

Internal and External School Supervision: Issues, Challenges and Wayforward

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KEYWORDS Education Goals and Objectives. Human Relation Principles. Educational Administration

ABSTRACT It is important in educational administration to ascertain that educational activities are carried out in accordance with the laid down educational goals and objectives. Hence, supervision, whether it is internal or external should be seen as a conscious effort directed towards finding ways of improving the outcome of each school or educational institutions. The paper, therefore, focused on the purpose, basic principles, classification, task areas of supervision; skills, ability required of supervisor, and problems of supervision. At the end of the paper, it was recommended that successful supervision depends considerably on the supervisors' ability to forge a cohesive working group among his subordinates through the five principles of Human Relations School of thought which are the humility, responsibility, human dignity, confidentiality, and changeability assumptions.

INTRODUCTION

Many countries across the globe have attempted to restructure their school supervision services to enhance educational quality. This desire for restructure is stimulated and/or inspired by disappointment probably with the effectiveness of supervision and by the recent drift towards more school independence. Indeed, the ability of schools to use their greater autonomy effectively will depend to a large extent on the support services on which they can rely, while supervision may be essential to guide them in their decision-making and to monitor their use of resources. The judicious use of resources is a fundamental principle that promotes quality in education. While these restructuring have been met with diverse success, their overall analysis allows us to gain deep insight into what can be achieved in a specific context (UNESCO 2013)

According to Tucker and Pounder (2010) cited in Kalule and Bauchamina (2013), maintaining and nurturing quality instruction represent

a major trend in today's educational organizations and thus calls for economic support and knowledge regarding the teaching and learning processes and effective teachers. According to Zepeda (2006) cited in Tucker and Pounder (2013), to develop professionally and successfully too, teachers need many learning opportunities including reflection, dialogue and collaboration, particularly among their peers and with their internal supervisors. Effective school supervision provides relevant and continuous supports and encouragement in order to improve teachers' instructional practices. This could be achieved through the use of a differentiated supervision model. And the differentiated supervision model is based on individual teacher characteristics such as age, teaching experience, working conditions, educational qualification and individual teacher needs as well as available time, resources and related learning opportunities. That is why Bernard and Goodyear (2008: 1) said "*supervision is an intervention that is provided by a senior member of a profession to a junior member or members of that same profession. This relationship is evaluative, extends over time, and has the simultaneous purposes of enhancing the professional functioning of the junior member(s), monitoring the quality of professional services offered to the clients she, he, or they see(s), and serving as a gatekeeper of those who are to enter the particular profession*". McCann and Gail (2012) cit-

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ed in Kalule and Bouchamma (2013) noted that to improve student learning outcome, teachers must improve their instructional practices. Reinforcing and improving their capabilities enable them to reflect on their own practice and knowledge level and strive to develop greater competency. Instructional supervision does not only improve decision-making skills but ultimately student learning outcomes.

Teacher professional development through regular supervision implies that they not only learn but also learn what to be learnt and transform their knowledge into practice for the betterment of their student learning outcomes. Continuous teacher professional development through supervision generally portrays teacher quality and this is germane and key component of major reform programmes in education. Supervision, according to Nwaogu (1980) cited in Chike-Okoli (2006) is a process whereby an individual by means of advising and stimulating interest in teachers and students, helps to improve teaching and learning situations in educational institutions. The definition goes further to describe the term supervision as “involving advice, direction and discussion which help to see the available resources—manpower, finance and capital equipment utilized for the achievement of the set educational objectives.

