

Exploring the Roles of Educational Supervision in the Management of Primary Schools Systems of Sokoto State, Nigeria

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Abstract

This paper reports the findings of an empirical study conducted in Wamakko Local Government Area of Sokoto State, Nigeria. The aim of the study was to find out whether supervision helps in planning, organising, directing and staffing the educational activities of primary schools in the study area. The study being quantitative in method, descriptive survey in design, used a population and sample size of 248 subjects and 153 respondents which involved teachers and headmasters respectively. Questionnaire was the main instrument of data collection. It was found that Educational supervision plays significant roles in the management of primary schools in the study area as it enhances adequate and proper planning of educational activities in the schools, help in proper organizing of educational activities, helps in directing the educational activities and programmes of the schools, and also helps in supplying manpower for the schools. Based on the findings, the study recommends among other things that educational supervisors should be people with relevant training and professional competence to enable them produce the desired effect on the supervisees. There must be well-planned programmes of supervision which can help teachers become better and competent in lesson delivery.

Key words: *Educational, Supervision, Management, Primary, School.*

Introduction

Primary Education has been described by the National Policy on Education (FRN, 2013) as the first tier of education that is given to children aged normally 6 to 11 years in primary schools. It is the central backbone of education whose success and failure determine the outcomes of the other tiers of education. This is why the whole world attached priority to it because all beneficiaries of other levels of education by necessity have to pass through it (Labo-popoola, et al. 2009). Based on this, the federal government of Nigeria in its National Policy on Education (2013) outlined the general objectives of primary education to include: inculcation of permanent literacy, numeracy and the ability to communicate effectively; laying of a sound basis for scientific and reflective thinking; providing citizenship education as basis for effective participation in and contribution to the society; character and moral training as well as the development of attitudes; developing in the child the ability to adapt to his changing environment; giving the child opportunity for developing manipulative skills that will enable him function effectively in society within the limits of his capacity; providing basic tools for further educational advancement, including preparation for travels and craft of the locality.

To achieve these objectives, the National Policy on Education (FRN, 2013) outlined the strategies for achieving the goals which include: making primary education free, universal and compulsory for all citizens; adopting uniform curriculum activities for all primary schools; touting leaning through regurgitation of facts and memorization will be deemphasized; encouraging the thorough adoption of methods of teaching that will encourage practical, exploratory and experimental methods; ensuring that medium of instruction in primary school is initially the mother tongue or the language of the immediate community and at a later stage English; production of suitable text books; abolishing of primary school leaving certificate as soon as the processes of continuous assessment have been worked out and validated.

School supervision is very important for the benefit of both teachers and pupils (Ogunsaju, 1988). According to him, school supervision is a way of stimulating, guiding, refreshing and encouraging teachers with the hope of achieving the educational set goals. He further contends that school supervision is one among the many responsibilities of an educational administrator. Since education is very important in our society, supervision must be given a high priority. This is because supervision deals with the basic needs of school and helps in provision, maintenance, assisting and proper placement of both human and non-human materials in schools.

Despite these relevancies of the school supervision, it was observed by Ekundayo (2010) and Okoye (2017) that inadequate supervision has been one of the challenges that bedevil the overall effectiveness of the school system in Nigeria, primary schools inclusive. Lack of supervision makes staff and students reluctant in discharging their teaching and learning functions in the schools. That is why primary education today lacks its basic quality (Ayodele, 2002; Ekundayo, 2010; & Okoye, 2017) whereby primary schools ended up in producing quack graduates who could not properly write, read, speak or perform simple arithmetic (Bashar, 2015) and this consequently affects the secondary and tertiary education levels. According to them, effective teaching and learning performances could be properly enhanced if frequent or routine supervision is carried out in educational institutions. In the perspective of Ayodele (2002), school supervision could be performed both internally and externally. Internal context supervision is when the school head such the headmaster alongside his/her deputies and heads of departments conduct on routine bases in the school environment to ensure that teaching and learning processes are done in the right time at the right manner; while the external supervision is the one that is carried out by the external authorities of the school such as the Ministry of Education, Local Government Education Authority and Zonal Education Offices, under which the schools operate.

