

UNIVERSITY OF PORT HARCOURT

**SUPERVISION AND INSPECTION:
A HUMAN PARADIGM**

An Inaugural Lecture

By

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INTRODUCTION

Why Supervision/Inspection?

Currently, our school children are not learning, as the educational system lacks master teachers. This ugly situation arises out of inadequate and unprofessional supervision. Foundation or primary learning is crucial to subsequent learning processes. For example, when a child is taught at the primary school with either over syllabus or under syllabus, he ends up either hating the teacher or the subject or both. It is one of the basic reasons why many adults dislike mathematics, statistics or science subjects. If the teacher has been guided and counseled to be competent enough and speak the language of the young learners at the primary stage, the learners would have benefited immensely. The educational supervisors have failed the system in that they lack professional touch and are not teacher friendly. Their autocratic behaviours frustrate the teacher, which results in transference of aggression to the learners. To ensure functional supervision services, three questions must be addressed. These include: What facts do we have about those who work in supervision services? What are the critical issues involved in managing supervision services? In addition, how can budgetary and financial matters assist the endeavour?

Basic Statistics

With reference to personnel involved in external supervision, data are needed in the following areas:

- (a) total numbers of professionals working in the different services;

- (b) average number of schools/teachers per supervisor;
- (c) distribution of supervisor by gender;
- (d) distribution by age;
- (e) distribution by length of service;
- (f) distribution by level of education;
- (g) distribution by professional origin; and
- (h) distribution by exposure to specific pre-service or in-service training as a supervisor.

These data should be made available and possible local breakdown should be provided. It is important to show if statistical data base on supervision services exist, its location and content.

Critical Issues

For each of the issues outlined below, the corresponding section should present the official rules, regulations, procedures, implementation, problems encountered and results obtained.

1. *Recruitment* – how are different categories of supervisors recruited (examination, promotion, and interview). What are the official requirements of candidates (i.e. teaching/teacher training experience needed). What are the criteria for selection? Who is in charge of selection? How often do recruitments take place? Are there many candidates for these posts? What are their motivations for applying?
2. *Training* – Are inductions and in-service training activities organized for different categories of supervisors? Do training programmes exist specifically for supervision staff or are they combined with training other categories of personnel? How are

they organized: type of programmes, duration and resource persons? Who is in charge of the training? Who attends?

3. *Professional organizations* – What type of professional organizations exists (formal unions or informal associations) what roles do they play? Do they publish any journals/magazines? What is their official status? How representative are they (membership)?
4. *Career Development* - What are the career prospects for different kinds of supervisors? Are there promotion possibilities within the supervision services? What are the guidelines for dismissals?
5. *Monitoring and Evaluation* - How are supervisors themselves monitored? By whom? What are the criteria used for evaluating them? Do performance indicators exist? What are they? How are they applied? What role do they play in promotion?
6. *Support* - What kind of professional support (other than training) is available to the supervisors themselves? Who is in charge of this? Are precise supervision guidelines and guidebooks available? Are they being used? Does a code of conduct exist (circular letters, advice from professional associations)? Are standard forms available for reporting? Are they being used?

Budgetary and Financial Matters

1. What is the range of basic salaries of different categories of supervisors? What about special allowances? Are there financial incentives according to the level of responsibility or performance? How do salaries, incentives and allowances compare with those of other officers within and outside the

educational system (in particular with teachers and head teachers)? Have they changed over recent years and if so in what direction? Do supervisors have any additional sources of income, either official or unofficial?

2. Do specific budgets exist for support and supervision service? If not, through which budgets (general administration, in-service training)? If specific, budgets exist for supervision, how are they divided between the different services, offices and zones? How much goes to salaries and other areas? Based on which criteria. What about the availability of funds to cover various operational expenditure such as travel costs, special allowance and the like? What has been the recent evolution? Who is managing the corresponding budgets? How are they administered?

The writer confidently proposes that it is only when all these thought provoking questions are addressed and answered in affirmative ways that we can classify Nigerian educational supervision as being professional in operation. Presently, our supervision is regrettably in shambles. The external supervisors show confusions on what they do, how they do it and results are immeasurable. Gone are the days when supervisors/inspectors were terrorizing, intimidating and harassing teachers with authoritarian ideologies. The current modern supervisors should embrace democratic principles that emphasize human dynamics, team spirit, teacher and student friendly and above all, be competent in their subject matters.

BACKGROUND TO SUPERVISION AND INSPECTION

Supervisions have evolved their origins in colonial era and their effectiveness as modes of improving instruction depended on the capabilities of educational leaders to remain responsive

to the needs of teachers and students. The educational leaders resolve to remain adaptive depends on an appreciation of the changing and evolving nature of supervision and inspection, especially in the new millennium. Educational leaders who understand the history of supervision and inspection and how current demands are influenced by that history will be better equipped to confront the technological, social, political and moral issues of the present day. They need to develop the requisite knowledge, skills and disposition that are the foundations for effective supervisory services.

Supervision has Medieval Latin origin and Adiele (1997:120) defines supervision “as a process of perusing or scanning a text for error or deviations from the original text”. Similarly, Wilcox (1996) has it as a process of entailing general management, direction, control and oversight. An examination of early records show that the term inspection was regularly used rather than supervision.

In general, unprecedented growth precipitated by the industrial revolution characterized the second half of the 19th century. The expansion of American education, which had started in the days of Horace Mann whom Tanner & Tanner (1987) characterized as the first professional supervisor, continued and assumed a new dimension in latter dates of 19th century. The schoolmen specifically superintendents, began sharing schools in large cities into organized networks. Organization was the rallying cry nationally and locally. There was a firm belief that highly organized and efficient schools would meet the demands of a newly born industrialized age. That hierarchically organized public schools, as social institutions, would meet the crises and challenges that lay ahead (Bullough, 1974, Cronin 1973, Grauwe 2004, Lucio, *et al* 1969 and Mosheretal 1972).

Generally, the term supervision denotes two distinct, but complementary tasks: on one hand, to control and evaluate and on the other hand, to advise, support teachers and head teachers. To undertake these functions, supervisors (inspectors) are in principle based outside the school at local, regional or central levels and make regular visits to schools. They act as liaison agents between schools and serve as intermediary link with schools and administration. In addition, within and around schools, several actors can support teachers and control what goes on in the schools. Principals, senior teachers, parent representatives and school board members are in such positions.

Late 19th Century Supervision and Inspection

The reform movement in education in the late 19th century was a reflection of the larger society (encompassing changes that were occurring in the society). As continuous economic growth, featured educational reformers quickly identified serious problems in the nation's schools. Tyack (1974) stated that there was a battle to reorganize the nation's schools; sources of authority and responsibility in education were permanently transformed. At the end of 19th century, reformers concerned with undermining inefficiency and corruption, transformed schools into streamlined and central administrative bureaucracies with superintendents as supervisors in charge.

Supervision as inspection was the dominant method for administration. Goddard 1992:62 the author of the first published textbook on supervision emphatically stated that teachers must be "held responsible" for work performed in the classroom and that the supervisor as an expert inspector would "oversee" and ensure harmony and efficiency. A renowned superintendent James M. Greenwood (1888) stressed that

much of his time was spent visiting school and inspecting their work. Three years later Richards (1891) demonstrated how supervision should be organized: the skilled superintendent, he said, should simply walk into the classroom and judge from compound to the classroom the work of the teacher.

Greenwood's inspection based on intuition rather than technical or scientific knowledge was practiced wildly at the 19th century period. School supervisors using inspectional approach refused to recognize that most teachers are competent. Instead, teachers were classified into two categories: the efficient and the inefficient. The authorities thought that the only way to reform schools was: first, bring in competent superintendent; second, let the superintendent reform incompetent teachers; and third, to terminate teachers who refused to be reformed. Supervisors saw teachers as having no skills in teaching. The practice of supervision based on inspection was indeed compatible with the emerging bureaucratic school system, with its assumption that expertise was concentrated in the upper level of the hierarchy. Some teachers saw supervision as inspectional rather than assisting the teachers in acquiring better skills. The 19th century supervision showed (a) The role was performed by superintendents; and (b) supervision was based on inspectional approach(i.e. fault finding)

The Position of Education – supervision in 20th Century grew dramatically within the first two decades. As schools grew in size and complexity, greater administrative specialization (supervision) was required. Supervisors gained authoritative prominence. Rather than being a building (Plant) Principal, a new cadre of administrative officers emerged to assume day-to-day classroom responsibilities. In the first instance, a special supervisor usually female was appointed, by the plant

Principal to help assist less experienced teachers in subject mastery. They were given minimal teaching loads to permit them perform these tasks, but no formal training was extended to them. It is important to note that large schools had many special supervisors in each of the major subject areas. Similarly, a general supervisor often male appointed and given the task of not only the general subjects (Mathematics and Science), but to help the school principal in administrative and logistical operations of the school. The general supervisor, usually known as assistant principal or vice principal, prepared attendance reports, collected data for evaluation purposes and coordinated special school programmes. Differences in the roles between male and female supervisors were on notional relationships only. This was so because of the earlier proposition that females make better special supervisors as they are interested in details, while males make better administrators. The assumption here is that woman cannot do men's work.

It was further argued that males are better suited for more prestigious and lucrative job opportunities in education. It is worth noting that during this period, teachers readily accepted special supervisors, in that the later played important roles in assisting the former (in practical areas such as spelling, penmanship and arts). Additionally, special supervisors did not possess any independent authority and were not allowed to serve in evaluative capacity, as opposed to general supervisors who were given limited authority for evaluation. On one hand, teachers were likely to be afraid by the appearance of a special supervisor in the classroom. On the other hand, general supervisors were concerned with more administrative and evaluative issues and consequently were seen by classroom teachers as threats. Special supervisors probably were more accepted by teachers (most of whom were females) because

they too were females. Generally, supervisors were exclusively males and were perceived differently. They (General Supervisors) were seen as discovery and revelation of teachers' weaknesses and failures. The position of special supervisor did not last for a long time in schools. General supervisor gradually usurped the duties of special supervisor. The relative obscurity of special supervisor was attributable to discrimination based on gender. As a group predominantly females, special supervisors were not seen in the same light as general supervisors, principals, assistant superintendents and superintendents, who were male dominated. Precisely, gender bias, sexual and division of labour in public schools were responsible for the disappearance of special supervisors. Generally, supervisors gained broader acceptance because they were essentially men.

