
SKILLS REQUIRED FOR EFFECTIVE INSPECTION, SUPERVISION AND TEACHING IN POST PRIMARY SCHOOLS IN GOMBE STATE

By

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ABSTRACT

The main purpose of the study was to determine the supervision and inspection skills needed by school Supervisors and Inspectors for effective teaching in post primary schools. The study specifically examined the mean differences between the responses of the Supervisors and teachers on the supervision and inspection skills needed by school supervisors. Three research questions guided the study. The population of the study was 2805 respondents. Stratified random sampling technique was used to sample 160 respondents, which comprised of 96 teachers and 64 supervisors. The design of the study was a survey research design. The instrument used for the study was a questionnaire constructed using a five point Likert rating scale which was validated by three experts (face and content validation). The reliability co-efficient of the instrument was 0.82 with data analyzed using mean, standard deviation and Z-test. The study identified supervision and inspection skills needed by Supervisors/Inspectors for enhancing the supervision and inspection exercises. Factors hindering effective supervision and inspection in post primary schools were identified in this study. Strategies/procedures for stimulating supervision and inspection in post primary school were also ascertained by the study. The study recommended that there should be frequent supervision and inspection of the post primary schools and also recommended that action should be taken immediately by the authority concerned on supervisors' reports.

Keywords: Supervision, Inspection, Skill, Teaching, Post primary schools

INTRODUCTION

The old concept of inspection is for inspectors to inspect schools and submit reports to the Department or Ministry in charge. Ezugu (2007) and Ndagana (2009) observed that little or nothing is done thereafter to follow-up these reports. Consequently, the schools either remain stagnant in terms of performance or their standards deteriorate. Political, industrial and social changes in Nigeria have created a demand for skilled workers, high quality training and expansion. These changes have created a number of problems which are

difficult for traditional inspector to tackle due to lack of training, dearth of time, an increase in the number of schools and curriculum revision.

The unsatisfactory results from post-primary schools in terms of academic performance, attitudinal reforms and; cognitive, affective and psychomotor skills of the post-primary school leavers have been a matter of concern to North East region of Nigeria and also a concern at global level (Eya & Leonard, 2012). Even those post-primary school leavers who manage to secure job have to be given another training for some

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period before they are able to fit into the job and perform the basic task expected of them (Cyril, 2010 & Medugu, 2011). Ndagana (2009) observed that the quality possessed by post -primary education is critical for any nation and more importantly; a developing nation like Nigeria. Ndagana (2009), outlined that the major factors for measuring quality of post-primary education can therefore be based on factors such as; teachers, curricular, programmes, facilities, staff and students' welfare output among others.

Gombe State Ministry of Education (2013) reported that while principals of Public Secondary Schools and Technical Colleges were 306, the number of teachers was 9180 and students were 139,143. Unfortunately, only 87 post primary school supervisors and inspectors were available. According to Ajani (2010) and Onasanya (2011), there should be at least two supervisors per school. This has not been the case in Gombe State, as there were inadequate number of supervisors and inspectors. Similarly, from research survey conducted by the researchers, it was discovered that inspectorate division in Gombe state Ministry of Education do appoint unskillful teachers to supervise their colleagues. Therefore, this has a negative effect on the effective supervision and inspection exercise in post primary schools.

Supervision is the process of improving all elements (teachers, instructional facilities, equipment and school environment) and conditions surrounding teaching and learning to produce a better learning by providing the leadership necessary to effect improvement in the work of teachers so as to get a quality product (Eya et al , 2012) .

A lot has been written about quality control practices in education, but students have been failing WAEC examinations (2012 and 2013 Examiners report).

The researchers did not find any work that has been done in determining the supervisory skills required by supervisors for effective teaching in post primary schools in Gombe State. This present study attempts to fill this gap by determining the supervisory skills required by supervisors for effective teaching in Post Primary schools.

