

# JOURNAL OF CHILDHOOD AND PRIMARY EDUCATION

Vol. 7 No. 2  
July 2010

ISSN 1117 - 1863

Publication of the Primary and Tertiary Teacher  
Education Association of Nigeria (PATTEAN)

Journal of Childhood and Primary Education Vol. 7 No. 2, 2010

## SUPERVISION OF UBE PROGRAMME IN AKWA IBOM STATE: ISSUES AND INNOVATIONS

**Dr. Nkang, Iniobong Ekong**

*School of Education*

*Akwa Ibom State College of Education, Afaha Nsit*

**&**

**Dr. Inyang, Esop Efanga**

*Mass Education Agency for Adult & Non-formal Education*

*Uyo, Akwa Ibom State*

### **Abstract**

*The paper focused on innovations and issues in inspection and supervision of Universal Basic Education (UBE) in Akwa Ibom State. The population consisted of head teachers of primary schools and principals of junior secondary schools in the State, totaling 1383 (1146 head teachers and 237 principals). The stratified sampling technique was used in selecting 229 head teachers from the three Senatorial Districts of the State, while all the junior secondary school principals in the state were involved in the study. This gave a sample size of 466 respondents. Two null hypotheses were formulated and tested at 0.05 level of significance, using the independent t-test. The calculated t-values were less than the critical t, leading to the retention of the null hypotheses. It was consequently found that the practice of inspection and supervision in Akwa Ibom State does not facilitate effective implementation of the UBE programme. Based on this, it was recommended that the Universal Basic Education Board (UBEB) and other relevant agencies should improve the state of UBE supervision in Akwa Ibom State through adequate staffing, provision of conducive working environment, and training of supervisors. This will enhance effective implementation of the UBE programme in the state.*

### **Introduction**

The National Policy on Education (FRN, 2004) states that the success of any system of education is hinged on inspection and supervision. This is necessary for the maintenance and improvement of standards through quality control of instructional activities in schools, gathering information on problems of students and teachers, proffering solutions to these problems and disseminating information on education innovations.

Universal Basic Education (UBE) is defined in section 15(1) of the Compulsory Free Universal Basic Education Act (2004) as "early childhood care and education which terminates at the Junior Secondary School level". According to the National Policy on Education (2004), the UBE programme shall be of a 9-year duration comprising 6-years of Primary Education and 3-years of Junior Secondary Education.

The UBE scheme was hailed as a bold and popular project when it was launched by the Federal Government in September, 1999. The reminiscences of the Universal Primary Education (UPE) scheme of the mid-seventies, introduced by the same President, as military Head of State, resonated with mixed feelings. Although many Nigerians appreciated the noble intention of government, they could not hold back their skepticism concerning the project, which to many was embarked upon with inadequate planning and consultation. Though some landmarks have been achieved particularly in the area of access to basic education, there have been some constraints militating against effective implementation of the programme. In Akwa Ibom State, these are particularly noticed in the areas of qualified supervisory personnel and supervisory technique. The programme seems not to receive adequate supervisory attention due to dearth of qualified supervisory personnel and poor supervisory technique.

The realization of qualitative education depends largely on the competence of classroom teachers as well as committed supervisory efforts towards improving the quality of the programme. On this note, Nwaogu (1980) perceived inspection and supervision as a process aimed at bringing about improvement in the educational system. Whether internally or externally effected, instructional supervision is carried out by a more experienced personnel who is designated to render such services to less competent classroom teachers by providing leadership in all the areas and factors that influence or impinge upon effective instructional outcomes (Ezeocha, 1990). Such supervisory efforts concentrate on improving teaching and learning through effective assistance to the teachers for them to see beyond their present performance. If well-planned, organized and executed, instructional supervision remains an indispensable part of the educational process (Ezegbe, 2002).

In essence, the ultimate goal of instructional supervision is to improve instruction through service-help of give and take between the supervisor and supervisee (teacher). In the process, a conducive environment is created for learning. Without doubt, instructional supervision is needed in Nigerian educational system, with special emphasis on the UBE programme. Imperatively, supervisory activities are required now than ever if the aims and objectives of the Universal Basic Education (UBE) must be achieved. Without effective supervision of instruction, the articulated aims of such a laudable scheme will not attain any significant achievement. The current astronomical increase in enrollment as a result of the programme, as

well as the urgent need to produce teachers for the scheme calls for a more comprehensive and effective inspection and supervision. A lot of incompetent and low quality teachers found their ways into the Nigerian educational system as a result of the UBE programme. Thorough inspection of educational facilities and supervision of instruction becomes the major, if not the only, hope for saving the country from further crises in the educational sector.