Eregie and Ogiamen (2007) defined educational ‘supervision’ as the systematic application of principles of supervision in solving educational problems in order to get to a sustainable level of achievement. On the other hand, school supervision according to Eregie and Ogiamen (2007) is defined as a whole mechanism systematically designed to accomplish the end of public education so that internal structure of the school is determined by the functions which are carried on towards those ends. This cuts across supervision of personnel, structures, equipment, laboratories, library, records and other school facilities to ascertain problems and defects and then recommend a satisfactory result for the school system. Based on the importance attached to school supervision and improvement in teaching learning activities, the Federal Government of Nigeria in the new National Policy on Education (2004) states that:

- ♦ Government will continue to run good and well staffed inspectorate services for all levels of education

- ♦ State ministries of education in collaboration with the Federal inspectorate will be responsible for the inspection of all secondary schools under their jurisdiction.
- ♦ Regular courses will continue to be run to acquaint inspectors with their new roles as advisers, guides, catalysts and sources of new ideas.
- ♦ Introduction and orientation courses will continue to be organized for newly appointed inspectors of secondary schools.
- ♦ Government will expand and strengthen the Federal inspectorate service to supplement state inspectorate services.

The Purpose of School Supervision

The purpose of school supervision is the promotion and development of favourable setting for teaching and learning which eventually lead to the improvement of the society. However, the primary responsibility of school inspectors is to see that high standards are maintained and that schools are run in accordance with laid down rules and regulations. The ultimate aim is to improve the overall efficiency and raise the academic standards of the institutions. Specifically, the purpose of classroom instruction supervision is to help teachers to learn what their problems are and to seek the best methods of solving them be they individual or group problems. Chike-Okoli (2004) cited in Chike-Okoli (2006) suggested that teachers should be guided to improve teaching methods and techniques, utilize newly discovered principles of group dynamics, provide for individual differences, locate and utilize community resources and evaluate their teaching competence. The purpose of supervision according to the Universal Basic Education (UBE) programmes manual (2002) cited in Chike-Okoli (2006) can be classified into teacher improvement purposes which are geared towards:

- ♦ Ensuring that teachers do their work affectively
- ♦ Ensuring that new teachers receive training to enable them function effectively on the job
- ♦ Providing professional information to teachers
- ♦ Guiding teachers to the sources of instructional materials
- ♦ Providing technical assistance to teachers when required

- ♦ Ensuring that discipline is maintained
- ♦ Maintaining high morale among the teachers
- ♦ Suggesting ways of improving teacher performance
- ♦ Providing opportunities to discover teachers with special abilities or qualities.

The non-teachers improvement purpose are not directly concerned with the teachers but also guide the supervisors in ensuring the supply of teaching materials to the school, ensuring that the quality of instruction is maintained in the school, providing an opportunity to assess the moral tone of the school and providing feedback to education planners on the need for curriculum improvements. Bello (2001) identified the following purposes of school supervision:

- ♦ To ensure that public or even private funds are spent efficiently on the school system.
- ♦ To approve schools for recognized public examinations such as the West African School Certificate Examination (WASCE) and National Examination council (NECO)
- ♦ For approval and sometimes for the payment of Grants - in Aid to private and voluntary Agency schools
- ♦ To carry out special investigations on disciplinary, financial or educational problems.
- ♦ To serve as a link between the teachers on the field and the ministry of education in the center.
- ♦ For better school administration and organization
- ♦ For the approval of opening of new schools.
- ♦ Cost-Benefit Analysis: Education is a big business, which cost government and even individuals a lot of money.
- ♦ The other purpose of school supervision according to Obadara (2006) include, administrative role, educational or formative role and supportive role

The Basic Principles of Educational Supervision

The basic principles of educational supervision include the following:

1. *Purposiveness*: The need for a set purpose makes it mandatory for the agents concerned with the exercise to determine at the beginning of a teaching programme what is to be considered "poor" or "excellent". This will enhance objectivity and productivity.

