



## Exploring the Role of Supervision in Enhancing Teaching and Learning Effectiveness: Challenges in Nigerian Practice

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### ABSTRACT

*The Nigerian education system faces various challenges, including gaps in teaching practices such as subject delivery, pedagogical deficiencies, insufficient teaching experience, compromised instructional quality, and declining standards. It is crucial to address these issues and find appropriate solutions to ensure the progress of education in Nigeria and achieve a high-quality learning environment that upholds ethical teaching practices. In this context, this paper focuses on the role of supervision as a tool for promoting effective teaching and learning and explores the challenges associated with its implementation in the Nigerian context.*

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### INTRODUCTION

According to Segun (2004), the importance of school supervision in today's educational system demands greater attention. People are becoming more conscious of the importance of education in general and are showing increased interest in the daily operations of the school system. Enlightened parents are now more curious about the function of supervisors in the educational system and have numerous questions regarding the falling standards of education, the functions of schools, the roles of supervisors, and the future prospects of the school system.

The Good Dictionary of Education also defines supervision as the collective effort of designated school officials to provide leadership to teachers and other educational workers in improving instruction. It involves stimulating the professional growth and development of teachers, selecting and revising educational objectives and instructional materials, determining teaching methods, and evaluating instruction.

Another group of people may perceive supervision as a means of advising, guiding, refreshing, encouraging, stimulating, improving, and overseeing certain groups, with the hope of gaining their cooperation to achieve set

objectives (Dodd, 2008). Furthermore, supervision serves as a way to persuade people to refrain from using incorrect procedures in their job functions, while also emphasizing the importance of good human relations within an organization. Therefore, a supervisor is someone who oversees educational activities for effectiveness and ensures that coworkers' work adheres to quality standards.

Educational stakeholders such as the Ministry of Education, School Board Members, and Parents' Teachers Association strongly believe in the efficiency and effectiveness that result from good supervision. Teachers working under these bodies may view supervision as the enforcement of proper practices. On the other hand, to ordinary individuals, supervision may be the only way to assess the performance and efforts of their schools in delivering what they believe a school should provide. Supervision operates within two contexts: one concerning people and the other focusing on the improvement of the school program. The supervisor, who acts as the mediator between the people and the program, designs various methods to fulfill their functions and achieve the educational objectives of the institution under their control.

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## THE PURPOSE OF SUPERVISION IN NIGERIAN SCHOOLS

Supervision is a function which can be performed in various degrees and in various forms in any school organization or private enterprises. With the new trends in the Nigerian educational system it becomes obvious that effective supervision will be necessary in order to enhance the quality the quality of instruction in school. Already, there is pressure from various groups concerned what is to be taught and how it should be taught. Moreover, modern instructional materials are being introduced and used as teaching aids in the school instructional process. In order to cope with this demands. It seems that supervision has got an important role to play in deciding the nature and content of the curriculum, in selecting the school organizational patterns and leaving materials that will enhance educational growth and development of both the students and the teaching staff. There are various reasons for carrying out supervision in schools. One of the most crucial reasons is to ensure that each individual teacher within the school system has been performing the duties for which he was scheduled. Another cogent reasons is to improve the effectiveness of teachers so that they can contributes maximally to the attainment of the system's goals (Adesinal, 2001). For a supervisor to achieve the above stated purpose it is necessary that the supervisor has a clear understanding of what he wants in the supervision and how he can go about achieving the purposes. Accordingly, some reasons for supervising Schools system according to Nwaogu, (2006), include:

- a. To improve the incompetent teachers,
- b. To provide a guide for staff development,
- c. To know the effectiveness of classroom management by the teachers,
- d. To improve method of teaching and learning,
- e. To create a physical, social and psychological climate or environment favorable to learning,
- f. To coordinate and integrate all educational efforts and materials which will ensure continuity,
- g. To enlist the cooperation of all staff members in serving their own needs and those of others to prevent teaching difficulties,
- h. To aid inspire, lead and develop that security which liberate the creative spirit of the teacher.
- i. To help teachers see more clearly the real ends of education and the special roles of the should in working towards these goals.
- j. To help the teachers to see the problems and needs of pupils and to help them solve these problems and provide as far as possible for most of their needs.
- k. To inducts beginning teachers in to these mainstreams of the school system and in to the teaching profession.
- l. To assess "tone' of the school and identify some of its most urgent needs

### Qualities of Good Supervisor

A supervisor in his own capacity is regarded as an instructional leader. He is expected to perform function and fulfill the expectation. Aspiration, needs and demands of the society in which he operates. For a supervisor to be successful; he need to possess certain qualities that will put him over those under supervision.

- a. He must be trust at the same time flexible, royal, and respectful of the beliefs, right and dignity of those around him.
- b. In the same vein, he must be strong willed, consistent and fair in his dealings with other people.
- c. He must be prepared for opposition but should handle opposition without malice.
- d. In the final analysis, a good supervisor must be sincere, firm, approachable, ready to help people, solve their

problems and maintain relaxing atmosphere that will encourage, stimulate and inspire people around him to work harmoniously,

- e. Finally, the supervisor must be up to date in his knowledge of psychology of learning and principles of education since such knowledge greatly influence the effectiveness of instruction, (MacBeath, 2018).

