

Effective School Supervision as Tool for Improving Quality Teaching and Learning in Basic Education Schools in Borno State, Nigeria

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Abstract

Universal Basic Education in Nigeria is of paramount importance to the attainment of personal and national development. The quality and standard of basic education in the last decades have fallen sharply especially in the northern part of Nigeria mainly due to inadequate or lack of proper supervision and periodic inspection of basic education schools. This paper examine the need for improving the supervision skills of education personnel towards achieving the goals of improving the quality of teaching and learning in basic education schools in Borno State. This paper also defined some basic concept such as: supervision and inspection, responsibilities of supervisors, importance of supervision/Inspections, relevant areas in supervision as well as the empowerment of head teachers, financially, the study concluded that to restore faith in the public school system, especially at the basic education level, the state policy on education has to be matched by a well and resources to make it stand. In order to raise the standard and quality of basic education in the state. Therefore, the study recommended that head teachers and supervisors at the local and state levels should be more dedicated to their work. Head teachers and supervisors should update their skill of supervision by regular participation in strategic seminars, workshop, regular visits through exchange programme and pursuit of modern supervision techniques.

Keywords: *Supervision, Inspection, Quality, Teaching and Learning*

Introduction

Education is the Instrument for Economic Empowerment and development of sustainable economy of a nation. it is therefore, not surprising that some of the national objectives of Nigerian education is “the acquisition of appropriate skills and the development of mental, physical, social abilities and competencies as well as equipment of the individual to live and contribute to the development of the society”. Adeniyi (2021) opined that what children learn, retain and practice after leaving school has direct effect on the nation’s prospect with regards to socio economic growth and development. What is learnt both formally and informally, therefore, determines the individuals’ ability to harness his potentials and contribute to natural development. Hassan (2022) also reported that trained or educated human resources contribute to manpower and personnel that bring about national development. This means that the quality of education received by the citizens determines the level of development of any nation.

Regular supervision and inspection are vital tools for ensuring the success of any government or private institution as they ensure that all key components perform their functions adequately. Like any other institutions primary schools require regular supervision and inspection to produce high quality student. Educational supervision/inspection is concerned with the

improvement of standard and quality of education and should be an integral part of a school improvement programme in Borno state. Study by Bakura and Umar (2022), indicate that in many countries where supervision/inspection system of schools is conducted, the responsibility rests on the supervisors or inspectors. In view of the importance of educational supervision and inspection on the quality of education in Borno state and its contribution to national development. This examine what constitutes supervision/inspection in terms of quality of basic education in Borno state, it determined.

Effective school supervision is a crucial aspect of ensuring quality teaching and learning in basic education schools in Borno State, Nigeria. the quality of education has been a concern with many schools facing challenges such as inadequate infrastructure, poor teaching quality and low student achievement. The Basic Education Certificate Examination (BECE) results have consistently shown poor performance in core subjects like Mathematics, English and Sciences school supervision is a key mechanism for improving teaching and learning outcomes as it provide opportunities for teachers to receive feedback, guidance and support to enhance their instructional practices. (SUBEB, 2022). However, the effectiveness of school supervision in Borno State has been hampered by factors such as inadequate training and resources for supervisions, lack of regular supervision and poor feedback mechanism. The study determines the role of effective school supervision as a tool for improving quality teaching and learning in basic education schools in Borno State, Identified challenges facing supervisors and explored strategies for improving supervision practices to enhance teaching and learning outcomes.

Conceptual Issues

Supervision

The major concept of school supervision is to enhance of the quality of instruction in school. Hams (1963) perceived supervision as what school personnel does with conducts and things for the purpose of mastering or changing the operations of the school in order to directly influence the attainment of the major instructional goals of the school;

- Selecting the school organization patterns and materials that will enhance educational growth.
- Improvement effectiveness of teacher
- Ensuring that teachers perform their duties as scheduled.
- Providing a guide for staff development.

