

Strategies for Improving Supervision of Home Economics Programmes at the Junior Secondary Level in Gombe Local Government Area, Gombe State

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Abstract

The main purpose of this study was to examine the strategies of improving supervision of home economic education at the Junior Secondary School level in Gombe Local Government Area, Gombe state. Three objectives and three research questions guided the study. I was a survey. The population consisted of 98 Home Economics teachers in Junior Secondary School and 4 supervisors in the area of study. Data were analysed using means. Findings revealed that supervisions have played a key role in improving teaching and learning of Home Economics in Junior Secondary Schools in Gombe Local Government Area with the mean (\bar{x}) of 3.36. It further identified problems such as inadequate facilities, poor remuneration and so on with the weighted mean (\bar{x}) of 3.32. Strategies for improvement of supervision of Home Economics in secondary schools have a mean (\bar{x}) of 3.48 which include restructuring of supervision division according to the subject, adequate motivation among others. Recommendations made include provision of adequate facilities and funding among others.

Key words: Supervision, Teaching, Learning, Home Economics, Junior Secondary School.

Introduction

Home Economics is one of the oldest subjects; it came into being as early as 1909 and was recognised as a profession association with the

improvement of quality of life in the home and in the community. Quisley and Ethal (2012) noted that Home Economics is the body of subject matter which has to do with

application of the natural and social science and art to solve problems of the home and the problems growing out of home and their interrelationships.

Bobbin (1999) opined that Home Economics is concerned with the holistic nature of human relation to their physical, biological wellbeing. Home Economics is considered as a profession rather than a subject as it integrates knowledge from various subject to determine the best solution to problems in a given situation. The original aim of Home Economics education in Nigeria according to Anyakaoha (2009) is to improve individual and families through acquisition of practical skills.

In pursuance of the goals of Home Economics Education, the curriculum for Home Economics in Junior Secondary Schools consist theoretical and practical skills that can lead to entrepreneur development of the students upon graduation. A careful consideration of the goals and curriculum content of Home Economics Education brings to the fore front the need for a well-balanced and result oriented teaching and learning process that brings about interaction among teachers, students and external education officers. It therefore means that there is a need for external supervision/inspection of Home Economics in Junior Secondary Schools to achieve the objectives in the curriculum content of Home Economics Education at this level of education. In discharging these tasks, it should not be left in the hands of

unqualified, outdated or untrained educational personnel (Hawkins and Shohet, 2010).

The Nigerian government recognised the need to monitor the activities of schools in terms of teaching and learning. As a matter of fact, the National Policy of Education (FRN, 2012) stipulated that all schools in the country must be supervised and adequately inspected for effective teaching and learning.

In view of these, educationists at the ministry of education both federal, state and local levels of government have set up quality control division in their respective ministries of education to ensure that quality education is maintained. Esinem (2008) stated that quality and standards in the educational system could be maintained through regular inspection and continuous supervision of instructions and education services as laid down in the National Policy of Education. Hence the need for supervision of Home Economics at all levels of education for better quality teaching and learning.

Concept of Supervision

The word supervision can be said to have derived from Latin origin which is *supervisee*, meaning to oversee. Udeozor (2004) holds it that the act of supervision implies "to keep watch over work and workers". Supervision is the personnel element of school administration, focusing on advising, guiding, refreshing, encouraging, stimulating, improving and overseeing certain groups with the

hope of seeking their cooperation in order to enhance instruction.

The primary focus of supervision according to Shohet (2011) is to receive both content and process feedback, provide regular space for the supervisees to reflect upon content and process of their work and to develop understanding and skills within the work of studies.

In teaching, generally and in Home Economics Education in particular, supervision can be carried out on how instruction is conducted. Home Economics instructional supervision therefore, is a programme geared toward improving instructions. Supervision in Home Economics education in schools is primarily and directly aimed at improving the skills, methods, processes and growth of both teachers and students. It makes students become satisfactorily established in Home Economics and coordinate their physical, mental, social and emotional experiences in the subject (Quisley and Ethal, 2010). According to Smith (2011), supervision is crucial for the daily operation and function of the school system since it access and record the performance of teachers, their ability and consistency in carrying out intellectual challenges in teaching and keeping of highly and qualitative record. In carrying out supervisory role, the Home Economics supervisors from the state ministry of education and the Home Economics teachers are to oversee students' activities both inside and outside the classroom environment.

Supervision has played and keeps roles in the educational sectors in Nigeria. External and internal supervision of schools are necessary for quality teaching and learning of all subjects including Home Economics. Home Economics supervisors in the state ministry of education are expected to supervise Home Economics teachers as they teach and conduct practical classes in their different areas of Home Economics as contained in the curriculum. However, from many observations, Junior Secondary Schools that offered Home Economics in Gombe state are rarely visited most especially in rural schools. This failure for frequent visit is in part the result of strategic challenge which must be investigated.