### **Models of Supervision**

There are many models that underpin the principles and act of supervision for better achievement of educational set objectives. The following supervision models were reviewed for this study. They include:

#### **The "skill training model"**

This is a diagnostic and prescriptive approach to supervision in the application of this model and the supervisor begins by determining along with his teacher those elements of teaching behaviour that lead to effective teaching. Teachers skill could as well be developed in addition t that, by attending conferences, seminars, workshop, in-service/on-the-job training about help to perfect the teacher in the discharge of his duties.

#### **Counseling Model**

In this model, the supervisor deals with the teaching outside the classroom. It draws not from the teacher's classroom behaviour, but concerned about the teacher self-awareness. The model is based on the assumption that;

- a) Teaching is expression of the self
- b) Psychological changes bring about changes in teaching behavior.
- c) If one builds a sense of personal security and confidence, it will have positive result in the classroom.
- d) The solution to teaching problems lies with the teacher and the supervision can help to improve a teacher's self-concept.

#### **Clinical Supervision**

Through a careful systematic procedure, clinical supervision tries to take account of teacher behavior and feelings in supportive, analytic and non-evaluate clinical supervision in eight-phases:

- a. Establishing the teacher – supervisor clinical relation;
- b. Planning the lesson with the teacher
- c. Planning the strategy of observation
- d. Observing instruction by collecting the performance data and effect data
- e. Analyzing the teaching-learning process
- f. Planning the strategy of the conference
- g. The conference
- h. Renewed planning (Cogan, M, 2003).

#### **Group Model**

This is an increasingly strategy that requires skills in-group processes. This model is useful for two goals;

- a) To promote a learning experience;
- b) To accomplish a particular task

In this group setting, the participants will explore their own assumptions, become aware of alternative points of view ad lean to respect others, while affirming their own individuality. In short, the supervisor invites to learn through communication with others.

#### **Intra-Mural Model**

A recent innovation in the supervisory practices in the intra-mural model. Under this situation, a teacher supervises his colleagues in a ci-operative and supportive manner. This would be particularly helpful in Nigeria where the member of qualified teachers could therefore champion the course of improving the effectiveness of their colleagues. Above are the numerous approaches that we can use to arrive at the fruit of supervision in terms of the application of these models in Nigeria leaves much to be desired (Cogan, M, 2003).

#### **The Practice of Supervision in Nigeria**

It has been noted earlier that the increasing school enrolment and explore in astronomical rise in Nigerian education since the

last twenty-five years. For instance, study table 1 appended below

**Table 1:** Number of Inspector per Inspector According to the Government Policy and Ministry of Education in Nigeria.

S/N	State	Inspector		School	
		1	2	3	4
1	Cross River	76	1989	1:26	253
2	Anambara	49	2235	1:47	36
3	Akwa Ibom	22	2710	1:27	166
4	Imo	53	2855	1:54	60
5	Abia	36	1183	1:33	100
6	Enugu	57	1105	1:19	33
7	Enbonyi	74	1208	1:16	153
8	Sokoto	31	3167	1:25	53

**Source:** Computed from Report of Sub-Committee of the Joint Consultative Committee, in the Journal of the Federal inspectorate of Educating, 2008, p. 10

From table 1, it can be seen that the ration of inspectors to primary schools vary from 16 to 123. Certainly these figures are too high for any effective supervision. It has become axiomatic that no nation can rise above the level of its teachers. It is a fact too that poorly trained teachers will likely produce poorly doctors, engineers, architects, lawyers as well as fellow teachers in the nation today and in future. From this stance, it may be noted that the future of the country's educational system is bleak considering the inadequate number of supervisor and the qualifications of teachers. Besides the shortage of supervising personnel, most supervisors in Nigeria are plagued with such problems as non-payment of allowances or touring advance. There is also the problem of lack of transportation especially in the rural areas. The personal factor has also hampered the practice of some of the discussed models in Nigeria. For instance, clinical supervision that requires of careful and systematic procedure cannot be attempted, nor the counseling model that requires extra technical competence. The teacher is yet to establish their competencies to carry our intra-mural model without being accused of intrusion or contravening some provisions of the law.

From the foregoing, it is evident that the practice of supervision, despite its necessity is still at its embryonic stage essentially due to

lack of qualified and experience personnel to carry out the exercise.

In order to improve the practice generally certain measures are necessary which are clinical in nature. The principal and teacher should work together as a team and share ideas and problems of supervision. Teachers of the same subject are should feel at home to share problems, solution and teaching strategies as they occur. They also need to jointly experiment with and test new ideas with a view to establishing the intra-mural model of supervision.

### CONCLUSION

From the models discussed, it is clear enough that every teacher, every school, or every educational complex has capabilities for supervising teachers for improved school instruction. The importance of supervisory techniques for improving educational instruction in today's school cannot be taken for granted. The supervisor should device various techniques of supervision and apply the appropriate technique and models to any of the experiences in mind as a means of quality assurance. To achieve this successfully, the supervisor must be purposeful in thought, motivating and productivity of other human beings, creative in nature, humanistic in approach and capable of seeing beyond the level of those whom he or she has to help.

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