

## Quality of Supervision in Technical and Vocational Education and Training (TVET) in Rivers State

\*Amadi, N. S. & Johnwest, E. K

\*Department of Science and Technical Education  
Faculty of Technical and Science Education  
Rivers State University of Science and Technology,  
Port Harcourt, Nigeria.

\*Corresponding author's Email: ndubisi\_amadi@yahoo.com

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### Abstract

*This study was conducted to examine quality of supervision in technical and vocational education and training (TVET) in Rivers State. A descriptive survey design was used for the study. The population of the study consists of teachers and administrators in four (4) Technical Colleges (Government Technical College Ele-Ogu, Government Technical College Tombia, Government Technical College Trans-Amadi Port Harcourt and Government Technical College Ahoada ) in Rivers State. The sample size of the study is 102. 62 teachers and 40 administrators were randomly selected . A well structured questionnaire designed with Likert 5-point rating scale was used for data collection. The data collected were analyzed using mean and standard deviation with acceptance mean value of  $\geq 3.00$ , while a z-test was used in testing the null hypotheses of 0.05% level of significant. The study finds out that quality of supervision in TVET includes enforcing implementation of Technical and Vocational Education and Training programmes, enhancing quality standard in programme, contributing to education policy development, impacting and evaluating TVET system. It also showed that there are various purposes for which supervision is done in TVET which include ensuring quality programme implementation, stimulating good occupational practice among others and this process takes place at different levels such as pre-service and in-service. Furthermore, the study finds out that there are some constraints affecting implementation of TVET programme such as lack of trust, lack of proper planning, politicizing the process among others. However, the study recommends that, supervisor should understand and utilize interpretational and technical skills in the process of supervision and that the government should fully address challenges rocking these measures in order to ensure effectiveness of programme implementation.*

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**Keywords:** *Supervision, Effective implementation, Technical, Vocational Education and Training*

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### Introduction

The importance of supervision in any given establishment be it private or public firm cannot be over-emphasized in Rivers State. When an establishment is adequately supervised, it yields return and growth, improvement becomes possible and development is attainable. Quality supervision in TVET brings improvement in the institution by pinpointing the administrative responsibilities of day to day operation of training programmes. Also, the aim

is to ensure that department, administrators and teachers are doing their jobs for the benefits of the students. Supervision is viewed as the process of stimulating growth and a means of helping teachers to help themselves. It is an instrument for the quality control system of the educational enterprise (Nwogu and Nwanoruo, 2011). Deekor and Nnodim (2006), and NTI (2008) highlighted that the roles and purpose of supervision include; deciding the nature and content of the curriculum, providing a guide for staff development, determining the tone of the school, ensuring that teachers perform their duties as scheduled, stimulating good occupational practice and stop undesired ones, enlighten and stimulate the economic sector on the values of the programmes, advice individual on the concept of job satisfaction through encouraging result. Ben-Gal, Herer, Raz (2003) went further to state that the purpose for supervision include to promote the development and implementation of quality management programme; to offer technical and procedural advice or recommendation; obtain assurance that the programme has been completed in reasonably close conformity with plans and specification, acquire information on problem and construction changes; provide opportunities for timely remedial action where applicable and provide documentation for solution to problems or awareness of problems to avoid future reoccurrence.

Supervision is basically directed towards maintaining and improving the teaching-learning process of the school. Its main function is the evaluation and improvement of factors affecting learning and the ways which learning facilities are being managed. More especially a vital learning aspect in education such as Technical and Vocational Education and Training encourage sustainable development of the society by equipping citizens with relevant skills and knowledge to fit in the workforce. Technical and Vocational Education and Training is an aspect of education designed to prepare learners for industry, agriculture, commercial and home economic which is usually provided at all level of education (Ugwuja, 2010). Eya (2001), Immaculate (2005) and Brickmen, (2006) asserted that TVET is a learning experience meant to be impacted to individuals systematically in order to get the individual adequately equipped for a good employment in a recognized occupation such as agriculture, various trade, health services, technical training, electronics, computer repair, metal work, hair dressing and tailoring/fashion design. Despite how promising this aspect of education is to the betterment of the society economically, there is still need for improvement through supervision. Idu (2004) stressed that the use of expertise knowledge and experience to evaluate and co-operatively improve the coordination and methods of doing things connected with teaching and learning process in TVET schools will be of great importance.

Oguzor (2011) stated that TVET effectiveness is an induction of the impact of a group of activities performed on the achievement or attainment of intended learning outcome which otherwise is achieved through effective and adequate supervision. This aspect of education (TVET) is being faced with a lot of challenges ranging from inappropriate training of TVET teachers, inadequate or mismanagement of funds, inadequate infrastructure, limited institutional and personal capacity, non-implementation of TVET policy, inadequate implementation of curriculum, lack of skilled manpower, lack of follow-up and continuity in government policies, poor emphasis on practical aspect of TVET, acute shortage of TVET

teachers, poor organization and slow pace of implementation (Seyi, 2014; Nwogu and Nwanoruo, 2011; and Nwachukwu, 2013).