STATEMENT OF THE PROBLEM

The sudden explosion of student population coupled with the attendant increased complexity of the school organization and the new school system of 9-3-4 Basic education in Nigeria has necessitated a greater attention of supervision more than ever before. This is more so because school supervision occupies a unique place in the entire education system (Onasanya, 2011). Unfortunately, the administrative heads are not stimulating growth and a means of helping teachers to achieve excellence in teaching. The supervision and inspection are more of formalities than quality control because teachers are not even commended when they perform well (Ndagana, 2009). Politicization of appointment of inspectors also contributes to the problems of supervision of post primary schools. Based on the preliminary study conducted by the researchers, the post primary school in Gombe State were unable to properly implement the skills of supervision and inspection in which they were trained to supervise and ensure quality control measures in the system. This led to the persistent failure of students' performance in examinations such as: West African Examination Council (WAEC), National Examination Council (NECO) and National Business and Technical Education Board (NABTEB). The public does not have an interest and confidence in school leavers' Senior School Certificate of Education (SSCE) results because the number of students' failure is alarming (WAEC, 2014). The persistent low performance of post primary school leavers'

certificate examination became, worrisome to the state because school leavers find it difficult to secure admission to higher institution. The over-crowded students in a given classroom and insufficient number of textbooks and facilities for teaching and learning is a consequence of the supervisors and inspectors not able to give proper report on post primary schools visited in Gombe state (Ministry of Education, Gombe). According to Olorunfemi (2008) and Eya et al (2012), the persistent failure of post primary school students is probably due to lack of proper supervision and inspection in the education system by the supervisors and inspectors. The absence of desirable and effective supervision and inspection exercise in post primary schools is a problem which this study intends to solve.

PURPOSE OF THE STUDY

The main purpose of this study was to determine the Supervisory skills required by the Supervisors for effective teaching in post primary Schools in Gombe State. Specifically, the study sought to:

- i. Identify the several supervision and inspection skills required by the post primary school supervisors to be effective in delivering their duty.
- ii. Identify factors that hinder effective supervision and inspection in post primary schools
- iii. Determine appropriate strategies that could be used to improve supervision and inspection exercise in post primary schools.

RESEARCH QUESTIONS

Based on the purpose of the study, the following research questions have been formulated:

- i. What supervision and inspection skills are required by post primary school supervisors for effective delivery of their duty?
- ii. What are the factors that hinder effective supervision and inspection in post primary schools?
- iii. What strategies could be employed for the improvement of supervision and inspection exercise in post primary schools?

METHODOLOGY

The area of this study is Gombe State in the North Eastern region of Nigeria. The design of the study was a descriptive survey design. The population of the study was made up of post primary school supervisors, administrative heads and teachers. The total population was 2,805 which comprised of 2,409 teachers, 306 administrative heads and 87 school supervisors. The population of supervisors and teachers were too large to be managed; therefore, the stratified random sampling technique was employed to sample nine post primary schools; three each from the three senatorial zone of Gombe State. Stratified random sampling technique takes into cognizance identified characteristics or sub-cultures relevant to population. Each stratum has some unique characteristics which makes it different from the other strata. The characteristics have to be recognized in the study (Uzoagulu, 2011). Simple random sampling technique was used to sample 160 respondents, which comprised of 64 supervisors and 96 teachers. The instrument for data collection was a structured questionnaire designed by the researchers to respond to the issues raised in the research questions. The questionnaire was sub-divided into two sections (A and B). Section A was used to collect personal data of the respondent and section B represent areas of the subject matter under this study. All the 41

questionnaire items had a five point Likert scale response options: 5 = Strongly Agree, 4= Agree, 3= No Opinion, 2 = Disagree and 1= Strongly Disagree. The reliability co-efficient of the instrument was obtained using a split - half method which gave a value of 0.82, which is an indication of a high level of reliability (Dadughum, 2005). The instrument for data collection was validated by three experts two from Modibbo Adama University, Yola from the Department of Technology Education and two supervisors from Bauchi State Ministry of Education.

RESULTS

The data collected for the study were statistically analyzed and presented in order of the research questions. The statistical package for social sciences (SPSS) version 17 was used to run the data, the various results and analyses are presented in the Table 1 to 3.

Research Question One: What are the several supervision and inspection skills required by post primary school supervisors for effective delivery of their duty?

Table 1: Mean responses of supervisors and teachers on the skills required by supervisors for effective delivery of their duty.