Supervision as Social Service (Efficiency)

The era of technological advancement seriously influenced education in 1900, where efficiency became everyday watchword in education. Here, the worker is believed to be a pivot to school machinery and the management has to encourage the efficiency of the teacher. Shortly, *Taylorism* and efficiency became household words and eventually had impact on administrative and supervisory roles in public schools. These concepts fostered professional supervision which were concretized in professionalism. The scientific and professional supervisory techniques were aimed not at professionalizing rather at finding a legitimate and secure niche for control-oriented supervision within the school system. One can deduce that as supervision was acquainted to inspection which reflected in the emergence of bureaucracy in schools, it can also be said that supervision as social service (efficiency) can be attributed to scientific management in education.

The Democratic Approach in Education Supervision

The bureaucratic supervision heavily using inspectional approaches (faultfinding) and rationalizing efficiency dominated the endeavour (1870-1920). This kind of supervision was highly criticized by practicing teachers. That period was marked by supervisor entering the classroom with duties associated with nomothetic role of an organization rather than with idiographic role of the organization. Teachers were bullied, confronted, embarrassed and dehumanized. The concept was marked by supervision which demoralize the teaching/learning experience. The redeeming feature was John Dewey's theory of democratic and scientific thinking which revolutionalized educational supervision. This approach tried to apply scientific methods with cooperative problem-solving strategies to school problems. **Here, the supervisor is reminded that irrespective of the delegated authorities he enjoys, he is by no means expected to be an autocrat. To do so is neither humane, wise nor expedient to the practicing teachers.** The credo here is to rebuild and reshape the school system, which was originally based on bureaucratic maintenance so that it can reflect the principles of democracy. Democratic supervision implies that educators (teachers, curriculum specialists, and supervisors) cooperate meaningfully for the improvement of instruction. It believes that participatory school management and supervision will be more rewarding as teachers are recognized as co-worker rather than cog in a big machine.

Scientific Supervision

By the periods of 1930s and 1940s, educators saw that autocratic supervisory roles are no longer resourceful. The initial efforts to apply science by using rating cards became obsolete in public schools. Being scientific here refers that the supervisor possesses skills in analyzing teaching situation,

locate causes of poor work with degree of expertness, use data gathering techniques for field observation; develop new means, techniques and materials of instruction, possess ability to give demonstration to teachers and have evaluative skills. Specifically, supervisors need to be trained in both science of instructing students and science of instructing teachers. It is essential that supervisor formulate objectives followed by measurement surveys to establish instructional status of schools. Similarly, some causes of poor work can be explored via the use of tests, rating scales and observational instruments. **The outcome of supervision must be determined. This is to say that the methods of science must be applied to the study of educational supervision – good teaching procedures can be isolated, specific standards can be established to guide the supervisor in determining the quality of instruction. Supervision as a mode of improving instruction through unbiased observation can be reinforced by the use of stenographic reports (short hand).** Scientific supervision is believed to be distinct from social efficiency and very compatible with democratic approaches. Some supervisors still speak, operate in a manner as if democracy is in antagonism with science, rather, each of them is essential when applied in integrated theory and practice.

Supervision and Leadership

Democratic and scientific supervision lasted until 1950s, and in 1960s democratic methods in supervision was expanded and classified in the form of leadership. The political and social problem emanating from urban drift for justice, equality and antiwar sentiments affected education in general and supervision in particular. Open criticisms of educational process and school bureaucracy became the focal attack. Educators reexamined supervisory practices in schools, and

the legacy of supervision as inspection, which was earlier justified in the production-oriented, social efficiency period, was no longer acceptable. A new vision of supervision was charted. The aim here was that supervisors need to extend democracy in relationship with teachers. To accomplish the task, supervision was equated to leadership function.

The term leadership denotes showing the way and guiding the organization in definitive directions. New leadership in school was needed: for (a) those in status positions must lead out with new boldness and find better ways of influencing the schools toward rationally planned change; and (b) new leadership positions must be created and coordinated to facilitate the enormously complex job of leading instructional change. **The major aim of supervision at this period was collective effort by those engaged in supervision to provide leadership in five dimensions: developing mutual acceptable goals, extending cooperative and democratic approach, improving classroom instruction, promoting research into educational problems, and promoting professional leadership.**

Clinical Supervision

The supervisor in an educational system was confronted with the problem of ambiguities. His position of authority was ill defined and usually vulnerable. There was lack of clarity in the definition of his roles and lack of agreement on the functions associated with supervision. This role ambiguity was described in terms of a power limbo, which meant he was neither line nor staff, neither administration nor faculty but somewhere in between. Roles are changing, staff organization is swirling, titles and functions are shifting, but whether his title is principal, curriculum coordinator, supervisor or what the person in a position of leadership is caught in the middle.

Lacking focus, a sound conceptual base and purpose, supervision explored alternative notions to guide theory and practice in the field. Efforts to reform supervision were reflective of a broader attempt to seek alternative to traditional educational practice.

Clinical supervision grew out of this dissatisfaction. The premise of clinical supervision was that a prescribed, formal process of collaboration, assistance and improvement of instruction could improve teaching. The concept was acceptable to many educators and teachers because it stresses, collaboration, assistance and improvement of instruction. It favours collaborative endeavour over inspectional faultfinding supervision. Supervision focused on improving instruction and promoting functional learning in students, instructional leadership and democratic leadership remained as prominent goals worldwide in 1970s and 1980s.

Changing Concepts of Supervision

At the early 1980s, public school had voluminous critique for relying heavily on bureaucratic and unresponsive to teachers, students and parent's needs. Those criticisms were resolved through the dissolution of autocratic administrative practices of educational supervisors who ruled by fiat. Meaningful progress was made by decentralizing educational decision making to the grassroot level. The decentralization resulted in giving teachers formal responsibility for democratic governance of schools. The process was reinforced by transformational leadership, which made teachers to serve as change agents.

Currently, the concept of supervision tends to be disgusting and distasteful to teachers rather instructional leadership tends to be more comfortable among teachers. Alternative

paradigms of supervision emerged as all effort to disassociate autocratic inspectoral supervision emerged (Competency based supervision 2000-present). It is believed that the changing concepts had some impact on supervision during 1990s; the practice of supervision was shaped and influenced by standards-based and reform. This reform of teaching and learning influenced curriculum, supervision and teacher education significantly. The reform challenges supervisors and personnel involved in supervision to implement strategies, which emphasize technical competence of teachers. One may argue that strong political backing will make supervisors rely on checklists in ascertaining the level to which teachers are meeting various curricula and instructional objectives embedded in core curriculum standards at all levels. Academic standards currently are driven by the level of student achievement and assessed by national standardized tests. Educational reformers need to reconsider the long-standing emphasis on academic curriculum standards.

The adaption of national goals of education should be a major impetus for the increased attention to standards at all levels of teaching and learning processes. For competency-based supervision to flourish, four basic principles must exist: stronger accountability for results, increased flexibility and local control, expanded options for parents and an emphasis on teaching methods that presumably showed resourcefulness. The use of clinical supervision when adequately learned, and implemented will be more desirable in competency-based supervision. Education officers, principals and assistant principals should be made more accountable in addressing prescribed core curriculum standards, promoting effective teaching and ensuring higher student academic performance. This supervisory approach will find meaningful justification within a competency-based educational milieu. The clinical,

developmental and transformational supervisions became more popular because they counter the ill effects of bureaucratic supervision.

SUMMARY OF HISTORICAL DEVELOPMENT OF SUPERVISION

Year	Model	Authorities
Pre-1900	Supervision as Inspection	Payne, Greenwood & Ballet
1900-1919	Supervision as social efficiency	Taylor & Bobbitt
1920s	Democracy in supervision	Dewey, Hosic & Newton
1930-50	Scientific supervision	Burton, Barr & Stevens
1960s	Supervision as leadership	Leeper
1970-1980	Clinical supervision	Goldhammer & Cogan
1990s	Changing Concepts	Glicknom & Sergiovanni
2000-present	Standards-based supervision	

Supervision in Nigerian Scene

Supervision emerged in Nigeria from the need to improve existing mission schools during the colonial era. It was then believed that there were many unqualified teachers in schools. Emphasis was laid on the physical school plant, student control and monitoring teachers' activities rather than improvement of instructional procedures. Nnabuo (1996:13) asserts that:

Supervision was then based on Mcgregor Theory X which proposed that men have an inherent dislike for work, do not like to take organizational responsibility... therefore they should be closely directed to see that the task is accomplished.

This method produced negative impact because it was judgmental. Teachers became naïve and could not withstand the presence of educational supervisors. From 1960, supervision started to be human oriented and was concerned with classroom instructions. Supervisors learned to encourage teachers. As the awareness of western education became more popular, the enrolment in schools increased. More schools were established, therefore, more supervisors were needed. By 1971, various groups in Nigeria were becoming greatly interested in “what to teach, when to teach, to whom, by whom, and how teaching should be done”. More instructional materials were introduced in schools and supervisors had to cope with the complexity of the school.

Inspection and Supervision Defined & Compared

The concept, *inspection* is an old administrative process, which offers continuous assessment and assistance to programmes in the school. Inspection periodically identifies school problems with the plight to providing solutions to them. Similarly, supervision is a modern concept derived from inspection, which ensures that teachers teach and students learn. The autocratic and faultfinding model of inspection made the concept unpopular among teachers and students. The differences in the two concepts if any, lies on *modus operandi*

Inspection and Supervision Compared

Inspection

Supervision

Authoritarian ideology

Faultfinding

Nomothetic (system

Participatory democracy

Assisting the teacher

Both nomothetic and idiographic orientations

Transformational (System & Person oriented)

Traveling librarian (competency-based)

Modern

Adaptive

Theory Y Philosophy

Transactional

snoopection

Half-backed knowledge

Traditional

Adoptive

Theory X philosophy

Who is a Supervisor?

