

Teachers' and Students' Perception of Instructional Supervision on Capacity Building in Electrical Installation Trade

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Abstract

This research was conducted to ascertain teachers' and students perception of instructional supervision in relation to capacity building in electrical installation trade in technical colleges. Three research questions and a null hypothesis were employed to guide the study. Descriptive survey was adopted. A 23-item questionnaire was used to elicit responses from the teachers and students made up of 10 and 76 respondents respectively. The research questionnaire items were analyzed through descriptive statistics while the hypothesis was tested with the t-test statistic. Major findings of study revealed discrepancies between teachers and students perception on some vital issues of instructional supervision such as the method of supervision that affect enhancement of capacity building in electrical installation trade. Based on the findings, it was recommended that teachers of electrical installation trade should strive to develop co-operative partnership epitomized in trust and descriptive feedback during instructional supervision for capacity building.

Keywords: Teachers, students, instructional supervision, electrical installation

1. Introduction

Electrical installation trade is one of the technical courses offered at the technical colleges in Ebonyi State. It is one of the aspects of technical vocational education which is used as comprehensive term referring to that aspect of educational process involving the study of technologies acquisition of practical skills, attitude and knowledge relating to occupation in various sectors of economic and social life. The national policy on education (FRN, 2013) described vocational technical education as an education for promoting, developing and alleviating poverty.

The objective of electrical installation trade is to give training and impart needed skills to technical college students in that option to enable them secure employment in recognized organizations or become self-reliant economically. Electrical installation trade also equips an individual with functional and saleable skills, knowledge and attitude, or value that would enable them operate in rendering service in electrical related institutions or work. Consequently, the goals of electrical installation trade include:

- To empower individual with desirable skills, knowledge and values to perform specific function in electrical installation areas so as to become self-reliant after graduation.
- To empower individual in such a manner that will develop his intellectual capacities and help him to make informed decision in all aspects of life.
- To enable the graduate at this level desire to acquire higher vocational training and up skill his occupation (Njoku, 2007).

Presently, many electrical installation trade graduates still roam the street unemployed because they cannot establish their own businesses using acquired skills. Akpomi (2009) pointed out that electrical installation trade taught in schools using theoretical method with less supervision of students and teachers does not encourage acquisition of skills, attitudes or entrepreneurial behaviour in students. The real challenge lies on teachers of electrical installation trade to formulate appropriate instructional supervision strategies that would ensure quality skills acquisition in students for capacity building.

Electrical installation trade programme in technical colleges possesses the potentials to adequately equip her graduates with requisite skills to propel them contribute meaningfully to national economic development and making them self-reliant in particular. This was supported by Obi (2010), who asserted that these skills are teachable and are thereby improved upon when the individual is in practice after undergoing well supervised training. If electrical installation trade instruction is efficiently executed through quality teaching and supervision, it would undoubtedly equip students with skills and competencies to become self-reliant and contribute to economic development while reducing poverty in the society. Electrical installation trade graduates

with sound competencies and skills will command salaries or fund congruent with such skills that would give rise to enviable capacity building.

Capacity building at all educational levels refers to a process that raises the ability of individual to optimally perform to the best of his ability. Njoku (2008) posited that capacity building is the ability of an individual or institution to make and implement decision and perform functions in an effective, efficient and sustainable manner. At individual level, capacity building is the process of shaping behaviours and attitudes, imparting knowledge and developing skills while maximizing the benefits of participation, knowledge exchange and ownership. When normal or formative instructional supervision is being undertaken, students should not be criticized or coerced to learn in regimented way, rather, interactive and peer learning should be encouraged. Blasé and Blasé (2013) pointed out that formative supervision should embrace growth and changes, respect learners knowledge and abilities. Glickman (2012) asserted that there are three basic types of supervision viz: directive, non-directive and collaborative supervision. Directive supervision considers teaching as consisting of technical skills with known standards and competencies for all teachers to be effective. The role of the teacher is to inform, direct, model and assess those requisite competencies. This type of supervision is better applied to neophyte learners who need more guidance and counselling. In non-directional supervision, learning is based on private experience and learners must possess the ability to conduct themselves in such a way that through self reflection they can improve their learning. The role of the supervisor is to listen and pass judgment on teachers and learner. In collaborative supervision, learning is termed a dynamic process requiring decision making and problem solving skills. The role of the supervisor here is to be active member of the interaction process and guide students and teachers in problem solving process in making decisions and proffering solution to learning oriented problems.

Instructional supervision in this study is considered as an effective means of capacity building in electrical installation trade skills acquisition process. Udoudom (2001) regarded supervision as an instructional act where the ultimate aim is to improve classroom instruction. In electrical installation trade, improvement of skills teaching is also enhanced by highly equipped and functional workshop. Supervision also ensures that the curriculum content (both practical and theory) are accomplished. Adam (2002) pointed out that the right supervision supports teaching and professional development, enhances personal and collaborative enquiry, promotes constructive criticism, and contributes to an evolving pedagogy. Supervision should be democratic, collaborative and interactive. In formal supervision process, teachers assist students to improve in learning and skills acquisition in electrical installation work. Consequently the importance of instructional supervision as a reliable technique of achieving salable skills and knowledge in electrical installation trade at the technical colleges cannot be over-emphasized. If supervision is ineptly done, teachers will not be effective in their classroom and workshop duties thus hampering effective learning.

