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Supervision of Agricultural Programmes: A Panacea for Teachers' Capacity Building for Job Effectiveness in Secondary Schools in Rivers State, Nigeria

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Abstract:

The study was carried out on Supervision of Agricultural Programmes as a Panacea for Teachers' Capacity Building for job effectiveness in Secondary Schools in Rivers State, Nigeria. A population of 1420 teachers in Secondary Schools in Port Harcourt City Local Government Area of Rivers State was used for the study. Purposive Sampling Technique was used to select 52 Agricultural Science teachers as the study sample. Two research questions guided the study. The Instrument for data collection assessed the qualifications, years of experience, instructional methods and evaluation style as well as ways of enhancing teachers' effectiveness. Percentage and Frequency are used to analyze the data gathered from the respondents. The findings of the study revealed among others that some Agricultural Science teachers do not possess the requisite qualification to work as teachers thus, their capacities need to be upgraded. Based on the finding of the study it was recommended among others that government should engage more qualified Agricultural Science teachers in Secondary Schools in Rivers State, Nigeria.

Keywords: Supervision, capacity building, agricultural science, teacher, performance

1. Introduction

Teaching is one activity that requires a high level of competence on the part of teachers. Teaching at any level is carried out by teachers who are the chief facilitators of effective teaching and learning in any educational system. Teachers are those primarily concerned with teaching (Adiele, Leigh & Abraham, 2010). Teachers are the engine room for a fulfilled academic exercise as they play diverse roles in ensuring that effective learning and teaching occurs in schools via quality counselling, guidance, teaching, assessment, among others. According to Kpatakpa (2008) there is an observation that poor academic standards in secondary schools are due to teachers' ineffectiveness on the job. In the same vein, Gimba (2012) reports that no educational system can rise above the quality of its teachers, hence, teachers' professional training and retraining is key to building their capacities to function optimally in their job roles. Teachers are guided by their technical competence and expertise in specialized teaching areas as a result, their duties exposed them to several challenges which warrant their professional development to surmount. Thus, achieving a functional education system warrants the teachers to always update and modify their knowledge base through continuous professional development so as to achieve the expected educational objectives. Before now, Nigerian teachers received adequate professional training for capacity building through in-service training, consisting of short-term courses that would offer teachers new information on a particular aspect of their work (Chukwu 2009). Capacity building of teachers could be enhanced through continuous routine supervision to identify areas of strengths and weaknesses of teachers for proper attention.

Capacity building according to Osuju (2014), teachers are the field agents of educational change and reforms in all nations around the globe their capacities and knowledge need continuous upgrade through comprehensive and high quality education, training and skills development programs. Capacity building in the words of Egbo (2011) refers to the art of doing something more effectively and efficiently through adequate education and training. Chukwu (2009) defines capacity building as skills/developments and knowledge needed by groups in order to participate fully in the labour market. Egbo (2011) reports that capacity building has significant impact on the teachers, learners and on the success of educational reforms in the sense that the more professional knowledge the teacher possess, the better his efficiency and effectiveness. Empowerment scheme is another effective means of building teachers' capacities because when they are motivated, their productivity increased tremendously (Udofot, 2005). In the same vein, Mattos (2011) reports that when teachers' capacities are enhanced; it brings about improved teaching that leads to greater students' achievement. Similarly, Chukwu (2009) states that building the capacities of teachers enable them to produce students who can compete favorably with their contemporaries around the globe on any educational issue. According to the United Nations Development Programme (UNDP) (2015), capacity building refers to a long-term continuing process of development that involves all stakeholders including ministries, local authorities, NGOs, professional, academics among others directed towards increased productivity. Thus, from the foregoing, teachers' capacity building is crucial to their productivity.

However, in the process of building teachers' capacities for effectiveness, proper strategies and approaches to educational policies involving the use of performance data and other educational data are applied (Osuji, 2014). This is done via supervision.