Ogunsaju (1983) perceives supervisor as mostly educational officers from the Ministry of Education charged with the following responsibilities:

- (a) planning of school curricula;
- (b) allocating funds and scholarships to schools and needy students who demonstrated eligibility through competitive examinations and interviews...
- (c) supervising teacher education, provision of textbooks and other instructional materials;
- (d) occasionally visiting schools to see how effective curriculum planned is working; and advising students and schools through the help of advisory committee...

Critical deductions of the above roles show that any personnel in the Ministry of Education can be made inspector/supervisor. The writer contends that an educational supervisor is an experienced and competent teacher who has demonstrated mastery of the subject matter. A supervisor should be drawn from a pool of experienced teachers in the Ministry of Education, Principals, vice principals and head teachers. Thus, the status of educational supervisor in the Ministry of Education (external) should be interchangeable and rotated with the status of a school principal (internal supervisor). **This approach calls for exchange of positions from external supervisor to internal supervisor and vice versa. The later after spending five to ten years in the school structure (field) moves into the ministry as external supervisor to sharpen policies, which will benefit the schools.**

Qualities of a Good Supervisor:

- (a) self control and assist young people in controlling themselves;
- (b) talk less and be a good listener;
- (c) attuned to the need of others;
- (d) be good at counseling;
- (e) tap the talent of group members;
- (f) know when to be fair and firm;
- (g) lead without appearing to dominate; and
- (h) share processes of planning and directing with others

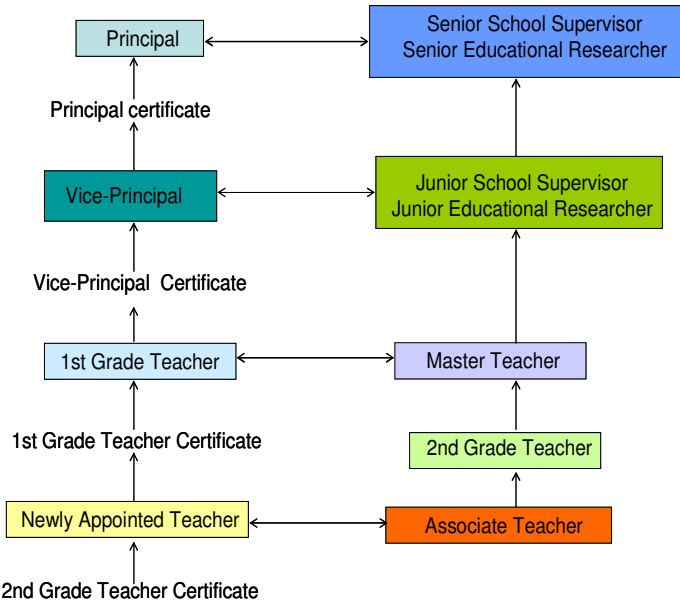
Table 1: Recruitment Rules of External Supervisors in Selected Countries

Country & Post	Procedure	Age limit	Qualification	Experience
Bangladesh ATEO	50% promotion of departmental candidates	45 years	2 nd class masters	Not specified
	50% open competition	30 years	2 nd class masters	Not specified
Korea Junior Supervisor	Competitive Examination and interview	No official Specification	College graduate	5 years in education (of which at least 2 years in teaching or 9 years (of which at least 2 years in teaching) for those without college degree
Sri Lanka Education Officer Class III	25% open competitive examination	22-26 years	University degree	To be acquired after Recruitment if not Acquired before
	45% limited competitive examination	25-45 years	University degree Or trained Teacher certificate	5 years teaching experience
	30% promotion on merit	No specification	-	3 years experience as a principal

Sri Lanka Master Teach	Competitive Examination And interview	N/A	Trained graduates Or trained teachers	Belong to class I Or II of teachers service
Botswana (primary)	Open advertisement And interview	No official Specification	Diploma	Successful primary School head for Three years
Botswana (secondary)	Open advertisement And interview	No official Specification	Diploma and teach- qualification	8 years teaching and Senior position in school
Tanzania	No standard procedures; identification, at times interview	No official specification	Diploma	5 years teaching Experience and Outstanding Performance
Zimbabwe	Vacancy circular, Shortlist and inter- view	No official specification	B.ED	Practicing head or Lecturer (at teacher Training college)

Source: UNESCO 2007

Fig. 1: The Career Ladder of Supervisor and School Manager in Korea



Source: UNESCO 2007

Disparities in supervisor posting by Region

Table 2: Disparities in Supervisor's Posting By Region

	School/Supervision Ratio			Teacher/Supervisor Ratio		
	Average	Lowest	Highest	Average	Lowest	Highest
Botswana	20.5	17.5	22	Not available		
Namibia	30.2	18.0	43.6	34:9	22:0	51:0
Zimbabwe	15.1	8.2	18.2	20:7	19:4	24:0

Source: UNESCO Report 2007: 8

Different Types of Inspection Visits in selected African Countries

These four countries (Botswana, Namibia, Tanzania and Zimbabwe) drew a distinction between different types of supervision visits. The following tables present for each country and, in the case of Namibia for separate categories of staff, the duration of these visits and indicate if they are undertaken by an individual or a team,

Table 3: Different Types of Inspection Visits in Some African Countries

a. Botswana, inspector

Type of visit	Duration	Actors
Full inspection	5 days	Individual/team
Partial inspection	2 to 3 days	Individual
Teacher inspection	1 day	Individual
Follow-up visit	1 to 2 days	Individual
Courtesy visit	1 day	Individual

b. Namibia, advisory teacher

Type of visit	Duration	Actors
Advisory visit	3 days	Individual or team
Follow-up visit	2 days	Individual or team
Teacher inspection	1 day	Individual or team
Panel visit (to a group of schools)	3 weeks	Team

c. Tanzania Inspector

Type of visit	Duration	Actors
Full inspection	8 hours	4 officers on average
Teacher	3 hours	2 officers on

inspection		average
Visit of teacher advisor	3 hours	1 officer on average
Follow up visit	3 hours	1 officer on average
Courtesy visit	1 hour	5 officers on average

d. Zimbabwe education officer

Type of visit	Duration	Actors
Full inspection	4 hours	Team
Institutional inspection	2.5 hours	Team
Spot checks	1 hour	Individual
Teacher inspection	2.5 hours	Individual
Follow up visit	3 hours	Individual or team
Courtesy visit	1 hour	Individual or team
Advisory visit	2 hours	Team

Source: UNESCO 2007

Box 1: Areas Covered by Team Supervision

General management and administration	Curriculum Implementation and classroom teaching
1. Office management <ul style="list-style-type: none"> - record-keeping - teachers' leave - student attendance - filing - financial records 	1. Teacher preparation <ul style="list-style-type: none"> - lesson planning - work schemes
2. School planning <ul style="list-style-type: none"> - timetable - school development 	2. Classroom environment teaching aids

<p>plan</p> <ul style="list-style-type: none"> - school calendar <p>3. Establishment matters of teachers e.g. extension of service</p> <p>4. Teacher requirements excesses and deficits</p> <p>5. Teacher and student welfare</p> <p>6. School premises, cleanliness</p> <p>7. School climate</p> <ul style="list-style-type: none"> - principal/teacher relationships - team work - leadership - principal's <p>general conduct and discipline</p>	<p>3. Teacher commitments</p> <p>4. Student evaluation and public examination results</p> <p>5. Special education needs and remedial teaching</p> <p>6. Implementation of innovation</p> <p>7. Teaching methodology</p> <p>8. Co-curricular activities</p>
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Source: UNESCO 2008:38

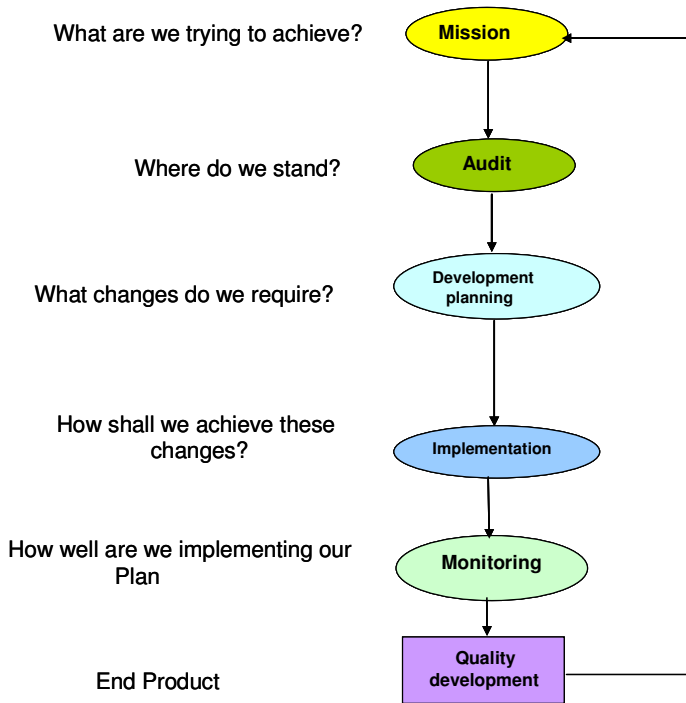
Table 4: Regularity of teacher inspection visits

Location	Number of teachers	Average years Between visits	Number of visits In 1997
Urban	12	3.14	2
Peri-urban	13	1.70	3
Rural	10	4.22	6
Total	35	2.65	5

Source: UNESCO Report 2007:21

Box 2: Characteristics of effective school heads

Drive	Driving school improvement	<ul style="list-style-type: none"> • Passion for teaching and learning • Achievement focus • Taking initiative
Leadership	Delivering through people	<ul style="list-style-type: none"> • Leading the school community • Holding people accountable • Supporting others • Maximizing school capability
	Building commitment	<ul style="list-style-type: none"> • Contextual know-how • Management of self • Influencing others
Vision	Creating an educational vision	<ul style="list-style-type: none"> • Analytical thinking • Big picture thinking • Gathering Information



Source: UNESCO Report 2007:6

Some Definitions of Supervision

One may discover that supervisors are almost everywhere as they (supervisors) travel from class to class, school to school, and school system to school system. As teachers remain place-bound, external supervisors are usually in periodic motion. A major characteristic of genuine supervisors is that they step out of their offices for the primary aim of assisting other school personnel, usually teachers (to perform their jobs better). Assessing the number of supervisors in the school system, one perceives their role in education as ill defined. The above malady does not exist in business and industrial sectors. The positions in industrial and commercial sector are well defined

in the organizational structure. Roles of educational supervisors are not clearly spelt out (and usually poorly delineated). To complicate the problem, the titles of supervisors vary.

