



Economic Meltdown and Administration of Instructional Supervision in State Colleges of Education in South East Nigeria

¹Ogbaga Fidelis Ogbonna, ²Prof. Onele A. Adali, ³Dr. Patrick Nwajioha

¹DEPARTMENT OF BUSINESS EDUCATION, EBONYI STATE COLLEGE OF EDUCATION, IKWO

^{2&3}DEPARTMENT OF EDUCATIONAL FOUNDATIONS, EBONYI STATE UNIVERSITY, ABAKALIKI

¹ogbagaf@gmail.com, 08068635942

²oneleanastecia@yahoo.com, 07034537479

³patrick.nwajioha@ebsu.edu.ng, 08162674899

ABSTRACT

This study focused on the impact of Economic Meltdown on the Administration of Instructional Supervision in State Colleges of Education in South East Nigeria. One research question and one null hypothesis guided the study. Descriptive survey research design was adopted for the study. The population for this study was seven hundred and five (705) administrative staff in State Colleges of Education in South East Nigeria. The sample for the study consisted of 255 respondents; which were made up of 129 male and 126 female administrative staff drawn through Taro Yamane Formular for finite sample. Structured questionnaire titled: Economic Meltdown and Administration of Instructional Supervision in State Colleges of Education in South East Nigeria Questionnaire (EMAISSCEQ) was developed by the researchers. The instrument was validated by three experts, two from Educational Administration and one from Measurement and both from Ebonyi State University, Abakaliki. The reliability of the instrument yielded 0.84 reliability index, using Cronbach alpha procedure. Mean was used to answer the research questions while t-test statistic was used to test the null hypotheses at 0.05 level of significance. The result revealed that economic meltdown impacted negatively on the instructional supervision in the State Colleges of Education in South East Nigeria while the hypotheses reveals that there is no significance difference in the mean rating of male and female administrative staff on the impact of economic meltdown on the instructional supervision in the State Colleges of Education in South East Nigeria. Based on these findings, it was recommended that administrators, government and stakeholders should conscientiously make adequate provision of instructional materials and teaching aids and ensure that teachers who are core curriculum implementers are adequately motivated, effectively supervised and properly rewarded to guarantee the effective attainment of educational goals and objectives in the sector.

Keyword: *Economic Meltdown, Administration of Instructional Supervision, Collages of Education*

Introduction

The present condition of things in Nigeria suggest that the country is faced with the twin problems of reduced volume of exports and reduced price of crude oil, resulting in reduced revenue. The implication is that the federal and state budgets might not be funded adequately resulting in external borrowing and debt financing. These have negative implications on foreign exchange and imports of raw materials, low absorptive capacity, job losses, increased tax evasion and avoidance, low purchasing power and low standard of living which are all indicators of economic meltdown (CBN, 2015).

In economic meltdown, there is usually a decline in macroeconomic indicators such as GDP, employment, investment, spending, capacity utilization, household income, business income, and inflation, with the attendant increase in the rate of unemployment Central Bank of Nigeria (CBN, 2015). CBN cited in Ogbaga (2024) posited that economic meltdown, financial crisis, and climate change problems combined to make life unbearable and more difficult for many especially the civil and public servants who are dependent on salaries. Mailafia (2016) observed that economic meltdown stagnates wage growth and increases the proportion of people on low pay, as well as swelling unemployment and underemployment.

The economic meltdown which first showed signs in the United States of America in late 2007 is becoming contagious and is affecting directly or indirectly every economy on the globe. Despite our abundant Agricultural and mineral resources, there is a rise in the price of crude oil particularly in the last four years when income from this resource quadrupled in dollars. Inexplicably, our harvests in the same period were rising unemployment, double-digit inflation, poorly considered monetary and fiscal policies, degraded infrastructures (CBN, 2011).