Supervision is the act of focusing on the teaching and learning conditions in school with a view to promoting effective learning where necessary. According to Nnabuo (2003), supervision is an administrative process focusing on the achievement of appropriate instructional objectives through democratic means. Nosiri (1997) sees supervision as an administrative function aimed at recognizing the true value of employees so as to appreciate, recognize and develop them effectively. Adiele, et. al (2010) reports that two areas of application in school supervision matters are personnel supervision and instructional supervision. Segun (2004) explains that supervision is seen as the stimulation of professional growth and development of teachers, a selection and revision of educational objectives, materials of instruction, methods of teaching, and the evaluation of instruction. The personnel (teachers) are supervised to ascertain their competence on the job through the academic and educational attainments and years of experience gained. While instructional supervision deals more on the content, method or mode of delivery as well as evaluation methods are checked to ensure that students' receive the best education possible. Furthermore, both teachers' and students' qualities are examined to ascertain their adequacy for the school. Therefore, school supervision is aimed at promoting the standard of education generally. Teacher supervision according to Olele as cited in (as cited in Adiele et. al. (2010)) is also known as personnel supervision which refers to a process comprising of a set of activities carried out by supervisors towards sensitizing, mobilizing and motivating teachers in the school towards effective job performance for the achievement of stated educational aims and objectives. Instructional supervision on the other hand according Adiele et. al. (2010) deals with the activities aimed at realizing effective teaching and learning at school. According to Kweku and Eric (2014), effective supervision in the basic secondary schools is likely to improve the teachers' professional performance and consequently enhance the academic performance of the students. Supervision focuses on human relations and cooperative efforts of administrative personnel, teachers and headmasters, to enhance educational quality (Tyagi, 2011). Thus, Adiele et. al (2010:143) summarized the rationale behind teacher supervision in school as follows:

- To improve teaching and learning processes in school to benefit both teachers and students.
- To help identify the teachers' areas of strengths for encouragement and motivation and weaknesses for improvement geared towards proper development.
- To recognize the active roles of teachers and strengthen the tie between them and their superiors.
- To ensure that teachers follow the curriculum of instruction as contained in the national policy on education.
- To prepare follow-up activities capable of improving identified areas of teachers' weaknesses.
- To help teachers discover appropriate teaching skills and instructional strategies as well as improvised teaching aids for effective teaching.

Thus, the major goal of teacher supervision is to strengthen the capabilities of teachers to maximize their productivity. According to the Federal Government of Nigeria's National Policy on Education (NPE) (2013), teachers' professional development is achievable via teachers' capacity building programmes such as seminars, symposia, workshops, conferences among others therefore, training and retraining of teachers becomes imperative as no educational system in the world can rise above the quality of its teachers.

The main purpose of the study is to determine how supervision can help build Agricultural Science teachers' capacities for increased productivity in secondary school in Rivers State, Nigeria. Specifically, the study seeks to:

- To identify areas of supervision of Agricultural Science teachers for effectiveness in secondary schools in Rivers State, Nigeria.
- To identify possible ways of enhancing Agricultural Science teachers' capacity for effectiveness in secondary schools in Rivers State, Nigeria?
- In order to realize these objectives, two research questions were posed to guide the study as follows:
- What are main areas of supervision of Agricultural Science teachers in secondary schools in Rivers State, Nigeria?
- What are possible ways of enhancing Agricultural Science teachers' capacity in secondary schools in Rivers State, Nigeria?

2. Materials and Methods

The study adopted described survey design. A population of 1420 teachers in Secondary Schools in Port Harcourt City Local Government Area of Rivers State was used for the study. Purposive Sampling Technique was used to select 52 Agricultural Science teachers as the study sample. The instrument for data collection assessed the teachers' qualifications, years of experience, instructional methods and evaluation style as well as ways of enhancing teachers' capacities for effectiveness. Percentage and frequency are used to analyze the data gathered from the respondents and the results are tabulated as shown below:

3. Result

S/N	Frequency of teachers with minimum requirements	Percentage (%) of teachers with minimum requirements	Frequency of teachers that lack minimum requirements	% of teachers that lack minimum requirements	N = 52
Qualifications	45	86.5	7	13.5	52
Experience	37	71.2	15	28.8	52
Teaching Method	29	56	23	44	52
Evaluation Methods	32	62	20	38	52

Table 1: Percentage and Frequency Values on Main Areas of Supervision of Agricultural Science Teachers in Secondary Schools In Rivers State, Nigeria

The finding of the study as shown in table 1 revealed that 13.5% of Agricultural Science teachers do not have the requisite academic and professional qualifications as recommended by the Federal Government of Nigeria in the National Policy on Education; 28.8% of the teachers do not have up to five years minimum teaching experience in classroom; 44% of the teachers do not use adequate learner centered teaching methods in instructional delivery in Agricultural Science while 38% of Agricultural Science teachers do not apply appropriate evaluation methods in measuring students' learning outcome to ascertain their academic achievements. Similarly, the result from table 1 showed that 86.5% of the teachers have the requisite academic and professional teaching qualifications, 71.2 % have experience of 5 years and above, 56% used students-centered instructional methods and 62% applied appropriate evaluation methods to test learning outcomes.

