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**JOURNAL OF NEW TRENDS IN TEACHER EDUCATION
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EDITORIAL STATEMENT

In September of 2017, the Delta State College of Education, Mosogar, organized its Second National Conference on Teacher Education. The Theme of this conference was, The College of Education System in Nigeria: Past, Present and Future. During the Conference three renowned Professors of Education delivered one Keynote address and two lead papers respectively. In addition to these presentations, several other conferees presented paper on different aspects of College of Education System in Nigeria.

This Conference was motivated by the desire of the College to play its part in the quest by concern educators to continuously search for ways and means of improving the quality of teachers education as this is a fundamental requirement towards ensuring that Nigerian education is endowed with the quality teachers it needs to achieve its goals.

This edition of this journal is a product of the forgoing conference. It was deemed necessary to select and peer-review some of the presentations for the purpose of sharing with scholars, practitioners and the general public the several issues and perspectives on The College of Education System in Nigeria: Past, Present and Future. It is our hope that the contributions by the conferees as published in this journal would have provided useful insight and perspectives on this very important subject matter.

Prof. Emmanuel Ojeme

Editor-in-Chief

EDITORIAL POLICY/GUIDELINES FOR AUTHORS

Journal of New trends in Teachers Education (JONTTE) is Interdisciplinary and accepts both empirical and theoretical articles for publication.

Manuscripts for publication should meet the following guidelines:

- I. One paragraph abstract of not more than 200 words.
- ii. The American Psychology Association (APA) 6th edition format should be used throughout the manuscript.
- iii. The first page of each manuscript should contain the title of the article, author's name and affiliation, (including phone number, and email address).
- iv. The manuscripts should be typed double space with a 15 inch margin and 12pt font size.
- v. Manuscript should not exceed 12 pages in length, including tables, figures and references. The body of the manuscripts should not contain any information identifying the author(s).
- vi. The journal is published annually and from papers presented at the annual conference on Education organised by the Delta State College of Physical Education, Mosogar. The evaluation of manuscripts is by a blind review process. Authors are notified as to the position of their manuscripts as soon as all reviews are completed. All submission should be by e-mail or soft copy in Microsoft word. Send articles to the two e-mails address ogudeesther@yahoo.com and copemconference@gmail.com

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EFFECTIVE SUPERVISION OF INSTRUCTION AS INSTRUMENT FOR ACHIEVING THE GOALS OF PRIMARY EDUCATION IN NIGERIA FOR NATIONAL DEVELOPMENT

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Abstract

The overriding aim of primary education in Nigeria is to give the child a solid base upon which he can stand firmly in the long run to contribute to national development. It is expected that supervision of instruction by educational authorities at this level is qualitatively carried out in order to ensure that various policy guidelines introduced into this level in the educational system are well implemented for effective goal delivery and national development. Efforts to meet up in this onerous assignment, is often thwarted by some constraints. The paper examined the functions of instructional supervision in primary schools. Constraints militating against the effective performance of the functions of instructional supervision in Nigeria were highlighted. Paucity of fund, lack of training and retraining, inadequate preparation for supervision exercise were among the indentified constraints. Thereafter, appropriate recommendations were made towards an effective and qualitative supervision of instruction in primary schools for the attainment of the laudable goals of education for national development in Nigeria.

Key Words: Supervision, National Development, Effective Supervision

Introduction

The sole aim of any endeavour is the achievement of stipulated goals and objectives which have been specially spelt out. Education is a critical aspect of any nation that must be treated with all the seriousness of purpose that it deserves. It is with education that nations all over the world charts new course for development. Education is what gives life and light to the nation so that development efforts can be well channeled for overall the greatness of the nation and the society at large. Education therefore, becomes a veritable tool for national growth and must follow some prescribed and well thought out plans and programmes. This is why the educational system is usually broken down into segments of primary, secondary and tertiary levels respectively.

The primary level of education takes place in the life of the child after the first socialization process in the home. It is the first universally accepted type of education that the child is expected to have. According to Osadolor (2012), it is the first tier of formal education in Nigeria and many parts of the world regardless of pre-primary education or the various form of early childhood education in operation and in existence. This makes primary education a fundamental issue in the life and development of the child. What is built into the child at this stage are those things that will either make or mar the child in time to come. Also the society is equally affected either positively or negatively by whatever is built into the child in the process of education at that level because of the contribution which the child is expected to make towards national development in later

life, being a member of the larger society. All hands must be on deck at this level to ensure that the goals of primary education are achieved holistically.

The input to enable the goals of primary education achieve the desired results is an effective supervision of schools at the primary level. A proper guide and follow-up process of all policies and procedures in the school system is necessary to ensure that the goals of primary education as enshrined in the national policy on education are attained. The paper is broken into five sections. The first section is on conceptual clarifications, while the second section dwells on the functions of school supervision; the third is on challenges facing instructional supervision; and the fourth is the importance of primary education for national development. The fifth takes charge conclusions and recommendations.