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Since the civil and public servants are amongst the mostly hit of economic meltdown, it is imperative that employers and personnel managers are properly acquainted with best personnel management practices that would to a great extent ameliorate the its impact on their performances and productivity. Alhassan (2014) asserts that staff personnel management practices include: orientation, decision making, and delegation of duties, supervision, staff professional development, and motivation. This scholar adduced the reasons for staff personnel management to include but not limited to; enhancing staff motivation, dedication, and commitment to assisting students in their learning endeavors.

Abdulkareem and Gabadeen (2015) asserts that teaching and learning are most central and key activities of education; they involve the teacher personnel, learners, the content, the strategies and context for the instruction. Therefore, teaching personnel must have the preparation and enhanced skills to teach the students to the highest standards in other to ensure improved administration of State Colleges of Education. Often times, there has not been any systematic attention to regularly update the knowledge of the staff of State Colleges of Education and pedagogical skills of the teaching personnel in the light of changes in the curriculum. This situation might not be unconnected to the persistent negative trend of Nigeria economy, preparing, recruiting, developing and supporting well equipped teacher personnel have direct impact on the learning and success of the student. Capable teacher personnel preparation programmes leads to better learning of the student of State Colleges of Education. Conversely, an ill equipped teacher produces what is now commonly known as “half-baked graduates. This is regrettable because half-baked college leavers cannot contribute to national development and that is what economic meltdown tends to cause in the administration.

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A general assessment of most Colleges of Education in Nigeria according to Ikenonwu (2011) revealed that there are so many challenges that are plaguing and undermining the achievement of its aim and objectives. These challenges often includes inadequate funding, inadequate and mostly decay infrastructural facilities, inadequate and low quality teachers, negative attitudes of teachers, indiscipline of students, low quality intakes, poor academic performance of students, prevalence of examination malpractice, incidences of waste, inappropriate curriculum, poor quality assurance owing to various training limitations and other organizational and management issues pertaining to school management, manpower requirement and curriculum development. The researcher observed that economic meltdown seems to have profound effect on the day to day lives of teachers and non-teaching staff and on general management of public Colleges of Education in South East Nigeria. It was noted also that irregular payment of salaries could result to irregular attendance to lectures in the State Colleges of Education in South East Nigeria.

Obviously, teachers are majorly regarded as the key agents of curriculum implementation and very important members of any school system. It is the teacher that translates educational policies into action and principles and theories into practice. The importance of teacher to the realization of educational objectives explains why the Curriculum Organization of Nigeria (CON) in 2010 titled their conference theme: Curriculum and the New Teacher. One can never talk exhaustively on curriculum without mentioning the teacher who will see to the actualization of the whole learning objectives in the curriculum.

Curriculum according to Wheeler cited in Duru (2011) is defined as planned experiences offered to the learners under the auspices of the school; whether planned or not. This implies that curriculum denotes the statements of aims and specific objectives and organization of contents to manifest certain patterns of learning and teaching including programme of evaluation of the

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outcomes. In educational perspective, it can be associated with the grounds which the learner needs to cover in order to attain the goals which in turn could be in the form of grades, certificates or commendations. To Ibeh (2018), curriculum refers to the formal and informal content and process by which learners gain knowledge and understanding, develop skills and alter attitudes, appreciations and values under the auspices of that school. It can also be seen as a road map for the education of learners. Thus, curriculum is a programme which is made up of three sub-programmes; including programme of studies, programme of activities and programme of guidance.

The implementation of a curriculum means passing it through a reality test, wherein the paper work is subjected to real life applications. According to Ogwo cited in Ibeh (2018), Danladi and Mustapha (2011) curriculum implementation involves trying out the curriculum content with the prescribed activities for teachers, students and instructional materials. The teacher's position is pivotal as well as paramount because he takes final decision on content, material and activities choices during curriculum implementation. With the new teachers, many factors which may be school, teacher, learner and or government related, come into play and sometimes lead the teacher to greater difficulty in curriculum implementation.