The Head Teacher is usually the internal supervisor. He/she is foremost as instructional leader in carrying out the role of a supervision, the head teacher should be visible in all corners and crannies of the school and not hide away in his office all day long. In a school based supervision, according to inspector's manual (2020) the head teacher should:-

- Visit teachers in their classes regularly and discuss his observation with them.
- Help both new experienced teachers with planning their scheme of work and lessons and counsel them regularly.

Inspection

Inspection can be conceptualized as overseeing, which involves directing, controlling, reporting, commanding, and other such activities that emphasize the task at hand and assess the extent to which particular objectives have been accomplished within the bounds set by those in authority for their subordinates. Shuaibu (2021), stated that inspection is an old concept in

management reflecting autocratic management aimed at catching the worker red-handed; fault finding activity in management. Therefore, inspection is concerned mainly, with the Improvement of standards and quality of education and should be an integral part of a school improvement programme. According to Bakura and Umoru (2022) the rationale for this improvement is three fold:

- a. The universal recognition of the right of every child in every classroom and school to receive a high quality education appropriate to their needs and aptitudes.
- b. The effectiveness of any education system has a key influence on economics well-being of every nation; and
- c. The recognition of the need to equip students with the kind of education which enables them contributes to national development in an increasingly complex and changing society.

Basic Education

Education practice and delivery is no longer a primary concern of the federal government as it was in the colonial and immediate post colonial period with the formulation of the national policy on education in 1981. Presently, the education in Nigeria has three levels: primary, secondary, and tertiary. The Basic education in Nigeria is a collective responsibility of the three tiers of government. Which are the local, state, and federation. In this regard, the governments' position as stated in the NPE 2014, is clear and unequivocal to the extent of not merely funding but also clarifying its philosophical objective. It also spelled out policies that guide and direct educational activates in basic educations schools.

Basic Education is referred to as that form of education given in an institution for children aged normally between (6-14) six to fourteen. It is the levels or foundation/bedrock of the educational system on which the rest of the education levels revolve. Its success and failure is seen as "the key to the success or failure of the education system". (UBEC, 2022)

Quality Education (teaching and learning)

What does quality mean is the context of education?

Many definitions of quality in education exist testifying to the complexity and multifaceted nature of the concept. The terms: efficiency, effectiveness, equity and quality have been used synonymously (Andrew, 2022). Considerably consensus exist around the basic dimension of quality education today, however quality education includes:

- Learners who are healthy, well nourished and ready to participate and learn, to support their families and communities.
- Environments that are healthy, safe, protective and gender sensitive, and provide adequate resources and facilities.
- Content that is reflected in relevant curricula and material for the acquisition of basic skills, especially in the areas of literacy and skills for life, and knowledge in such as: gender, health, nutrition, HIV/AIDS prevention and peace.
- Processes through which trained teachers use child centred teaching approaches in well-managed classrooms and schools and skillful assessment to facilitate learning and reduce disparities;

- Outcomes that encompass knowledge, skills and attitudes, and are linked to national goals for education and positive participation in society.

The above mentioned quality of education allow for an understanding of education as a complex system in a political, cultural, and economic context.

However, according to Ghenga (2020), the ultimate objective of a school system in the attainment of the national development is to ensure that children attend schools regularly through proper enrolment campaign drive so as to achieve better service delivery for all children.

Definitions of quality must however, be open to change and evolution based on information changing contexts, and new understandings of nature of the educational challenges. New research findings from nation research to action research at the classroom levels contribute to this definition.

A system that embraces change through data generation, use and self-assessment is more likely to offer quality education to students (Moses, 2022). Continuous assessment and improvement can focus on any or all dimensions of system quality: learners learning environment, process and outcome.

