



Volume: 2, Issue: 10, 167-171
Oct 2015
www.allsubjectjournal.com
e-ISSN: 2349-4182
p-ISSN: 2349-5979
Impact Factor: 5.742

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Teachers' perception on the improvement needs of supervisors in clinical classroom supervision for the sustainability of the universal basic education programme in Ebonyi state junior secondary Schools

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Abstract

The study is on investigation of teacher's perception on the improvement needs of supervision on clinical classroom supervision for the sustainability of the Universal Basic Education programme in Ebonyi state junior secondary schools. Descriptive research design was adopted by the researcher. The population comprised all the 2,221 teachers in Ebonyi state junior secondary schools. Disproportionate stratified simple random sampling techniques were used to select 1,050 teachers that formed the sample size for the study. The instrument for data collection was a questionnaire developed by the research and is tagged "Teachers, Perception on Improvement Needs of Supervisors on Clinical Supervision (TPINSCS). The instrument was validated by three experts, two from Educational Foundations and one from Educational Measurement and Evaluation, all from Faculty of Education, Ebonyi state university, Abakaliki. The reliability co-efficient of 0.85 was calculated using Person Product Moment formula. Data collected were analysed using mean and standard deviations. The acceptance point for each research question was 2.50 and above, otherwise it is rejected. Findings were that supervisors need to improve upon their method of clinical classroom supervision and pre-observation conference. It was recommended among other things that government should organize seminar and workshops on regular basis for supervisors.

Keywords: Improvement Needs, Supervisor, Clinical, Supervision, UBE

Introduction

Education is a strong factor for poverty, ignorance, poor economy, and violent and crude political activity emancipation. It is also a means of actualizing national and societal development. It is in this regard that governments in power try to evolve educational programme that will be geared towards the development of human and infrastructural aspects of the entire society. The Federal Republic of Nigeria (2004) re-affirmed this by stating that education in Nigeria is an instrument "par excellence" for effecting national development.

In line with this, all those concerned with education especially the classroom teachers, headmasters and principals should actively participate in realizing this aspect of National Policy on Education. This is so because they are the people who put all programmes as it concerns education into practice. The school heads are always in the herm of affairs in school management in terms of directing, controlling, supervising and planning programme of activities in their various schools.

The introduction of the Universal Basic Education programme in Nigeria has opened the eyes of many parents to send both their male and female children to school. This has increased school enrolment to the extent that teacher- pupil's ratio has gone very high. Mbakwe (2012) [6] contend that high rate of teacher-pupils ratio indicating too large member of pupil in class, quality curriculum delivery became difficult as teachers are unable to manage the number for effective learning. This has resulted in inefficient and ineffective teacher's methods and techniques of inculcating learning in the learners.

Increase in school enrolment presupposes increase in infrastructure, instructional materials, library and laboratory equipment, quality teachers, and proper supervision of classroom instruction by qualified supervisors. This is in the reverse because there is dearth of insufficient infrastructure, insufficient laboratory and library equipment and poor supervision of classroom instruction. This is in agreement with the findings of Ebonyi State Government Education Review Committee (2007) [3] that available record indicates that schools in the state were highly understaffed, inadequate provision of infrastructure, equipment and teaching materials and poorly equipped teachers. Also Aguba (2008) [2] noted that the existing facilities in most primary schools in

Nigeria are grossly inadequate for the smooth operation of the UBE programme.

This is an indication that there is need for proper supervision of classroom instruction. Supervision according to Oguakagbue (2002) is a process of helping, guiding, advising and stimulating growth in a teacher, in order to improve on the quality of his teaching. Tuoyo in Olagboye (2004) ^[8] defined supervision as a practice of monitoring the performance of school staff, noting the merits and demerits and using befitting and amicable techniques to ameliorate the flaws while still improving on the merit, thereby increasing the standard of school and achieving educational goals. Similarly, according to Unachukwu (1997) ^[11] supervision is the process of directing, guiding, helping, advising and stimulating growth in the teacher in order to improve the quality and quantity of his work. In the words of Nosiri (1997) ^[7] supervision is the improvement of learning and teaching and helps teachers to recognize and accept general aims, and work towards the achievement of the purposes to help them to see beyond their present performance and seek improvement to identify and coordinate efforts and resources for more efficient and greater impact on importance of educational problems; to increase amount and quality of learning by student to promote continuous appraisal of performance of all who emerge in the educational process.