In as much as TVET as a programme is faced with so many problems, there are equally some problems that are rocking the effects of supervision of TVET including personnel's attitude, politicization of the process, bully nature of supervisors, poor planning/scheduling, ignoring supervision report and lack of mobility (Idu, 2004). Zorga (2006) outlined lack of communication, difficulties in confrontation, lack of trust, close-minded, inconsistency and too critical as some barriers to effective supervision. Clark and Olumese (2013) stated that there is no a laid down guideline or policy to determine who a good teacher is and so supervisors apply their own personal yardstick, supervisor do not carry out pre-and post observation conferences with the teachers, this discussion and feedback mechanism may not be effective. All these could be as a result of lack of adequate supervision as these measures are being carried out at different levels of implementation of a project including internal level supervision, External level, Routine supervision (George, 2005 and Idu, 2004). Furthermore, these are being carried out for various purposes including general, targeted, in-depth, scheduled and occasional supervision.

However, TVET with all its importance to the society have had lots of challenges. Supervisory duties have being ignored, one could then ask, what has actually gone wrong? Has supervision lay down strategies? What is the purpose of supervision to TVET programmes? Or is it that the supervisors are not competent enough or none of such processes are carried out in this aspect of education? It is against this background that the study is carried out to examine the quality of supervision in technical and vocational education and training (TVET) in Rivers State; ascertain the purpose of supervision in Technical and Vocational Education and Training programme; and determine the challenges hindering effective supervision of TVET programmes. Also the following hypotheses were used in the study:

**H<sub>01</sub>:** There is no significant difference in the mean responses of teachers and administrators on quality of supervision in technical and vocational education and Training (TVET) in Technical Colleges in Rivers State

**H<sub>02</sub>:** There is no significant difference in the mean responses of teachers and administrators on the purpose of supervision in technical and vocational education and training programmes in Rivers State.

**H<sub>03</sub>:** There is no significant difference in the mean responses of teachers and administrators on the challenges hindering effective supervision of TVET programmes in Rivers State.

### **Methodology**

The study employed a descriptive survey design to sought opinion of the respondents on quality of supervision in technical and vocational education and training (TVET) in Rivers State. The population of the study consists of teachers and administrators in four (4) Technical Colleges (Government Technical College Ele-Ogu, Government Technical

College Tombia, Government Technical College Trans-Amadi Port Harcourt and Government Technical College Ahoada ) in Rivers State. The sample size of the study is 102. 62 teachers and 40 administrators were randomly selected respectively. The instrument for data collection was a well structured questionnaire designed in the pattern of 5-point Likert rating scale (SA = 5, A = 4, U = 3, D = 2 and SD = 1). Data collected were analyzed using mean and standard deviation with acceptable minimum mean values of 3.00 and above otherwise was rejected, while the null hypotheses were tested using z-test at 0.05% level of significance.

## Results and Discussion

Table 1: Mean responses of teachers and administrators on quality of supervision in technical and vocational education and training (TVET) in Technical Colleges in Rivers State

Variables	TVET Teachers (n=62)			TVET Administrators (n=40)		
	$\bar{x}_1$	SD <sub>1</sub>	Decision	$\bar{x}_2$	D <sub>2</sub>	Decision
1. Supervisors enforces implementation of TVET programme	4.27	.77	Accept	3.98	15	Accept
2. Supervisors inspects and evaluates TVET System	3.53	.99	Accept	3.75	1.03	Accept
3. Supervisors gives advice to TVET workers	3.97	.76	Accept	3.83	1.21	Accept
4. Supervisors Contribute to education policy development	3.92	.29	Accept	3.73	0.82	Accept
5. Supervisors monitors teaching and learning in TVET programme.	3.60	.25	Accept	3.60	1.29	Accept
6. Supervisors enhances quality standard in TVET programme	3.76	.14	Accept	4.05	0.90	Accept
7. Supervisors manages teachers and students	3.02	.26	Accept	3.83	0.72	Accept
8. TVET supervisors provides functional Expertise in the programme	3.77	.37	Accept	3.78	1.19	Accept
9. Supervisors in TVET acts as a role model and demonstrates consistent professional behavior	3.60	.48	Accept	4.60	0.84	Accept
10. Supervisors provide regular feedback on performance	4.53	.76	Accept	3.80	0.94	Accept
11. TVET Supervisors decides the nature and content of the curriculum	3.77	.07	Accept	3.38	1.18	Accept
12. TVET Supervisors provides guide for staff development	3.50	.24	Accept	3.25	1.04	Accept
<b>Grand mean and SD</b>	<b>3.77</b>	<b>1.12</b>		<b>3.80</b>		<b>Accept</b>

