

# DETERMINANTS OF EFFECTIVE AND INEFFECTIVE SUPERVISION IN SCHOOLS: TEACHERS PERSPECTIVES

*By*

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## **Abstract**

*This study identified determinants of effective and ineffective supervision in schools. A forty-two items questionnaire was administered on 1150 teachers used in this study. Two research questions were raised and answered using percentages. Two null hypotheses were formulated and tested using spearman rho and z-test statistics at 0.05 level of significance. Existence of neat and decent school environment, proper students' management delegation of duties by schoolheads as determinants of effective supervision in schools. Gender does not significantly influence teachers mean perception score in the identified determinant of effective supervision in schools in Delta State.*

## **Introduction**

One of the objectives of secondary school education in Nigeria is the production of people who can think for themselves, respect the views and feelings of others, respect the dignity of labour, appreciate those values specified under our broad national aims and live as good citizens. (National Policy on Education, 2004). Before 1843 there has been the indigenous/traditional education in Nigeria, which catered for the teaching of norms, culture and social values of our societies. Parents, families, age-grades, secret societies and so on are the agents of traditional education: pupil's activities and behaviour's are productivity directed and guided, to help them improve upon their skills and potentialities. The achievement of the goals of formal and informal education demands the keen supervision by parent schoolheads, education officials and teachers.

Supervision involves the process of checking, the positive implementation of curriculum assisting those implementing the curriculum. It is an inspective and supervisory action aimed at achieving organizational goals. The inspection aspect deals with fact finding and the assistance aspect is concerned with the establishment of a positive superior and subordinate relationship, with special emphasis on specialization directed towards utilization of available human and materials resources in achieving organisational goals.

Supervision as a phase of school administration is a function, because its values (results) depends upon the values of other quantities. Mathematically,  $Sp = f (Ski, Pi, Mi, Ev, Pur, Ui)$  where  $Sp$  = Supervision,  $Ski$  = Different specialized type of knowledge and skills,  $Pi$  = People,  $Mi$  = Materials,  $Ev$  = Environment,  $Pur$  = Purpose of organisation and  $Ui$  = Other factors that can contribute positively or negatively towards the achievement of organizational goals. As a model,  $Sp = a ski + bpi + cmi + dpu + eui$  where  $a, b, c, d$  and  $e$  are the co-efficient of the parameters as defined (Oghuvbu, 1998).

Supervision is designed to promote teaching and learning in schools. Lack of supervision could result into inadequate preparation by teachers, negative attitude of students toward school unconducive school climate. These are common problems affecting school discipline, pupils' classroom participation and teachers job performance (Oghuvbu, 1999). These common school disciplinary problems are results of inadequate supervisions resulting from inadequate funds, inadequate skilled manpower in the inspectorate division in the Ministry of Education. Lack of co-operation among teachers and teachers poor condition of service (Oghuvbu, 1999)

Supervision promote principals and teachers effectiveness in administrative and instructional performance (Oghuvbu, 1999).

## **Statement of the Problems**

Studies by Oghuvbu (1999), Dada (2006) and Adediran (1998) showed that effective supervision promotes or enhance principals and teachers effectiveness and promote students academic performance. The results of these studies bring certain questions to mind. Could the problems of indiscipline among school personnel and students is the result of poor supervision? What are the common determinants of effective and ineffective supervision in schools?

## **Purpose of Study**

The study specifically sought to identify the common determinants of effective and ineffective supervision in secondary schools in Delta State.

## **Research Questions**

Two research questions were raised and answered.

1. What are the common determinants of effective supervision in schools?
2. What are the common determinants of ineffective supervision in schools

## **Hypotheses**

The following hypotheses were formulated and tested.

1. There is no significant relationship between the identified determinants of effective and ineffective supervision in schools.
2. There is no significant difference in the mean perception scores of male and female teachers on the identified determinants of effective supervision in schools.

## **Method and Procedure**

The proportional and stratified sampling techniques was used to select 10 (52%) from the 25 local government areas in the three senatorial district. From the 10 local government areas, 50 schools were selected i.e. 13.5% of 371 secondary schools. From the 50 selected schools 1150 teacher were selected i.e. 10.2% of 11256 teachers in the 371 secondary schools in Delta State.

## **Instrument**

An instrument titled Determinants of Effective and Ineffective Supervision in Schools Questionnaire (DEISSQ) patterned after a four-point scale was developed and used by the researcher. The instrument consisted of 42 items, six to elicit demographic data, 22 and 13 on determinants of effective and ineffective supervision respectively.

It was first administered on a set of 40 teachers and the results of the split half reliability test was 0.78. The split-half reliability test is a measure of internal consistency of the instrument hence the coefficient of 0.78 revealed strong item consistency of the instrument and psychometrically it is an indication of the validity of the instrument.

Descriptive statistics – grand percentage and mean were used to identify common determinants of effective and ineffective supervision in schools. The inferential statistics, spearman rho and z-test, were used at 0.05 level of significance.

### **Collection of Data**

Each subject was scored on the bases of his/her response to the statement in the questionnaire. Scoring was done in order of Strongly Agree (SA) – 4, Agree (A) – 3, Disagreed (D) – 2 and Strongly Disagreed (SD) – 1.