Supervision in its original Latin word *supervideo* denotes *to oversee*. Supervisors are therefore, expected to give orders, offer meaningful suggestions, demonstrate new techniques, assess employees' performance and crosscheck results against products. Currently, supervision is seen as amalgam of practices and attitudes (collaborative, cooperative, democratic and consultative). In the mid twentieth century, supervision focused on human relations and group dynamics. The idea of supervision constituting handing down methods to teachers and monitoring their performance ceased, when collaboration and partnership between supervisors and teachers became dominant. Supervisor realized that his success was more dependent on interpersonal skills than on technical and knowledge skills; he learned to become more sensitive to group behaviour and individuals within the teaching profession. Supervisors internalize the need to respond to the aspirations of the people they serve (the teachers) as opposed to meeting supervisors needs based on judgmental superiorities.

The prefix *super* in supervision is no longer acceptable that educational supervisors (external or internal) are designated to assist teachers build on their strengths, improve and remain in the profession rather than instilling fears on teachers' deficiencies and threatening them with dismissal. The principles of scientific supervision within the clinical approach are currently being emphasized. The above principles demand that supervisors place priority on human relations. One should note that teachers are now encouraged to act as instructional

supervisors to their colleagues. The authoritarian inspectorial and lassie-faire approaches have given way to a productive group dynamics in modern supervision. Specialists of educational supervision have different definition of the concept. It is essential to cite some of these authorities.

Author(s)	Definition
William H. Burton & Leo J. Brueckner (1955:11)	Supervision as a technical service, requiring expertise, the goal of which is improvement of the growth and development of the learner.
Jane Franseth (1961:19)	Today supervision is generally seen as leadership that encourages a continuous involvement of all school personnel in a cooperative attempts to achieve the most effective school programme.
Ross L. Neagley & N. Dean Evans (1980:20)	Modern supervision ...any service for teachers that eventually results in improving instruction, learning and the curriculum. It consists of positive, dynamic, democratic actions designed to improve instruction through the continued growth of all concerned individuals ...
Ben M. Harris (1985.1)	Supervision of instruction is what school personnel do with adults and

- Robert J. Alfonso, Gerald R. Firth & Richard F. Neville (1981:43) Instructional Supervision is herein defined as behaviour officially designated by the organization that directly affects teacher behaviour in such a way as to facilitate pupil learning and achieve the goals of the organization.
- John T. Lovell & Kimbell Wiles (1983:4) Instructional supervisory behaviours as behaviour that is assumed to be an additional behaviour system formally provided by the organization for the purpose of interacting with the teaching behaviour system in such a way as to maintain, change and improve the design and actualization of learning opportunities for students.
- Don M Beach & Judy Reinhartz (2000:8) Supervision as a complex process that involves working with teachers and other educators in collegial, collaborative relationship to enhance the quality of teaching and learning within schools and that promotes the career-long development of teachers.
- Robert D. Krey & Peter J. Burke (1989:22) Supervision is instructional leadership that relates perspectives to behaviour, clarifies purpose, contributes to and supports organizational actions, coordinates interactions, provides for maintenance and improvement of instructional programmes and assesses goal achievements.
- Thomas J. Sergiovanni & Robert J. Starratt (2002:20) Supervision takes place in schools that are true learning communities, where values, norms and ideas are shared by supervisors, teachers and students.
- John C. Daresh & Marsha A. Playko (1995:26) Supervision as the process of overseeing the ability of the people to meet the goals of the organization in which they work.
- Jon Wiles & Josph Bondi (2000:30) Supervision as a general leadership role and a coordinating role among all school activities concerned with learning.

Carl D. Glickman, Stephen P. Gordon & Jovita M. Ross-Gordon (2001:10) Supervision as certain knowledge, interpersonal skills and technical skills to the task of direct assistance, group development, curriculum development and action research that will enable teachers to teach in a collective, purposeful manner uniting organizational goals and teacher needs.

Conceivably, supervision in this context is a service to teachers both collective in groups and as individuals. Precisely, supervision is a technique of assisting teachers, in a collaborative and professional setting, with specialized help in improving instruction for better student achievement.

Problems of Supervision

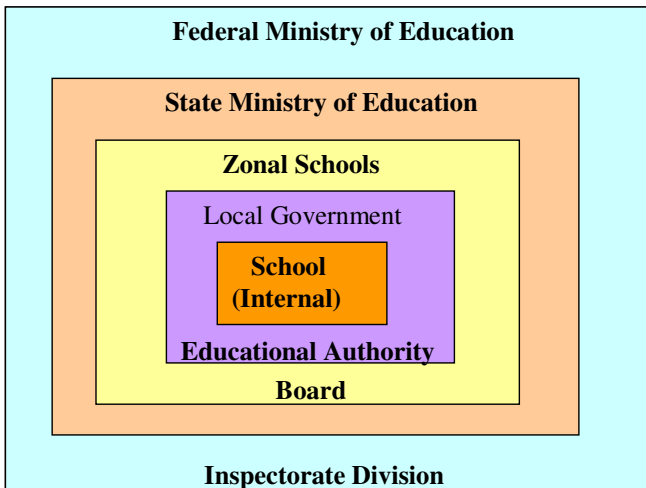
Definitions do not pose complexity to supervisory role; rather modern supervision is complicated by the following factors:

1. Diversity of the concept (supervision)
2. Effective teaching (unified criteria for measurement)
3. Mandates from the government
4. Tensions between teachers and administrators/supervisors

Currently, there is a desire for change in the role of building principal (from managers to instructional supervisors). It is believed that principals will continue to devote less time to instructional supervision than to other duties and may if need be, delegate much of the task to others. However, more principals are accepting responsibility for instructional supervision. For both practical and legal reasons, school administrators have accepted these responsibilities.

Supervisors (internal/external) are called traveling subject librarians in that they are knowledgeable enough to assist teachers and students for teaching/learning process. They constantly engage in identifying problem areas and use clinical approach to offer meaningful solutions to the problems. Current techniques in teaching and demonstration of lessons are their major preoccupations. The major roles of internal supervisors are to regularly concretize the objectives of education to achievable goals and oversee the continuous development of teachers using human dynamics. Similarly, the external supervisors complement the roles of the internal supervisors and ensure that newly recruited teachers are given adequate orientation, induction lessons, conduct workshops and unify goals of school to maintain standard.

Fig. 2: Sources of Supervisors



The Task of Supervision

Harris (1985:23) classified supervisory task into ten, these include:

1. *Concretizing curriculum into achievable goals,*
2. *Providing competent staff;*
3. *Providing enabling facilities;*
4. *Arranging for in-service education;*
5. *Assessing instruction for performance;*
6. *Organizing for instruction;*
7. *Providing materials;*
8. *Orienting staff members;*
9. *Relating special student services; and*
10. *developing public relations.*

Tasks 1, 2 and 3 above are believed to be preliminary tasks, tasks 4, 5, and 8 are regarded as developmental, while 6, 7, 9 and 10 are optionals. These tasks may vary from school to school, as clinical experts tend to favour supervisory roles based on one to one interaction between supervisor and the teacher. What appears universally correct is that much is expected of all school supervisors irrespective of their locations and orientations.

Conceptual Model of Supervision

This model below signifies the notion that supervision is both dynamic and service oriented. The supervisor serves teachers dynamically by playing all or any of the listed domains. The two-headed arrows connecting the three domains show that all are interrelated. For instance, a supervisor who works as a group leader in curriculum development (of English language) may similarly work in the domain of instructional development (by assisting teachers try out new techniques in essay writing) and/or the domain of staff development (by conducting seminar on new techniques).

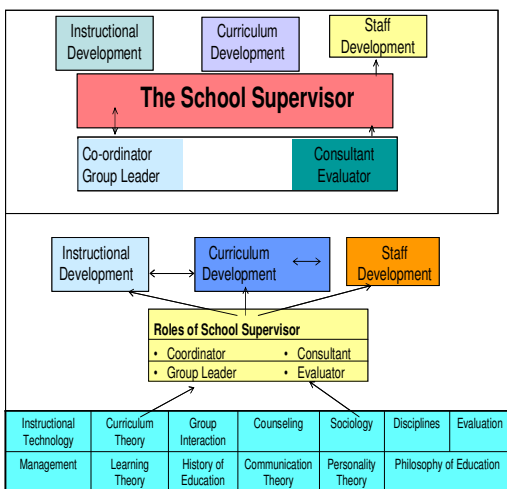


Fig. 4: Conceptual Model of Supervision

One could take the same basic design but follow a different set of assumption. For example, issue with the three domains, cut them into one or two or expand them beyond three. One might eliminate supervisory duties in curriculum development, leaving only instructional development and staff development. He might further restrict supervision to instructional development and limit it to clinical supervision. Similarly, he might remove instructional development as well as curriculum development, allowing only staff development to remain (if he feels that staff development means help to teachers in improving both personal and professional qualities, then instructional development becomes a byproduct or part of staff development). In restricting the domain of supervision to staff development alone, one perceives the role of supervisor as dual, namely: consultant to both individual teachers and group of teachers. If one goes on further and restricts supervisor to one role: consultant to individual teacher or trusted as linkage.

