

Supervision of Secondary School Education in Federal Capital Territory, Abuja: Problems and the Way Forward

Ogunode Niyi Jacob¹, Ugbome Nnamdi Richard²

¹Ogunodejacob@gmail.com, ²richardugbome2015@gmail.com

Abstract Supervision of secondary school education is plagued with many problems in Nigeria especially in Federal Capital Territory, Abuja. This article discusses the problems preventing effective supervision of secondary school education in Federal Capital Territory, Abuja. Secondary data sourced from print materials and online publications by recognized institutions and individual authors were used in the article. There are many challenges preventing effective supervision of secondary school education in FCT. Prominent amongst the problems include: inadequate funding, inadequate transportation facilities, distance, inadequate supervisors, insecurity, and shortage of supervision materials, poor capacity development programmes and Corruption. To ensure effective supervision of secondary school education in FCT, the article recommended the following: increased funding for secondary school, provision of adequate transport facilities, employment of more professional supervisors, adequate provision of supervision materials, training and retraining programmes for supervisors, provision of adequate security for supervisors on official functions and eradicating all forms of corruption in the ministry of education so as to end diversion of funds meant for supervision.

Keywords: Abuja, Capital, Federal, Supervision, Territory

1. Introduction

The National Policy on Education (2013) clearly stated 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. To achieve these objective in secondary school administration, the government established department

of inspection and supervision in all the ministries of education both at the federal and state levels. According to the National Policy on Education (2013), Government shall establish efficient and effective quality assurance agencies at Federal, States /FCT and Local Government levels for monitoring and maintaining set standards at all levels of education below the tertiary level. NPE 2013 further stated that Quality assurance agencies in both State Ministries of Education/FCT Education Secretariat and Local Government Education Authorities in collaboration with the Federal Quality Assurance Agency shall be responsible for the organization of supervision and inspection of all educational institutions under their jurisdiction. Quality Assurance Agencies shall operate as autonomous bodies supervised by the Minister of Education/Commissioner for Education as may be appropriate.

Supervision of secondary schools in Federal Capital Territory, Abuja is handled by the department of quality assurance in Federal Capital Development Authority. Quality assurance offices were established in all the six area councils of Federal Capital Territory, Abuja. The Quality assurance at the zonal area councils is saddled with the responsibilities of supervising all secondary schools in Federal Capital Territory, Abuja. According to National Policy on Education (2013) the goals of the Quality Assurance Agencies shall be to:

- a. Set, maintain and improve standards in all aspects of the school system;
- b. ensure Minimum Standards and quality assurance of instructional activities in schools through regular inspection and continuous supervision;

- c. disseminate on a regular basis, information on problems and difficulties of teachers and institutions and offer practical solutions to them; and
- d. encourage dissemination of information on innovative and progressive educational principles and practices in the school system through publications, workshops, meetings, seminars, conferences, etc.

In Quality Assurance Agency, the government promotes experienced and professional teachers, expertise and employed quality assurance officers. The National Policy on Education (2013) observed that the primary responsibilities of Quality Assurance Officers shall be to:

- a. Undertake inspection visits;
- b. Disseminate information about instructional materials and tested effective teaching methods and good practices;
- c. Obtain information in respect to challenges experienced by teachers in schools and institutions as well as provide advisory solutions through appropriate authorities;
- d. monitor, document and publish the overall quality of education in schools and proffer practical and positive advice; and
- e. e. organize meetings with and workshops for teachers when necessary with a view to improving their professional competence.

The quality of secondary school education in Nigeria specifically Federal Capital Territory, Abuja is falling considering the performance of students in NECO, WACE and JAMB. According to Ezekwesili, (2007), the present situation of supervision in schools showed that, there has not been thorough supervision of schools in recent and past decades. Lack of supervision in schools has been the bane of failure in secondary school educational policies in Nigeria. A system not supervised and evaluated is in dire need of collapse.

Umar, Hauwa & Nura (2017) submitted that supervised instruction has been duly neglected for one reason or another in the midst of modern

complications of the Secondary School. Inspection reports are hardly made available and there is no follow-up to ensure that the weaknesses identified are been corrected while 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. Based on these submission, this paper discusses the problems preventing effective supervision of secondary school education in Federal Capital Territory, Abuja.

2. Concept of Supervision

There are many definitions of supervision given by different authors. According Figueroa Rexac, (2004) supervision is a process of guiding, directing and stimulating growth with the overall view of improving teaching and learning process better for the learner while Aguokagbuo, (2002) views supervision as a way to advise, guide, refresh, encourage, stimulate, improve and oversee teachers in the hope of seeking their co-operation in order that they may be successful in the task of teaching and classroom management and Afianmagbon (2007) observed that supervision of instruction involves “motivating the teacher to explore new instructional strategies to improved teaching and learning”. The teacher must be made aware of educational goals and standards to be implemented.

