

9-2020

Issues and Challenges Facing Supervision of Secondary Education in Nigeria in the 21st Century

Yusuf Suleiman
Al-Hikmah University, Kwara State, Nigeria

Nike Yetunde Sidikat Ijaya
University of Ilorin, Nigeria

Mustapha Adam Ishola
University of Ilorin, Nigeria

Okwara Uche Joshua
Al-Hikimah University, Nigeria

Follow this and additional works at: <https://digitalcommons.lindenwood.edu/ela>



Part of the [Curriculum and Instruction Commons](#), [Educational Administration and Supervision Commons](#), and the [Educational Assessment, Evaluation, and Research Commons](#)

Recommended Citation

Suleiman, Yusuf; Ijaya, Nike Yetunde Sidikat; Ishola, Mustapha Adam; and Joshua, Okwara Uche (2020) "Issues and Challenges Facing Supervision of Secondary Education in Nigeria in the 21st Century," *Journal of Educational Leadership in Action*: Vol. 7 : Iss. 1 , Article 12.
Available at: <https://digitalcommons.lindenwood.edu/ela/vol7/iss1/12>

This Article is brought to you for free and open access by the Journals at Digital Commons@Lindenwood University. It has been accepted for inclusion in Journal of Educational Leadership in Action by an authorized editor of Digital Commons@Lindenwood University. For more information, please contact phuffman@lindenwood.edu.

ISSUES AND CHALLENGES FACING SUPERVISION OF SECONDARY EDUCATION IN NIGERIA IN THE 21ST CENTURY

Article by Yusuf Suleiman, Nike Yetunde Sidikat Ijaya, Mustapha Adam Ishola, and Okwara Uche Joshua

Abstract

Supervision of secondary education in the 21st century has raised deep concern among relevant stakeholders in educational industry as decline in the quality of education in the nation's school system could be attributed to ineffective supervision. Thus, the paper examined issues and challenges associated with supervision of secondary education in the 21st century. The concept of supervision was examined taking into cognizance the basic principles, types, purpose and supervision process consecutively. Specifically, various models such as integrative model, discrimination model and systems approach model of supervision were used to justify the importance of supervision. Issues and challenges facing the supervision of secondary education in Nigeria in the 21st century were equally overviewed meticulously. Also, measures for effective supervision in Nigerian secondary schools were elucidated consecutively. In view of the theoretical approach employed to explain the challenges of supervision in Nigerian secondary schools, it was concluded that for efficiency and effectiveness to be accomplished in Nigerian secondary schools, synergy must be established between the internal and external mechanisms in educational context. It was recommended among others that educational supervision should be redefined and earnestly undertaken either by appointed supervisors from the ministry of education or school based supervisors, professional accountability, values and standard required of teachers and educational supervisors should be appropriately recognized, well-defined, practiced and sustained, timely appraisal of supervisors' reports should be effectively addressed to ensure effective learning and promote students' cognitive growth.

Keywords: Issues and Challenges, Supervision, Secondary Education, 21st Century

Introduction

Education is an essential mechanism for manpower and national development in that socio-political, economic and technological advancement of any nation cannot be actualized without qualitative and functional education (Ardley & Johnson, 2019; Vandette & Gosselin, 2019). The consciousness of this verity by the Nigerian government made her to put much optimism on education as an instrument for actualizing the laudable and national objectives. The position of the government as affirmed in the National Policy on Education is that education is indispensable for all citizens of Nigeria, which must be of high quality, all-inclusive, serviceable and germane to the societal needs (Adikwu, Ogwuche & Usman, 2020; Federal Republic of Nigeria, 2013).

Secondary school level is the bridge between the primary and tertiary level of education in Nigeria. The significance of secondary education made the federal government to maintain that the broad aims of secondary education is the preparation of secondary school leavers for functional living within the society and for tertiary education. The underline principle advances that secondary schools should be able to offer standard secondary to the recipients. However, it appears that secondary schools in Nigeria do not optimally performing their fundamental obligations due to ineffective supervision of personnel and instruction which has been the bane of failure in secondary school educational policies in the country (Issa & Jailani, 2014; Lamidi & Afariogun, 2020). The growing complexity in Nigerian school system, the enlargement of socialization, teachers' participation in policy formulation and decision making in the 21st century requires supervisors that are considerable in action (Ogunsaju, 2012). The need for effective supervision of secondary schools depends on the responsiveness of government, educational agencies, supervisors, parents and germane stakeholders in educational industry. Already, there is evidence of confusion and ineffectiveness plaguing the type of educational system in Nigeria, thus resulting from pitiable, deplorable supervision and supervisor (Blase & Blase, 2014; Ezikwensili, 2017).

According to Ijaiya (2019), effective educational supervision in the 21st century is questionable due to decline in the quality of Nigeria's educational system which gives more apprehension than contentment. The issues and challenges of educational supervision in Nigerian secondary schools is critical and manifested in poor quality of language skills among teachers and students, awful academic performance, pitiable skill acquisition and incompetence of secondary school leavers from educational institutions have become rampart and predominant (Ijaiya, 2019). The performance of senior secondary school students that sat for West African Examination Council (WAEC) in Nigeria between 2012-2014 revealed that the failure rates in Mathematics and English Language was above 60%, 65% and 68% respectively. It was further established that the main factor responsible for mass failure was ineffective supervision of personnel and instruction by relevant stakeholders in educational system. The efficacy of supervision in Nigerian secondary school today is being called to question within and outside the profession due to mass failure and half-baked products of various educational institutions (Ogunsaju, 2012).