Based on this model, the supervisor plays roles within three domains: instructional, curriculum and staff development. Precisely, he acts as coordinator, consultant, group leader, evaluator in assisting teachers improve instruction, curriculum planning, personal, professional growth and development. He brings to bear a repertoire of knowledge and skills. He possesses managerial, technical and human relations skills.

Generally, supervisors should have:

- *a sound education qualification;*
- *a thorough preservice professional education;*
- *a major field of study;*
- *a solid graduate programme in supervision;*
- *three to five years of successful teaching at the primary or secondary school level;*
- *a philosophy of education;*
- *history of education especially curriculum and instructional development;*
- *the role of the school in society;*
- *curriculum development;*
- *instructional design and methods;*
- *group dynamics;*
- *conferencing and counseling; and assessment of teacher performance.*

Tools of Educational Supervision

There are several techniques available to educational supervisors. Nnabuo (1996:15) identifies six major techniques currently being used in modern supervision. These are “intra visitation, interschool visitation, workshop, microteaching, and team teaching and research techniques”. Each of these techniques is discussed briefly below:

Intra Visitation – The supervisor employs this method by going to the classroom to observe the performance of teachers at a period agreed by both the supervisor and supervisee (clinical approach). Here, the presentation of the lesson, the effectiveness of the text, methodology and teaching aids are assessed through the rare window. The clarity of the teacher’s voice, students’ participation and general enthusiasm are observed. At the end of the lesson, the supervisor invites the teacher privately for some feedback on the classroom performance. This enables both of them, constructively discuss which way forward.

Inter-School Visitation – This can be organized by either the internal or the external supervisor, and competent teacher(s) in other schools. Demonstration teaching is operationalized with talented and experienced teachers while inexperienced and other teachers watch in order to learn how to organize and manage students in the class. This helps teachers to improve in their effectiveness. This techniques is often used when the supervisor had earlier given recipient teachers enough orientations that the exercise is not meant to dehumanize them rather to promote learning through competent experts.

Workshop – This expose resource personnel and materials, which focus on a particular area of need. Teachers are provided opportunity to innovate and learn how to use modern teaching aids. Conferences can also be organized so that teachers can express their views and share experiences because they (teachers) are often confronted with new challenges especially when there are changes in the curriculum. After the workshop, the supervisor will assess the performance of teachers to determine the impact of the workshop.

Microteaching—This is a modern and sophisticated method that employs a television and tape recorder installed to record the physical activities of the teacher and all that goes on when he is teaching. Microteaching offers the teacher the opportunity to have immediate feedback when the television and the recorder are rewind. The supervisor and the teacher sits back to watch the television. When they identify problematic area, they seek alternative solution to it. This technique is currently being replaced with Tele-conferencing methodology.

Team teaching – Two or more teachers can engage in team teaching. They share the subject matter according to their areas of special interest. For example, a chapter or passage is taken from a book used for French language for a particular class. If SSI using the French book has four streams, for example, all the streams will be combined in a hall for the exercise. One teacher teaches grammar from the prescribed chapter for twenty minutes, while other teachers watch. When his time is over, he goes in to observe another teacher who will handle lexis and structure. At the end of twenty minutes, another teacher takes his place to teach comprehension for twenty minutes. When all is over, these three teachers sit together to compare their performances. The students benefit a lot by getting the best out of every teacher.

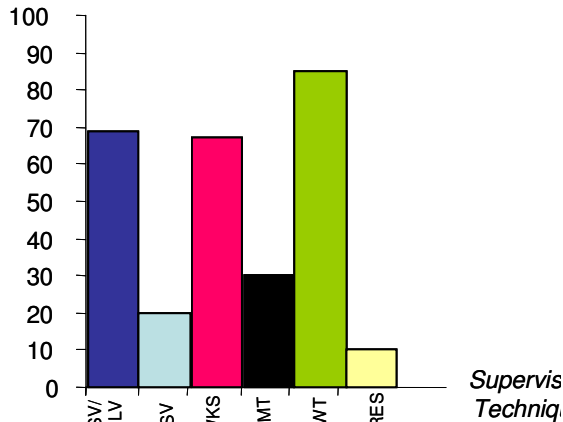
Research Technique – The supervisor uses scientific method – the systematic way of solving problems, starting by identifying, collecting and analyzing data, recommending and generalizing. The method helps supervisors in making rational decisions, which can stand the test of time.

Nnabuo (2002:58) conducted an empirical study among supervisors in South-South educational zone of Nigeria. The

results of the usage of supervisory techniques are shown in Table 6.

Chart I: Rate of Application of Supervisory Techniques

% use of technique



Key:

- CLV (IS)** Classroom Visitation (Intraschool)
- ISV** Interschool visitation
- WKS** Workshop
- MT** Micro-teaching
- CWT** Conference with teachers
- RES** Research

Conferences with teachers, intra-classroom visitation and workshop techniques were the favoured techniques used by supervisors. The study further revealed that inter-school visitation; microteaching and research techniques were less applied. The problem of teacher incompetence can easily be resolved as incompetent and young teachers can be exposed to inter-school visitation where they learn from competent and experienced master teachers. These applications hold for intra-

school visitation, which permits internal exchange of ideas, concepts and methodologies among the experienced and competent teachers with the inexperienced and incompetent teachers. Similarly, research and experimentation should be the central nervous system of school supervision. For example, through research, sufficient data are gathered, organized, tested and experimented on. It provides educational supervisor opportunity to innovate while offering improvement to the current educational policies. Nnabuo (1997:142) advocates that supervision should be designed to:

Play an essential role in deciding the nature and content of curriculum, in selecting the school organization structure, in learning materials that facilitate teaching and evaluating the entire educational programme. There is an urgent need for effective supervision to ensure productivity because the country can no longer afford the wastage of human and material capitals involved in duplicating courses which can be minimized through adequate coordination of resources.

This role is unique because it focuses on the production of people who must be worthy in both character (normative), learning (cognitive) and ability to utilize learned behaviour (psycho motive). The supervisor therefore, influences and assists his subordinate in the improvement of the school productive levels.

Good setting for any activity in teaching, learning process or in clinical supervision is an indispensable step (component). Moreover, its place of priority in the scheme of school

productive function remains unquestionable. Goldhammer *et al* (1980:12) state that “Clinical supervisory goals are the process and content goals”. The significant of goal setting under scores the direct needs of the clinical supervisor, to attach sincere commitment to the formulation of the technical content, and process goals into cognitive terms, as behaviour outcomes and in relation to criteria behaviours. For in doing this, the clinical supervisor could be working in a conducive, well-directed democratic procedure both in the pre-observational, and in the post-observational stages of supervisory endeavour.

This position is strengthened in the light of the findings of Nnabuo (1988:142) which

revealed the importance of addressing supervisory issues such as independence, class involvement, methodology, self-expression and self-accomplishment, on the three principles of saliency, fewness and accessibility of treatment as selective criteria.

One astonishing revelation of the research is the seeming non-recognition and lack of prominence attached to psychomotor domain of learning by the respondents. This connotes either a prevalence in too much emphasis on ‘chalk and talk’ method in the presentation of instructional material to learners or that participants are showing lack of teaching facilities and equipment. This, the writer strongly holds should not be the case, in that as competent teachers, they (teachers) ought to be more resourceful and hence, make improvisation when need be. No matter the defense they may put up, the attitude to say the least is unprofessional. This is because all the three

domains of learning (the cognitive, the affective and the psychomotor) are of equal importance, and one should not be over-emphasized at the expense of other. In fact, they are independent in producing the desired teaching/learning effects in students' behaviours. Their equality is further emphasized in the provision of the new National Policy on Education (FRN, 2004 -Basics 1-9). These three domains of learning should thus be given undiluted equal attention to facilitate the much-needed technological take-off of Nigerian development. Clinical supervision, therefore, should be viewed as an integral component of every school system whose ultimate goal is in the improvement of teacher growth and classroom performance.

Some Theories of Educational Supervision

Theories here act as constructs for overseeing (supervising) the operationalization of educational activities. An educational supervisor who fails to embrace appropriate theory in work situations is like an engineer who builds castle in the air. An understanding of theory and its functions is basic to the improvement of teaching and learning processes.

For the purpose of this lecture, the following theories will be briefly reviewed in relation to educational supervision. These include communication, learning, group development, counseling, human relations, self-actualization, systems theory, action theory and leadership.

Communication theory – This has impact for the improvement of instruction, learning and curriculum. Communication ensures group accuracy, organizational efficiency, leadership emergence and membership satisfaction. This means that the position one occupies in communication process do influence ones behaviour as one occupies that position. For instance, an individual who is identified in task-oriented team is likely to

emerge at the centre of the communication setting. The behaviour of group members toward an individual is affected by the credibility of that person as information source. In communication, it is important to note that the language level is essential for understanding the deep meaning of the message.

Learning – It is assumed that a person learns by interacting with his environment and that factors which facilitate learning are selected from the environment. A person learns to attribute meaning to his perceptions, which is a function of past experiences, present needs and one's purposes. In addition, one's learning is affected by one's emotions. A supervisor must encourage teachers in exciting and stimulating young learners through making the subject matter interesting rather than extinguishing learning processes. One may ask, why do adults dislike mathematics and statistics? The obvious answer is due to poor early foundations in primary Arithmetic at the early stages of learning.

