

UNIJERPS
Unizik Journal of Educational Research and Policy Studies
VOL.2;
https://unijerps.org
January-June, 2021
2021 Impact Factor: 5.641; 2020 Impact Factor: 5.355. *January-June, 2021*
Indexing and Impact Factor URL: http://sjifactor.com/passport.php?id=21363

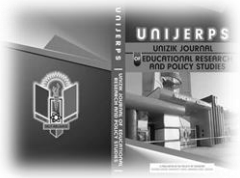
PLANNING AND INSTRUCTIONAL SUPERVISION: A MECHANISM FOR ENHANCEMENT OF UBE GOAL ATTAINMENT IN CROSS RIVER STATE – NIGERIA

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Abstract
The study seeks to investigate the planning and instructional supervision mechanisms for enhancement of Universal Basic Education Goal attainment in Cross River State to achieve the aim of this study two null hypothesis were formulated to guide the study. The study adopts survey design. A sample of one hundred and sixty (160) head teachers were randomly selected for the study. The selection was done through the simple random sampling technique. The questionnaire was the main instrument used for data collection. Pearson Product Moment correlation Analysis was employed. The hypotheses were tested at .05 level of significance. The result of the analysis indicated that there is significant relationship between school head planning and UBE goal attainment also, there is significant relationship between school head instructional supervision and UBE goal attainment.

Keywords: Planning, Instructional Supervision and Goal Attainment



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Introduction

Education is an important instrument that all developing and developed nations of the world can use skilfully to achieve whatever national objectives that they wish. Where the bedrock of the nation's educational system is concerned, care should be taken that the right foundation is laid.

The Universal Basic Education (UBE) is a new educational programme proposed by the Federal Government of Nigeria for the primary school system and the junior secondary school level. The programme is to be free and compulsory to all children of school age. It is an innovation, and as such it has to pass through the initiation, adoption and implementation stages, according to the Education (National Minimum Standards and Establishment of Institution) Decree 1985 (Bassey, 2005). Universal Basic Education is at the base of Nigeria's educational system and therefore, constitutes the cornerstone of the nation's new technological and scientific education. According to Oden (2005) the UBE scheme, which was launched by the Obasanjor administration on the 30th of September, 1999 is designed to bestow social relevance on Nigerians by meeting their various needs, thus it seeks to equip them with appropriate literacy and numeracy skills, moral, ethical and civic values as well as life enhancing skill. It also desires to drastically reduce the incidence of drop-out from the formal schools' system and also cater for the learning needs of youths who have reason to interrupt their schooling by providing appropriate forms of complementary basic education. Since the rest of the education system is built upon UBE, the Universal Basic Education level is the bedrock or key to success or failure of the entire system. The objectives of Universal Basic Education according to Ikediugwu (2005) includes;

a. To develop in the citizenry a "strong consciousness" for education and commitment to its promotion.
b. To provide free universal basic education for every Nigerian child
c. It would also promote the acquisition of appropriate levels of literacy, numeracy, manipulative and life skills as well as ethical, moral and civic values needed for

laying the foundation of life-long learning.

d. It is also aimed at saving the educational sector from the rot and decay of the past.
e. It is also aimed at making sure that every Nigerian child has access to basic education.

In analysing the aims of the UBE, Anyanwu in Akpan (2005), describes the programme as people oriented and problem – cantered. According to him, the operating philosophy for the programme has to accommodate citizen's involvement, sharing of decision making and total community participation.

The UBE scheme cover the first nine years of schooling for all Nigerian children, this implies that primary education which covers a period of 6 years is free for all Nigerian children of primary school age while children who qualify for the junior secondary will enjoy free and compulsory junior secondary education for three (3) ears. The Federal Government therefore considers these two levels of education as important levels which children should acquire fundamental basic education. It is in this sense that Obanya (2000) and Anyanwu (2000) state that the focus of the programme is to equip individuals with the knowledge, skills and attitudes that may enable them to live meaningful and fulfilling lives in their communities, thereby contributing to the development of the Nigerian society.

All result achievement depends on good planning and supervision. Planning is very necessary for any organisational goal attainment, without planning will be difficult to know the resources both human and materials to be channel into the school system that will help in the attainment of school goal (Osika and Essien, 2015). In a broad sense, planning defines where the school wants to be in future and how to get there (Parker, 2011). According to Oosterlynck (2011) plan give purpose and direction to the school. Planning is important because it provides staff with a sense of purpose and direction, outlines the kind of task to be perform, and explain how their activities are related to the overall goal of the school. In addition, comparing plan and actual results provide the school administrator with a sound basis on which to make necessary adjustments in the school's plan of action for the attainment of school goal. A good plan reduces time and effort required to achieve goal. A plan is like a map, when following a plan it is easier to know how much progress has been made towards goal

attainment and how far from destination (Wikipedia, 2015). That is, plans made during the first step become benchmarks or criteria against which to measure actual performance in the monitoring step. According to Lunenburg and Irby; Lumenburg and Omstein in Osika and Essien (2015) unless plans are formulated and mutually agreed on, there is relatively little value or basis for measuring the effectiveness of the school outcomes.

