

INNOVATIVE STRATEGIES FOR EFFECTIVE SUPERVISION OF SECONDARY SCHOOLS IN ANAMBRA STATE FOR SUSTAINABLE NATIONAL DEVELOPMENT

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Abstract

The study examined the innovative strategies for effective supervision of secondary schools in Anambra State for Sustainable National Development. Two research question and two null hypotheses guided the study. The study adopted survey design. The population of the study comprised all the six hundred and forty-four (644) secondary school teachers in the three local governments that made up Aguata Education Zone. All the 527 female teachers and 117 male teachers totaling 644 were sampled for the study. The instrument for data collection was a researcher developed questionnaire titled "Innovative Strategies for Effective Supervision in Secondary School (ISESSS)". The instrument was validated by 3 experts. Two experts in Educational Management and one in Measurement and Evaluation all in Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus. Mean scores and standard deviation were used to answer the research questions and z-test to test the null hypotheses. Cronbach alpha was used to obtain the reliability of the instrument with an overall reliability index of .88 which was considered adequate for the study. The findings showed among others that lack of interest, competency and time management has affected school supervision. Based on the findings, it was recommended that the innovative strategies for effective supervision in secondary schools includes; the application of modern supervision, good human relation, adequate competency, good time management among others.

Keyword: Innovative Strategies, Supervision, Sustainable National Development.

INTRODUCTION

Education is a vital instrument for change and for achieving national educational goals and aspiration. System of education in any country are structured and restructured to meet up with current societal demands. Moreover, policies are made in line with the national goals and for any policy to work, supervision is imperative for adequate implementation. The broad goal of secondary education according to the National Policy on Education NPE (2004) shall be to prepare the individual for useful living within the society and Higher Education. But today it is a common knowledge that our young secondary school leavers do not possess the skills and ability to function effectively in the society, meaning that there is need to take a decisive action to liberate our educational system from dangers of total collapse. Although Nigeria philosophy of education meant well for its people but schools lacked adequate care and supervision both internally and externally.

Supervision is the art of improving the teachers teaching skills and management with the aim of improving the teaching and learning process (Alike & Adoga (2017). Similarly, Orenaiya (2014) sees supervision as formally designed behaviour system that interact with the teacher behaviours system in order to improve the probability that the goals of teaching will be achieved. In the context of this study supervision is a way of

overseeing the activities of teachers, advising, guiding to ensure the application of appropriate teaching skills and instructional material that will enhance learning and at the same time achieve educational objectives. It connotes helping the teachers in classroom organization and management, pedagogical development, curriculum development, selecting appropriate instructional materials, communication skills that will help in realization of school aims and objectives. It is expected that supervision when adequately undertaken will improve standard, quality education, better academic performance on the part of the students and dedication for teachers. Supporting Tijiani (2016) that supervision is a complex process that involves working with teachers and other educators in a collegial, collaborative relationship to enhance the quality of teaching and learning within the schools and to promote the career long development of teachers. Supervision is a household name so far education is concerned and when internal and external supervision is adequately practiced, it will go a long way to revitalize our educational system so as to meet up with the challenges globally and for sustainable national development. National development is simply a national growth in all endeavours; political, cultural, economic, social and otherwise. Sustainable national development according Abraham (2012) is the capability of a particular nation or country to achieve comprehensive improvement or refinement in all ramifications and its existence (economic, political, cultural, religions etc) and set, maintain and continue at that level for a long time. In a related development Arul (2013) confirm that supervision should involve the entire education with the aim of assessing continuously teacher's adequacy, as such effective should have the following features: -

- Effective supervision provides leadership with extra knowledge and supervision skills.
- Effective supervision promotes cooperative educational effort in a friendly atmosphere.
- Effective supervision provides co-ordination, direction and guidance to teacher's activities.
- Effective supervision improve instruction in the teaching-learning process
- Effective supervision helps in the achievement of appropriate educational aims and objectives
- Effective supervision stimulates continuous growth of teachers and development of pupils.
- Effective supervision stimulates and develops creative qualities in teachers.

The above features will gear towards sustainable national development if principals can adequately plan out innovative strategies that will enhance effective supervision in schools. Adequate strategies for supervision will ensure quality assurance supporting National Policy on Education (FRN 2003) which stipulates that to ensure quality assurance in schools, quality teachers and effective supervision is important. Supervision at the secondary school system lies on the principal who is the school manager and the job of a principal is enormous and encompassing coupled with disparity in method (older supervision and modern supervision) and other challenges. But in Anambra State it seems that the supervision aspects of school management are not given much attention. It is based on this backdrop that the researcher embarked on the study "Innovative strategies for effective supervision of secondary schools in Anambra State.

