

School Administration and Supervision

EME 205



**University of Ibadan Distance Learning Centre
Open and Distance Learning Course Series Development**

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Vice-Chancellor's Message

The Distance Learning Centre is building on a solid tradition of over two decades of service in the provision of External Studies Programme and now Distance Learning Education in Nigeria and beyond. The Distance Learning mode to which we are committed is providing access to many deserving Nigerians in having access to higher education especially those who by the nature of their engagement do not have the luxury of full time education. Recently, it is contributing in no small measure to providing places for teeming Nigerian youths who for one reason or the other could not get admission into the conventional universities.

These course materials have been written by writers specially trained in ODL course delivery. The writers have made great efforts to provide up to date information, knowledge and skills in the different disciplines and ensure that the materials are user-friendly.

In addition to provision of course materials in print and e-format, a lot of Information Technology input has also gone into the deployment of course materials. Most of them can be downloaded from the DLC website and are available in audio format which you can also download into your mobile phones, iPod, MP3 among other devices to allow you listen to the audio study sessions. Some of the study session materials have been scripted and are being broadcast on the university's Diamond Radio FM 101.1, while others have been delivered and captured in audio-visual format in a classroom environment for use by our students. Detailed information on availability and access is available on the website. We will continue in our efforts to provide and review course materials for our courses.

However, for you to take advantage of these formats, you will need to improve on your I.T. skills and develop requisite distance learning Culture. It is well known that, for efficient and effective provision of Distance learning education, availability of appropriate and relevant course materials is a *sine qua non*. So also, is the availability of multiple platform for the convenience of our students. It is in fulfilment of this, that series of course materials are being written to enable our students study at their own pace and convenience.

It is our hope that you will put these course materials to the best use.



Prof. Abel Idowu Olayinka
Vice-Chancellor

Foreword

As part of its vision of providing education for “Liberty and Development” for Nigerians and the International Community, the University of Ibadan, Distance Learning Centre has recently embarked on a vigorous repositioning agenda which aimed at embracing a holistic and all encompassing approach to the delivery of its Open Distance Learning (ODL) programmes. Thus we are committed to global best practices in distance learning provision. Apart from providing an efficient administrative and academic support for our students, we are committed to providing educational resource materials for the use of our students. We are convinced that, without an up-to-date, learner-friendly and distance learning compliant course materials, there cannot be any basis to lay claim to being a provider of distance learning education. Indeed, availability of appropriate course materials in multiple formats is the hub of any distance learning provision worldwide.

In view of the above, we are vigorously pursuing as a matter of priority, the provision of credible, learner-friendly and interactive course materials for all our courses. We commissioned the authoring of, and review of course materials to teams of experts and their outputs were subjected to rigorous peer review to ensure standard. The approach not only emphasizes cognitive knowledge, but also skills and humane values which are at the core of education, even in an ICT age.

The development of the materials which is on-going also had input from experienced editors and illustrators who have ensured that they are accurate, current and learner-friendly. They are specially written with distance learners in mind. This is very important because, distance learning involves non-residential students who can often feel isolated from the community of learners.

It is important to note that, for a distance learner to excel there is the need to source and read relevant materials apart from this course material. Therefore, adequate supplementary reading materials as well as other information sources are suggested in the course materials.

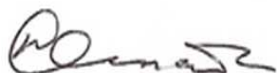
Apart from the responsibility for you to read this course material with others, you are also advised to seek assistance from your course facilitators especially academic advisors during your study even before the interactive session which is by design for revision. Your academic advisors will assist you using convenient technology including Google Hang Out, You Tube, Talk Fusion, etc. but you have to take advantage of these. It is also going to be of immense advantage if you complete assignments as at when due so as to have necessary feedbacks as a guide.

The implication of the above is that, a distance learner has a responsibility to develop requisite distance learning culture which includes diligent and disciplined self-study, seeking available administrative and academic support and acquisition of basic information technology skills. This is why you are encouraged to develop your computer skills by availing yourself the opportunity of training that the Centre’s provide and put these into use.

In conclusion, it is envisaged that the course materials would also be useful for the regular students of tertiary institutions in Nigeria who are faced with a dearth of high quality textbooks. We are therefore, delighted to present these titles to both our distance learning students and the university's regular students. We are confident that the materials will be an invaluable resource to all.

We would like to thank all our authors, reviewers and production staff for the high quality of work.

Best wishes.

A handwritten signature in black ink, appearing to read 'Bayo Okunade', with a stylized flourish at the end.

Professor Bayo Okunade
Director

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Study Session1: Goals and Objectives of School

Introduction

The importance of aims and objectives of education is recognised by all the educational, professional, political, non-political and religious associations, organisations and groups at various levels.

The basic goals and objectives of a school is to prepare students for academic success in their further education, to enable students to keep open a broad spectrum of options for their future endeavours, and to prepare them to be responsible and productive citizens.

In this study session, you will learn about the definition of school and the various categories of schools.

Learning Outcomes for Study Session 1

At the end of the study Session, you should be able to:

- 1.1 Define a School.
- 1.2 Explain the various categories of school in line with Nigerian National Policy goals of education.

1.1 What is a School

A **school** according to Oxford Advanced Learner's dictionary (2006) is an institution for educating children. Figuratively, school connotes circumstances or occupation that provides discipline and learning or instruction.

Atanda and Waheed (2006) defined school as an institution of documented rules and regulations for facilitating and enhancing discipline, learning and common organizational standards. It is through the school system that educational policy, objectives, implementation, curriculum development, financing of education, and supervision of the government are carried out to achieve its educational goals.



Figure 1.1: A school building

Source: <http://www.stuarduncan.name/wp-content/uploads/2011/01/school.gif>

The government via the Ministry of education, through the State Commissioner for education, through the local School Administrator, down to the principal or the school head to the teachers and students achieve these educational objectives which include a well-educated person both in character and in learning.

This is done by giving the child quality training from the early stage of development. This is why the school system is categorized into different levels and each level has specific functions and goals to achieve depending on the age, the level of understanding and comprehension of the pupils.

In-text Question

The school system is categorized based on the following EXCEPT -----?

- A. Age
- B. Level of Understanding
- C. Comprehension
- D. Religion

In-text Answer

Religion

1.2 Categorizes of School

There are various categories of school, but for the purpose of this study session, you shall limit yourselves to these four below:

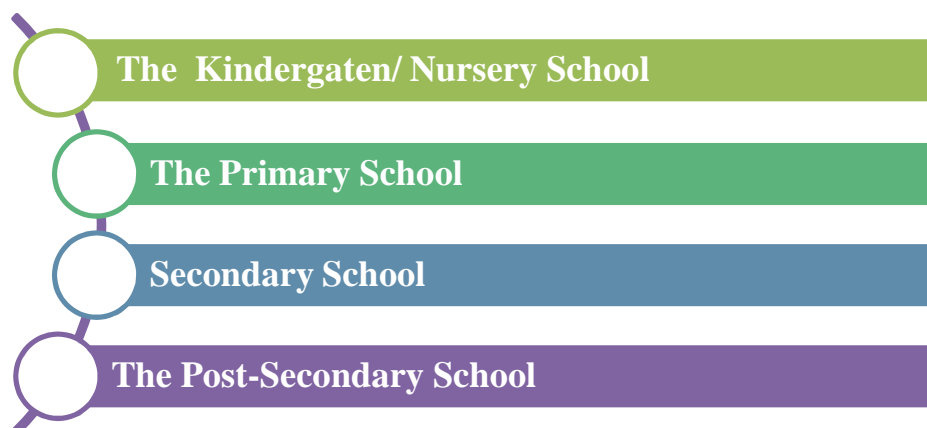


Figure 1.2: Various Categories of School

1.2.1 The Kindergarten/ Nursery School

This is the category of school that takes care of children at an early stage of development. It is an institution where infants between the ages of three months and five to six years are trained. The figure in 1.2 below shows an example of kindergarten children in school.



Figure 1.3: An example of Kindergarten/Nursery Children

Source: <http://communityjournal.net/school-prison-pipeline-can-start-even-kindergarten-mother-points/>

The purposes of this level of school according to the Nigerian National Policy on Education (1999) include:

1. To prepare the child for the primary level of education.
2. To provide adequate care and supervision for children while their parents are at work.
3. To effect a smooth transition from the home to the school.
4. To inculcate in the child the spirit of enquiry and creativity through the exploration of nature, and the local environment, playing with toys, artistic and musical activities.
5. To teach the child the spirit of cooperation and team work.

6. To teach the child rudiments of numbers, letters, colours, shapes, forms, etc. through playing.
7. To teach good habits, especially good health habits and
8. To inculcate the school norms.

In order to achieve these objectives, the Nigerian government intends to:

1. Encourage private efforts in the provision of pre-primary education
2. Make provision in Teacher Training Institutions or student teachers who want to specialize in pre-primary education,
3. Ensure that the medium of instruction will be principally the mother-tongue or the language of the immediate community,
4. Ensure that the main method of teaching in the pre-primary institution will be through play, and that the curriculum of teacher training colleges is appropriately oriented to achieve this,
5. Regulate and control the operation of pre-primary education as well as ensure that the staffs of pre-primary institutions are adequately trained and that essential equipment is provided.

In-text Question

Which of the level of school that takes care of the child early development?

- A. Primary School Level
- B. Kindergarten School Level
- C. Secondary School
- D Post-Secondary School

In-text Answer

Kindergarten

1.2.2 Primary School Level

Primary school is the category of school where children between the ages of six and eleven are trained. The aforementioned National Policy on Education described it as the foundation basis and the key to the whole school system. The figure 1.3 below shows an example of secondary school.



Figure 1.4: Example of Primary School

Source: <http://transparencyng.com/contributions/102-odimegwu-onwumere-/8962-nigeria-s-education-sector-and-unesco-s-report.html>

The objectives of primary education in Nigeria are:

1. Incultation of permanent literacy and numeracy, and the need to communicate effectively;
2. The laying of a sound basis for scientific and reflective thinking;
3. Citizenship education as a basis for effective participation in the society and contribution to the life of the society;
4. Character and moral training and the development of sound attitudes;
5. Giving the child opportunities for developing manipulative skill that will enable him to function effectively in the society within limits of his capacity;
6. Providing basic tools for further educational advancement, including preparation for trades and crafts of the locality.

1.2.3 Secondary School Level

This is the next level after the primary school. Its broad subjective include preparing pupils for useful living within the society and preparation for higher education.



Figure1.5: Example of Secondary School

Source: <http://www.thebellsschools.org/secondary/secdepartments/#>

The overall objectives are;

1. To provide an increasing number of primary school pupils with the opportunity for education of a higher quality irrespective of sex, or social, religious, and/or ethnic background;
2. Diversify its curriculum to cater for the differences in talents, opportunities and roles possessed by or open to students after their secondary school course;
3. Equip students to live effectively in a modern age of science and technology;
4. Develop and project Nigerian culture, art and language as well as the world's cultural heritage;
5. Raise a generation of people who can think for themselves, respect the dignity of labour and appreciate those values specified under our broad national aims, and live as good citizens
6. Foster Nigerian unity with an emphasis on the common ties that unite us in our diversity.
7. Inspire its students with a desire for achievement and self-improvement both at school and in later life.

1.2.4 Post Secondary School

This is the tertiary level of education. Institutions such as mono-technics, Polytechnics, colleges of technology, colleges of education, school of nursing and midwifery, school of agriculture, professional training and vocational training centres, correspondence colleges are among this category of school. The figure shows an example of polytechnic and vocational training centre.



Figure 1.6: Post-Secondary School

Source: <http://wavschools.org/about/>

The objectives of this category of school are:

1. The acquisition, development and in allocation of the proper value orientation for the survival of the individual and society.
2. The development of the intellectual capacities of individuals to understand and appreciate their environment;
3. The acquisition of both physical and intellectual skills which will enable individuals to develop into useful members of the community;

4. The acquisition of an objective view of the local and eternal environments.
5. Learning is the focal point of all these categories of school.

To achieve the above listed objectives of the schools, there is the need to institute and manage the activities of these schools in order to integrate learning and practice, and smooth transition from one level to the other.

These involve planning and administration which further extend to proper monitoring (supervision). How well a school performs determines the level of importance and regards accorded to it by the society. School administrators and supervisors through their role performance create values and purpose for schools.

The lecture attempt to evaluate this by considering how school administrators at all levels in school, from the kindergarten to tertiary education level, from senior administrations and supervisions at the national levels, through school heads, to classroom teachers, students, school communities and all staff of the school construct, sustain and improve successful teaching and learning to produce quality graduates.

Summary of Study Session 1

1. School is an institution of learning
2. The focal point of all levels of school is training, both in character and learning.
3. School administrators play an important role in achieving the organizational goals and objectives through their quality performance.
4. School goals and objectives are based on the overall national goals and objectives.

Self-Assessment Question (SAQs) for Study Session 1

Now that you have completed this study session, you can assess how well you have achieved its Learning outcomes by answering the following questions. Write your answers in your study Diary and discuss them with your Tutor at the next study Support Meeting. You can check your answers with the Notes on the Self-Assessment questions at the end of this Module.

SAQ 1.1 (Tests Learning Outcomes 1.1)

In your own terms define School

SAQ 1.2 (Tests Learning Outcomes 1.2)

Identify the various categorises of school and explain objective of one them

Notes on SAQs

SAQ 1

A School is an institution designed for the teaching of students (or "pupils") under the direction of teachers.

SAQ 2

- a. The Kindergarten/ Nursery School: To prepare the child for the primary level of education.

- b. Primary School Level: Inculcation of permanent literacy and numeracy, and the need to communicate effectively;
- c. Secondary School Level: To provide an increasing number of primary school pupils with the opportunity for education of a higher quality irrespective of sex, or social, religious, and/or ethnic background
- d. Post-Secondary School: The acquisition, development and in allocation of the proper value orientation for the survival of the individual and society

References:

Nigerian National Policy on Education (1999), National Bureau Statistics

Atanda, A.I and Lameed, W.O (2006): Essentials of Educational Management. Ibadan: Awemark Industrial Printers,

Study Session 2: The Concept of School Administration

Introduction

Administration involves coordination of efforts and efficient use of resources available to achieve the organizational goals and objectives. It is universal and it is practiced in all endeavours of life.

School Administration is very comprehensive. It is concerned with the formulation, execution and appraisal of educational policies.

In this study session, you will be learning the concepts of School Administration and theories of administration.

Learning Outcomes for Study Session 2

At the end of this study session, you should be able to:

2.1 Define School Administration.

2.2 Discuss the Theories of Administration.

2.1 Administration

The practice of administration is as old as man, though it is a recent field of study which requires both sound theories and specialized principles and techniques to achieve organizational objectives. In other words, human beings have been working in groups to achieve common goals. Before the scientific age, administration has been practiced in a crude manner.

Since the middle of the twentieth century, the need to scientifically develop administrative structure and laid down principles, rules and regulations in an organized manner and utilize resource, both human and material and even time to achieve organizational goal became imperative. Since then, the revolution of technological advancement and development has been expansions and modifications on the practice of administration.

Lutter and **Urwick**, cited in **Ojoawo** (1990), described administration as a process of getting things done with the accomplishment of the defined objectives. **Nwankwo** (1987) defined administration as “the careful and systematic arrangements and use of resources (human and material), situations and opportunities for the advancement of the specific objectives of a given organization”

From these two definitions, you can see that administration is a very crucial aspect of every organization be it formal or informal organization, it can be found in industries, religious organizations education sector, political sphere, homes, hospitals, market places,

governmental and non-governmental organizations, and indeed any place where more than one person is involved to pursue a common goal.