| S/N | Items | Teachers N1=96 | | Supervisors N2=64 | | Grand Mean | Remark |
|-----|---|-------------------|-------|----------------------|-------|------------|--------|
| | | \bar{x}_1 | s_1 | \bar{x}_2 | s_2 | | |
| | | 3.60 | 21.7 | 3.40 | 23 | | |
| 1 | Special technical skills in different subjects areas- to perform primary tasks of supervision and teaching processes | 3.60 | 21.72 | 3.40 | 23.02 | 3.50 | Agree |
| 2 | Human relation skills-ability to work with people and motivate them so that they will desire good performance. | 3.38 | 22.06 | 3.61 | 6.67 | 3.50 | Agree |
| 3 | Managerial or administrative skills-ability to make decisions and create relationship that are crucial to unit or organizational goals for which the supervisor is responsible. | 3.45 | 23.03 | 3.75 | 27.3 | 3.60 | Agree |
| 4 | Effective communication skills, including listening as well as providing information that is crucial to teachers. | 3.60 | 28.19 | 3.94 | 23.99 | 3.57 | Agree |
| 5 | A supervisor has to be able to gain teachers' trust by demonstrating willingness to support them. | 3.32 | 13.82 | 2.59 | 16.21 | 2.96 | Agree |
| 6 | Give a fair consideration to teachers' input to teaching and learning activities. | 3.39 | 13.37 | 2.01 | 12.29 | 3.70 | Agree |
| 7 | Knowledgeable about process and product evaluation | 3.90 | 27.91 | 3.70 | 26.16 | 3.80 | Agree |
| 8 | A supervisor must understand school rules and regulations | 3.80 | 27.02 | 3.48 | 24.42 | 3.64 | Agree |
| 9 | Supervisor should be ready to answer teachers' questions when the need arises | 3.60 | 28.19 | 3.94 | 23.99 | 3.57 | Agree |
| 10 | Supervisors should find answers quickly to teachers | 3.48 | 22.57 | 3.55 | 23.97 | 3.51 | Agree |

| | | | | | | | |
|----|---|------|-------|------|-------|------|----------|
| | questions or problems by presenting them to the right authority | | | | | | |
| 11 | Supervisor must able to give teachers the necessary training to enable them to perform their work to the best of their abilities. | 3.46 | 23.04 | 3.55 | 24.36 | 3.51 | Agree |
| 12 | A supervisor must trust teachers to do their jobs without constant supervision to encourage them toward self-direction, this will contribute to their increased autonomy and improved self-esteem. | 2.32 | 21.01 | 2.16 | 12.77 | 2.24 | Disagree |
| 13 | Supervisor should be comfortable using an evaluation procedure to determine teachers' strength and weaknesses. | 3.30 | 19.91 | 3.69 | 26.49 | 3.49 | Agree |
| 14 | The supervisor must be tactful in carrying out his responsibility. | 3.60 | 24.33 | 3.56 | 24.45 | 3.58 | Agree |
| 15 | Supervisors must be patient with teachers – this will encourage measures among post primary school teachers | 3.55 | 14.10 | 3.72 | 25.49 | 3.53 | Agree |
| 16 | Supervisor should have the ability to settle disputes or mediate conflicts. He/she must employ skills such as hostility diffusion, active listening and conflict resolution in order to resolve dispute | 3.56 | 24.45 | 3.74 | 25.64 | 3.65 | Agree |
| 17 | Supervisor must be capable of applying school rules and regulations on sexual harassment and discrimination among staff and students | 2.16 | 12.77 | 2.02 | 14.65 | 2.09 | Disagree |
| 18 | Supervisor positive attitude: The willingness to give positive and constructive input to teachers. | 2.34 | 21.01 | 3.71 | 26.81 | 3.51 | Agree |

KEY: N_1 and N_2 = Number, \bar{x}_1 and \bar{x}_2 = Mean, s_1 and s_2 = Standard deviation

Table I shows the respondents mean scores on the supervision and inspection skills required for effective teaching of post primary schools. The result revealed that the grand mean value ranges from 2.96 to 3.80 which are above the decision point of 2.50. This result indicated that all the items were accepted as desirable skills required for effective teaching, except

items 12 and 17 which were rated low with the grand mean scores of 2.24 and 2.09 respectively.

Research Question Two: What are the factors that hinder effective supervision and inspection in post primary schools?

Summary of data on research question two is presented in Table 2.

