



SUPERVISION OF SECONDARY SCHOOL EDUCATION IN NIGERIA: PROBLEMS AND SUGGESTION

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Article history:	Abstract:
<p>Received 10th May 2021 Accepted: 17th May 2021 Published: 18th June 2021</p>	<p>The article discusses the problems facing the supervision of the secondary school education in Nigeria. Secondary data was used to support the points raised in the article. Therefore, print materials and online publications by recognized institutions and individual authors were the secondary source of data collection. The article identified the following challenges; inadequate funding, shortage of professional supervisors, inadequate supervision materials, political instability, and policies instability, poor capacity development of supervisors, corruption, inadequate transportation facilities and insecurity problems. However, the paper recommended: that the government should increase the funding of instructional supervision of secondary schools, employ more professional supervisors, provide adequate supervisory materials, ensure constant training and retraining Programme for instructional supervisors, provide adequate transport facilities, fight all forms of corruption hindering effective supervision and ensure adequate security for supervisors on special supervision Programme across the country.</p>

Keywords: Supervision, Secondary school, Education Programme, Problem

1.0 INTRODUCTION

The National policy on Education (2013) clarifies that one of the cardinal objectives of administration in education is to ensure quality control through regular inspection and continuous supervision of instruction and other educational services.

Supervision of federal secondary schools is under the federal ministry of education while supervision of state owned secondary schools in Nigeria is under the state ministries of education and other agencies and commissions established by the government. Some state government has established quality assurance and other commission to ensure effective supervision of secondary schools across the country.

The academic performance of secondary schools across the states in Nigeria is not encouraging. The standard of secondary school is falling.

The present situation of supervision in schools as reported showed there has not been thorough supervision of schools in recent past decades. The present situation shows that instructional supervision of education at every level of education is weak. Educational supervision in the Nigerian educational system has not received maximum attention from the government. Reports from researchers on the level of instructional supervision on the Nigerian educational system are not encouraging. Ezekwensili, (2007), observed that in many schools there are lack poor or ineffective supervision of personnel and instruction materials.

Anukam (2009) observed that the nation is finding ways of improving supervision of schools in the wake of assumed falling standard of learning, increased school enrolment, and increased recruitment of unqualified teachers. The author emphasized the importance of supervised instruction in schools as a correlation of students 'positive' academic performance.

2.0 LITERATURE REVIEW

2.1 Concept of Instructional Supervision

Asemah (2010) defines supervision as a way of advising, stimulating, guiding, improving, refreshing, encouraging and overseeing their operations in order for the supervisors to be successful in their task of supervision. Kamindo (2006) viewed supervision as leadership for the improvement of instruction and ultimately student learning. These definitions suggest that the role of supervision is to improve teaching and learning through a deliberate emphasis on ways and means of instilling excellence in the quality of instruction. Supervision is a process which strives to stimulate others towards greater effectiveness or productivity. Nwankwo (1984) defines instructional

supervision as a set of activities which are carried out with the purpose of making teaching and learning better for the learner whereas personnel supervision deals with the set of activities which are carried out by the supervisor with the basic aim of sensitizing, mobilizing and motivating staff in the school towards performing their duties optimally in terms of the achievement of the stated aims of the educational system.

Abama (2002) refers to instructional supervision as "that phase of school administration which focuses primarily on the achievement of the expectations of the educational system". Kimosop (2002), instructional supervision is an expert technical service primarily concerned with studying and improving learning and pupils' growth. We can also define instructional supervision as the set of activities designed to improve the teaching-learning process. In Nigeria, there has been a critical analysis on what instructional supervision should be. Spears (2007) saw instructional supervision as an internal process (micro-inspection). Idoko (2005) defines instructional supervision as a process of formerly making provision to change one's behaviour to improve learning. He maintains that behaviour can include administrative, counseling, supervisor and students' behaviour.

