

Assessment Of Basic Education Head Teachers And Supervisors' Professional Training Needs In Kano North Senatorial Zone.

*¹Yusuf Isyaku. (Ph.D), ²Okegbile, A. S. (Ph.D), ³Peni H. Y. (PhD)⁴Guda H. R.
¹⁻⁴Federal College of Education (Technical) Bichi, Kano State.

Abstract

The quality of every education system is a function of the quality of its managers. In the school system, the managers includes the Head-teachers and the supervisors. The duo works to ensure the effectiveness of the teaching and learning processes. To attain effective management, the managers require professional training and retraining. Due to this, Governments, Non-Governmental Organizations have persistently created avenues to improve their capacities. However, despite the capacity building workshops, the performance of students has persistently been very low! The low performance reflects the inefficiency of the workshops that are organized without identifying the areas of need. These shows that there is the need to assess the training needs of these stakeholders that manage the public Basic schools in Kano North Senatorial Zone. This study assess the training need requirements of Head-teachers and supervisors in the zone. The sample size was determined using the Raosoft® sample size calculator to be 190 and 128 for Head teachers and supervisors respectively. Two instruments developed by the researchers were used for data collection for Head Teacher and supervisors. The Head-teachers Assessment Inventory (HTAI), and Supervisors Assessment Inventory (SNAI). The instruments were validated by experts and their reliabilities established through the test-retest method and Cronbach alpha statistic to be 0.78 and 0.66 for HTAI and SNAI respectively. The study concludes that the Head-teachers and supervisors training is deficient in producing Head teachers and supervisors without desired skills. Hence it is recommended that. Training needs be considered either through survey or literature search before the planning and execution of same. Public Primary schools Head-teachers and Supervisors should be made to join relevant professional organizations to enhance their collaborative skills and acquire skills of enquiry and creativity.

Key words: Assessment, Basic Education, Professional training needs

Date of Submission: 05-12-2023

Date of Acceptance: 15-12-2023

I. INTRODUCTION

The introduction of the 9-3-4 system of education in the country has necessitated a greater attention of supervision more than before for ensuring quality and effectiveness of the system. This justifies Nkang's (2002) assertion that without thorough management and supervision, even the best program set out in a well-structured establishment cannot be effectively executed. If the stand of education in our primary schools can be highly improved, then management and supervision must be given priority. This would influence effective teaching and learning that would result in maximum productivity that commensurate government investment in primary education.

School administration and supervision according to Onasanya (2007) is essentially the practice of monitoring the performance of school personnel, noting the merits and demerits and using befitting and amicable techniques to ameliorate the flaws while still improving on the merits; thereby, increasing the standard of the schools and achieving educational goals. For Dodd (2008) supervision is a way of advising, guiding, refreshing, encouraging, stimulating, improving and overseeing certain groups with hope of seeking their cooperation. According to Nwankwo (2004) supervision can be divided into two categories: instructional and personnel supervisions. He defined instructional supervision as a set of activities which are carried out with the purpose of making teaching and learning situation better for the learners; while personnel supervision on the other hand, deals with the set of activities which are carried out by the supervisors with the basic aims of sensitizing, mobilizing and motivating staff in the schools towards performing their duties optimally in terms of the achievement of the stated aims and objectives of the education system. Olele (1995) states that, to achieve the set goals and objectives for which the system of education was enacted, proper and adequate teachers' instructional and personnel supervision must be properly addressed and carried out to the later. In this regard school administrators and supervisors' capacity development become important sphere for research exploration.

