Roles of school supervisors in Nigerian secondary school

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ABSTRACT

The research aims to determine the roles of school supervisors (SS) for improving teachers teaching and learning(TTL). Ministry of education (MOE) appreciates report from supervisors and recommendation submitted.Data collection was through questionnaires 16 out of 22 respondent's return.Data were analysed using descriptive and multiple regression. The findings revealed that Teachers prefer special supervision, with the mean of 3.91 and motivation respectively. supervisors check Teachers attendance register regularly, lesson notes and communicate teaching lapses. The findings will improve the Supervisors role and help them strengthen SS. Training and retraining of supervisors motivation, trustworthy and collaboration of MOE. The novelty of research focus on supervisors' role and improvement of TTL.

Introduction

This paper will highlight the roles of school supervision for the improvement of teachers teaching and learning in Nigerian secondary school system. Education is a good concept that does motivate and impaired people regardless of their background as instrument par excellence and the means of achieving human capital and national development. This underscores the value being placed on quality and standards which encompasses quality learning resource inputs, instructional process, teachers' capacity development, effective management. Monitoring and evaluation as a quality teachers teaching and learning outcome in secondary school education system. Education can be described as functional education which emphasizes both the theoretical and practical part of the educational system. According to [1] supervision includes all the efforts of school officials were directed to provide a good leadership to the teachers and other educational workers in the improvement of instruction. Supervision involves the stimulation of professional growth and development of teachers, selection and revision of educational objectives, materials, instruction, and methods of teaching and learning. Supervision includes those activities which are primarily directly concerned with studying and improving the conditions of teaching which surround the learning and growth of pupils (Kochhar, 2005).[2]

In this paper, the concept supervisor is mainly concerned with a mode of behaviour in improving schools by helping teachers to reflect on their practices, to learn more about what they do and why they want to develop professionally [3](Sergiovanni & Starratt, 2007). Supervision in these studies mean is a process of monitoring the activities of secondary school teachers for the proper improvement of their professional task through continued checking, visiting by trained individuals made up of supervisors, principals, vice principals, supervisors, parents in the community for the proper implementation of their roles in the entire school. The aim of this research study is to determine the most important

role of teachers' teaching and learning for the improvement of teachers' supervision of the system because without quality supervision and the motivation of teachers' teaching and learning will not be effective. The researcher defines this paradigm as a generally accepted best ways of improving teachers' supervision in search of excellence in teaching. However, the researcher should not assume that this research is an end in itself; rather it is a means that might help in resolving the problem that will be uncovered in this study. Another purpose of this study is to add to the intellectual gap in the understanding The novelty of the research focus has covered all the parameters of the supervisors' role, including principals, teachers, supervisors and parents associated with the improvement of teachers teaching and learning.While other researchers did not cover all the parameters of supervisions' role of teachers in secondary school in Nigeria. By doing this study, the researchers hope to participate in the global debate of educational supervision for improvement of teachers' teaching and learning for achievement in the developing countries Nigeria in Particular.

In order for this study to achieve its aims and objectives, this study is designed to determine the most important role of teachers to ensure that the stated goals are achieved in the systems, though there are limited research publications in Nigeria regarding this area of teachers' teaching and learning. Though, if they existed, they were very narrow and did not focus on parents' important roles in improving teachers teaching and learning and this study has given considerable insights. It is important to note that the scope of this research is limited to Adamawa teachers' it focuses on teachers' roles for supervision in secondary schools. Finally, the findings from this study will constitute an added input in the improvement of the teachers' important role in improving teachers' teaching and learning in Nigerian secondary school.

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The concepts of school supervision

The stated concepts of these studies of school supervision for the improvement of supervisions in teachers' teaching and learning in the system, the researcher need to highlight on the related concept for the school supervision as tools for enhancement. As cited in Veda [4] (2010), supervision is primarily concerned with improving classroom practices for the benefit of students, regardless of what may be entailed (e.g., curriculum development or staff development.[5] Bays, (2001) state that the primary purpose of supervision is to help and support teachers as they adapt and adopt changes and refine the instructional guideline they are trying to implement in their classroom activities. Supervision as the regular/periodic oversight of individuals or entities, which uses the results of the evaluation and sometimes inspection to inform and direct action of those supervise [6] (Maranya, 2001). As cited in [7] Hovde, (2010). View that Some researchers suggest that supervision was historically viewed as an instrument for controlling teachers. [8]Glickman *et al.* (2007) refer to the dictionary definition as to "watch over", "direct", "oversee", and "superintend" as an overseer in an organisation. They believe that because the historic role of supervision has been inspection and control, it is not surprising most teachers do not equate supervision with collegiality]8](Glickman *et al.,* 2007). For their part, noted that supervision has its roots in the industrial literature of bureaucracy, and the main purpose was to increase quality production. To them, the industrial notion of supervision was overseeing, directing and controlling workers, and was, therefore, management tool to manipulate subordinates. This negative consequence of external control of teachers" work lives has resulted in the flight of both new and old teachers from education of both new and experienced educators [9](Lillis, 1990). Then, if we view supervision and teachers teaching and quality carefully and appropriately it can take care of managing the system principal and the teachers so that our objectives can achieve by having a quality product of the system supervisions viewed by other researchers as a combination of administrative procedures and supervision of instruction. The International Institute for Educational Planning a division of UNESCO, observes that supervision practices can be classified under two distinct, but complementary, tasks: to control and evaluate, on one hand, and to advise and support teachers and principals [10](Oghuvbu, 2007). The statement explains that "although the ultimate objective of school supervision role is to improve the teaching and learning processes in the classroom, in practice it must cover the whole range of activities taking place in the school: from the most administrative ones to purely pedagogical ones IIEP/UNESCO Module 6. However, the research study conducted by [10]Oghuvbu (2007) claims that supervision of instruction involves the process of checking the positive implementation of curriculum and assisting those implementing it. He conceives inspection and supervision different, but complementary actions aimed at achieving organizational stated goals. For him, inspection deals with the fact finding, and supervision is the assistance aspect concerned with the establishment of a positive superior and subordinate relationship, with special emphasis on specialization directed towards utilization of the available human and the material resources in achieving organizational goals in their review matters.