In the school system, supervision is guiding and co-ordinating the work of teachers and all concerned with school work in such a way that student learning is facilitated and performance improved (Ukeje, Akabogu and Ndu, 1992) ^[10]. In the process of supervising the teachers in the classroom efforts are made by the supervisor to expose and scrutinize the teachers' activities, his workload, teaching materials, students' work, knowledge of the teachers' subject matter and his lesson presentation with a view for improvement. Egbo (2008) ^[4] asserted that supervision at any level involves a process through which a superior ensures that his subordinates contribute positively towards the achievement of predetermined objectives. It beholds on teachers to evolve strategies that will encourage them to improve upon their professional growth.

Clinical supervision refers to face-to-face encounter with teachers about teaching with the double-barrelled intent of professional development and instruction (Ukeje *et al.*, 1992) ^[10]. According to Oraemesi (1997) ^[9] clinical supervision is the utilization of both the counselling and the "skill training" models as well as taking into account teacher behaviour and feeling in a supportive, analytical, and non-evaluative context. Goldhammer *et al.* in Adiele (1997) opined that clinical supervision is a relationship between the teacher and supervisor based on mutual trust, based on the setting of mutual goals and objectives, through professionalism, harmonious interaction and through a certain human autonomy which enhances freedom both for the teacher and supervisor to express ideas and opinion about how the method of supervision should be best implemented to improve education. From the above definitions, it is observed that the ingenious of clinical supervision is the good human relationship between the teacher and the supervisor, and this will enhance teacher's performance in teaching-learning situations.

According to Adiele (1997) Cogan developed eight models of clinical supervision to include, establishment of teacher-supervisor relationship, planning with the teacher, planning the strategy of observation, observing the instruction, analysing the teaching-learning strategies, planning the strategy of instruction, the conference and the reviewed planning. However, a modified five form of Cogan's Clinical Supervision according to Oraemesi (1997) ^[9] are; pre-observation

conference, actual classroom observation, data analysis, post-observation conference and supervisor's self-evaluation. The application of this method of supervision in junior secondary schools in Ebonyi State is important owing to the poor performance of junior secondary school students both in internal and external examinations. According to Uwazurike, Ike-Obioha and Uwazurike (2012), it has been wildly speculated that the rising cases of declining morale of teachers and the number of teachers learning the job coupled with low academic achievement of students is due to supervision inefficiencies by head teachers and supervisors. To achieve the objective of the UBE programme in junior Secondary Schools in Ebonyi State there is urgent need to overhaul the clinical supervision method so that teachers will improve upon their professional growth. Therefore, the focus of this study is to find out teachers perception on the improvement needs of supervision on Clinical Supervision for the sustainability of the UBE programme in Ebonyi State Junior secondary schools.

Statement of the Problem

The growing concern of education managers, the government, parents and indeed the general public over the poor performance of student in internal and external examinations occasioned by poor and insufficient method of supervision of instruction especially the clinical classroom supervision is a serious issue. Equally, the quest for qualitative basic education in Nigeria especially in Ebonyi State is jeopardized by the teeming pupil enrolment figures as a result of free education offered to learners. Also a serious issue is the dreath of inadequate basic infrastructural, equipment and instructional materials. Therefore, for the gains of the UBE to be realized, there is need for improvement of the clinical classroom supervision. The problem of this study is; what are the improvement needs of supervisors on clinical classroom supervision as perceived by teachers for the sustainability of the UBE programme in Ebonyi State Junior Secondary Schools?

Purposes of the Study

The main purpose of this study is to examine teachers' perception on the improvement needs of clinical classroom supervision for the sustainability of the Universal Basic Education programme in Ebonyi State junior secondary school.

Research Questions

The following three research questions were formulated to guide the study:

1. What are the improvement needs of supervisors on pre-observation conference with teachers for the sustainability of the UBE programme in Ebonyi State Junior Secondary Schools?
2. What are the areas of improvement by supervisors in actual classroom observation for the sustainability of the UBE programme in Ebonyi State Junior Secondary Schools?
3. What are the improvements needed by supervisors on post observation conference as perceived by teachers for the UBE sustainability in Ebonyi State Junior Secondary Schools?