In-text Question

Administration is very important aspect of every organization. True/ False

In-text Answer

True: it is important because it can be found in industries, religious, organizations, education sector, political sphere, homes, hospitals, market places, government and non-government organization.

2.1.1 School Administration

School administration can be defined as the branch of school function, responsible for the systematic arrangement of human and material resources, programs, plans and purpose that are available for school, and carefully using them within defined guidelines or policies to achieve school goals and objectives, **Ajayi** (1989).

Nwankwo 1987 puts it as the arrangement of the human and material resources, as well as programs available for education, and carefully using them systematically for the achievement of educational objectives.

2.2 Theory of Administration

James Mooney and **Allan Railey** propounded administrative theory. Their work was later published by **Luther Gulick** and **Lyndall Urwick** and finally translated by **Henri Fayol**, a French industrial manager in 1925.

Henri Fayol was concerned with the operational level of management which is the administration. He identified administrative activities and functions and categorized them as planning, organizing, commanding, coordinating and controlling. His assertion is that if an administrator can perform these functions properly, he would be efficient and effective in achieving organizational goals and objection.

In-text Question

One of these is not the elements of administration.

- A. Commanding
- B. Teaching
- C. Control
- D. Planning

In-text Answer

Teaching

2.2.1 Elements of School Administration

Traditionally, we have five elements of administration as propounded by Henri Fayol. These include the listed elements in **figure 2.1** below:

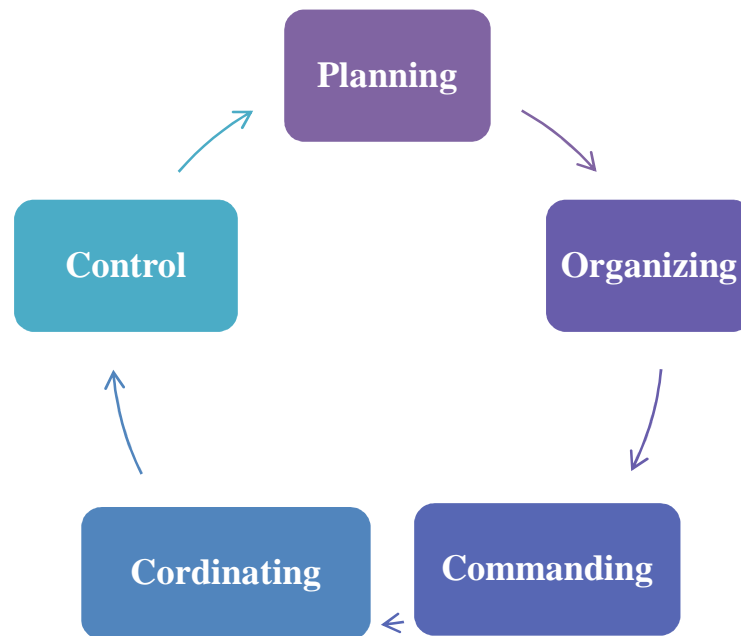


Figure 2.1: Elements of Administration

1. Planning

This is the process of setting in advance goals and objectives to be achieved in the future and how it should be accomplished. Planning function encompasses defining organizational goals, establishing an overall strategy for achieving those goals and developing a comprehensive hierarchy of plans to integrate and coordinate the activities in order to achieve these set objectives.

When planning, it is pertinent to set definite objectives or goals and how to accomplish it, if there are no definite goals and laid down procedure or structure on how to accomplish them, then the planning would become a mere speculation. There should be high level of consistency in the plan and how to actualize it.

Plans are concerned with future state of affairs in any setting. Plan of action aid administrators to anticipate in advance the impact of various decisions and make changes where necessary.

2. Organizing

This involves determination of the general structure of both employees and the work they are to do. It involves placing the right people with the right skills to perform the tasks. By the act of organizing, the administrator develops inter-connectivity between the various departments of the organization to achieve the set goals.

It is designed to aid the administrator, to determine the activities required, to achieve set objectives in order to establish a structure of roles through which workers can understand their task and what is expected of them.

Also to know how to mix up and interact with other people from other departments within the organization who have common interests and objectives? In other words, organizing establishes the role of environment and structure of operations in the organization.

School administrators organize physical, human, financial, time and overall raw materials needed for operations to achieve the set goals. They are also responsible for designing an organizational structure, grouping of tasks, delegation of authority and creation of channels of information and communication flow.

In-text Question

In planning, _____ is important

- A. Administrator
- B. Goals and Objective
- C. Commanding
- D. Organization

In-text Answer

Goals and Objective

3. Commanding

Commanding is a function of an administrator responsible for selecting, keeping inventory and appraisal, and training personnel in order to make them acquire the necessary and right skills for the job. Administrators are supposed to take inventory of their staff capacity, both the quantity and the quality of their staff strength, recruit and train them according to the organizational needs.

In other words, a lot lies on the administrators head to select and train employees, resolving conflicts among staff, organizing meetings of different categories, influencing and negotiating activities and integrating all kinds of efforts and diverse technical specialists to ensure maximum cooperation among staff.

4. Coordination

This function involves group participation and team building as a necessary skill in job performance. Tasks in organization require division of labour and specialization whereby the right individuals with the appropriate skills and experiences are assigned to perform a particular task. However, the administrator ensures that these individual tasks are harmonized and coordinated at the end to avoid cross purposes and duplication of functions.

5. Control

After the goals have been set, the plans formulated, the structural arrangements delineated and the people hired, trained, and motivated, there is still the possibility that something may go wrong. To ensure that everything is working out according to the purpose and

plan, administrators must monitor the organization's performance. He must compare actual performance with the previously set goals.

If there are any significant deviations, it is the administrator's job to get the organization back on track. The monitoring, supervising, comparing and potential correcting is what is meant by the controlling element of administration is. It is pertinent to mention that any function of control require plans, and the more detailed and integrate and clear the plan, the better the control measures.

All these elements are applicable to the school. They are in sequence and to achieve the school goal and objectives, the school administrator need to pursue them vigorously and aggressively bearing in mind that all staff especially the teachers is not the same in character.

They do not have an equal amount of intelligence, professional experiences, special abilities and equal level of emotional drive. By organizing, the school administrator should take note of these differential features. He has to device a means to harness all the different potentials and harmonize them for the school to function properly.

In-text Question

One of these is wrong about Coordination

- A. Team Work
- B. Working Alone
- C. Group Work
- D. Collective ideas

In-text Answer

Working alone

Summary of Study Session 2

1. The concept of administration is as old as man though it is a recent field of study. It is applied in virtually all spheres of life.
2. Administration is very crucial for an organizational survival and progress.
3. In a school, administration is the systematic arrangement of all what needs to be done and how well to apply the factors of production to achieve the desired school's goals, which is to produce well educated graduates both in character and in learning.
4. Henri Fayol and French industrialist identified the elements of administration as planning, organizing, commanding, coordinating and control.

Self-Assessment Question (SAQs) for Study Session 2

Now that you have completed this study session, you can assess how well you have achieved its Learning outcomes by answering the following questions. Write your answers

in your study Diary and discuss them with your Tutor at the next study Support Meeting. You can check your answers with the Notes on the Self-Assessment questions at the end of this Module.

SAQ 2.1 (Tests Learning Outcomes 2.1)

Define school administration.

SAQ 2.2 (Tests Learning Outcomes 2.2)

How does Henry Fayol's element of administration apply to the school system?

Notes on SAQs

SAQ 1

Administration is defined as a process of getting things done with the accomplishment of the defined objectives

SAQ 2

Henry Fayol's elements of administration apply to school system as it is concerned with the operational level of management which is the administration. He identified administrative activities and functions and categorized them as planning, organizing, commanding, coordinating and controlling.

His assertion is that if an administrator can perform these functions properly, he would be efficient and effective in achieving organizational goals and objection.

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Study Session 3: Principles of Administration

Introduction

The need of existence of administration has increased tremendously. Principles of administration is essential not only for business concerns but also for banks, schools, colleges, hospitals, religious bodies, etc. The principles of administration proposes that work can be performed more efficiently and more productively if it is divided into smaller elements and assigning element to specific workers.

In this study session, you will be introduced to the fourteen (14) principles of administration as stated by Henri Fayol and fundamental principles of administration.

Learning Outcomes for Study Session 3

At the end of this study session, you should be able to:

- 3.1 List the fourteen principles of administration by Henri Fayol.
- 3.2 List the fundamental principles of Administration.

3.1 Fourteen Basic Principles of Administration by Henri Fayol

Henri Fayol thought that the best way to contribute and achieve organizational goals and objectives is by adopting some basic principles based on his industrial experience. These principles later gained universal acceptance because judging by it, it is found applicable in virtually all spheres of life and to all organizations.

After developing them, he discovered that it is something that can be taught to individuals and should be established as a discipline. These fourteen principles of administration are-

1. Division of Labour: This means assigning different people to perform different tasks. One person cannot perform all the tasks involved in any organization. There is need to divide them and assign employees to perform them. This encourages specialization and mastery of duties and thereby increases productivity.

2. Authority and Responsibility: Authority is the right to command and exert power to influence people to take and obey order. Responsibility is the reward or penalty accompanying the use of power. When you assign tasks to employees as an administrator, you must give sufficient authority to them to carry out the assigned responsibilities.

Authority resides in the personal characteristics which involves the level of your intelligence to carry people along, without which your authority would be useless. If you

are intelligent, and have the ability to make people believe in you, you will not have to exert force before they can obey you.

3. Discipline: This is the inert drive to behave accordingly. It is a mark of obedience and respect to follow laid down rules and regulations to perform tasks efficiently and effectively. Employees are expected to strictly obey rules, regulations, policies, procedures in order to achieve what is expected of them. A situation whereby this is disregarded, there should be punishment.

4. Unity of Command: This states that an employee should receive orders and instructions from one boss (superior). He/she should also be accountable to one superior. A situation whereby a subordinate receives order and are accountable to more than one superior, can result into conflict within the organization which in turn would increase high level of instability in the system.

5. Unity of Direction: This says that activities aimed towards the same objectives should be organized so that there is only one plan and one person in charge. That is to say, activities should be grouped into departments and one head should be placed to direct each of these departmental activities.

6. Subordination of Individual Interest to General Interest

This simply means that the interest of an individual should not under any circumstance prevail over the interest of the whole group (organization). Corporate goals of the organization should be paramount and must take precedence over individual goals.

7. Remuneration of Personnel: This implies that compensation must be fair and satisfactory to both the employer and the employee.

8. Centralization: This means that the extent of authority is not concentrated and should depend on situations such as specialization, qualifications. Also, there should be a good balance between authority and power.

9. Scalar Chain: This simply refers to the hierarchy or chain of authority which is usually from the bottom to the top executive. It is in this orderly manner that lines of communication are established.

10. Order: Both people and materials and activities must be wisely used and guided by rules, regulations, and procedures in order to avoid chaos and confusion.

11. Equity: This means that employees must be treated with kindness, justices, equity and fairness. In other words, the rules and regulations must be tempered with mercy and kindness.

12. Stability of Personnel Tenure: This really means that there should be job security in the organization. Administrators must ensure that there is low turnover of personnel because it is expensive to train and develop personnel.

Therefore, they should secure the employee in terms of paying them their remuneration as at when due and by encouraging long term commitment of their employee's.

13. Initiatives: The administrators should encourage initiatives and creativity at all levels of the organization. Personnel should be allowed to take initiative and develop their potentials.

14. Espirit De Corp: Since unionism's strength, harmony and team work are essential for organizational performance. It is impossible for an individual to use his strength alone to achieve much, rather unity is strength.

In-text Question

When you assign tasks to employees as an administrator, you must give sufficient authority to them to carry out the assigned responsibilities. True/False

In-text Answer

True

3.2 Fundamental Principles of Administration

Fundamental principles of administration are the universally accepted guide or platform of operations through which the school administrator can perform his duty well.

These principles of administration were developed by management theorists such as the classical theorists like:

- Luther Gulick (1892),
- Lyndall Urwick (1891),
- **Henri Fayol** (1841-1925),

Neo-classical theorists such as Elton Mayo (1933), Fred J. Roethlisberger, and William J. Dickson (1939). These principles have been categorized into five groups. These include:

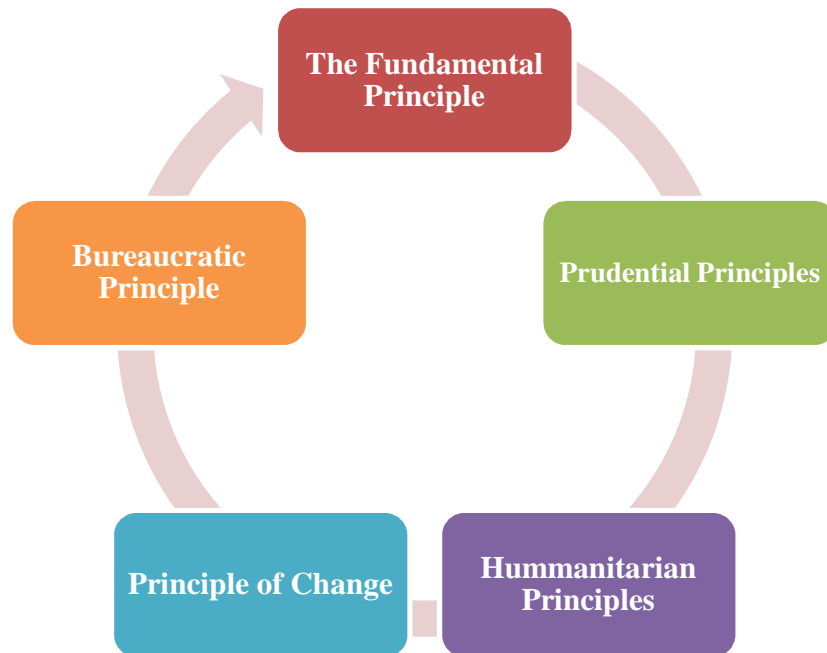


Figure 3.1: Fundamental Principles of Administration

1. Fundamental Principles of Administration.

This principle has been divided into three groups. These include: responsibility, delegation of authority and communication.

- **Responsibility:** Each individual employed in any organization is expected to show high level of dedication and commitment to his/her duty. He or she should be able to supervise his subordinates (those under him), and emulate his superiors' (those above him) good conducts. Each individual is expected to act rationally at all times and perform his task judiciously.
- **Delegation of Authority:** This principle maintain that since it is not possible for one person to perform all the tasks involved in an organization, there is need to delegate authority to subordinates to perform the responsibilities assigned to them.

Authority should flow from the top (executives to the bottom (rank and files). This is why every school has departmental, divisional or sectional and unit functions performed by the departmental heads, the supervisor, the teachers, pupils, parents, etc. It makes work easier and encourages those who have special training and skills, the expatriate, to maximize their full potentials. This also speeds up the process of achieving organizational objectives and encourages team work.

- **Communication:** This is the transmission or flow of information from (a) sender to a receiver. It also involves a feedback from the receiver. In every school, there are division of labour and specialization in which each member perform as part of a

whole, and all tasks add up to make the whole (the organizational goals). Communication is very vital in order to produce harmony and unity of objectives.