It is against this background that this study sets out to examine the strategies for improving supervision of Home Economics education in Junior Secondary Schools levels in Gombe Local Government in Gombe State with a view of enhancing quality assistance mechanism in the schools.

Objectives of Study

The main objective of this study was to examine the strategies for improving supervision of Home Economics Education at the Junior Secondary Schools Levels in Gombe Local Government Area (LGA) of Gombe State. Specifically, the study (1) determined the roles of Home Economics supervisors in the Ministry of Education at Junior Secondary Schools Levels in Gombe LGA of Gombe State;

(2) identify the major problems militating supervision of Home Economics Education in Junior secondary School Levels in Gombe LGA, Gombe State;

(3) examine the major ways of improving supervision of Home Economics in Junior Secondary Schools in Gombe LGA, Gombe State.

Research Questions for the Study

(1) What are the roles of Home Economics education supervisors in the ministry of education in Junior Secondary School level in Gombe LGA, Gombe State?

(2) What are the problems militating against supervision of Home Economics education in Junior Secondary School in Gombe LGA, Gombe State?

(3) What are ways of improving the supervision of Home Economics education in the Junior Secondary School levels in Gombe LGA, Gombe State?

Methodology

Design and Area of the study: Survey design was used for this study. The area of the study was Gombe LGA of Gombe state.

Population of the study: The population of the study consists of 98 Home Economics teachers in Junior Secondary Schools in Gombe LGA and four supervisors of Home Economics in the Ministry of Education, Gombe State. The population size was 112. This population size was considered some. Thus, the entire population was studied and there was no sampling.

Instrument for Data Collection: A 4-point questionnaire was developed and for this study. The questionnaire was structured into three main part: Part A solicited opinion on the role of Home Economics supervisors in the ministry of education in teaching and learning of Home Economics education in the Junior Secondary, part B solicited the opinion on the major problems of supervision and part C seeks for the opinion on the major ways of improving supervision of Home Economics education in Junior Secondary Schools. The 4-points scale was as follows: Strongly agree (SA) = 4, Agree (A) =3, Disagree (D) = 2 and Strongly Disagree (SD) = 1 were used. Item from the questionnaire were mostly derived from review of related literatures and based on the research questions. The instrument was validated by a supervisor in Gombe state ministry of education and lecturer in Home Economics Department in Federal College of Education (T) Gombe.

Data Collection and Analysis Technique: One hundred and twelve (112) copies of questionnaire were administered by hand to the respondents with the help of two trained research assistants. Collection was carried within one week. All the 112 copies of questionnaire administered were retrieved which accounted to 100% return rate. Data collected were analysed using means in order to answer research questions.

Findings of the study

The following findings were made:

- (1) Seven roles of the Home Economics supervisors. These are summarised in Table 1.
- (2) Nine problems militating against supervision Home Economics education. These are summarised in Table 2.
- (3) Seven ways of improving the supervision of Home Economics education. These were summarised in Table 3.

Table 1: Mean responses based on Roles of Home Economics supervisor

SN	Roles of Home Economics supervisors	SA	A	D	SD	X	Remarks
1	Supervisors bring about improvement in appropriate instructional expectation of Home Economics education system	280	120	14	0	3.69	Agreed
2	Supervisors stimulate growth and means of helping Home Economics to help themselves	252	126	0	7	3.44	Agreed
3	Enhancing teaching/learning of Home Economics between teachers and students.	196	147	28	0	3.31	Agreed
4	Help Home Economics teachers to do their work better	140	168	28	7	3.0	Agreed
5	Supervisors helps to assess and monitor the Home Economics education system in order to bring about feedback of the system	252	84	28	7	3.31	Agreed
6	Provide a link between the Home Economics teachers and the ministry of education	168	189	14	0	3.31	Agreed
7	Helps in the improvement of the teaching environment and promote effective teaching performance and learning	252	160	0	0	3.38	Agreed

Table1 shows that all the seven roles of the Home Economics supervisors summarised in the Table were agreed to by the respondents. All the seven roles of Home Economic supervisors were agreed by the respondents since each item statement has a mean score of more than 2.5

Table 2: Mean Responses of opinion of respondents on the problems militating supervisors in teaching/learning of Home Economics education in Junior Secondary Schools.

SN	Problem militating supervision of Home Economics in schools	SA	A	D	SD	X	Remarks
1	Inadequate facilities for the inspectors to work with	224	189	0	0	3.69	Problem
2	Poor remuneration of the supervisors.	280	126	0	0	3.36	Problem
3	There is poor funding to supervision by Government	168	189	14	0	3.31	Problem
4	Poor attitude of supervisors to work affect supervision	112	219	28	0	3.31	Problem
5	Poor communication between teachers and supervisors	280	126	0	0	3.36	Problem
6	Constant changes in educational policies affect true supervision of Home Economics in secondary schools.	168	189	14	0	3.31	Problem
7	Political instability affects Home Economics supervision in Secondary schools	140	189	14	0	3.06	Problem
8	Inadequate supply of the curriculum affects Home Economics Supervision.	140	168	28	14	3.13	Problem
9	Politicization of appointment of Home Economics supervisors affects supervision	168	189	14	0	3.31	Problem

Table 2 shows problems militating supervision of Home Economics in Junior Secondary Schools. All the stated problems in the table were agreed by majority of the respondents since each item has a mean score of more than 2.5.