According to Ogunode & Ajape (2021) there are two types of supervision. They include: internal and external supervision.

Internal supervision is the supervision carried out within the school by the school head. Wanzare, (2011) opined that internal supervision deals with all the activities performed by teachers and principals in the school to enhance teaching and learning. Internal supervision could be classified as that type of supervision that takes place within the school itself. Head teachers, teachers and pupils do this type of supervision. Supervision by the pupils is when prefects and class leaders ensure that assignments given to pupils/students are done when teachers are absent from the classroom. Supervision of the pupils/students work by the teachers is very important in enhancing pupils’ achievement because the teacher/pupil contact is on a daily basis more than any other contact the pupil has with other supervisors.

Neagley,, & Evans, (1970) opined that external supervision deals with supervision from the local, district, regional or national offices. Internal supervision is where the head or principal in present day public school organization is the chief school administrator in the day-to-day administration and supervision of the school and Beach, & Reinhartz, (2000) view external supervision as mainly to evaluate the effectiveness of the instructional programme in terms of what it does to the people while Sergiovanni, & Starratt, (2007) observed that the duties of external supervision include making the work of teachers more effective through such things as improved working conditions, better materials for instruction, improved methods of teaching, preparation of courses of study, supervision of instruction through direct contact with the classroom teacher.

The role of supervision in secondary school education include:

- a. Deciding the nature and content of the curriculum
- b. Selecting the school organizational patterns and materials that will enhance educational growth
- c. Improvement of teacher effectiveness.
- d. Ensuring that teachers are performing their duties as scheduled.
- e. Improvement of the incompetent teachers.
- f. Providing a guide for staff development.
- g. Determining the effectiveness of the teachers' classroom management.
- h. Determining the 'tone' of the school.
- i. Determining special abilities possessed by teachers and deciding who to be transferred or retained, promoted, demoted or disengaged.

3. Problems Preventing Effective Supervision of Secondary School Education in Federal Capital Territory, Abuja

There are many problems preventing effective supervision of public secondary school education. Some of these problems include: inadequate funding, inadequate transportation facilities, distance, inadequate supervisors, insecurity, and shortage of

supervision materials, poor capacity development programmes and Corruption

3.1. Inadequate Funding

Inadequate funds for supervision of secondary school education in Federal Capital Territory is a major factor preventing effective supervision of secondary school education in the territory. The budgetary allocation for supervision of education is inadequate in the territory and this is affecting the various sub-programme of instructional supervision. Supervision programme draws it funds from the education budget that have been described by Ogunode (2020), Peter (2016) and Ogunode & Musa (2021) as inadequate. The annual budgetary allocation for the entire education for one decade is below 15% to total national budget which is against the UNESCO 26% recommendation for developing countries like Nigeria. Supervision programme is one of the sub-unit of education that is capital intensive. It requires a lot of funds to be able to implement it. The achievement of supervision objectives depends on the availability of funds. National Open University of Nigeria (NOUN, 2007) agrees that funding has been a major challenge facing not only supervision of instruction but also education. The fund available to the inspectorate unit in the ministry of education does not carry out the enormous task given to them. It is becoming increasingly impossible for inspectorate unit of the education ministries to service and repair vehicles needed for supervision exercises and even to pay duty tour allowance (DTA) of supervisors where need be. The state government lacks the political will to support effective supervision of secondary schools across the country. The attitude of the political actors towards supervision of education is not encouraging.

3.2. Inadequate Transportation Facilities

Supervision of education especially the secondary school education involves movement from cities to cities and communities to communities and villages to villages. Supervision programme depends on logistics utilities like coater bus, Hilux van, cars and Motor cycle. Effective supervision of education can only be possible when the logistics utilities are available and are in good condition. It is unfortunate that many quality assurance agencies in Federal Capital Territory

do not have utility vehicles to carry out the supervision functions as planned. Due to inadequate transportation facilities, many of the supervisors in Federal Capital Territory use their personal cars for official functions. Supervisors use their personal vehicles to move from secondary schools to another secondary schools during supervision of secondary school in the territory. Ogunode (2021) opined that, inadequate transport facility is a great impediment to effective supervision of secondary school education in Nigeria. Many state ministries and quality assurance units in Nigeria do not have adequate transport facilities to support supervision programmes of secondary school education in the various states in Nigeria.

