

Challenges Preventing Effective Supervision of Universal Basic Education in Kuje Area Council of Federal Capital Territory, Abuja, Nigeria

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Abstract:

This study investigated the challenges preventing effective supervision of universal basic education programme in Kuje Area Council of FCT, Abuja, Nigeria. Survey research design was adopted for the study. The population of this study consisted of all the 50 teachers (male and female) in five (5) selected public primary schools and ten educational Supervisors in Kuje Area Council of FCT. Fifth (50) teachers and ten (10) supervisors were selected using purposive sampling technique, which gave a total of 60 respondents as sample size for the study. The Questionnaire used for the study had two sections. Section (A) collected information on bio-data while Section (B) collected information on the subject matter. The teachers' and supervisors questionnaire which was tagged (Challenges facing the supervision of universal basic school questionnaire) was designed by the researchers and used for data collection (CFSUBEQ). The data collected were analyzed using descriptive statistics (simple percentages). The result produced that inadequate Supervisors, inadequate supervision materials, insecurity, logistics problem, inadequate funding and poor capacity development of supervisors are the challenges preventing effective supervision of universal basic education programme in Kuje Area Council of FCT. Based on this findings, it was recommended that the government should increase the funding of supervision in the Area Council and in the country at large.

Key words: Challenges, Supervision, Instructional Supervision, UBE

INTRODUCTION

Olatunde-Aiyedun, Ogunode and Eyiolorunse-Aiyedun (2021) observed that the Nigerian government recognized the need to monitor not only the financial management of the school, but also the teaching of students. Educationists at the Ministries of Education both at the federal and the state levels have set up quality control divisions in their respective ministries to ensure that quality education is maintained. It has been established that quality and standard could be maintained in the educational institutions through regular inspection and continuous supervision of instruction in the schools.

Orji, Ogar and Aiyedun (2018) observed that the quality of basic education, measured in terms of student learning outcomes, is low in Nigeria. According to international standards, children who have completed grade 3 are expected to be fully literate. Yet in Nigeria only 66 percent of public

school students can read at least one of three words and 78 percent can add single digits after completing grade 4. In terms of variation across the States, a test administered to grade 4 pupils as part of the 2013 Service Delivery Indicator (SDI) Survey produced an overall low score of 32 percent, with the two southern states leading the ranking (59 and 54 percent) and the two northern states with significantly lower scores (23 and 20 percent).

Similarly, Alaba (2010) did a study in some Basic schools in Western Nigeria and concluded that primary schools in the region have good conditions for teaching and learning, and there are spacious and conducive classrooms for both teachers and students. Alaba also observed that the teaching standard was of good quality, after the assessment of the lesson notes of teachers in selected primary schools. But unfortunately, the results obtained from classroom test administered to the students revealed that they were of poor quality and students performed badly. This was because of inappropriate and inadequate test administered and high absenteeism. All these problems prevent the primary education level from attaining the heights that it is required to attain.

The problem of poor quality education at the basic schools is also occurring here in the Federal Capital Territory Abuja especially in Kuje Area Council of FCT. This study is aimed to investigate the challenges preventing effective supervision of universal basic education programme in Kuje Area Council of FCT, Abuja, Nigeria.

Purpose of the Study

The objectives of this study is to investigate the challenges preventing effective supervision of universal basic education programme in Kuje Area Council of FCT, Abuja, Nigeria. The sub-objective includes:

1. To ascertain if inadequate supervisors is preventing effective supervision of Universal Basic education in in Kuje Area Council;
2. To find out if inadequate supervision materials is preventing effective supervision of Universal Basic education in in Kuje area council;
3. To find out if insecurity is preventing effective supervision of Universal Basic education in in Kuje Area Council;
4. To find out if logistics problem is preventing effective supervision of Universal Basic education in in Kuje Area Council;
5. To find out if inadequate funding is preventing effective supervision of Universal Basic education in in Kuje Area Council; and
6. To find out if poor capacity development of supervisors is preventing effective supervision of Universal Basic education in in Kuje Area Council.

