

SUPERVISION IN SCHOOL MANAGEMENT: CHALLENGES AND WAY FORWARD

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ABSTRACT

Supervision is characterized by collaboration, science, integrated, standing and flexible. The functions of supervision such as goal development, paper examines the characteristics of supervision which include; Collaboration, standing, motivation, professional growth, programme development, problem solving, control and coordination, this and evaluation of educational outcomes. Effective supervision in school management is being challenged by shortage of external supervisors, staff inadequacy, inadequate instructional materials, lack of training, lack of time, fiscal inadequacy, and inadequate instructional materials. The ways by which supervision can be improved upon has been discussed in this paper. These are: joint effort, work-related skills, personal skills, dual focus, attitudes, growth and orientation, clear understanding, proactivity, knowledge and information and systematic process.

Keywords: Supervision, School, Management, Challenges, Forward.

Introduction

Organizations and institutions supervise and evaluate employee's performance for several reasons including retention, promotion and accountability for completing job related task. Educational institutions are not different as it requires supervision of classroom instruction to evaluate teachers' effectiveness. Also, education aim at bringing about the relative change in behavior of the learners, as a result of learning. The behavioral change can only occur in learners based on the amount of instruction given to the at any level of education vis-a-vis how such instruction is being delivered during the teaching and learning process. However,

well packaged instruction is at any level of education but without effective supervision during lesson delivery period, such instruction may fail to achieve its desired result.

In Nigeria, education is on the concurrent list of government and makes the issue of instructional supervision to vary from state to another. However, some state some state has 'adequate arrangement in the place to effectively supervise at all level of education particularly at the secondary level whereas some states failed to put the necessary machineries in place to effectively supervise instruction at the secondary level. For example, Ondo State government in 2009 created Quality Assurances Education Agency as a parastatal under the Ministry of Education to supervise instruction both at the primary and secondary schools within the state.

Secondary education occupies a unique position among all levels of broad education. The goals of secondary education include: the preparation of the individuals for useful living within the society and higher education. Thus, in order to achieve the stated goals, there is need effective supervision of instruction in secondary schools. In general, instructional supervision is geared toward the improvement of the teaching and learning process for the benefit of both the teachers and the learners. Evidence from previous studies conducted by scholars (Handal&Lauvas, 1987; Gregory, 2010) showed that instructional supervision has always been regarded as essential and integral parts of school administration and basically geared towards the improvement of all factor in teaching and learning.

Supervision is a professional activity concerned with the development, maintenance, and improvement and must be carried regularly in order to identify the problems militating against the progress of the school system and also to proffer solutions to these problems. This paper has explained the characteristic, functions challenges and the way forward to effective supervision for better performance in school management.

Concept of Supervision

Supervision has been defined by several scholars in different ways. The term supervision is derived from the Latin word "super video" meaning to oversee (Adepujo, 1998). Supervision is a professional activity concerned with the development, maintenance, and improvement of school instructional programmes, especially its curriculum and teaching staff (Ochai,2013). According to Nwaogu (2002), supervision is playing the role in deciding the nature, the content of the curriculum, and selecting the materials to facilitate teaching and learning process. Chike-Okolo (2016), asserted that supervision is a process that brings about improving the quality of instruction of people who are working with students. He further stated that supervision involves stimulating the growth and helping teachers to help learners. Supervision is therefore a tool for enhancing teachers' knowledge, attitudes and skills in teaching and learning process to facilitate the achievement of educational goals and objectives. According to Asemah (2010), supervision is 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. Abenga (1995) maintain that supervision should not aim at witch-hunting or fault finding. It should focus on helping the teachers to correct their mistakes and giving them some guidance when the need arises. It

should counsel those who encounter problems that may likely affect their performance. Ogunsanya(2006) is of the opinion that effective supervision will lead to the improvement of teachers' quality of performance.

Supervision can therefore be said to be all the effort of designated school officials directed toward providing leadership to teachers and others educational workers in the improvement of teacher's performance.

Characteristics of Supervision

The characteristics of supervision as outlined by Osburn (2012) in Omorobi (2012) are as follows:

- I. **Collaboration:** Participants in educational process are expected should make suggestions and provide useful services to separate supervisory administrative staff, which little impact. In reality, there should be cooperation among those involved supervisory duties. In actuality, all supervisory responsibilities should be shared rather than separated by the parties involved. The objective of the school be thwarted if maximum cooperation is not achieved because it is anticipated to be a cooperative process in which all the parties involved work together to improve teaching and learning practices in schools.
- II. **Integrated:** Supervision has a single goal of ensuring that all the school units are working are working in same direction toward a single goal in order to avoid in order to avoid wasting time, effort, and resources in the pursuit of those goals. This means that school supervision aims to bring the goals of the school together.
- III. **Flexible:** Unlike traditional inspection, School supervision must be flexible. It should be flexible and adaptive or dynamic in nature.
- IV. **Science:** Supervision should be specifically structured, based entirely on controlled teaching and learning process, to ensure that the result will provide recommendations for consistentre adjustment with the focus on training more adapted and effective learners.
- V. **Standing:** School supervision should not be interrupted and should not be permanent in the sense that it should encourage those involved in the teaching learning process.