2. Statement of the Problem

The major problem facing electrical installation trade graduates in the state is lack of employment. Glickerman (2012) observed that education industry produces graduates annually beyond what labour market can absorb thereby putting many electrical installation trade graduates at tight corners on how to live and maintain themselves. Lack of requisite skills of graduates could also cause unemployment or underemployment. Ezegebe (2002) attributed poor acquisition of employable skills to poor instructional supervision by personnel concerned. Thus the lack of these skills coupled with limited employment opportunities in the labour market give rise to high unemployment level in the contemporary Nigeria.

Aina (2011) asserted that effective teaching methods and poor supervision of electrical installation trade in technical colleges have failed to produce students with needed skills for self-reliance and to demonstrate credibility in labour market. In recognition of high unemployment rate of graduates of electrical installation trade the researcher became interested in investigating how teachers' instructional supervision could influence capacity building of the graduates in this field.

3. Purposed of the Study

The major purpose of the study was to determine teachers' and students perception of instructional supervision on capacity building of electrical installation students in technical colleges. Specifically, the study was set out to determine:

1. Teachers' and students' perception of the contribution of instructional supervision to capacity building.

2. Teachers' and students' perception of types of instructional supervision for capacity building in electrical installation trade.
3. Students' perceptions of teachers' attitude to instructional supervision for capacity building in electrical installation trade.

4. Research Questions

1. What are the teachers' and students' perception of instructional supervision influence on capacity building?
2. What are the teachers and students perception of types of instructional supervision for capacity building?
3. What are the students' perceptions of teachers' attitude to instructional supervision for capacity building?

5. Null Hypothesis

1. There is no significant difference between the mean responses of students of electrical installation trade and teachers on the extent to which instructional supervision influences effective capacity building.

6. Methodology

Descriptive survey research design was employed in carrying out this study. The research was carried out in Ebonyi State. The population of the study comprised 99 subjects which comprised 89 SS3 final year students and 10 teachers. Through simple random sampling, 76 students were selected while all the ten (10) teachers were included in the study bringing the total sample to 86. The instrument used for data collection was a 23-item structured questionnaire with response options and values of Strongly Agree (SA) 4 points, Agree (A) 3 points, Disagree (D) 2 points and Strongly Disagree (SD) 1 point. Data collected was subjected to analysis using means and standard deviation as well as t-test. The decision to accept or reject the null hypothesis was carried out employing t-test statistic. The scale for judging each item in the questionnaire was considered as follows:

0.00 – 1.49 – Strongly Disagree

1.50 – 2.49 – Disagree

2.50 – 3.49 – Agree

3.50 – and above – Strongly Agree

Results

Research Question 1

What are the teachers' and students of electrical installation trade perception of the contributions of instructional supervision to capacity building.

Table 1: Mean ratings and standard deviation of the teachers and students perception of contribution of instructional supervision to capacity building

S/N		Students			Teachers		
		\bar{x}	SD	Remarks	\bar{x}	SD	Remarks
1.	Ascertain learners and teachers knowledge of skills	3.66	0.68	SA	3.88	0.88	SA
2.	Ensures that contents of the ` curriculum in electrical installation trade are implemented in teaching process	3.60	0.65	SA	3.67	0.87	SA
3.	Enhances the need to be constructive in reasoning for employment initiatives	2.45	0.71	D	3.77	0.87	SA
4.	Exposes students manipulative prowess	2.15	0.71	D	3.97	0.76	SA
5.	Provides motivation to students	2.34	0.62	D	3.57	0.88	SA
6.	Helps make decision on general academic performance	3.15	0.72	A	3.86	0.67	SA
7.	Enhances effective utilization of teaching resources	3.21	0.74	A	3.85	0.65	SA

Data in Table 1 show that the teachers accepted that instructional supervision has enormous influence on capacity building of students as indicated in table 1, items 1 to 7, while students only agreed on items 1, 2, 6 and 7.

Research Question 2

What are the teachers and students perception of types of instructional supervision for capacity building in electrical installation trade?

Table 2: Mean and standard deviation ratings of teachers and students perception on types of instructional supervision on capacity building

S/N		Students			Teachers		
		\bar{x}	SD	Remarks	\bar{x}	SD	Remarks
An effective supervisor should be:							
1.	Interactive rather than coercive	2.14	0.71	D	3.27	0.76	A
2.	Collaborative rather than hierarchical	2.36	0.67	D	3.55	0.78	SA
3.	Supportive rather than punitive	3.01	0.72	A	3.87	0.77	SA
4.	Democratic rather than authoritarian	2.330	0.57	D	3.67	0.68	SA
5.	Teacher-centred rather than supervisor centred	2.45	0.66	D	3.21	0.65	A
6.	Descriptive rather than judgmental	2.44	0.69	D	3.40	0.67	A

Data presented and analyzed in Table 2 shows that teachers accepted `items 1-6 as being very effective instructional supervision types while students agreed on item 3 only.