The Concept of School Supervision

Supervision is defined as regular and periodic oversight of individuals or entities, which uses the results of evaluation to inform and direct action of those supervised (Organization for Economic Corporation in Africa and Development OECO, 2015).

The term school or instructional supervision means different things to different educational scholars. Some see it as inspection while others contend that it is different from inspection. In this discourse however, supervision is taken in the same light as inspection in that inspection is strict adherence to laid down procedures in the performance of work, while supervision is more or less a guide process to help in a friendly manner so that goals can be achieved. It is important to note that inspection takes place when a process is assumed to have been completed, but

supervision is involved in the process of the actual work and as such do complement each other. Also in this discourse, instructional supervision and school supervision are seen as the same in that both terms are directed towards the improvement and achievement of the goals of education in a formal setting. Ekwevugbe (2012) posits that supervision has to do with the process of ensuring that predetermined goals are achieved through a process of guiding, monitoring and correcting.

The term 'school supervision' is made up of two distinct words. These words are 'school' and 'supervision'. A school is a specially built and designated place where teaching and learning takes places in formal education. It is a formal setting that the society had deliberately created where the process of teaching and learning is carried out under the strict guidance of teachers. Onwuka (1996) posits that the school is the only agency among the agents of socialization which has the direct mandate of the society to take charge of the education of their young ones. According to Apologun and Igbe (2009), the cardinal function of the school is the education of the young ones in the society so that they can become acceptable and functional members of the society.

On the other hand, 'supervision' is a word gotten from 'supervise'. To 'supervise' means to look into and guide in order to ensure that stated procedures are engaged and followed in the process of performing the job. This means there is guide in order to ensure that there is no deviation from stipulated process. Supervision helps to ensure that standards are strictly adhered to in a friendly manner during the course of performance of the job.

School supervision is all the procedures that is engaged in the school system in order to

ensure that standards are not deviated from in the process of achieving stipulated goals. The school system being a formal setting requires that everything be done both rightly and correctly following specified laid down guidelines (Ekwevugbe, 2012). If guidelines are not followed in the course of doing things in the schools system, goals will not be achieved correctly and in record time. The essence of school supervision is to make sure that things are not done haphazardly. Thus, Ogunsanya (2006) states that school supervision is a professional, continuous and cooperative exercise that covers all aspects of the school.

School supervision is rather a help process that ensures that the school system is functioning properly as it ought to be. It is a cooperative process instead of been antagonistic. It is not a fault-finding exercise, but a friendly enriched exercise to help teachers overcome stress on the job. Hence, school supervision is aimed at helping teachers to bring out and give their best to the system. The hallmark of a good school supervision exercise is improvement in the teaching and learning process so that qualitative products in form of standards of students that are churned out from the school system.

The supervision of schools is carried out by education officers tagged as supervisors, who are sometimes also referred to as inspectors. School supervision is a qualitative device which enables schools to improve upon the standard already attained by the teachers (Whawo, 2005). It therefore means that the aim of school supervision is the boosting of job morale of teachers to enhance their performance in the course of doing their work.

Functions of School Supervision Vis-A-Vis the Goals of Primary School

The functions of school supervision towards the achievement of the goals of primary education are those salient aims which school supervision seeks to attain when it is effectively carried out.

The primary responsibility of inspectors (supervisors), as specified by the national policy on education (Federal Republic of Nigeria, 2013) are to:

- diffuse information about instructional materials and tested and effective teaching methods;
- obtain information in respect of difficulties experienced by teachers in schools and institutions and further provide advisory solution through appropriate authorities;
- monitor and document the overall quality of education in schools and proffer practical and positive advice;
- organize meetings with and workshops for teachers when necessary with a view to improving their professional competence; and
- Provide a strong sense of comradeship and professionalism among teachers.

Arising from these responsibilities, the goals of inspectorate services, FRN (2013) states further are:

- Set, maintain and improve standards in all aspects of the school system;
- Obtain information on problems and difficulties of teachers and institutions and offer practical solutions to them; and
- Encourage dissemination of information on innovation and progressive educational principles and practices in the school system through publications, workshops, meetings, seminars, conferences, etc.

These functions of supervision as enunciated above is key to the success of the primary level of education if well adhered to by the authorities. School supervision should focus effectively on these outlines in order for the goals of primary education to be achieve qualitatively.

Supervision of schools act as guide instrument for the achievement of the goals of primary schools. It also functions as a helping hand to propel primary school teachers to higher productivity. For the school organization to function effectively, inputs such as money, physical facilities, policies, equipment and human resources are very essential (Otu, 2006), and as such effective supervision of the system is imperative for these inputs to be effectively utilized for the achievement of stipulate goals. It is worthy to note that sustainability of educational projects is hinged on proper culture of maintenance (Igunu, 2006) which can only be brought about by effective school supervision. Effective supervision brings about improve communication skills for the teachers as noted by Ebenebe (2013) that teachers should not only know their subjects but should be able to communicate the knowledge effectively to students.