Kosmoski (2000) sees supervision as that leadership process whose ultimate purpose is to improve instruction and thereby facilitate and promote successful learning. Nwaogu (1980) and Peretomode (1998) agree on the array of activities involved in instructional supervision to include: classroom visitation, demonstration teaching, group supervision, counselling, inter-school visitation, micro-teaching, workshops, conferences, and guided practice and research.

Nwankwo in Peretomode (1998) agrees with other supervision experts on the multiple roles or activities involved in supervision and its ultimate aim of improving instruction. He views supervision in two dimensions: instructional supervision and personnel supervision. Instructional supervision is viewed as "a set of activities carried out with the purpose of making teaching and learning better". Personnel supervision, on the other hand, comprises "a set of activities carried out by the supervisor with the basic aim of sensitizing, mobilizing and motivating staff in the school towards performing their duties for optimal achievement of the stated aims and objectives of the educational system". These are indispensable if quality must be maintained in the UBE programme.

Nwaogu (1980) outlined some of the principles underlying modern instructional supervision to include: supervision being directed towards the improvement of learning and teaching; the total programme of supervision directed to accepted purposes; supervision seeking co-operative participation of all concerned; supervision striving to utilize the talents and strength of all; supervision offering assistance to all; supervision being flexible; supervision seeking evidence regarding the results and value of innovation; and supervision striving to enhance improved moral and job satisfaction of educational staff (p. 36–37).

According to Nwaogu (1980), supervision seems destined to play an essential role in deciding the nature and content of school curriculum; in selecting the organizational patterns and learning materials to facilitate teaching and in evaluating the entire educational process. An effective supervision is therefore needed to facilitate effective implementation of the UBE programme.

As observed by Edem and Okon (2008), supervision and teacher effectiveness are directly linked. Good supervision assists teachers to develop classroom skills proven positively to impact student achievement. Supervision through professional development activities uplifts school

personnels' potentialities by giving them the opportunity to learn new skills and develop their abilities to the fullest. Supervision is frequently viewed as an avenue to motivate teachers and a method of allowing them attain satisfaction from their work (Edem and Okon, 2008).

Edem and Okon further stressed the compelling need of efficient supervision programme in the school system. According to these scholars, the class teacher needs the assistance of the supervisor to guide him through the labyrinth of innovations that have turned the classroom into a potent force in the world today. That supervision is geared towards galvanizing and sensitizing teachers for the improvement of materials, strategies and methods of instruction is no exaggeration. Peretomode (1998) summarized the essence of supervision to include: directly influencing the behaviour of teachers and the teaching process employed to promote pupils' learning, ensuring that individual teachers within the school system have been performing the duties for which they were scheduled, and cooperatively developing favourable climate for effective teaching and learning.

Supervision of UBE programme in Akwa Ibom State suffers from such problems as identified by Ndu, Ocho and Okeke (1997) and Peretomode (1998). These include insufficient supervisory personnel; lack of relevant materials, tools and resources for supervision; lack of motivation for supervisors; lack of proper training of supervisors; inadequate exposure of supervisors to new trends in teaching methods; resistance of teachers to change and innovation; negative attitude of teachers to supervisors; poor communication in schools; and poor styles of supervision. Regular monitoring of what goes on in Basic Education Centres are necessary for quality assurance in the UBE programme. The inspectorate division of the State Ministry of Education has not been adequately empowered in terms of finance and personnel to properly supervise and monitor the UBE programme.

Effective instructional delivery under the UBE programme will, to a large extent, depend on availability of qualified and motivated supervisory personnel. No educational system can rise above the level of its personnel. UBEP (2002), Igwe (2004) and Obanya (2006) have identified inadequate number of qualified personnel, irregular payment of salaries and dissatisfaction with conditions of service as obstacles to effective implementation of UBE programme in Nigeria. This is often blamed on poor funding of the programme.

The issue of funding of education in Nigeria has been a very contentious one. While it is the feeling of educators that education is grossly under-funded, government usually proclaims that education is given priority attention in its annual budget. If the advice of UNESCO that not less than 26% of the national budget should be devoted to education is anything to go by, education is therefore grossly underfunded in Nigeria. This has implications on the UBE programme.

Considering the enormity of resources required for the effective implementation of UBE, one would say that there is chronic inadequacy of allocation of funds to the programme. Several studies have shown that UBE is underfunded in most states of the Federation including Akwa Ibom State (UBEP 2002, Ibukun 2004 and Nwagwu 2004).

