

Issues of Instructional supervisory Practices in primary Schools of Ebonyi State

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Abstract

The study examines the issue of instructional supervision in primary schools of Onueke educational zone of Ebonyi state. The purpose of the study was to find out the problems militating against effective instructional supervision in the zone. Four research questions guided the study and descriptive survey research design was employed. The population comprised of 1320 teachers in 21 primary schools in the area. Simply random sampling was used to select 100 teachers from ten selected schools. A 20 item research made questionnaire was used for data collection. The instrument received face validation and was subjected to reliability test using t-test. This was analyzed using Pearson Moment Product Correlation Coefficient and it yielded coefficient of 0.75. Mean score were to analyze the data collected. The findings revealed that inadequate personnel, poor funding, poor transportation network and inadequate materials are the problems hindering the effective supervision of institutions. Finally the paper recommended among others that government should recruit more qualified personnel into the supervisory unit in different Education Board or ministry.

KEY WORDS: Concept of Instructional Supervision, Supervisory Practices, Problems Of Supervision Of Instruction, Primary Schools, And Ebonyi State

INTRODUCTION

In any human society, organization, institution or establishment, supervision is a vital instrument for ensuring effective planning, coordinating and assessment of learning activities and programmes required for the achievement of objectives or set goals In institution of learning. Supervision is also a key element for the direction and achievement of educational goals in Nigeria. Today education is so important that it takes a very significant portion of our financial resources and public attention. In the Federal Republic of Nigeria (2004) in her national policy on education maintains that education has become as an instrument par excellence for effecting national development. Therefore, secondary education has its own important and specific objectives to be achieved within this broad national educational framework. So this underscores the current need for qualitative education at all levels. Te actualization of the above assertion involves activities in the field of education especially, in the areas of curriculum, education administration and supervision of instruction.

Looking at the quality of individuals produced from primary schools, one will believe with the opinion of Olagboye (2004) that there is no problem in formulation and introduction of educational policy that hinges on the implementation and monitoring tom ensure that the policy guidance are adequately followed for the actualization of educational goals. In this regard the assessment of the problem of supervisory practices in Nigeria primary school system and Ebonyi state in particular becomes imperative. The National Policy on Education (2004) is clear on this, by remarking that the success of any system of education is dependent on inspection and supervision of instruction.

Various educational experts variously defined the word supervision, but one think common among these definitions especially with the modern concept of supervision is that it is a practice based on the principles of democratic interaction between the subordinate (supervisee) and the super-ordinate (supervisor). Carter (2000) see supervision as: all efforts as designated to schools towards providing leadership to the teachers and other educational workers for the improvement of classroom instruction”.

Ezekwugo (2005) asserts that supervision is a planned programme required for the improvement of instruction. This implies that instructional supervision involves a set of activities, which are called on with the purpose of making the teaching learning process better for the learner. The need for effective supervision of the educational system cannot be over-emphasized, especially with the challenges of the economic reality facing implementation of

educational programme in Nigeria that made the government to be lacking zeal in funding our institutions of learning (Adegoroye, 1995). That is why Ezeocha (1990) noted that any type of assignments or projects that are undertaken by people and are not carefully supervised run into the danger of being haphazardly finished or not finished at all. He emphasized that considering the enormous roles of supervision of instruction for the achievement of the goal of education that the supervisors should be a leader which is well trained and skilled in human relation, group process, personnel administration and evaluation. However, researchers in education have decried the paucity of such persons/activities in our institutions. Considering the way and manner people avoid their teaching job in Nigeria (Ezeocha 1990). This according to him has been the problem of our educational programmes. In a related view Adeoye (1999) maintains that inaccessibility of most schools contribute to poor attitude of supervisors towards supervision of schools.

In our secondary school system today, supervision of instruction seems to be paid little or no attention, and this, has drastically reduced the quality of teaching and learning activities in secondary schools. It is on these notes that the present work sought to find out the problems hindering effective instructional supervision in secondary schools in Onueke Educational zone in Ebonyi State.

Statement of the Problem

The goal of any educational activity is to bring about improvement in the learner. Supervision of instruction seeks to do this by bringing about improvement in teachers and invariably in the learner. Looking at this obvious fact, school activities demand a great deal of supervision of instruction in order to make reasonable achievement. If supervision of instruction should bring about improvement of secondary school and educational system as a whole, the present study becomes imperative so as to guarantee quality supervision of instruction in secondary schools. Media and many research reports have indicated a steady decline in the quality of education in the recent time. This has been attributed to poor supervision of instructional programme in school. It is in the light of this claim that this study aimed at finding out the problems hindering effective instructional supervision in secondary schools in

Onueke educational zone of Ebonyi State, Nigeria. Public outcry in the state shows that problems of instruction may range between teacher poor attitudes towards teaching profession, principals' neglect of their supervisory duties and various forms of corrupt practices in our educational system hence this calls the researchers attention for this investigation.