2. *Plan*: Supervision of instruction must be planned. The supervisor should know how, when, what and where to launch his activities.
3. *Diversity*: Supervisor should give room for the diversification of supervision. He / she should allow for intelligent creativity since too much control or coercion could lead to formalism and resentment and may create confusion.
4. *Dialectical Relation*: Supervision should be cyclic in nature. It should provide a feedback both to the teachers as well as to the supervisor. The democratic and cooperative nature of supervision should be geared towards making the teacher become cognizant of the need for improvement.
5. *Code of Conduct*: Supervisor should ensure that he/she appears decent, responsible and respectable that he is punctual to school arriving in time, take part in the morning assembly, that he/she introduces himself/herself to the school head explaining the purpose of his visit, and that he concentrates on the particular aspect of the school he/she intends to inspect thus avoiding the tradition to cover too wide ground in a day.
6. *Principles of Safe and Healthy Environment*: The school environment should be conducive for effective teaching-learning activities. The supervisor could do a lot to make the office, school compound a happy place for both teachers and students if he sets the right tone by creating a healthy environment.
7. *Principle of Adequate Information for Employees*: A newly recruited staff needs to know the history, objectives, roles, operation and career policies of the organization as contained in the organization's handbook. He should have access to the annual report and condition of service. The supervisor should tell the new staff his/her specific schedule of duties, level of authority and his/her immediate supervisor. He or she needs to be adequately informed about when, where and how he gets paid, the resumption and closing hours of work, the break period, annual leave, casual leave etc.
8. *Principle of Guidance*: The supervisor owes it a duty to guide job incumbents on how, what, where and when to carry out

their duties. This is ensured through close monitoring and supervision. Personality improvement is important in an organization because it seems to reflect the image of the organization for which they work.

9. *Principle of Effort Recognition and Reward:* Recognition and reward for good work done when carried out promptly and publicly serves as moral booster for other staff. According to Opinmi (2011), the following are some ways in which the supervisor could acknowledge the good work of his staff:
 - a. Prompt acknowledgement and recognition of job in the presence of others.
 - b. Follow up with a formal letter of commendation and making sure that the letter gets into his/her personal file.
 - c. Giving a certificate of merit to such a staff.
 - d. Giving a bonus of cash reward.
 - e. Giving some incremental credits in the salary.
 - f. Recommendation for promotion to the next grade level.
10. *Principle of Constructive Criticism:* The main task of the supervisor is to motivate his staff to operate at their fullest possible capacity. Criticism should be done constructively and privately while good work should be recognized. Poor work deserves some attention as well.
11. *Principle of Liberality:* Opportunities should be created for subordinates to aspire to leadership position. In fact, subordinates should see themselves as supervisors-in-training. At times, responsibilities should be delegated to ensure sense of responsibilities and belonging on the parts of the subordinates.
12. *Principle of Encouragement:* The supervisor owes it a duty to encourage the staff to thirst for new knowledge and continue to search for new ways of carrying out duties. This is because it has a multiplier effect on both the supervisor and the organization. Education is life long to enable the staff solve new problems. This is done through reading, discussion with senior colleagues, seminars, workshops, trainings, re-training programmes etc.
13. *Principle of Networking:* A good supervisor develops team spirit and networks with

other supervisors or senior officers within or outside the organization to tap from their wealth of experience. This will help him/her to perform better.

14. *Principle of Objectivity:* Both internal and external supervisors should be objective in their sense of judgment and decision making process. Objectivity will endear them to their subordinates.
15. *Principle of Tact:* Diplomacy is needed in dealing with subordinates and superordinates. Open confrontation which may degenerate into act of insubordination should be avoided as much as possible.

Other Basic Principles of Supervision

Include the Following:

- a. Supervision is cooperative and team service.
- b. Supervision should be adopted to meet the individual needs of school personnel.
- c. Supervision should help clarify educational objectives, goals and should enlighten on the implications of such goals and objectives.
- d. Supervision should assist in the organization and proper administration of co-curricular activities for students.
- e. The responsibility of improving the programme for school supervision rests with the teacher for his/her classroom and with school head for his/her school.
- f. There should be adequate provision for supervision in the annual budget.
- g. Long-term and short-term planning for supervision is essential
- h. Supervision should help interpret and put into practice the latest findings of educational research.
- i. The effectiveness of the programme of supervision should be evaluated by both participants and outsiders.
- j. Supervision should encourage professional growth of the staff
- k. Supervision of instruction should create a safe and healthy working environment
 - l. Supervision should develop teacher initiatives, discretion and resourcefulness
 - m. Supervision should provide for a continuous programme of evaluation and improvement in all methods used in the school organization.