It must be emphasized that despite the claim of governments that huge amounts of money are earmarked in the budget for education, not much effect of the money is visible. The reason could be that such funds are not released or when released are misappropriated. To allocate funds is one thing and to release and make judicious use of it is another. Poor management of fund and lack of accountability further compound the problem of inspection and supervision of the UBE programme in Akwa Ibom State.

Besides the problem of insufficient qualified supervisory personnel is that of poor supervisory techniques adopted by UBE supervisors in Akwa Ibom State. The traditional bureaucratic model of school supervision where teachers were viewed as subordinates who needed to be directed can no more serve any useful purpose in the educational system. As observed by Ndu et al (1997), the functions and concepts of supervision have undergone some changes. It is now a cooperative activity (supervision) instead of being authoritative and descriptive (inspection). The concept of modern supervision rests upon the total teaching and learning process, and concern for the teacher as an individual, rather than the limited aim of in-service improvement of the teacher outlined in the inspection concept. In the modern system, the teacher is removed from his embarrassing position as a focus of attention and assumes his true position as a cooperating member of the total group concerned. Modern supervision according to Ndu et al (1997) is a positive democratic action aimed at the improvement of classroom instruction through the continual growth of all concerned. The focus is on the setting for learning, not on a person or group of persons. All persons are co-workers aiming at improvement of the teaching-learning process.

Fundamentally, it should be noted that individual supervisors vary in their techniques or methods of supervision. The methods equally differ in both context and application. Such differences could be due to the supervisors' perception of relevance or effectiveness of the available supervisory methods or the work being done or even the nature of assistance needed by individual teachers. Currently, many supervisory techniques have been and are still being used in many modern education systems. A review of literature carried out for the purpose of this study indicated that supervisory techniques, as methods or procedures for stimulating, manipulating and achieving growth among teachers and ultimately in children, exist in their various forms, contexts and usage. A study carried out in Anambra State primary schools by Okafor in Edem and Okon (2008), focused among other things, on the nature of supervisory

practices as well as techniques adopted by supervisors. The researcher discovered that most primary school supervisors in the area were still adopting the dictatorial techniques which focused on fault finding on teachers. Ogunsaju in Edem and Okon (2008) is of the opinion that a good number of Nigerian supervisors do not know the actual roles they should play in our education system. As a result, they often fail to render the necessary assistance required by the teachers. On the contrary Musaazi (1982) opined that modern and democratic supervision of instruction had actually been practiced in Nigerian schools. Modern supervision of instruction must go with modern and democratic supervisory techniques.

### Purpose of Study

The study focused on innovation and issues in supervision of Universal Basic Education in Akwa Ibom State. Specifically, the study sought to:

1. Determine the state of supervision of the UBE programme in Akwa Ibom State.
2. Determine the adoption of modern supervisory techniques by UBE supervisors in Akwa Ibom State.

### Research Questions

The following research questions were formulated in line with the objectives of the study.

1. What is the difference in the opinions of Heads of Primary Schools and Principals of Junior Secondary Schools on the state of supervision of the UBE programme in Akwa Ibom State?
2. What is the difference in the opinions of Heads of Primary Schools and Principals of Junior Secondary Schools on the adoption of modern supervisory techniques by UBE supervisors in Akwa Ibom State?

### Research Hypotheses

The following null hypotheses were formulated to guide the study.

- Ho<sub>1</sub>: There is no significant difference in the opinions of Heads of Primary Schools and Principals of Junior Secondary Schools on the state of supervision of the UBE programme in Akwa Ibom State.
- Ho<sub>2</sub>: There is no significant difference between the opinions of Heads of Primary Schools and Principals of Junior Secondary Schools on the adoption of modern supervisory techniques by UBE supervisors in Akwa Ibom State.

### Research Design

The survey research design was adopted for the study.

### Population of the Study

The population for this study consisted of head teachers of primary

schools and principals of junior secondary schools in the State, totaling 1383 (1146 head teachers and 237 principals).

### Sample and Sampling Technique

The sample of the study was 466 respondents (229 head teachers and 237 principals). The stratified sampling technique was used in choosing 20% of the head teachers from each of the three Senatorial Districts of the state, while all the junior secondary school principals in the state were involved in the study.

### Instrumentation

A structured questionnaire tagged "Universal Basic Education Supervision (UBES) Questionnaire" was developed by the researcher and used in collecting data for the study. The instrument was given to two lecturers in the Faculty of Education, University of Uyo for validation and pilot tested to determine its reliability using the split halve reliability technique. The reliability co-efficient of the instrument was 0.69. The instrument which was served to the respondents in their individual schools had a total of 15 items: 7 in Section A and 8 in Section B. The decision rule was based on the critical t-value of 1.96.

### Data Analysis and Results

The data collected were analyzed using the independent t-test.