### **Results**

***Research Question 1:*** What are the common determinants of effective supervision in schools?

Table 1: ***Identified Common Determinants of Effective Supervision in Schools***

<b>S/N</b>	<b>Items</b>	<b>Scores</b>	<b>%</b>	<b>Mean</b>
1	Teachers and students work rigidly according to school time table following rules and regulations	4505	98	3.92
2	Neat and decent school environment	3874	84	3.37
3	Proper students management disciplined students	3820	83	3.32
4	Delegation of duties by schoolheads i.e. smooth administration even in the absence of the schoolhead	3611	79	3.14
5	Existence of positive cordial, social and professional relationship among teachers	3497	76	3.04
6	The name "a good school"	3286	71	2.86
7	Availability of well prepared current records and research findings in the school	3268	71	2.84
	<b>Total</b>	<b>25861</b>	<b>80</b>	<b>3.21</b>

**Source:** *Computed from fieldwork*

From the table, the most common determinant of effective supervision is teachers and students working rigidly according to the school time table, following rules and regulations. This is followed by neat and decent school environment and proper students management.

**Question 2:** What are the common determinants of ineffective supervision in schools.

Table 2: **Identified Common Determinants of Ineffective Supervision in Schools**

S/N	Items	Scores	%	Mean
1	Existence of examination malpractice among students and teachers	3725	81	3.24
2	Illegal collection by teachers and senior students, student fighting teachers and themselves, lack of respect for consisted authority by students and staff	3611	79	3.14
3	Dirty school environment, indecent dressing by teachers and students noisy classroom and uncontrolled movement by teachers and students	3497	76	3.04
4	High rate of dropout, mass movement of students to other schools, admission of new student into all classes without transfer certificate	3450	75	3.00
5	Define personality status and professional difference between teacher and schoolheads and among teachers	3354	73	2.92
6	Existence of grape-vine in the school	3286	71	2.86
7	Communication gap between schoolheads and teachers, and among teachers	3268	71	2.84
	<b>Total</b>	<b>23654</b>	<b>73.5</b>	<b>2.94</b>

**Source:** Computed from fieldwork

In table two, existence of examination malpractice among students and teachers, high dropout rate, mass movement of students in and out of the school without transfer certificates, illegal collection by teachers and senior students and dirty school environment are the common determinants of ineffective supervision in schools as revealed in this study.

**Hypothesis 1:** There is no significant relationship between the identified determinants of effective and ineffective supervision in schools.

Table 3: **Summary of Spearman rho on the Relationship between identified Determinants of Effective and Ineffective Supervision in Schools**

Variable	N	Summatic	Sum of Squares	Rho= Calculated	Decision
Relationship	1150	$\sum D = 0$	$\sum D^2 = 74$	0.9966	High positive correlation

**Source:** Computed from fieldwork

Since calculated rho = 0.9966, it shows a perfect positive correlation. This revealed that identified determinant of effective and ineffective has a high positive relationship.

**Hypothesis 2:** There is no significant difference in the mean perception scores of male and female teachers on the identified determinants of effective supervision in schools.

Table 4: ***Mean Scores of male and Female Teachers on the Identified Determinants of Effective Supervision in Schools***

Variable	N	Mean	SD	Z – Cal.	Z- Prob.	Decision
Male Teachers	517	25.43	4.62	0.28177	1.96	Not Sigt. Accept Ho.
Female teachers	633	24.43	6.74			

**Source:** *Computed from fieldwork*

Since Z calculated is less than Z critical value, result is not significant. It shows that sex has no significant influence on the means perception scores of teachers in the identification of the determinants of effective supervision in schools.

## **Discussion**

The finding of the study revealed teachers and students working according to school time table, neat and decent school environment, proper students management i.e. student discipline, existence of positive cordial social and professional relationship among teachers as determinants of effective supervision in schools. Identified determinants of ineffective supervisions are existence of examination malpractice among students and teachers, high rate of dropout, mass movements of student and define personality status and professional difference among teachers and schoolheads. These findings are consistent with the earlier findings of the researcher (Oghuvbu; 1998 and 1999).

A decrease in effective supervision determinants, increase ineffective supervision. There is a perfect positive relationship between identified determinants of effective and ineffective supervision as revealed in this study.

In schools where students still practice art of hooliganism, examination malpractice, destruction of school properties, illegal collection by teachers and degenerated moral values are evidence of ineffective supervision.

### **Conclusion and Recommendation**

Effective supervision in schools is evidenced by good administrative procedure characterized by disciplined behaviour by teachers and students demonstrated through positive implementation of school rules and regulations directed towards the achievement of the aims and objectives of the school in particular and education in general.

Ineffective supervision is characteristic by the mobility of teachers, schoolheads and parent to control negative situations in the school resulting into destruction of school properties and degeneration of moral values.

The Ministry of Education should appoint capable schoolheads who can promote effective teaching and learning in schools. Parent should also assist school personnel in solving the current rate of indiscipline among students through effective supervision and provision of instructional facilities for their children.

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