Research Questions

Based on this research objectives, the researcher formulated the following research questions to address the objectives:

1. Is inadequate supervisors preventing effective supervision of Universal Basic education in in Kuje area council?
2. Is inadequate supervision materials preventing effective supervision of Universal Basic education in in Kuje area council?
3. Is insecurity preventing effective supervision of Universal Basic education in in Kuje area council?

4. Is logistics problem preventing effective supervision of Universal Basic education in in Kuje area council?
5. Is inadequate funding preventing effective supervision of Universal Basic education in in Kuje area council?
6. Is poor capacity development of supervisors preventing effective supervision of Universal Basic education in in Kuje area council?

Review of Related Literature

Carter (2000) defines supervision as all efforts as designated to schools towards providing leadership to the teachers and other educational workers for the improvement of classroom instruction". Ezekwugo (2005) asserts that supervision is a planned programme required for the improvement of instruction. This implies that instructional supervision involves a set of activities, which are called on with the purpose of making the teaching learning process better for the learner. Orji, et al., (2018) noted that any type of assignments or projects that are undertaken by people and are not carefully supervised run into the danger of being haphazardly finished or not finished at all. He emphasized that considering the enormous roles of supervision of instruction for the achievement of the goal of education that the supervisors should be a leader which is well trained and skilled in human relation, group process, personnel administration and evaluation. Ogunode, Eyiolorunse-Aiyedun and Olatunde-Aiyedun (2021) stated that school supervision is a process of bringing about improvement in instruction by working with people who are working with pupils. Supervision in school is a process and coordination of activities which is concerned with the teaching and improvement of the teaching in the school. Supervision can also be said to be an interaction between at least two people for the improvement of an activity. School supervision is a process of bringing about improvement in instruction by working with people who are working with pupils. Supervision in school is a process and coordination of activities which is concerned with the teaching and improvement of the teaching in the school.

Olatunde-Aiyedun, Eyiolorunse-Aiyedun and Ogunode (2021) observed that instructional supervision is focused on how to improve learning. The objective of supervision of instruction is to improve the overall teaching process and to ensure that effective educational services are rendered by the teachers to the students. Supervision of instruction is carried out by those designated to do so. The following are the reasons for carrying out supervision of instruction in schools: assess and establish the performance of the teachers in the school; provide specific assistance to teachers with deficient teaching methods; discover teachers with special teaching skills and qualities in schools; ascertain and assess teachers classroom management skills; provide level playground for teachers growth and development; provide both knowledge and encouragement to young and inexperienced teachers; provide teachers with professional magazines, journals or references that would enlighten, motivate and encourage them to be familiar with changes in the instructional delivery methodologies; ensure the conformity of the dissenting teachers to the appropriate instructional delivery methods through directional leadership; organize induction programme to new teachers on various teaching methods available and make available other staff development programme that should serve as incentives to improve incompetent teachers, and assess the overall climate of the instruction available in the school and identify some of its most urgent needs (Ekpo & Aiyedun, 2019).

Olatunde-Aiyedun, and Ogunode (2021a) listed the objectives of supervision to include: to know the performance of the teachers recruited to teach in the school system; to determine whether a teacher should be transferred, promoted, retrained or dismissed; to provide professional information to teachers; to improve the incompetent teachers; to discover special abilities or qualities possessed by teachers in the schools; to guide teachers to the sources of instructional materials; to provide a guide

to staff development; to know the effectiveness of classroom management by the teachers.

There are many investigations on the instructional supervision. Some of the investigation include that of Christopher, Ambrose and Pearl (2019) revealed that Head teachers vetted lesson plans but never supervised lesson delivery. The study recommended that all supervisory strategies (internal and external) should be adopted inasmuch as both are necessary strategies for effective supervision. Secondly, it is recommended that head teachers should follow-up into the classrooms to supervise the lesson delivery, which forms a major part of the teaching and learning process. Onele & Aja (2016) also revealed that inadequate personnel, poor funding, poor transportation network and inadequate materials are the problems hindering the effective supervision of institutions.