Adikwu et al. (2020) observed that unarguably, a system that is not thoroughly supervised and evaluated will crumble and result in poor academic performance, absenteeism, lateness, disrespect school authority, low morale and disruptive behavior of diverse forms. These could be ascribed to the declining standard of education in the country that is giving concern than satisfaction. Thus, progressive Nigerians have been asking diverse of intriguing questions to rationalize the need for appropriate supervision of secondary education in the 21st century. Questions such as: What is supervision? How does it work? Can it be used in every situation or in certain occasions? What are the challenges of supervision? Does educational supervision at the present time differ from the earlier forms? Can educational supervisors today cope successfully with the formidable challenges that lie ahead for educational system among others? If then, in what ways must supervision be further strengthened to meet the future demands? In the same vein, Omoregie (2015) lamented that secondary schools in the contemporary era produce individuals that can neither usefully live in the society nor move into higher institutions without their parents' aid or forgery. They have no worth for themselves or respect the views and feelings of others and despise dignity of labour except for things that will offer them immediate wealth. Fasasi and Ijaya (2017) opined that mobilization of resources towards qualitative education delivery and realization of educational goal are roles of effective supervision mechanism.

Furthermore, Adekunle (2019) asserted that the current state of secondary school supervision in Nigeria as reported by scholars show that ineffective supervision has been the bane of students' mass failure in secondary school examination. Ineffective supervision of personnel and instruction by secondary school administrators plummeting inequalities within the horizontal and vertical instructional delivery system of the school. When supervision is not effective students will become discourteous to the teachers, principals and other constituted authority within the institution, low grade shall be recorded in their academics, crimes of various types shall be exhibited, gross negligence of duties, absenteeism, lateness, disrupting activities in the classroom settings and poor academic performance of students will become predominant. Eja, Ele, Egbonyi and Ido (2020) are of the view that naughtiness is drastically reduced in secondary schools when students are genuinely supervised, giving prompt feedback their behavior are being reviewed regularly by the principals'. Thus, deterioration in educational standards will be highly manifested when the government, educational administrators, teachers, supervisors, parents and relevant stakeholders in educational industry fail to put necessary machineries in place to effectively supervise workforce instruction in their secondary schools. In view of the foregoing, this study examined issues and challenges that are facing supervision of secondary education in Nigeria in 21st century.

Concept of Supervision

There is no consensus of opinions among scholars with respect to providing a universally accepted definition of supervision. The term supervision is a combination of two words "super video" which is being used to explain the action of an individual who is super or of better qualities in vision and capable of seeing what others do not see.

Supervision is an intervention provided by a superior officer to a subordinate to see that the latter does the expectation appropriately (Canas, 2017; McNamara, 2013; Osakwe, 2016; Sooksomchitra, 2020). They further affirmed that educational supervision does not only concern with growth and development of knowledge and skills but also the behavior of the supervisees via guidance and feedback, which may directly or indirectly impact optimistically or pessimistically on students learning. Ijaduola (2017) defines supervision as the process of improving the overall educational setting to enhance pupil learning. He emphasizes that whenever more than one person is involved in any action, interaction is bound to occur in form of some type of established relationships for the purpose of achieving the goal of the enterprise. The fundamental purpose of supervision in school is to improve pupil learning, while its immediate center of attention is on the teachers and educational industry in totality. Oke (2016) viewed supervision as a democratic process which seeks to inspire, co-ordinate and direct teachers for continuous growth as individual and group in better understanding and effective performance of all pedagogical tasks.

Supervision is apparently associated with leadership functions entailing human resource management, human relations, curriculum development and entire activities that educational leaders take to promote effective teaching and learning and ultimately accomplish educational objectives (Ebele & Olofu, 2017; Ijaiya, 2012; Stinchfield, Hill, & Bowers, 2019). At the present time, there has been a paradigm shift in supervisory actions which were formerly conceived as directive and prescriptive to a mutually respectful approach that is follower-driven and enriched. Supervision equally connotes an essential requirement in educational management that deals with the tactics of efficient and effective management of human and human resources. Olashehinde (2016) avowed that supervision required a “super plus vision” (super perspective attended by special preparation and position). She inculcated that, the primary function of supervision of all types is leadership, encouragement and recognition of leadership in any other person either in the professional staff or among the community participants. Supervision can therefore be conceived as positive democratic action aimed at instructional improvement through the continued growth of all concerned (the educed, the teacher, the supervisor, the administrator and the parent of others interest lay person).

Aguokagbuo (2002) remarked that supervision is an essential prerequisite in educational administration which focuses on the devices for efficient and effective management of human and material resources. McIntyre and McIntyre (2020) believed supervision is a means of advising, guiding, refreshing, encouraging, stimulating, improving and overseeing teachers in the expectation of in quest of their collaboration so that they may be successful in the task of teaching and classroom management. Similarly, Afianmagbon (2007) defines supervision as a process of guiding, directing and stimulating growth with the overall view of improving teaching and learning process better for the learner. Fisher (2018) opines that supervision of instruction involves motivating the teacher to explore new instructional strategies to improved teaching and learning. The teacher must be made aware of educational goals and standards to be implemented. The observer must be objective during the observation process and

maintain confidentiality it is also important for the observer to provide positive feedback and appropriate resources for the teacher to utilize and understand his duty efficiently. Zepeda (2017) posited that educational supervision is the process of supporting teachers to improve their instructional abilities in order to enhance effective teaching and learning.

Principles of Educational Supervision

Principle of Optimism: This is the positive view of educational supervision through which all personnel in educational industry promote their counterparts with emphasis on positive aspects of teachers, compulsion and direct control of teachers if not effective, assign management of teachers and students to themselves and ensure sincerity in supervisory tasks (Watkins Jr, 2018).

Organizational Principle: This affirms that supervision is an organizational behavior and must be regarded as a management responsibility at school. Considering the school as a formal educational setting, the institution saddle with the responsibilities of enhancing quality service delivery in educational system. This responsibility is fulfilled through the Ministry of Education (Milne, 2017; Osakwe, 2016).