Also in an organization, there is hierarchy of positions in which each department has a head and takes order from the departmental head. There is also feedback from the subordinate to the head on actual performance on the task. Therefore, all administrative functions are carried out through effective communication. If communication is hampered, it generates crisis, conflicts, chaos and creates bad image about the organization. In fact, the entire organization will suffer.

Also where there is a good communication flow in an organization, it strengthens the image and future of the organization. Good communication lay bare the rules and regulations, guidelines, roles and goals of the organization. It helps to resolve conflict a great lot in any organization.

Communication can flow horizontally or vertically as you can see in figure 3.2 below;

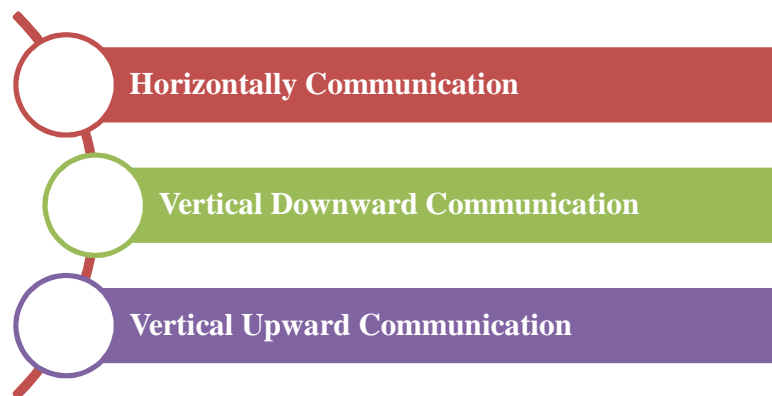


Figure 3.2: Communication Flow

- A. **Horizontal Communication:** This is communication flow among staff of the same cadre either within the same department or different departments. This type of communication flow may be to seek for advice, clarification, consultation etc. It may even be between staff of different organizations pursuing related goals. Whichever case it may be, the communication should be for the best interest of the organization.
- B. **Vertical Downward Communication:** This kind of flow comes from the top executives down to the rank and files. Often times, it is in a written form such as procedures, guidelines, memo's code of conducts, policies, notice of meetings, information hand book, bulletin, internal memoranda, directives and instructions, etc.
- C. **Vertical Upward Communication:** This is the flow of information from the bottom to the top. Often, it comes as a result of feedback of the communication

from the top executives. It could be in form of internal memoranda to make a request or even alert the superiors or executives about operational problems, demands or asking for directives, to lodge complains or/and express their views, resolve conflicts, etc.

In-text Question

Which of the following is not a principle of administration?

- a. Responsibility,
- b. Delegation of authority
- c. Communication
- d. Increase productivity

In-text Answer

d. Increase productivity

2. Prudential Principle: Administrators are expected to be objective and not being sentimental in dealing with issues and in handling administrative matters. For an administrator to apply this principle well, he needs to observe the following:

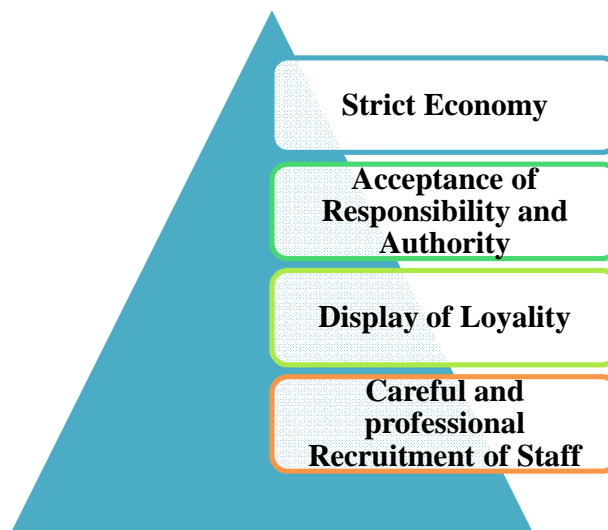


Figure 3.3: Prudential Principle

A. Economy: An administrator should be rational and economical in mobilizing and utilizing resources within the organization. He should try as much as possible to minimize cost and maximize satisfaction – to ensure efficiency and increase productivity, for example, he should source for raw materials locally. In this case, he should be careful not to employ sub-standard resources as this could jeopardize the whole effort put in place by producing sub-standard products.

B. Responsibility and Authority: For the fact that administrative tasks are numerous and cannot be achieved by only one individual, it is prudent for an administrator to delegate responsibilities to others. When such is done, he should also relegate authority to those who would perform such tasks to be able to do so very well.

However, he should bear in mind that he would be held responsible for the outcome of such task; therefore he should monitor it and make sure that it is properly done in line with the expectations of the organization.

C. Loyalty: This is highly essential in order to achieve cooperation and team building within an organization. An administrator should endeavour to carry everybody along. He should not neglect the subordinates at any time, by so doing; he can win their mutual support and confidence and move the organization forward.

D. Employment of Staff: There is need for the best qualified and highly skilled persons to be employed. Employment should not be by relationship or association as this may undermine performance afterwards. In other words, employment should not be based on whom you know but on competencies (who can perform the task very well).

After employment there comes orientation, pre-job training and re-training for those promoted. Other things such as staff welfare, promotion, equitable condition of service etc. should be fair and justifiable. In other words, nepotism and favouritism should be out of place in administration, rather, equity and fairness should be encouraged for a healthy condition of service and optimal organizational efficiency and effectiveness.

In-text Question

Which of the following statement is correct?

- a. An administrator should be rational and economical in mobilizing and utilizing resources
- b. To ensure efficiency and increase productivity
- c. He should source for raw materials locally
- d. He should be careful to employ sub-standard resources within the organization

In-text Answer

d. He should be careful to employ sub-standard resources within the organization

3. Humanitarian Principle: This principle employs great contributions of the work of some theorists such as **Elton Mayo** (1933), **J. Roethlisberger**, and **William J. Dickson** (1939). They noted that there is a great productivity associated with well dynamic, but well harmonious human relations in any organization no matter the type of organization.

Three essential factors of this principle include:

- Justice
- Democracy, and
- Human relations.

A. Justice: This is primarily concerned with tendering justice with mercy. Strict application of rules and regulations governing the system at all times can violate equity and fairness and this can further jeopardize human relations within an organization. Therefore, an administrator should use his discretion in handling issues in order to avoid oppression and victimization of his subordinates. However, he should not over relax the rules so that it may not be abused by the subordinates.

B. Democracy: This emphasize that those who will implement the policies and guidelines of the organization should be intimated with it from the onset. They should be part of decision making. Being involved would enhance their commitment to the cause of action.

C. Human Relations: The administrator should take into considerations, the psychological state of the employee. He should consider their emotions, feelings, aspirations, needs, interest and association. Once these are recognized, they have a way of drawing out the best from the employees. They feel sense of being acknowledged and cared for and this in turn can draw courtesy, respect, sincerity, open mindedness, loyalty, trust etc. towards the administrator. However, the administrator has to be very careful not to create cliques and factions within the organization by applying this principle.

4. The Principle of Change: Change within an organization is a constant factor which can never be stopped and an administrator has to bear this in mind. In any process of life, there are periods of birth, growth and death right from the beginning of creation. An administrator would have to be careful in implementing change so as not to hurt the victims of change. He should be flexible and he should observe the following sub-principles:



Figure 3.4: The Principle of Change

A. Stability: When making changes within an organization this should be done in such a way that it will not destabilize the system. The good old days should also be remembered and courtesy should be applied in order not to discard such good virtues.

B. Flexibility: Plans, policies, procedures, programs, goals and objectives of an organization should be flexible enough to accommodate revolutions and innovations. Therefore, they should be reviewed from time to time in order to accommodate changes and keep abreast with time.

C. Adaptability: Administrator should also take into account the organizational environment and try as much as possible to maintain a healthy relationship with the environment. This can create peace and security for the organization. The organization should not operate in isolation; rather it should recognize the host community.

5. The Bureaucratic Principle: This principle was developed by **Max Webber** in (1922), a German sociologist. In the time past, administrators were seen as bureaucrats whose primary concern in the organization was about their benefits, job security, retirements, benefits, time watching implicit obedience and observation of rules and regulations governing the organization.

But **Max Webber** redefined bureaucracy to mean officials who are above the work level but below the decision making level. They are in-between functionaries; they implement policies rather than making it.

The key characteristic elements of bureaucratic principle include the following;-

- Division of labour
- Hierarchy of Authority
- Rules and regulations
- Documentation
- Authority and responsibility
- Appointment and promotion of staff

1. Division of Labour: This states that workers should be assigned task based on their competences, qualifications and area specialization. In other words, work should be subdivided into smaller units and each worker should be given limited activities to perform.

2. Hierarchy of Authority: The organization should be structured in such a way that the subordinates would take order from the supervisor and the top executives should supervise the work of the subordinates. That is to say each unit should have a head who overseas and controls all the activities under the unit.

3. Rules and Regulations: There should be rules and regulations governing the organization. This would act as a guide to the members of the organization on how to discharge their duties.

4. Documentation: There should be emphasis on documentation of the office affairs. For example, if a worker would be absent from the office, he should put it down in writing for future reference. Every office should keep records of all their activities.

5. Impersonality in Official Matter: Organizational interest should subsume individual interest. The administrator should not act as if the organization is his personal property. He/she should follow laid down rules of operation.

6. Appointment and Promotion of Staff: This should be based on technical knowledge, experience, competence and qualifications.

In-text Question

The key characteristic elements of bureaucratic principle include the following;-

- a. Division of labour
- b. Authority and power
- c. Rules and regulations
- d. Documentation

In-text Answer

- b. Authority and power

Summary of Study Session 3

In this study session, you have learnt that:

1. Principles of administration are guides which describe and assist the administrator to perform his roles properly. They are not laws in actual fact but act as an instructor and dictate how to manage an organization.
2. They describe techniques to handle administrative functions.
3. There are fourteen of these basic principles propounded by Henri Fayol in 1841-1925.
4. These principles protect and guide against irrational administrative actions and deviations from the central focus of the organization.
5. Principles are guide or platform of operation through which the school administrator can function properly.
6. The principles are categorized into five different forms and these include: fundamental principles, prudential principles, humanitarian principles, principles of change, and bureaucratic principles.
7. The school administrator is expected to act based on these principles to achieve the school set goals and objectives.

Self-Assessment Question (SAQs) for Study Session 3

Now that you have completed this study session, you can assess how well you have achieved its Learning outcomes by answering the following questions. Write your answers in your study Diary and discuss them with your Tutor at the next study Support Meeting. You can check your answers with the Notes on the Self-Assessment questions at the end of this Module.

SAQ 3.1 (Tests Learning Outcomes 3.1)

List fourteen principles of administration.

SAQ 3.2(Tests Learning Outcomes 3.2)

1. Define principles of administration
2. Mention five basic principles of administration.

Notes on SAQs

SAQ 3.1

1. These fourteen principles of administration are-
 - a. Division of Labour
 - b. Authority and Responsibility
 - c. Discipline
 - d. Unity of Command
 - e. Unity of Direction
 - f. Subordination of Individual Interest to General Interest
 - g. Remuneration of Personnel
 - h. Centralization
 - i. Scalar Chain
 - j. Order
 - k. Equity
 - l. Stability of Personnel Tenure
 - m. Initiatives
 - n. Espirit De Corp

SAQ 3.2

1. Fundamental principles of administration are the universally accepted guide or platform of operations through which the school administrator can perform his duty well.
2. The five basic principles of administration
 - a. Fundamental Principles of Administration.
 - b. Prudential Principle
 - c. Humanitarian Principle
 - d. The Principle of Change
 - e. The Bureaucratic Principle

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Study Session 4: Roles of a School Administrator

Introduction

The school Administrator plays an important role in the student-teaching process. Administrators at all levels in schools negotiate and work with their staff and students, parents, government and all other external agencies and the local communities to construct, sustain and improve successful learning. This study session will introduce you to the role of the school administrator.

Learning Outcomes from Study Session 4

At the end of the study session, you should be able to

4.1 Identify the roles of a school administrator.

4.1 Roles of a School Administration

According to **Greenfield Junior** (2004), three conditions distinguish the work of school administrators from that of their colleagues in non-school contexts.

- The unique moral character of schools,
- A highly educated autonomous and permanent work force
- Regular and unpredictable threats to organizational stability

The resultant demand environment requires school administrators to rely more extensively on leadership than routine administration to influence teachers and to negotiate the complex interplay among the five situational imperatives of school administration: These include moral, instructional, political, managerial and social interpersonal role demands.

Mirick (2008) categorized the duties performed by the school administrator as director, executive, and an organizer. As a director, he selects subordinates, inspects work of various school departments, inspects school, he is responsible for results in each department, selects textbooks, improves teachers, apply salary schedule and recommend teachers for promotion, also he is a court of appeal for subordinates, parents and teachers.

As executive, he is the agent of the board of education in school, member of committee of education board, represents the school board as a member of civic organizations in meetings, with the press, is responsible for the budget, building, janitor services, supplies, records, and reports.

As the organizer, he is responsible for the organization of the whole school system, responsible for the policies implementation and responsible for courses of studies and the development of the entire school system.

In-text Question

The duties performed by the school administrator include the following except

- a. Director
- b. Executive
- c. An organizer
- d. Account officer

In-text Answer

d. Account officer

Often times, the school administrator does not participate in teaching (academic) work, but in some cases, they combine the two. Their key responsibilities can be discussed under the following sub-headings.



Figure 4.1: Role of a School Administrator

1. Determining Schools Needs

School administrators make decisions about determining the school needs. They make such decisions as determining how many students to admit, what would be the age range of the pupils at different levels and classes. What would be the ratio of male to female, what are the expectations concerning students at various developmental and instructional levels.

Administrators are expected to recognize the specific needs of this diverse kind of population group. They also assess student's achievement and identify students need and solve them in their order of educational importance. He has to implement strategic plans through the use of group process, conflict resolution and consensus building.

2. Curriculum Design and Instructional Improvement.

1. Administrators determine the goals of the curriculum. What is curriculum set to achieve? How do learning activities relate to the instructional objectives? Which methods and techniques, such as

- Direct teaching,
- Team teaching,
- Group instruction contract method,
- Individualized instruction, and
- Interdisciplinary instruction promotes success of all students.

Which instructional resources such as personnel, materials, technology, finance, business and industry can best produce the best result? The primary task to any school administrator is to provide good teaching and learning opportunities to the stakeholders of the school. The school administrator performs such tasks as:

- Selection of appropriate school learning opportunities,
- The choice of subjects,
- Text-books,
- Planning the time-table,
- Use of teaching facilities, which teaching and evaluation method (to adopt) can best produce quality learning.

These functions he performs in collaboration with other teaching staff, supervisors, and even students should be carried along.

In-text Question

The primary task to any school administrator is to provide good teaching and learning opportunities to the stakeholders of the school. True/ False

In-text Answer

True: This is done by providing available teaching facility for schools

3. Development of Staff and Program Evaluation

The administrator assesses the staff abilities and determines their needs. They establish staff development priorities and implement such development activities as types, methods, strategies, and procedures of evaluating staff job performance.

He assesses instructional staff; organize conferences, observation, data collection, and documentation of performance. Staffs are treated fairly, equitably, and with dignity and respect. The administrator needs to identify the importance of technology in promoting student learning and professional growth. She/he also needs to identify diverse school community and its meaning for the educational program.

4. Academic Services

He pays attention to student classification, planning of subjects matter, pupil's selection and placement, time-table, library services, supervision of instruction and evaluation of pupil's progress. He ensures that all educative process and policies are geared towards the pupil's progress.