Paul (2015) examined the problems militating against effective inspection of schools in Nigeria, such as: inadequate number of inspectors, inadequate motivation of inspectors, lack of executive power to ensure implementation of inspection recommendation among which include, provision of adequate number of inspectors; and provision of adequate transport facilities etc. Umar, Hauwa'u and Nura (2017) observed that Nigeria like all other developing nations is faced with challenges in its educational system. They identified poor communication, unqualified and untrained supervisors, lack of materials resource, inadequate supply of personnel, financial constraints, poor human relation, administrative problems, political instability, low teachers morale, indifferent attitude of ministry of education officials to the supervision of instruction among others as the problems facing the supervision of secondary schools. Paul further discovered that problems militating against effective school inspection in Nigeria includes: Inadequate number of school inspectors, Inadequate funds for school inspection., Inadequate transportation, Poor implementation of inspection reports, Inadequate facilities for inspection, Inadequate incentives and motivation, Inadequate training and experience in educational supervision, Lack of in – service opportunity for training and retraining of school inspectors, Inadequate time for inspection due to non- supervisory administrative burden, Lack of executive power to ensure implementation of recommendations, Lack of commitment by inspectors, Uncooperative attitude of the school principals and teachers, Inspector's autocratic supervisory style, Lack of follow-up inspection, Corrupt practice among the school inspectors and Use of unqualified teachers for inspection. This agrees with Eunice (2016) who revealed that adequate supervision in the early childhood education assists caregivers in acquisition of new skills; help inexperienced caregivers to acquire new method of teaching and helps them identify children with learning impairment, though not done regularly.

Methodology

The objectives of this study is to investigate the challenges preventing effective supervision of universal basic education programme in Kuja Area Council of FCT, Abuja, Nigeria. A survey research design was adopted for the study. The population of this study consisted of all teachers in public secondary schools in Kuje Area Council and educational supervisors in Kuje Area Council. A purposive sampling technique was used to select a sample size of 50 teachers (male and female) in five (5) selected public primary schools and ten educational supervisors in Kuje Area Council of FCT respectively, making a total of 60 respondents. The Questionnaire had two section. Section (A) and Section (B). Section A collected information on bio-data while section B collected information on the subject matter. The teachers' and supervisors questionnaire which was tagged (Challenges facing the supervision of universal basic school questionnaire) was designed by the researcher and used for data collection. The questionnaire (CFSUBEQ) was presented to experts in the area of Educational Research in the University of Abuja for face validation. Reliability of instrument was established by test retest reliability method with an index of 0.89. This procedure measured the degree of consistency overtime. A total of 60 copies of the questionnaire (CFSUBEQ) were

distributed out to the 60 teachers and supervisors that were used in the study. The data collected were analyzed using descriptive statistics (simple percentage).

Data Analysis and Result

Research Question 1: Is inadequate supervisors preventing effective supervision of Universal Basic education in in kuje area council?

Table 1: Responses on if inadequate supervisors preventing effective of supervision of Universal Basic education in in kuje area council

Responses	Frequency	Percentage (%)
Strongly Agree	24	40
Agree	36	60
Disagree	0	0.0
Strongly Disagree	00	0.0
Total	60	100

Responses from respondents on if inadequate supervisors is affecting the supervision of Universal Basic education in in Kuje area council. Result obtained revealed that 40% of the respondents strongly agree that inadequate supervisors is preventing effective supervision of Universal Basic education in in Kuje Area Council while 60% agreed that inadequate supervisors affecting the supervision of Universal Basic education in in Kuje Area Council. This implies that the respondents agreed that inadequate supervisors preventing effective supervision of Universal Basic education in in Kuje Area Council.

Research Question 2: Is inadequate supervision materials preventing effective supervision of Universal Basic education in in Kuje Area Council?

Table 2: Responses on if inadequate supervision materials preventing effective supervision of Universal Basic education in in Kuje Area Council

Responses	Frequency	Percentage (%)
Strongly Agree	44	73.34
Agree	16	26.66
Disagree	00	0.0
Strongly Disagree	00	0.0
Total	60	100

Reaction on if inadequate supervision materials is affecting the supervision of Universal Basic education in in Kuje Area Council. Result obtained revealed that 73.34% of the respondents strongly agree that inadequate supervision materials is preventing effective supervision of Universal Basic education in Kuje Area Council while 26.66% agreed that inadequate supervision materials is

affecting the supervision of Universal Basic education in in Kuje Area Council. This means that the respondents agreed that inadequate supervision materials is preventing effective supervision of Universal Basic education in in Kuje Area Council. This corroborated with the ideas of Adeoye (1999) who observed that supervisors lack relevant materials tools and resources necessary for effective execution of their functions.