The FRN (2013) emphasized that school administration and supervision would continuously be exposed to innovation through capacity building. Capacity building refers to a set of activities that are aimed at building abilities, relationships and values that will enable organizations, groups and individuals to improve their performance and achieve development objectives (United Nations Environment Programme (UNEP), 2006). There is an international consensus that capacity building is key to promoting sustainable development. Hence, UNEP (2006) observed that more attention needs to be drawn to the way to go about it. This is because, most capacity building programs and especially those of Head-teachers and Supervisors are conducted without taking cognizance of the professional needs of the education stakeholders. Cannon, Kitchel, Duncan and Arnett (2011) lamented that the design of professional development programs were not collaborative venture between professional development providers and the stakeholders. Hence, the imperative of assessing the needs of the stakeholders. Gaible and Burns (2005) and Moeini (2000) stated that needs analysis begins with problem identification and definition related to the beneficiary. The involvement of the beneficiaries in the development of the capacity building programs through the identification of their professional needs cannot be over emphasized. This study is aimed at assessing the professional needs of head-teachers and supervisors at Basic Education Level in the Kano North Senatorial Zone.

Objectives of the Study

The objectives of this study include:

- i. Identify the professional needs of Head Teachers and supervisors,
- ii. Identify the areas of capacity building needs for the in-service Head Teachers and supervisors,
- iii. Provide the bases to improve the quality of supervision and learning;

The professional needs assessment will purposefully be centered around:

1. School administration and supervision
2. Assessment and evaluation

Research Questions

The following research questions are developed to guide the study

1. What Professional skill needs do primary school head-teachers and supervisors need?
2. What is the gender difference in the perceived need for the administration and supervision among head-teachers and supervisors?
3. What is the impact of head-teachers and supervisors' qualification on the perceived need for development of professional skills among head-teachers and supervisors?

Research Hypothesis

H₀₁: There is no significant gender difference in the perceived need for development, administration and supervision among head-teachers and supervisors.

H₀₂: There is no significant difference in the perceived need for development, administration and supervision among head-teachers and supervisors of varying years of service.

II. METHODOLOGY

Research Design

The study employed survey research design and classroom observation in investigating the needs of head-teachers and supervisors of public Basic Schools in Kano North Senatorial Zone. The population of the study is the entire head-teachers and supervisors, in public schools at Basic level in Kano North Senatorial Zone. The detailed description of the population is presented in table 1.

Sample and Sampling technique

The sample size was determined by subjecting the total population of head-teachers and supervisors to the Raosoft® sample size calculator at 95% confidence interval. The sample size was determined to be 190 for head teachers and 128 for supervisors. The sample size was proportionately distributed between gender and among the 13 local Governments. The summary of the population and the sample is presented in tables 1.

Table 1: Population and Sample Distribution of Head-teachers and Supervisors in Kano North Senatorial Zone.

Sn	LGA	No of Schools	Population of Head-Teachers			Sample Selected			Population of supervisors			Sample Selected		
			M	F	Total	M	F	Total	M	F	Total	M	F	Total
1.	Bagwai	21	15	6	21	16	1	17	10	-	10	6	-	6
2.	Bichi	41	32	9	41	17	5	22	18	1	18	10	-	10
3.	Dambatta	25	20	5	25	17	3	20	20	-	21	10	1	11
4.	DawakinTofa	17	14	3	17	12	2	14	14	-	14	8	-	8
5.	Gabasawa	23	20	3	23	15	2	17	16	-	16	10	-	10
6.	Gwarzo	31	26	5	31	16	1	17	21	-	21	10	-	10
7.	Kabo	29	26	3	29	16	1	17	21	-	21	10	-	10
8.	Kunchi	21	20	1	21	10	1	11	14	-	14	10	-	10
9.	Makoda	13	10	3	13	8	0	8	14	1	14	8	-	8
10.	RiminGado	19	16	2	19	11	1	12	14	-	14	11	1	12
11.	Shanono	23	20	3	23	12	0	12	17	-	17	12	-	12
12.	Tofa	20	16	4	20	10	1	11	17	-	17	10	-	10
13.	Tsanyawa	27	21	6	27	11	1	12	20	20	11	11	-	11
Total		310	256	53	310	171	19	190	210	02	217	126	02	128

Instruments for Data collection

Two instruments developed by the researchers were used for data collection. The Head-Teachers Needs Assessment Inventory (HTNAI) and the Supervisors Needs Assessment Inventory (SNAI). The instruments are made up of sections. Section A requested for demographic information such as respondents' age, sex (i.e. male or female) and qualifications as head-teacher and supervisor. Section B contains items relating to management and control; Section C contains items relating to record keeping; Section D deals with school - community relationship; Section E sought for responses related to assessment and evaluation. The instruments also provided a space for the respondents to write freely such items that were not provided for in the instruments.