- n. Supervision should necessitate pre-panning, observation and follow up meetings
- o. Supervision should be concerned with the needs of the teachers, students and the school community
- p. Supervision should be friendly and challenging.

Classification of School Supervision

School supervision can be classified as follows:

- i. *Instructional Supervision:* This borders on the activities which are carried out with the purpose of making the teaching and learning activities better and more result oriented for the learners.
- ii. *Administrative Supervision:* This deals with the mobilization and motivation of the staff in the school towards effective performance of their duties and responsibilities.

Types of Educational Supervision

The following are the types of educational supervision:

- i. *Full Supervision:* This is an external inspection carried out by a group of inspectors from the Ministry or other bodies to examine subjects taught in a school, scheme of work, lesson notes, classroom management and other physical facilities. This enables supervisors to make observations, corrections and make necessary and professional recommendations for the betterment of the educational system.
- ii. *Emergency Supervision:* This refers to the kind of inspection carried out as a result of crisis in a school setting. The supervisors are led by senior officers with instruction to find out and investigate the remote and immediate causes of certain problem or crises in a school, for instance, riots, strikes or conflicts.
- iii. *Sample and Survey Visit:* This is an inspection meant to survey an aspect of educational performance in the schools, for instance student attitude to the teaching of science, social sciences or commercial/ arts related subjects, teacher use of instructional materials etc.

- iv. *Clinical Supervision:* This is the type of supervision in which supervisors meet with the teaching staff with the aim of developing their professionalism and instructional method.
- v. *Routine supervision:* This is the periodic visitation of schools by a supervisor or a group of supervisors to a school in order to ascertain progress and achievement or problems and difficulties in given areas and schools.
- vi. *Investigative Supervision:* This type of visit is usually carried out with the sole purpose of addressing a particular problem in the school. It could be the problem of discipline, fraud or theft of the school property.
- vii. *Special Visit:* This type of visit deals with special cases which are also specific in nature. The visit may be for the purpose of inspecting some subject areas such as English Language, Mathematics, Physics, Chemistry and Biology; or Geography, Economics, Government or Civic Education.
- viii. *Pre-opening of School Visits:* These visits are made to a location of a newly established school that is seeking for approval to provide educational services. The essence is to ensure that the school satisfies the stipulated guidelines and requirements, such as the availability of enough space, classroom sizes, staff strength with appropriate teaching qualifications; infrastructure; washrooms, water supply etc. The visit is necessary for granting approval by the Ministry of Education, particularly a private educational institution.
- ix. *Assessment Visit:* This type of visit lasts longer than a routine visit. This visit involves looking into the various school activities and how these activities are organized and carried out.
- x. *Follow-up Visit:* This takes place after a full inspection would have been carried out in school during the visit. The inspectors keep record of relevant action taken by the school authority with reference to the recommendations that were made or the full scale visit as contained in the inspectors' report. The inspectors assessed the extent to which the action taken by

the school had achieved their desired results. Also, suggestions could be made where necessary for the primary purpose of improving the school and student learning outcomes.

Techniques of Supervision

Opinmi (2011) identified the following techniques of supervision as:

- i. *Compilation of Information:* Information about the members of staff such as academic qualifications, habits, attitudes, beliefs, aspirations, social life, family backgrounds etc. are to be compiled. Other information could be obtained through discussion with them. Staff members are likely to cooperate and make necessary sacrifice if they are treated with courtesy and respect.
- ii. *Conflict Management:* Conflict is bound to occur in an organization and could emanate from individuals or groups. Supervisor should learn to listen to both sides involved so as to gather relevant information that can help to settle the conflict. In case, the supervisor cannot competently handle the conflict, it should be referred to the immediate boss or to the management for necessary or immediate action. Whatever decision that is taken to resolve a conflict must be seen by all as being fair and impartial.
- iii. *Communication with Staff:* It is important for the supervisor to master ways of communicating effectively with the supervisees in a way that will readily secure subordinate compliance. This is better achieved by reasoning together rather than by giving order. Certainly, there are occasional situations when authority is maintained with a clear directive in which directive actions are necessary.
- iv. *Concise Decision - Making Process:* The supervisor has a key role to shape the decision as his/her position is the primary position for the management of decision. He/she operates between the staff and the management. When he/ she are expected to make decision, it should be done promptly and judiciously as soon as he or she affirms his authority to make such decision.
- v. *Constructive Criticism of Staff:* Unfair criticism or aggressive tone by supervisor tends to generate resentment in workers. It is better to have a viable option recommended to the workers to correct his mistakes than to have unhealthy and unpalatable criticism.