Principle of Responsibility and Power: this principle posits that respective power must be assigned to educational supervisors based on their expert's knowledge, skills and professional abilities in proportion of their responsibilities for effective service delivery (Vyskocilova, Prasko, Slepecky, & Kotianova, 2017).

Principle of Group Dynamism: Supervision is a group task in which teachers, schools, educational administrators and agencies must establish synergy with one another for effective teaching and learning to be actualized. Modification and collaboration of different educational components must be within the framework of supervision for the attainment of the set goal. This becomes realistic only through making individual dynamic in form of group work or team responsibility and exclude individuals from special groups (Osakwe, 2016).

Principle of Professional Growth and Development: This emphasis on teacher's development and promotion of knowledge, skills and information through seminars, conferences and workshops. This entails orientation with the application of modern phenomenon at schools such as educational software, learning new expert knowledge and engages in modern educational methods to enhance professional growth and development of teachers. Acquisition of new experience, knowledge and skills which infuse fresh abilities and initiatives to teachers is indispensable for the enhancement of teachers' effectiveness, rising spirit of teacher's personality and valuable change in teacher personality (Alila, Uusiautti, & Määttä, 2016).

Principle of Change: This principle of educational supervision affirms that supervisors and supervisees in the school system require certain changes due to the dynamic nature of the society in which the educational industry operate. Thus, for personnel and

instructional improvement in the school setting to be actualized, social, economic, political and cultural changes must be fulfilled by the Ministry of Education (Knight, 2018; Milne, 2017).

Principle of Practicability: Although educational supervisors gravely require theoretical fundamental, their success in assistance with improvement of educational value owes to practical guidelines and teachers applied measures. Therefore, attitude of teachers and educational supervisors toward supervision must be practically oriented in which the former exchange certain subjects with teachers theoretically in an attempt to improve pedagogical methods and classroom management and in return the latter present the practical guidelines into practices. The responsibility of educational supervisors is to make certain changes in mode of practice of teachers and teachers must not be left alone till they have advanced to this stage (Oke, 2016).

Purposes of Educational Supervision

Many reasons have been advanced for supervision in educational industry among which are: to ensure that each individual teacher within the school system has been performing the duties for which he was engaged, to enhance the effectiveness of teachers in order to maximally contribute to the actualization of the system goals, to ascertain teachers performance in the school system, to verify whether a teacher should be transferred, promoted, dismissed or retained, to improve teachers ineptitude, to discover extraordinary abilities or qualities possessed by teachers in the schools, to give guide for teachers improvement, to ascertain the effectiveness of classroom management by the teachers and to appraise the nature of the school (Figuroa, 2014; Ogunsaju, 2012). Also, Nwagwu (2014) remarked that supervision is necessary to enhance the teaching and learning process, the need for teachers to be skilled and up to date in the teaching profession, to create a good atmosphere for dynamism and interactions among intellectuals.

The purpose of educational supervision according to Madanachain, Hussein, Nordin and Taherdoost (2017) are to provide leadership to the school community, ensure that educational policies are acceptably interpreted and implemented, promote quality education in schools, ensure that teaching and non-teaching staff render excellence services to the students, provide adequate resources to for teaching and students welfare, assure credible examination of students and prompt release of result, to uphold discipline in the school, assure accurate record keeping and easy retrieval, enhance educational standard and uphold cordial relationship with the school immediate community and home school collaboration.

According to Nolan and Hoover (2018), educational supervision centered on providing satisfactory support to the trainees for the development of their learning requirements, ensure that proper training opportunities are made available to teachers in an effort to improve their competencies, to ensure that teachers follow the stipulated pedagogical procedures for the realization of the set educational goal, ensure meaningful interaction between the supervisors and the supervisees for clinical improvement.

Types of Supervision

Supervision is classified in to five types according to McPherson and Macnamara (2017). They are as follows:

- **Remedial Type:** this is the type of supervision which endeavors to uncover mistake with teachers, educational managers and the institution's work. The supervisor basically gazes at the depressing portion of the supervisees, condemns, keeps teachers' records of inaccuracy and reports the same to educational authorities. This type of supervision cannot enhance effective service delivery in the school.
- **Precautionary Type:** this looks forward to the likely impenetrability in the school program and forewarns the school head and teachers against feasible drawbacks. This assists the supervisees to convene the situation with buoyancy as they foreseen the tribulations beforehand and act as companion and guidance. This type of supervision is awfully useful to school heads and teachers (Don, Husin, & Khalid, 2018; Makin, Abdullah, & Shafee, 2018).
- **Resourceful Type:** this is a situation where both supervisors and the supervises work in partnership to assess and depict each work to improve self-determination, litheness and promote open mind. This is one of the most excellent types, where supervisors empathize with supervisees, pay attention to their tribulations, discusses solutions to the predicaments and motivate them to work more.
- **Clinical Supervision:** this involves practices and measures planned to enhance the student's learning by improving teacher's classroom behavior (Congman, 2003). This supervision follows observation, analysis, strategic planning, conference and post conference analyze (Gold, 2014).
- **Repressive Type:** in this type, there are specific household tasks laid down for the supervisees with no choice on their own. This type of supervision does not help in the advancement of the school in the sense that, it does not attach substance to supervisees, but all guidance and guidelines are given by the supervisors.