In the word of Godstein (2011) planning is a prerequisite to other leadership functions. It is a basis for monitoring and evaluating actual performance (McDonnel, 2011). Planning also called forethought; is the process of thinking about and organizing the activities require to achieve a desired goal. Planning is preparing a sequence of action steps to achieve some specific goal. Montana and Charnove (2015) maintained that planning is a management process, concerned with defining goals for organisations future direction and determine on the mission and resources to achieve those targets. Planning increases the efficiency of an organisation, the concept of planning is to identify what the organisation wants to do by using the four questions which are "where are we today in terms of our business or strategy planning? Where are we going? Where do we want to go? How are we going to get there? (Osika and Essien, 2015). Planning as analysis of relevant information from present and the past and in assessment of probable future development so that a course of action may be determined that enables the attainment of stated objectives. This implies that planning is concerned with the future and involves predicting the effect of future events so that hindrances of the present could be minimized or eliminated in order to meet the future with more confidence and success (Siak, 1973). Thus, planning gives direction, enhances continuity of actions and reduce overlapping of responsibilities and waste of time and energy.

In the word of Koontz and O'Dannell (1976) planning is a process of deciding in advance of what to do, how to do it, when to do it and who should do it. Hence, planning bridges the gap from where we are to, where we want to go (Ukeje, 1992). Instructional supervision is another strategy that facilitate the attainment of school goal. Supervision is not peculiar to the field of education that is why Nwaogu (1980) defines supervision as the process of bringing about improvement in instruction by working with the people who are with the pupils. It deals with having a comprehensive view of the

activities and problems of the institution and the assessment of the extent to which the school is fulfilling its basic objectives (Ozigi, 1971). Akintunde (2001) maintain that instructional supervision is considered as a service to help teachers to see beyond their present performance and to improve on it. It is also a process of giving and receiving help in an effort to enforce compliance with current best practices to improve instruction and these are expected to raise the standard of education. The effort is concerned with what to teach, when to teach, to whom and by whom it will be taught. Through supervision, fault or mistakes are easily detected and corrected in the state. As a result, the head teacher provides professional guidance to teachers in order to improve the conditions which affect learning and growth of the students and the teachers. This implies that, if the teachers are not well supervised, effectiveness in instruction will be adversely affected and the instructional purposes may not be well realized. Nwaogu in Mbipom (2000) added that supervision is a process of stimulating growth and a means of helping teachers to help themselves. The need for instructional supervision as the pupils, teachers, administrators and even the school grow, modern supervision is designed to help the school, the learners and the instructors grow and change in a positive and systematic manner.

Instructional supervision is an aspect of administrative behaviour expected from a head teacher if teachers are to perform well for the attainment of educational goals. In view of the central role of instructional supervise in the teaching/learning process, the head teacher is expected to therefore devote much time to this aspect because of its importance in the UBE goal. The fundamental purpose of a school is improvement of students' learning. Instructional supervision is mainly concerned with improving teaching and learning by helping teachers to reflect on their practices, to learn more about what they do and why to develop professionally (Sergiovanni and Starratt, 2007). In a broad sense, when a school's instructional capacity improves, it is an indication of improved teachers' work performance, thus leading to improvements in students' academic performance. The role of the teacher in the process of promoting such improvement cannot be under estimated. In order to attain the optimum level of improvement, teachers are expected to be well-educated and be part of the learning community (Osika and Essien, 2015). In discharging supervisory role,

the head teacher can help the teacher for better instructional effectiveness in the following areas: lesson preparation, good use of instructional methods and teaching aids, good classroom management and control among others. Head teachers of UBE have been identified as the key agents in providing the necessary environment that will lead to the attainment of UBE goal. Pupils perform best when the school atmosphere and environment is conducive.

Purpose of the study

1. The purpose of the study is to find out: relationship between the school head planning and UBE goal attainment
2. The relationship between school head instructional supervision and UBE goal attainment

Research Questions

The following research questions were posed to guide this study;

1. To what extent do school head planning result to UBE goal attainment?
2. How does school head instructional supervision enhance UBE goal attainment?

