (Observed frequency)	Fe (Expected frequency)	Df	χ^2 cal value	χ^2 critical value	Decision
Positive response (above 17.5)	160	97.5	1			
Negative response (below 17.5)	35	97.5		96.25	3.84	Significant (Ho rejected)
Total	195	195				

Source: field survey (2019) $\infty = 0.05$

The above table shows the number of respondents that responded positively and negatively towards the items. Using the chi- Square statistics at significant level of 0.05 to test the hypothesis, the χ^2 value of 96.25 was obtained. Since the χ^2 calculated value of 96.25 was greater than χ^2 critical (3.84), the null hypothesis is rejected. This therefore implies that sex (male/female) teachers perception do significantly influence principals' supervisory roles in secondary schools.

Discussion of findings

The findings of this study revealed that the two categories of teachers (males and females) viewed principals' supervisory roles from different perspectives; that principals in co-educational schools perform better in instructional supervision than those of single sex schools. This is in conformity with the work of Lee, Najjar and Luo (2000) whose study discovered that female teachers feel empowered when working in schools headed by female principals. Male teaches consider themselves less powerful in these circumstances. This study also showed that experienced principals are more effective in performance of functions than less experienced ones. The two categories of principals are not operating at the same measure. The results revealed that the calculated means was higher than normative means. The respondents were all positive in their responses which show that principals actually perform their functions effectively. The findings also revealed that school location do significantly influence principals' supervision. Which is in agreement with Edho (2009) whose study identified that "distance (location) of some schools makes it inaccessible for supervisors to visit such schools in rural areas for effective supervision". The result also supports Denga (2009) who emphasized that itineraries for effective supervision

process are not effectively approved (inadequate supervision, shortage of personnel, inadequate fund, vehicles to rural areas).

Conclusion and Recommendation

The supervisory role of the principal improves teaching and learning process in the secondary school system. In other words, it acts as a check on the teachers and the students alike. Based on the findings, the following recommendations were made:

1. Supervisors' training and staff development should be a continuous process as they add quality to management processes.
2. A modern system of learning has to involve basic improvement strategies in content and methodology especially through proper supervision of instruction directed at the maintenance and control of standards; this will agree to the fact that good supervision might improve teaching and learning in secondary school.
3. If the dividend of education is to be seen, there is need for appropriate supervision of instructions.
4. To meet the 21st century educational goal/demands there is need for supervision of instructions.

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