Research Question 3: Is insecurity preventing effective supervision of Universal Basic education in in Kuje Area Council?

Table 3: Responses on if insecurity preventing effective supervision of Universal Basic education in in Kuje Area Council

Responses	Frequency	Percentage (%)
Strongly Agree	22	36.66
Agree	38	63.34
Disagree	0	0.0
Strongly Disagree	00	0.0
Total	60	100

Result obtained on if insecurity is affecting the supervision of Universal Basic education in in Kuje Area Council. Result obtained revealed that 36.66% of the respondents strongly agree that insecurity is preventing effective supervision of Universal Basic education in in Kuje Area Council while 63.34% agreed that insecurity is affecting the supervision of Universal Basic education in in Kuje Area Council. This means that the respondents agreed that insecurity is preventing effective supervision of Universal Basic education in in Kuje Area Council

Research Question 4: Is logistics problem [poor transportation and communication network] affecting the supervision of Universal Basic education in in Kuje area council?

Table 4: Responses on if logistics problem preventing effective supervision of Universal Basic education in in Kuje Area Council

Responses	Frequency	Percentage (%)
Strongly Agree	14	23.34
Agree	26	43.34
Disagree	12	20
Strongly Disagree	08	13.34
Total	60	100

Result obtained on research question four revealed that 23.33% of the respondents strongly agree, 43.33% agreed that logistics problem is affecting the supervision of Universal Basic education in in Kuje Area Council while 20% disagree and 13.34%.strongly agreed that logistics problem is preventing effective supervision of Universal Basic education in in Kuje area council. This means that the majorities of the respondents agreed that logistics problem is preventing effective supervision of Universal Basic education in in Kuje Area Council.

Research Question 5: Is inadequate funding [imprest money or special allowances] affecting the supervision of Universal Basic education in in Kuje Area Council?

Table 5: Responses on if inadequate funding preventing effective supervision of Universal Basic education in in Kuje Area Council

Responses	Frequency	Percentage (%)
Strongly Agree	13	21
Agree	47	79
Disagree	0	0.0
Strongly Disagree	00	0.0
Total	60	100

Result obtained on if inadequate funding is affecting the supervision of Universal Basic education in in Kuje Area Council. Result obtained revealed that 21% of the respondents strongly agree that inadequate funding is preventing effective supervision of Universal Basic education in in Kuje Area Council while 79% agreed that inadequate funding is preventing effective supervision of Universal Basic education in in Kuje Area Council. This means that the respondents agreed that inadequate funding is preventing effective supervision of Universal Basic education in in Kuje Area Council.

Research Question 6: Is poor capacity development of supervisors preventing effective supervision of Universal Basic education in in Kuje Area Council?

Table 6: Responses on if poor capacity development of supervisors preventing effective supervision of Universal Basic education in in Kuje Area Council

Responses	Frequency	Percentage (%)
Strongly Agree	05	8.34
Agree	55	91.66
Disagree	00	0.0
Strongly Disagree	00	0.0
Total	60	100

Result obtained on if poor capacity development of supervisors is affecting the supervision of Universal Basic education in in Kuje Area Council. Result obtained revealed that 8.34% of the respondents strongly agree that poor capacity development of supervisors is preventing effective supervision of Universal Basic education in in Kuje Area Council while 91.66% agreed that poor capacity development of supervisors is affecting the supervision of Universal Basic education in in Kuje Area Council. This means that the respondents agreed that poor capacity development of supervisors is preventing effective supervision of Universal Basic education in in Kuje Area Council.

Discussion

Responses from respondents on if inadequate supervisors is preventing effective supervision of Universal Basic education in in Kuje Area Council. Result obtained revealed that the majorities of the respondent agreed that inadequate supervisors preventing effective supervision of Universal Basic education in in Kuje Area Council. This implies that the respondents agreed that inadequate supervisors preventing effective supervision of Universal Basic education in in Kuje Area Council. This finding agreed with Olatunde-Aiyedun and Ogunode (2021b) who noted that the number of schools and teachers to be supervised are much not proportional to the number of supervisors. Onele and Aja (2016) also revealed that although some of the available supervisors are qualified but the number are not adequate for effective supervisions of instruction to be carried out in primary schools.