The instruments were validated by experts in measurement and evaluation, curriculum studies; from the Kano State Basic Education Board and the Federal College of Education (Technical), Bichi, Kano state, Nigeria. The validation was meant to determine the appropriateness of the language used and suitability of the instruments at providing the required data for the study.

The reliability of instruments were tested through the test-retest method using schools in Ungogo Local Government area, Kano state. The reliability coefficients were statistically obtained the Cronbach Alpha statistic on SPSS version 24 at $p = 0.05$ to be 0.68 and 0.63 for HTNAS and SNAI respectively.

III. Results

The data collected from this study were analyzed using mean and standard deviation to answer the research questions while the research hypotheses were tested using non parametric inferential statistics as follows:

Table 2: Summary of head-teachers Responses to items in HTNAS.

SECTION	ITEM NO	ITEM	SA	A	D	SD	MEAN	STDEV	REMARK
A	1		44	50	59	17	2.71	0.96	
	2		55	76	33	6	3.06	0.81	
	3		20	56	76	18	2.46	0.84	
	4		56	86	18	10	3.11	0.81	
	5		21	30	71	43	2.21	1.01	
	6		18	61	83	6	2.58	0.82	
B	1		14	6	83	64	1.82	0.85	
	2		22	13	71	64	1.96	0.99	
	3		7	51	68	44	2.12	0.84	
	4		11	7	96	56	1.84	0.78	
	5		11	22	93	42	2.05	0.86	
	6		12	66	81	9	2.52	0.80	
	7		4	10	48	106	1.54	0.93	
C	1		12	63	67	25	2.37	0.82	
	2		30	60	65	15	2.62	0.88	

	3		6	105	43	16	2.59	0.71	
	4		29	98	39	4	2.89	0.70	
	5		9	13	92	54	1.90	0.84	
	6		6	87	46	23	2.51	0.87	
	7		10	72	59	18	2.52	0.92	
D	1		6	78	78	5	2.51	0.62	
	2		15	63	66	23	2.42	0.84	
	3		22	67	68	10	2.60	0.79	
	4		21	34	71	41	2.21	0.96	
	5		15	62	61	27	2.43	0.91	
	6		27	111	27	0	3.04	0.66	
	7		32	91	39	0	3.01	0.79	

N =170

Table 3: Summary of Supervisors' Responses to items in SNAI.

SECTION	NO	ITEM	SA	A	D	SD	MEAN	SD	REMARK
A	1		16	43	55	14	2.48	0.85	
	2		0	65	58	5	2.47	0.57	
	3		15	64	35	14	2.63	0.83	
	4		16	28	63	21	2.30	0.89	
	5		17	16	60	35	2.12	0.96	
	6		13	11	104	0	2.29	0.64	
	7		18	100	5	5	3.02	0.58	
	8		0	0	72	56	1.56	0.50	
B	1		5	40	60	23	2.21	0.78	
	2		7	65	44	12	2.52	0.74	
	3		26	83	19	0	3.05	0.59	
	4		19	53	56	0	2.71	0.71	
	5		0	76	45	7	2.54	0.60	
	6		14	54	60	0	2.64	0.67	
	7		7	121	0	0	3.05	0.23	
	8		7	32	77	6	2.33	0.66	
	9		50	59	7	12	3.15	0.90	
	10		13	31	57	27	2.23	0.90	
C	1		14	71	37	0	2.81	0.62	
	2		7	42	67	6	2.41	0.68	
	4		0	27	69	32	1.96	0.68	
	5		5	52	44	27	2.27	0.84	
	6		7	46	57	18	2.33	0.78	
	7		13	12	88	15	2.18	0.77	
	8		13	89	20	6	2.85	0.65	