Table 2: Mean responses of teachers and supervisors on the factors that hindered effective supervision and inspection in post primary schools.

| S/N | Items | Teachers N1=96 | | Supervisors N2=64 | | Grand Mean | Remark |
|-----|---|-------------------|-------|----------------------|-------|---------------|----------|
| | | \bar{x}_1 | s_1 | \bar{x}_2 | s_2 | | |
| 19 | Lack of basic technical skills in difficult subject areas by supervisors and inspectors | 3.55 | 14.10 | 3.72 | 25.47 | 4.13 | Agree |
| 20 | Supervisors' lack adequate knowledge on how to supervise teachers | 3.16 | 12.79 | 4.74 | 25.64 | 3.58 | Agree |
| 21 | There is an inadequate number of qualified supervisors and inspectors to supervise in post primary schools | 3.67 | 4.50 | 3.67 | 24.50 | 3.67 | Agree |
| 22 | The Government contributes to the problems of supervision through poor funding of post primary schools. | 3.60 | 4.33 | 3.56 | 24.45 | 3.58 | Agree |
| 23 | Supervisors and inspectors are not recommended for in-service training programme by ministry of education to update their knowledge | 3.45 | 23.03 | 3.75 | 27.38 | 3.60 | Agree |
| 24 | Supervisors and teacher personality conflicts may disrupt the flow and functioning of their duties during supervision | 2.32 | 21.01 | 3.71 | 26.84 | 3.51 | Agree |
| 25 | Lack of knowledge on insufficient number of instructional materials for teaching and learning by the supervisors | 3.42 | 22.98 | 3.72 | 26.19 | 3.57 | Agree |
| 26 | Supervisor avoidance of giving constructive criticism to the teachers on selfish ground | 3.41 | 22.13 | 3.65 | 26.06 | 3.53 | Agree |
| 27 | Lack of provision of vehicles for supervisors and Inspectors to convey them to distant places | 3.57 | 23.14 | 3.79 | 28.76 | 3.68 | Agree |
| 28 | Poor access road to schools can affect supervisors exercise. | 3.60 | 24.72 | 3.40 | 23.02 | 3.50 | Agree |
| 29 | Supervisors and inspectors are not giving night allowances or accommodation whenever they are out for supervision and inspection | 2.02 | 14.65 | 2.16 | 26.16 | 2.09 | Agree |
| 30 | Lack of implementation of the supervisors and inspectors report by the authority concern | 3.38 | 22.06 | 3.61 | 26.67 | 3.50 | Disagree |

KEY: N₁ and N₂ = Number, \bar{x}_1 and \bar{x}_2 = Mean, s_1 and s_2 = Standard deviation

In table 2, all the items were accepted as factors hindering supervision and inspection of post primary schools since the total grand mean values fall

within the decision grand mean value of 3.50. However, the respondents do not accept item 30 as a factor.

Research question Three: What strategies could be employed for the improvement of supervision and inspection exercise in post primary schools?

Table 3: Mean responses of supervisors and teachers on strategies for stimulating supervisors' behavior.

| S/N | Items | Teachers N1=96 | | Supervisors N2=64 | | Grand Mean | Remark |
|-----|--|-------------------|-------|----------------------|-------|------------|--------|
| | | \bar{x}_1 | s_1 | \bar{x}_2 | s_2 | | |
| | | 74 | 25.1 | 30 | 20.2 | | |
| 31 | The design of supervision in post primary schools should focus on actual work samples, facilities and equipment. | 3.74 | 25.82 | 3.30 | 20.56 | 3.52 | Agree |
| 32 | The supervisors' purpose is to improve teacher's skills and ensure accuracy in the performance of their duty. There must be understanding of interaction between the supervisor and the teacher. | 3.41 | 22.13 | 3.65 | 26.06 | 3.53 | Agree |
| 33 | To improve teachers' skills in working, some form of assessment must be done by the supervisor using strategies (observation and structured interview) that examine a teachers' behavior. This allows the supervisor to correct any error in assessment and thus increase the probability of a successful outcome. | 3.54 | 24.80 | 3.48 | 24.66 | 3.69 | Agree |
| 34 | Supervision conducted must immediately be followed by a counseling session | 3.80 | 27.02 | 3.48 | 24.43 | 3.63 | Agree |
| 35 | The supervisor could use an audiotape/videotape to provide an opportunity to give the teacher immediate corrective feedback about a particular issue in question. | 3.46 | 23.04 | 3.55 | 23.97 | 3.52 | Agree |
| 36 | The highest degree of support and a low amount of challenge or confrontation is advisable with a more competent teacher. The focus may be placed on the more advanced skills or more complex issues such as learning new and innovative techniques or modalities. | 3.33 | 19.91 | 3.69 | 26.49 | 3.49 | Agree |
| 37 | When learning style (Teaching method) is considered, a micro-training approach, focusing on specific skills might be used, demonstrated by the supervisor, and then practiced in the supervision session by the teacher in a role-play. | 3.52 | 23.22 | 3.41 | 23.37 | 3.43 | Agree |
| 38 | Some anxious teachers learn best by a macro approach, having known their specific characteristics such as gender, culture, socioeconomic status, family background and personality characteristics. For these teachers, use of written case study materials might be better than a | 3.78 | 28.86 | 3.41 | 23.37 | 3.55 | Agree |

