

SUPERVISION A STRATEGY FOR STUDENT RETENTION IN SCHOOLS IN THE 21ST CENTURY: IMPLICATION FOR COUNSELLING

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Abstract

The study examined supervision as a strategy for student retention and counseling implication. The study was a descriptive survey. The population of the study comprised 2608 male and 1123 female teachers. The sample for the study consists of 347 respondents using Yaro-Yamen formula. The instrument for data collection was 14-item research questionnaire. Data collected were analyzed using mean, standard deviation and t-test statistics. The finding of the study shows that human and material resources are required for school supervision. The study also revealed training of personnel to acquire pedagogical skills for school supervision. It was recommended that Benue State government should recruit qualified supervisors and counsellors to public secondary schools in the State. Supervisors from State ministry of education, Benue State Teaching Service Board, school administrators, counsellors and teachers should be trained and re-trained regularly to acquire the required skill and competency for school supervision.

Introduction

Education is widely accepted as a major instrument for promoting social-economic, political and cultural development in Nigeria, Benue State inclusive. Education provides knowledge, prepares future leaders, development and the high-level technical capabilities that underpin economic growth and development. Ibukun in Ekundayo and Ajayi (2009) posited that the main purpose and relevance of education secondary education inclusive, in Nigeria is the provision of much needed manpower to accelerate the social-economic development of the nation.

Secondary education is that form of education that comes after primary school education. Secondary education occupies a strategies position in Benue State because of its process making use of available human and material resources towards the achievement of educational goals at the secondary school level. The goals, according to the National Policy on education (2004) are preparation of individual for.

Useful within the society

Preparing students for higher education

Considering the importance of secondary education as outline in the National policy on education (FRN,2004) school principals, counsellors teachers and educational administrators are expected to supervise secondary school activities. Adepoju (1998) defines supervision as the process of bringing about improvement in instruction by working with people who are working with pupils. In the context of this study, supervision is defined as an interaction involving established relationship among teachers, students and the supervisor such that the supervisor improve the competencies of the classroom teacher and instruction.

Over the years, public secondary school has suffered severely in various forms off neglects of responsibility both from the side of the government and the management board of the system, thereby affecting the effectiveness of students. It seems that supervision of public secondary school has been poor thereby allowing the existence of many inadequacies in the schools. This could have being responsible for poor performance of secondary school students in West Africa Examination Council and National Examination Council. Considering government huge investment towards secondary education, it seems that the result is not commensurable with the management process.

The school principals, vice principals, the teachers and school supervisors are expected to perform management functions in order to improve students study habits and academic performance. Onaifade (2004) defined management as a process of making use of human and non-human resources to achieve organizational goals. In the context of this study, management involves planning, controlling, coordinating and directing the available human and material resources to ensure retention of students in secondary schools.

The social demand for secondary education in Benue State has brought about increase in the enrolment of students in schools. This fact was confirmed by Aghenta (2001) who pointed out that social demand approach considered education as a service that is demanded by people just like any other goods or services. Thus, the free education at the primary and junior secondary school levels in Nigeria was a response to the social demand of education by people in Nigeria. The free education introduced by the administration of President Olusegun Obasanjo has led to considerable expansion in student enrolment in the school system and this has created demand for government and the school management to ensure retention of students in schools. Ochai, (2004) defines retention as the number of students who are admitted at the beginning of a period in a school and remain within the school at the end of a given period. In the context of this study retention implies the individual students admitted to a school and are able to remain in the school system to the period of their graduation. The school management requires resources to ensure that students admitted are retained to the period of their graduation.

Resources are imperative in ensuring teaching and learning in the school. Resources could be human beings or materials that are used to function in the school. Resource is a basic function of management that determine supervision and

coordination of students. Maduewesi (2005) revealed that resources are needed for supervision, implementation, facilitation of knowledge, skills and competence for the attainment of educational goals and objectives. However, effective utilization of resources requires training of personnel in the school system.