Associated with the above challenges is Leadership. This component of curriculum implementation is of major concern because it distorts the entire system of the school. Leadership problem may be manifested in the degree of corrupt practices that pervade the society in general and education sector in particular. Other challenges may include poor time table/credit hours, lack of electricity supply, poor curriculum, poor remuneration of teachers and poor ICT preparations.

A good instructional leader, administrator or supervisor may tackle pectoral of school challenges by being proactive in the provision of adequate facilities and materials for effective curriculum implementation. Supervision of school programme is a necessary administrative function for the

improvement of instruction in schools. Supervisors have specialized duties of over-seeing the healthy function of schools for the purpose of sustaining quality instructional administration.

In the light of this, there is a pressing need to determine what to teach, how teach and whom to teach it. The individuals to be taught are also believed to be full of unique talents and capabilities. The teachers teaching methods, societal needs and problems, call for supervision of instruction in the schools. Supervision therefore, is the bedrock of quality education. Eze cited in Uduma (2018) saw supervision as those processes and activities carried out by supervisors of education and head teachers in our schools so as to improve the quality of teaching and learning. Supervision is a means by which the school system enhances the teaching-learning situation through the input of the people other than the classroom teacher.

However, the concept of supervision of instruction is different from school inspection due to the fact that supervision focuses on guidance, support and continuous assessment provided to teachers for their professional development and improvement in the teaching-learning process, whereas inspection lays emphasis on controlling and evaluating the improvement of schools based on stated standard set by external agents operating outside the school system. Uduma (2018) explained that supervisors unlike inspectors employ advice, criticism, clarification, verification and justification to ensure that effective teaching and learning in schools is achieved. Supervisors often employ classroom visitation and observation in order to determining teacher's ability to organize and manage the classroom.

It is observable in South East Nigeria in particular that one of the challenges of effective supervision is poor motivation which result from poor remuneration of teachers at all levels. All cannot be well in a system where staff are poorly remunerated, and are always agitating for improvements, which sometimes lead to trade disputes and closure of schools. Eze cited in

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Uduma (2018) affirmed that teachers are poorly paid and inadequately motivated in Ebonyi State in particular and Nigeria at large; which translate to teacher absenteeism, lukewarm classroom practices, frustration, decline in professional standard, militancy and early departure from the profession. Therefore, failure by the government to satisfy teachers' basic needs leads to frustration, nonchalant attitudes towards teaching and rebellions.

Against these backdrops, this study is designed to investigate the impact of economic meltdown on instructional supervision in State Colleges of Education in South East Nigeria.

Statement of the Problem

Issues relating to poor funding of educational sector, quality assurance, teachers' effectiveness and students' academic performance are gaining serious attention in the education agenda especially in developing countries, like Nigeria. Observation shows that the persistent drop in the academic achievement of students in recent times in Nigeria with particular reference to South East may not be unconnected to the ravaging economic meltdown, poor quality of teachers with particular reference to graduates from State Colleges of Education in the zone.

It is worrisome to observe numerous cases of abuse, molestation and avoidable neglect of administrative and academic staff which would impede on the efficiency and effectiveness of the instructional delivery of the victims thus impacting negatively on the optimal attainment of the educational goals and objectives. This seems to justify the researchers' study of economic meltdown and administration of instructional supervision of State Colleges of Education in South East Nigeria.

Research Question

What is the impact of economic meltdown on the administration of instructional supervision in State Colleges of Education in South East Nigeria?

Hypothesis

HO₁: There is no significant difference in the mean rating of male and female respondents on the impact of economic meltdown on the administration of instructional supervision in State Colleges of Education in South East Nigeria

Methodology

This presented the procedure for carrying out the study under the following subheading: research design, area of the study, population of the study, sample and sampling technique, instrument for data collection, validation of the instrument, reliability of the instrument, method for data collection and method of data analysis. This work adopted descriptive survey design. The research was carried out in five (5) States of the South East Geopolitical Zone of Nigeria. The South East Zone is composed of Abia State, Anambra State, Ebonyi State, Enugu State and Imo State. The population for this study is seven hundred and five (705) administrative staff in State Colleges of Education in South East Nigeria. According to statistics, there are 705 administrative staff comprising of 358 males and 347 females administrative staff in State Colleges of Education in South East Nigeria. The sample for the study is 255 respondents made up of 129 males and 126 females administrative staff. The above sample was arrived at using Taro Yamane formular for finite population. The instrument for data collection was researcher developed questionnaires titled Economic Meltdown and Administration of Instructional Supervision of State Colleges of Education Questionnaire (EMAISSCEQ).