Statement of the Problem

Secondary education is facing so many challenges and it is no longer news that our secondary school are turning out graduates that could not function effectively in the society talk less of facing the global competitiveness. Parents and other stakeholders have continued to accuse the teachers for not being conscientious with the teaching job and even heaped the major blame on the principals for not living to expectation in the area of supervision of instruction. Some sees it a lacks in competency, interest, dedication to duty. But it is believed that school effectiveness depends so much on the quality of schools supervision provided by the principal. Our secondary school system of education is deteriorating both in quality of material resources, quantity and efficiency of human resource. The school principal is supposed to play a major role in improving the quality of teaching and learning, ensuring satisfactory standard in the maintenance of school plant, application of modern supervision techniques which is the combination of skills in human relation and in improving quality instruction so as to ensure that all activities are channeled towards the realization of school goals and objectives. It is against this odd that the researcher deemed it worthy to investigate the innovative strategies for effective supervision in secondary schools in Anambra State for sustainable national development.

Purpose of the Study

The general purpose of this study is to examine the innovative strategies for effective supervision of secondary schools in Anambra State. Specifically, the study sought to

- Identify the problem of supervision of secondary schools in Anambra State.

- Examine the innovative strategies for effective supervision in secondary schools in Anambra State for sustainable national development.

Research Questions

The following research questions guided the study

- 1) What problems do principals encounter during school supervision?
- 2) What are the innovative strategies for effective supervision of secondary schools in Anambra State?

Hypotheses

Two null hypothesis were tested at .05 level of significance

1. There is no significant difference on the mean response of female and male teachers on the problems principal encounter during school supervision.
2. There is no significant difference on the mean response of female and male teachers on the innovative strategies for effective supervision of secondary schools in Anambra State.

Method

Descriptive survey design was adopted for the study. Descriptive survey are those design which aim at collecting data and describing it in a systematic manner, characteristics or facts about a given population. Nworgu (2015). Two research questions and two hypotheses guided the study. Population of the study comprised all the six hundred and forty-four secondary school teachers in three local government areas that made up Aguata Zone. According to post primary school service commission, there are one hundred and seventeen male (117) teachers and five hundred and twenty seven (527) female teachers totaling 644 teachers and all of them were sampled. The instrument for data collection was a questionnaire titled “Innovative strategies for effective supervision in secondary school (ISESSS)”. The instrument contains two sections, Section A sought personal information of respondents and section B has two parts. Part A contain eight items on the challenges principals encounter in school supervision and part B contain 9 items on innovative strategies for improving supervision in secondary schools. This yielded total of seventeen items. Four-point rating scale of strongly agree (4), agree (3), disagree (2), strongly disagree (1) was used. The instrument was validated by 3 experts, two experts from educational management and one in Measurement and Evaluation all from Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus. The researcher made use of 3 trained research assistants in the distribution and collation of the instrument, the research assistants were able to retrieve 615 instruments out of 644 despite several visits made. Cronbach alpha was used to test the reliability of the instrument with an overall reliability index of .84 which was considered adequate for the study. Mean and standard deviation were used to answer research question while t-test was used to test the null hypothesis at .05 level of significant. Any response above the criterion mean of 2.50 was regarded as Agree while mean value less 2.50 regarded as disagree.

Results

Research Question One: What are the problems principals encounters during supervision of secondary schools in Anambra State?

Table 1: Mean response of female and male teachers on the problem principals’ encounter during supervision of secondary schools in Anambra State.

S/n	Item description	Female Teachers (523)		Male Teachers (92)		Decision
		X	SD	X	SD	
1.	Inadequate supervision of resources.	3.02	0.42	3.03	0.74	Agree
2.	Instability of government education policies	3.07	0.42	3.29	0.71	Agree
3.	Technical issues	3.06	0.42	3.20	0.72	Agree
4.	Lack of staff development for principals	2.93	0.43	3.23	0.72	Agree
5.	Negative attitude of teachers	3.46	0.37	3.00	0.74	Agree
6.	Integration of Information and Communication Technology ICT in Education	2.91	0.43	3.46	0.68	Agree
7.	Use of old method of supervision	3.02	0.42	3.03	0.74	Agree
8.	Problem of time management	3.00	0.42	2.85	0.76	Agree
Grand mean		3.12	0.41	3.19	0.72	

The data on table 1 showed that all the items had their mean value ranging from 2.91 – 3.46 for female teachers and 2.85 – 3.46 for male teachers all above 2.5 indicating that both female and male teachers are of the opinion that inadequate supervision resource, instability of government education policies, technical issues, lack of staff development for principals, negative attitude of teachers, integration of information and communication technology ICT in education, use of old method of supervision, problem of time management are the challenges principals encounter during supervision of secondary schools in Anambra State.

Research Question Two: What are the innovative strategies for effective supervision of secondary schools in Anambra State for sustainable national development?