3.3. Distance

Another factor hindering effective supervision of secondary school education in Federal Capital Territory, Abuja is distance. Many secondary schools are located in rural areas very far from the city. Some of the communities in which the secondary schools are located cannot be accessed unless by motorcycle. The long distance of these secondary schools affects the constant supervision of the instruction. Research has it that many public secondary schools in Federal Capital Territory are located in the rural areas that are not motor-able. NOUN (2007) noted that supervisors of education have often complained of inability to cover most of their areas of operation. This is compounded by inaccessibility of some areas, e.g. riverine areas where schools are located. The problem of transportation cannot be separated from poor funding of the inspectorate unit in the ministry of education and the state of all Nigerian roads.

3.4. Inadequate Supervisors

Inadequate professional supervisors is hindering effective supervision of secondary school education in Federal Capital Territory, Abuja. Supervisors are professionals with vast experiences in teaching and learning process. Supervisors are saddled with the responsibility of helping the teachers to improve professionally. Supervisors guide, help and mentor the teachers to grow professionally. It is sad that as important as supervisors are to the realization of quality education, quality assurance as a veritable agency is experiencing shortage of professional

supervisors in the field of sciences, social sciences and humanities. The shortage of professional supervisors in quality assurance agencies of secondary school in Federal Capital Territory, Abuja is affecting the implementation of holistic supervision programmes in the territory. Umar, Hauwa & Nura (2017) observed that many schools in the country suffer defective teaching due to the absence of qualified staff in some subject areas. Most of the inspectors are not specialist in important areas like science and technical subjects. Hauwa & Nura (2017) and Anuna (2004), also opined that many of the personnel utilized for supervision of instruction did not have the prerequisite qualification and experience. Some states in Nigeria still employ and utilize graduate-teachers without professional teacher qualification as supervisors of the schools. A times the supervisors and inspectors supervised subjects they do not have the academic competence. It had been proven that, personnel without teaching experience in schools were deployed to supervise teachers.

3.5. Insecurity

Insecurity in Nigeria especially in Northern Nigeria is also affecting supervision of secondary school education. Many secondary schools have been attacked across the country which had led to closure of schools. Ogunode (2021) concluded that insecurity in Nigeria is preventing effective supervision of educational institutions, especially the secondary school education across the federation. The high rate of insecurity in Northern Nigeria is affecting supervision of secondary schools across the various states in Northern Nigeria. Boko Haram group had killed many students, teachers and school administrators because they are against western education in Nigeria, especially in the Northern part of Nigeria.

3.6. Shortage of Supervision Materials

Shortage of supervisory materials is another big problem facing the supervision of secondary schools in Federal Capital Territory, Abuja. Many supervisors used their personal pen, plain sheet and recording materials to carry out supervision functions in the territory. Ogunode (2021) submitted that inadequate supervisory material is a problem affecting effective

supervision of secondary school education in Nigeria. Many supervisors working in the various state ministries of education and agencies do not have adequate supervisory materials to carry out effective supervision in secondary schools across the federation while Umar; Hauwa'u & Nura (2017) concluded that Supervisors in Nigeria are faced with an obstacle of insufficient materials.

3.7. Poor Capacity Development

Training and retraining programmes are very important for the development of supervisors of education. Training programmes are meant to improve the skills, abilities, knowledge and methods of improving instructional supervision. NOUN (2007) noted that most of the personnel used as supervisors of instruction in most states in Nigeria do not have the pre-requisites teachers' qualification and experience. Most of the supervisors lack professional supervisory skills. NOUN (2007) noted that some supervisors still adopt autocratic, fault-finding styles of inspection. This makes the school heads and teachers become apprehensive. This set of supervisors always assume mastery of the subjects and expect the teachers to be subservient to them. They assume that supervisors have the knowledge and regard the teachers as inferior workers who should take instruction from them without questioning; this will always breed disdain and contempt instead of cooperation. Ogunode (2021) observed that poor capacity development of supervisors is another problem militating against effective supervision of secondary school education in Nigeria. Some instructional supervisors working in the various state ministries of education are not constantly been exposed for training and retraining programmes and this is affecting the performance of the supervisors. Research has it that instructional supervisor that goes for training and retraining programmes regularly performs better than those who do not go for training and retraining programmes. The poor capacity development programmes of instructional supervisors is responsible for poor supervision of secondary school education in Nigeria. Isa & Jailani (2015) submitted that lack of adequate training for supervisors in the system led to the total destruction in teaching and learning because many supervisors are not qualified to perform their duty due

to the fact that they lack basic training and retraining of the supervisors.