Source: Field survey, 2016

Findings in Table 1 shows that majority of Technical and Vocational Education and Training teachers and administrators agreed that quality of supervision in TVET includes enforcing implementation of Technical and Vocational Education and Training programmes, enhancing quality standard in programme, contributing to education policy development, impacting and evaluating TVET system and others, where the mean response ranges between 3.02 to 4.53 and 3.25 to 4.60 respectively. This is in conformity to Deekor and Nnodim (2006) where they stressed that quality of supervision in TVET include monitoring the standard quality and the efficiency of the programme. Furthermore, quality of supervision in TVET also include examining, evaluating, advice, report on the effectiveness of programmes, recommend action for improvement, identify weakness and strength of a

programme.

Table 2: Z-test for no significant difference in the mean responses of teachers and administrators on quality of supervision in Technical and Vocational Education and Training in Technical Colleges in Rivers State

Category	$\bar{x}$	SD	Sign. level	Z-cal	Z-crit	Decision
Teachers	3.77	1.12	0.05	0.14	1.96	Accepted
Administrators	3.80	1.03				

Table 2 shows that teachers have mean response and standard deviation scores of 3.77 and 1.12 while administrators have mean response and standard deviation score of 3.80 and 1.03 respectively. At an alpha level of significance 0.05% with a degree of freedom 100, the z-cal value of 0.14 is less than the z-crit value of 1.96. Therefore, the null hypothesis of no significant difference in mean response of teachers and administrators on quality of supervision in Technical and Vocational Education and Training in Technical Colleges in Rivers State was accepted. By implication, there is no difference on the response of both respondents.

Table 3: Mean response of teachers and administrators on the purpose of supervision in TVET programme in Technical Colleges in Rivers State

Variables	TVET Teachers (n=62)			TVET Administrators (n=40)		
	$\bar{x}_1$	SD <sub>1</sub>	Decision	$\bar{x}_2$	SD <sub>2</sub>	Decision
1. The purpose of supervision is to promote the development of quality programme.	3.73	1.79	Accept	3.83	1.20	Accept
2. Supervision offer technical procedural advice.	3.68	1.04	Accept	3.78	1.08	Accept
3. Supervision provides opportunities for timely remedial action where applicable.	3.39	0.84	Accept	3.60	1.19	Accept
4. The purpose of supervision is to ensure quality programme implementation.	3.24	0.95	Accept	3.58	0.87	Accept
5. Supervision Provides documentation of solution to problems, to avoid future reoccurrence	3.94	1.04	Accept	4.05	1.14	Accept
6. Supervision Stimulate good occupational practices.	3.24	0.86	Accept	3.63	0.76	Accept
7. Supervision enlighten economic sector on the value of the programme.	3.56	0.80	Accept	3.93	1.15	Accept
8. Supervision obtain assurance that programme has been completed with Plan	4.15	1.22	Accept	3.13	0.90	Accept
<b>Grand mean and SD</b>	<b>3.62</b>	<b>1.07</b>		<b>3.69</b>	<b>1.04</b>	

Source: Field survey, 2016

Findings in Table 3, shows that majority of TVET teachers and administrators accepted that the purpose of supervising TVET programmes include to promote the development of quality programme, offer technical procedural advice, stimulate good occupational practice, provide documentation of solution to problems to avoid future reoccurrence, promote quality programme implementation among others. This is in line with Ben-Gal et al (2003), Deekor and Nnodim (2006), Nti (2008) and Oguzor (2011) where it was stated that there are various purpose for which supervisions are carried out in TVET programmes including to offer technical and procedural advice, obtain assurance that the programme has been completed, provide opportunities for timely remedial action where applicable, provide documentation for solution to problems and awareness of problems to avoid future reoccurrence.

Table 4: Z-test for no significant difference in the mean responses of teachers and administrators on the purpose of supervision in Technical and Vocational Education and Training programmes in Rivers State.

Category	N	$\bar{x}$	SD	Df	Sign. level	Z-cal	Z-crit	Decision
Teachers	62	3.62	0.94					
Administrators	40	3.69	1.04	100	0.05	1.40	1.96	Accepted

Table 4 shows that teachers have mean response and standard deviation scores of 3.62 and 0.94 while administrators have 3.69 and 1.04 respectively. At an alpha level of significance 0.05% with a degree of freedom 100, the z-cal value of 1.4 is less than z-crit value of 1.96. Therefore, the null hypothesis of no significance difference in mean response on the various purpose for which supervision is carried out in Technical and Vocational Education and Training programme in Rivers State was accepted. By implication there is no significant difference in the response of both respondents on the items.

Table 5: Mean response of teachers and administrators on the challenges hindering effective supervision of TVET programmes.