Statement of the Problem

As a result of inadequate supervision of primary schools, school managers, teachers, students and others tend to be reluctant in performing their desired functions in the schools and has consequently resulted in primary education lacking its basic quality (Ayodele, 2002; Ekundayo, 2010; & Okoye, 2017) whereby many public primary schools today end up in producing quack graduates who could not properly write, read, speak or perform simple arithmetic (Bashar, 2015). This is unfortunate for an education system because primary education is the basic foundation of all the education system and so if it is good, the remaining tiers of education would be good and the vice-versa. A careful observation of current trends of poor teaching and learning practices in the primary schools in Wamakko Local Government Area, necessitates the need for this research in order to assess whether school supervision plays a role in the management of the schools because it appears that the challenges might cause set back in the primary education in the area. Therefore, the main thrust of this study was to find out whether supervision helps in planning, organizing, directing, and staffing in the primary schools in Wamakko Local Government Area.

Purpose of the Study

The purpose of this research was to determine the roles of educational supervision in the management of primary schools systems in Sokoto state, Nigeria

Research Questions:

1. Does the Educational supervision help in planning the school programmes
2. Does the Educational Supervision help in organising the school activities or programmes
3. Does the Educational Supervision help in guiding or directing the school activities
4. Does the Educational Supervision help in supplying staff for the schools

Literature Review

Educational supervision otherwise known as educational supervision or instructional supervision was essentially described as the practice of monitoring the performance of school staff, noting the merits and demerits and using benefiting and amicable techniques to ameliorate the flaws while still improving on the merits thereby increasing the standard of the school and achieving educational goads (Ogunsaju 1988). School upervision is means of stimulation, guiding, improving, refreshing, encouraging and overseeing teachers with hope of seeking for their cooperation in other to maintain or uplift the standard of the school (Nwankwo, 1985).

Educational supervision is the process of watching and monitoring the activities of staff and students so as to ensure that they are in line with policies, objectives and programmes designed for the attainment of school goals (Manga 2010). Educational supervision is the process of guiding, directing and helping the teacher in the improvement of the instructional process. A supervisor, therefore, is a person or some who possess the right and appropriate professional and academics qualification that will enable him to guide, direct and help the classroom teacher to impart the right types of knowledge's using the appropriate techniques or method and with a well-chosen instructional material on the learners, hence leading to the improvement of the instructional process (Ajayi 1985). Aiyepetu, (1987) defined school supervision as a carefully designed professional efforts towards providing guidance, control and regulation of activities of teachers, students and other school workers in the improvement of learning and quality of educational programme in schools.

Ali (2002) has defined Educational Management as any systematic effort that aims at achieving the earlier stated objectives of learning institutions which also involves all the administrative aspects related to cooperation and unifying the efforts of human and materialistic elements in the learning institution with the provision of all the means and required capabilities for the process of work. In his own way, Sharma, (2003) pointed out that school management deals with the overall school processes which include among others formulating the desired goals, acquiring and committing the resource and ensuring that the objectives are actually reached. School management is therefore a continuous process through which members of the school seek to coordinate their activities and utilize the resources in order to fulfil various tasks of the school as efficiently as possible.

Educational supervision has been considered as an integral part of formal education processes in Nigeria. According to Manga, (2010), school supervision in Nigeria has a great role in making sure that minimum standards are strictly adhered to by educational institutions; providing a forum through which purposeful and constructive advice can be rendered for the sake of improving the quality of teaching and learning in schools through improvement of educational facilities; making sure that prudence is maintained in the way and manner that public funds are spent in running the school; making available to the appropriate authorities the true position of human and material resources as they concern the schools true inspection report; stimulating and providing guidance in the display of desirable education practice while noting the various negative educational practice; knowing the performance of teachers so as to determine the level of their effectiveness and efficiency; determining the availability and condition of school facilities for repairs and expansion; examining the adequacy and accuracy of school records; enforcing compliance to policies, rules and regulations; and introducing new changes and innovations in the school system.