Task Areas of Supervision

The following are the task areas of supervision:

- i. *Developing Curriculum:* This has to do with the designing or redesigning of that which is to be taught, by whom, when, where, how and in what pattern. Developing curriculum guides, establishing standards, planning instructional units and instituting a new course and examples of this task area.
- ii. *Organizing for Instruction:* This is the making of an arrangement whereby student-teacher' space and materials are related, to time and instructional objectives in coordinated and efficient ways. Grouping of students, planning class schedules, assuring spaces, allocating time for instruction, scheduling, planning events and making arrangements for reaching teams are examples of endeavour associated with this task.
- iii. *Providing Staff:* This has to do with assuring the availability of instructional staff members in adequate numbers and with appropriate competencies for facilitating instruction. Other associated task areas here are recruiting, screening, selecting, assigning and staff transfer.
- iv. *Providing Facilities:* This deals with the designing or re-designing and equipping facilities for instruction. The space development and equipment specification are included in these task areas.
- v. *Providing Materials:* This borders on selecting and obtaining appropriate materials for use in implementing curricular design for previewing, evaluating designing and otherwise finding ways to provide appropriate materials are included in this task area.
- vi. *Arranging for In-service Education:* This involves planning and implementing learning experience that will improve the

- performance of staff in instruction - related ways. Other sub task areas are workshop, consultations, field trips, training and retraining sessions as well as formal education.
- vii. *Staff Members Orientation:* This is providing staff members with basic information necessary to carry out assigned responsibilities. This includes getting new members acquainted with facilities, staff and community, but it also involves keeping staff informed of organizational development.
- viii. *Relating Special Students Service:* This means arranging for careful coordination of services to students to ensure optimum support for the teaching-learning process. This involves developing policies, assigning priorities and defining relationship among service personnel to maximize relationships between services offered and instructional goals of the school.
- ix. *Developing Public Relations:* This means providing for a free flow of information on matters of instruction to and from the public while securing optimum levels of involvement in the promotion of better instruction and learning.
- x. *Evaluating Instruction:* This means planning, organizing and implementing procedures for data gathering, analysis interpretation and decision making for improvement of instruction.

Skills and Abilities Required of the Supervisors

- ♦ *Conceptual Ability:* The supervisor should have the conceptual ability to think about what the work entails and how people will behave. This relates to understanding of the job requirement, people and work environment.
 - ♦ *The Supervisor Interpersonal Skill:* He/she needs to be able to understand relationship between people, their individual needs, perceptions, attitudes and behaviours. The individual differences of these various interpersonal skills should be noted
 - ♦ *Effective Communication Skill:* The ways the supervisors communicate ideas to subordinates, peers and superiors matter in terms of effectiveness.
- ♦ *Control:* Supervisors at times must be able to exert control when occasions demand for it. It is unfortunate that not everyone does the right things at all times. People deviate either deliberately or out of ignorance. The supervisor has the responsibility of ensuring that official requirements are met and objectives achieved.

Proper Supervisory Attitudes Include the Following:

- ♦ The primary responsibility of a supervisor is to create or facilitate the creation of a climate where people are willing to cooperate to meet organizational objectives and serve personal needs.
- ♦ Supervisor should decide controversial issues on the bases of facts and controversial issues on circumstances. Matters concerning employees should be decided on merit and not on personal sympathies of a particular employee or group.
- ♦ Supervisors should accept higher level management and staff decisions and directives as sincere expression of what should be done to meet organizational objectives.
- ♦ Personal feeling about organizational policies, higher management and staff decisions are to remain private. They should not be discussed openly with employees, even though employees may be questioning a policy you do not personally agree with. Supervisors should discuss their disagreements privately with higher management or staff personnel.
- ♦ Supervisors must earn the respect, trust and confidence of their employees
- ♦ Supervisors must give credit to employees who do a good job. Recognition, praise and promotion should be given an objective bases related to job responsibility and the accomplishment of organizational objectives.
- ♦ Supervisors are responsible for the overall performance of their groups. The final responsibility for output rests with the supervisor.
- ♦ Supervisors must be objective and fair in judging the actions of employees. Objectivity and fairness must be considered