S/N	Variables	Teachers (n=62)			Administrators (n=40)		
		$\bar{x}_1$	SD <sub>1</sub>	Decision	$\bar{x}_2$	SD <sub>2</sub>	Decision
1.	No lay down guideline to determine a good teacher	3.85	0.60	Accept	3.63	1.06	Accept
2.	Lack of communication is a challenges hindering effective supervision of TVET	4.00	0.77	Accept	3.73	1.08	Accept
3.	Poor education technique hinders effective supervision of TVET	3.63	0.52	Accept	3.48	0.88	Accept
4.	Lack of Trust on supervisors is also a challenges hindering effective supervision of TVET	3.40	0.87	Accept	3.88	0.62	Accept
5.	Difficulties in Confrontation	3.19	0.76	Accept	3.10	1.01	Accept
6.	Lack of proper planning on the side of the supervisors hinders effective supervision of TVET	4.19	0.94	Accept	4.43	0.71	Accept

7.	Lack of adequate management practice is also a problem hindering effective supervision of TVET	3.63	1.21	Accept	4.38	1.08	Accept
8.	Ignoring supervision reports	4.05	1.31	Accept	3.98	0.87	Accept
9.	Lack of mobility to supervisors hinders effective supervision of TVET	3.89	1.07	Accept	3.38	1.75	Accept
10.	Politicization of supervision also militate effective supervision of TVET	3.68	0.83	Accept	3.75	1.60	Accept
11.	Bully fortune of the personnel	4.32	1.19	Accept	3.90	1.12	Accept
12.	Bribery and corruption hinders effective supervision of TVET	3.98	0.49	Accept	3.45	0.52	Accept
13.	Use of inexperienced personnel as supervisor hinders effective supervision of TVET	4.00	1.60	Accept	3.93	1.22	Accept
14.	Personnel's attitude towards the exercise also hinders effective supervision of TVET	3.66	1.76	Accept	3.63	1.04	Accept
<b>Grand mean &amp; SD</b>		<b>3.82</b>	<b>0.99</b>		<b>3.69</b>	<b>1.04</b>	

Source: Field survey, 2016

Findings in Table 5 shows that majority of TVET teaches and administrators accepted that TVET supervision encounters several challenges including difficulties in confrontation, lack of planning, lack of adequate management practice, ignoring supervision reports, lack of mobility, politicization of the process, use of inexperience personnel among others. This is in line with, Idu (2004), Zorgo (2006) and Clark and Olumese (2013) who stated that politicization of the process, bully nature of supervision, poor planning/scheduling, inconsistency, lack of trust, lack of communication, lack of mobility among others are some of the challenges facing TVET supervision in the state and Nigeria at large.

Table 6: Z-test for no significant difference in the mean responses of teachers and administrators on the challenges hindering effective supervision of TVET programmes in Rivers State.

Category	N	$\bar{x}$	SD	Df	Sign. level	Z-cal	Z-crit	Decision
Teachers	62	3.82	0.99					
Administrators	40	3.76	1.04	100	0.05	1.20	1.96	Accepted

Table 6 shows that teachers have mean response and standard deviation scores of 3.82 and 0.99 while administrators have mean responses and standard deviation scores of 3.76 and 1.04 respectively. At an alpha level of significance 0.05% with a degree of freedom 100, the z-cal value of 1.2 is less than z-crit value of 1.96. Therefore, the null hypothesis of no significance difference in mean responses of teachers and administrators on the challenges hindering effective supervision of TVET programmes in Rivers State was accepted. By implication, there is no difference on the response of both respondents on the items posed.



## Conclusion

Based on the findings of the study, teachers and administrators agreed that quality of supervision in TVET includes enforcing implementation of TVET programme, contribute to developing educational policy, provide regular feedback on performance, at as role model and demonstrates consistent professional behavior etc. It also shows that TVET supervision are done for various purpose ranging from providing opportunities for timely remedial action where applicable, enlighten economic sector on the value of the programme, ensuring quality programme implementation, provides documentation of solution to problems to avoid future reoccurrence, obtain assurance and stimulate good occupational practice. It was also concluded that lack of mobility, politicization of supervision, lack of proper planning, Poor education technique, Lack of adequate management practice, use of inexperience personnel as supervisor, lack of trust on supervisors among others are challenges hindering effective TVET supervision in Rivers State.

## Recommendations

Based on the study, it was recommended thus:

- 1) Government should ensure adequate and appropriate records for programmes implementation
2. Strengthening of bureaucratic bottlenecks for smooth supervision and implementation of reports and observation.
3. Motivation of supervisors through adequate remuneration for additional responsibility
4. Routine supervision process should be ensured to aid programme implementation
5. There is need to understand and utilize interpretational and technical skills in the process of supervision.
6. The challenges rocking these measures must be fully addressed by the government in order to ensure effectiveness of programme implementation.

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