Group Development – Group cohesion is a function of the interaction between individuals and among persons within the group. When, for instance, common goals, values and norms are fostered by an aggregation of individuals, they then become group. Members of a group are controlled by the norms of the group and the greater the prestige individuals attach to a group, the stronger the influence of its norms. Groups have to develop a structure and organization in order to make and implement decisions effectively. High incentive groups often learn faster and work more productively than low incentive groups. An individual position in a group modifies one's behaviour. It is believed that peripheral members of a group are more vulnerable to outside influence. However,

consensus is likely in situations in which the group thinks together than in those in which the leader is autocratic.

Counseling theory – It is assumed that an individual behaves in a way he perceived best in any given situation and adapts to situations according to his perception of himself, role or situation. The extent to which an individual understands himself and his purpose is probably the best single indicator of future self-adjustment. For example, an individual who feels worthy, wanted and adequate can easily adapt to change, take facts and experiences relevant and is receptive to learning. Also an individual becomes more open in a situation in which he feels accepted, finds it difficult to remain defensively closed, and embraces new experiences and innovations,. He gets immediate assistance during change process from other who shows a feeling of acceptance and encourages him in developing self-direction.

Human Relations – Self-acceptance assists an individual to accept others and place value on differences, which helps him to achieve his own uniqueness. Human consideration is the key element in leadership endeavour. Obasi & Nnabuo (1999:126) conclude that:

it has been observed that from both empirical and descriptive studies, some Nigerian supervisors are guided by some leadership theories in their styles and so are effective in both member satisfaction and task accomplishment...

It is important to note that a functional educational overseer should embrace the skill of combined idiographic and

nomothetic dimensions of the organization to become a transformational supervisor.

Self-Actualization – Houton (1968:205) developed a theory in which he proposes that education is the self-actualizing activity for an individual and administration as the self-actualizing for human behaviour. Here, the state of behaviour change in learning will occur when the concept of *being* and *becoming* are collaborated. When behaviour shows simultaneous state of *being and becoming*, he is said to show auto-dynamic equilibrium. The supervisor works on individual teachers to achieve the equilibrium of concretizing the subject matter for fruitful learning to take place. Disequilibrium of self-actualization shows learning process that produces half-baked graduates. Disequilibrium in this context allows the teacher to concentrate only on topics/areas he knows better at the expense of the overall scheme of work for the level of learning. Efforts should be made to give adequate and regular demonstration lessons to schoolteachers to be conversant with current knowledge, skills, and tactics/techniques in teaching. These are the primary domains of school supervisors.

Systems Theory – One of the early theories which has significance to educational supervision is Getzels and Guba (1957). The authors classify administration as a social process, in that it is a structural hierarchy of subordinate relationship.

Functionally, this relationship has the base for allocating and integrating personnel, roles and facilities in order to achieve the systems goals. The social system consists essentially of two major components, namely: the nomothetic and idiographic dimensions. Under the institutional component (nomothetic), it is believed that each institution in the society has its own

functions to attend to. For instance, schools are established to produce educated people, which are prerequisite for scientific and economic developments. To foster this objective, specific roles are assigned to individuals (teachers, principals, supervisors, students) to perform. Each person is expected to fulfill the role assigned to him as defined by the organization. The institution (school) maintains systems of punishments (with holding of rewards, demotions, refusal of tenure) and rewards (promotions, salary increments, praise).

The personal (idiographic) component recognizes each individual within the social system as having unique personal need-dispositions, which influence individual's behaviour. For instance, if personality and need-dispositions are in disagreement with the role institution has assigned to an individual, the institutional goals will not be achieved, and dissatisfaction will emerge. In Nigeria, supervisors especially, the external supervisors emphasize nomothetic component of the institution at the expense of the idiographic component, which frustrates school goals.

Action Theory – An understanding of this theory and its functions is basic to the improvement of teaching and learning processes. In attempting a discussion for theoretical basis for supervision, Eye and Netzer (1965:34) assert that the supervisor must have the ability:

to scrutinize his own actions, identify his own motivations verbalize his own value patterns to the end that he will be in a position to view, explore and evaluate the factors involved in choices of behavior

The basic assumption here essentially focuses on learning relationships of principles, objectives, criteria and procedures. Nnabuo (1998:149) contends that: “it is necessary that individuals involved in school supervision become familiar with the concept of “working-with the teacher rather than working for the teacher”. The former combines the nomothetic and idiographic components while the latter emphasizes on the nomothic aspect of the institution. Educational personnel who are aspiring to the status of supervisorship and are neither action-oriented nor possess skills in human dynamics should forget it and concentrate on passive teaching.

Leadership Theory – Saunders et al (1966:5) provided a theory on leadership, which is one of its kinds in educational supervision. One can appreciate that leadership is crucial in improving educational programmes. The leader here becomes the nucleus upon which the accomplishment of educational objectives is actualized. Political orientation considers it appropriate that effective educational leadership should have individuals directly to be affected by the decision, to participate meaningfully. The participation can best be achieved at the school level or the zonal school system, by interacting with individuals interested in instructional improvement. However, cooperative and collaborative endeavours are the best acceptable and effective techniques in arriving at goals, which are satisfying and meet the expectations of the entire group. For example, individuals who work cooperatively and collaboratively have specific tasks to achieve and each can contribute towards the achievement of group objectives. Cooperative and collaborative group efforts enhance changes in-group behaviours, which reinforce the achievement of school goals. Human beings are essential for the quest for instructional improvement.

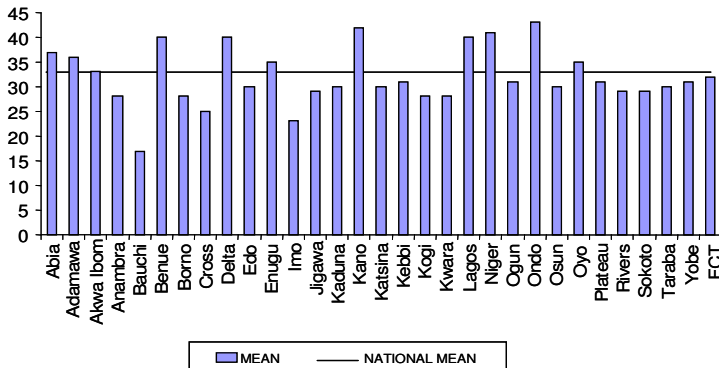
Respect for human dignity must dominate this relationship. For instance, instructional innovation should be handled with the intention that the people involved are capable of improving their competencies. Instructional personnel (teachers, principals/supervisors) are believed to have the capacity to identify, solve and make decisions concerning instructional development programmes. The changing and dynamic nature of our educational system invite for continuous examination and reexamination of the objectives of the endeavour. Efforts should be made to provide for healthy interactions between the practicing and the professional people in establishing achievable programmes through appropriate strategies. The enhancement of these objectives require changes in behaviour of people involved in designing and implementing instructional programmes. Change in behaviour or in learning becomes of high priority. Learning is believed to be more effective when the learner is directly involved in the process. This involvement takes into consideration the objectives of learner with specific attention to his attitudes, feelings, and values on the learning situation. An atmosphere, which is high and non-judgemental, should prevail in instructional improvement programmes. Thus, educational leadership is equated to supervision in that the basic task of principalship should be instructional leadership. Nnabuo (1999:97) concretizes that:

like their counterparts in industries, they are managers of schools (principals/supervisors) responsible for daily coordination of various activities going on in schools. The principal thus, has the complex task of directing and utilizing human resources especially the professional

staff of the school toward effective actualization of other resources with a view to accomplishing the school's goals...

Some people may perceive the head teacher, as the executive who controls the staff, school budget and organizes curriculum. Others perceive him as a leader and facilitator who is assigned the responsibility by the Ministry to run the affairs of the school. It is agreeable that the negative pattern the principal/supervisor organizes the school facilitates may retards the leadership process. Conversely the principal initiates effective communication with the staff for the purpose of identifying and resolving instructional problems of the school. Nnabuo (1979:96) argues that. “On staff supervision, the principal becomes the key figure in ensuring that the mapped out lessons for each subject is effectively executed”. Leading the school requires skills in group dynamics, communication, vision, administrative and social skills.

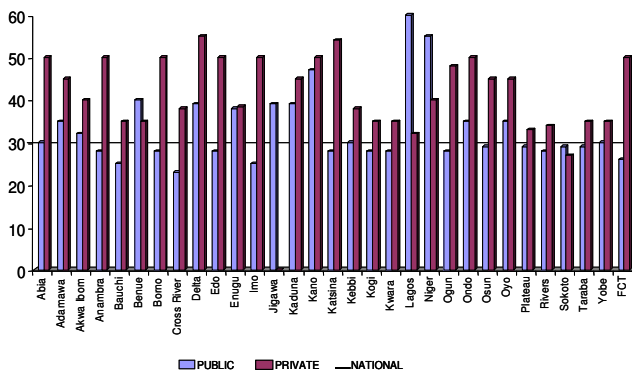
Table 6: Frequency Distribution of Mean Percent Performance on Nmeracy Test by State.



Source: UNESCO, 1997:34

Table 6 above shows that urban children performed better than rural children except for Akwa Ibom, Benue, Enugu, Rivers and Sokoto States. Similarly, as children scored above national mean (32.20%) in 18 states while performance for rural children were above national mean for 10 states. The implication is that standardization should cut across board irrespective of the sector (urban/rural) a child attends school. Quality of staff, quality of infrastructure, quality content, quality supervision should all be maintained irrespective of the sector.

Table 7: Frequency distribution of Performance by Pupils in Public and Private Schools by State.



Source: UNESCO, 1997:38

Table 7 below illustrates the dichotomy of private and public student performance. All the public state school children tended to score below the national average except Adamawa, Benue, Delta, Enugu, Kano, Lagos, Niger, Ondo and Oyo States. The Table also shows that private schools are academically performing better above national average. This

better performance on the part of private schools indicates that functional supervisory practice is at work at the private schools than in public schools.