Through effective supervision, supervisors can reinforce and enhance teaching practices that would contribute to the improvement of students' learning (Okoye, 2017). Supervisors can help in providing meaningful feedback and direction to the teachers and this can make a profound effect on the teaching and learning that occurs in each classroom because the duo are the primary function of the schools (Ayodele, 2002). Effective instructional supervision is one of the most critical functions of the supervisor; thus, if schools are provided with equal access to quality educational programmes for all students, supervisors must hold teachers accountable for providing an appropriate and well-planned program (Joyce, 1990) in order to meet the diverse needs of all students in the school and the wider demands of the complex society. In

the opinion of Johnson et al, (1984), while conducting educational supervision, supervisors need to assimilate that directive performance is effective for teachers who might not be able to identify problem areas, who require a great deal of support, and unwilling or unable to change. It is the supervisor's responsibility to provide support, monitor the timeline activities, and to evaluate the degree of effectiveness resulting from the assistance.

Educational supervision enables the staff to come to understand how to carry out their educational functions in the schools (Bashar, 2015). This is why Winston, and Creamer (1997), buttressed that staff members need to willingly understand how to effectively perform their duties in their respective working organizations and this could be enhanced by routine supervision from either the internal or external contexts. According to Joyce (1990), supervisors must also provide the means for staffing members to develop and acquire new skills, and to achieve this, the supervision personnel must be able to maintain positive attitude among their staff members because positive attitudes have the potentials of motivating individuals to utilise their knowledge and skills to strive towards their personal, unit, and division goals. Similarly, supervisors should be able to generate more staffing to the institutions that are lacking their adequacy in order to boost the operational phenomena of the working environments of the schools.

Methodology

This study was a quantitative approach with a descriptive survey design having a population of 248 subjects comprising of 243 teachers and 5 head teachers of five (5) primary schools in Wamakko Local Government Area. The primary schools are; Yahaya Abdulkarim Model Primary School, Haliru Rijiyah Model Primary School, Kasarawa Model Primary School, Abubakar Barade Model Primary School, as well as staff Primary School Polytechnic Sokoto. The sample size of the study was 153 which was derived through purposive and stratified random sampling techniques. A structured questionnaire titled as "Roles of Educational Supervision in the Management of Primary Schools Questionnaire" (RESMPSQ) was used as the instrument for data collection. It was validated by experts and was found reliable for the study after conducting the pilot testing.

Result Analysis

The data is presented in tables of frequencies and percentages. It was analysed by treating each and every research question in isolation of the other.

RQ1: Does the Educational supervision help in planning the school programmes?

This Section provides information on whether educational supervision helps in planning the school programmes. This is demonstrated in table 1 thus:

Table 1: Educational supervision and planning of school activities or programmes

S/N	Items	Yes	%	No	%	Total	%
1.	School supervision helps my school in planning its activities.	102	76%	33	24%	135	100%
2.	School supervision helps my school to identify its problems before planning its activities.	98	73%	37	23%	135	100%
3.	School supervision help my school in making proper planning of its timetable.	113	84%	22	16%	135	100%
4.	School supervision helps in planning the extra-curricular activities of my school.	78	58%	57	42%	135	100%
5.	School supervision help in planning the school examinations.	126	93%	9	7%	135	100%

Source: Primary Data (2018)

Table 1 shows that 76% of the respondents agreed that supervision plays an important role in planning the activities of the schools under the study while 24% disagreed. Also 73% of the respondents agreed that supervision plays an important role in identifying school problems and in making proper planning of the school timetable while 23% of the respondents disagreed. Again, 84% of the respondents agreed that supervision plays an important role in planning schools time table while 16% of the respondents disagreed. Moreover, 58% of the respondents agreed that supervision plays important role in planning school extra-curriculum activities of primary schools under the study area while 42% of the respondents disagreed. Lastly, 93% of the respondents agreed that supervision helps the schools in planning school examinations of the schools under the study while only 9% disagreed.

