

# **Impact of School Supervision on Implementation of Educational Policies in Early Childhood Education in Lagos State**

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## **Abstract**

*The purpose of this study was to investigate the impact of supervisory activities on the implementation of early childhood educational policies in government pre-primary schools in Amuwo-Odofin local government area of Lagos. A total number of one hundred (100) teachers/caregivers in pre-primary schools in Alimosho local government area of Lagos State were selected as participants for this study. Meanwhile, simple random sampling technique was adopted to select twenty pre-primary schools and five (5) caregivers/teachers were selected from each of the school randomly selected. In this study, questionnaire was adopted as research instrument used for data generation. The questionnaire was a ten (10) structure questionnaire items rated on responses options of Yes or No for first research question and five for research question two. The reliability coefficient of the instrument was 0.94 and the data generated were analysed through simple percentage method of analysis. It answered two research questions, The result of the study identified rigorous efforts put in place by state supervisors and most importantly the supervisors from Amuwo-Odofin Local Government Education Authority (LGEA). The findings also revealed gross inadequate supervision of schools in the riverine area. Based on the findings of this study recommendations were made.*

**Keywords:** School supervision, Educational Policies, Implementation, Early Childhood Education

## **Introduction**

Education is one of the crucial instruments for humanizing a person and emancipating them from all parts of their life, supervision is therefore necessary during the implementation of education in order to ensure quality of education and keeps improving for nation building (Sumarmi, & Sudadi, 2023). Similarly, sustainable development in educational system is rooted in access to quality education at the foundational phase which is the starting point for child's development in early childhood education (Aguh, & Olutola (2023). Farmayash, Ali, and Mehmood (2023) purported that early childhood education plays vital role in nation building by nurturing cognitive, social, and emotional development of children during their formative years. The early childhood education (ECE) phase is a crucial period of rapid development of physical, cognitive, social and emotional, language, and speech development of the child. This is because quality education in early childhood

education is the most significant factor that enhances child's potential for survival in the later years. Therefore, the quality and intensity of the education, support, care, stimulation and nutrition received during this phase determine to a large extent the promotion of lifelong learning experiences from early years to adulthood.

The early childhood period is a starting point for a young learner's development, it is an important phase for brain development of a child that is well rooted in the formation of individual potential for achievement of educational goals and objectives. National Policy on Education (NPE) is concerned with the adherence of rules and regulations to govern the operations of an educational system (Bolaji, et al. 2019). This is because educational policies formulation in Nigeria embraces solid development guidelines and procedures that shape the educational sectors at all levels (Ndem, 2025). However, the quest for a quality and standardised educational system in Nigeria led to the formulation of various educational policies including that of ECE (Torpev et. al., 2015). Oluwafemi et. al., (2014) observe that the current National Policy on Education (2014) has numerous provisions to promote early childhood education, in addition to providing detailed texts on the philosophy of education in Nigeria.

In Nigeria today, inadequate monitoring and supervision has done more harm than good to successful implementation of educational policies most importantly, to early childhood education which is the education at the foundational phase. Several literatures have established the fact that poor or lack of supervision is one of the primary problems contending with effective implementation of government policy in early childhood education (Akinrotimi, & Olowe, 2016; Taofik, 2020; Jacob, & Olajumoke, 2021; Jacob, Jegede, & Solomon, 2021; Ogunode, & Ojo, 2021; Aguh, & Olutola, 2023; Aluko, & Adeyemi, 2023). In the same vein, Sooter, (2013) affirms that early childhood education in Nigeria is not adequately, sufficiently and properly supervised for actualisation of objectives. This implies that, despite the efforts of government, stakeholders and collaborating partners in trying to improve the quality of education in early childhood education, there are challenges militating against effective implementation of educational policies which are rooted in inadequate supervisory activities. It is also pertinent to note that school supervision exercise causes reluctance of fear of domination in some teachers, including school administrators. This is because they see school supervision exercises as a means to expose incompetencies or shortcoming of teachers during teaching and learning process (Sumarmi, & Sudadi, 2023).

Meanwhile, from all indications, it is clear that school supervision enhances quality of teaching and learning, as it focuses on monitoring of activities of both teaching and non-teaching staff within the school in order to effectively utilise their potential to promote quality assurance (Gidado, & Daramola, 2022). Supervision is not only to facilitate teaching and learning process but also to help teacher or caregivers to achieve objectives as stated in the national policy on education (Jacob, Jegede, & Solomon, 2021). By implementing effective supervision in schools can create conducive environment that would promote high quality education for great improvement in teaching and learning process (Ameli, 2024). Tarda, (2016) asserts that school supervision majorly deals with efforts of government educational officials in providing pedagogical leadership experience to teachers and also to discover special creative abilities for the purpose of improving quality of instruction. This implies that the reports of school supervision could be used for staff training, development and regular implementation of educational policy in early childhood education programs Ugwude, and Ekweozor, (2021).