Functions for School Supervision

These functions define the numerous activities that take place during the supervisory process. The function can be divided into seven categories, as indicated below (Wiles &Loveel, 1975) in National Open University (2019).

- i. **Goal development:** The primary function of supervision is to guarantee that teachers and supervisors collaborates achieve the school's objectives. It's worth noting that the school's objectives are derived from societal objectives. Goal development as a function of supervision is a continuous that requires constant investigation, evaluation, modification, (if necessary) change of the teaching/learning process goal through collaborative effort of both the teachers and supervisors. Regularity of goal-development concern is a clear is a clear evidence of monitoring systems sensitivity and responsiveness to the dynamism of the societal goal.
- ii. **Motivation:** Everyday, teachers and learners re confronted with a wide range of problems of varied degrees of difficulty. These issues could be related to educational organizational inputs, expected learning outcomes, curricula programs, and actual learning. While the teacher may be able to handle some of these issues on his own right

away, many may others may take days to overcome and will require the supervisor's support. In all situations, the supervisory mechanism in place should be capable of quickly resolving new issues.

- iii. **Professional Growth:** Teachers are experts in their fields. They are educated, yet the requirements, challenges, and goals of the society that owns the educational system, as well as the society's expectations of teachers, are constantly changing. Teachers, as stewards of the society's education, must adapt to and reflect changes in technology, goal development, learning engagements, and the learning environment of educational institutions. Teachers must be exposed to a continuous, comprehensive, and systematic program of in-service training to enable them to cope with these changes. It is the responsibility of supervision to initiate the support, coordinate, and facilitate the implementation of the professional development program for teachers and supervisors. As the educational system grew, more professional supervisors and teachers are needed.
- iv. **Programme Development:** Teachers are primarily responsible for developing curricula and co-curricular activities. In this case, the supervisor's job is to provide appropriate supplementary technical and professional services and support. The programme developed for teaching/learning process at the level of either an educational sub-system or an individual school or classroom. As a result, modifications in these objectives are expected to lead to acceptable outcomes. Changes in the programmed development is aided by the supervisory system.
- v. **Control and coordination:** Education is a system comprised of a number of interacting parts. Each unit has its own objectives to meet while also contributing to the system's or sub-system's broader objectives. It is a basic role of supervision to ensure that the various units are properly coordinated. In order to develop the supervisory system and increase and increase the quality of education for learner, effective coordination necessitates the establishment of a complete system of communication among the units.
- vi. **Problem solving:** Teachers and learners are often confronted different problems of varying degree of difficulty. These problems may be related to inputs into educational organization, anticipated learning outcomes, curricula and co-curricular programmes and actual learning. Some of these problems may be solved by the teacher immediately and some which requires intervention of the supervisor, may take some days or weeks. The supervisory system put in place should that which is readily prepared to facilitate the resolution of emerging problems.
- vii. **Evaluation of educational outcomes:** Evaluation is the process of ascertaining the decision area of concern, selecting appropriate information, collecting, and analyzing the information in order to report the summary of the data which is usefully policy makers in selecting among alternatives. Evaluation is the act of examining the worth, significance, quality, amount, degree, emphasis or condition of some the comparison of situation used as standard of comparison whose quality is well known. Therefore, supervision is worthless if the actual need is perceived beforehand. No effective guidance can be provided without evaluation.

Challenges to Supervision in School Management

There are several problems which tend to militate against effective supervision of schools in Nigeria. According to Enaigbe (2009:240) in (Ochai,2013), identified the following problems:

- i. **Staff Inadequacy:** The quantity of professionally trained supervisors in school is far insufficient to meet the demands of an effective and efficient supervision program. The school's student population has beyond the stipula: teacher-pupil ratio to the point where most school administrators do nothing in terms of instructions. It is the responsible of the department of instruction to guarantee that there are enough teachers to cover the classes.
- ii. **Shortage of external supervisors:** External supervisors are usually Ministry of Education or Education Bureau officers who are expressly designated to assess the level of conformity Of school instructional activities with approved government standards. Unfortunately, due to the enormous number of schools and instructors, hence causing shortage of supervisors to effectively carryout the supervisory activities as expected. According to (Ogunu,2005), the consequences of this shortage of qualified supervisors is that supervision is being carried out by quacks.
- iii. **Inadequate Instructional materials:** Without instructional materials, there can be no effective delivery of instruction; however, experience has shown that most schools lack even most basic teaching materials and equipment, such as textbooks, chalkboard and suitable classrooms for students. Apart from the circumstances when the supervisor has nothing to supervise, there are others where the issue is lack of facilities and materials for the supervisor to supervise.
- iv. **Fiscal Inadequacy:** A lack of cash often prevents supervisors from organizing in-house orientation and training programs for their employees or travelling to other school resource centres to learn about new development, advice, and instruction that could benefit the school and government.
- v. **Lack of Training:** Many newly appointed school's supervisors are not properly trained and lack proper orientation that can equip them with the required skills to effectively carryout their instructional supervisory functions. They manage for many years without understanding what instructional supervision entails.
- vi. **Lack of Time:** According to Ogunu, (2005), school supervisors are overloaded with the routine of administrative activities so much so that they hardly find time to visit the classrooms to supervise the teachers. The manager spends more time attending to the correspondence with the Ministry of Education, community affairs and parents, hence neglecting their primary function which is supervision.

The Way Forward

Supervision within the school system can improved upon using various means (Ochai, 2013). Some of the ways of improving school supervision are as follows:

- i. **Joint effort:** Supervision is not something done to employees, but rather a collaborative activity in which each party has a critical role to play. The supervisors and the staff member work on plans for completing duties such as defining unit priorities, scheduling and allocating work, and coordinating the division's efforts are worked out jointly by both parties.
- ii. **Dual focus:** Employees must believe that they have a significant say in selecting and defining the unit's goals, as well as developing ways to achieve them. If employees believe that goals are being imposed on them, they are less likely to make personal investment in achieving the unit's objectives.
- iii. **Knowledge and information:** To efficiently accomplish their job obligations, employees must comprehend what is expected of them. Understanding student

- growth, current laws and other legal parameters of practice, standards, and institutional norms and regulations are all examples of this.
- iv. **Work-related skill:** Supervisors must ensure that staff members are up to date on emerging trends in the field of student development and that they are trained in a interpersonal communication, goal setting, and computer skills. These skills must be refreshed on a regular basis for student affairs professionals to remain effective. This is especially true for skills that are not used frequently. Supervisors must also provide opportunities for staff members to grow and learn new skills.
 - v. **Attitudes:** Supervision must instill a positive attitude in their employees. Individuals with positive attitudes are more likely to apply their knowledge or skills to achieve personal, unit, and division goals. As a result, their attitudes toward people, particularly students.
 - vi. **Personal skills:** The synergic approach to supervision emphasizes a holistic approach to supervision. Similarly, consideration must be given to the development of personal skills or work -related skills. Individual must learn skills to function successfully as professionals. Time management, anger management, diet, exercise, and retirement planning.
 - vii. **Growth orientation:** Career development of staff is one of the major responsibilities of supervision. As supervisors are pursuing meaningful work that is personally satisfying to them, the should ensure that assistance is being provided to the staff members. This can only be achieved if the supervisor understands the staff.
 - viii. **Clear understanding:** It is essential that supervisors have a clear understanding of the adult theory of development to best to and aid the development of staff at various stages of life. Someone who has been in the job has personal, professional needs that different from a new staff. Therefore, these two individuals can't be supervised in the same way.
 - ix. **Proactivity:** Supervision focuses on identifying problems instead of reacting to problems that have building over time. Supervision emphasizes on early identification of problems and developing strategies to lessen the effect or prevent jointly by the supervisor and staff. Therefore, staff should be free to seek advice or assistance from the supervisors and the supervisor shouldn't see as weakness on their part.
 - x. **Goal based:** Supervisors and teachers are expected to have a clear expectation of one another as supervision requires. Goal and expectations are be jointly developed by them and commitment to reviewing them regularly are to be made. The set goals are be evaluated at regular intervals to determine the level of progress.
 - xi. **Systematic process:** Supervisory session should be held regularly on proactive basis and not as a response to crises or inadequate job performance by staff members.

Conclusion

Supervision is an essential component of educational administration which aims at improving both the teachers and the learners. The performance of any school is dependent on the quality of supervision. Effective supervision in schools help in the proper use of educational resources and identifying the problems bedeviling effective supervision as well as proffering solution to the identified issues. Therefore, it is advisable for school managers to supervise their teachers regularly.

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