Significance of Supervision and Inspection in Nigerian Schools

Supervision is a function which can be performed in various forms in schools private enterprises. With the current decline in quality and standard in the Nigerian education system, it becomes increasingly obvious that effective supervision will be necessary in order to improve the quality of instructions and performance of students especially in primary schools. Already there is pressure from various groups concerning what is to be taught and how it should be taught. Moreover modern instructional materials are being introduced and used as teaching aids in the school instructional process In order to cope with demands effective supervision has an important role to play in deciding the nature and contents of the curriculum, in selecting the school organizational pattern and materials that will enhance educational growth and development of both the students and teachers. There are various reasons for carrying out supervisions in schools. One of the most crucial reasons is to ensure that teacher within the school system performs the duties for which he/she has been scheduled. The purpose of the school inspection is to monitor the delivery of educational instruction and adherence to the stipulated curriculum and the standards set in order to safeguard good quality in education. It also ensures efficient and effective delivery of lessons. A time is also aimed at providing feedback mechanism for education agencies, managers and administrators. The purpose of inspection could also be enhanced by the following four major factors:

- Agreed inspection plans and work programs at national, provincial, divisional or zonal levels.
- Inspector's personal initiatives.
- Adverse report or anonymous correspondence from the stakeholders and school managers asking for inspection;
- Follow-up inspection from concerns indicated in the previous inspection report.

School inspection is therefore an important tool for the government to enhance and sustain the quality of Instruction as well as the standard set for our schools. To achieve the desired result, the Inspectorate division of the ministry of education should conduct its duties efficiently and effectively on a regular basis. Regular supervision and inspection helps identify areas where

teachers needs support, leading to improve teaching quality and student learning outcomes. Supervision and inspection ensure teachers and schools are hold accountable for providing quality education, promoting transparency and responsibility. Also supervision and inspection ensure the curriculum is implemented effectively covering necessary content and meeting national standard, (FRN, 2014)

Responsibilities of Supervisors

Some of the responsibilities of the supervisions could be outlined as follows: according to Labaran (2021), school supervisor helps teachers and stimulates curriculum improvement, emphasizes the use of group process with teachers, students and other school personnel's, performs administrative function which contribute to effective learning through In-service.

Bitrus (2019), on the other hand, noted that supervision involves evaluation, monitoring and quality control for the purpose of curriculum and Infrastructural development and Improvement. School supervisors also help teachers become more effective in planning their class work in term of maximum utilization of textbooks and other basic materials and curricular aids as well as helping teachers with guidance and evaluation.

In order to achieve these functions, some specific tasks of the supervisor in a modern school are identified as:

- Helping school head teachers to understand students better,
- Helping teachers in professional growth,
- Acquiring cooperative spirit for team work,
- Making better use of teaching materials,
- Improving methods of teaching,
- Improving Teachers appraisal of his standards,
- Acquisition of originality for the teacher within the community,

(UBEC, 2022)

Relevant Areas of Supervision in Schools

Areas that supervision will make a difference in a school system are:

The nature the lesson plans, lesson presentation, reference materials, teachers-student relationship, classroom management, personality of the teacher and teacher empowerment and others.

Nature of the Lesson Plan

The lesson plan is a reflection of the level of preparedness as well as the effort the teacher made in gathering information for the lesson. So poorly written lesson plan not only indicates the quality of the teacher, but also his level of commitment to his primary task of teaching. The school head must critically examine the following items of the lesson plan routine basis.

- The clarity and appropriateness of the behavioral objectives,
- The relevance and adequacy of the lesson notes,
- Selection of teaching aids appropriate, and

- Selection evaluation of appropriate techniques to determine the extent to which the objectives are realized.

Lesson Presentation

Teaching is said to be effective in achieving the desired objectives if the lesson is well presented. Hence, the school head is require to carefully supervise the following areas:

- The introduction of the lesson and teachers ability to maintain student's attention throughout the duration of the lesson,
- The teacher voice quality, clarity of expression, intelligibility appropriate use of language,
- Effective use of learning materials such as; Audio Visual aids, chalkboard, among others
- Teacher's knowledge of the subject matter in terms of structure, sequence and content, and
- Classroom management techniques including skills in stimulating participation activities students in class.