Effective supervision depends on the quality of education and training of personnel. Personnel are key agents in providing effective instructional functions to the students. Oky (2001) revealed that the type of knowledge required by personnel for supervision, are knowledge for making arrangement and setting conditions for the purpose of ensuring students retention in schools. According to Oboegbulem (2001) application of knowledge acquired will build confidence in personnel and help to render effective services to students. It is against this background that the present study sought to find out supervision as strategy for students retention in secondary schools in Benue state.

Statement of the problem

Supervision is a function of management. It has been established that there is poor supervision of public secondary schools in Nigeria in general and Benue State in particular. This poor supervision has resulted in ineffectiveness and inefficiency as well as poor delivery in all most every public secondary school within Benue State. Stakeholders in education sector as well as the general public are pointing fingers to only government shouldering the responsibilities of resource provision as well as supervision. The question which ones pose is what change will be made in a situation where supervisors from educational management agencies are involved in the supervision of public secondary school. Based on this, the problem which the study intends to investigate how supervision can enhance student retention in secondary schools in Benue state.

Purpose of the Study

The purpose of the study is to investigate supervision as a strategy for student retention in secondary schools. Specifically, the study intends to:

1. Ascertain resources require for school supervision
2. Determine training of personnel for school supervision

Research Questions

The following research question guided the study

1. What are the resources require for school supervision?
2. What are the training needs of personnel for school supervision

Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance

H₀₁ There is no significant difference between the mean scores of male and female teachers with regards to resources required for supervision of secondary schools.

H0₂ There is no significant difference between the mean scores of male and female teachers with regards to training needs of personnel for school supervision

Methodology

The study adopted a survey research design. The study was carried out in zone B Senatorial District of Benue State. The population of this study comprised of both male and female secondary school teachers (from public secondary school). The population belongs to teachers in the three local government areas in Zone B Senatorial District of Benue State, which include Gboko, Tarka and Makurdi with a total population of 1485 male teachers and 1123 female teachers summing up to this population of 2608.

The sample for this study consists of a total of 2,608 male and female teachers. Because of the heterogeneity of the population, the research made use of proportionate stratified random sampling. This technique ensures greater representation of the sample relative to the population and guarantees that minority constituents of the population are represented in the sample (Emaikwu, 2011). Stratification was made based on the sex of teachers (male and female). The respondents were drawn randomly from each stratum that make up the population, and are maintained in the sample. A sample size of 347 was calculated using Yaro-Yamen’s formula.

The instrument for data collection was self researcher questionnaire. The instrument was developed based on information generated from the study. The instrument was face validated by experts. The instrument validated was trial tested to ascertain the validity of the instrument. Descriptive statistics of mean and standard deviation were used to answers the research question while t-test was used to test the hypotheses at 0.05 level of significance.

Results

The Result of the study is organized according to research questions and hypotheses that guided the study.

Research Question 1: what are the required resources for school supervision?

Table 4.1: Mean Responses on Required Resources for School Supervision

s/n	Items	X	SD	Remark
1	Physical resources	3.22	0.70	Accepted
2	Education plans	3.10	0.54	Accepted
3	Human resources	3.01	0.74	Accepted
4	Time resources	2.90	0.77	Accepted
5	Financial resources	2.91	0.84	Accepted
6	Information resources	2.84	0.78	Accepted

From the table above, response to item 1 has a mean score of 3.22 and standard deviation of 0.70 which is above the benchmark of 2.5 for mean score so was accept

the fact that physical resources is a resources for school supervision. Likewise items 2, 3, 4, 5 and 6 mean scores 3.10, 3.01, 2.90, 2.91 and 2.84 respectively are also above the benchmark of 2.5. It was concluded that material resources, education plans, human resources, time resources, financial resources and information resources are all available resources for school supervision.

Research Question 2: what are the training needs of personnel for school supervision?

