

# Effective Supervision and its Impact on School Administration: A Case Study of Katsina State

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## **Abstract**

*Many emphases have been laid upon External – Formal Supervision by a number of conducted studies. Yet, to ensure and to maintain quality and standard within our schools in Katsina State, this paper examines and discusses creatively and innovatively the concepts of supervision, with emphases on Internal – Semi Formal Supervision. More so, challenges affecting the Internal Supervision in schools, such as: Economic, Religious, Administrative and Social Factors were identified and to mitigate the highlighted challenges, the Ways out were suggested, such as: Creating of more internal revenue derives by our schools, to lessen over dependencies on the State Government and by Organising periodic religious seminars and Co – opting of experienced teaching personnel to carry out the Routing – Internal Supervision. It was further revealed in the paper that effective supervision was being done by an effective school supervisor, who was described as an ambassador of the school to the entire populations (staff, students, parents/guardians as well as the host community) of the school.*

**Keywords:** *Effective Supervision, Impact, School Administration*

## **Introduction**

Supervision is an administrative and management task which is considered as an indispensable tool in any organisation (the public and non – governmental) for it ensures effectiveness and efficiency. (Onasanya, 2016) defines supervision of school as a method of inducing, controlling, promoting, revitalizing and directing the cooperative efforts of all subordinates to achieve the desired results. This, corresponds with the view of (Tijjani, 2011) who also views supervision as a process of perceiving how formulated policies, principles and techniques set for accomplishing the educational objectives are remarkably achieved, i.e. within a school. (Olorade and Adeyemo, 2012) who cited (Ogunsaju, 1983) asserted that supervision is a process which involves taking decision by school managers in order to improve the processes of teaching and learning respectively.

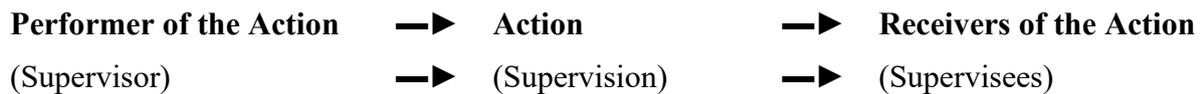
This paper therefore discusses the concepts, objectives, types, contents/key areas as well as importance of Effective supervision, with a much emphasis on Semi – Formal Supervision (Internal). The term “Supervisor” and his essential attributes and functions will however be innovatively and creatively discussed, using all the initial alphabets of the word: “SUPERVISOR” as a rare attribute and function to be possessed and discharged by the effective school supervisor, although the wording system used in the paper to describe the essential attributes and functions of the supervisor must not be educationally reliable for it portrays only views of the authors

## **Supervision**

A school is said to be a training ground, where the minds of all kinds of learners are educationally influenced. Though, to achieve this, supervision is necessary for maintaining quality within our schools. Supervision motivates both the teachers and learners to do the

needful and also ensures effectiveness and efficiency. In this regard, our schools need an effective supervision, which should involve an effective school supervisor, who is also the educational manager, principal or a headmaster/headmistress, then the supervisees, who are teaching and non-teaching staff as well as students or pupils.

Supervision of school is imperative for it dishes out points of strength and weakness of human resources as well as general needs of the school. More so, supervision of school needs collaborations and cooperative efforts involving a supervisor and supervisees. Supervision as an ‘action’ cannot take place without a supervisor and the supervisor alone, cannot perform the ‘action’ without the recipients of the ‘action’ (supervisees). The following figure (1.1) simplifies the sense of the expression, thus:



**Source:** (Innovated by the Authors, 2022)

Figure 1.1 denotes how supervision of school involves a group of persons who further subdivides into a performer of the action – supervisor, then followed by sufferers or receivers of the action. This portrays that both of the parties (supervisor and supervisees) are interdependent due to the presence of cooperative endeavour. That is to say, effective school supervision is only made possible through collaborative efforts that involve a supervisor and supervisees.