N = 128

Results from the table 2 above shows that Head-teachers agreed that they find it difficult to employ different effective methods in management and control of staff. This is coupled with their perception of difficult of managing and controlling the staff. This position is glaring as most Head-teachers and supervisors' operates laissez-faire style in discharging responsibilities despite the confirmation of its ineffectiveness. this finding agrees with Ebon andInyon (2010) who established that Head-teachers and Supervisors are not brace up to their responsibilities as internal supervisors by properly overseeing the operation of the school and making sure teachers discharge their duties effectively.

The results also revealed that the Head-teachers and Supervisorslack appropriate management and control skills. Although they are bedeviled with this beliefs, yet, a well-trained and innovative Head-teacher and Supervisor should be geared towards the improvement of teaching/learning situation for the benefit all. Head – teachers and Supervisors are expected to help in the identification of the areas of strength and weakness of staff for development and creates effective strategies for managing and controlling staffto achieve the objectives.

Another important deficiency revealed by the Head-teachers and Supervisors in the aspect of assessment. The assessment made by the Head-teachers and Supervisors mostly borders on physical seeing of staff, scheduled and summative form of assessment. This is however related to the objectives revealed in their plans. Most of the objectives stops at the assessment of the presence of staff and using the scheduled/periodic time of assessment, not unscheduled and constant assessment that are based on effective performance. With this, the staff are not challenged to critical thinking for their development and are therefore not creative.

The study went further to determine the impact of gender and qualification of head-teachers and supervisors on their perception of need for the development, selection and use of different administration techniques. To answer the research question the corresponding hypothesis was tested using Mann-Whitney-U-test. The summary of the result is presented in table 3.

Table 3: Mann-Whitney U test comparison of teachers' perception of training needs based on gender

SCORE	Ranks				U	p
	GENDER	N	Mean Rank	Sum of Ranks		
	Male	277	148.26	41089.00	2566.00	0.367
	Female	21	165.81	3482.00		
	Total	298				

From the results in table 3, $U(295) = 2566.00$; $p > 0.05$. This shows that there is no significant difference in the perception of training needs between male and female head-teachers and supervisors. Hence the null hypothesis is retained.

The null hypothesis 2 sought the impact of head-teachers and supervisors' qualification on their perceived training area needs. To test the hypothesis, the data was treated with Kruskal Wallis H test. The summary of the analysis is presented in table 4.

Table 4: Kruskal Wallis H test comparison of head-teachers and supervisors' perception of training needs based on qualification

SCORE	QUALIFICATION	N	Mean Rank	df	Chi-square	p
	DIPLOMA	18	123.14	02	2.450	0.294
	NCE	173	154.03			
	BSc Ed/BED	106	145.19			
	Total	297				

From the results in table 4, $Chi(2) = 2.450$; $p > 0.05$. This shows that there is no significant difference in the perception of training needs among head-teachers and supervisors of varying qualifications. Hence, the null hypothesis was retained.

IV. Conclusion and Recommendations

As cited earlier, Head-teachers and Supervisors are the most important factors in achieving quality administration and management of education in any nation (Bichi, 2011; Lawal, 2008; Akale, 2006). Good managers in any system are as result of good training. There could be shortcomings in every human endeavour including administration and supervision. Such shortcomings leads to production of managers with little or inadequate skills to deliver the expected educational growth. This study concludes that the administration and supervision system in Nigeria is deficient as such it is producing managers without the desired skills. Such skills include poor supervision skills, poor management skills and poor assessment skills; etc. hence it is recommended that.

- i. Training needs be considered either through survey or literature search before the planning and execution of same;
- ii. Promotion of head-teachers and supervisors should be made based on proven evidence of innovation in administration and supervision not only based on attainment of minimum years of promotion.
- iii. Head-teachers and supervisors of primary and secondary schools should be made to join professional organisations relevant to them to enhance their interaction and collaboration skills as well as instil in them the skill of enquiry and creativity.