Models of Supervision

Generally, supervision models explain advanced phases of supervisee development from unskilled to skillful, each phase comprising distinct features and skills. Supervisees at the foundation period would be anticipated to have restricted skills and lack confidence as counselors, while middle stage supervisees might have more skill and confidence and have conflicting feelings about perceived independence/dependence on the supervisor. A supervisee at the expert end of the developmental spectrum is likely to

utilize good problem-solving skills and be reflective about the counseling and supervisory process (Ratner, 2019; Sundler et al., 2019). For supervisors employing a development approach to supervision, the key is to accurately identify the supervisee's current stage and provide feedback and support appropriate to that developmental stage, while at the same time facilitating the supervisee's progression to the next stage (Raman, Bang, & Nourbakhsh, 2020; Raouf, 2008; Tashtoush, 2020). To this end, a supervisor uses an interactive process, often referred to as "scaffolding", which encourages the supervisee to use prior knowledge and skills to produce new learning. As the supervisee approaches mastery at each stage, the supervisor gradually moves the scaffold to incorporate knowledge and skills from the next advanced stage. Throughout this process, not only is the supervisee exposed to new information and counseling skills, but the interaction between supervisor and supervisee also fosters the development of advanced critical thinking skills. While the process, as described, appears linear, it is not. A supervisee may be in different stages simultaneously; that is, the supervisee may be at mid-level development overall, but experience high anxiety to when faced with a new client situation (Coll, 2017; Onasanya, 2018). Basically, there are three models of supervision, they include the following:

Integrative Model of Supervision

Integrative models of supervision depend on many theories and techniques given the large number of theories and approaches that exist concerning supervision, an infinite number of integrations are possible as most counselors today practice what they describe as integrative counseling, integrative models of supervision are also widely practiced (Caputo, 2020; McPherson & Mcnamara, 2017; Stinchfield, Hill, & Bowers, 2019). They describe two approaches to integration: technical eclecticism and theoretical integration. The former focus on differences, chooses from many approaches and calls for using techniques via different schools without necessarily subscribing to the theoretical positions that hatched them, while the latter represents a conceptual creation beyond a mere blending of techniques. This path has the goal of producing a conceptual framework that synthesizes the best of two or more theoretical approaches to produce an outcome richer than that of a single theory. Examples of Integrative supervision models include: Bernard's discrimination model, Holloway's systems approach to supervision, Ward and House's reflective learning model, and Greenwald and Young's schema-focused model (Behrendt, Matz & Göritz, 2017; Chu, Ploeg, Wong, Blain & McGilton, 2016).

Bernard's Discrimination Model of Supervision

According to Jeon (2017), one of the most commonly used and researched integrative models of supervision is the Discrimination Model, originally published by Janine Bernard in 1979. This model is comprised of three separate foci on supervision (i.e., intervention, conceptualization, and personalization) and three possible supervisor roles (i.e., teacher, counselor, and consultant). The supervisor could, in any given moment, respond from one of nine ways (three roles x three foci). For example, the supervisor may take on the role of teacher while focusing on a specific intervention used by the

supervisee in the client session, or the role of counselor while focusing on the supervisee's conceptualization of the work. Because the response is always specific to the supervisee's needs, it changes within and across sessions. The supervisor first evaluates the supervisee's ability within the focus area, and then selects the appropriate role from which to respond. Dantzler and Volkmann (2018), Luke and Goodrich (2020) are of the view that in discrimination model of supervision, supervisors need not to respond from the same focus or role out of personal preference, comfort, or habit, but instead to ensure the focus and role meet the most salient needs of the supervisee in that moment.

Systems Approach Model of Supervision

In the systems approach to supervision, the heart of supervision is the relationship between supervisor and supervisee, which is mutually involving and aimed at bestowing power to both members (Lambley, 2018; Mette & Riegel, 2018). Holloway describes seven dimensions of supervision, all connected by the central supervisory relationship. These dimensions are: the functions of supervision, the tasks of supervision, the client, the trainee, the supervisor, and the institution (Holloway). The function and tasks of supervision are at the foreground of interaction, while the latter four dimensions represent unique contextual factors that are, according to Holloway, covert influences in the supervisory process. Supervision in any particular instance is seen to be reflective of a unique combination of these seven dimensions (Carbot-Rojas, Escobar-Jiménez, Gómez-Aguilar, & Téllez-Anguiano, 2017; Kennedy, Keaney, Shaldon, & Canagaratnam, 2018).

Process of Educational Supervision

Effective supervision requires the understanding of the basic supervision process in educational administration in both public and private sector. Thus, for efficient supervision to be facilitated, the following processes must be carefully drawn and understood.

- **Figure 1: Process of educational supervision (Issa & Jailani, 2014).** See attached.

As shown in Figure 1, supervision in secondary school level in Nigeria comprises different interactive process that work out modalities to ensure effectiveness and efficiency. The Supervisor is a professionally trained educational administrator who oversee the activities of teaching and non-teaching staff in the school system as well as instructional facilities toward creating favorable climate for learning. Any certified individual assigned with the responsibility for the direction and guidance of the work of teaching and non-teaching staff in the learning environment to maximize the available resources in order to accomplish the set goals is a supervisor in educational industry. Such supervisors may be officers from the Ministry of Education, specialists in different subjects, specialists in research and evaluation and school principals who oversee the activities and affairs of the school system. The school principal is the chief supervisor in

secondary schools who oversee both academic and administrative tasks in the school. The Heads of Department of each Unit equally oversee the activities of teaching staff under their custody for smooth running of the school. The teachers directly monitor and supervise the cognitive and affective domain of the students under their tutelage while in the class and even outside the classroom environment. Equally, certain students are entrusted with supervision function by the school management among which are the school prefects, class captain and heads of different groups within the school for administrative contingency. If synergy is established among the different supervising agencies, effective teaching and learning process will be actualized thereby enhancing supervision of secondary education in Nigeria in the 21st century.