### **Objectives of Supervision of School**

Supervision of School has certain objectives or purposes which every effective supervisor focuses upon to accomplish them in school as denoted by a body of literature reviews. According to National Policy on Education, NPE (2004), supervision assists in ensuring controlled quality – of education by means of constant inspection and supervision of teaching and other related educational practices. This is what was stated under a sub – heading, titled: “Planning, Administration and Supervision of Education”. (Olorode et al, 2012), (Onyeike, 2016) and Bouchmma, (2013) asserted that supervision of school has certain objectives to achieve in schools, which include:

1. To assist the facilitators of learning processes improve their skills and knowledge.
2. To ensure effective teaching and learning.
3. To determine the actual needs of school regarding human and material resources.
4. To improve and maintain quality of educational practices in schools.
5. To detect teachers’ points of weakness for improvement
6. To enhance the spirit of professionalism among teachers.
7. To provide professional assistance to teacher.

### **Types of Supervision of School**

A body of research shows that there are two main types of Supervision and various terms are being used to name them. The two main types of the Supervision are:

#### **1. Semi Formal Supervision**

This type of Supervision is also termed as “Internal” and in – house. It is a supervision conducted by a school manager /head of school, or any assigned senior officer, to provide assistance to students/pupils, teachers, especially the newly employed ones in terms of subjects’ allocation, scheme of work, records of work, time – tables, teaching aids and other academic and administrative activities in their school. According to (Allen, 2015) who cited

(Jaiyeoba, 2006), supervision of school is divided into two, namely: Internal and External. The Internal – Semi Formal Supervision is done by a person who leads the school or any of his selected representatives in the same school. (Eziuzo, 2016) also agrees with the view of Jeiyabo in respect of the two major categories of supervision – internal and external. He further elaborates that Internal Supervision (Semi Formal) is carried out on daily basis by some members of staff, who are from the same school in order to make sure that both the administrative and academic activities of the school are effective and efficient.

With these, yet, it is obvious that, Semi Formal Supervision solely focuses on improvement and maintenance of quality performance on regular basis by the leader of the school or any assigned person or a group of persons working in the same school. Therefore, it is less formal for it does not involve outsiders, who are not familiar with the characters and attitudes of calibre of teachers and students/pupils. More so, the outsiders can sometimes be judgmental and anti-social. This means that, the work of monitoring and evaluating in the school is not periodic, though it is routing in nature.

## 2. Formal Supervision of School – External

Formal Supervision refers to external supervision or alternatively an inspection conducted by a team of Inspectorate Division, headed by Chief Inspectors of Education from either State or Federal Ministry of Education. (Jumare, 2018) and (Allen, 2015) assert that external supervision – Formal is another type of supervision in which supervisors are not staff members of the same school, rather they are administrative officers from ministry of education, and be it State or Federal. This form of supervision is considered as traditional supervision, for it sometimes aims at fault – finding, while the semi formal supervision is the modern. In these types of supervision however, a supervisory body inspects schools periodically, to assess and evaluate performance. The approach employed by the inspectors is friendless and pressure is sometimes put-upon facilitators of the learning processes regarding their mode of dressing, and lesson plans among others.

### Contents/Key Areas of Supervision of School

A brief exposition on Semi – Formal (Internal) and Formal (External) supervision earlier discussed under the types of supervision showed that the Formal Supervision, which is termed as an “Inspection”, has wider scope and content in nature; therefore, this paper examines only the key areas and contents in relations to Semi – Formal (Internal) Supervision which is done on daily basis in school. (Allen, 2015) and (Murthy, et al, 2005) mentioned some of the key areas and contents in their works, although the authors, in an innovative way elaborate more on them as follows:

<b>S</b>	<b>Staff</b> of the School: Every school has teaching and non-teaching personnel, who discharge their duties during school hours – Monday to Friday, while Boarding Schools have Monday to Sunday. Both staff and students are to be monitored accordingly.
<b>U</b>	<b>Utility</b> Room (s) of the school: These include: sources of energy, such as batteries, solar panels, inverters, generators and water pumping machines among others.
<b>P</b>	<b>Pupils/Students:</b> Generally, supervision, involves pupils/students, in terms of their attendance in class, assembly, hostels, afternoon and night preps. Beside these, attitudes and characters of the pupils/students are also closely monitored for corrections.
<b>E</b>	<b>Environment</b> of the School: A school Environment is a key area which requires effective supervision. Its contents like landscaping, sanitation, public conveniences are supervised.
<b>R</b>	<b>Records</b> of the School: Records are essential documents, which can be referred to in the future and are used mainly by classroom teachers. Other related records to be supervised are: Records of work, Lesson Plans, Scheme of Work, time – tables and registers.