It is the administrator's duty to design the school program to accommodate diverse students group, attitudes and abilities in terms of their welfare services such as:

- Transportation,
- Health services,
- Hostel facilities,
- Catering and food services,
- Guidance and counselling service,
- Moral and civic education,
- Discipline and good inter personal relationships.

Provide extracurricular activities such as sports, games, clubs and social activities, cultural activities, library and debating activities and excursions. The school administrator should create a suitable atmosphere for desirable academic, physical, social, emotional and spiritual growth.

By so doing special, attention must also be paid to problems of the physically and mentally challenged and others with different problems wherever they are found mixed with normal students. He must be able to create an atmosphere where students can learn to be responsible citizens.

5. School Management

The administrator is responsible for managing the organizational and operational features of the school. He performs the following

- Makes management decisions that enhance teaching and learning in the school
- Applies organizational theories and models and principles to move the organization forward.
- Manages programs and services, such as pupil personnel, gifted and talented, special education, special title and chapter, student, activities, and auxiliary services.
- Operational procedures at the school and district level; line staff relationships
- Personnel selection and evaluation procedures, such as recruiting, interviewing, placement, and monitoring progress.

Governing and control features of school management:

Administrators handle the educational functions of local, state, and federal agencies and governing bodies.

- Enhance roles of various formal and informal organizations and agencies.
- Encourage process of participatory government, involving students, faculty, and the community.
- They help to develop personnel policies especially as regards professionalism.

6. School Community Relationship

The administrator must ensure that there is a cordial relationship within the school community and between the school and its external environment, especially those external agencies which could influence the school existence.

These agencies include the ministry of education, examination bodies like the West African Examinations Council (WAEC), National Teachers Institute, Parents teachers Association, etc. The administrator must ensure that the school participate in community development and also bring in the community to contribute to the school growth and development.

This can be done by paying visits to places of interest in the community and through the use of community resources such as clubs, societies, and voluntary organizations operating in the school.

In-text Question

The administrator needs to identify the importance of technology in

- a. Promoting student learning
- b. Professional growth
- c. Identifying diverse school community
- d. All of the above

In-text Answer

d. All of the above

Summary of Study Session 4

In this study session, you have learnt that:

1. The administrator is in-charge of the school system, both the school facilities such as school buildings and equipment. They see that resources are judiciously distributed and utilized.
2. They ensure that the school needs are adequately provided for and on time too and also guard against vandalization and waste of such resources.
3. They assess the staff strength, quality and need of the school. They ensure that there are proper placement in assigning duties to teachers and all the staff.
4. They help to develop personnel policies especially as regards professionalism.

Self-Assessment Question (SAQs) for Study Session 4

Now that you have completed this study session, you can assess how well you have achieved its Learning outcomes by answering the following questions. Write your answers in your study Diary and discuss them with your Tutor at the next study Support Meeting. You can check your answers with the Notes on the Self-Assessment questions at the end of this Module.

SAQ 4.1 (Tests Learning Outcomes 4.1)

Identify the roles of the school administrator in your community.

Notes on SAQs

The roles are as follows:

1. Determining school needs
2. Curriculum Design and Instructional Improvement
3. Development of Staff and Program Evaluation
4. Academic Services
5. School Community Relationship

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Study Session 5: The Concept of Supervision

Introduction

Education is a process of living through continuous reconstruction of experience according to *Dewey*. This reconstruction process needs supervision for the smooth, effective and efficient development of human beings in physical, intellectual, aesthetic and moral domains. Supervision of the school personnel is central to the attainment of the goals and objectives of the school.

In this study session, you will focus on the concepts of supervision and various types of supervision.

Learning Outcomes for Study session 5

At the end of this study session, you should be able to;

5.1 Define supervision and identify who a supervisor is

5.2 List and explain different types of supervision.

5.1 Supervision

The overall development of quality graduates is the prime focus of any school. In order to achieve this, resources are needed and when such resources are utilized effectively, then these goals would be realized. However, if these resources are not properly utilized, it affects the internal efficiency of the school system in the sense that it can lead to inefficient changes in the mix of inputs.

Hence, it is difficult for the school to compensate for deteriorating buildings, classroom and furniture, and preserve educational quality when there are less equipped library, laboratory, outdate textbooks, lack of computer and other modern instructional materials in the era of advance technological age.

Poor and inefficient input distorts the production process and produce low quality output. When resources are made available to the school, it is better to assign people to oversee, guide and direct the utilization of such resources to produce quality product which in this case is the educated person. This to a large extent helps to cob waste.



Figure 5.1: The process of supervision

Source: http://ketabton.com/media/bookcovers/845_supervision.jpg

The word supervision originated from Latin “word super video” which means to oversee, to observe and inspect what another person is doing. This means that for supervision to take place two or more people must be involved, one person is working while the other is overseeing the work to make sure that the work is properly done.

Nwankwo (1985) in **Atanda** (2006) defines educational (school) supervision as a process concerned with the use of expert technical knowledge and experience to oversee, and cooperatively improve the factor which affects teaching and learning in schools.

Ojogwu in **Atanda** (2006) described supervision as a way of advising, stimulating, guiding, improving, refreshing and encouraging and overseeing a certain group with the hope of seeking their cooperation for the supervisor to be successful in his/her task of supervision.

In-text Question

Identify the quality product that is produced as a result of supervision

- A. Teacher
- B. Educated Person
- C. Student
- D. Supervisor

In-text Answer

Educated Person

5.1.1 School Supervision

Ojoawo (1990) defines school supervision as conscious planed programs for the purpose of looking into the various aspects of the school life with the aim of improving the teaching and learning processes for the benefit of the learner who is regarded as the centre of education.

Who is a School Supervisor?

A school supervisor according to **Ojoawo** (1990) is any designated official charged with the responsibility of ensuring quality control and improvement of teaching and learning conditions in schools. He further explained that a supervisor is an adviser who provides guidance to teachers.

He is an education officer or person responsible for working with others to increase the effectiveness of schools teaching and learning. His duties revolve around provision of guidance, assistance, evaluation and writing reports on teachers and their teaching function.

Activity 5.1: Supervision

Allowed Time: 24 Hours

As a teacher, you were assigned to spearhead supervision for entrance exam: how would you go about to achieve effective supervision.

5.2 Types of Supervision

There are two types of supervision listed below in **figure 6.2**:

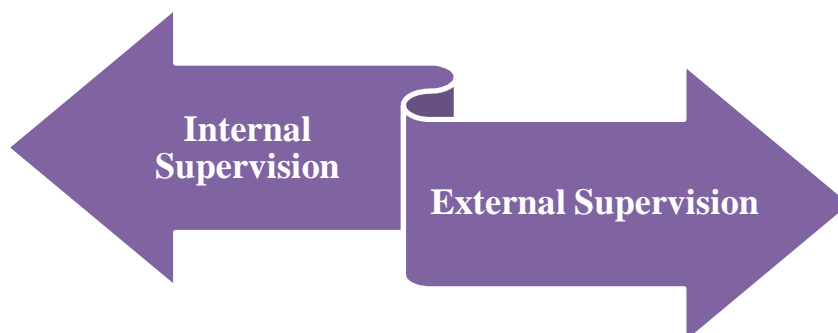


Figure 5.2: Types of Supervision

1. **Internal Supervision** is supervision carried out by the senior officers within the school systems. They also are members of staff of the school. Examples of this type of supervision are School headmasters and headmistresses, school proprietors and proprietress, principals, vice principals, departmental heads, Dean of students, Vice chancellor and his deputies, etc.
2. **External supervision:** is supervision carried out by a designated officer expert who is not part of the school staff. In this case, the supervisor comes from outside the school. When such a supervisor comes to the school he or she focuses attention on the whole system of the school to examine and evaluate them. Examples include sole administrators, ministers and commissioners of education, inspectors and their assistants.

External supervision can further be divided into four groups. They are full

- Inspection,
- Partial inspection,
- Sampling and survey inspection
- Follow up inspection.

A. **Full Inspection:** Under full inspection, the supervisor inspects every aspects of the school system. He/she checks both the administrative and academic functions of the school.

That is, they check the teaching and non-teaching staff, students, instructional materials, school facilities, school records etc. This type of inspection is done by a very large group of inspectors and each person is assigned to a specific aspect of the school. Sometimes they come to school very early when the school is about to resume and even close together with the school.

B. **Partial inspection:** Under partial inspection, some aspects will be supervised. For example, they might focus on the teachers and their teaching methods, whether the school is under-staffed or over-staffed, the class population or the school facilities.

C. **Sampling and Survey Inspection:** In this case, supervisors select some schools as representatives of the entire schools within a particular geographical location. Take for example, in a Local Government Area where we have about 10 primary or secondary schools, supervisors can select about six and supervise, at the end, they may use their findings from these six schools to generalize what is happening at all the 10 schools. Also, any decision taken will be binding on the whole 10 schools and not only on those six schools inspected.

D. **Follow up Inspection:** Follow up means that previous inspection has been carried out and corrections have been made. Now the supervisors are re-visiting the school to make sure that those corrections have been done properly. They want to access whether those recommendations made at the previous visits have been put into practice and the desired results have been achieved.

In-text Question

Which kind of inspection focus on the teachers and their teaching method without thorough supervision?

- A. Follow up Inspection
- B. Sampling and Survey Inspection
- C. Partial Inspection
- D. Full Inspection

In-text Answer

Partial Inspection

5.2.1 Importance of Internal Supervision

Internal supervision is done within the school system by the school authorities, e.g. senior teachers vice principals principal or school head. It is continuous and frequent in nature because they are part of the school system. This type of supervision helps to checkmate inadequacies and improve educational quality. When it is properly done, it makes the work of external supervisors easier.

1. Internal supervision is an instrument to manage the affairs of schools properly. When a worker knows that he/she has a head who is supervising his/her work, such a person sits up and does his/her job very well.
2. It is used as quality control measure for both the teachers and the students and even the entire stake holders of the school.
3. It helps to augment for the shortage of external supervisors. Often times, external supervisors are very few and this reduces their efficiency and effectiveness in visiting all the schools.
4. If there are no internal supervisors, activities of the school will not be organized and this may cause problem of student over population in the school, which may further result in substituting quantity for quality graduate output.

5.2.2 Importance of External Supervision

External supervisors check all aspects of the school such as the school time table, textbooks, and subjects taught, lesson notes and plans, classroom teaching this is done to ascertain the level of school performance in teaching the pupils well. The supervisors also examine how school is organized. They check the staffing, situation, record-keeping, enrolment and distribution, disciplinary measures etc. This helps to identify school problems and solve them.

They also inspect school facilities, such as school buildings, furniture and equipment, books, classroom materials, teaching aids, libraries, laboratories, etc. Their reports on these issues are used to evaluate the school. They also check the certificate of the school staff and their qualifications. This is to make sure that the staffs are qualified for the tasks assigned to him.

Activity 5.2: External Supervision

Allowed Time: 30 minutes

As an external supervisor, you are to supervise a secondary school for accreditation, what are the things are going to consider during the supervision

Summary of Study Session 5

In this study session, you have learnt that:

1. The term supervision generally refers to two distinct but complementary tasks. On the one hand to control, to evaluate, but on the other hand to advice and support the subordinate within and around school.

2. Several administrators can also supervise the activities in the school. These are internal supervisors. We also have external supervisors who are not necessarily members of staff of the school.
3. There are four types of external supervision. These include full inspection, partial inspection, sampling and survey inspection and follow up inspection.

Self-Assessment Question (SAQs) for Study Session 5

Now that you have completed this study session, you can assess how well you have achieved its Learning outcomes by answering the following questions. Write your answers in your study Diary and discuss them with your Tutor at the next study Support Meeting. You can check your answers with the Notes on the Self-Assessment questions at the end of this Module.

SAQ 5.1 (Tests Learning Outcomes 5.1)

1. Who is a supervisor?
2. Identify at least two types of supervision

SAQ 5.2 (Tests Learning Outcomes 5.2)

Distinguish between internal and external supervision

Notes on SAQs

SAQ 1

1. A supervisor is a Person in the first-line management who monitors and regulates employees in their performance of assigned or delegated tasks.
2. Internal and External Supervision

SAQ 2

Internal Supervision is supervision carried out by the senior officers within the school systems. They also are members of staff of the school.

External Supervision: is supervision carried out by a designated officer expert who is not part of the school staff.

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Study Session 6: Historical Antecedents of Educational Supervision in Nigeria

Introduction

The history of supervision as a formal activity exercised by educational administrators within a system of schools did not begin until the formation of the common school in the late 1830s.

In this study session, you will be introduced to the historical and decadence of educational supervision in Nigeria and how it has affected the present day supervision and performance of schools in Nigeria.

Learning Outcomes for Study session 6

At the end of this study session, you should be able to:

- 6.1 Trace the development of school supervision in Nigeria.
- 6.2 Identify different practices of supervision at different periods over time.
- 6.3 Explain three different eras of school supervision in Nigeria.

6.1 Historical Development of School Supervision

The Historical development of school supervision can be traced to the 1882 Education ordinance. This ordinance made provision for the annual evaluation of pupils, methods of granting teacher's certificates, a system of grant in aid and the establishment of a General Board of Education whose duties are to inspect the activities of the school.

The ordinance also recommended that the salary of the inspector of schools for the Gold Coast (Ghana) should be paid by the Lagos colony because Lagos and Gold Coast were jointly administered then. It is this 1882 ordinance that provided inspectorate system and appointed **Reverend Metcalf Sunter** as the inspector of schools in the British colonized West African Region.

Prior to the time of this education ordinance, missionaries established schools indiscriminately and appointed teachers anyhow, even those who do not have experience and qualifications were employed to teach. There were inequality in the school establishment, some areas had many schools while some did not even have at all and even the activities of the schools were not properly organized and coordinated.

That was why the inspector was appointed to correct these inefficiency and inequality in the school system. Due to the upsurge in enrolment and expansion of schools, overtime, many more inspectors were appointed and there have been modifications in the practice of supervision in Nigeria over the years.

In-text Question

Which year education ordinance brought about the establishment of General Board of Education?

- A. 1886 Ordinance
- B. 1887 Ordinance
- C 1884 Ordinance
- D. 1882 Ordinance

In-text Answer

1882 Ordinance

6.2 Different Eras of School Supervision in Nigeria.

Atanda and **Waheed** (2006) stated that due to expansion of educational system which calls for more inspectors, inspection has undergone various innovations, precisely, supervision/inspection has undergone rapid evolution, which can be divided into different eras as follows:-

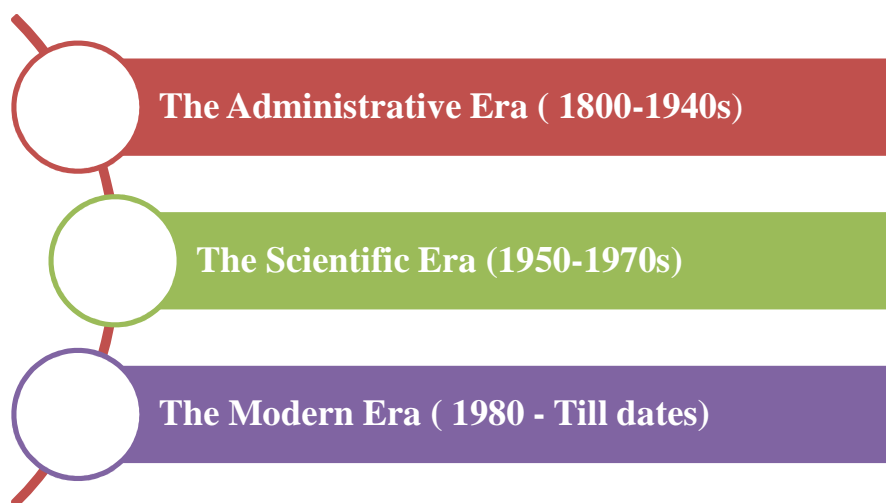


Figure 6.1: Supervision Era

1. The Administrative Era (1800-1940s): This period they said was characterized by inspection for control and was mainly carried out by Laymen. They believed that they just have to boss the staff around, whether they are doing their job very well or not. They control the workers and saw teachers as passive tools that could be manipulated.