Table 2: Mean response of female and male teachers on Innovative strategies for effective supervision of secondary schools for sustainable national development.

S/n	Item description	Female Teachers (523)		Male Teachers (92)		Decision
		X	SD	X	SD	
9.	Adequate professional competence	3.17	0.41	3.15	0.73	Agree
10.	Making out time for school supervision	3.27	0.39	3.21	0.72	Agree
11.	Provision of adequate facilities/instructional materials	3.02	0.42	3.16	0.72	Agree
12.	Adopting democratic style of supervision	3.35	0.38	3.31	0.71	Agree
13.	Human relation	3.21	0.40	3.11	0.73	Agree
14.	Staff development programme for principals and teachers	3.28	0.39	3.26	0.72	Agree
15.	Delegation of duty	3.11	0.41	3.01	0.74	Agree
16.	Follow up visit	3.37	0.38	3.33	0.70	Agree
17.	Reward for performance	3.21	0.40	3.18	0.72	Agree
Grand mean		3.21	0.40	3.18	0.72	

Data in table 2 shows that all the items had their mean value ranging from 3.02 – 3.37 for female teachers and 3.01 – 3.33 for male teachers, all above 2.5 indicating that both female and male teachers are of the opinion that adequate professional competence, making out time for school supervision, provision of adequate facilities/instructional materials, adopting democratic style of supervision, human relation, staff development programme for principals, delegation of duty, follow up visit and reward for performance are the innovative strategies for effective supervision of secondary schools in Anambra State for sustainable national development.

Test of Hypotheses

Hypothesis 1: There is no significant difference on the mean response of female and male teachers on the problems principal encounter during school supervision.

Table 1: Z-test analysis of difference between the mean response of female and male teachers on the problem principals encounter during school supervision.

	N	X	SD	DF	Z-cal	Crit	Decision
Female teacher	523	3.12	0.41	613	0.49	196	Accepted
Male teacher	92	3.19	0.72				

Analysis on table 1 revealed that at 613 degree of freedom the z-calculated value of 0.49 is less than the critical value of ± 1.96 at .05 significant levels. Hence, the null hypothesis is accepted. Therefore, there is no significant difference between the mean response of female teachers and male teachers on the problems principals encounter during school supervision.

Hypothesis 2: There is no significant difference on the mean response of female and male teachers on the innovative strategies for effective supervision in secondary schools.

Table 2: Z-test analysis of the difference between the mean response of female and male teachers on the innovative strategies for effective supervision in secondary schools for sustainable national development.

	N	X	SD	DF	Z-cal	Crit	Decision
Female teacher	523	3.20	041	613	0.49	196	Accepted
Male teacher	92	3.13	073				

Analysis on table 2 revealed that at 613 degree of freedom, the z-calculated value of -0.47 is less than the critical value of ± 1.96 at .05 significant levels. This implies that the null hypothesis is accepted. Therefore, there is no significant difference between the mean response of female and male teachers on the innovative strategies for effective supervision in secondary schools in Anambra State for sustainable national development.

Discussion of the Findings

The findings of research question one revealed that inadequate supervision of resource, instability of government education policies, technical issues, lack of staff development for principals, negative attitude of teachers, integration of information and communication technology ICT in education, use of old method of supervision, problem of time management are all challenges of supervision of secondary schools. In line with Emmanuel, Akinloye and Olaoye (2014) that existent of unqualified teachers who resist supervision of secondary schools constitute a hindrance to modern and effective supervision of instruction. Similarly, Eya and Leonard (2012) also revealed that some supervisors lacked knowledge and competence to carry out the supervisory exercise.

The findings of research questions two revealed that innovative strategies for effective supervision of secondary schools includes adequate professional competence, making out time for school supervision, provision of adequate facilities/instructional materials, adopting democratic style of supervision, human relation, staff development programme for principals, delegation of duty, follow up visit and reward for performance. In line with Peretemode (2019) that communication is the most essential tool in supervisory relationship that supervisor should be versatile in the act of communicating to avoid a situation where the message can be misinterpreted. Tella, Ayeni & Popoola (2017) are of the opinion that motivation is a basic psychological process of achieving organizational goal. Ololube (2004) on the other hand stressed that increase of supervision of teachers' leads to an increase in productivity that gives boost to educational system.

Conclusion

Supervision is an integral part of educational program necessary for school system to improve their standard and quality assurance moreover it should not be left in the hand of inexperience/outdated principals. Hence new method should be applied.

Recommendations

- Government should provide the instructional material that will enhance learning and also facilities that will enable principals to perform their supervisory functions.
- Government should from time to time organize seminars and workshop for teachers and principals.
- There is need for CCTV at strategic places to enable principals monitor activities in the schools even at their absence.
- There should be reward for performance.

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