The instrument was face validated by three (3) experts: two experts in the Department of Educational Foundations (Educational Administration and Planning) and one expert in the

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Department of Science Education (Measurement and Evaluation) all from the Faculty of Education, Ebonyi State University, Abakaliki. These experts were requested to review the items in terms of their clarity, the appropriateness of the language and expression to ensure unambiguity and the relevance of the items to the problem under investigation. The validated instrument was trial tested with thirty (30) administrative staff in Cross Rivers State College of Education Akamkpa, which is not part of the study area to ensure its non-interaction of the instrument with subjects of the main study. To ascertain the internal consistency of the instrument Cronbach's Alpha technique was used for its analysis. Reliability coefficients for the cluster was 0.767. The instrument was administered and retrieved by the researcher with the help of five (5) research assistants who were briefed on modalities of administering and retrieval of the questionnaire. The total of two hundred and fifty-five (255) copies of the questionnaire were administered on both male and female administrative staff of the Five (5) State Colleges of Education in South East Nigeria, which were as well collected.

Research question 1 were answered on individual item basis using mean. A mean (\bar{x}) of 2.50 is the cut off point for the study. The mean cut off point was derived by the addition of nominal values and divided by the number of options. Thus

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$4+3+2+1 = 10/4 = 2.50$. The decision rule is that any mean value from 2.50 and above was used to interpret the item as agreed, while any mean value less than 2.50 was used to interpret the item as disagreed. 4-point Rating Scale was used as follows: Strongly Agree (SA) (4 points), Agree (A) (3 points), Disagree (D) (2 points), and Strongly Disagree (SD) (1 point), for all research items. In testing the hypotheses, t-test statistics was used. Any p-value that is above 0.05 should be upheld while below should be rejected. On the other hand, if t-calculated is lower than the t-critical value of 1.96, the null hypotheses should be upheld in that regard, otherwise should be rejected if higher than t-critical value of 1.96.

Table 1: Mean Ratings of Responses on what impact has economic meltdown on the instructional supervision in State Colleges of Education in South East Nigeria?

S/N	ITEMS	N	\bar{X}	D
1.	Economic meltdown contributes to poor supervision of instruction of lecturers in the State Colleges of Education.	255	3.32	Agree
2.	Supplies of instructional materials are reduced by economic meltdown.	255	3.33	Agree
3.	There are inadequate supplies of seats for effective classroom management due to economic meltdown.	255	3.15	Agree
4.	Economic meltdown contributes to poor provision of classroom accommodation.	255	3.02	Agree
5.	Economic meltdown brings about poor provision of Laboratories for practical works.	255	3.19	Agree
6.	Economic meltdown brings about poor implementation of curriculum.	255	2.87	Agree
	Grand Mean		3.14	

In table 1, the study revealed that responses of the respondents in Items 1, 2, 3, 4, 5 and 6 with the mean scores of 3.32, 3.33, 3.15, 3.02, 3.19 and 2.87 agreed that economic meltdown contributes to poor supervision of instructions. Based on the results, the grand mean stood at 3.14 which was above the criterion mean of 2.50. Therefore, it was agreed that economic meltdown negatively affect instructional supervision of State Colleges of Education in South East Zone.