- with a view to the value systems of supervisors', organization and employees.
- ♦ When an employee requires counseling and or disciplinary action supervisors, must accept the responsibility, that corrective action has the objective of rehabilitating rather than punishing the offender
 - ♦ Supervisors should allow employees to have as much authority over their work as possible. Organizational, technical, safety, legal and human factors must be considered in determining how much attitude employees can be allowed without impeding production requirements.
 - ♦ Supervisors must ensure that employees' rights are respected.
 - ♦ Supervisors are leaders and are responsible for setting good examples for others to adopt and follow. Supervisors must display high degree of moral integrity and must communicate to employees the idea: 'do as I do', which is the same as 'what I say'.
 - ♦ Supervisors are responsible for facilitating employees' personal and professional growth, on the job. Training and development are described and essential to meet human and organizational needs.
 - ♦ Whenever people work together, conflict is inevitable. So, supervisors are responsible for channeling conflict into beneficial rather than destructive results.
 - ♦ Supervisors must be prepared to support employees in situations where employees are right. They in return also respect a supervisor who takes personal risk and stand up for them.
 - ♦ Supervisors must be prepared to keep their words to employees. He/she must have the quality of being trusted by others.
 - ♦ Supervisors must maintain a work climate where employees can express their feelings and concerns openly without fear of intimidation or reprisal.
 - ♦ According to Ogiamen (2007) for school supervisor to be effective in Nigeria, they should be empowered by law and educational authority to perform the following duties:
 - i. Helping the teacher to identify new skills e.g. microteaching, which enables a teacher to get immediate feedback.
 - ii. Good leadership style are displayed by supervisors because they help to tackle and solve problems whenever they arise, rather than finding who is at fault or who is right.
 - iii. Deciding to cooperate with staff and students in order to locate materials to implement new skills.
 - iv. Reinforcement of groups or individuals who are making attempt to contribute towards achieving the goals of instruction in the school setting.
 - v. Reporting back accurately to the boss and concerned ministry or establishment-communication factors.
 - vi. Meeting with staff frequently to overcome their problems and plan for action. This will create an easy and business-like atmosphere for work.

Problems of Supervision in Developing Nations

The following are the problems of supervision in developing nations:

1. *Teachers Who Resist Supervision:* Three categories of teachers can be identified- the experienced, academically and professionally qualified, the non- professional but academically qualified and unqualified. The existence of unqualified teachers who resist supervision in our secondary schools constitutes a hindrance to modern and effective supervision of instruction.
2. *Inadequate Staff:* Many schools in the country suffer defective teaching due to the absence of qualified staff in some subject areas.
3. *Material Resources:* Supervisors are faced with the absence of materials. This is as a major problem which hinders their assignment e.g. charts, maps, projectors, etc.
4. *Poor Human Relations:* This relationship becomes difficult to establish because different kinds of human beings are involved and they also require different supervisory application.
5. *Administrative Problems:* Administration fails to specify the scope of responsibilities and results in structural supervision is expected to bring about in the school.