Holland [11](2009) claims several definitions of supervision of instruction in literature are unique in their focus and purpose, and fall into two broad categories: custody and humanistic supervision. [12]Evas & Lindsay (2002), note that the "custodial" definition of supervision can mean general overseeing and controlling, managing, administering, evaluating, or any activity in which the principal is involved in the process of running the school, whereas according to Pfeiffer and Dunlap also cited in [13](Wanzare, 2011) the "humanistic" definition suggests that supervision of instruction is multifaceted, interpersonal process that deals with teaching behaviour, curriculum, learning environments, grouping of students, teacher utilization and professional development. Contemporary definitions of supervision are more elaborate, and focus on the school as a learning community. Specifically,contemporary definitions of supervision of instruction emphasize individual and group development, professional development, curriculum development and also action research. The base of this research, [14] Ohiwerei (2010) defines school supervision as an instructional leadership that relates perspectives to behaviour, focus on processes, contributes to and supports organizational actions, coordinates interactions, provides for improvements and maintenance of instructional programs, and assesses goal achievements. Glickman & Kochhar (2005) supervision include those activities which are primarily and directed concerned with studying and improving the conditions of which surround the learning and growth of pupils.

However, the concepts of school supervision and supervisors most important roles performance means the possible things or the importance of a Supervisor can do such as proper supervision of teaching/learning procedures, training and organizing conferences for teachers, checking lesson notes, staff attendance register, diaries, records and scheme of work for the proper improvement of teachers teaching and learning Situations in the system .Supervision in these studies mean is a process of monitoring the activities of secondary school teachers for the proper improvement of their professional task through continued checking, visiting by trained individuals made up of supervisors, principals, vice principals, supervisors, parents in the community for the proper implementation of their entire roles.

Methodology/approach- for these studies 16 of the selected school supervisors that have participated in the study and was analysed through descriptive and multiple regression analysis. The study employed the descriptive survey and multiple regression design. With this design, both quantitative methods which involve systematic and objective collection and analysis of data were adapted to elicit the method of the data collection was administered through quantitative survey where questionnaires of the respondent responses from the participants in order to find solutions to the problems identified. The target population comprised supervisors' in secondary schools in Adamawa State. The sample consisted of 22 school supervisors. The secondary schools were selected using a stratified random sampling method from 3 Local Government Areas (LGAs) out of the existing educational zones in the state but 16 questionnaires that the return for the analysis.

Supervisors' profile

The interpretation of the output of frequencies for the supervisor's shows that there are 16 supervisors or respondents for the study. Eleven (11) of the respondents are males with (68.8%) precent and also five (5) of the respondents are females with (31.3%) precent.

Results of the findings

The below table 1.1 explain the profile of the school supervisors sex, frequency and the percentages of the Respondents for the study.

Table 1.1. Supervisors' profile.

Sex	Frequency (16)	Percentages = (100)
Male	11	69%
Female	5	31%
Total	16	100%

According to[15] Fisher (2011) view that in school supervision roles, the supervisors have included all its efforts to school officials directed to provide leadership to the teachers and other educational workers in the improvement of instruction. The improvement of teaching and learning in schools is the general roles of supervisors [16](Igbo, 2002). The process of helping, guiding, advising and stimulating growth insubordinate in order to improve on the quality of his work. Therefore, [17]Nwaogu (2006) opine that school Supervisors roles involve the stimulation of professional growth and the development of teachers, the selection and revision of educational objectives, materials of instruction and methods of teaching and evaluation of instruction [18] (Ogakwu, 2010). To answer this question, the responses ranking on the Important of the supervisor's role that they check Teachers attendance register with mean 4.44; I check Teachers' lesson notes mean 4.19, communicate teaching lapses to teachers mean 4.23, Through Regular visit, we can improve quality education 4.13, The supervisors work as a team for 4.00, After classroom observation, I direct Teachers to 3.50. is the most important role of school supervisors. This question was answered using mean, standard deviation and variance (see figure 1.1.). Responses on the competency statement, items of the research instrument (questionnaire) were tallied along teachers in the area of Teaching competencies. It was Talley with the research conducted by [19] (Scheerens, 2001; Creamers,[20] 1994; [21]Hämäläinen & Jokela, 2002).That the professional training of supervisors for improving teachers teaching and learning should not be undermined, that supervisors and teachers ought to be professionally competent before they can be called an expert in their area of specialization qualification and their experiences also matters.