Table 2: t-test of difference in the mean responses of male and female administrative staff on what impact has economic meltdown on the instructional supervision in State Colleges of Education in South East Nigeria

Items	Category of Respondents	N	\bar{X}	Df	t-cal	t-crit.	D
1.	Male	129	3.178	253	-3.64	1.96	Not Significant
	Female	126	3.476				
2.	Male	129	3.224	253	-2.87	1.96	Not Significant
	Female	126	3.452				
3.	Male	129	3.085	253	-1.59	1.96	Not significant
	Female	126	3.230				
4.	Male	129	2.969	253	-1.35	1.96	Not significant

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	Female	126	3.079				
5.	Male	129	3.131	253	-1.37	1.96	Not significant
	Female	126	3.261				
6.	Male	129	2.820	253	-1.54	1.96	Not significant
	Female	126	2.928				
Grand Mean					-2.06	1.96	Not Significant

From table 2 above, the t-test analysis showed that there is no significant difference in the mean ratings of male and female respondents as it relates to the impact of economic meltdown on instructional supervision. This is because from the table above, all items showed no significant difference in the mean opinion of male and female respondents. The average t-cal stood at -2.06 which were less than the criterion mean of 1.96. This implies that economic meltdown affect the effective instructional supervision in the State Colleges of Education in the South East Zone of Nigeria. Based on this, the researcher hereby accepted the null hypothesis that there is no significant difference in the mean rating of male and female on the impact of economic meltdown on instructional supervision in State Colleges of Education in South East Nigeria.

Discussion

The research revealed that economic meltdown contributes to poor supervision of instruction of lecturers in the State Colleges of Education, supplies of instructional materials are reduced by economic meltdown, there are inadequate supplies of seats for effective classroom management due to economic meltdown, economic meltdown contributes to poor provision of classroom accommodation, economic meltdown brings about poor provision of Laboratories for practical works and economic meltdown brings about poor implementation of curriculum impacting negatively on the instructional supervision in the State Colleges of Education in South East Nigeria.

Edward in Elee (2017) stated in agreement with the above findings that it is quite clear that without effective supervision of teachers who are the implementers of the curriculum, achievement of the objectives of education at any level cannot be guaranteed. Supervisors have specialized duties of over-seeing the healthy function of schools for the purpose of sustaining quality instructional administration.

In support of the findings above, Akuma in Ibeh (2018) asserted that the problem of funding in curriculum implementation is a serious matter. The success of the entire components of the curriculum in schools depends on adequate funding for example, the training of manpower and their remuneration, the provision of infrastructural facilities, instructional materials, monitoring and supervision, all require adequate and regular funding. In Nigeria, the funding of education is faulty.

In agreement with the above findings, Ozochicited in Ogbaga (2024) stated that despite the existing management structures in our various tertiary institutions, they have failed to elevate the country in the area of national development because graduates of these tertiary institutions are accused at the labour market of being half-baked, having irrelevance knowledge to work place, lack universal values and norms and are unemployable graduates.

According to Doll cited in Ibeh (2018) curriculum refers to the formal and informal content and process by which learners gain knowledge and understanding, develop skills and alter attitudes, appreciations and values under the auspices of that school. It can also be seen as a road map for the education of the learners.

The findings are in line with Eyibe (2005) who asserted that teachers and principals do not describe the supervision they receive as helpful because of supervisor's intimidation approach during

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supervision. Ingersoil (2004) in agreement with the above findings confirmed that this evidence is true as supervisors have been described as fault finders as well as head hunters.

Conclusion

This research primary attention was on economic meltdown and administration of State Colleges of Education in South East Nigeria. Premised upon the findings and discussions, the researcher made the following conclusions. The result revealed that: economic meltdown impacted negatively on the administration of instructional supervision in State Colleges of Education in South East Nigeria resulting to poor management of the institutions and inability to achieve its set objectives.

Recommendation

Authorities of instructional supervision, administrators, government and stakeholders should conscientiously make adequate provision of instructional materials and teaching aids, ensure that teachers who are core curriculum implementers are adequately motivated, effectively supervised and properly rewarded to guarantee the effective attainment of educational goals and objectives in the sector.

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