3.8. Corruption

Corruption is another big problem preventing effective supervision of education in Nigeria. According to a public survey recently released by the Socio-Economic Rights and Accountability Project (SERAP) on high levels of corruption in public institutions in Nigeria for the past 5 years. The study reported that out of the five major public institutions surveyed, the police emerged as the most corrupt, with the power sector identified as the second most corrupt in the country today. Other public institutions identified as corrupt by 70 percent of Nigerians surveyed are the judiciary, education and health ministries. The survey reveals that the level of corruption has not changed in the last five years. The funds made available for the supervision of education sometimes end up in private pockets. Public funds made for the provision of educational services have been diverted and mismanaged. Ogunode (2021) opined that Corruption is a problem facing the supervision of secondary school education in Nigeria. Corruption has penetrated into the bones and marrows of Nigerian educational institutions. Funds released for supervision programmes in many states' ministries of education and agencies have been mismanaged, looted or misappropriated by some educational officers and school principals. The high level of corruption in the ministries of education across the states is responsible for ineffective supervision of secondary school education in Nigeria.

4. Way Forward

The realization of secondary school objectives depends on effective supervision. Government should increase the funding of secondary schools, provide adequate transport facilities, employ more professional supervisors, provide adequate supervisory materials, ensure training and retraining programmes for supervisors, provide adequate security for supervisors on official functions and eradicate all forms of corruption in the ministry education in order to avoid the diversion of funds meant for supervision. More so,

1. The government should increase the funding of supervision of secondary school education in

Federal Capital Territory, Abuja. This will help to improve the quality of supervision of secondary schools across the country.

2. The government should provide quality assurance and other supervision agencies in Federal Capital Territory, Abuja with adequate transportation facilities like coaster buses and mini-buses.
3. The government should construct more rural roads in Federal Capital Territory, Abuja.
4. The government should provide supervisory materials to all supervisors on duty.
5. Training and retraining programmes should be provided for educational supervisors for capacity building.
6. Adequate security should be provided for supervisors on official assignment.
7. The government should use anti-corruption agencies to fight all forms of corruption in the country.

5. Conclusion

Concluding, this article looked at the problems preventing effective supervision of secondary school education in Federal Capital Territory, Abuja. The article identified inadequate funding of supervision secondary school education, inadequate transportation facilities, distance, inadequate supervisors, insecurity, shortage of supervisory materials, poor capacity development programmes and Corruption as the major challenges hindering effective supervision of secondary school education in FCT, Abuja. To address these problems, the article recommended that the government should increase the funding of secondary schools, provide adequate transport facilities, employ more professional supervisors, provide adequate supervisory materials, ensure training and retraining programmes for supervisors, provide adequate security for supervisors on official assignment and work towards eradicating all forms of corruption in the ministry of education, agencies and parastatals as a measure to end supervision funds diversion.

References

1. Adesina, S. (1981). *Some Aspects of School Management*. Enugu: Education Industries Nigeria Limited.
2. Aguokagbuo, C.N. (2002). *Micro-teaching theory and practice* Nsukka: Mike Social press.
3. Afianmagbon (2007). *Clinical supervision and teacher effectiveness in school*. International journal of educational planning and
4. Beach, D.M. & Reinhartz, J. (2000). *Supervisory Leadership: Focus on Instruction*. Boston: Allyn and Bacon.
5. Christopher Y, D, Ambrose A, & Pearl W, (2019) "Problems of School Supervision at the Basic School Level in the Hohoe Municipality of Ghana." *American Journal of Educational Research*, vol. 7, no. 2: 133-140. doi: 10.12691/education-7-2-3.
6. Ezekwensili, O. (2007). *Reinventing Education*. Vanguard Newspaper, Daily Jan 4, Pg 47
7. Figueroa Rexac, A.N. (2004). *Actual and destined teacher attitudes toward supervision of instructional strategies in pedagogical and curriculum areas in high and low performance in secondary schools*.
8. Isa Y, K & Jailani B, Y (2015). *The Processes of Supervisions in Secondary Schools Educational System in Nigeria*. 4th World Congress on Technical and Vocational Education and Training (WoCTVET), 5th–6th November 2014, Malaysia
9. Neagley, R.L.S., & Evans, N.D. (1970). *Handbook for effective supervision of instruction*. Englewood Cliffs, NY: Prentice Hall Inc.
10. Ogunode, N, J, & Ajape T, S (2021) *Supervision Of Secondary School Education In Nigeria: Problems And Suggestion*. (EJHEA) 2 (6), P:71-76
11. Sergiovanni, T.T., & Starratt, R.J. (2007). *Supervision: A redefinition* (8th ed.). New York: Mc Graw-Hill Companies.
12. Umar A; Hauwa'u A & Nura D (2017) *Constraints on Effective Educational Supervision of Instruction in Secondary Schools in Nigeria*. International Journal of Topical Educational Issues, Vol. 1 (No. 2); p: 61 – 69
13. Wanzare, Z.O. (2011). *Re-thinking school-university collaboration*. Agenda for 21st century. *Educational Research and Reviews*, 6(22). 1036-1045. 2011