

# **Strategies for Improvement of Instructional Supervision in Nigeria**

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## **Abstract:**

The study was designed to identify through a questionnaire the perceptions of Nigerian educators concerning alternative change strategies for improvement of instructional supervision in Nigerian public education systems. The research sample consisted of 220 Nigerian educators enrolled in colleges and universities in the southeastern United States.

The research instrument was based on change strategies (Ben Harris, et al.), clinical supervision, and Nigerian educational inspection concepts.

Findings are:

1. Educators agreed that inspectors of education often assist their respective schools in education activities, such as curriculum development and identification of resources.
2. Educators disagreed that one of the strategies of the inspectors for the development of professional growth was regular meetings with the teachers and school site leaders.
3. Respondents agreed that the inspectors collaborate and communicate with the education officers regarding staff.
4. Organization of workshops, seminars, and in-service training to improve teacher effectiveness was lacking.
5. The inspectors did not confer with the representatives of the local communities on the pro-vision, expansion, and maintenance of the school.
6. Agreement was indicated that the inspectors serve as specialists in advising the school principals and the staff.
7. The inspection practice was regarded as an inadequate supervisory practice for Nigerian public education systems.
8. Educators preferred clinical supervision as an alternative supervisory practice that might be more productive in improving instructional effectiveness in Nigeria.
9. Adoptions of clinical supervision will re-quire retraining of the ministry of education inspectors, and the school site leaders.
10. Funding and introduction of clinical supervision into the Nigerian public schools should not create any financial problem for the Federal Government.

**Keywords:** Educational system/ instructional supervision/ curriculum development/ education officers/ effective communication/ in-service training

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