Purpose of the Study

The main purpose of the study is to investigate the problems of instructional supervision in primary schools in Onueke education zone of Ebonyi State. Specifically, the study aimed at finding out whether:

- 1) Inadequate qualified personnel constitute a problem to instructional supervision in primary schools in Onueke education zone.
- 2) Inadequate fund pose a problem to instructional supervision in primary schools in Onueke education zone.
- 3) Poor transportation and communication network affect instructional supervision in primary schools in Onueke education zone.
- 4) Inadequate materials and equipment affect instructional supervision in primary schools in Onueke education zone.

Research Questions

For the purpose of this study to be achieved, the following research questions were raised to guide the study:

- 1) How does inadequate qualified personnel constitute a problem to instructional supervision in primary schools in Onueke Education Zone.
- 2) How does inadequate fund pose a problem to instructional supervision in primary schools in Onueke Education Zone.
- 3) How does poor transportation and communication network affect instructional supervision in primary schools in Onueke Education Zone.
- 4) How does inadequate materials and equipment affect instructional supervision in primary schools in Onueke Education Zone.

Methods

The study employed descriptive survey research design, also, the study was carried out in Onueke Education Zone of Ebonyi State which comprises of Ezza South, Ezza North, Ikwo and Ishielu Local Governments. The population of the study comprised of 1320 teachers in 66 primary schools in the area. Simple random sampling was used to select 10 teachers from each school this bring about 100 research respondents while Self structured questionnaire titled “issues of instructional supervisory practices assessment scale”. The instrument received face validation from 3

experts Educational Administration and an expert from Measurement and Evaluation. More so, the instrument was pilot tested through test-retest method. This was done using ten teachers in Abakaliki Education Zone of Ebonyi State. This was done on two accessions at the interval of two weeks. The results of the two tests were correlated using Pearson Product Moment correlation procedure and it yielded 0.76 correlation coefficient. Data were collected personally by the researcher and were analyzed using mean scores.

RESULTS

Results were presented in line with the research questions that guided the study.

Research Question one:

How do inadequate qualified personnel constitute a problem of instructional supervision in primary schools?

Table 1: The Mean responses of the respondents on how inadequate qualified personnel constitute a problem to instructional supervision in primary schools.

S/N	Questionnaire Item	SA	A	D	SD	N	FX	X	Decision
1	The number of supervisors is enough to supervise all the teachers in the school at one visit.	40	60	60	40	100	200	2.0	Disagree
2	Schools are supervised at least every month.	40	45	120	15	100	220	2.2	Disagree
3	Available supervisors are trained for the	100	120	5	10	100	280	2.8	Agree
4	A good number are professional supervisors in supervision of instruction	60	45	130	5	100	240	2.4	Disagree
5	Majority of the supervisors exhibit the skills required for effective supervision of instruction	80	90	80	10	100	260	2.6	Agree
Grand Mean								2.34	

The result of the data analysis in table one showed that the respondents disagree with the statements of items 1,2, 4 and 5 but agreed with item 3 statement. This means that the numbers of available supervisors are not enough to supervise all teachers in a school at a visit. It also revealed that schools are not supervised at least once a month and a good number of supervisors are professionals and majority exhibit the skills effectively. The respondents

admitted that the available supervisors were well trained for the job and they display required skills during supervision.

Research Question Two

How do inadequate funds affect instructional supervision in primary schools?

Table 2: Mean response of the respondents on how inadequate funds affect instructional supervision in primary schools.

S/N	Questionnaire Item	SA	A	D	SD	N	FX	X	Decision
6	Supervisors are provided with imprest for	48	75	86	20	100	229	2.29	Disagree
7	Supervisors are paid special allowances.	60	60	80	25	100	225	2.25	Disagree
8	School provides supervisors with money. for transport.	100	90	50	20	100	260	2.60	Agree
9	Supervisors demand money from schools as gratification.	80	120	80	10	100	290	2.90	Agree
10	Supervisors extort money from teachers during supervision.	80	90	70	15	100	255	2.02	Disagree
	Grand Mean							2.41	

The result of the data analyzed in table 2 reviewed that the respondents disagree with the statements of items 6, 7 and 10 but agreed with items 8 and 9 statements. This implies that supervisors are neither given imprest for running cost nor special allowances to take care of the hazards associated with supervision of instruction in primary schools. Also glanced from the findings was that supervisors are provided with transport money by the schools during supervision visit because they demand for it. Also, that teachers are charged some amount of money by supervisors if teachers are found wanting during supervision exercise.

Research Question Three

How does poor transportation and communication network affect instructional supervision in primary schools?

Table 3: Mean response of respondents on how poor transportation and communication network affect instructional supervision in primary schools.