Issues and Challenges Facing the Supervision of Secondary Education in Nigeria in the 21st Century

There are various factors militating against effective and efficient supervision of secondary education in the 21st century. Enaigbe (2019) identified the following factors:

1. **Paucity of Fund:** It is regrettable that less attention is given to the funding of secondary school system particularly in the under-developed countries of the world like Nigeria where educational system is disgustingly under-funding. There is doubt that educational supervisors cannot achieve much if they lack the necessary funds required for carrying out the assigned tasks (Ogunsaju, 2012).
2. **Political Instability:** the incapability of the serving government to continue from where the out gone government stopped has always being a cog in the wheels of progress. Frequent change of government often affects the educational policies due to egocentrism and blatant disregard for the achievement of previous administration and consequently hampers proper supervision of secondary education. The changes in educational policies ought to be hinged on current global trends and not on unplanned, unsupervised policies that are not result oriented. This is evidenced with the government's inability to nationally restore, harmonize and normalize the secondary schools' calendar to focus on learning activities in the system. Textbooks are changed to favor ally publishers, parents are constrained to always go out of their monthly or annual budgets to provide textbooks and other materials, students are not able to articulate the relevance of what is being taught with everyday life and the teachers are recipients of untold pressures stemming from curriculum changes.
3. **Shortage of Skilled and Experience Personnel:** when the supervisors lack the required intellectual sharpness, authority and status to understand the dynamics of management and supervision in the system especially when the supervisor is posted for the first time without prior knowledge on the job, it will render him relatively unequal to the tasks assigned. In this scenario, the supervisor is left alone to experiment his new position on a trial and error

foundation. This has led to the inefficiency in teaching and learning in secondary schools in that some of the supervisors do not possess the fundamental requirements for effective supervision in the dynamic world of education. It is saddening that some teachers in the secondary schools are consistently unable to achieve the goals of secondary education as themselves need current training and retraining on the job for professional proficiency rather than sticking to archaic methodologies that cannot facilitate learning in young people in this 21st century.

4. **Inadequate Timing:** one of the issues and challenges of educational supervision in the 21st century is that precious time of the supervisors is exhausted on keeping records, filling of forms, submitting returns and memoranda for the benefits of the top level management in the educational industry especially when the supervisors involved in series of consecutive tours of teachers. In this scenario, they may be delayed before able to get the reports typed, signed and dispatched to the Ministry of Education or agencies. This leaves the supervisors in inadequacy of time to do the real supervisory work.
5. **Inadequate Facilities:** shortage of materials and resources for the effectiveness of the system to improve, lack of facilities and resources (vehicles) for supervisors in the educational sector and poor conditions of Nigeria roads for the supervisors to function well and to carry their duties successfully. Moreover, the lack of effective evaluation in the system of all categories of civil servants in the county has led to the Politicization of the appointment of supervisors and other agencies.

Measures for Effective Supervision in Nigerian Secondary Schools

The primary objective of the supervision process in secondary schools is to offer teachers direct assistance to improve their performance towards the goal of increasing students' learning. To achieve the goals of instructional supervision in secondary schools, efforts must be geared toward overcoming most of the challenges facing instructional supervision (Lamidi & Afariogun, 2020; Soltani, 2014; Sooksomchitra, 2020). In addition, if education would be one of the tools to realize the goals of transformation agenda of secondary education in Nigeria in 21st century, there is need to improve upon the quality of learning in secondary schools through effective supervision of instruction in the following ways:

1. **Adequate Funding:** The need for adequate provision of financial resources is imperative for effective implementation of planned activities, projects and philosophies. Therefore, it is the duty of the government at all level to align with other important agencies to provide fund required to meet the educational needs of the society the school have been established to serve. It is mandated on the chief inspector of education to establish synergy with personnel from financial planning system that will indicate the estimated cost of the proposed

educational and supervisory programs for the year to the government through the educational ministry. Public private partnership in funding education since it has become clear that government alone can no longer provide necessary funds that are required in the education sector. The United Nations resolution was that 26% of a nation's budget should go to education sector. Implementing this resolution would equally boost the funds available to the education sector which will afford all agencies and parastatals in education to carry out their educational activities effectively (Don, Husin, & Khalid, 2018; Okoro & Madueme, 2014).

2. **Institutionalization of Professional Accountability:** Experts in the field of education with versed knowledge, skills and experience in secondary school education should be appointed as supervisors in order to exhibit all sense professionalism required for carrying out their functions in the school system must be held accountable for what is going on in the school setting. Quality should never be sacrificed for quantity and mediocre on the altar of political affiliation and god-fatherism. Also, since teachers were professionally trained to perform certain roles unique to teaching profession, they must work in compliance with pedagogical ethics among which are integrity, dedication to duties, selflessness and probity. Moreover, the Ministry of Education must ensure that the professional values and standards required of teachers and school supervisors are correctly acknowledged, defined, practiced and upheld. This will consequently make the accountability of educators to be institutionalized and enhance effective service delivery in secondary school system (Boadou, 2018; Eya & Chukwu, 2012; Hazi, 2014; Jeon, 2017).
3. **Capacity Building Programs:** In order to ensure satisfactory and effective supervision of instruction in secondary schools in Nigeria in this 21st century, government need to embark on capacity building for educational supervisors, administrators as well as teachers to enable them to perform their duties effectively. This can be done through regular training, induction programs, seminars, conferences and workshops directed towards broadening supervisors' knowledge, skills, understanding and proficiency regarding their professionalism to keep them abreast of the current developments in the school system worldwide. They can equally be given opportunities to participate in international conferences in order to acquaint themselves with what operates in the school system outside the shores of their domains. In service training of all educators should be dynamically encouraged and promoted in the school system to survive the challenges occasioned by technological advancement (Ijaiya, 2012; Ijaiya, 2012; Ilesanmi, 2006).