References

- [1]. Adedeji, S. O. And Olaniyan, O. (2011) Conditions Of Teachers And Teaching In Rural Schools Across African Countries. Fundamentals Of Teacher Education Development 2http://Unesdoc.Unesco.Org/Images/0021/002160/216062e.Pdf
- [2]. Akale, M. A. G. (2006). Teacher Preparation For National Educational Reform. Lead Paper Presented At The 4th National Conference Of The Federal College Of Education (Technical) Bichi. Kano State. 3rd – 6th July.
- [3]. Dodd, W. A. (2008) Primary School Inspection In New Countries. London Oxford University Press.
- [4]. Bichi, S. S. (2011). Teachers In Nation Building: Challenges Of The 21st Century. Journal Of Business Educational Research And Development (JOBBERD). 1, (2). 96 – 104.
- [5]. Cannon, J. G., Kitchel, A., Duncan, D. W., And Arnett, S. E. (2011). Professional Needs Of Idaho Technology Teachers.: Teaching And Learning. Journal Of Career And Technical Education. 26 (1), 32 – 47. Files.Eric.Ed.Gov/Fulltext/EJ940548.Pdf
- [6]. Etuk, K.G, Etudor, E.E., Nwaoku, A.N., &Etuk, U.R (2006). Teaching Staff Quality And Teaching Effectiveness: A Panacea For Quality Assurance In Akwaibom State Higher Institutions. Nigerian Journal Of Educational Administration And Planning. 6(2), 107 - 119.
- [7]. FRN (2013). National Policy On Education. NERDC Press. Lagos
- [8]. Gaible, E, And Burns, M (2005). Using Technology To Train Teachers. Information For Development Publication. Retrieved From Www.Infodev.Org On 20/11/2007
- [9]. Ilori, M. A. R. (2008, Nov 26). 259 Teachers Scored Zero. New Nigeria P26
- [10]. Jaiyeoba, A. O. (2011). Primary School Teachers' Knowledge Of Primary Education Objectives And Pupils Development. The African Symposium. 11 (1), 3 - 11
- [11]. Lawal, A. (2008). A Systemic Framework For Quality Assurance In Teacher Education. A Lead Paper Presented At The National Conference On Quality Assurance In Teacher Education Organized By The National Commission For Colleges Of Education. (NCCE) At The Federal College Of Education Zaria. 15th – 16th December.
- [12]. Moeini, H. (2008). Identifying Needs: A Missing Part In Teacher Training Programs. International Journal Of Media, Technology & Lifelong Learning. 4 (1). Retrieved From Www.Seminar.Net/Image/Stories/Vol4-Issue1/Moeini-Identifyingneeds.Pdf
- [13]. Nkang, I. E. (2002). Fundamental Of Educational Administration: Planning And Supervision. Uyo,
- [14]. Nigeria: Afaha-Ide And Sons Printing & Publication.
- [15]. Onasanya, S. A. (2007). The Concept And Practice Of Supervision In Education: Introduction To Educational Administration
- [16]. Olele, C. (2010). Nigerian Journal Of Teacher Education And Teaching. Vol 8 No. 2 ISSN 1117-1855
- [17]. Sambo, A. A. (2005). Research Methods In Education. Ibadan, Stirling-Horden Publishers
- [18]. United Nations Environmental Program (UNEP)(2006). Ways To Increase The Effectiveness Of Capacity Building For Sustainable Development. Discussion Paper Presented At The Concurrent Session 18.1 The Marakech Action Plan And Follow-Up, 2006 IAIA Annual Conference, Stavanger, Norway. Retrieved From Www.Unpei.Org/Sites/Default/Files/PDF/
- [19]. Institution Capacity/Ways-To-Increase-Effectiveness-SD.Pdf