During this era, most appointed supervisors did not have professional qualifications, they were just appointed by proxy. Those who appointed them took actions based on their report without verifying these reports to ascertain whether they were true or not.

They just identified problems with the teacher's classroom teaching and general performance without proffering solutions to them. Their main concern was to inspect, rate and report their findings. Their main interest was to discipline any teacher found wanting without showing him/her how to do it better next time. There was no room for professional improvement from their own end. Teachers were just working under trial and error and they see the inspectors as mini gods.

2. The Scientific Era (1950-1970): This era experienced a slight improvement from the previous era. By this time professional workers such as school principals, Headmasters, and other officials from the State Ministry of Education were entrusted with the task of supervision. At this period, the need to assist the Teachers to do it better emanated, the scope of the tasks of supervision was broadened to include both control and advice and emphasis was laid on professional development and improvement of the teachers.

Supervision adopted more scientific method of evaluation of teachers. The emphasis was on setting up a standard method of achieving educational objectives and supervisors were not bossy like before. Also because this era characterized the period Nigerian gained independence, the need to develop our own indigenous manpower after the colonial masters were gone became the focal point of educational objectives.

This determined the changes and improvement encountered during this period. New curriculum was developed, a new textbook based on a more practical approach was developed, instructional aids and research initiatives for improvement was encouraged. All these efforts were geared towards making teachers perform better. They were expected to be more efficient and effective in discharging their duties.

However, attention was not paid to the human relations aspect of teaching. The supervisors did not recognize the human feelings of the teacher and how this can affect his/her performance.

3. The Modern Approach Era (1980-Till Date)

Supervision in the modern time has become highly developed, technical, and specialized in terms of quality. Since this time, supervision has been recognized as a distinct body of knowledge with embodiment of such elements as democratic relationship with the subordinates, stimulation, coordination, identifying talents and creativity, integrating and control measures in its operations.

The period established a cordial relationship between the supervisor and the supervised. They see them as friends who are there to bring quality measures and improve on their performance. Supervisors are no longer crude but professionals with years of experience.

Atanda and **Waheed** (2006) highlights that the era is characterized by control, accountability and efficiency with democratic principles apply in supervision. It is goal oriented, friendly and helping the teachers to grow professionally and improve their technique of instruction.

In-text Question

Which era of supervision recognised the need to help the teacher to do it better?

- A. Modern Approach Era
- B. Administrative Era
- C. Scientific Era
- D. Education Era

In-text Answer

Scientific Era

Summary of Study Session 6

In this study session, you have learnt that:

1. School supervision emanated in Nigeria as result of differential system of educational practice in the Country prior to 1882
 2. The 1882 education ordinance was enacted to harmonize these educational practices
- There are three different eras which highlighted the deficiencies in the practice of supervision in Nigeria
3. These eras are the administrative era, the scientific era, and the modern era.

Self-Assessment Question (SAQs) for Study Session 6

Now that you have completed this study session, you can assess how well you have achieved its Learning outcomes by answering the following questions. Write your answers in your study Diary and discuss them with your Tutor at the next study Support Meeting. You can check your answers with the Notes on the Self-Assessment questions at the end of this Module.

SAQ 6.1 (Tests Learning Outcomes 6. 1)

Trace the historical antecedents of school supervision in Nigeria.

SAQ 6.2 (Tests Learning Outcomes 6. 2)

2. Explain these eras of educational supervision in Nigeria;
 - The administrative era
 - The modern era

Notes on SAQs

SAQ1

The Historical development of school supervision can be traced to the 1882 Education ordinance. This ordinance made provision for the annual evaluation of pupils, methods of granting teacher's certificates, a system of grant in aid and the establishment of a General Board of Education whose duties are to inspect the activities of the school.

The ordinance also recommended that the salary of the inspector of schools for the Gold Coast (Ghana) should be paid by the Lagos colony because Lagos and Gold Coast were jointly administered then. It is this 1882 ordinance that provided inspectorate system and appointed **Reverend Metcalf Sunter** as the inspector of schools in the British colonized West African Region.

SAQ 2

Administrative era: This period they said was characterized by inspection for control and was mainly carried out by Laymen. They believed that they just have to boss the staff around, whether they are doing their job very well or not. They control the workers and saw teachers as passive tools that could be manipulated.

The modern era: Supervision in the modern time has become highly developed, technical, and specialized in terms of quality. Since this time, supervision has been recognized as a distinct body of knowledge with embodiment of such elements as democratic relationship with the subordinates, stimulation, coordination, identifying talents and creativity, integrating and control measures in its operations

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Study Session 7: Objectives, Stages and Basic Principles of School Supervision

Introduction

Education is gaining more prominence in the affairs of Nigerians more than ever before. It is seen as a way of answering so many questions and solving a myriad of problems. More funds are being committed to education both by the governments and private citizens. There is therefore a greater demand for probity and accountability. The maintenance of standards and assurance of adequate measures of quality control are now the concern of all enlightened parents

This study session will focus on the objectives and stages of supervision and the basic principles which a supervisor must follow to establish a good platform for effective supervision and achievement of the set objectives.

Learning Outcomes for Study Session 7

At the end of this study session, you should be able to

- 7.1 Explain the objectives of Embarking on supervision.
- 7.2 Identify stages involved in carrying out supervision
- 7.3 Identify those principles which guide the operations of supervision

7.1 Objectives of Embarking on Supervision

Supervision improves teacher motivation and student enthusiasm. That is to say, supervision makes students more active and reinforces the commitment of teachers. It is important to strengthen their knowledge of teaching methodology, subject content, use of remedial teaching and teaching aids.

Therefore, objective of school supervision include the following:-

1. Supervision helps the teachers to develop the right competences to teach well
2. To ensure that school funds especially public (government) funds are utilized judiciously for the purpose it is meant for.
3. To help teachers in developing and implementing curriculum for effective teaching and learning.
4. To checkmate illegal and disorganization in school establishment and practices. Without supervision every tom dick and Harry can just wake up and start building a school. Supervision enhances professionalism in the education sector and curbs control substandard operation in the school.
5. Helps teachers in applying improved methodology and in classroom management.

6. To approve standard schools management or disqualify substandard ones from participating in external examinations such as senior secondary school certificate examinations (SSCE) National Examination Council (NECO) etc.
7. To grant approval for the formal opening of school. Before any school is established, the owner has to obtain approval from the government to so, otherwise it will be considered as illegal.
8. Supervisors stand as link between the ministry of education and the teachers in the field. They visit schools and write their reports, and present their reports to the government educational agencies. Some of these agencies include, ministry of education, National Union of teachers.
9. In case of misconduct especially by the school administrator, supervisors are sent by the ministry of education to investigate it for example, when there is embezzlement of school fund or misappropriation of funds or scandal, malpractice. Etc.
10. To assess the performance of the school and bring feed back to the ministry of education.

In-text Question

Supervisors serve as a link between the ministry of education and the teachers in the field.
True/ False

In-text Answer

True: They visit schools and write their reports, and present their reports to the government educational agencies.

7.2 Stages of Supervision

There are basically three stages involved in supervision. These include

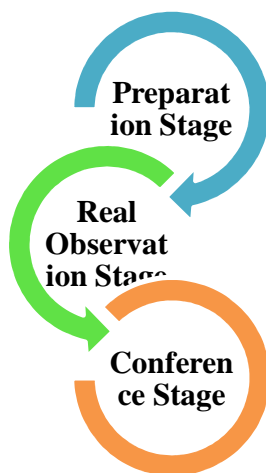


Figure 7.1: Stages of Supervision

1. The Preparation Stage: This is the stage prior to the time the supervisor goes to visit the school. The supervisor is expected to plan for the supervision. He needs to identify

the particular objective. What exactly is he going to achieve from among the stated objectives of supervision. Is it to help teachers to develop needed competences or for investigation or to improve their methodology or what?

Before visiting the school, the supervisor has to inform them so that he won't look like an unwanted guest although it has been argued that this might make the teachers to update their necessary records. In such cases, the true picture of activities of the school might not be seen.

2. Real Observation Stage: This is the stage when the supervisor goes to the school. While in the school, he needs to observe the activities very well, especially that particular objective that took him to the school. He has to record his findings and note all the points on the aspect of supervision carried out.

3. Conference Stage: This stage comes after observation and is the last stage of supervision. At this stage, the supervisor calls for a meeting with those he had supervised to discuss his findings. At the meeting, the supervisor(s) make necessary corrections based on his observation. This is where the weaknesses would be brought to lime light and those who performed very well would be commended. Also the supervisor has to make necessary recommendations and suggestions for better improvement to ensure quality, teaching and learning outcome.

In-text Question

At what stage does supervisor discuss his findings with those supervised?

- A. Conference Stage
- B. Preparation Stage
- C. Maturity Stage
- D. The Observation Stage

In-text Answer

Conference Stage

7.3 Basic Principles of School Supervision

The whole essence of school supervision is to ensure effective implementation of government education policy, rules and regulations, and also to make sure that there is effective implementation of the school curriculum.

In order to perform their duties very well, supervisors should work in harmony and cooperate with the people they are supervising so as to achieve their set objectives. They should establish atmosphere of good human relations and create conducive environment for teachers to perform their duties well. Therefore supervisors should observe these basic principles:

- Principle 1
- Principle 2
- Principle 3
- Principle 4
- Principle 5
- Principle 6
- Principle 7

Principle 1: People should work in a safe and healthy environment. Supervisor should make sure that the work environment is void of accident and health hazards. If there are any faulty appliances which can endanger lives, urgent attention should be given to it.

Principle 2: This principle states that supervisors need to explain to details to the workers what is expected of them. How they are supposed to perform their duties. In other words when workers are employed, they should be given orientation.

They need to be intimated with the objective of the school, history, schedule of duties and how to carry them out, how the duties are related to others' duties, how to get inputs (materials) to work with, whom to go to, how they are going to be evaluated, their conditions of service, the policies and their immediate superior. They need to know the periods of break, causal and terminal leaves, time to resume, time to close, etc.

Principle 3: This principle states that workers need guidance to perform their task so as not to deviate from the organizational plan and goals. The supervisors are to lead and guide them step by step without delay. He needs to provide them with detailed and specific information to work well.

Principle 4: This principle states that a worker who performed excellently should be recognized and commended. This would encourage others to emulate him/her. Supervisors should make sure that the commendation is done openly so as to motivate others to work harder.

This can be done during meeting with the workers, by writing a letter of commendation and filing a copy in the workers file, issue certificate of merit or award, offer bonus or cash reward, increase salary or recommend the individual for promotion.

Principle 5: This principle is the other side of principle four above. It states that poor work should receive constructive criticism. In work place, we have two types of workers according to **McGregor's** theory of motivation and the theory states that these groups are X and Y groups

The X group hates work and is lazy. They need to be pushed to do their job properly and promptly. The group Y like their jobs and perform it very well without anybody

supervising them. They take initiatives further on their own to improve their performance. In the case of X group, the supervisor needs to pay attention to his duties and help him to do better.

Criticism should be done privately and not publicly because it can lead to disrespect and disgrace from other colleagues and this can further destabilize the worker psychologically and emotionally and will demoralize the worker. However, the supervisor is not supposed to just criticize, he/she needs to offer solution and assistance and improve the workers performance.

Principle 6: This principle states that workers should be assigned higher responsibilities to perform. By so doing they would be groomed for higher positions. They should be given opportunities to prove themselves by serving higher responsibilities.

This is very important because every organization experience changes in their workers positions. Older executives retire, go on leave, resign or absent due to illness or death. At this point, someone else has to assume the duty and this can be properly done when subordinates are groomed to perform higher functions.

Principle 7: Supervisors should encourage their subordinates (teachers) to improve themselves by going for further studies, attending and participating in seminars, workshops, conferences, training, etc. This will help them to improve on their methodology as they apply their new knowledge in their work and improve learning.

In-text Question

Which principle states that workers should be given higher responsibilities to perform?

- A. Principle 1
- B. Principle 2
- C Principle 5
- D. Principle 6

In-text Answer

Principle 6

Summary of Study Session 7

In this study session, you have learnt that:

1. The main objective of supervision is to ensure that government educational policy and regulations are properly implemented to achieve the set educational objectives of the country.
2. The set educational objectives of the government can only be achieved by supervising what the employees in the education sector are doing and how they are doing it, where and when and who is doing what to make sure that there are proper employment, placement, and utilization of resources allocated to the education sector.

3. Several stages are involved from the first visit of the supervisor to the school and the completion of the supervisory task these stages include the preparatory stage, the real or actual observation stage and the conference stage.
4. Principles of school supervision are guide to conduct, practice or possible action in a particular situation. Today we have about seven principles of supervision.
 - The first one says that employees should work in a safe and healthy environment.
 - People must understand their job.
 - Good work should be recognized and praised.
 - Workers should be guided to perform their task.
 - Poor work should receive constructive criticism.
 - Element of democracy should be applied to enable the worker to employ their initiative and improve their performance.
 - Workers should be encouraged to improve on their experience.

Self-Assessment Question (SAQs) for Study Session 7

Now that you have completed this study session, you can assess how well you have achieved its Learning outcomes by answering the following questions. Write your answers in your study Diary and discuss them with your Tutor at the next study Support Meeting. You can check your answers with the Notes on the Self-Assessment questions at the end of this Module.

SAQ 7.1 (Tests Learning Outcomes 7. 1)

Mention some of the set objectives of supervision you know.

SAQ 7.2 (Tests Learning Outcomes 7. 2)

Identify the three stages of supervision.

SAQ 7.3 (Tests Learning Outcomes 7. 3)

1. Mention at least five principle of supervision.
2. Why do you think supervisor should follow these principles?

Notes on SAQs

SAQ 1

- a. The set objectives of supervision are as follows:
- b. To grant approval for the formal opening of school
- c. To ensure that school funds especially public (government) funds are utilized judiciously for the purpose it is meant for.
- d. To help teachers in developing and implementing curriculum for effective teaching and learning
- e. To help teachers in developing and implementing curriculum for effective teaching and learning

SAQ 2

The three stages of supervision are preparation stage, real observation stage and conference stage.

SAQ 3

a. The five principle of supervision are:

Principle1: People should work in a safe and healthy environment

Principle 2: This principle states that supervisors need to explain to details to the workers what is expected of them.

Principle 4: This principle states that a worker who performed excellently should be recognized and commended.

Principle 5: This principle is the other side of principle four above. It states that poor work should receive constructive criticism.

The whole essence of school supervision is to ensure effective implementation of government education policy, rules and regulations, and also to make sure that there is effective implementation of the school curriculum.