Conclusion

Supervision requires the leader to oversee, assess, evaluate and direct teachers as well as school administrators to ensure an educational institution is meeting its goals. Also, successful supervision promotes a vision to implement changes in the school system

that facilitates improvement. The supervision of instruction is by design a developmental process with the main purpose of improving the instructional program generally and teaching specifically. Only when this process is carefully planned and executed can success be assured. The supervisory function is best utilized as a continuous process rather than one that responds only to personnel problems. Thus, administrators with supervisory responsibility have the opportunity to have tremendous influence on the school activities and help ensure the benefits of a strong program of instruction for students. Successful supervisor should be knowledgeable about educational leadership, management and administration. They should know the culture of the schools and communities in order to ensure effective supervision of instruction. Supervisors of instruction should be knowledgeable of real-life issues and the global dynamism in education.

Recommendations

The following recommendations were made based on the study:

1. Educational supervision should be redefined and earnestly undertaken either by appointed supervisors from the ministry of education or school-based supervisors.
2. Professional accountability, values and standard required of teachers and educational supervisors should be appropriately recognized, well-defined, practiced and sustained.
3. Timely appraisal of supervisors' reports should be effectively addressed to ensure effective learning and promote students' cognitive growth.
4. Synergy must be established among educational stakeholders through school community relationship to foster progress in the education system and enhance service quality.
5. Adequate funds should be budgeted for the training and retraining of supervisors for them to be more equipped with 21st century supervision skills.

References

- Adekunle, A. A. (2019). Emerging issues in the achievement of the mandates of the universal basic education programme in Nigeria. *Interdisciplinary Journal of Education (IJE)*, 2(1), 15-26.
- Adikwu, V. O., Ogwuche, O. C., & Usman, M. B. (2020). Supervision as strategy for student retention in schools in the 21st century: Implication for counselling. *Journal of The Nigerian Council of Educational Psychologists*, 12(1),34-48.

- Afianmagbon (2007). Clinical supervision and teacher effectiveness in school. *International Journal of Educational Planning and Administration*, 2(5), 10-22.
- Aguokagbuo, C.N. (2002). *Micro-teaching theory and practice*. Nsukka: Mike Social press.
- Ardley, J., & Johnson, J. (2019). Video annotation software in teacher education: Researching university supervisor's perspective of a 21st-Century Technology. *Journal of Educational Technology Systems*, 47(4), 479-499.
- Alila, S., Uusiautti, S., & Määttä, K. (2016). The principles and practices of supervision that supports the development of inclusive teacherhood. *Journal of Education and Learning*, 5(3), 297-306.
- Behrendt, P., Matz, S., & Göritz, A. S. (2017). An integrative model of leadership behavior. *The Leadership Quarterly*, 28(1), 229-244.
- Blasé, J. & Blasé, J. (2014). *Handbook of instructional leadership: How successful principals promotes teaching and learning*. Thousand Oaks, CA: Corwin Press.
- Boaduo, N.A-P. (2018). An investigative study of innovation and reform in the education system of the Kingdom of Lesotho. *Journal of African Educational Research Network* , 5(1), 4-19.
- Canas, W. P. (2017). *Definition, nature and functions of supervision*. Retrieved June on 16th, 2019 from www.pressreader.com.
- Caputo, A. (2020). Comparing theoretical models for the understanding of health-risk behaviour: Towards an integrative model of adolescent alcohol consumption. *Europe's Journal of Psychology*, 16(3), 418-436.
- Carbot-Rojas, D. A., Escobar-Jiménez, R. F., Gómez-Aguilar, J. F., & Téllez-Anguiano, A. C. (2017). A survey on modeling, biofuels, control and supervision systems applied in internal combustion engines. *Renewable and Sustainable Energy Reviews*, 73, 1070-1085.
- Chu, C. H., Ploeg, J., Wong, R., Blain, J., & McGilton, K. S. (2016). An integrative review of the structures and processes related to nurse supervisory performance in long-term care. *Worldviews on Evidence-Based Nursing*, 13(6), 411-419.
- Coll, K. M. (2017). Effective clinical supervision for adolescent residential treatment centers: An exploratory outcome study. *Vistas Online*, 8(1),1-13.
- Congman, M. (2003) *Clinical supervision*. Boston: Houghton Publisher.

- Dantzler, J. Z., & Volkmann, S. (2018). The science and art of integrating psychodrama and Bernard's discrimination model. *Journal of Creativity in Mental Health, 13*(1), 43-57.
- Don, Y., Husin, F., & Khalid, R. (2018). Instructional leadership and teachers' functional competency across the 21st century learning. *International Journal of Instruction, 11*(3), 135-152.
- Ebele, U. F., & Olofu, P. A. (2017). Enhancing the standard of teaching and learning in the 21st century via qualitative school-based supervision in secondary schools in Abuja Municipal Area Council (AMAC). *International Journal of Educational Administration and Policy Studies, 9*(6), 79-83.
- Eja, M. A., Ele, A. A., Egbonyi, R. C., & Ido, D. E. (2020). Principals' innovative leadership practices and effective school supervision in Ikom Education Zone of Cross River State, Nigeria. *American International Journal of Nursing Education and Practice, 1*(1), 35-49.
- Enaigbe A. P. (2009). Strategies for improving supervisory skills for effective primary education in Nigeria. *Edo Journal of Counselling, 2*(2), 235-244.
- Eya, P. E. & Chukwu, L. C. (2012). Effective supervision of instruction in Nigerian Secondary Schools: Issues in quality assurance. *Journal of Qualitative Education, 8*(1), 1-6.
- Ezekwensili, O. (2017). *Reinventing Education*. Retrieved, 24th June, 2020 from Vanguard Newspaper.
- Fasasi, Y. O., & Ijaiya, N. Y. S. (2017). Quality management in education: Fundamentals and anomalies of school supervision and inspection in Nigeria. In Roseline, O. O., Abdulkareem, A. Y., Alabi, A. T. & Adeyanju, F. (Eds). *Educational management: New Perspectives*. Lagos: Amfitop publisher's.
- Federal Republic of Nigeria. (2013). *The National policy on Education*. Abuja: NERDC Publishers.
- Figuroa, A.N. (2014). Actual and destined teacher attitudes toward supervision of instructional strategies in pedagogical and curriculum areas in high and low performance in secondary schools. *Journal of Educational Studies, 2*(4), 20-23.
- Fisher (2018). *Educational administration - theory research and practice*. New York: Random House.
- Gold, H. R. (2014). *Clinical supervision: special method for the supervision of teachers*. New York: Holt Rinehart Press.
- Hazi, T. Y. (2014). *Theory and practice of educational administration*: New York: Edward Press.