There are two types of instructional supervision, namely external supervision and the internal supervision. Ogunode (2020) cited Neagley, & Evans, (1970) who see internal supervision as supervision within the various institutions by the institutional heads while external supervision deals with supervision from the local, district, regional or national offices. Internal supervision is where the head or principal in present day public school organization is the chief school administrator in the day-to-day administration and supervision of the school. On the other hand, Wanzare, (2011) is of the view that internal supervision deals with all the activities performed by teachers and principals in the school to enhance teaching and learning. We could classify internal supervision as that type of supervision that takes place within the school itself. Head teachers, teachers and pupils do this type of supervision. Supervision by the pupils is when from time to time prefects and class leaders ensure that assignments given to pupils/students are done, when teachers are absent from the classroom. Supervision of the pupils/students' work by the teachers is very important in enhancing pupils' achievement because the teacher/pupil contact daily more than any other contact the pupil has with other supervisors.

Halpin, (1966) defined external supervision as playing a complementary role in the supervisory process. He looks at external supervision as complementing the role and duties of the internal supervisor by providing professional advice and guidance to teachers. But Beach, & Reinhartz, (2000) are of the view that the external supervisor is mainly to evaluate the effectiveness of the instructional programme in terms of what it does to the people. Sergiovanni, & Starratt, (2007) observed that the duties of the external supervision include making the work of teachers more effective through such things as improved working conditions, better materials for instruction, improved methods of teaching, preparation of courses of study, supervision of instruction through direct contact with the classroom teacher.

There are many investigations on the instructional supervision of schools. Eunice (2016) did a study that examined the extent to which instructional supervision related to Care-Giver performance in Federal Capital Territory, Abuja. The findings revealed that adequate supervision in the early childhood education assists caregivers in acquisition of new skills; help inexperienced care-givers to acquire an alternative method of teaching and help them identify children with learning impairment, though not done regularly. The researcher recommends that school heads should encourage frequent supervision of instruction in their various schools. Teachers who are well trained and have the knowledge of the theory and practical education should be recruited.

Christopher, Ambrose and Pearl (2019) examined the problems associated with school supervision at the basic school level in the Hohoe Municipality of the Volta Region in Ghana. The study revealed that two types of supervision strategies (internal and external) were found to be in use in schools in the Hohoe Municipality, but not concurrently. It was also revealed that Head teachers vetted lesson plans but never supervised lesson delivery. The study recommended that all supervisory strategies (internal and external) should be adopted because both are necessary strategies for effective supervision. Similarly, it is recommended that head teachers should follow-up into the classrooms to supervise the lesson delivery, which forms a major part of the teaching and learning process.

Onele& Aja - (2016) also looked at 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. 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.

Yuguda, Kotirdea and Jailani (2015) did a paper that focus on problems associated with supervision in Nigeria. Based on the findings, they concluded that process of supervision is becoming a serious problem that is yet to be properly addressed in Nigeria Secondary School. In conclusion, Supervision at every local, national and international level should take their responsibilities seriously by engaging in educational activities that could enhance their skills. These include, among others, strategic seminars, workshops, regular visits and exchange programs pursuit of higher educational qualification and supervisors that excel in their assignment should be rewarded accordingly either in kind or cash.

Paul (2015) carried out a study with the purpose of identifying the problems militating against effective inspection of schools in Nigeria. The study revealed that: inadequate number of inspectors, inadequate motivation of inspectors, lack of executive power to ensure implementation of inspection recommendation are problems militating against effective inspection of schools in Nigeria.

Umar, Hauwa'u and Nura (2017) also carried a study that examined some problems or constraints of the supervision of education in secondary schools in Nigeria. The paper disclosed that: poor communication, unqualified and untrained supervisors, lack of materials resource, inadequate supply of personnel, financial constrains, poor human relation, administrative problems, political instability, low teachers morale, indifferent attitude of ministry of education officials to the supervision of instruction among others. The paper also itemizes some remedies to constraints on effective supervision of instruction such as the supervisors should behave and function as teachers' friends, advisers, guides and consultants. A relationship that teachers look forward to and are happy at should be developed, all state ministries of education and other relevant agencies should have printed inspection guidelines spelling out the duties of the supervisors at all levels among others.