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Study Session 8: Techniques of Supervision and Basic Guidelines for Effective School Supervision

Introduction

In this study session, you will learn about the techniques of supervision, how to make decisions as a supervisor and how to work out necessary support and handle workers' problem in order to achieve the organizational goals. Also, the basic guidelines a school supervisor should embrace for effective supervision

Learning Outcomes for Study Session 8

At the end of this study session, you should be able to:

- 8.1 Explain the technique of supervision.
- 8.2 Highlight reasons why these techniques should be adopted for effective supervision.
- 8.3 Explain basic guidelines for effective supervision.

8.1 Technique of Supervision

Technique emerges out of practice, regular experience and continuous practice equips an individual to be more skilful in doing things. However, there are no uniform techniques of doing a particular job. It all depends on situational factors surrounding the task at that period of time. In other words, practice proves to an individual the techniques to adopt and use.

The following represents the general technique that can be adopted when embarking on supervision:

1. Technique on how to start the process of supervision

Before supervisors embark on supervision, they need to first find out the details about the school and (or) the people they are going to supervise. They should look out for believe system, attitude, norms values, social system, the location of the school etc. Is it a place one can visit at any time?

Caution should be taken in getting this information so as not to be biased or develop prejudice for the people or the school. They should try as much as possible to be objective about visiting the school and not be subjective in writing their reports.

2. Communication

When they visit a school as supervisors, it is very important to adopt a cordial relationship and communicate with the people in a friendly manner. They should not boss them or use commanding tone to bully them. They are not there just to find fault but to proffer solution to the lapses. The only way this can be achieved is through friendly relationship. They are supposed to communicate in a way that they can win their subordinates' support and trust. There should not be bridge in communication at all. The **figure 8.1** below shows communication among two men.



Figure 8.1: Communication

3. Support

Supervisors need to win the necessary support of subordinates. This they can achieve by assigning responsibilities to them and delegating authority to perform those responsibilities.

They should learn to develop trust and confidence in their ability to perform such task efficiently and effectively. This makes workers feel accepted and appreciated and also it brings out the best in their abilities.

In-text Question

When you visit a school as a supervisor, it is very important that you adopt a cordial relationship and communicate with the people in a friendly manner. True/False

In-text Answer

True

4. Decision making

This should be done promptly and action should be taken immediately. Don't create gaps and lapses between the time of decision making and implementation. Such decisions should be upheld until further notice.



Figure 8.2: Decision Making

5. Constructive Criticism

We mentioned earlier that when a subordinate performs excellently, such should be commended openly or publicly. On the other hand, when a subordinate misbehaves, such a person should be criticized and corrected, this should be done privately.

When criticizing the person, as a supervisor, make sure that you bring out the reasons for the criticism clearly. Make him/her to see the consequences of his/her action and how that can jeopardize the goals of the organization. Try not to assault their dignity rather proffer solution immediately.

6. Conflict Resolution

Conflict is inheritable in any organizations' life. Whenever there is conflict, supervisors should make sure that they don't take sides with either party. They should be constructive and above board in their judgment. Hear from both sides before resolving the grievances. They should gather enough evidence and resolve the matter quickly in order not to allow it deteriorate further and hamper organizational goals.



Figure 8.3: Conflict Resolution

Source: <http://www.thisfabtrek.com/journey/africa/mali/20060202-segou-more.php>

7. How to handle the problem worker

Workers in any organizations are characterized by two different groups. Some might be lazy, tactless, moody, complex, disloyal discourteous late to work, while others might be dutiful, too fast, tactful, prudent, loyal, and always punctual. The lazy person should not be ignored; he or she should be scolded. In doing so, the supervisor should follow these necessary steps.

Call the persons attention and talk with him/her in a gentle manner. Try first to understand the reason behind such negative attitude to work. Let him also see and understand the cost of his/her action to the organizational progress. Have a detailed and thorough discussion about the attitude and reach an agreement on how to improve better, and then watch out for improvement.

If the person improves, commend him/her so as to boost his/her confidence and acceptance. But if there is no change, call him/her for another discussion on the matter. Emphasize further on the consequences of his action not only to the organization but also to his personality and even his life and family at large. Let him make another promise of improvement and continue to monitor him/her closely.

If there are no changes again, call him/her to another meeting and table out the dam consequences of his/her action to his/her further opportunities, promotion, job security, etc. Immediately report him/her to your immediate boss and issue a written warning to him/her after which the appointment can be terminated if he/she refuses to change for better.

In-text Question

Whenever there is conflict, supervisors should make sure that.....

- a. They don't take sides with either party
- b. They should be constructive
- c. They should gather enough evidence and resolve the matter quickly in order not to allow it deteriorate further and hamper organizational goals.
- d. All of the above

In-text Answer

d. All of the above

8.2 Teacher Evaluation and Appraisal

The sole aim of teacher evaluation and appraisal is to solve teacher's professional problems. In other words, it shouldn't be seen as a means of victimization on the part of the teacher. Therefore the supervisor should discuss the items on the evaluation forms with the teacher and both of them should see it as a cooperative effort to improve quality teaching and classroom performance.

Evaluation is a continuous process of improving school quality and not a terminal process. Teacher evaluation is used for promotion to give merit and award, or bonus for higher appointment or dismissal, and finally to improve the instruction. Teacher evaluation and appraisal can be done through the following:



Figure 8.1: Ways to Teachers Evaluation and Appraisal

In-text Question

Teacher evaluation is used for promotion to

- a. Give merit and award
- b. Give bonus for higher appointment or dismissal
- c. Improve the instruction
- d. All of the above

In-text Answer

d. All of the above

8.3 Basic Guidelines for Effective School Supervision

Several factors are responsible for this dynamic nature of an organization in school setting. Such factors as:

- School organization
- Teachers training and experience,
- Objectives of the school

These are responsible for overall performance of the school. They are also dynamic in nature and as such require modification over time in order to improve teaching and learning in the school.

Here are guidelines a supervisor should follow to ensure proper supervision:

1. Supervisor should visit the school frequently and adequately to oversee what is going on in the school and improve on the overall methodology adapted by the school. Supervision is not supposed to be done once in a while. If not supervisor won't be able to observe correctly the methodology used in the school teaching and

learning and there would be no enough time to effect detailed correction and make changes.

2. The teacher and the supervisor of a school must cooperate very well to bring about quality learning outcome in the school. Both should work together to improve the classroom method so as to help the students to learn better. They must not see each other as a treat, instead they should see each other as friends who have common goals to achieve; in this case the goal is quality educated person.
3. Democratic supervision: A school supervisor should adopt democratic but effective method of supervision. In essence, he/she should give room for the teachers to apply their own initiatives and methods, but they have to guide against such methods deviating from the organizational goals and objectives.
4. It is very essential that the supervisor provides assistance to the teachers especially the newly employed ones. This helps them to develop confidence and increase their productivity.
5. There should be freedom of initiative practice for the teachers. In other words, teachers should be allowed to adopt different methods of teaching such as problem solving method, demonstration method especially in science base classes, individualistic approach, and lecture method.
6. Supervisors should ensure that the instructional method adopted encourages a climate of satisfaction and greater achievement on both the teachers and the students.
7. Proper and thorough supervision should make the teacher to develop interest in the profession. It should ginger the teacher to desire improvement in professionalism. It should stir in the teacher the urge to attend and participate in workshops, seminars, conferences and every other program that can improve his/her methodology and professional practice.
8. Any supervision of instruction method adopted should ensure that there are pre planning observation and follow up meetings. This is to ensure that things are done accordingly to bring about desired outcome not different from the organizational goals and objectives.
9. Supervisors should take cognizance of individual differences and disabilities before recommending any method of teaching. They should recognize that the teachers are different in terms of their physical, psychological and social capabilities. They should try to understand their self-concept and drive to their attitude change.
10. The supervisor should ensure that there are continuous program of evaluation and improvement in all methods used in the school.

In-text Question

What are the factors responsible for the dynamic nature of an organization in school setting?

- a. School organization
- b. Teachers training and experience
- c. Objectives of the school
- d. All of the above

In-text Answer

d. All of the above

Summary of Study Session 8

In this study session, you have learnt that:

1. Right technique equips the worker to be more skilful in discharging his duty.
2. It is necessary to have fore knowledge about a school before embarking on supervision to the school.
3. Proper communication and cordial relationship are very important for an effective supervision
4. A supervisor need to take prompt action on decisions made during supervision.
5. When encountered with problem worker, a supervisor should take necessary steps to correct the worker before meeting punishment to him/her.
6. Criticism should also be done constructively and privately to avoid embarrassment.
7. A supervisor should not take sides during conflict resolution; rather he/she should be critical irrespective of who is at fault.
8. Guidelines form the basis for meaningful supervisory actions. When these guidelines are adopted it gives the teachers sense of acceptance participation.
9. It serves as a systematic or orderly arrangement through which supervision should be structured.

Self-Assessment Question (SAQs) for Study Session 8

Now that you have completed this study session, you can assess how well you have achieved its Learning outcomes by answering the following questions. Write your answers in your study Diary and discuss them with your Tutor at the next study Support Meeting. You can check your answers with the Notes on the Self-Assessment questions at the end of this Module.

SAQ 8.1 (Tests Learning Outcomes 8. 1)

You have just been appointed as a supervisor, what techniques would you adopt before embarking on supervision? Discuss these techniques.

SAQ 8.2 (Tests Learning Outcomes 8. 2)

What is the sole aim of teacher evaluation and appraisal?

SAQ 8.3 (Tests Learning Outcomes 8. 3)

Explain the basic guidelines for effective supervision.

Notes on SAQ

SAQ 1

These techniques are:

1. Technique on how to start the process of supervision

Before supervisors embark on supervision, they need to first find out the details about the school and (or) the people they are going to supervise. They should look out for believe system, attitude, norms values, social system, the location of the school etc.

2. Communication

When they visit a school as supervisors, it is very important to adopt a cordial relationship and communicate with the people in a friendly manner. They should not boss them or use commanding tone to bully them.

3. Support

Supervisors need to win the necessary support of subordinates. They should learn to develop trust and confidence in their ability to perform such task efficiently and effectively. This makes workers feel accepted and appreciated and also it brings out the best in their abilities.

4. Decision making

This should be done promptly and action should be taken immediately. Don't create gaps and lapses between the time of decision making and implementation.

5. Constructive Criticism

When criticizing the person, as a supervisor, make sure that you bring out the reasons for the criticism clearly. Make him/her to see the consequences of his/her action and how that can jeopardize the goals of the organization. Try not to assault their dignity rather proffer solution immediately.

SAQ 2

The sole aim of teacher evaluation and appraisal is to solve teacher's professional problems.

SAQ 3

1. Supervisor should visit the school frequently and adequately to oversee what is going on in the school and improve on the overall methodology adapted by the school.
2. The teacher and the supervisor of a school must cooperate very well to bring about quality learning outcome in the school.
3. A school supervisor should adopt democratic but effective method of supervision.

4. It is very essential that the supervisor provides assistance to the teachers especially the newly employed ones. This helps them to develop confidence and increase their productivity.
5. There should be freedom of initiative practice for the teachers.
6. Supervisors should ensure that the instructional method adopted encourages a climate of satisfaction and greater achievement on both the teachers and the students.
7. Proper and thorough supervision should make the teacher to develop interest in the profession.
8. Any supervision of instruction method adopted should ensure that there are pre planning observation and follow up meetings.
9. Supervisors should take cognizance of individual differences and disabilities before recommending any method of teaching.
10. The supervisor should ensure that there are continuous program of evaluation and improvement in all methods used in the school.

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Study Session 9: Strategies for Effective Supervision in Schools.

Introduction

The process of supervision in school in Nigeria is of paramount to the attainment of monitoring secondary schools activities for national development and the administration of the schools entirely.

There are variety of strategies and methods which are designed to acquaint supervisors with techniques for enhancing the counselling behaviour of their supervisees.

In this study session, you will be introduced to strategies for effective Supervision in schools.

Learning Outcomes for Study Session 9

At the end of this study session, you should be able to

9.1 Discuss various strategies of Supervision.

9.1 Strategies for Effective Supervision in Schools

The whole essence of supervision is to improve quality of teaching and learning, through improving dedicational program and improving instructions. There are several strategies to achieve the above. A supervisor can adapt one or a combination of two or more strategies. The following are the strategies which can be adopted.

- Classroom Visitation
- Teacher Appraisal Strategy
- Collegial Supervision
- Micro-Teaching
- Inter-school Supervision
- Interaction Analysis:
- Clinical Supervision
- The Cooperative curriculum Planning.
- Supervising Teachers' Job Satisfaction

1. **Classroom Visitation:** This involves the supervisor visiting the classroom and observing how the teacher introduces his/her lesson, how the teacher displays the instructional materials and how he/she could be able to carry the pupils along in the areas

of assignment, questions, motivation, verbal expression etc. the supervisor can help the teacher to improve the instructional quality.

2. Teacher Appraisal Strategy: This can be classified into two: Self-appraisal and appraisal by another person. By self-appraisal, a teacher can stand in front of the mirror to demonstrate how he/she can teach and improve on it.

Appraisal by another person can be done either by the school head or external supervisor such as local inspector or even inspector from the ministry of education. This type of teacher appraisal should be continuous so as to let the teacher know that each valuation is not the end; rather it is an improvement on the previous one.

3. Collegial Supervision. This is supervision done by colleague of a teacher. This is good where there are cordial and interpersonal relationships among teachers. However it is not proper where rate of job insecurity is high and people peddle rumour.

In-text Question

Which of the strategy has self-appraisal and appraisal by another person?

- A. collegial Supervision
- B. Micro Teaching
- C. classroom visitation
- D. Teacher appraisal Strategy

In-text Answer

Teacher appraisal strategy

4. Micro Teaching. This involves a teacher organizing class for a few students at a time on continuous bases. In this case, the teacher records the lesson and replays it thereafter to listen to it and observe his/her performance and make necessary adjustment where necessary.

5. Inter-school supervision: This is similar to colleague supervision. Only that in this case, it involves colleagues from other schools to conduct the supervision. This type creates unity among schools and helps in information dissemination and improves classroom management.

6. Interaction Analysis: This focuses on how the teacher could communicate verbally with the students. How he/she could express himself verbally and efficiently.

In-text Question

_____ Strategy create unity among schools

- A. Micro teaching

- B. Interaction Supervision
- C. inter-school supervision
- D. collegial supervision

In-text Answer

Inter-school supervision

7. Clinical Supervision: This is likened to what goes on in the laboratory. It involves several stages of observations in which the methodology a teacher adopts is thoroughly investigate and solution is preferred where necessary. It consists of eight phases.

Phase one: This involves the supervisor intimating himself with the teacher in a friendly manner in such a way that the teacher will not see him as a treat.

Phase two: involves both the teacher and the supervisor planning to have lesson with the students.

Phase three: is where the teacher and the supervisor agree on what to observe during the teaching in the class

Phase four: is where the actual observation takes place. Emphasis is laid on the agreed area to be observed

Phase five: At this phase, the supervisor equates his/her observation with the expected teaching and learning processes to see how far the teacher has performed in curriculum issues and his/her method of teaching.

Phase six: involves the supervisor and the teacher scheduling time for conference that is to discuss the supervisor's findings.

Phase seven is where they actually met to share and discuss these actual observations. Finally, **phase eight** is where both the teacher and the supervisor resume plan on how in embark on another round of supervision process to improve on the findings of the previous one. The supervisor tells the teacher what need to be done and how to do it, then the circle begins again. One good thing about the clinical supervision is that it adopts innovative measures and current issues and improves on the out dated practices.