- Ilesanmi, T. O. (2006). *Educational planning and administration*. Ijebu- Ode: Tonad Publishers.
- Ijaduola, K. (2017). *.Decision-Making strategies for effective crisis management among Nigerian school principals*. An Ph.D. Thesis submitted to the Department of Educational management, Faculty of Education, University of Ibadan.
- Ijaiya, N. Y. S. (2012). Management that matters: Key to sustainable education. 113 Inaugural lecture, University of Ilorin, Ilorin. Delivered September 13th, 2012.
- Ijaiya, N. Y. S. (2019). Clarifying educational supervision in school administration: A case of Nigeria. *International Journal of Educational Management*, 18(1), 1-13.
- Issa, Y. K., & Jailani, B. M. Y. (2014). The supervisor's role for improving the quality of teaching and learning in Nigeria secondary school education system. *International Journal of Education and Research*, 2 (8)
- Jeon, M. H. (2017). Conceptualizing parent involvement in child therapy: A framework roles using Bernard's discrimination model. *The Journal of Counselor Preparation and Supervision*, 9(2), 3-21.
- Kennedy, E. K., Keaney, C., Shaldon, C., & Canagaratnam, M. (2018). A relational model of supervision for applied psychology practice: professional growth through relating and reflecting. *Educational Psychology in Practice*, 34(3), 282-299.
- Knight, C. (2018). Trauma-informed supervision: Historical antecedents, current practice, and future directions. *The Clinical Supervisor*, 37(1), 7-37.
- Lambley, S. (2018). A semi-open supervision systems model for evaluating staff supervision in adult care settings: a conceptual framework. *European Journal of Social Work*, 21(3), 389-399.
- Lamidi, M. L., & Afariogun, A. A. (2020). Imperatives of supervision in attaining quality assurance in Nigerian educational system. *Journal of Contemporary Issues in Educational Planning and Administration*, 5(2), 72-84.
- Luke, M., & Goodrich, K. M. (2020). A profile of the personhood and career of Janine M. Bernard: virtues of a supervision leader. *The Clinical Supervisor*, 39(1), 4-23.
- Madanachain, M., Hussein, N., Nordin, F., & Taherdoost, H. (2017). Leadership effectiveness measurement and its effects on organization outcome. *Precedia Engineering*. 18 (27), 1043-1048.

- Makin, M., Abdullah, Z., & Shafee, S. (2018). The art of supervision: Role of supervisory skills in developing teacher capacity. *MOJEM: Malaysian Online Journal of Educational Management*, 6(4), 37-55.
- Mette, I. M., & Riegel, L. (2018). Supervision, systems thinking, and the impact of American school reform efforts on instructional leadership. *Journal of Cases in Educational Leadership*, 21(4), 34-51.
- McIntyre, D. J., & McIntyre, C. (2020). The evolution of clinical practice and supervision in the United States. *Journal of Educational Supervision*, 3(1),5-20.
- McNamara, C. (2013). *A definition of supervision*. Retrieved May 15, 2019 from www.managementhelp.org.
- McPherson, L., & Mcnamara, N. (2017). Introducing an Integrative Model of Supervision (IMS). In *Supervising Child Protection Practice: What Works?* (pp. 27-30). Springer, Cham.
- Milne, D. L. (2017). *Evidence-based CBT supervision: Principles and practice*. John Wiley & Sons.
- Nolan, J. F., & Hoover, L. A. (2018). *Teacher supervision and evaluation: Theory into practice*. Hoboken, NJ: John Wiley & Sons, Inc.
- Nwagwu, C.C. (2014). *Organization and administration of education: Perspective and practices*. Benin City: Festa publishing press.
- Ogunsaju, S. (2012). *School management and supervision*. Ile-Ife: Clean prints Publisher.
- Oke, E. B. (2016). Influence of early childhood instructional supervision on caregivers' effectiveness in Federal Capital Territory Centers, Abuja Nigeria. *International Journal for Cross-Disciplinary Subjects in Education*, 7(1), 2682-2692.
- Okoro, O. I., & Madueme, T.C. (2014). Solar energy investments in a developing economy, *Renewable Energy*, 2(9), 1599 -1610.
- Olasehinde, W. (2016). *Strategies for effective supervision of teaching practice students*. A paper presented at Institute of Education, University of Ilorin for teachers on teaching practice assessment on January 5th, 2016.
- Omoregie, N. (2015). *Re-packaging secondary education in Nigeria for great and dynamic economy*. A Paper presented at the 2nd Annual National Conference of Association for Encouraging Qualitative Education in Nigeria (ASSEQEN). 9th—11th May.

