

COMPARATIVE STUDY OF INSTRUCTIONAL SUPERVISORY ROLES OF SECONDARY SCHOOL PRINCIPALS AND INSPECTORS OF THE MINISTRY OF EDUCATION IN LAGOS STATE, NIGERIA

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Abstract

The study investigated the instructional supervisory roles of secondary school principals and inspectors of the ministry of education in Lagos state. A total of 20 principals and 20 inspectors were randomly selected. A descriptive research of the survey design was adopted for the study. Two sets of questionnaire were used to gather information from the sample chosen for the study. The validity of the instruments was ascertained. The internal consistency of the instruments was established through test-retest method which produced a coefficient of 0.76 and 0.78 respectively. Two hypotheses were generated and tested at 0.05 level of significance. The data collected were analyzed using Pearson product moment correlation to test the relationship. The study revealed that there was significant relationship between principals and inspectors in instructional supervision. The studies also showed that principals and inspectors were alert to the possibilities for improvement of instructions, possess the ability to work and actively engaged in discharging their duties in terms of monitoring and evaluation. Based on the findings, it was recommended that the Principals and inspectors should be given more necessary orientation which would guide them the more in their positions as instructional supervisors. They should be refreshed through working in conjunction with neighboring universities. Workshops, seminars and in service training should be made available to them. Inspectors from the Ministry of Education should be equipped to make reports available and follow up to see that weaknesses identified in schools are corrected.

Keywords: Instructional, Supervisory roles, Secondary School, Principals, Inspectors

Introduction

The supervision of schools in present day Nigeria could be traced to the 1882 Education Ordinance. It was the first attempt by the colonial administration to establish any form of control over the development and growth of schools. The Ordinance provided for the establishment of a general board of education which was to appoint an inspector of schools in West Africa.

This appointment marked the beginning of the recognition of the need for a form of inspectional service in the educational system. The National policy on Education (2004) makes it clear that one of the cardinal objectives of administration in education is to ensure quality control through regular inspection and continuous supervision of instruction and other educational services.

Anukam (1989) opined that the nation is finding ways of improving supervision of schools in the wake of assumed falling standard of learning, increased school enrolment, and increased recruitment of unqualified teachers. The author emphasized the importance of supervised instruction in schools as correlate of students 'positive' academic performance.

The Problem of the study arose from the background information that the field of supervised instruction has been duly neglected for one reason or another in the midst of modern complications of the Secondary School.

Adesina (1981) was of the opinion that schools have not been regularly visited by inspectors of the Ministry of Education and when inspection is done, it is far from being thorough. Inspection reports are hardly made available and there are no follow-up that would ensure that the weaknesses identified have been corrected.

Knowing that the principals of schools and inspectors from the ministry of education are meant to be instructional leaders, it therefore becomes imperative to conduct a comparative study on instructional supervisory roles of these two key instructional leaders and see if there is any relationship between their supervisory roles.

Qualities of a Supervisor

The supervisor is an adviser to teachers. He provides constructive advice to teachers so that the quality of education in schools may improve. Bartky (1973). A supervisor must be frank, honest and should be able to give proper advice to raise the standard of teaching and learning in schools. He must be strong willed, consistent and fair in dealing with other people. Adesina (1981) posited that supervisor should possess experience, have helpful attitude, genuinely enthusiastic about his job, and have zeal and vigour required to deal with problems occurring in schools. It therefore presupposes that a good supervisor must be

sincere, firm, approachable, ready to help people solve their problems and encourage others to work in harmony to achieve the goals and objectives of the school system.

The Instructional Supervisory Roles of Inspectors

The inspectorate division of the Ministry of Education is a major Supervising agency of Government. According to Oyedeji (2008), the Ministry of Education pays routine visits to schools in order to identify the problems of each school. Where new schools are established, inspectors may pay an advisory visit in order to give necessary advice. The Ministry may also carry out a full inspection. In this exercise the buildings, furniture, equipment, sanitation, water, lighting, library facilities, students and staff records are examined, notes of lesson and audio visual aids are also examined, as well as records such as attendance register, log book, visitors' book, cash book, ledgers, scheme of work, lesson notes, minutes of meetings by Board of Governors and Parents Teachers' Associations. They also visit the classrooms, library and laboratories and assess the general atmosphere of the school, hold consonance with the objectives. It will be very difficult to attain the standard that are set if supervision is not adequate or not undertaken at all. Therefore, supervision helps to enhance the quality of education.

According to Harris (1996), much of the work of the supervisors or inspectors from the ministry of education revolve around professional guidance of teachers, identifying problems in schools, proffering solutions and helping professional colleagues to perform the job of teaching to maintain the required and adequate standard.