8. The Cooperative curriculum Planning. This is a situation whereby teachers are invited to participate in curriculum planning. It is operational because teachers are not just given over the curriculum and expected to perform excellently. Being part of curriculum development is to encourage the teacher to implement it to details and perform better.

Teachers can be incorporated into curriculum planning by harnessing through their talents in such areas as enabling them to create ideas, participate in research, in the area of team work, analyzing situations and proffering solutions to problems etc.

9. Supervising Teachers' Job Satisfaction: Here the supervisor sees teachers as people who are attracted, and enjoy their jobs and as a result committed to doing the job with all their might because they are satisfied with their level of accomplishment, hence; they commit themselves afresh to the work ahead.

In this case, it is the duty of the supervisor to create enabling environment for teachers to apply their talent and utilize their energy. They are to create a situation and provide good atmosphere for teaching and learning experience.

Summary of Study Session 9

In this study session, you have learnt that:

1. The whole essence of supervision is to improve quality of teaching and learning, through improving dedicational program and improving instructions. There are several strategies to achieve the above. A supervisor can adapt one or a combination of two or more strategies. The following are the strategies which can be adopted.

- a. Classroom Visitation
- b. Teacher Appraisal Strategy
- c. Collegial Supervision
- d. Micro-Teaching
- e. Inter-school Supervision
- f. Interaction Analysis
- g. Clinical Supervision

Self-Assessment Question (SAQs) for Study Session 9

Now that you have completed this study session, you can assess how well you have achieved its Learning outcomes by answering the following questions. Write your answers in your study Diary and discuss them with your Tutor at the next study Support Meeting. You can check your answers with the Notes on the Self-Assessment questions at the end of this Module.

SAQ 9.1 (Tests Learning Outcomes 9. 1)

Mention three strategies for effective supervision in school and explain each of them

Notes on SAQ

1. Micro Teaching. This involves a teacher organizing class for a few students at a time on continuous bases. In this case, the teacher records the lesson and replays it thereafter to listen to it and observe his/her performance and make necessary adjustment where necessary.

2. Inter-school supervision: This is similar to colleague supervision. Only that in this case, it involves colleagues from other schools to conduct the supervision. This type creates unity among schools and helps in information dissemination and improves classroom management.

3. Interaction Analysis: This focuses on how the teacher could communicate verbally with the students. How he/she could express himself verbally and efficiently.

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Study Session 10: Roles of a School Supervisor

Introduction

Supervisor is the first person to tell employees about new policies and programs from management. It's not uncommon that employees are confused or frustrated by these new actions, and need further clarification and support from supervisors.

In this study session, you will learn the roles of supervisors and enumerate their core functions. Also, the overall aim of measuring teacher's effectiveness shall be discussed.

Learning Outcomes for Study Session 10

At the end of the study session, you should be able to

- 10.1 List roles and functions supervisors play in improving quality learning within the educational system.
- 10.2 Highlight on such factors or indicators of measuring teachers' performance.

10.1 Role of a School Supervisor

The following explain the role of supervisors in a school:

1. The supervisor has the responsibility of creating conducive and enabling environment for the staff to work effectively.
2. He/she should not boss the staff instead; he/she should be democratic in relating with them.
3. When assigning roles to teachers, he should vest in them the authority to perform such roles effectively
4. The staff also have their individual needs and it is the duty of the supervisor to identify those needs and help them to meet up to them by so doing the supervisor will win the support and respect of the teachers.
5. The supervisor should rotate the staff to perform different tasks. This will help the teachers to perform higher task and assume higher responsibilities.
6. The supervisor should be able to identify excellent performance and reward such, where the teacher performs badly, he/she should correct privately to avoid embarrassing the teacher.
7. When problem arises among staff, it is the duty of the supervisor to solve them. The supervisor should avoid taking sides with either party, no matter how close they are to them.

8. When new teachers are employed, it is the duty of the supervisor to make sure that they undergo training and possess good teaching practice and embrace new teaching methods and techniques.
9. The supervisor should organize in- service training for the teachers
10. Provides constructive advice to the teachers so that the overall goals of schooling would be achieved and the quality of education could be improved.
11. Provide instructional materials and other teaching aids for teachers to teach properly
12. Visit the schools regularly to ensure that the curriculum is being properly implemented
13. Visit the schools also to ensure that the school program does not deviate from the overall educational policy and that the conduct is in accordance's with the education guidelines and principles.
14. Also the supervisor should participate in classroom teaching to ensure that the teacher is using the appropriate instructional materials to teach.
15. Supervisor should organize in service training for newly employed teachers and refresher course for the old ones.
16. The supervisor should also participate in curriculum development, critical evaluation, review of text books and all other publications meant for schools.
17. They bring recent innovations and developments to the door steps of the teachers to improve their methodology and keep abreast with current issues in teaching.
18. They also plan inter school visitations and organize book exhibitions to encourage the teachers to learn and emulate the good practice of other schools.
19. It is his/her duty to write report of his/her findings during inspection and present it to the ministry of education for proper action on the school matters.

In-text Question

What can a supervisor do to win the support and respect of the teachers?

In-text Answer

The supervisor should identify those needs of the staff and help them to meet up to them

10.2 Measurement of Teacher's Effectiveness

The following criteria are used as yard stick for measuring teachers' effectiveness:

1. Instructional methods that the teacher uses,
2. The teacher behaviour or attitude,
3. Teacher-students relationship,
4. The relationship of the teacher with other staff,
5. The students' reactions,
6. Classroom control
7. Teachers rate of environment and participation in other school activities outside the teaching subjects.
8. Student's growth and performance in the examination
9. Teacher's professional qualification and growth

1. Instructional methods that the teacher uses: The supervisor can only evaluate instruction through tangible evidence which the teacher has demonstrated by achieving his/her set objective. Every teacher must have the set objectives before teaching and it is expected that those objectives would be realized at the end of the instruction. The evidence of the achieved objective is the student's performance and change in behaviour expected of them.

2. The teacher behaviour or attitude: The teachers passion for teaching determine to a large extent his behaviour and attitude towards effective teaching. If a teacher likes teaching, it will reflect in the way and manner in which he/she performs his/her duty.

3. Teacher-student's Relationship: If students relate well with a teacher, it will motivate their attention and understanding of the instruction. The teacher should maintain cordial relationship with the pupils if the teacher identifies the differences among the pupils attitude towards learning. Some students are slow learner while some are fast. It is the duty of the teacher to accommodate all and improve on them.

4. The Relationship of the Teacher with other Staff: This should be cordial and the teacher should learn how to work as a team to achieve the organizational goal. It is expected that, students reaction and attitude towards the lesson determine their understanding of the lesson and the quality of learning they can have.

The way and manner with which a teacher presents the lesson and the attitude of the teacher in displaying his/her mastery of the subject determine the kind of reaction students will display and their learning outcome.

5. Classroom Control: How the teacher control the class during lesson is an indication that the teacher is effective or not. The teacher should be able to control the class during lesson. This shows that the teacher pays attention to the student's interest in the lesson. If the class is noisy, there would be distractions and in that kind of atmosphere little learning would be achieved.

The rate of teacher's involvement and participation in school activities other than his/her teaching subject shows that he/she is growing in the profession and is capable of handling higher roles if assigned to him/her

In-Text Question

Theshould organize in- service training for the teachers

In-Text Answer

Supervisor

Activity 10.1: Classroom Control

Allowed Time: 30 Minutes

You walked in class to teach and discover that the classroom was too noisy. Explain how you intend to achieve a serene classroom before teaching?

Summary of Study Session 10

In this study session, you have learnt that:

1. The school supervisor plays a very crucial role in the student teaching process. In addition to creating enabling environment for the staff to work effectively, they also reward good labour and punish bad ones.
2. They also visit the school to ensure that the overall national school curriculum is being properly: Implemented. They also ensure that the overall national policy on education is being conducted in accordance with the government education policy guidelines. It is their duty to bring recent innovations and developments to the door steps of the teachers to improve their methodology.
3. They write reports of their school visit and submit to their superior for proper action to take place. A teacher can be rated as effective by observing and providing answer to the following.
 - How effective the instructional methods the teacher uses in teaching and
 - What the behaviour of the teacher in terms of his self-esteem and attitude change.

Self-Assessment Question (SAQs) for Study Session 10

Now that you have completed this study session, you can assess how well you have achieved its Learning outcomes by answering the following questions. Write your answers in your study Diary and discuss them with your Tutor at the next study Support Meeting. You can check your answers with the Notes on the Self-Assessment questions at the end of this Module.

SAQ 10.1 (Tests Learning Outcomes 10. 1)

1. List at least ten functions/roles perform by school supervisors.
2. Explain in details at least five of these roles, how would you evaluate these roles within your school context?

SAQ 10.2 (Tests Learning Outcomes 10. 2)

How would you conclude that a teacher is very effective?

Notes on SAQs

SAQ 1

1. The supervisor should rotate the staff to perform different tasks
2. Provide instructional materials and other teaching aids for teachers to teach properly
3. Visit the schools regularly to ensure that the curriculum is being properly implemented
4. Visit the schools also to ensure that the school program does not deviate from the overall educational policy and that the conduct is in accordance's with the education guidelines and principles.
5. Also the supervisor should participate in classroom teaching to ensure that the teacher is using the appropriate instructional materials to teach.
6. Supervisor should organize in service training for newly employed teachers and refresher course for the old ones.
7. The supervisor should also participate in curriculum development, critical evaluation, review of text books and all other publications meant for schools.
8. They bring recent innovations and developments to the door steps of the teachers to improve their methodology and keep abreast with current issues in teaching.
9. They also plan inter school visitations and organize book exhibitions to encourage the teachers to learn and emulate the good practice of other schools.
10. It is his/her duty to write report of his/her findings during inspection and present it to the ministry of education for proper action on the school matters

SAQ 2

A teacher is said to be effective, when the criteria conducted on him/her is shown excellent

References:

- Atanda, A. I. and Lameed W. O. (2006): Essentials of educational management. Ibadan: Awemark Industrial Printers.
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Study Session 11: School Lists and Records: An Instrument for Quality Administration and Supervision.

Introduction

School is a place where children go to be educated, records are written and account of transactions are kept. Thus, record keeping is an important activity in schools. School records are official transcripts or copies of proceedings of actions, events, or other matters kept by the school manager.

School lists and record are that numerical and non-numerical information entered and stored in book or any other or any other information storage facility which has necessary information and convey messages for decision making. Record has a way of sending signals about the state of things which are contained in it.

This study session will introduced you to the meaning of school records, different types of records to be kept by a school, both the statutory records and non-statutory ones. The study session will also focus importance of these records and how they aid in decision making within and outside the school system will also be discussed.

Learning Outcomes for Study Session 11

At the end of the study session, you should be able to:

- 11.1 Define school record and explain different types of records kept at school,
- 11.2 Discuss the classification of School Records,

11.1 Definition of Records

A record is stored account or information on something, somebody or an event either in a written or non-written form preserved and handed down from one generation to another **Atanda** (2006).

Emerson (1989) defined record as those documents in whatever medium, received or created by an organization in the course of its business and retained by that organization as evidence of its activities or because of the information they contain.

11.1.1 School Records

School records according to **Atanda** (2006) are books, documents, disk and files in which are embodied information on what goes on in the school (e.g. Social, academic and non-academic activities and important events), who is in the school (staff pupils, visitors), the school plant as well as other relevant information put down in books, files and other documents on every event that goes on in a school organization for the achievement of growth and development of the school.

Record keeping at school has the Legal backing of the education law in order to ensure accountability and prudence in the management of the school.

11.1.2 Types of School Records

The types of school records are listed in figure 11.1 below:

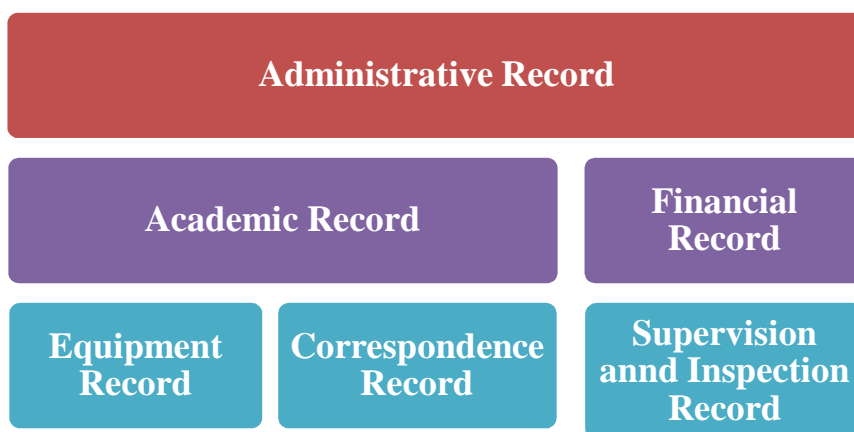


Figure 11.1: Types of School Records

1. Academic record: This is a type of record which contains all forms of students' assessment report. These include continuous assessment record, examination results, scores and marks, Academic records can also be in form of academic qualifications obtained by school staff and students. This is an indicator of a person's performance at school

2. Administrative Record: These are information require for administrative purposes. They include students' enrolment, admission, number of teachers and non-teaching staff of the school, application list etc.

3. Financial Records: This takes accounts of all monetary transactions of a school. Under this type of records, we have the resources allocation to the school and we have the expenditure list of the school. Records of all purchases made in the school, all the supplies and payments made to the school such as school fees and other various fees like accommodation fee, salaries, etc., in fact all payments and receipts of the school.

Table 11.1: Need for School and its Importance

Need for School Records and its Importance
It ensures continuity in the administration of a school
It serves as a reference point for future decisions and actions
To determine the performance level of a school
To checkmate fraudulent practices in the school.
For proper accountability
To ease decision making
It is an indicator of where a school is now and where it can be later
To obtain information for research purposes
Assist the stake holders of a school to access and monitor the progress of the pupils as well as the staff improvement.
Assist the stake holders of a school to access and monitor the progress of the pupils as well as the staff improvement
Makes information generation easier especially when talking about tangible facts.

Maintenance of School Records

- Generating information
- Storing the information
- Retrieving the information when needed
- Upgrading the information from time to time

In-text Question

List the Maintenance of School records

In-text Answer

Generating information, storing the information and retrieving the information

11.2 Classification of School Records

School records can be classified into two main types in figure 11.2:-

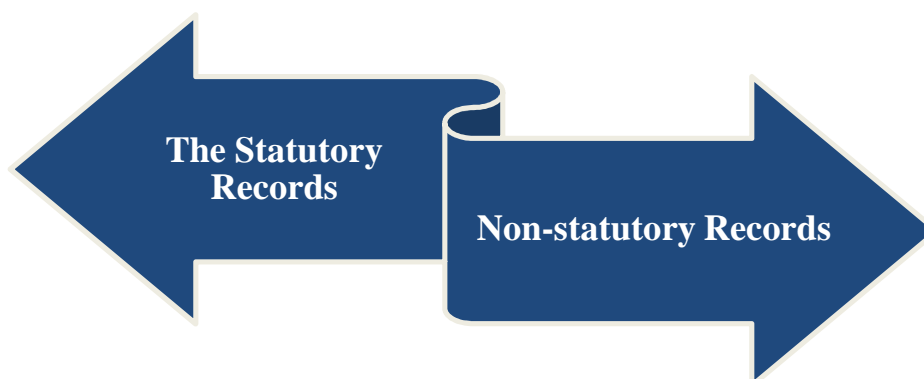


Figure 11.2: Two Main Types of School Records

11.2.1 Statutory Records

These are those records which the education law enforces the schools to keep. It is compulsory that each school should keep them. These statutory records are

1. Entrance application records
 2. Admission and withdrawal register
 3. Staff files
 4. Log books and school time tables
 5. Attendances register and time book
 6. Corporal punishment book
 7. Diary of works
 8. Cumulative report cards
 9. Testimonial and transfer certificate book.
 10. School time table
 11. Visitors' book
 12. Continuous assessment book
 13. Note of lesson and lesson plans
 14. Graduation record
-
1. Entrance application records are temporal records which contains all the numbers of applications into the school at a particular point in time either as a staff or student. It is from this record that admission of students and employment of staff is being selected based on some certain criteria for admissions.
 2. Admission and withdrawal records: These records contain the number of pupils admitted into school or the number of people who withdrew from the school during a particular period of time. It also indicates the particular class or level upon which the students are admitted.