- Onasanya, S. A. (2018). The Concept and Practices of Supervision/inspection in Kwara state public primary schools. In D. O. Durosaro, & S. A. Onasanya (Eds.). *Continuous Assessment Dossier, School Diary, Supervision and Records Keeping in Public Primary Schools in Kwara State*. Ilorin: Integrity Publications.
- Osakwe, R. N. (2016). Principals' quality assurance techniques for enhancing secondary school quality education in the 21st century. *Journal of Emerging Trends in Educational Research and Policy Studies*, 7(2), 176-180.
- Raouf, A. (2008). *Continuous improvement of higher education quality*. Retrieved June 20th, <http://www.aacsb.edu/accreditation/default.asp>. <http://www.abet.org/thebasics.shtml>.
- Raman, N., Bang, G., & Nourbakhsh, A. (2020). Mapping ESG trends by distant supervision of neural language models. *Machine Learning and Knowledge Extraction*, 2(4), 453-468.
- Ratner, A. (2019). Training complex models with multi-task weak supervision. In *Proceedings of the AAAI Conference on Artificial Intelligence* (Vol. 33, pp. 4763-4771).
- Stinchfield, T. A., Hill, N. R., & Bowers, R. (2019). Integrative Reflective Model of Group Supervision: Practicum Students' Experiences. *Counselor Education and Supervision*, 58(2), 141-157.
- Sooksomchitra, A. (2020). Supervision State of Professional Experience Practice in Faculty of Education, Suan Sunandha Rajabhat University. In *International Academic Multidisciplinary Research Conference in Cape Town, South Africa* (pp. 35-39).
- Soltani, M. (2014). *What is quality?* Retrieved 20th July, 2020 from www.lifetime-reliability.com/cms/free-article/work.
- Sundler, A. J., Blomberg, K., Bisholt, B., Eklund, A., Windahl, J., & Larsson, M. (2019). Experiences of supervision during clinical education among specialized nursing students in Sweden: A cross-sectional study. *Nurse Education Today*, 7(2), 20-24.
- Tashtoush, R. A. (2020). The effectiveness of the discrimination model-based counseling supervisory program in improving crisis counseling skills among family reform Counselors in Jordan. *Journal of Educational and Psychological Studies [JEPS]*, 14(3), 481-502.
- Watkins Jr, C. E. (2018). A unifying vision of psychotherapy supervision: Part III. Meta-values, meta-principles, and meta-roles of the contextual supervision relationship model. *Journal of Unified Psychotherapy and Clinical Science*, 5(1), 23-40.
- Vandette, M. P., & Gosselin, J. (2019). Conceptual models of clinical supervision across professions: A scoping review of the professional psychology, social work, nursing, and

medicine literature in Canada. *Canadian Psychology/Psychologie Canadienne*, 60(4), 302.

Vyskocilova, J., Prasko, J., Slepecky, M., & Kotianova, A. (2017). Basic principles of supervision and its ethics in cognitive behavioral therapy. *European Psychiatry*, 41(S1), s782-s782.

Zepeda, S. J. (2017). *Instructional supervision: Applying tools and concepts*. Ibadan: Play Press

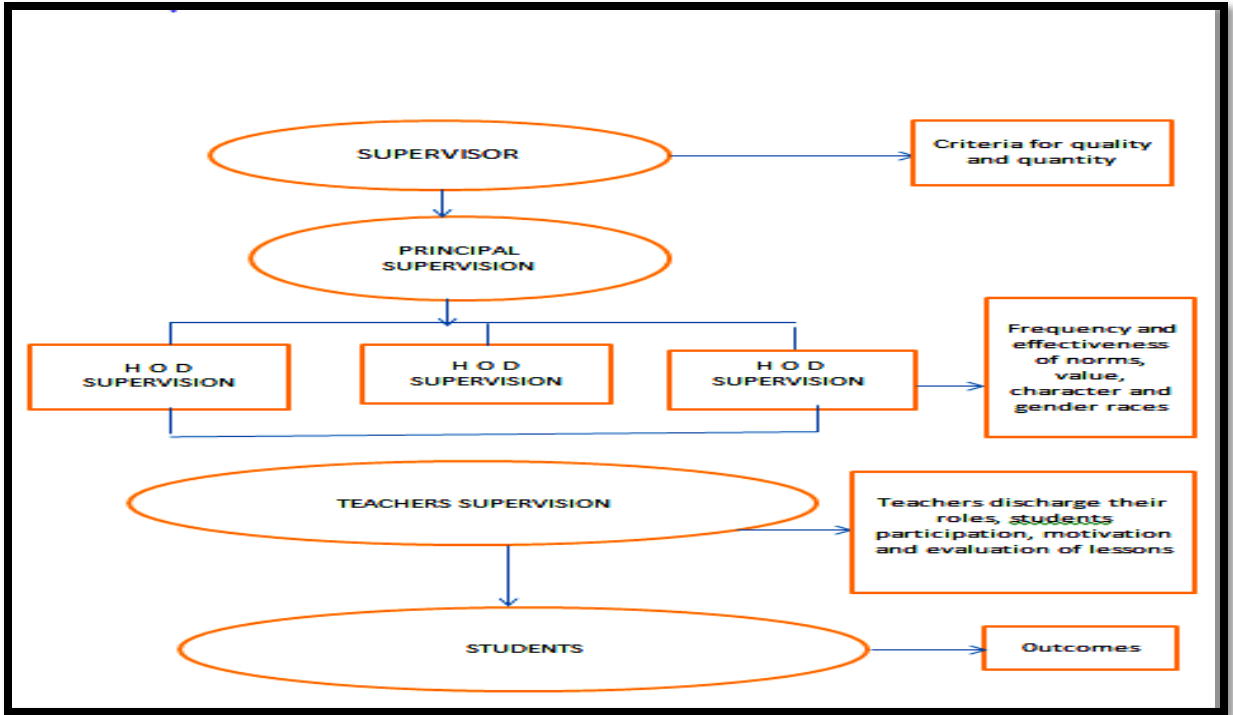


Figure 1: Process of educational supervision (Issa & Jailani, 2014).