### Hypotheses 1

*There is no significant difference in the opinions of Heads of Primary Schools and Principals of Junior Secondary Schools on the state of supervision of the UBE programme in Akwa Ibom State.*

**Table 1**

**t-test analysis of the mean rating of responses by heads of primary schools and principals of junior secondary schools on the state of supervision of the UBE programme in Akwa Ibom State**

S/N	Items	$\bar{X}_1$	$\bar{X}_2$	t-cal	Rmks
1.	School supervision carried out regularly	2.28	2.26	1.51	NS
2.	Supervision team comprised of experts	2.22	2.24	0.9	NS
3.	Supervision done thoroughly	2.81	3.01	0.8	NS
4.	Supervision reports always sent to schools.	2.93	2.97	1.07	NS
5.	Supervisors do complain of poor working environment.	2.81	2.88	1.01	NS

6.	Follow-up visit usually carried out.	2.33	2.41	1.23	NS
7.	The inspectorate is adequately staffed and equipped.	2.89	2.94	1.46	NS

Head-teachers ( $N_1$ ) = 229; Principals ( $N_2$ ) = 237;  $df = 464$ ;  $t$ -critical = 1.96;  $sign. level = 0.05$ ; NS = not significant; S = significant.

$\bar{X}_1$  = Mean responses of head teachers

$\bar{X}_2$  = Mean responses of Junior Secondary School Principals

Data in table 1 revealed that the 7 items on the state of the inspectorate division of SUBEB had  $t$ -values less than the critical value of 1.96 at 0.05 level of significance and 464 degrees of freedom. The null hypothesis of no significant difference between the head teachers and JSS principals on the state of the inspectorate division was therefore retained. From these results, it can be deduced that the state of the inspectorate division of Akwa Ibom State Universal Basic Education Board does not facilitate proper UBE supervision for effective implementation of the programme in Akwa Ibom State.

### Hypotheses 2

There is no significant difference between the opinions of Heads of Primary Schools and Principals of Junior Secondary Schools on the adoption of modern supervisory techniques by UBE supervisors in Akwa Ibom State.

**Table 2**

**t-test analysis of the mean rating of responses by heads of primary schools and principals of junior secondary schools on the adoption of modern supervisory techniques by UBE supervisors in Akwa Ibom State**

S/N	Items	$\bar{X}_1$	$\bar{X}_2$	t-cal	Rmks
1.	Classroom observation	3.11	3.12	1.51	NS
2.	Demonstration teaching	3.22	3.14	0.9	NS
3.	Micro-teaching	2.81	3.02	0.8	NS
4.	Workshop for teachers	3.13	3.11	0.7	NS
5.	Guided practice	2.81	3.01	1.12	NS
6.	Assessment of instructional materials	3.41	3.29	1.23	NS
7.	Counselling for teachers	3.21	3.21	1.01	NS
8.	Post observation conference	3.41	3.41	1.33	NS

Head-teachers ( $N_1$ ) = 229; Principals ( $N_2$ ) = 237;  $df = 464$ ;  $t$ -critical = 1.96;  $Sign. level = 0.05$ ; NS = not significant; S = significant

$\bar{X}_1$  = Mean responses of head teachers

$\bar{X}_2$  = Mean responses of Junior Secondary School Principals

Data analysis in table 2 revealed that the 8 items on modern supervision technique had  $t$ -values less than the critical value of 1.96 at 0.05 level of significance and 464 degrees of freedom. The null hypothesis of no significant difference between the head teachers and JSS principals on the adoption of modern supervisory technique was therefore retained. From these results, it can be deduced that UBE supervisors in Akwa Ibom State do not adopt modern supervisory techniques in the performance of their duties.

### Discussion of Findings

Data analysis in hypothesis one revealed no significant difference in the mean rating of the responses by head teachers of primary schools and principals of junior secondary schools on the disposition of the Inspectorate Division of Akwa Ibom State Universal Education Board (SUBEB) for effective performance of their duties. The calculated  $t$ -values on all the seven items were less than the critical  $t$ -value. This led to the retention of the null hypothesis. The implication is that the state of supervision of the UBE programme in Akwa Ibom State is poor. Supervision is not carried out regularly coupled with the dearth of qualified supervisory personnel and poor working environment.

This finding is supported by UBEP (2002) which has identified shortage of qualified school supervisors and vehicles for effective school supervision as some of the constraints facing the UBE programme. This is in line with Igwe (2004) and Obanya (2006) who also identified insufficient supervisory personnel, lack of relevant materials, tools and resources as the major issue facing UBE implementation in Nigeria. Effective instructional delivery under the UBE programme will to a large extent depend on availability of qualified and motivated supervisory personnel. This will ensure quality assurance in the programme.