Table 8: Overall Mean Scores in Literacy Test Components by Sector

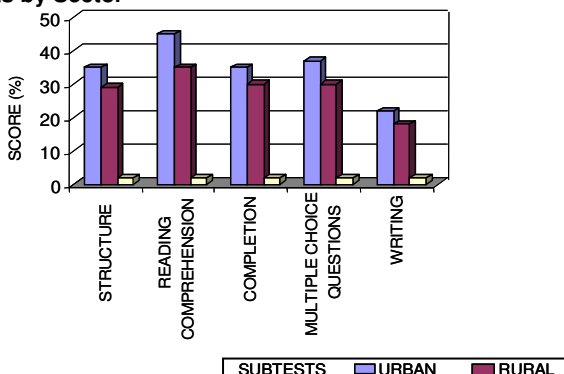
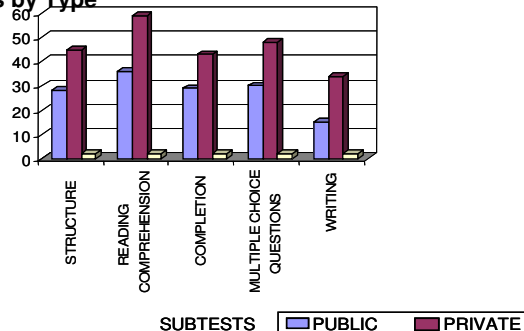


Table 9: Overall Mean Scores in Literacy Test Components by Type



Source: UNESCO 2007:71

Tables 8 and 9 show the overall average scores in literacy test for both urban and rural in Table 8, and public and private in Table 9. Urban school pupils performed better in almost all the subjects as opposed to rural school pupils. Similarly, when

private schools scores are compared with public schools' scores, the private schools rated higher. Again, it is believed that the higher performances are attributable to the quality of infrastructure, personnel and supervision extended to the urban and private schools.

The Does of School Supervisors

Regular visitations to the clinic – To ensure that one gets proper perspective of what goes on in the classroom, the educational supervisor visits the clinic (classroom) regularly. Through these visitations, he keeps himself abreast with problems that exist and seeks alternative solutions. This is important, giving the current complexities that surround educational processes.

Deemphasizes Bureaucracy – Eliminate bottlenecks, needless forms and approvals. Rather, the supervisor creates cross-functional teams to eliminate silos. He breaks bureaucracy by encouraging and maintaining open door policy, which are teacher friendly. One of the key ways of eliminating bureaucracy is by eliminating boundaries that separate supervisors from teachers; rather he refers both as working colleagues

Demote and Promote Teachers – A good supervisor assists the teacher growth and development in their profession but does not shy away from recommending the demotion/termination of incompetent teachers. For him, the achievement of the institutional goals is paramount as he strives to maintain effective teachers through recommendations for promotion. This action pays greater dividends in the long run.

Teachers who love their jobs are given opportunity – Teachers who possess good character, integrity and who comport themselves within the code of the profession, should be given

free hand to a point of diminishing returns. The supervisor should not over-stretch himself to those teachers who remain unconvertible. Talented teachers should be recognized as institutional assets by the supervisor.

The Don't of Educational Supervisors

One of the major mistakes school supervisors make centers on poor human relations. Bulach, Boothe & Pickett (1997) studied 375 Georgia education students who were in graduate programmes and found that the following mistakes were listed.

- *poor human relations skills*
- *poor interpersonal communication*
- *lack of vision,*
- *failure to lead,*
- *avoidance of conflict,*
- *lack of knowledge about instruction/curriculum,*
- *control orientation,*
- *lack of ethics/character,*
- *forgetting what it is like to be a teacher,*
- *inconsistency,*
- *showing favouritism,*
- *failure to hold,*
- *staff accountability,*
- *failure to follow through,*
- *snap judgments and interrupting instruction with announcements*

In a similar study conducted by Bulach and others, the second most frequently occurring mistake was supervisor behaviour referred as “*poor interpersonal communication skills.*” This mistake arises from the supervisor who fails to listen to his subordinates. Attending to memos in the presence of visitors and not maintaining eye contact were demonstration of failure

to listen. A perceived failure to listen is *usually interpreted by visitors as a sign of not caring*, whereas the perception that receiver is listening is *viewed by the visitor as a caring behavior*.

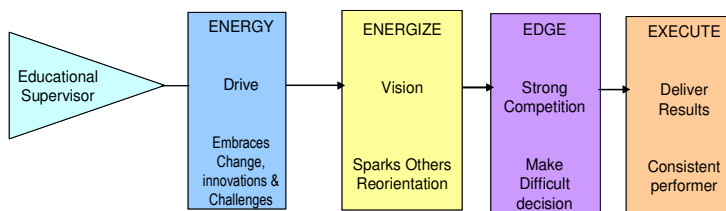
Interpersonal communication and human relation skills are related. Listening, caring and trust are interrelated. Listening conveys a caring attitude as caring is a building block for trust. The ability to build trust is an important human relations skill which reinforces interpersonal communication. Davis (1997:73) offers remedies to the above mentioned supervisor mistakes. These include:

evaluate and refine your interpersonal skills; understand how you perceive the world around you; don't let your past successes become failures, look for organizational indicators that your leadership may be faltering; be assertive in developing professional growth plan; and recognize the handwriting on the wall by making the first move.

To sum up, an educational supervisor must exhibit competency in the subject matter; learn the does and don't's of the organization; encourage professional staff growth and development, be fair and firm, be contingent to issues and situation with appropriate adapting mechanism for human touch; and talk less and listen more.

The Paradigm for Education Supervision

This paradigm is derived from 4E leadership characteristics found common among successful institutional leaders. These include energy, energize, edge and execution as shown in fig.5 below:



Adapted from Jack Welch, *Winning Leadership Formula* (2008)

First, in this paradigm, supervisor who has energy is associated with “go, go, go” philosophy. He is a person with boundless energy who gets up early in the morning ready to attack the job at hand. He is usually referred to as the “early bird”. Other authorities refer to him as an individual who travels at 90 miles per hour in a 56 mile an hour world. He possesses positive drive and accepts change, innovations and challenges as the situations arise. Above all, he is human oriented.

Secondly, the supervisor knows how to encourage his subordinates to perform. He outlines a vision and inspires others to act on that vision, Energizer knows how to get his colleagues excited and stimulated about a task. He is selfless in giving teachers the credit when they perform and quick to accept responsibility when things go negative. He realizes that sharing credit and owning up blame energizes his colleagues. He is teacher friendly.

Currently, Nigeria education system is in shambles as teachers and students want easy way out. This poses a challenge to educational supervisor who should provide adequate reorientation to teachers on the concept of “dignity of labour.”

The teachers and students should internalize hard work, which leads to self-actualization. As Obama (2009:17) recently puts it

Africa does not need strong men rather it needs strong institutions.

This is to say that our judiciary is weak, political institution is weak, executive institution is weak, and our educational institutions are also weak. There is need for supervisors to boldly accept the challenges of this weakness and find alternative ways of solving the above challenges. Nnabuo & Obasi (2004) assert that poor performance in schools has become a source of concern to all stakeholders in the education industry... This situation may have arisen from the fact that educational supervisors may be too busy with a lot of function to perform in schools, community and the ministry...

Thirdly, supervisor with edge is competitive in orientation. He knows how to draw up colleagues with talents in making difficult decisions, thereby not allowing difficulty to disrupt his vision. He is an educational leader who does not hesitate to make what Peter Drucker calls “life and death decisions (recommending staff for promotion, demotion and dismissal). He makes his decisions by establishing teams based on expertness in the subject matter. He gives the team a free hand for experimentation, which embraces change and innovations as strategies for problem solving. Mentoring of teachers becomes the domain of school supervisor through his energizing vision.

Fourth, phases 1-2 in this paradigm are essential, but without measurable outcome, they remain of little utility to the educational institution. Supervisor who executes effectively understands that school activity and productivity are not synonymous. The best educational supervisor knows is how to

convert energy and edge into action and results. He knows how to execute. He effectively combines human and material capitals into production function.

The paradigm is metamorphosed into twelve supervisory traits, namely: a good supervisor is a strong communicator and is emphatic. He welcomes change and disdains bureaucracy, teacher friendly; thinks globally; competent/acumen; possesses integrity; builds effective teams; focuses on achieving the institutional goals; possesses great energy and sparks others to perform, infectious multiplier (institutional capabilities increase); achieves and delivers results; and loves what he does.

To convert both energy and edge into action and results, the supervisor must apply human dynamic skills in his supervisory practices. In other words, he, must be consistently humane. For teachers to adequately perform their duties they must be provided with meaningful skills and enabling environments. This call for constant workshops, short courses, and seminars for teachers, which will enable them, keep abreast with developments in their various areas of specialization.

A Case of Dehumanization

An internal supervisor (Principal) delegated a senior teacher to oversee the students' lateness to school. One fateful morning, as the teacher was discharging his duty, one student refused to comply to the duty teacher's instruction and forced himself into the classroom. In an effort to discipline the defaulting student, the student was hurt and he (student) ran out of the school and reported to his military father. The military man mobilized his subordinates and forced their way into the internal supervisor's office. At this point, the principal sent for the duty master, confronted, and blamed the master before the

military men. The military men arrested the duty/master and carried him to the barracks where he was tortured and detained for hours. An alarm was raised among the Parent Teacher Association (PTA) and members rallied round and released the duty master. Thereafter, the PTA members reported the incident to the Schools Board and pressured that the internal supervisor be transferred and demoted. Their request was modest and was granted after three months of the incident

One may ask: was the delegation of duty to the master teacher a form of dehumanization or a form of energizing the teacher by the Principal (internal supervisor)? What would have happened to other teachers when next the same internal supervisor gives them assignment, if not for the intervention of the PTA? What lesson(s) can the internal supervisor learn from the above incident.