The inspectors or supervisors from the Ministry communicate policies to teachers and receive feedback on adequacy of resources from teachers. They also monitor the development within the system more so when quantitative expansion is embarked upon within the system. The inspectorate service opens the government 'eyes' to factors militating against government's huge investment in education. The supervisory personnel from the Ministry of Education also provide professional advice to problems confronting teachers in the schools. They coordinate the learning activities of the public and private schools in many states in Nigeria. They ensure that uniform and high standard of education are maintained in the schools. In order to supervise, the Ministry of Education makes use of full time inspectors and honorary inspectors. There are full inspections and routine checks or pastoral visits. While a full inspection is accompanied by full reports after inspection, pastoral visits may be carried out only for the purpose of guiding and advising the school.

They also perform the roles of supervision of the implementation of the National Policy on Education in the schools. Supervision is a process which strives to stimulate others

towards greater effectiveness or productivity. The functions of those engaged in supervision of instruction from the Ministry of Education include supervising lessons to raise the standard of education, encouraging professional growth of teachers by giving advice and also organizing in-service-training for professional growth and development of teachers. The most crucial supervisory activities include giving direction and advice, control and stimulation of effort towards goals, observation to determine when correction or modification ought to be made in a programme within schools.

The supervisor must learn how to guide and direct efforts of the supervisee. This involves learning about many factors that motivate people, and understanding the principles and methods of supervision that are known to be effective. Aiyepoku (1987) identified the functions of an inspector as a professional guide, the link between the schools and the policies of the Ministry of Education, a professional who monitors the system in order to provide a feedback to policy makers who invariably plan for the school system.

The instructional supervisory roles of principals

Van Deventer and Kruger (2003) stated that the five basic elements of instructional supervisory roles of principals are: defining the school mission, managing the curriculum and instruction, supervising teaching, monitoring learner progress and promoting instructional climate. Budhal (2000), Van Deventer and Kruger (2003) definitions of instructional supervision imply that the Principal provides direction, resources and support the teachers as an instructional leader. The Principal has a direct and determining effect on teacher attitudes towards teaching and on his/her instruction. The Principal supervises the heads of departments by checking their scheme of work and lesson notes, making sure they go to classes regularly, checking absenteeism, rewarding hardworking teachers, and punishing the indolent ones, assigning administrative duties to them and encouraging them to do the right things at the right time. He provides the materials for effective discharge of assigned duties and he encourages experimentation. All these are also inputs into the standard of education. Quinn (2002) points out that Principals are responsible for informing teachers about new educational strategies, technologies and tools that apply to effective instruction. Therefore, it is evident that pre-eminent in the Principal's role as an instructional supervisor is his/her ability to motivate and inspire teachers with the end goal of exerting a positive influence on instructional practice and ultimately learners' achievement.

According to Fink and Rescink (2001), instructional leadership entails the ability of the Principal to create both intellectual and social capital. The Principal should develop a community of professional learners or a nested learning community in which teachers trust,

depend on, and learn from one another (collegiality and collaboration). He/she must also participate in making curriculum choices, establishing expectations for the quality of student work and the quality of teaching and organizing targeted opportunities for teachers to learn more about teaching strategies and methods. Thus, the Principal has to be a visionary who leads the school community in its development to use teaching and curricular strategies that are more effective and also support teachers' effort to implement effective instruction.

Instructional supervisory activities by the Principal are laudable and often open to criticism by teachers. Supervision is a sensitive job which demands a lot of time and energy in planning and implementation by the principals. Classroom visitation is one approach to Principal's supervision of instruction in his schools. It is an extremely valuable tool for the Principal to use in improving instruction in schools. Classroom visit for supervision is not made by a superior observing a subordinate or less qualified teacher. It is not a situation whereby the expert visits the class discovers what is wrong and then directs the teacher to change certain methods of teaching. Classroom visitation is a process wherein the Principal or an external officer learns or observes what is going on in the classroom in order to be helpful to the teachers. Durotolu, (1999). The Principal, through classroom visitation might discover something that will help the teacher improve instruction. Also, the Principal may learn something that will be helpful in making him or her a better Principal. Thus the Principal must utilize the best professional behaviour in the use of instructional supervision to improve instruction.

Wood (1979) remarked that supervision of classroom instruction enables the Principal to better understand the educational programme, teachers and their methods of teaching, the students and their learning abilities or disabilities and to observe the teaching-learning process. The Principal should not abdicate his supervisory responsibility by delegating the instructional supervision to a subordinate in the school. Knezevich (1975) remarked that "Curriculum is what the school is about. Every school administration at every level must keep in touch with what is being taught and how much is being learned"

Purpose of the study

The purpose of the study was to find out the relationship between the instructional supervisory roles of Secondary School Principals and inspectors of the Ministry of Education in Lagos State. The study also investigated the relationship between instructional supervision and effective administration of the school.