<b>V</b>	<b>Visuals:</b> Visuals in this paper refer to any concrete object, thing like pictures, charts, Scientific and Technological equipment used to facilitate the learning processes. They however include audios, audio visual materials that are normally kept in school for effective teaching and learning; consequently, they have to be supervised on routing basis.
<b>I</b>	<b>Instructional Activities:</b> These are also contents of supervision which involve teaching methods. That is, how teachers employ appropriate teaching methods in teaching.
<b>S</b>	<b>Sporting Activities:</b> They refer to Co – Curricular Activities which include: school games, such as volleyball, football, basketball, inter – house games and matches.
<b>I</b>	<b>Improvised Materials:</b> Teaching Aids are sometimes not sufficient due to unavailability or cost; therefore improvised materials like empty bottles, empty cartons, toys, clay pots and jars, kettles and brooms have to be sourced and kept in school, to complement the teaching aids. Therefore, there is the need for monitoring their condition on regular basis.
<b>O</b>	<b>Ongoing Projects:</b> Ongoing Projects in schools (if any) are also monitored. Supervision covers sites and areas in the school where renovations and constructions are ongoing. For instance, painting, construction of additional classrooms, hostels and toilets or renovation of dilapidated offices and classrooms.
<b>N</b>	<b>Notice- Boards:</b> School Notice – Boards are also essential contents of supervision, for they are used as vital means of communication between the school and its populations including host community members. The school’s notice – boards should always be monitored by the school supervisor (s) to ensure that all intended messages are conveyed effectively and efficiently to the target populations.

Source: (Innovated by the Authors, 2022). Table 1.0

### Importance of Supervision

A large number of literature reviews focused and elaborated much on Formal Supervision – Inspection, due to its vast contents, yet, the authors feel that it is worth making the Semi – Formal – Internal Supervision as a content of relevancy, simply because if it is carried out effectively and efficiently in schools, the Formal Supervision, which is periodic, would always be easier. The importance of supervision – Semi Formal cannot be over emphasized for it is essentially indispensable not only to schools in general, though to teaching and non – teaching staff as well as pupils/students in particular. The authors have deduced from what other scholars said regarding the importance of supervision and have creatively recapitulated them, thus: Supervision:

<b>I</b>	<b>Identifies</b> the key areas/contents which require urgent attention for improvement.
<b>M</b>	<b>Monitors</b> and evaluates performance of both teachers and pupils/students.
<b>P</b>	<b>Protects</b> pupils/students against unfair treatments by upset teachers,
<b>O</b>	<b>Outlines</b> the observed cases and incidents for necessary action.
<b>R</b>	<b>Revitalizes</b> the efforts of dedicated teachers.
<b>T</b>	<b>Tantalizes</b> diligent pupils/students in schools.
<b>A</b>	<b>Avoids</b> corporal punishments by offended staff, (Jumare, 2018).
<b>N</b>	<b>Notifies</b> staff, especially the teaching staff of their respective primary duties.
<b>C</b>	<b>Communicates</b> and clarifies important issues unknown to staff or known but misunderstood.
<b>E</b>	<b>Enhances</b> instructional activities in school, (Murthy et al, 2005).