Reaction on if inadequate supervision materials is preventing effective supervision of Universal Basic education in in Kuje Area Council. Result obtained revealed that that majorities agreed that inadequate supervision materials is affecting the supervision of Universal Basic education in in Kuje Area Council. This means that the respondents agreed that inadequate supervision materials is affecting the supervision of Universal Basic education in in Kuje Area Council. This corroborated with the ideas of Aiyedun (2020) who observed that supervisors lack relevant materials tools and resources necessary for effective execution of their functions. Onele & Aja (2016). It is also evident from the mean responses of item 17 — 20 that supervisors do not go with teachers' performance evaluation report forms. Supervisors are not provided with stationeries', computers and projectors to facilitate their Job. The grand mean is below the criterion mean of 2.50. This implies that inadequate materials and equipment constitute a challenge to the supervisors of instruction in primary school.

Result obtained on if insecurity is preventing effective supervision of Universal Basic education in in Kuje Area Council. Result obtained revealed that majorities of the respondents agreed that insecurity is preventing effective supervision of Universal Basic education in in Kuje Area Council. This means that the respondents agreed that insecurity is affecting the supervision of Universal Basic education in in Kuje Area Council. This was in agreement with Ogunode and Aiyedun (2020) that revealed issues, challenges and way forward of effective administration and supervision in schools in which insecurity was discussed.

Result obtained on research question four revealed that majorities agreed that logistics problem is preventing effective supervision of Universal Basic education in in Kuje Area Council. This agrees with Aiyedun and Ogunode (2020) that stated that logistics problem is preventing effective supervision of Universal Basic education in in Kuje Area Council.

Result obtained on if inadequate funding is preventing effective supervision of Universal Basic education in in Kuje Area Council. Result obtained revealed that majorities are of the view that inadequate funding is affecting the supervision of Universal Basic education in in Kuje Area Council. This means that the respondents agreed that inadequate funding is preventing effective supervision of Universal Basic education in in Kuje Area Council. Onele & Aja (2016) the finding indicated that supervisors are not provided with imprest money or special allowances to take care of running cost and as such are tempted to ask for or receive financial gratifications from principals and teachers. This made them to compromise the aim of supervision and reduce the personality of the supervisors. This finding is in line with the findings of Olatunde-Aiyedun (2021) who noted that challenges of economic reality made government to be lacking zeal in funding of institutions especially on environmental matters.

Result obtained on if poor capacity development of supervisors is affecting the supervision of Universal Basic education in in Kuje Area Council. Result obtained revealed all the respondents

agreed that poor capacity development of supervisors is affecting the supervision of Universal Basic education in in Kuje Area Council. This means that the respondents agreed that poor capacity development of supervisors is affecting the supervision of Universal Basic education in in Kuje Area Council. Paul (2015) Ninety five percent (95%) of the studied subjects rated this problem as very serious/serious problem militating against effective school inspection in Nigeria. It is quite unbelievable that in the 21st century, Nigeria is still operating school inspection with non-professionals that is staff without a degree in Educational Supervision.

Conclusion, Implication of the Study

The objectives of this study was to investigate the challenges preventing effective supervision of universal basic education programme in universal schools in Kuje Area Council of FCT. Result collected led to the conclusion that majorities of the respondents agreed that inadequate supervisors, inadequate supervision materials, insecurity, logistics problem, inadequate funding and poor capacity development of supervisors are the challenges preventing effective supervision of universal basic education programme in Kuje Area Council of FCT, Nigeria.

Recommendations

Based on this findings, the following recommendation were made:

- A. The government should increase the funding of supervision in the Area Council and in the country at large
- B. The government should provide all the supervision materials for supervisors to enable them function properly while at duties
- C. The government should provide security for supervisors on the field to rural areas to guarantee their safety
- D. The government should employ more professional supervisors and deploy to the supervision and inspection unit of the ministries
- E. The government should ensure supervisors are regularly exposed to training and retraining programme to improve the capacity of supervision.

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