S/N	Questionnaire Item	SA	A	D	SD	N	EFX	X	Decision
11	Some schools are not accessible to supervisors with motor vehicle due to poor road network.	8	120	80	30	100	270	2.70	Agree
12	Some schools are not accessible to supervisors with telephone services due to unavailable network.	80	40	80	30	100	210	2.10	Disagree
13	Some schools are not accessible during raining season due to lack of bridges across water ways.	100	45	44	24	100	213	2.13	Agree
14	Supervisions are provided with motor vehicles for the purpose of supervision	28	30	60	53	100	171	1.71	Disagree
15	Supervisors are provided with cellular phones for easy communication.	32	30	80	42	100	182	1.82	Disagree
	Grand Mean							2.09	

The analysis of data in table 3 shows that the respondents; disagreed with the statements in item 11, 12,14 & 15. This means that inaccessibility of some schools due to bad bridges and poor network were a serious problems to supervision or instructional programme in secondary schools. The findings also implied that supervisors were not provided with motor vehicles and cellular phones for easy movement and communication. The mean response of item even indicates that some schools are not accessible to supervisor all year round due to poor road network. Looking at the grand Mean, the 2.09 shows that transport facilities and network creates problems towards effective supervision of institution especially at primary school level.

Research Question Four

How does inadequate materials and equipment affect instructional supervision in primary schools?

Table 4: Mean response of the respondents on how inadequate materials and equipment affect instructional supervision in primary schools.

S/N	Questionnaire Item	SA	A	D	SD	N	FX	X	Decision
16	Supervisors provide themselves with current textbooks on instructional supervision.	40	60	80	30	100	210	2.10	Disagree
17	Supervisors come with teachers performance evaluation report form during supervision.	40	90	80	20	100	270	2.30	Disagree
18	Supervisors are provided with relevant stationeries like flies.	52	75	70	27	100	224	2.24	Disagree
19	Supervisors are provided with computer.	32	66	60	40	100	198	1.98	Disagree
20	Supervisors are provided with projectors.	-	-	120	40	100	160	1.60	Disagree
	Grand Mean							2.09	

From the mean responses in table 4, it could be seen that the respondents disagreed that supervisors provide themselves with current textbooks. It is also evident from the mean responses of item 17 — 20 that supervisors do not go with teachers’ performance evaluation report forms. Supervisors are not provided with stationeries’, computers and projectors to facilitate their Job. The grand mean is below the criterion mean of 2.50. this implies that inadequate materials and equipment constitute a challenge to the supervisors of instruction in primary school.

Discussion

In research question one which sought to find out how inadequate qualified personnel affect instructional supervision in secondary schools. The findings revealed that although some of the available supervisors are qualified but the number are not adequate for effective supervisions of instruction to be carried out in primary schools. This finding agreed with Akabogu (1991) who noted that the number of schools and teachers to be supervised are much not proportional to the number of supervisors. This has not only affected the frequency of supervision but also the quality of supervisory services rendered in schools.

In respect to inadequate fund as it affect instructional supervision in primary school as provided by research question two, the finding indicated that supervisors are not provided with imprest money or special allowances to take care of running cost and as such are tempted to ask for or receive financial gratifications from principals and teachers. This made them to compromise the aim of supervision and reduce the personality of the supervisors. This finding is in line with the findings of Adegoroye (1995) when he noted that challenges of economic reality made government to be lacking zeal in funding of institutions.

For research question three which aimed at finding out how poor transportation and communication network affect instructional supervision in primary schools. The findings revealed that many schools were inaccessible to supervisors due to poor road, bad bridges and poor telephone network coverage. Also supervisors were not provided with official vehicles and cellular phones to aid their movement and communication. This has greatly hampered the

effectiveness of supervisors in their supervisory roles. The findings are in consonance with the views of Adeoye (1999) which holds that inaccessibility of most schools contribute to supervisors failure in supervision of instruction.

Finally, the findings from research question four which aimed at finding out how inadequate materials and equipment affect instructional supervision. Here, it was revealed that supervisors are not provided with stationeries, computers and projectors which are necessary for their job. This corroborated with the ideas of Adeoye (1999) who observed that supervisors lack relevant materials tools and resources necessary for effective execution of their functions. In all, it was discovered that supervision of instruction has been hampered by many factors ranging from inadequate personnel to inadequate materials and equipment.

- (4) Teacher's professional growth and development are jeopardized because of the inefficiency of the supervisor in providing opportunities for teacher's improvement.

Recommendations

Based on the finding of this study, the following recommendations were put forward:

- (1) More qualified personnel should be recruited by government into the supervisory unit in the ministry of education and State Universal Education Board (UBEB).
- (2) More funds should be provided by the government to the supervisors in form of imprest money or special allowances considering the role of supervision in the overall teaching and learning process.
- (3) Good vehicles and with communication gadgets should be allocated to supervisory units to enhance their movement and communication.
- (4) The supervisory unit should be equipped with stationeries, computer and projectors for effective discharge supervisor roles in primary schools.
- (5) Principal and teachers should be re-oriented to understand their roles and responsibilities in the over supervision of instructional programme in primary schools.

CONCLUSION

The importance of instructional supervision in the improvement of teaching and learning cannot be over-emphasized. All hands must be on deck towards remedying the issue of inadequate personnel, poor funding, poor transportation, communication network and inadequate material/equipment for effective supervision of instruction in Nigerian schools and Ebonyi state primary schools in particular.

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