As noted earlier in this study, most of the available past studies revealed evidence of inadequate and lack of effective supervision by government officials in Early Childhood Education in Nigeria. In attempt to bridge this research gap therefore, this study was conducted to specifically assess the impact of supervisory activities on the implementation of early childhood education policy in government pre-primary schools in Amuwo-Odofin local government area of Lagos.

## **Purpose of the Study**

The purpose of the study is to establish the relationship between school supervision practices and implementation of educational policy in early childhood education

## **Objectives of the Study:**

The study was guided by the following specific objectives:

- To establish the impact of supervisory activities carried out by government officials on implementation of educational policy in Early Childhood Education.
- To determine the significance of supervision exercise on implementation of educational policy in Early Childhood Education in Amuwo-Odofin Local Government Area of Lagos State.

## Research Questions

- i. What is the impact of supervisory activities carried out by government officials on implementation of policy in Early Childhood Education in Amuwo-Odofin Local Government Area of Lagos State?
- ii. What is the importance of supervision exercise on implementation of policy in Early Childhood Education in Amuwo-Odofin Local Government Area of Lagos State?

## Methodology

This study employed descriptive survey research design. The population of the study consist of all pre-primary schools in Ojo local government area of Lagos State. A purposive sampling was adopted to select teachers in early childhood education schools. Therefore, Simple random sampling technique was used to select 20 pre-primary schools and five caregivers/teachers were selected from each of the school randomly selected which was made up of 100 respondents. The research instrument used was divided into two sections A and B. Section A sought information on socio- demographic variables which include: Name of school, Local government area, Gender, Years of experience in service, qualifications/ professional qualification. The section B was used to elicit responses on impact of school supervision on implementation of educational policy in Early Childhood Education. Data generation instrument was questionnaire and the reliability of the instrument was ascertained through careful consideration of suggestion and observation that were included to prepare final questionnaire. This is because the researcher used Cronbach Alpha method to get reliability of the instrument. (50) caregivers/teachers in another Local government Area of Lagos State were selected and given the research questionnaire item to fill. Data generated from the fifty-sampled selected respondents were calculated using Cronbach Alpha. Based on the calculation a coefficient of 0.914 was retained. Along similar line, the statistical measured enhanced and promote the reliability coefficient of the study. Furthermore, the researcher employed the services of two research assistants to help the researcher to distribute questionnaires in all the schools selected most especially schools in riverine areas in Ojo local government area of Lagos state. The co-researchers (assistants) were trained on effective administration of questionnaire in various centres of early childhood education schools located within the Local government area. Similarly, (100%) returned was recorded after the exercise and simple percentage was employed for the study.

## Results

**Research Question 1:** To what extent has supervisory activities been carried out by government officials on implementation of educational policy in Early Childhood Education?

**Table 1**

**Simple Percentage Showing Supervisory Activities Been Carried out by Government Officials on Implementation of Educational Policies in Early Childhood Education**

| S/N | ITEMS  | YES | %   | NO | %   |
|-----|--|-----|-----|----|-----|
| 1.  | Supervision exercise has improved the quality of teaching and learning in my school.   | 89  | 89% | 11 | 11% |
| 2.  | I often received feedback from supervisors and it helps to improve teaching and learning process for policy implementation.                              | 53  | 53% | 47 | 47% |
| 3.  | Government has organised training based on the results of supervisory activities carried out in my school to facilitate effective policy implementation. | 35  | 35% | 65 | 65% |
| 4.  | I received professional counsel from supervisor after monitoring and supervision exercise.   | 86  | 86% | 14 | 14% |
| 5.  | I received supervision and monitoring regularly to ensure effective policy implementation and better performance of learners                             | 75  | 75% | 35 | 35% |

|     |  |    |     |     |     |
|-----|--|----|-----|-----|-----|
| 6.  | The supervision exercise is carried out properly/effectively to enhance quality assurance and policy implementation in early childhood education | 88 | 88% | 12% | 18% |
| 7   | I received regular supervision exercise in riverine school   | 4  | 4%  | 96  | 96% |
| 8   | Supervisory activities create more awareness on how I can support effective implementation of policy   | 95 | 95% | 5   | 5%  |
| 9.  | I received more supervisor from LGEA officials than SUBEB officials  | 75 | 75% | 25  | 25% |
| 10. | I have had several supervisory activities/trainings in riverine area on how to facilitate effective policy implementation.                       | 20 | 20% | 80  | 80% |