Methodology

The study investigated teacher's perception on the improvement needs of supervisors on Clinical Classroom Supervision for the sustainability of the Universal Basic Education programme in Ebonyi State Junior secondary Schools. The study adopted descriptive survey design. The

population of the study comprised the 2,221 teachers in Ebonyi State Junior secondary Schools. Disproportionate stratified simple random sampling technique was used to select 1,050 teachers to form the sample size. The instrument for data collection is a structured questionnaire tagged “Teachers’ Perception on Improvement Needs of Supervisors on Clinical Supervision (TPINSCS). It has 18 items and three clusters according to the research questions. It is a modified liker type scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) with assigned value of 4, 3, 2 and 1 respectively. It was validated by three experts, two from Educational Foundations and one from Educational Measurement and Evaluation, all from Ebonyi State University, Abakaliki. An overall reliability co-efficient of 0.85 was calculated using Pearson Product Movement formula and this was considered high enough for the study. Data collected were analysed using mean and standard deviation. The acceptance point of each research question was 2.50. Therefore, any item or grand mean of a research question from 2.50 and above is viewed as strongly agree and agreed, otherwise it is disagreed.

Results

Research Question 1: What are the improvement needs of supervisors in pre-observation conference with teachers for the sustainability of the UBE in Ebonyi State Junior Secondary Schools?

Table 1: Mean rating of respondents on the improvement needs of supervisors in pre-observation conference with teachers as perceived by them for UBE sustainability of the UBE in Ebonyi State Junior Secondary Schools

S/N	Item	X	SD	Decision
1	Supervisors to establish healthy working relationship with teachers at their initial visit	3.1	1.10	SA
2	Supervisor to properly guide teachers at their first visit	2.94	0.54	SA
3	Supervisors should not be to critique	3.92	0.73	SA
4	They should see teachers as fellow colleagues in the profession	3.46	1.21	SA
5	Supervisors should reach all agreement with teachers on set objectives of the lesson all	3.49	0.70	SA
6	Supervisors has to intimate the teachers on the reason for supervision.	3.47	1.05	SA
7	Grand Mean	3.45		SA

SA = Strongly Agree, A = Agree

Results in table 1 showed that the respondents (teachers) strongly agree with all the items, i.e 1-6. Therefore, with a grand mean of 3.45 which is above the decision rule of 2.50, teachers agreed strongly that Supervisors should improve on pre-observation aspect of Clinical classroom supervision for the sustainability the UBE programme in Ebonyi State Junior Secondary Schools?

Research Question 2: what are the areas of improvement by supervisors in actual classroom observation for the sustainability of the UBE programme in Ebonyi State junior secondary schools?

Table 2: Mean rating of teachers on the improvement needs of supervisors in actual classroom observation for the sustainability of the UBE in Ebonyi State Junior Secondary Schools

S/N	Item	X	SD	Decision
1	Supervisors should observe and carefully records the classroom interaction	3.74	0.85	SA
2	Supervisors should avoid abusing teachers out rightly before the students in the classroom	3.54	0.71	SA
3	Supervisors should not warn teachers on any sought of mistake before the students	3.48	0.76	SA
4	Teachers should not be corrected before the students in the classroom.	3.69	1.08	SA
5	Teachers voice should be recorded with tapes by the supervisors especially during micro-teaching	3.63	1.21	SA
6	Practical lesson should be organized and take place in the laboratory or workshop	3.72	0.87	SA
	Physical education should be observed by the supervisor in the field	3.49	1.56	
7	Grand Mean	3.61		SA

SA = Strongly Agree

In table2, all the items are on the positive showing that the respondents agreed that it is important for supervisors to improve upon their supervisory role. The grand mean of 3.61 is an indication that the supervisors have to improve on their method of actual classroom observation as perceived by the teachers for the sustainability of the UBE programme in Ebonyi State Junior Secondary Schools.

Research Question 3: What are improvement needs by supervisors on post observation conference as perceived by teachers for the UBE sustainability in Ebonyi State Junior Secondary Schools?