Paul (2015) discovered that problems militating against effective school inspection in Nigeria include:

1. Inadequate number of school inspectors.
2. Inadequate funds for school inspection.
3. Inadequate transportation.
4. Poor implementation of inspection reports.
5. Inadequate facilities for inspection.
6. Inadequate incentives and motivation
7. Inadequate training and experience in educational supervision.
8. Lack of in-service opportunity for training and retraining of school inspectors.
9. Inadequate time for inspection due to non-supervisory administrative burden.
10. Lack of executive power to ensure implementation of recommendations.
11. Lack of commitment by inspectors
12. Uncooperative attitude of the school principals and teachers
13. Inspector's autocratic supervisory style
14. Lack of follow-up inspection
15. Corrupt practice among the school inspectors
16. Use of unqualified teachers for inspection.

The constraints and the problems confronting supervision of instruction have aptly been summarized by the UNESCO report (1998) as

- a) Use or employment of unqualified and untrained person for quality control, thus leading to poor quality out-put-teachers, inspectors and supervisors of education come under this category;
- b) Use of officers/persons in discipline or tasks outside their competence;
- c) Inadequate tools and materials, books and equipment, transportation for inspectors/supervisors and stationary for institutions;
- d) Lack of basic training, retaining or orientation, and lack of exposure/attachment to experienced officer;
- d) Absence or inadequate of minimum funds and the resources for inspection;
- e) Inadequate implementation of inspection reports and recommendation thus derogation from their critical importance for quality, and a fall in the quality of such reports;
- f) Gross over-enrolment in schools and classes, creating over-sized institution which is impossible for effective management, sound teaching and learning among others.

3.0 METHODOLOGY

The objective of this article is to discuss the challenges facing the office of the Registrar. This research used secondary data. The researcher relies on published secondary data from reputable sources, including a review of published articles from reputable international journals such as CEON, Elsevier, Hindawi, JSTOR, IEEE, Learn Techlib SAGE, Nebraska and Springer amongst others. This research used Content Analysis in the selection and analysis of papers, journal and abstract used for the article. The design adopted for this article was to show understanding on the problems facing the office of the Registrar and how to solve it. This study employed content analysis method by selecting the relevant content of the literatures related to this study; and the literature review enable the overall development of the study, which ordinarily centered on theoretical and conceptual exploration.

4.0 DISCUSSION

There are many challenges facing instructional supervision of secondary schools in Nigeria. Some problems facing supervision of secondary schools in Nigeria include inadequate funding, shortage of professional supervisors, inadequate supervision materials, political instability, and policies instability. Other are poor capacity development of supervisors, corruption, inadequate transportation facilities and insecurity problems.

4.1 Inadequate Funding

Inadequate funding is a major problem facing the supervision of secondary school education. The fund allocated for supervision of education by the government is not adequate to supervise the secondary school education

effectively. The inability of the federal and state government to stick to the 26% UNESCO recommendation for the administration of education annually is responsible for the poor funding of supervision of secondary schools in Nigeria. Inadequate funding of supervision of secondary school education is responsible for shortage of professional supervisors, inadequate supervision materials, inadequate transportation facilities and poor capacity development programme of supervisors across the country. This submission is confirmed by Noun (2007) who submits that funding has been a major challenge facing not only supervision of instruction but also education. The fund available to the inspectorate unit in the ministry of education does not carry out the enormous task given to them. It is becoming increasingly impossible for inspectorate unit of the education ministries to service and repair vehicles needed for supervision exercises and even to pay duty tour allowance (DTA) of supervisors where need be. The state government lacks the political will to support effective supervision of secondary schools across the country. The attitudes of the political actors towards supervision of education are not encouraging. Noun (2007) observed that during the colonial and postcolonial era, funding of schools was based on the submitted reports by the supervisors of education about the development of the schools. Funding schools in contemporary times does not depend on school performance in examinations. Supervisor's report is now worthless at the ministry because the reports are not being taken seriously by the ministry of education officials in the recent past as they were in the colonial period. Inadequate funding either by government, concerned Ministry and individual proprietors affect supervision and administration of schools. This inadequacy is reflected in non-provision of the school's statutory material and physical plants. Operational funds or impress is not available, thus there is no provision for stationary, even old equipment are not maintained and there are no conducive office accommodations (Peretomode, 2009). Also Anuna (2004) has the view as inadequate funds have been the bane of the supervision and has almost destroyed inspection of schools in Nigeria. The money made available to the inspectorate unit is not sufficient for the enormous task entrusted to them. Lack of funds entails no touring advance and allowances for the inspectors and inability to service and repair the vehicles needed for the supervision (Packard, 1988).