Which Way Nigerian Education Supervision

Educational supervision in many parts of the world has embraced change, challenges and innovation to apply democratic and clinical approaches. In Nigeria, it is sad to note that the endeavour is being practiced with authoritarian, faultfinding, bureaucratic, biased, subjective and arbitrary approaches. The dehumanization process is evidently observed in Nigerian schools where unskilled, unqualified and incompetent supervisors pose around in the school claiming to be masters of all subjects but are virtually empty. There is an urgent need to examine and redesign educational supervision in Nigerian context so that personnel involved in the endeavor are exposed to modern skills, tactics/techniques, models and approaches. The writer conducted a study on clinical concept of supervision among 1000 Northern and Eastern (internal and external) supervisors in 2008 using simple random technique. 78% of the participants indicated ignorance of the concept

while 10% agreed of knowing the concept as 2% did not answer the question.

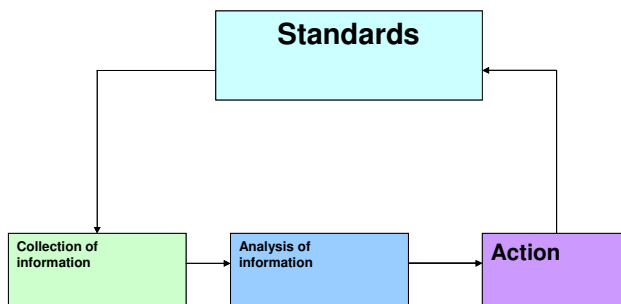
On the use of human dynamic skills on teachers, internal supervisors favoured it as opposed to external supervisors. When asked about the use of “inspection and supervision” they all reported positive that the two concepts are currently being used in Nigerian educational system. One may deduce from this study that majority of supervisors in Nigeria still applying autocratic control of teachers by instilling negativity and dehumanizing approaches, at the expense of productive and energizing approaches. Supervision has been a neglected area of education management for a long time. It is rather symptomatic that Nigeria does not publish any data/statistics on educational supervision. Not only does it not publish them, they are usually not available. Even more serious is that some ministries are not able to answer all apparently simple questions such as ‘how many external supervisors are allocated to a school zone?’ This question is important if quality supervision is to be maintained. There are several reasons for the renewed interest in quality supervision. (1) The rapid expansion and mass production of education has led to the deterioration of quality. (2) The value of money syndrome that permeates all sectors of the society has also hit the education system. (3) Studies have shown one important determinant of the deterioration of the quality of schools relates to the weakening of professional supervision; and (4) interest in supervision should emphasize quality in standardization of curriculum across the system.

Essential Component of Supervision

From pragmatic view, supervision involves three basic activities, namely: collection of information; information analysis; and action.

Figure 6 below shows supervision process as obtainable in modern supervision.

Figure 6: Supervision Process



Collection of data may be limitless and supervisor may get lost in overloaded data. The guiding principle for deciding which data to collect is their usefulness for the analysis. Only data that will be used for the analysis should be collected. Table 10, shows five sources of data on schools which supervisory process can rely on. The most popular ones are the first three. The statistical database, the results, examinations, tests, and the supervisors' reports. The rows indicate the type of data on which these sources focus; it is more concerned with inputs, processes and outputs. Is it qualitative or quantitative in nature? It is clear, for example, that statistical data are more concerned with quantitative information and that exams focus on output. It is believed that a combination of different sources of data will make supervisory process richer.

Table 10: Some hints on completing supervisory Task.

	Regular	Exams & Tests	Supervision Reports	School Self Evaluation	Research Valuation
Inputs					
Process					
Outputs					
Quantitative					
Qualitative					

Data Analysis – Data need to be analyzed in order to direct achievements, problems and propose appropriate action to be taken. This implies selection and construction of reliable indicators that allow supervisor direct achievement and problems relating to inputs, processes and outputs in an objective and consistent way. It implies the definition of clear reference points or standards for making judgments. Indicators and standards are therefore intimately linked.

Reference points are made of:

- √ Pre-established norms, such as class size or teachers qualification
- √ Average level of attainment e.g. national enrolment rate or national achievement score in mathematics, and
- √ expected results such as less than 5% of repetition rate in grade SS11.

Action can take the following format:

Structural measures – Different reform measures relating to the improvement and transformation of the school. For example, one can think of a change in the recruitment procedures of school principals or the setting up of committee

that includes supervisors and teacher trainers to ensure stronger collaboration between these two groups.

Personnel-related measure – These can either sanction or support. Sanctions can be positive (incentives) such as promotions or negative (punishments) such as official reprimand or dismissal. Support and advice can be given through the interventions or in-service training, or resource centers.

Conclusion

The supervisory concepts evolved from early inspectorial practices of the 19th and 20th centuries. Modern supervision demands a new breed of supervisor, one who advocates and affirms participatory democracy. One may ask; Who are these supervisors? What kind of supervisors do we need in educational system? Are we likely to encourage teachers in ongoing, meaningful dialogue about instructional improvement,? Or do we feel more comfortable suggesting to teachers ways to improve their teaching? The write maintains that modern supervisors need to develop personal vision statement so that they begin to consciously affirm their positions about supervision and teaching. Such reflective practice is a powerful way of enhancing professional development. Confronted by complex and seemingly perplexing political, moral, technological and social issues, educational supervisors need to play significant roles in developing sound educational programmes, which must be both relevant and educative. Assessing these issues and challenging responsibilities, the writer contends that educational supervision can play an important role in promoting excellent instruction. His performance zeal is a measure of 2+2 equals above 4 (an outstanding achiever in education).

Vice Chancellor, Sir
Permit me to conclude with this stanza by
Rom Barnes:

*We need not be ashamed to learn;
And our first effort show;
For in this World
There is no learned sage that lived,
No matter the degree;
Who did not start with simple ABC.*

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CITATION OF PROFESSOR P. O. M. NNABUO

BY

PROF. J. D. OKOH

When in the month of December 1949, precisely 12 days before the Christmas eve, a baby boy was born into the Matthew Nnabuo family in Awo-Omamma, little did they know that this baby boy, whom they named ODIOYEBUCHUKWU (and later baptized Peter) was destined to bring intellectual fame and pride not only to the NNABUO Clan but to the Wider Nigerian Community.

The early signs of Peter's academic brilliance started to manifest at the St. Patrick's Primary School, Awo-Omamma (1955-1962) from where he graduated to the Comprehensive Secondary School, Awo-Omamma in 1963. In 1970, Peter joined the ranks of the local academic champions when he secured Division I in WAEC.

Upon the completion of his secondary school, the young Peter had the option of becoming a business-boy-in-training, but he opted to be a lowly paid uncertificated pupil teacher at Community Primary School, Ubachima. At the end of 5 years of teaching, that was in 1975, Peter made up his mind- that his ambition in life would be to be a teacher for the rest of his life.

This ambition took Peter to Canada: first to Grant MacEwan College, Edmonton (1975-1977); then to the University of Lethbridge (1977-1980) and finally to the University of Alberta, Edmonton (1980-1983). During his academic sojourn in Canada Peter acquired Diploma in General Arts and Science (1977), Bachelor of Arts and Science (1980), Master of Arts (1981) and Ph.D in Educational Administration (1983).

As soon as Doctor P.O.M. Nnabuo assumed duty at the University of Port Harcourt as Lecturer II in November 1984,

he devoted himself to the tasks of teaching, research and community development. Dr. P. O. M. Nnabuo reached the academic pinnacle of Professor of Educational Management in 2005 having presented beyond teaching, 2 books and 40 articles published in National and International journals. It may interest us to know that instead of resting on his professorial chair, Professor Nnabuo has co-authored 3 books and published 10 additional articles since becoming a professor.

Professor Nnabuo has contributed in numerous ways to the growth and development of University of Port Harcourt. He has served in so many duty-posts, has been member of several committees and chairman of some. As a former Head of Department of Educational Management, he was a member of Senate. To crown his services, he was elected Dean of Faculty of Education and he served-out his tenure with honor in November 2009.

A member of several Local and International Learned Associations, Professor Nnabuo has made his mark in (1) Educational Studies Association of Nigeria (2) Nigerian Association for Educational Administration and Planning and (3) the Canadian Association of African Studies.

Prof. P.O.M. Nnabuo has been a beneficiary of Scholarship Awards: In 1980 he got the Federal Government Scholarship Award to pursue his Master of Arts degree in Edmonton, Canada and in 1982 he received a scholarship award from the University of Alberta to undertake his Ph.D programme at the University of Alberta, Edmonton.

A very articulate and active scholar, between 1999 and 2010, Prof. Nnabuo has been a visiting scholar to Shel-SPDC (Eastern Province), teacher trainer for UBE Bayelsa state and Director Computer Appreciation and literacy programme.

Professor Nnabuo has been an external examiner to several Universities such as, UNN Nsukka, UNICAL, UST (P/H) Imo State University on so on.

Prof. Nnabuo has been Editor-in-Chief of two well-accepted academic journals namely. African Journal of Education, Research and Development and Journal of Education in Developing Areas.

As the saying goes, Success without a successor is a failure. No wonder, that over the years, Professor Nnabuo has mentored and supervised 40 M.Ed and 10 Ph.D men and women. As a matter of fact, his 1995 Ph.D Student (F.N.Obasi) was elevated to the post of a Professor of Educational Management (UNIPORT) less than 3 weeks ago.

No doubt, the crowing peak of P.O.M.'s academic achievements and awards was his induction into the prestigious NIGERIAN ACADEMY OF EDUCATION in 2007. Thus from the humble beginning of being an uncertificated teacher in 1975, Professor P.O.M. Nnabuo (Mnae) is now not only a fully certified teacher but an academic teacher of teachers.

Happily married to Caroline, and with five children.

Vice-Chancellor, Sir, Ladies and Gentlemen I present to you the inaugural lecturer for today:

An alumnus of my alma mater, the great University of Alberta, Edmonton, Canada

= on academic achiever

= on academic mentor

= an erudite scholar

= an outstanding administrator and above all an EDUCATED GENTLEMAN

Professor Peter Odioyebuchukwu

Matthew Nnabuo

Thank you.

Prof. J. D. Okoh