Research Hypotheses

The following null hypotheses have been generated to pilot the study:

1. There is no significant relationship between the instructional supervision of school principals and instructional supervision of inspectors from the ministry of education.
2. There is no significant relationship between instructional supervision and effective administration of the school.

Methodology

The descriptive research of the survey design was adopted in this study. The population for the study comprised of all the principals of public secondary schools as well as the inspectors from the inspectorate division of the ministry of education in Lagos State. A stratified random sampling was used to select 20 principals from 20 public secondary schools from the five divisions of Lagos State and 20 inspectors from the five divisions of Lagos State ministry of education. Survey questionnaire of two types was employed to elicit information from respondents – Principals and inspectors. The principals' questionnaire investigated the extent to which Principals respond to their instructional supervisory responsibilities while the inspectors' questionnaire investigated inspectors' (supervisors) assessment of their supervisory roles.

The instruments used for the study were subjected to scrutiny by experts in the areas of educational management and tests and measurement both within and outside Ekiti State University. Based on their comments, the instruments were restructured to meet the face and content validity requirements. The reliability coefficients of 0.76 and 0.78 were obtained for the two instruments respectively using Pearson product moment correlation. The data collected were analysed using Pearson product moment correlation to test the relationship that exists at 0.05 significant level.

Results

The results of the investigation were represented in line with the hypotheses raised.

Hypothesis 1: There is no significant relationship between instructional supervision of school principals and instructional supervision of inspectors from the ministry of education

Table 1: Pearson product moment correlation between instructional supervision of principals and inspectors from the ministry of education.

Variables	N	Mean	SD	DF	r _{cal}	r _{tab}
Principals instructional supervision	20	15.0	1.58	38	0.73	0.304
Inspectors Instructional Supervision	20	18.5	0.87			

$P < 0.05$

Table 1 showed that r- calculated (0.73) is greater than r- table (0.304) at 0.05 significant level. The null hypothesis is therefore rejected. This means that the instructional supervision of principals and instructional supervision of inspectors are interrelated.

Hypothesis 2: There is no significant relationship between instructional supervision and effective administration of the school.

Table 2: Pearson product moment correlation between principals' instructional supervision and effective administration of the schools.

Variables	N	Mean	SD	DF	r _{cal}	r _{tab}
Instructional supervision	20	141	5.89	38	0.93	0.304
Effective Administration of the school	20	177	2.57			

$P < 0.05$

Table 2 showed that r-calculated (0.93) is greater than the r-table (0.304) at 0.05 significant level hence the null hypothesis is rejected. In other words, instructional supervision in schools goes a long way in the effective administration of the school.

Discussion

The findings showed that there was significant relationship between the instructional supervision of school principals and instructional supervision of inspectors from the ministry of education. It also showed that there was significant relationship between instructional supervision and effective administration of the school. The principals and inspectors were shown to possess the ability to supervise instructions effectively in schools. Evidently, an open or positive school climate exists in schools. This is not unconnected with the fact that

the principals and inspectors revolve around professional guidance of teachers, identifying problems in schools, proffering solutions and helping professional colleagues to perform the job of teaching to maintain the required and adequate standard.

The findings here are in line with Aiyepku (1987) that principals and inspectors are advisers to teachers. They provide constructive advice to teachers so that the quality of education in schools may improve. They possess experience, helpful need and genuinely enthusiastic about their job.

Conclusion

The importance of instructional supervisory roles of secondary school principals and inspectors of the ministry of education cannot be over-emphasised. It will go a long way in shaping and re-shaping the school system in accordance with its objectives. The principal supervises the staff and students while the inspectors do the overall supervision. When this is adequately done, the administration of the school and the standard of education will be enhanced. This is evident in this study that both the principals and inspectors from the ministry work towards the same goal of providing genuine assistance to teachers in order to improve the teaching – learning situations

Recommendations

As a result of the findings of this study, it was recommended that principals and inspectors from the ministry of education should be encouraged the more by being given full support by the government in discharging their supervisory roles. Supervision allowances should be introduced to serve as incentive to motivate them on the job. Workshops, seminars and in service training should also be made available to them from time to time to update them on their supervisory roles. Implementation of these recommendations based on the findings of the study is assumed should equip principals and inspectors the more in discharging their instructional supervisory roles effectively.

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