4.2 Shortage of Professional Supervisors

Shortage of professional supervisors with specialization in the supervision of secondary school is an enormous challenge preventing effective supervision of secondary school education in Nigeria. Many state ministries and agencies of state government do not have adequate professional supervisors for supervision of secondary schools across the federation. The inability of the government to employ adequate supervisors is affecting the supervision of secondary schools education across the country. Noun (2007) asserted that Nigerian supervisors of education are deficient in relevant supervisory skills because there is no pre-professional or pre-practice training for the supervisors. School heads need to be trained in order to acquire the relevant skills for performing the supervisory functions. Umar; Hauwa'u & Nura (2017) also agreed that many schools in the country suffer defective teaching because the absence of qualified staff in some subject areas. Also, insufficient and unqualified supervisors in the educational system in most cases, many schools visited are not thoroughly assessed because the inspectors/supervisors are not enough for the subject areas. Another fact is that most of the inspectors are not specialist in important areas like science and technical subjects.

4.3 Inadequate Supervision Materials

Inadequate supervisory material is a problem affecting effective supervision of secondary school education in Nigeria. Many supervisors working in the various state ministries of education and agencies carrying out secondary schools do not have adequate supervisory materials to carry out effective supervision in secondary schools across the federation. This submission is confirmed by Umar; Hauwa'u & Nura (2017) who observed that Supervisors face an obstacle of insufficient materials. This is as a serious problem which hinders their assignment. The job of supervision is done through the use of material resources. What materials to use, how many are available to the instructional supervisor may depend on the type of supervision envisaged. The materials or equipment needed may also depend on whether the instructional supervisor is internal or external personnel (Ani, 2007)

4.4 Political Instability

Another problem preventing effective secondary school supervision in Nigeria is the problem of political instability. The political atmosphere in Nigerian states does not support effective supervision of secondary schools because of unstable political environment. The change in government and administration in the various states across the country is affecting effective supervision of secondary schools. The instability caused due to frequent changes in government policies affect education of students. Frequent changes in school curriculum and school system by the ministries and schools also affect the overall performance educational system (Ani, 2007)

4.5 Policies Instability

Policies instability is a big problem facing the supervision of secondary school education in Nigeria. The government in Nigeria is known for changing educational policies always and this is affecting the supervision of secondary school education in Nigeria. Every new government and new administration introduces new policies and the old policies made by the previous administration were abandoned. This act of changing educational policies is affecting the supervision of secondary school across the country. Noun (2007) attests to this submission by observing that policies instability has to do with a frequent change in educational policy without adequate knowledge of the supervisors which often leads to confusion or uncertainty. The government failed to carry supervisors along when policies affecting education are to be changed/amended For example, change of school calendar, abolition and re-establishment of bodies like NPEC, abolition and re-introduction of private universities etc. Umar; Hauwa'u & Nura

(2017 and Peretomode (2009) agreed that frequent change in government cannot have an organized administrative pattern in its education. Education has always remained the scarification lamb of the country's polity. This is due mainly to its structure and programmes.

4.6 Poor Capacity Development of Supervisors

Poor capacity development of supervisors is another problem militating against effective supervision of secondary school education in Nigeria. Some instructional supervisors working in the various state ministries of education are not constantly been exposed for training and retraining programme and this is affecting the performance of the supervisors. Research has it that instructional supervisor that goes for training and retraining programme regularly performs better than those who do not go for training and retraining programme. The poor capacity development programme of instructional supervisors is responsible for poor supervision of secondary school education in Nigeria. This submission agrees with the conclusion of Noun (2007) that argued that most of the personnel used as supervisors of instruction in most states in Nigeria do not have the pre-requisites teachers' qualification and experience. Most of the supervisors lack professional supervisory skills. Noun (2007) noted that some supervisors still adopt autocratic, fault-finding styles of inspection. This makes the school head and teachers become apprehensive. This set of supervisors always assumes mastery of the subjects and expects the teacher to be subservient to them. They assume that supervisors have the knowledge and regard the teachers as inferior workers who should take instruction from them without questioning; this will always breed disdain and contempt instead of cooperation. Anuna (2004), many of the personnel utilized for supervision of instruction did not have the prerequisite qualification and experience. Some states in Nigeria still employ and used graduate-teachers without professional teacher qualification as supervisors of the schools. Also, most of the time the supervisors and inspectors supervised subjects they do not have the academic competence.