Table3: Mean rating of respondents on the improvement needs of supervisors on post-observation conference as perceived by teachers for the UBE to be sustained in Ebonyi State Junior Secondary Schools

S/N	Item	X	SD	Decision
1	Supervisors should at this stage give the teachers feedback on their performance	3.78	0.52	SA
2	Supervisors to start with the positive performance before the negative.	2.87	1.28	SA
3	Supervisors to offer concrete advice to teachers for improvement	3.38	1.02	SA
4	Supervisors should suggest alternative techniques of teaching to teachers	3.31	1.082	SA
5	Supervisors to apportion blame to teachers where necessary	2.21	1.35	D
7	Grand Mean	3.11		SA

*SA= strongly Agree, A= Agree and D = disagree

Result on table 3 showed that all the items except item 5 were areas of improvement by the supervisors as perceived by the teachers. The respondents disagreed that supervisors should apportion blames to teachers where necessary in item 5 with a mean of 2.21 which is below 2.50 as the decision rule.

However, with a grand mean of 3.11, the respondents strongly agreed that supervisors need to improve seriously on their method of post observation conference with teachers after classroom supervision. This will be a sure way of sustaining the UBE in Ebonyi State Junior Secondary Schools as perceived by teachers.

Discussions

The findings of the study revealed that supervisors should improve on the pre-observation aspect of clinical classroom supervision for the sustainability of the UBE programme in Ebonyi State Junior secondary schools. In this regard, teachers should be involved in planning for the objective of the lesson through a well-established healthy working relationship with teachers at their initial visit. This is necessary so that teachers will have a free mind during the actual classroom instruction that will make students participate actively resulting to a positive change in behaviors. This is in line with the view of Adiele (1997) who opined that the establishment of rapport between the supervisor and the supervisee leads to acceptance of the supervisor by the supervisee who now believes that the supervisor will help him solve his instructional problems thereby making his job easier and better.

Table 2 showed that all the respondents (teachers) are of the view that there is a need for supervisors to improve more on their method of actual classroom observation of teachers during the actual teaching. This will be a strong base for the sustainability of the UBE programme in Ebonyi State junior secondary schools. However, literature revealed that supervisor in applying this method of observation abuse, warn or criticize teachers in one way or the other in the classroom, right in front of the students (Adiele, 1997). This is contrast to the views of the respondents. It is because of this singular attitude of the supervisors that the teachers strongly agree that they have need to improve so that clinical supervision will help in the sustainability of the UBE. In view of this, Adiele (1997) suggested that the observation should be a stage of gathering data relating to the efficacy of a strategy of teaching, in the relevance of instructional materials used, student's interest and other such classroom instructional concerns with a view of reviewing them to help a teacher improve his effectiveness.

In table 3, findings of the study showed that teachers equally agreed that supervisors should improve on the method they adopt in applying post observation conference with them. This is necessary if the UBE programme objective is to be achieved. The teachers strongly disagreed that they should be blamed by the supervisors for any mistakes rather they should be corrected and encouraged for better performance. A post-observation conference when arranged with teachers by the supervisor will offer them (teachers) the opportunities to be guided and feedback on their performances revealed to them (Oraemesi, 1997) ^[9]. The need for post observation conference with teachers is necessary because it is at this stage that the teachers will know their areas of improvement. Therefore, the supervisors in the Nigerian education system should do away with their black books and rating sheets and embrace a comprehensive research method to enhance their understanding of the teaching learning that will boast their supervisory effectiveness for the sustainability of the UBE in Ebonyi state junior secondary schools.

Conclusion

With the increased students enrolment and new innovations being experienced in the education sector today, especially in the junior secondary schools, supervisors should be more

proactive in adopting clinical classroom supervision of instruction. This has become necessary owing to the fact that the UBE programme should be sustained because at present it is the only education programme that will pave way for massive societal and national development.

Recommendations

Based on the findings, the following recommendations were made.

1. Supervisors should establish a cordial relationship with teaches at their initial visit because this will be a basis for supervision of instruction especially when applying the clinical classroom supervision.
2. Observation aspect of the clinical classroom supervision should depend on the type of activity being observed. That is to say, a normal classroom instruction should be observed in the classroom while those outside the classroom that involves practical should either be in the laboratory or fields as the case may be.
3. Supervisors should not out rightly abuse, criticize or warn teachers before the students.
4. Supervisors be trained and re-trained for supervisory role effectiveness.
5. Frequent orientations should be organized for fresh supervisors.
6. Government should organize seminars and workshops for supervisors on regular basis for them to improve on their method of clinical classroom supervision.
7. Government should redouble their efforts in ensuring regular and prompt payment of supervisor's salaries and other fringed benefits accruing to them.
8. Supervisors should net receive "kickbacks" from principals during supervision as this will not make room for proper supervision.

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