RQ 2: Does the Educational Supervision help in organising the school activities or programmes?

Here, the participants’ responses are examined in a bid to answer the research question above. The information is displayed in table 2 as shown below:

Table 2: Educational Supervision and organisation of school activities

SN	Items	Yes	%	No	%	Tot.	%
1.	School supervision help in organizing parent teachers’ association (P.T.A) in the school.	113	84%	22	16%	135	100%
2.	School supervision help in organizing monthly meeting with the teachers in the school.	94	67%	41	33%	135	100%
3.	School supervision help in organizing quiz and competition for students in the school.	112	83%	23	17%	135	100%
4.	School supervision help in organizing inter-class football competition in the school.	87	64%	48	36%	135	100%
5.	School supervision help in organizing inter-class quiz competition in the school.	93	67%	42	33%	135	100%

Source: Primary Data (2018)

Table 2 shows that 84% of the respondents agreed that supervision plays a role in organizing parent teachers’ association in primary schools of Wamakko Local Government Area of Sokoto State while 16% of the respondents disagreed. Also 67% of the respondents agreed that supervision plays role in organizing monthly meeting with the teachers in the schools while 33% of the respondents disagreed. Similarly, 83% of the respondents agreed that supervision play a role in organizing quiz and competition for students in the schools while 17% of the respondents disagreed. Moreover 64% of the respondents agreed that supervision plays a role in organizing inter-class football competition in the schools while 36% of the respondents disagreed. Lastly, 67% of the respondents agreed that supervision is playing role in organizing inter-class quiz competitions in the schools, while 33% disagreed.

RQ3: Does the Educational Supervision help in guiding or directing the school activities?

This Section provides information on whether educational supervision helps in guiding or directing the school activities. This is demonstrated in Table 3 thus:

Table 3: Educational Supervision and Directing the School Activities.

SN	Item	Yes	%	No	%	Total	%
1	School supervision guide the school head on how to delegate some duties to staff.	102	76%	33	24%	135	100%
2	School supervision help teachers in determining how to comply with head teachers' directives.	96	71%	39	29%	135	100%
3	School supervision help in guiding how to make proper implementation of school activities.	128	95%	7	5%	135	100%
4	School supervision help teachers in giving instruction to students on what to do and how to do it.	88	65%	47	35%	135	100%
5	School supervision guide the students understand how comply with teachers' instructions.	103	76%	32	24%	135	100%

Source: Primary Data (2018)

Table 3 shows that 76% of the respondents agreed that supervision helps the school heads by guiding them how to delegate some duties to staff of the schools while 24% disagreed. Also 71% of the respondents have agreed that supervision helps teachers determine how be complying with the directives of the head teachers, while 29% of the respondents disagreed. 95% of the respondents agreed that supervision helps in guiding how to make proper implementation of school activities of the schools while 5% of the respondents disagreed. Similarly, 65% of the respondents agreed that supervision guides school teachers in giving out directives to the students while 35% disagreed. Lastly 76% of the respondents agreed that supervision plays role in guiding the students understand how to comply with the instructions of their teachers.

RQ4: Does the Educational Supervision help in supplying staff for the schools?

To answer this research question, respondents' responses are examined in table 4 thus:

Table 4: Educational supervision and school staffing

SN	Items	Yes	%	No	%	Total	%
1	School supervision make the Ministry of Basic and Secondary Education or State Universal Basic Education aware of the shortage of staff in the school.	106	76%	29	21%	135	100%
2	School supervision help identify teachers that are qualified from those that are not.	126	93%	9	7%	135	100%
3	School supervision help in requesting for more staff for the school.	125	93%	10	7%	135	100%
4	School supervision help the Ministry of Basic and Secondary Education or State Universal Basic Education Board to act promptly on the requests or needs of the schools.	109	81%	26	19%	135	100%

Source: Primary Data (2018)

Table 4 shows that 79% of the respondents agreed that school supervision makes the Ministry of Basic and Secondary Education or State Universal Basic Education aware of the shortage of staff in the schools while 21% of the respondents disagreed. Also 93% of the respondents agreed that supervision helps the schools to observe the teachers that are qualified in their areas of specialization from those that are not, while 7% of the respondents disagreed. Similarly, 93% of the respondents agreed that the school supervision help in requesting for more staff for the schools from either the Ministry of Basic and Secondary Education or the State Universal Basic Education Board while 7% of the respondents disagreed. Moreover 81% of the respondents agreed that school supervision help the Ministry of Basic and Secondary Education and the State Universal Basic Education Board to act promptly on the requests or needs of the schools, while 19% of the respondents disagreed.