Table 4.2 Mean Responses on Training Needs of Personnel

S/N	Items	X	SD	Remark
7	Pedagogical skill mastery of subject matter, teaching aids presentation of content.	3.51	0.58	Accepted
8	Evaluation skill in question continuous assessment.	3.29	0.55	Accepted
9	Disciplinary skill class control, punishment, maintenance of order	3.41	0.65	Accepted
10	Motivational skill on issues bordering on rewards and reinforcement.	3.18	0.78	Accepted
11	Reportorial skill in documentation of report card, class register, log book.	3.15	0.66	Accepted
12	Management skill in time management, good use of teaching aids, student behaviour.	3.42	0.61	Accepted
13	Interactive skill in creation of rapport, teacher's personality.	3.09	0.91	Accepted
14	Analytical skills in possession of mathematical ability, interpretation of date.	3.18	0.67	Accepted

Table 2 shows the responses of the respondents on training needs of personnel for supervision. A look at the table revealed that the respondents accepted all the items on the table. This implies that the respondents agreed to all the items on the table as training needs of personnel for school supervision.

Hypotheses

H₀₁ There is no significant difference in the mean score of male and female teachers on resources required for school supervision in Benue State.

Table 3: Summary of t-test Analysis of Resources Required for School Supervision

S/N	Teachers	No	\bar{X}	SD	Df	Critical Value	Table Value	Decision
1	Male	193	2.99	0.72	345		1.96	
2	Female	154	3.34	0.60		0.84		Significance

Table 3 indicates that the calculated t-value is 0.84 at 0.05 level of significance. Since the calculated t-value is less than the table value of 1.96, the null hypothesis is accepted. Therefore, there is no significance different in the mean score of male and female teachers on resources required for school supervision in Benue State.

Hypothesis 2

H₀₂ There is no significant difference between the mean scores of male and female teachers with regards to training needs of personnel for school supervision

Table 3: Summary of t-test Analysis of Training Needs of Personnel

S/N	Teachers	No	\bar{X}	SD	Df	Critical Value	Table Value	Decision
1	Male	193	3.27	0.69	345		1.96	
2	Female	154	3.91	0.73		0.74		Significance

Table 4 reveals that the calculated t-value is 0.74 at 0.05 level of significance. Since the calculated t-value of 0.74 is less than the table value of 1.96, the null hypothesis of the study is accepted as stipulated. Therefore, there is no significant difference between the mean scores of male and female teachers with regards to training needs of personnel for school supervision

Discussion

On resources for supervision in secondary schools for student retention the major finding of the responses of the respondents revealed human resources, financial resource and physical resources. The finding is in line with Maduewesi (2005) who maintained that recourses are needed for school supervision, implementation of school activities, facilitation of knowledge skills and competence for the attainment of educational goals and objectives. The analytical hypothesis one indicated that there is no significant difference between the mean responses of male and female teachers on resources required for school supervision.

The responses of the respondents on training needs of personnel for school supervision show that the major finding includes: training to acquire pedagogical skills, management skills, motivational skills and reportorial skills. The finding is in agreement with Oky (2001) who revealed that the type of knowledge required for supervision include management skills for making arrangement and setting conditions for the purpose of ensuring students retention. The result from the respondents agreed

with the second hypothesis made that there is no significant difference between the mean responses of male and female teachers with regards to training needs of personnel for school supervision.

Conclusion

Considering the findings of the study, there is need for school supervision to monitor and to ensure that student remains in secondary schools in Benue state. This is evident from the findings of this study. The findings have led the researchers to conclude that supervisors, teachers, administrators and school counsellors are required for school supervision. It was concluded that supervisors and counsellors who are personnel requires training for effective school supervision.

Recommendations

Based on the findings of this study the following recommendations were made bearing in mind the importance of school supervision in secondary schools in Benue state.

1. Benue state government should recruit qualified supervisors and counsellors to public secondary schools in the state. These personnel will help in addition to supervisors and inspectors from Benue State Ministry of Education and Benue state Teaching Service Board.
2. Supervisors from state Ministry of Education, Benue State Teaching Service Board, school administrators counsellors and teachers should be train and re-train regularly to acquire the require skill and competency for school supervision.

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