Statement of Research Hypotheses

The following null hypotheses were formulated to guide this study:

1. There is no significant relationship between school head planning and UBE goal attainment
2. There is no significant relationship between school head instructional supervision and UBE goal attainment.

Method

The researchers adopted survey design. The population of the study comprise of 216 teachers in all the 32 UBE in Cross River State. A tool sampled01- 160 drawn from forty (40) respondents randomly sample for the study.

The instrument used for data collection was a questionnaire tittle “planning and instructional supervision for UBE goal attainment (PISUGA). The instrument was validated by experts in measurement and evaluation while the reliability of the instrument was done using test-retest method to determine the reliability estimate of the instrument.

Presentation/Results

Hypothesis one stated that there is no significant relationship between school head planning and UBE goal attainment.

Table 1: Pearson Correlation Analysis of the relationship between school head planning and UBE goal attainment (160)

Subject	**∑x** **∑y**	**∑x²** **∑y²**	**∑xy**	**r-crt**
School head planning	1898	3646		
			35396	0.36
UBE goal attainment	2137	4162		

*Significant at 0.05 level, critical r=195, df = 158

The result of the analysis as presented in table 1 shown that the calculated r-value of 0.36 is greater than the critical r-value of .195 at .05 level of significance with 158 degree of freedom. The result of the analysis is significant since the calculated value is higher than the critical value with this results the null hypothesis of no significant relationship between school head planning and UBE goal attainment alternative hypothesis was accepted. This implies that there is significant relationship between school head planning and UBE goal attainment.

Hypothesis two stated that there is no significant relationship between school head instructional supervision and UBE attainment.

Table 2: Pearson Correlation Analysis of the relationship between school head instructional supervision and UBE goal attainment (N=160)

Subject	**∑x** **∑y**	**∑x²** **∑y²**	**∑xy**	**r-crt**
School head instructional supervision	2299	4778		
			48433	0.52*
UBE goal attainment	2137	4162		

*Significant at 0.05 level, critical r=195, df = 158

The result of the analysis as presented in Table 1 reveals that the calculated r-value of 0.52 is greater than the critical r-value of .195 at .05 level of significance with degree

of freedom. The result of the analysis is significant since the calculated value is higher than the critical value. With this result the null hypothesis of no significant relationship between school head instructional supervision and UBE goal attainment was rejected while the alternative hypothesis was upheld. This means that there is a significant relationship between school head instructional supervision and UBE goal attainment.

Discussion of findings

The result of hypothesis one showed that there is a significant relationship between school head planning and UBE goal attainment. The interpretation is that plans give purpose and direction to the attainment of UBE goal. These findings is supported by Lunenburg and Irby (2006), Lunenburg and Ornstein (2008), Montana and Charnov (2015) who maintained that planning is important because it provides staff with a sense of purpose and direction, outlines the kind of tasks they will be performing and explains how their activities are related to the overall goals of school. Without this information, staff would not know precisely how to use their time and energies efficiently and effectively. It is a basis for monitoring and evaluating actual performance (McDonnel, 2011). That is, plans made during the first step become benchmarks or criteria against which to monitor and measure actual performance. Until plans are accurately formulated and meticulously adopted, there is relatively little value or basis for measuring the effectiveness of the school goals.

In hypothesis two, the result revealed that there is a significant relationship between school head instructional supervision and UBE goal attainment. This result means that school head instructional supervision helped to facilitate the UBE goal attainment. Instructional supervision is considered as a service to help teachers focus on their present performance and to improve on it. It is also a process of giving and receiving help in an effort to enforce compliance with current best practices to improve instructions and these will raise the standard of education. The effort is concerned with what to teach, when to teach, to whom and by whom it will be taught. The study by Ajibola (2002) supported the finding of this when he conducted a study on who investigated the principals' instructional leadership behaviour and secondary school teachers' job effectiveness in Oyo State,

Nigeria and found that teachers' job effectiveness related positively to principals' instructional supervisory behaviour. Through supervision, fault or mistake are easily detected and corrected in the state. It implies that if the teachers are not well supervised, effectiveness of instruction will be adversely affected and the instructional purpose may not be well realized.

Conclusion

Based on this study findings, it is concluded that planning and instructional supervision have significant role in enhancement of UBE goal attainment in Cross River State. The greatest achievement of school head are good planning and effective instructional supervisors for UBE goal attainment.

Recommendation

It was recommended that the state government should organising regular training programme like workshops, conferences for school heads to equip them with all the necessary planning and supervision technique that will enable them function effectively in discharge of their responsibilities for the purpose of attaining UBE goal.

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