Discussion of Findings

The findings of the study indicated that supervision helps in planning the school activities which is in line with the view of Adesina, (1981). It is also established by the study that supervision plays significant role in organizing the school activities and this corresponds to the opinion of scholars who buttressed that educational changes are bound to take place when schools are notably transformed in to better learning organizations by both the school managers and school supervisory team (Bashar, 2015).

Similarly, it is established by the study that supervision plays significant role in directing the school activities. The finding undoubtedly corroborates with the view of Acheson (1987) who postulates that through effective supervision of instruction, supervisors can reinforce and enhance teaching practice that will contribute to improved students learning. However, by skilfully analyzing performance and appropriate data, supervisors can provide meaningful feedback and direction to teachers that can have a profound effect on the learning that occurs in each classroom because a student learning is the primary function of the schools, (Acheson, 1987). The effective supervision of instruction is one of the most critical functions of the supervisor. If schools are provided with equal access to quality educational programmes for all students, supervisors must hold teachers accountable for providing appropriate and well-planned programmes (Joyce, 1990). These programmes include a variety of teaching strategies designed to meet the diverse needs of all students in our complex society. Johnson, (1984), further stated that a directive performance is effective for teachers, who cannot identify problems areas, require a great deal of support, and unwilling or unable to change. Including the directive conference, the supervisor identifies the problems and allows the teacher to meet the desired expectations. Following the conference, the supervisor directs and monitors the follow-up activities. It is the supervisor's responsibility to provide support, monitor the timeline activities, and to evaluate the degree of effectiveness resulting from the assistance.

The study also revealed that supervision plays significant role in supplying staff for the schools under the study. Winston and Creamer (1997) believed that supervision can is a process of managing functions intended to promote the achievement of institutional goals and to enhance the personal and professional capabilities of staff. Therefore, supervision interprets the institutional mission and focuses on human and fiscal resources on the promotion of individual and organisational competence. Staff members need to feel that they have significant influence

on selecting and defining goals of the unit and in devising strategies to accomplish them (Beach, 1989). Each staff member perceives goals as being imposed on them; they cannot make a personal investment in trying to achieve the goals of the unit. For example, it is given that a successful supervisor has a process for assigning rooms and roommates to new students. However, the individual staff members can play a larger part in defining how the process will most effectively work.

Conclusion

From the findings of the study, it is understood that a supervisory team from either the SUBEB or MBSE regularly visit the schools for carrying out supervisory functions. Moreover, majority of the respondents agreed that supervision plays significant role in planning school activities. Similarly, most of the respondents agreed that supervision plays significant role in organizing school activities, guiding or directing the schools' activities, and helps in supplying staff for the schools to run their activities effectively and efficiently. Therefore, educational supervision has significant role in enhancing effective management of primary schools in the study area.

Recommendations

In order to ensure effectiveness in educational supervision, these recommendations are put forward:

1. The Sokoto State government should sustainably provide adequate resources- human, material and financial- to enhance effective supervision throughout the schools of the state.
2. Adequate incentives need to be given to supervisors on timely basis so as to elicit more commitment from them.
3. General school facilities such as libraries, good classrooms, laboratories, qualified teachers, technical workshops should be adequately provided in the schools- state-wide- so that the benefits of instructional supervision can be fully tapped.
4. Supervisors should be people with the relevant training and professional competence to enable them produce the desired effect on the supervisees (teachers).
5. There is the need for head teachers to conducting routine supervision in the schools so that necessary things be put in place before the external teams arrive.

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