The followings of figure 1.1 is the findings on the most important roles of the school supervision with a mean ranking for the improvement of teachers' teaching and learning in the system.

According to the above Figure.1.1 indicates the summary of the findings in the supervisor's important role played in teachers teaching and learning. The result shows that Supervisors check Teachers attendance registers have the mean score with 3.91 whilst 3.91. On the other hand Supervisors check Teachers' lesson peering mean score of 3.84, which the rank also is important by Organizing extra coaching for teachers teaching and learning.

The model summary of the above shows the supervisors contains the following information: R = 0.367, R, Square =0.135 and adjusted R Square =0.120. When evaluating the standardized beta values or "size of influence or determinant" the greatest influence upon the dependent variable is good:

Table 1.2 . Model summary

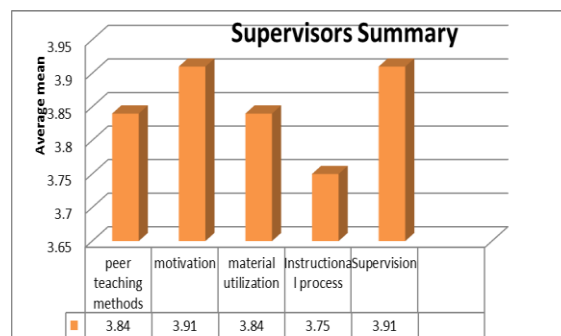| R	R Square	Adjusted R Square	Std. Error of the Estimate
.628[a]	.395	.092	4.27416

Figure1.1. Summary of findings on Supervisors importance.

Highest level of dominant factor as indicated motivation (beta =3.91) and (beta =3.91), To observed teacher/student relationship (beta =0.234).

On the research objective, the result of the multiple Regression analysis revealed that the independent variables that taken together are strong and potent predictors of the dependent variable. The relative contribution of all the variables taken together is reflected in the values of coefficient of multiple regression R = (.628) and the multiple regression R square = (.092)

Findings and Discussion

The purpose of this study was to determine and describe how supervisors' roles and their contribution in improvement of teaching and learning in secondary schools. In an attempt to accomplish and accommodate these objectives, efforts were made to examine the key roles paradigm pertaining to the supervisors 'role tasks on school supervision for the improvement of teachers' teaching and learning in secondary schools.

The finding corroborates [22](Rodenhauser, 2004) who concluded in his research work that workers will always give their best under the situations that guarantee their welfare. Also,[23] Onyidoh (2002) stated that one of the factors responsible for the study in Nigeria is that the system does not motivate the staff. The use of this supervisory role strategy leads to improve the effectiveness of education in the secondary school system. Any system or strategy that imposed by its friendly staff will always produce favourable results that would multiply the relationship and can turn teachers' teaching and learning a big industry for efficient learning in the supervisor's important role played in teachers teaching and learning. [24]Bayle's(2000) found that when supervisors see themselves as partners in progress with teachers, there is bound to be improved quality of education for the students. In the same vein, [25] Okorie (2005) found a democratic strategy, which is similar in practice to synergistic supervisory strategy to be positively related with quality education in the secondary schools in Nigeria.

Conclusion

The research study of the important role of school supervisors' in improving secondary schools in Nigerian. However, supervision is not all about criticizing the school activities and searching for administrative lapses. It is meant to bring out the best in the supervises for improved the effectiveness of the school supervisors. Therefore, having adequate learning resources with qualified Supervisory Personnel at the three tiers local government, state and national levels. They should take their responsibilities seriously by engaging in educational activities that could enhance their skills and the study has achieved its objective and these include, among others, strategic seminars,

workshops, regular visits and exchange programs in pursuit of higher educational Qualification. Training and re-training and the appointment of Supervisors should be based on the qualification and the experiences.

Recommendations

The need for the effective and the most relevant role of a school supervisor aimed at achieving the stated goals of secondary school education by any right-thinking citizen of Nigeria. However, the concerted efforts of a school supervisor should be made towards providing a democratic mode of monitoring school and they can communicate to teaching lapses to teachers to improve the skills and the strategies through regular visits by the school supervisor, through supervision can improve the standard and the quality of education. It is hoped that if the content of this paper is given a due desired attention, the condition of supervision for teachers teaching and learning in Nigerian secondary school would be improved and finally, it is recommended that researches as this, be carried out on a regular basis in order to unravel education in Nigerian secondary schools.

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