Source: (Innovated by the Authors, 2022)

Table 2.0

### Supervisor

It is obvious that Semi – Formal – Internal Supervision is carried out by a School Supervisor (s) who has managerial experience and capability of operating his school effectively and efficiently. According to (Eya and Leonard, 2012), a supervisor is any assigned person, who renders assistance to teachers and pupils/students in school, in order to improve their professional skills and knowledge. More so, a supervisor is the Educational Manager who is responsible for ensuring that all the tasks that are supposed to be done are effectively and efficiently done. He is also the one in charge with planning, organizing and managing the affairs of the school.

(Egbebi and Harbau, 2019) viewed that, a good supervisor is someone who is tasked with duties in school in relations to direction and guidance of all members of the school population. (Jumare, 2018) asserts that a good supervisor in school setting is the one who renders suitable assistance either directly or indirectly to the school population, to improve the general performance of the school. Therefore, an Effective Supervisor is a competent principal, head – teacher, school manager or any of his representatives who possess the needed essential qualities which facilitate in discharging his/her functions and strives hard to maintain quality in the school.

### Essential Attributes of an Effective Supervisor

Supervision of school is a management function employed to monitor and evaluate school populations. It is also a part of characteristics that reflect the effectiveness of a supervisor. There are scores of characteristics and functions of an effective supervisor revealed by a set of literature reviews, though, to maintain creativity and innovation mentioned earlier, the authors limit the attributes to only ten (10) for the word “SUPERVISOR” consists of ten letters or alphabets and each and every alphabet/letter carries a particular attribute of the effective supervisor. Therefore, the essential attributes of the effective supervisors respectively are as follows:

<b>S</b>	<b>Stimulating:</b> According to (Murthy et al, 2005), without any doubt, stimulating leadership for impartial and piteous managers and supervisors is the most significant tool for the job satisfaction of teaching and non – teaching staff.
<b>U</b>	<b>Upgrading:</b> Teaching staff are upgraded having undergone different in – service trainings which a supervisor recommends during supervision. Other members of the staff in school are also not left behind in attending their relevant professional training.
<b>P</b>	<b>Participating:</b> A cooperative endeavour is needed to achieve set objectives. Therefore, a school supervisor, teaching and non-teaching staff, pupils, students and other school populations participate in the supervision to achieve common goals for the school supervisor is the one who leads, directs and seeks for opinions for decision making.
<b>E</b>	<b>Experimenting:</b> The attributes and tasks of an effective supervisor are scientific in nature. The tasks of supervision are organised and coordinated. (Osburn, 2012) posits that a good supervisor regulates educational practices to get the desired results. He adds that, supervisor is Scientific in nature, for he ensures consistency and modification.
<b>R</b>	<b>Redeeming:</b> Undoubtedly, a religious feature is seen in an effective supervisor for honesty, sincerity and humility are all his concern. He redeems himself and others from going astray.
<b>V</b>	<b>Versatility:</b> An effective supervisor is versatile who broadens his way of thinking. He is characterized by both democratic and autocratic elements in taking sensitive decisions. He also adopts suitable approaches in tackling issues. He can be rigid or flexible sometimes.
<b>I</b>	<b>Inspiring:</b> When a teacher is inspired, he does the needful in due course. Therefore, teacher, students/pupils and other staff are inspired by an effective supervisor; consequently they respect him and emulate him.
<b>S</b>	<b>Suggesting:</b> To offer a best solution to any problem detected, suggestions and recommendations are employed to serve as tools for the problem solving. In this case, a good supervisor suggestion and recommendation are his concern for he suggests and recommends at a good time.
<b>O</b>	<b>Observing:</b> Obviously, a good observer is an effective supervisor. He listens and observes attentively, carefully and critically those whom he supervises and responds to their requests politely.
<b>R</b>	<b>Respecting:</b> An effective supervisor always respects the views of his supervisees. (Farah, 2013) states that an effective supervisor respects the complaints and needs of his subordinates – teaching and non – teaching personnel as well as pupils and students.