4.7 Corruption

Corruption is another problem facing the supervision of secondary school education in Nigeria. Corruption has penetrated the Nigerian educational institutions. Funds released for supervision programme in many states, ministries of education and agencies have been mismanaged, looted or misappropriated by some educational officers and school principals. The high level of corruption in the ministries of education across the state government is responsible for ineffective supervision of secondary school education in Nigerian states. According to a public survey released Tuesday by the Socio-Economic Rights and Accountability Project (SERAP) reports high levels of corruption in public institutions in Nigeria for the past 5 years. Of the five major public institutions surveyed, the police emerged as the most corrupt, with the power sector identified as the second most corrupt in the country today. Other public institutions identified as corrupt by 70 percent of Nigerians surveyed are the judiciary, education and health ministries. The survey reveals that the level of corruption has not changed in the last five years. The funds made available for the supervision of education sometimes end up in private pocket. Public funds made for the provision of educational services have been diverted and mismanaged.

4.8 Inadequate Transportation Facilities

Inadequate transport facility is another challenge preventing effective supervision of secondary school education in Nigeria. Many state ministries and quality assurance units in majorities of states in Nigeria do not have adequate transport facilities to support the supervision programme of secondary school education in the various states in Nigeria. Noun (2007) observed that supervisors of education have often complained of inability to cover most of their areas of operation. This is compounded by inaccessibility of some areas, e.g. riverine, nomadic and rural areas where schools are located. The problem of transportation cannot be separated from poor funding of the inspectorate unit in the ministry of education and the state of all Nigerian roads.

4.9 Insecurity

Insecurity in Nigeria is preventing effective supervision of educational institutions, especially the secondary school education across the federation. The high rate of insecurity in the Northern Nigeria is affecting supervision of secondary schools across the various states in the Northern part of Nigeria. Boko Haram members have killed many students, teachers and school administrators by fighting against western education in Nigeria, especially in the Northern part of Nigeria. According to the Cable (2019), the United Nations Educational, Scientific and Cultural Organization (UNESCO) says Boko Haram has killed 2,300 teachers in Nigeria's northeast since the start of the insurgency in 2009. In the 2018 UNESCO global education monitoring report (GEM), the UN agency said 19,000 teachers have been displaced in the region, affecting access to education."In north-eastern Nigeria, as of late 2017, there were 1.6 million IDPs, including about 700,000 school-age children, as a result of violent attacks on civilians by Boko Haram, which began in 2009 (UNOCHA, 2017b)," the report read in part."Boko Haram has destroyed nearly 1,000 schools and displaced 19,000 teachers (HRW, 2016). Reports show it had killed almost 2,300 teachers by 2017 (UNOCHA, 2017)."The latest education needs assessment found that out of 260 school sites, 28% had been damaged by bullets, shells or shrapnel, 20% had been deliberately set on fire, 32% had been looted and 29% had armed groups or military in proximity."

5.0 CONCLUSION

From the literature analyzed and reviewed, this article concluded that inadequate funding, shortage of professional supervisors, inadequate supervision materials, political instability, policies instability, poor capacity development of supervisors, corruption, inadequate transportation facilities and insecurity problems are some problems facing supervision of secondary schools in Nigeria.

5.1 Recommendation

From the findings, this study made the following recommendations:

- a) The government should increase the funding of instructional supervision of secondary school across the country;
- b) The government should employ more professional supervisors in the ministries and agencies
- c) More supervisory materials should be provided for all supervisors working in the state ministries and department in charge of supervision;
- d) The government should provide adequate transportation facilities for all the departments and agencies in charge of secondary school supervision in the various across the federation;
- e) The government should ensure training and retraining programmes are constantly organize for instructional supervision across the federation;
- f) The government should fight all forms of institutional corruption in the ministries and agencies of government handling instructional supervision in the country;

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