Research Question 3

What is the students' perception of teachers' attitudes during instructional supervision on capacity building in electrical installation trade?

Table 3: Mean and standard deviation ratings of the students' perception on the teachers' attitude to instructional supervision for capacity building in electrical installation trade

S/N	Items	\bar{x}	SD	Remarks
1.	A democratic attitude in supervision	2.77	0.68	Agree
2.	An autocratic attitude in supervision	2.13	0.65	SD
3.	A counselling attitude in teaching	3.57	0.67	Agree
4.	A supportive attitude in teaching	2.56	0.73	Agree
5.	A collaborative attitude in teaching	3.00	0.68	Agree
6.	A good listening attitude	3.02	0.69	Agree
7.	A good mentoring attitude	2.67	0.66	Agree
8.	A good motivating attitude	2.55	0.64	Agree
9.	An expert knowledge in teaching	2.68	0.62	Agree
10.	A participatory attitude	2.78	0.65	Agree
11.	A liaison affair method of classroom control during teaching is good	2.31	0.60	Disagree

Results of data presented and analyzed in Table 3 shows that students' perception of teachers' instructional supervision attitude is autocratic and liaison affair following their poor ratings. The items are 1 and 2. Other items were accepted by students as being effective in instructional supervision of teacher.

Null Hypothesis

There is no significant difference between the mean scores of students of electrical installation trade and lecturers on the extent to which instructional supervision influences effective capacity building.

Table 4: Independent t-test analysis of the difference between students and teachers perceptions of the influence of instructional supervision on capacity building

Variables	N	\bar{x}	SD	Df	t-cal	t-crit	Remarks
Students	76	2.76	9.27	84	12.91	2.32	
Teachers	10	3.77	5.66				

$p < 0.05$

The t-test analysis in table 4 above reveals that t-cal value is 2.91 while t-critical is 2.33 at $p < 0.05$ level of significance. Thus, the obtained t-cal value of 12.91 is greater than the critical t-value (2.33). Therefore, the result was significant showing that there is significant difference between students and teachers perceptions of the influence of instructional supervision on capacity building in electrical installation trade in technical colleges.

Discussion of Findings

The findings of the research shows that teachers were convinced that instructional supervision has positive influence on students' skills capacity building and this ensures that the content of curriculum of electrical installation trade are well implemented in teaching and learning process. Instructional supervision helps to establish students' knowledge attitude and skills so that it could help them make decisions on general performance. This finding of the study is in line with Ezegebe (2002) who asserted that supervision is aimed at identifying and improving factors that affect teaching and learning. Students also identified in the study that supervision was a mechanism to ensure that formal curriculum was implemented in teaching and learning process, ascertain students knowledge, attitudes and skills supervision also aid decision making on academic evaluation.

The research also unveiled that some technical college teachers are autocratic and thus do not encourage participatory relationship in learning in the classrooms and workshops. Akpan (2003) supported this research finding when he observed that during instruction in the classroom and workshops, some students do not see the teachers in good spirit. However, it is necessary for electrical installation trade teachers to be firm to enable them enforce the right attitude during learning especially in practical sessions. This might be the reason students posited in the study that teachers are not supportive and collaborative in teaching and learning situations. Teachers of electrical installation trade considered themselves positive as they conducted supervision in a collaborative way that was interactive and democratic. Teachers posited that they were actually teacher-centred in their instructional procedures and they provided descriptive instead of judgmental feedback in teaching and learning process. The teachers felt that they are not punitive rather they are supportive with positive attitude portrayed during teaching. The students also felt that supervision method used by teachers are more hierarchical, directive and authoritarian and these methods could inject fears in the learning process.

Conclusion

Effective supervision in the technical colleges should be collaborative especially for the process of teaching and learning electrical installation trade. This is important because teaching is primarily a problem solving process for students' development and specific skills acquisition. The role of the teachers should be to guide, interact with students in the teaching process that would enable students be at ease in learning and to keep students focused for capacity building in electrical installation trade.

Recommendations

From the major findings of the study, the following recommendations have been made:

1. Teachers of electrical installation trade should strive to develop co-operative, openness, willingness and avoid autocratic method of teaching and supervision.
2. Teachers need to see themselves as instructional leaders who are willing and knowledgeable enough to share their experiences about issues in classroom and workshop practical instruction.
3. The relevant authorities should provide teachers with necessary training to enable them acquire skills, knowledge and attitudes necessary in teaching and learning situations in order to improve classroom and workshop instruction.

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