Reference Materials

The use of appropriate reference materials such as; textbooks, scheme of work and syllabus. The relevant and duration of item to be use for the topic, and the use of current materials

Teachers-Student Relationship

Without doubt a harmonious interpersonal relationship between teachers and student could engender learning and enhances attainment of educational goals. The Head Teacher must seek for a genuine love and positive and acceptable disposition between the teachers and students. His ability to accommodate or tolerate and if possible, lend a helping hand to students through guidance and counseling services must be considered.

Classroom Management

Effective classroom management facilitates teaching processes. The teacher must, therefore, be conversant with the following: able to discipline and control students, reward skills to reinforce good performance or conduct, identify cases and causes of student's misbehavior, create conducive classroom climate.

Teacher's Personality

Teacher's personality includes among other things his personal trait or characteristics, emotional status, appearance, intelligence, physique, leadership skills, communication skills and others.

Ways of Improving the Quality of Basic Education in Borno State

A number of Factors determine the level of performance in the school system, especially in the quality of the input and school process variables Ochuba (2008) opined that goals and Education can only be achieve with a well organized school system that would ensure all aspect of school life. For education industry to carryout its functions of developing quality human capacity, there is need for checks and balances by regular and effective supervision and inspection. The federal Inspectorate service of the federal ministry of education is directly responsible for quality control and maintenance of standards in basic schools. Established by

an act 2004 outline its objectives to include: maintenance of minimum standard in education practice in the Borno state. To operate common system of education practice in Borno state and to introduce, classroom innovations to achieve quality education in Borno state.

Problems Militating Against -Basic School Supervision in Borno State

Inadequate number of inspectors as well as qualifications of personnel required into the inspectorate significantly influence education inspection in the state. This shows that only a few of the inspectors had degree induction and more had specialized training in education supervision/inspection. This inadequacy may be due to lack of specific policy on the recruitment and deployment of supervisors/Inspectors. Therefore, there is need to recruit suitable personnel as supervisors/Inspectors for effective discharge of their duties. Apart from having the right and quality of supervisors/Inspectors, the right tools, enabling environmental and effective legal backing are required for improving the effectiveness of education supervisors/inspectors for improved quality of primary education.

Head Teacher Empowerment

The responsibility for inspection can be entrusted with the head teacher of the school themselves. A special Performa for inspection can be designed and the Head Teacher requested to conduct inspection of their schools at intervals during the academic year and forward the inspection report to the nearest zonal education office. This strategy which is not intended to be a substitute for the normal inspection by the inspectorate has several advantages:

- It can ensure that all schools are adequately inspected
- It ensures simultaneous inspection of all school thus, making it possible to make meaningful comparison across the schools;
- The head teacher, who are expected to be in this schools throughout the year, are in a better position to discharge many supervisory function more efficiently than external school inspectors and supervisors who can afford to visit schools casually.
- The possibility of schools putting up artificial shows to satisfy and external inspectors would not occur when head teachers are entrusted with inspectoral functions.

Conclusion

The aim of this paper was to examination effective School Supervision as Tool for improving quality teaching and learning Borno State. The review has shown that the quality of primary education in the state could be significantly improved through effective supervision and inspection. Also identified factors that affected effective inspection of primary in Borno State. To restore faith in the public school system, especially at the primary level, the state policy on education has to be matched by a will and resources to make it stand. In order to raise the standard and quality of primary education in the state supervision and inspection should focus on the nature of lesson plan content presentation by teachers relationship between the teacher and students, and classroom management among others.

Recommendations

The following Recommendation were made for the improvement of education system in the state.

1. Teachers and inspectors at the local and state levels should be more dedicated to their work this could be done through effective and skillful supervision, regular participation, in strategic seminars, workshop, regular visits through exchange programs and pursuit of modern supervisory techniques.
2. Provision of adequate fund to facilitate supervision and inspection of schools.
3. Supervisor/inspectors that perform in their assignment should be rewarded regularly.
4. Primary schools should be better equipped and furnished to enhance effective teaching and learning.

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