In analyzing the data collected for hypothesis two, it was discovered that all the eight items on the adoption of modern supervisory techniques by UBE supervisors in Akwa Ibom State had calculated  $t$ -values of less than the critical- $t$ . This led to the retention of the null hypothesis.

This finding agrees with Okafor (2005) who discovered from his study that most primary school supervisors were still adopting the dictatorial techniques which focused on faults finding on teachers. This is further supported by Ogunsaju (2007) who is of the opinion that a good number of Nigerian supervisors do not know the actual roles they should play in our

educational system. As a result, they often fail to render the necessary assistance required by the teachers.

Contrary to this finding, Musaazi (1982) was of the opinion that modern and democratic supervision of instruction has actually been practiced in Nigerian schools. However, this was as far back as 1982. The situation may likely not be the same today as revealed by the finding of this study.

### Conclusion

From the findings of the study, it is concluded that:

- The UBE programme in Akwa Ibom State is not properly supervised due to lack of qualified supervisory personnel and poor working environment.
- Modern supervisory techniques are not adopted by UBE supervisors in the state. Some of the supervisors still adhere to the traditional supervisory methods.

### Recommendations

On the basis of the findings and conclusions drawn, the following recommendations are made:

1. The state of UBE supervision in Akwa Ibom State should be improved through adequate staffing and conducive working environment.
2. UBE supervisors in the State should be fully trained and exposed to modern supervisory techniques through seminars, workshops and conferences.
3. The inspectorate division of the State Universal Basic Education Board should be properly equipped in order to adequately discharge its responsibilities.

### References

- Edem, P. E. and Okon, E. E. (2008). *Universal basic education in Nigeria: Concept, management and prospect*. Uyo: BricksCom International Ltd.
- Ezegbe, M. (2002). Teacher turnover: Patterns of entry to and exit from teaching. *Journal of Agricultural Education*, 36 (2) pp. 30 – 32.
- Ezeocha, P. A. (1990). *School management and supervision*. Owerri: New Africa Publishing Co.
- FRN (2004). *National Policy on Education*. Lagos: NERDC Press.

- Gorton, R. (1987). *School leadership and administration: Important concepts, case studies and stimulations* (3<sup>rd</sup> ed.), Dubuque: IA: WM. C. Brown Publishers.
- Ibukun, W. O., (2004). *Management of Secondary School Education in Nigeria: Problems and Challenges* in Fagbamiye, E. O. Babalola, J. B. Fabunmi, M. and Ayeni, A. O. (Eds.), *Management of Primary and Secondary Education in Nigeria*. Ibadan: NAEAP.
- Igwe, S. O. (2004). *The Universal basic Education (UBE) Programme in Nigeria: Challenges and Prospects* in Fagbamiye, E. O. Babalola, J. B. Fabunmi, M. and Ayeni, A. O. (eds.), *Management of Primary and Secondary Education in Nigeria*. Ibadan: NAEAP.
- Kosmoki, G. J. (2000). *Supervision* (2<sup>nd</sup> ed.). Mequon, WI: Stylex Publishing Co.
- Lunenberg, F. C. and Ornstein, A. C. (1991). *Educational administration: Concepts and practices*. Belmont, CA: Wadsworth.
- Mussaazi, J. C. S. (1982). *The theory and practice of educational administration*. London: Macmillan Press Ltd.
- Ndu, A., Ocho, L. O. and Okeke, B. S. (1997). *Dynamics of educational administration and management*. Awka: Meks Publishers Ltd.
- Nwagwu, N. A. (2004). *The Organisation and Management of Primary and Secondary Education in Nigeria*, in Fagbamiye, E. O. Babalola, J. B. Fabunmi, M. and Ayeni, A. O. (eds.), *Management of Primary and Secondary Education in Nigeria*. Ibadan: NAEAP.
- Nwaogu, J. I. (1980). *A guide to effective supervision of instruction in Nigerian schools*. Enugu: Fourth Dimension Publishing Co. Ltd.
- Obanya, P. (2006). Teaching without teacher. 24th Distinguished Lecture Series, Adniran Ogunsanya College of Education, Otto/Ijanikin, Lagos State, Nigeria.
- Peretomede, V. F. (1998). *Introduction to educational administration, planning and supervision*. Lagos: Jaja Publishers Ltd.
- Sergiovanni, T. J. and Starratt, R. J. (1988). *Supervision: Human perspective*. New York: McGraw-Hill.
- UBEP (2002). *Routine Monitoring Report*. Department of Monitoring and Evaluation, Vol. 1.