According to Nwaham (2008) the purpose of supervision among others includes the following:

- To improve the quality of instruction in school
- To improve the quality of education in school
- To ensure that teachers are performing their duties
- To attain educational goals
- To ensure proper and continual curriculum development
- To improve teacher effectiveness
- To ensure that public funds are

judiciously used in schools

- To assess the tone and morale of schools and indentify areas that need urgent attention.
- To provide guide for staff development
- To improve the incompetent teachers

The Importance of Primary School Education for National Development

The primary level of education is an important and critical aspect of the educational system. Its importance cannot be overemphasized. The importance of primary education to national development can be seen from the goals as stated in the national policy on education (FRN, 2013) as follows

- To inculcate permanent literacy and numeracy, and ability to communicate effectively
- To lay a sound basis for scientific and reflective thinking
- To give citizenship education as basis for effective participation in and contribution to the life of the society.
- Mould the character and develop sound attitude and morals in the child
- To develop in a child the ability to adapt to the child's changing environment
- To give the child opportunities for developing manipulative skills that will enable the child function effectively in the society within the limits of the child's capacity.
- To provide the child with basic tools for further educational advancement, including preparation for trades and craft of the locality.

If all these goals are effectively inculcated into the child, then the child will no doubt be able to contribute to the development of the nation in the long run.

Other Importance of primary education includes the following:

- It is at the primary education level that the foundation is laid in the child the enablement for building a society that is culturally, scientific, technological, caring, dynamic and progressive (Osunde and Ethe, 2008).
- It is the primary level of education that the child is expected to master the ability to read, write and communicate effectively without which the child would not be cope in subsequent levels of education.
- The ability to manipulate things skillfully is presented to the child between ages six to eleven years. This ability helps the child to function effectively later in life.
- Without primary education, the child cannot advance to the next educational level, as such primary education acts as a stepping stone for educational advancement in the education system.
- Primary education helps to introduce the child to civil education which leads to active political participation and contribution to life in the society (FRN, 2014).

Primary education as can be seen from the above, is high significance in the life of the child such that supervision of school at this level should not be treated with levity.

Challenges Facing Effective School Supervision at the Primary Level of Education

There are so many challenges confronting the supervision of schools at the primary level of education for national development. Some of these challenges are identified by Ogunu in Ekwevugbe (2012) are as follows:

- i. **Shortage of Staff:** This borders seriously on lack of professionally trained supervisors. The few school supervisors available are not professionals in the fields of Educational Management which cover the area of school supervision.
- ii. **Lack of Time:** This challenge hinges on inadequate time, an in, no enough time to effectively carry out the school supervision function as a result of other engagement by the supervisors.
- iii. **Lack of Instructional Materials:** As of result of inadequate supply of instructional materials to the schools, for effective teaching and learning to take place, school supervision becomes a herculean task for supervisors.
- iv. **Lack of Proper Training and Orientation:** Inadequate training on the nitty gritty and technicalities cum techniques involved in carrying out an effective supervision of schools is a major challenge. Most school supervision exercises are carried out based on briefs given by senior education officers to supervisors. This is quite inadequate for a job like school supervision that demand all seriousness.
- v. **Paucity of Fund:** Availability of fund is a major criteria that is used to determine the success of any venture. Because fund is scarce relative to want, the aspect of school supervision is often relegated to the background during budgetary processes.

Other challenges facing the effective supervision of school at the primary level of education are:

- Remote location of schools
- Poor quality of teachers to be supervised
- Politics in the appointment of supervisors
- Witch hunting of teachers by school supervisors, in that school supervisors are bent on fault-finding which may mar the aim of supervision.
- Lack of cooperation by some schools with supervisors as the schools see school supervision as a call to fault-finding.

Conclusion

School supervision at the primary school level of the educational system in Nigeria is vital to the successful achievement of the goals of primary education. Since primary education is the key to the success of the subsequent educational levels, every hand should be on deck to ensure that supervision of schools at this level is given the desired attention that is required. If concerted effort is not geared towards ensuring that school supervision is thoroughly carried out in the primary education level for the effective realization of its aims, then the five main national goals of Nigeria as stipulated in the national policy on education (FRN, 2004) will be mirage.

Recommendations

It is the recommendation of this paper that the following listed points should be implemented in order for the objectives of school to be achieved at the primary level of education in Nigeria.

- School supervision, especially at the primary level of education should be thoroughly funded through budgetary

allocations.

- Training and retraining of school supervision personnel should be the priority of educational authorities so that school supervision personnel can be abreast with contemporary school supervision techniques.
- Adequate planning for school supervision exercises should be done in order to enhance time management for school supervision.
- More personnel with educational management background should be employed and deployed to the inspectorate unit in the ministries of education at Federal and State levels respectively.

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