| | | | | | | | |
|----|--|------|-------|------|-------|------|-------|
| | micro-training approach. | | | | | | |
| 39 | The supervisor may feel more like a colleague or a consultant than a teacher, which allows the supervisor to share more examples of his/her own counseling experience conveyed either through self report or via audiotapes. | 3.60 | 24.72 | 3.41 | 23.03 | 3.50 | Agree |
| 40 | Identified management problems (staffing, finance, and decision making procedures) be submitted to the department concerned by the supervisor. | 3.79 | 28.96 | 3.65 | 24.82 | 3.72 | Agree |
| 41 | The supervisor should provide solution to management problems through follow-up (frequent supervision) of post primary school. | 3.37 | 23.14 | 3.79 | 28.96 | 3.68 | Agree |

KEY: N_1 and N_2 = Number, \bar{x}_1 and \bar{x}_2 = Mean, s_1 and s_2 = Standard deviation

The result in Table 3 shows that the respondents agreed with the 11 strategies for stimulating supervision and inspection exercise. All the items were accepted as strategies because the mean scores were above the decision point of 3.50. This means all the items are strategies for stimulating supervisor's behavior.

DISCUSSION OF FINDINGS

The findings of this study are discussed in relation to the three issues raised in the purpose of the study. The first issue is the findings regarding mean scores of supervisors and teachers on supervisory skills required by supervisors for effective teaching in post primary schools. From the data presented in Table 1, all the items were accepted by the groups as major contributors toward effective teaching in post primary schools. The study shows that the mean scores of supervisors and teachers with supervisory skills required by supervisors for effective teaching in post primary school are on the higher side of the agreement. According to Dadughum (2005), the skill development is essential for the development of intrinsic potentials in an individual. Therefore, there is need to provide assistance

for supervisors to learn and acquire appropriate skills that will boost their career and stability. This result also agrees with Ndagana (2009) findings that post primary schools' supervisors require: technical skills, human relation skills and managerial skills to be effective in the delivery of their duty.

Table 2 indicates that there is no difference between the grand mean scores of supervisors and teachers on the eleven spelt-out items. Supervisors and teachers scored equally in item 21 - "inadequate number of qualified supervisors and inspectors" has a negative effect on their functioning. Also, the findings of this study was in agreement with the findings of Ezugu (2007) and Medugu (2011) who reported that majority of Nigerian post primary school leavers were unemployable or find it difficult to get admission for further study because of the failure of the entire system over many years which watched by superseding administrators. Some of the root causes according to Ezugu (2007) are deterioration of infrastructure, poor condition of facilities, outdated curriculum and poor quality of teachers.

Table 3 shows that, supervision for post primary school should focus on actual work sample.

Supervisor could use an audiotape/videotape to provide an opportunity to give the teacher immediate corrective feedback about a particular issue in question and there must be actual counselor-client interaction between them. This finding agreed with that of Bayel (2009) who revealed that supervision and inspection in education is a strategy for determining quality control and quality standard, that is carried out by supervisors and Inspectors to meet the prescribe standard in a given school.

CONCLUSION

The study centered on supervision and inspection skills needed by supervisors for effective teaching in post primary schools; several factors that hindered supervision and inspection were identified. These factors can be addressed squarely if the strategies identified are adopted by the supervisors. The study revealed that where there is good supervision and inspection, teachers and students, especially, are likely to be at their best.

RECOMMENDATIONS

The following recommendations were made based on the findings of the study:

1. In-service training should be organized for supervisors on the use of different methods of supervision and inspection skills for assessing the attainment of quality education objectives.
2. Supervisors and Inspectors must be up-to-date with what is now identified as supervisory skills for effective supervision and inspection in post primary schools and demonstrate their application in the relevant situation.

3. The Gombe State Ministry of Education and Universal Basic Education Commission should adequately fund inspection and supervision activities to ensure quality teaching and learning in post primary schools and effective school management.

4. All obsolete instructional materials, such as equipment, instruments and books among others, should be replaced with modern ones on regular basis, whenever reported by the supervisors and inspectors to the authority concerned.

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