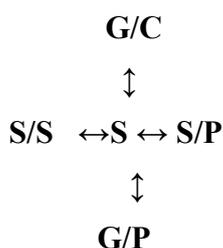
Source: (Innovated by the Authors, 2022)

### Table: 3.0 Functions of an Effective Supervisor

An effective Supervisor certainly possesses certain attributes as stated above which make him a unique character in any academic environment. More so, he performs in school certain essential duties including among others are:

- S – Servicing Human Resources.
  - U – Unveiling politely all points of teachers’ weaknesses.
  - P – Performing both academic and administrative functions.
  - E – Eliminating fear and distress of his teachers.
  - R – Redressing partialities and grievances of subordinates.
  - V – Visionarily, envisioning avenues of progress in his institution of learning.
  - I – Intensifying security and safety of teachers and students/pupils in the academic territory
  - S – Simplifying internal and external communications in school.
  - O – Observing and manipulating formulated policies in academic environment.
  - R – Realising the goals and objectives of education in his school.
- Source:** (Innovated by the Authors, 2022)

**Figure: 2.0**



**Source:** (Innovated by the Authors, 2022)

**Figure 3.0** portrays a supervisor (S) amidst the population of the school who serves as a good ambassador of the school to the Staff of the School (SS), Students/Pupils (S/P), Guardians/Parents (G/P) and Governments/Community (G/C).

### Challenges Affecting Informal (Internal) Supervision of Schools in Katsina State

- I. **Economic Factors:** Generally, there have been inadequacies in relation to both human and material elements (funds) in our schools in Katsina State, simply because the informal supervision is a routing activity which requires a qualified and dedicated person to do the job. Likewise, the overhead cost allocated to the school managers do not suffice, for this reason the economic factor serves as an impediment to effective informal supervision. Again, reports that are compiled on daily basis – working days consume stationeries which only money can buy, though there is insufficient money in the schools which can afford to this recurrent expenditure.
- II. **Administrative Factors:** Educational Personnel, who are assigned to carry out the routing supervision, are sometimes not well trained, for this reason the needed effectiveness and efficiency may not be achieved. In addition to this, poor timing may also not be unconnected to the ineffective informal supervision, because when there is absence of planning in any assigned function, the function is liable to fail.
- III. **Religious Factors:** Lack God-fearing, religious knowledge, mistrust, squabbles and following of common nature are among the hindrances which make a school supervisor discharge his assigned functions unfaithfully and untruthfully, for religion plays an important role in every aspect of human life.
- IV. **Social Factors:** Anti-Social Behaviour, Lack of sense of humour, lies and downgrading characters being displayed by school supervisor during the internal school supervision become a serious challenge that makes informal school supervision ineffective. The aforementioned are being given birth to as a result of low morale, due to lack of incentives. For instance, an assigned routing supervisor is expected to spend much time in his school, going round, concentrating on the key areas that require urgent attention.

Therefore, if he/she is not endowed with at least a refreshment or lunch during the day, he/she will feel demoralized.

### **The Way Forward**

For our schools in Katsina State to have an effective internal supervision, the following measures have to be taken into consideration.

- I. Creating of more revenue generating derives which will sustain the primary schools in Katsina State will avoid over dependencies on the State Government. For instance, selling of stationeries and hygienic edible things to staff and pupils during school hours will create more revenues for the schools.
- II. Co-opting of well-disciplined and experienced teaching personnel only in the internal school supervision will improve the effectiveness of the supervision. For example, the internal supervision should be done only by the main key officers of the school.
- III. Organising of periodic religious seminars for teaching and non – teaching personnel will lessen the greed, lust and other immoral acts in the academic environment.

### **Conclusion**

The paper has creatively and innovatively examined the concepts of supervision of school, emphasizing on semi – formal (internal) supervision and its key areas/contents by using and maintaining its individual alphabets or letters to justify (though personal) the relevant contents of the discussion. The discussions of the paper however have revealed that an effective supervisor interacts with the entire school populations, which consist of: Teaching and Non – Teaching Personnel; Pupils/Students; Parents; Guardians as well as Host Community Members. His title – SUPERVISOR also conceals essential attributes, which are yet revealed by each alphabet, or letter that forms his position and nevertheless his assigned daily functions which assist in enhancing both the teaching and learning in particular and the school system at large.

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