6. *Financial Constraint:* Inadequate funding either on the part of government, concerned ministry and individual proprietors affect supervision and administration of schools. This inadequacy is reflected in non-provision of school's statutory material and physical plants.
7. *Poor Communication:* Many supervisors including the school head and departmental heads do not know how to communicate with their staff. Teachers are sometimes demoralized due to poor communication.
8. *Inconsistent Educational System:* The instability caused due to frequent changes in government policies affect education of students. Frequent changes in school curriculum and school system by the ministries and schools also affect the overall performance educational system.
9. *Political Instability:* Frequent change in government cannot have an organized administrative pattern in its education
10. *Low Teacher Morale:* The seeming shabby treatment the teacher receives from their employers and the apparent frustration resulting from this is another hindrance for effective supervision.
11. *Payment of Teachers:* Payment of teachers' salaries is seldom regular and promotions are delayed without justification. In a situation where teachers are frustrated and fail to show interest in supervision, the job of a supervisor is made more difficult for the achievement of the objectives of instructional supervision.

CONCLUSION

Supervision is seen as one of the important formal leadership roles performed by one with supervisory skills and whose performance is geared towards the optimum achievement of stated educational goals. So, the role of the government at the different levels cannot be overlooked, neither can the contributions of parents, teachers, supervisors, school heads and voluntary agencies be ignored. Effective result in the instructional and administrative supervision of schools in the country deserves a joint effort and cooperation of all. Needless to emphasize that organizational supervision must be holistic, scientific and be done very effectively tak-

ing into consideration the four crucial elements of the inspector, the school, the government and the public that are involved.

RECOMMENDATIONS

The following recommendations are hereby made:

- ♦ Supervisors should ensure that they build and maintain the right image in the eyes of the teachers, students and public. Supervisors should aim at assessing the state of learning and teaching. In doing this, supervisors will need to examine every aspect of the school environment including physical facilities, administration, and organization of the school, students' books, teachers' scheme, records of work and lesson notes.
- ♦ The supervisors should behave and function as teachers' friends, adviser, guide and consultant. A relationship that teachers look forward to and are happy at should be developed.
- ♦ All state ministries of education and other relevant agencies should have printed inspection guidelines spelling out the duties of the supervisors at all levels.
- ♦ To solve the manpower problems, every state ministry of education should recruit more inspectors to meet the state UNESCO recommendation of 1: 75 in post-primary schools, while in primary schools, UNESCO recommendation is 1: 100-150 teachers.
- ♦ *Recruitment of Inspectors:* State ministries of education should take every possible step to ensure promotion, prospect for inspectors to attract both assistant inspectors and inspector at post-primary level into the inspectorate service.
- ♦ *Organizational Structure of Inspectorate Service:* Most inspectorate services provided for only chief inspectors, the assistant chief inspector, four principal inspectors, etc. This will need to be generously increased in order to create vacancies for a large number of inspectors and for regular promotion.
- ♦ *Honorary Inspectors:* As a temporary measure, the use of experienced headmasters and principals as honorary inspectors could be considered by state and local government areas. Returned head teachers could also be re-engaged as part time inspectors with reasonable allowances.

- The control and management of education should be a joint responsibility of the federal, state and local governments; communities, voluntary agencies acting in partnership with parents, teachers, private school owners, and ministries of education.
- ♦ The operations of primary and secondary schools should conform with the national policy on education.
- ♦ Government should provide adequate funds, facilities, equipment and human resources for school inspection and ensures that all schools, both public and registered private schools are supervised regularly and effectively.
- ♦ Recruitment of teachers by the ministries of education and their agencies should be based purely on academic qualification and professionalism.
- ♦ Inspectors of education, supervisors and school heads should be empowered with human resources, funds and resources to help them deliver as resources personnel and partners in progress.
- ♦ Successful supervision and management depend considerably on the supervisors' ability to forge a cohesive working group among his/her subordinates. Five assumptions which are considered basic requirements for effective supervision have been identified by the human relations school of thought. These are:
 1. *The Humility Assumption:* A good school manager should not assume absolute perfection but should be ready to learn from others.
 2. *The Responsibility Assumption:* This states that a manager must be willing at all times to accept responsibility for his actions and organizational activities.
 3. *The Human Dignity Assumption:* This demands that a manager should recognize the worth and dignity of his subordinates as human beings.
 4. *The Confidentiality Assumption:* This demands that every manager should respect confidence entrusted to him.
 5. *The Changeability Assumption:* This stipulates that managers should be flexible and be willing to explore various alternatives in solving problems in the organization.

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