Table 3. Mean Responses on ways to improve Home Economics supervision in Junior Secondary Schools

SN	Ways of improving Home Economics supervision in schools	SA	A	D	SD	X	Remarks
1	Adequacy of teachers/supervisors of Home Economics in Junior Secondary Schools and Ministry of education.	224	168	0	0	3.50	Way
2	Restructuring of supervisory division according to subjects.	252	135	6	0	3.51	Way
3	Need for regular pursuit of higher qualification by teachers/supervisors of Home Economics through in-service	244	150	2	0	3.53	Way

	programme								
4	Disciplinary action against professional ethics of teachers/Supervisor	240	144	8	0	3.45	Way		
5	Adequate motivation and reinforcement of supervisor/Teachers by Home Economics.	236	150	6	0	3.50	Way		
6	Training and retraining of supervisors/teachers through seminars and workshop.	244	120	8	0	3.32	Way		
7	Improvement in the selection criteria for supervisor and teachers	240	150	4	0	3.52	Way		

Table 3 shows seven ways to improve Home Economics supervision in Junior Secondary Schools. All the way seven ways were agreed by the respondents since each item statement has a mean score of more than 2.5

Discussion of findings

The findings revealed the roles of Home Economics supervisors in teaching and learning of Home Economics education in Junior Secondary Schools. It revealed that supervision brings about improvement in appropriate instructional expectation, stimulating growth, enhance teaching and learning access and monitor Home Economics system in order to bring about feedback of the system. It further serves as link between the Home Economics teachers and the ministry of education for improvement of effective performance and learning. This finding is in line with Kamler and Thomson (2014) who stated that role of supervision in schools is improve instrument expectation, growth of teachers and so on. This also similar to the study of Weld (2012) who noted that

supervision brings about improvement in instructional expectation of teaching and learning in schools.

The findings further identified seven major problems militating against Home Economics supervision in Junior Secondary Schools as inadequate facilities, inadequate staff, poor remuneration, poor funding and poor attitude to supervision, poor communication, and frequent changes in educational policy, political instability and politicization of appointment of Home Economics supervisors. This study was in agreement with the study of Okafor (1995) who noted poor funding, inadequacy of facilities, poor attitude to supervision were among the major problems militating against supervision in schools. This is also supported by the findings of Onasanya (2011) who noted that staff inadequacies are challenges encountered by inspector and supervisors in schools. These similarities could be that both studies are of educational research that has to do with teaching learning with similar peculiarities.

The findings also identified ways of improving Home Economics supervision in Junior Secondary Schools as provision of adequate teacher/supervisor, restructuring of supervisory division according to subject, need for regular pursuits or his/her qualification through in-service training, adequate motivation and reinforcement, training and retraining through seminars/workshops and better selection criteria of Home Economics teachers and supervisors. This finding agrees with the work of Obiweluozor, Momoh and Ogbonnaya (2013) that improving supervision in schools must be guided by adequate provision of teachers/supervisors, adequate motivation, training, reinforcement and provision of instructional materials among others. In support of this findings, UNESCO (2012) in National diagnosis on school supervision stated that that education qualifications are necessary ingredients for skills acquisition. It further states that educational personnel with high qualification display more confidence during supervision.

Conclusion

This study examined the basic roles of supervision, problems and ways to improve supervision for effective teaching and learning of Home Economics in Junior Secondary Schools. Educational activities in Home Economics education in schools need to be supervised to achieve its educational goal. The impression of

the personality of supervisors on the teachers during visitation plays a vital role in teaching and learning, hence the need for better remuneration and motivation of both supervisors and teachers. Personnel to be used as supervisors of Home Economics need to have good background on supervision and the subject. Emphasis of supervision in education need not to be like political visitation, rather supervision has to be thorough and design to achieve its stated aims and objectives.

Recommendations

Based on the findings of this study, the following recommendations were made:

1. State government through the ministry of education should ensure adequate and proper facilities are make available to both Home Economics supervisors and teachers for effective supervising and teaching.
2. Adequate funding and good remuneration to be provided to Home Economics supervisors by Ministry of education.
3. Qualified professional Home Economics should be made to head those supervision Home Economics teachers in schools.
4. Workshops, seminars and in-service programmes should be organised for Home Economics supervisors and teachers by state Ministry of education, Gombe State.

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