S/N	Possible Ways of realizing Professional Capacity building of Teachers	Teachers' Frequency	Percentage (%) Response of Teachers
1	In-service training	46	88.5
2	Advanced professional and Academic Studies	37	71.2
3	Engaging in Quality Research	24	46.2
4	Conferences	43	82.7
5	Workshops	50	96.2
6	Seminars	25	48.1
7	Professional Affiliations	19	36.5
8	Book and Article Publications in Journals	22	42.3
9	Mentoring	38	73.1
	N=52		

Table 2: Percentage and Frequency Values on Possible Ways of Enhancing Agricultural Science Teachers' Capacities for Effectiveness In Secondary Schools In Rivers State, Nigeria

The result according to table 2 revealed that 96.2 % of the respondents believed that workshop training are effective ways of building teachers' capacity, 88.5% of respondents are of the view that in-service training improves teachers' capacities, whereas 82.7% of the respondents agreed that conferences build teachers' capacities for effectiveness, similarly, 73.1% and 71.2% of respondents are of the opinion that teachers' capacities can be enhanced via mentoring and advanced studies respectively.

4. Discussion

The finding of the study indicates that some teachers lacked adequate qualifications and teaching experience which adversely affects their teaching and consequently, students'. This finding agrees with Chukwu (2009); (Fullan, 2010) who submit that teachers' professional competence improve with years of experience on the job. which stated that teachers need adequate years of experience on the job to boost effectiveness. The finding also reveals that some Agricultural Science teachers do not use adequate students centered instructional teaching approach in teaching which reduced students to mere passive instead of active learners. This finding shares the views of Ekezie and Owo (2019) who opine that teachers need to allow students to actively participate in teaching and learning processes as that will make them to contribute to their learning, that is to say that teachers' role should be more of facilitators by appropriate application of student-centered teaching methods.

Furthermore, the study finding also indicates that some teachers do not use appropriate evaluation methods in assessing students' learning outcomes. This finding agrees with the views of Kweku and Eric (2014) who state that in order for educational institutions to achieve their goals, an effective mechanism for continuous evaluation of teaching and learning exercises in school.

Table 2 revealed that workshops, in-service training, conferences, mentoring and advanced studies are more effective ways of building teachers' capacities in secondary schools in Rivers State, Nigeria. This finding agrees with (Layfield and Dobbins(2002) who posit that Agricultural Science teachers need continuous professional education to

maximize their productivity. This finding equally corroborates the views of Kweku and Eric (2014) who submit that modern teaching requires teachers to embark on life-long professional development for knowledge and skills update to improve the quality of their teaching.

5. Conclusion

Based on the study findings, the capacity building of teachers could be seen as a very important tool to achieving educational goals in any nation. This is because no educational system can rise above the quality of its teachers. Thus to improve the quality of teachers, their professional development must be given adequate attention by educational administrators. When Agricultural Science teachers' capacities are fully developed, their productivity will greatly increase indicating a proportional improvement in students' academic achievement in Agricultural Science in secondary schools. Based on the finding of the study, the followings recommendations were suggested:

- Government should employ quality Agricultural Science teachers in secondary schools in Rivers State, Nigeria.
- Senior Agricultural teachers in Secondary Schools should provide mentoring and leadership services to younger teachers to boost their efficiency and effectiveness on the job.
- Agricultural Science teachers should be encouraged to use more of student-centered approaches in instructional delivery to ensure students' active participation in learning.
- Teachers of Agricultural Science in Secondary schools should strive to adopt appropriate evaluation methods in assessing students' learning outcome.
- Government should ensure continuous professional training of teachers to maximize their effectiveness in instructional delivery in Secondary Schools in Rivers State, Nigeria.

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