The study reveals that supervision exercise has improved the quality of teaching and learning in Amuwo-Odofin local government area as majority of the respondents 89% chose yes for item 1 and 11% opted for No. For item two majority of the respondents 53% chose Yes, while the remaining 47% selected No. Item three majority of the respondents chose No 65% while 35% selected No, for item four majority of the respondents 86% received counsel and advise from the officials after supervision exercise while 14% never experience such. In addition, on item five majority of the respondents chose Yes 75% and No 35%. Majority of the respondents on item six chose yes which is 88% and 10% chose No. for item seven majority of the respondents chose No, which is 96% and 4% responded positively. On item eight, majority of the respondents 95% accepted that supervisory activities create more awareness on how they can support effective implementation of policy in early childhood education. Item nine shows that majority of the respondents chose Yes, 75% and 25% chose No. Finally on table 1, on itemten majority of the respondents chose No, 80% and 20% responded yes, based on exposure to several supervisory activities/trainings in riverine area on how to facilitate effective policy implementation.

**Research Question2:** In what ways has the government-built capacity of pre-primary school teachers/caregivers through effective supervision to promote implementation of policy?

**TABLE 2**

**Simple Percentage Showing Ways the Government Built Capacity Building of Pre-Primary School Teachers/Caregivers Through Effective Supervision to Promote Implementation of Educational Policies**

| S/N | ITEMS  | YES | %   | NO | %   |
|-----|--|-----|-----|----|-----|
| 1.  | I have received government training on how to improve teaching and learning process in the classroom.  | 51  | 51% | 49 | 49% |
| 2.  | Lagos state government has trained me on significant roles to play as teachers to promote implementation of policy in early childhood education          | 56  | 56% | 44 | 44% |
| 3.  | Government has sent me on training in which I learned how to facilitate effective teaching and learning in early childhood education.                    | 52  | 52% | 48 | 48% |
| 4.  | Government has organised training based on the results of supervisory activities carried out in my school to facilitate effective policy implementation. | 40  | 40% | 60 | 60% |
| 5   | Government has organised special training for us in riverine schools on quality assurance and policy implementation in early childhood education         | 36  | 36% | 64 | 64% |

Table 2 indicates various ways in which government built the capacity of pre-primary school teachers/caregivers through effective supervision in order to promote implementation of policies at the foundational phase. In table 2 and item one majority of the respondents which is 51% accepted that they have received training on how to improve teaching and learning process in the classroom while 49% answered No. In item two majority of the respondents, 56% chose Yes, while 44% chose No. In addition, in item three majority of the respondents, 52% answered Yes and the remaining 48 answered No, while in item four majority of the respondents, 60% chose No and the remaining 40% chose Yes. In conclusion, 36% responded Yes and majority of the respondents, 64% chose No.

## Discussion of Findings

This study was concerned with assessing the impact of school supervision on implementation of policy in early childhood education in Amuwo-Odofin local government area of Lagos state. The study revealed the extents in which Supervision exercise has improved the quality of teaching, learning and enhancement of implementation of policy in pre-primary schools. The study revealed that government must intensify more efforts in providing for the needs of supervisors and ensure effective monitoring of their activities to promote quality supervision exercise. This aligned to Gidado and Daramola (2022) that supervision enhances quality of teaching and learning, as it focuses on monitoring of activities of both teaching and non-teaching staff within the school in order to effectively utilise their potential to promote quality assurance within the school system. This view also corresponds with Jacob, Jegede and Solomon (2021) that supervision is not only to facilitate teaching and learning process but also to help teacher or caregivers to achieve objectives as stated in the national policy on education.

Furthermore, the results also revealed that, in order to achieve the policy of leaving no child behind, the pre-primary schools in the riverine area of Amuwo-Odofin local government area should not be left behind for effective supervision exercise. The study further revealed the need for government to organised training based on the results of supervisory activities carried out, most especially riverine schools in order to facilitate effective educational policy implementation in early childhood education. This is also supported by Aguh and Olutola, (2023) that sustainable development in educational system is rooted in access to quality education at the foundational phase which is the starting point for child's development in early childhood education. Along similar line, Tarda (2016) also concurred that school supervision majorly deals with efforts of government educational officials in providing pedagogical leadership experience to teachers and also to discover special creative abilities for the purpose of improving quality of instruction at all phases of educational system.

## Recommendations

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

1. The level of government commitment to early childhood education has to increase more than before in order to ensure effective implementation of policy.
2. Teachers/caregivers should be trained and retrained on new trends and based on supervisor's reports.
3. Government should ensure that riverine area schools are not left behind in monitoring and supervision exercise.
4. Supervision should also be allowed to provide enough guidance for teachers so as to enhance their professional skills.

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