3. Staff files: These contain information on staff profiles such as Credentials, promotions, recommendation letters etc. and all necessary information about the staff.
4. Log book: This is where information about certain facts and figures is kept. These include facts such as pupils, inspectors, resumption and vacation dates, and examination dates change of staff, special occasions and functions. In the log book, there is a special space for visitor's remarks about the school.

In-text Question

.....are temporal records which contain all the numbers of applications into the school at a particular point in time either as a staff or student.

In-text Answer

Entrance application records

5. Teachers' Attendance Register/ time book: This register contains different columns for both the names of the teacher, the time of arrival and departure or closing time.
6. Corporal punishment book/black book. This contains records of various offences committed by a student. In the book are the names of the student, the date the offence was committed, the nature of the offence, and the type of punishment met for the students. These punishments can be flogging, hard knocks, expulsion, suspension etc.
7. Diary of works: This shows the areas of the syllabus or scheme of works the teacher has covered, the week, date and period the teacher taught the work and references the teacher used.
8. Cumulative Record Book: This is a book which contains comprehensive information about the students, right from when he/she was admitted into the school, his/her progress reports and their necessary dates, the transcript of the students from the year of entry to the year of graduation.
9. Testimonial and transfer certificates. Testimonial shows that the student completed so number of years in the school and graduated from the school. Transfer certificate shows when the student left the school to another on transfer or when the student came to the school from another school.
10. School time table: This contains the schedule for activities in the school for a particular period. It could be daily course work time table, examination time table etc.
11. Visitors' book. This is a book where visitors are recorded. It contains different columns for date and time of arrival at the school, name of the person, the mission to the school, the name of the staff or student visited, and time of departure from the school and the visitors' signature.

In-text Question

What is Diary of works?

In-text Answer

This shows the areas of the syllabus or scheme of works the teacher has covered, the week, date and period the teacher taught the work and references the teacher used.

12. Continuous Assessment Book: This contains detailed information on the performance of the pupil in academic records, sports, quiz and debating competition etc.
13. Lesson Note: It is mandatory that every subject teacher should plan his note of lesson structurally. This contains the date of the lesson the name of the school, the class to be taught, the period of lesson, the objective of the lesson, the entry behaviour, content of the lesson, the pre and post tests and summary of the lesson.
14. Graduation Records. This contains the records of all graduated students arranged according to their years of graduation.

11.2.2 Non-Statutory Records

Non-statutory records are not necessarily compulsory and enforced by the law. However, they are also important and aid the school administrator in terms of decision making. They are as follows;

1. Cash book
2. Health record book
3. Announcement book
4. Fees/fund book
5. Progress report booklet
6. Staff movement book
7. School calendar
8. Stock register
9. Staff minute book

1. Cash Book: This is a book where day-to-day financial transactions of a school are recorded.

2. Health record book is where any pupil who feel ill or had accident while in school records are kept. It contains the name of the pupil, the date the sickness was diagnosed, the nature of the sickness the treatment given to the pupil and the name of the person who administered the treatment and the drugs used.

3. Announcement book: This contains the entire announcement to be made and the ones already made by the head of the school to both staff and students. It contains the date of the announcement written information to be announced, and signature of the school head.

4. Fund book: This is where all funds received and spent are recorded. It is the bursary unit of a school that keep such records. Such books are useful to the auditors for proper scrutiny.

5. Progress report book: This contains the summary of staff and students evaluation from time to time.

6. Movement book: This is where records of all movements by either staff or students are kept. In this book are written, the time of departure, name of the staff or students, purpose of going out, destination and time of arrival.

7. School Calendar: This is prepared before resumption of the school. It contains all the planned activities for the term or whole session.

8. Register: This is book which contain all the remaining stock of the school before new purchases are made

9. Staff minute Book: This contains all official decisions made at the staff meetings. The different views, opinions, suggestions etc. during any official meetings such as staff meetings and all other meetings held in the school.

Summary of Study Session 11

In this study session, you have learnt that:

1. Records are generated list which can be used to process, analyse, and interpreted event at later dates and time.
2. In school, records are generated and stored, information such as staff, pupils, time table, graduation lists, social, academic and non-academic events and activities put down in books, files and other documents which aid decision making and are relevant for the smooth running of academic activities in order to achieve education/school goals and objectives.
3. There are various types of school records. These are
 - a. administrative record
 - b. academic record
 - c. financial record
 - d. correspondence record
 - e. equipment record and
 - f. supervision/inspection record
4. Record is importance for the following purposes:
 - a. to ensure continuity in the school system
 - b. to serve as reference point
 - c. to determine school performance
 - d. for proper accountability and among others

- e. to ease decision making

School records can also be classified into two

- a. the statutory records and
- b. the non-statutory records

5. Statutory records are those records which the education law enforce the schools to keep whole the Non-statutory records are not necessarily compulsory and enforced by the law.

Self-Assessment Question (SAQs) for Study Session 11

Now that you have completed this study session, you can assess how well you have achieved its Learning outcomes by answering the following questions. Write your answers in your study Diary and discuss them with your Tutor at the next study Support Meeting. You can check your answers with the Notes on the Self-Assessment questions at the end of this Module.

SAQ 11.1 (Tests Learning Outcomes 11. 1)

What do you understand by the term school record?

SAQ 11.2 (Tests Learning Outcomes 11. 2)

What type of records can you observe that is kept in your school?

Notes on SAQs

SAQ 11.1

1. Record keeping at school has the Legal backing of the education law in order to ensure accountability and prudence in the management of the school.

SAQ 11.2

1. Academic record: This is a type of record which contains all forms of students' assessment report. These include continuous assessment record, examination results, scores and marks, Academic records can also be in form of academic qualifications obtained by school staff and students. This is an indicator of a person's performance at school

(2) Administrative Record: These are information require for administrative purposes. They include students' enrolment, admission, number of teachers and non-teaching staff of the school, application list etc.

(3) Financial Records: This takes accounts of all monetary transactions of a school. Under this type of records, we have the resources allocation to the school and we have the expenditure list of the school. Records of all purchases made in the school, all the supplies and payments made to the school such as school fees and other various fees like accommodation fee, salaries, etc., in fact all payments and receipts of the school.

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Study Session 12: School Administration and Supervision Issues, Problems, and Their Reforms.

Introduction

School administration is a value-driven area depending on the emotions, cultures, and human values as well as technique and structure. Over the long years, School administration throughout the world has experienced the influence of logical positivism that is based on rational techniques more than philosophical consideration. However, schools are value-driven organisations that aim to train the young so as to perform social responsibility in society.

In this study session, you will learn the issues and problems confronting school administration and supervision and how to resolve them.

Learning Outcomes for Study Session 12

At the end of the study session, you should be able to:

- 12.1 Identify administrative and supervisory issues and problems in the school today.
- 12.2 Apply your knowledge in observing current problems confronting the educational system today.
- 12.3 Discuss possible ways of reforming the school system to achieve its goals and objectives.

12.1 School Administrative

Administrators are faced with several issues of which include the tension between the administrative and pedagogical functions. This tension has been created by the fact that there are no much distinctions between the duties of an administrator and that which they actually perform. They often act as the internal supervisors and are also faced with other administrative functions.

Therefore, it is very hard to say which functions the administrator performs better. In some schools, especially private schools, administrators see themselves as an authoritarian and prominent figure whose decisions are final. In such cases, school goals in terms of quality education both in character and learning are often compromised.

Again, the school system is characterized with high level of uncertainty and unpredictability these highlight the complexity and instability of institutional life which is further increased by different interest groups during periods of radical change. During these periods, power is used by the different interest groups in order to achieve their aims by forming allies and joint coalitions.

The issue above is further aggravated due to the fact that there are different value system that each member of the school put on as a background to rationalize ideas and motive in teaching and dealing with administration.

Often times, these cultural issues create problem of constant disagreement between the administrator and the employees with regards to satisfying the employees' demands. This often generates conflict within the system and may further lead to the employee embarking on industrial action as a means of achieving their aims and objectives

In-text Question

----- are faced with several issues of which include the tension between the administrative and pedagogical functions.

In-text Answer

Administrators

12.2 Supervisory Issues

There are problems of insufficient personnel and shortages of subject specialists to cover all the subjects and to form effective supervision and support team.

The problem of insufficient personnel has further created another problem of lack of lasting impact of supervision visits on schools.

The few supervisors on ground are often work loaded and this has led to infrequent returning visits to schools to check if the necessary corrections have been made on the observation of the previous visits. This can make teachers to be less serious about the corrections they are to effect due to the initial supervisory visits to their schools when this happens, it may jeopardize the aim of the supervision due to lack of quality control and organized follow up inspection.

Delay in implementation of changes after supervisory visits to schools is another major issue. Since supervisors only visit, observe, record and report their findings to the school board and ministry of education, it is now therefore, the duties of the ministries to effect changes especially where issue of funding and renovations are involved, for example, where provision of infrastructural facilities and resource allocation for smooth running of the schools is concerned.

Often times, there are bottle necks in providing funds and implementing these supervisory reports and where there are delay in implementing them, it could further worsen the situations at schools.

Other issues include problem of effective communication channels and lack of respect on the part of the school head, especially when the school head feels that the inspectors are young people who probably earn lower than them they tend to treat them with less regards and rub shoulders with them. They might even question them or refuse to give necessary information during supervision especially where issues of school finance and proper utilization are concerned.

Lack of supervisory skills and competencies on the part of the supervisor could be as a result of infrequent training by their employers and complete absence of career development opportunities for supervisors. If they are properly trained, they would be equipped to conduct their services properly, irrespective of who is the school head and whatever level of services he/she operates.

12.3 Reformative Measures to Solve these Problems

Administrators should embrace the approach of share governance. They should recognize that every unit in the school system is bureaucracy and has a particular role, task and responsibility inherent in the office land for which it is principally accountable for outcomes.

The process of democratic consultation should be observed in the decision making process and appropriate level of feedback mechanism should be established to ensure coordination. Also systematic, efficient and effective channels of communication for all stakeholders of the school if established would go a long way to ameliorate some of these issues and problems of school administration and supervision.

This could further enhance operational principles of accountability and transparency in the performance of functions and responsibilities at all levels

Administrators have the main responsibility of generating and sustaining school culture and communicating core values and beliefs both within the school and the external environment. Therefore, they should be centrally concerned with the purposes and aims of education. These purposes provide the direction for both the leaders and the subordinates to perform their duties well.

In-text Question

..... should embrace the approach of share governance

In-text Answer

Administrators

There should be a clear distinction between the task of supervision and that of administration so as to allow the administrators and supervisors to perform their roles effectively.

The teachers and other subordinates, expect their supervisors to be democratic leaders and give them more autonomy in their role performance. While his/her super ordinates expect him/her to be democratic leader, to use his formal authority and to be more bureaucratic. This role conflict is majorly by experienced where the school head functions as both the administrator and the supervisor.

In-text Question

..... Should help guide with good human relations and empathy

In-text Answer

Supervisors

Being authoritative and bureaucratic goes against the spirit of initiative expected of teachers within today's school management practices. Supervisors should help, assist and indicate possible errors without waiting for them to occur in order to be able to sanction the teachers.

They should guide with good human relations and empathy. They should concentrate on the daily school processes in a systematic and integrated way. They should develop supportive networks between the teachers and the school board. They should take into account the know-how of the teachers and stimulate their professional development.

Summary of Study Session 12

In this study session, you have learnt that:

1. The trend which runs through the whole structure of a school system is the fact that there are so many issues and problems confronting the administration and supervision of the school system. Therefore attention should be focused on the whole system and not part of it. There should be involvement and corporate effort of all the stakeholder of the school in taking decisions on the affairs of the school. There should be more openness and transparent on educational issues.
2. The super-ordinates should act promptly to the reports and feedbacks of the supervisor so as to rescue the school system from further deterioration before things get out of control.
3. Good administrative plans should take care of the following:
 - a. Make teaching the primary activity of teachers and eliminate various distractions that remove teachers from classrooms on a regular basis. These include the current practice of assigning teachers to clerical and pedagogical functions.
 - b. Expand the mandate of national boards to include, teachers and administrators in the decision making since they are the ones to, execute the educational policy and objectives on the pupils.

- c. They should also make incentives and wage increase that would reward the school employees for what they know and do and not wait for them to agitate for that and embark on industrial actions before doing that.
- d. They should also upgrade teachers by offering sponsorship programmes of continuous education at all levels of school.

Self-Assessment Question (SAQs) for Study Session 12

Now that you have completed this study session, you can assess how well you have achieved its Learning outcomes by answering the following questions. Write your answers in your study Diary and discuss them with your Tutor at the next study Support Meeting. You can check your answers with the Notes on the Self-Assessment questions at the end of this Module.

SAQ 12.1 (Tests Learning Outcomes 12. 1)

Identify problems facing proper administration and supervision in your school

SAQ 12.2 (Tests Learning Outcomes 12. 2)

Write short on the supervisory issues

SAQ 12.3 (Tests Learning Outcomes 12. 3)

What type of solution can you proffer to resolve these issues and problems?

Notes on SAQs

SAQ 12.1

- a. The problem of insufficient personnel has further created another problem of lack of lasting impact of supervision visits on schools.
- b. In implementation of changes after supervisory visits to schools is another major issue.
- c. Problem of effective communication channels and lack of respect on the part of the school head, especially when the school head feels that the inspectors are young people who probably earn lower than them they tend to treat them with less regards and rub shoulders with them.

SAQ 12.2

There are problems of insufficient personnel and shortages of subject specialists to cover all the subjects and to form effective supervision and support team. The problem of insufficient personnel has further created another problem of lack of lasting impact of supervision visits on schools.

The few supervisors on ground are often work loaded and this has led to infrequent returning visits to schools to check if the necessary corrections have been made on the observation of the previous visits. This can make teachers to be less serious about the corrections they are to effect due to the initial supervisory visits to their schools when this

happens, it may jeopardize the aim of the supervision due to lack of quality control and organized follow up inspection.

SAQ 12.3

- a. Administrators should embrace the approach of share governance. They should recognize that every unit in the school system is bureaucracy and has a particular role, task and responsibility inherent in the office land for which kit is principally accountable for outcomes.
- b. Administrators have the main responsibility of generating and sustaining school culture and communicating core values and beliefs both within the school and the external environment. Therefore, they should be centrally concerned with the purposes and aims of education. These purposes provide the direction for both the leaders and the subordinates to perform their duties well.

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