

Rethinking Strategies of the Modern Supervision: Scope, Principles and Techniques

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Abstract

Principles and techniques of supervision have been regarded as the means through which teaching and learning process can be more effective. This paper trace and discussed the historical aspect of school supervision and inspection from 1910 to date. Purpose of school supervision as; ensuring the maintenance of high moral among the teachers, suggesting ways of improving teachers' performance among others were also examined. The scope of instructional supervision which include: supervision of instructional work, supervision of school environment and supervision of co-curricular activities were discussed. In the paper, the principles of supervision i.e. Principle of human relation, principle of acceptance and principle of cooperation among others were highlighted. Another issue examined by the paper was techniques of modern supervision, such as demonstration technique, conference technique and classroom visitation technique. The paper also examined the differences existed between traditional and modern method of supervision. For example, the old concept of supervision was teacher/principal focused and school system centered, it is also based on haphazard inspection visit. While the modern approach emphasis is on assessing teaching and identifying instructional problems more than assessing the teacher, it seeks to help teacher recognize and accept general aims of the school and work towards their attainments. Problems confronting the supervision of instruction in Nigerian schools have been mentioned to include: Unqualified and untrained personnel, inadequate funds for supervision of instruction. Lastly, the possible solutions to the problems suggested include among other; to provide sufficient funds for the supervisory activities. Adequate supervisory facilities should be provide available.

Keywords: Supervision, Scope, Principles, Techniques, Traditional and Modern Supervision.

Introduction

To improve the quality of teaching and learning in the schools, supervision, both internal and external is an important component. While the strategies that enhances effective supervision include; good leaders occupying principal positions, effective communication and improved curriculum (Briggs, 2012). Supervision according to Eye & Krey, (1971) as cited in Kerio (2004), is termed as that phase of administration aimed at achieving specific school goals and objectives. Rino, (2009) envisions supervisors as conduits through which an organization demonstrates their commitment or lack of commitment to the employees. In this regard, supervisors are responsible for providing work related information, instructions and resources. They must also be able to give both positive and corrective feedback that is timely and fair. In the words of Rettig, (2000) supervision is an organized behavior system, which has the function of interacting with the teaching behavior system for the purpose of improving the learning situation of children. Adewumi, (2000) remarked that behavior of supervisor is assumed to be related to the improvement of teachers' performance. In Nigeria, there has been a critical analysis on what instructional supervision should be.

Instructional supervision have been described as opportunities provided to teachers in developing their capacities towards contributing for student's academic success (Sergiovanni & Starratt, 2002). In another words, Yavuz cited in Garubo and Rothstein, (2010) Instructional supervision is a method of teaching staff to act in more conscious ways and its aim is to provide teachers and supervisors with more information and deeper insights into what is happening around them. This increases the options teachers have as they work with students. If the partnership between supervisors and teachers works, teachers learn to identify and resolve their problems, and supervisors get a better idea about what is happening in different classrooms. This provides supervisors with more opportunities to think about their actions and emotions and to adopt conscious plans to improve the learning situations. Omoregie (2002) saw instructional supervision as an internal process (micro-inspection). He opines that micro-inspection concerns itself with regular resources utilization and processes in a school and the maintenance of lines of action that promote productivity.

Instructional Supervision is a critical examination and evaluation of a school as a designated place of learning so as to make it possible for necessary advice to be given for the purpose of school improvement. Supervision of instruction is that process which utilizes a wide array of strategies, methodologies and approaches aimed at improving instruction and promoting educational leadership as well as change (Ekyaw, 2014).

From the above, it is clearly that educational supervision comprises all the efforts of designated school officials directed towards providing leadership to teachers and other educational workers in the improvement of instruction, stimulation of professional growth and development of teachers, the selection and revision of educational objectives, instructional materials, method of teaching among others.

Historical Aspects of School Supervision and Inspection in Nigeria

The significance of Historical knowledge in discussing contemporary issues cannot be over emphasized. Historical knowledge not only gives insight in to the nature of the supervisory problem, but directs attention to what is going on today as it affects the supervising problem in question (Ogunsaju, 1983). However, Obilade, (1984) and Ojedele, (2000) Reflected on five period in the evolution and the leadership style employed in the supervision of personnel are as follow:

- i. Administrative Inspection: This is the era that covered 18th, 19th, and early part of the 20th century. The focus of the inspection was on the personality of the teacher and the effectiveness of classroom management and maintenance of the School Plant.
- ii. Scientific Supervision (1910 - 1930): This coincided with the scientific management and industrial evolution in Europe and America. The concern of the industrial was the maximization of profit. The view held was that workers are passive and that increase in their pay will boost efficiency and chance productivity in organizations. Fredric Taylor () and other exponents of scientific management were behind this movement and confused that momentary incentives will attract workers. This approach impinged on the school system and inspection was autocratic and supervisory. There was no consideration for teachers, their motivation as well as their welfare were neglected. Teachers have no contribution whatsoever into supervision and curriculum development.
- iii. Democratic Supervision or Human Relation Supervision (1930 - 1950): This approach to supervision was shared in by the workers' opposition to the principles and practice of the scientific management. This opposition was supported by Elton Mayo's () findings at Hawthorne. The Hawthorne () studies among other things found that informal groups to which workers belong affects their behavior and productivity. Likewise, it is the relationship between the workers and organization. The management of personnel then becomes more humans and Democratic. In the School system, teachers were well organized and were given co-operation and assistant as required. This era introduced such ideas group dynamic, policy making by consultation diffusion of authority, vertical and horizontal communication and delegation into educational supervision.

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- iv. The Neo-Scientific Supervision Era (1960 - 1970): The major criticism of the human relation era was that it was too soft on the personnel at the determinant of the school goals and objectives. The focus was on the effectiveness and efficiency of the organization. Various forms of supervisory approaches come into play such as; Management by Objectives (MBO), Performance Objectives, System Analysis, Cost Benefit Analysis among others, all affected the mode of inspection during this era.
- iv. Human Resources Supervision Era (1970 to date): The motivation of the teacher towards enhanced productivity is the concern of this era. All effort to improve teachers' welfare and job satisfaction are seen as means of improving their performance in the school system. A number of capacity building initiatives are being taken and school- based professional support is being encouraged.

Purpose of School Supervision

The purpose of school supervision is the promotion and development of favorable setting for teaching and learning process which eventually lead to the improvement of the society. In view of this, Chike-Okoli, (2006) sees supervision as teacher improvement purpose which are geared towards:

Ensuring that discipline is maintained. Maintaining high moral among the teachers.

Suggesting ways of improving teacher performance.

Providing opportunities of discovering teachers with special abilities or qualities.

To ensure that public or even private funds are spent efficiently on the school system.

To approve school for recognized public Examination such as: West African School Certificate Examination (WASCE) and National Examination Council (NECO).

To carry out special investigation on disciplinary, financial or educational problems.

To serve as a link between the teachers on the field and Ministry of education in the Centre.

For better school administration and organization.

For the approval of opening of new school.

Cost Benefit Analysis: Education is a big business which costs government and individuals a lot of money.

Obadara, (2006) also enlisted the following as purpose of school supervisions to include administrative role, educational or formative role and supportive role:

Ensuring that teachers do their work effectively.

Ensuring that new teachers receive training to enable them function effectively on the job.

Providing professional information to teachers.

Guiding teachers to the sources of instructional material.

Providing technical assistance to teachers when required.

Scope of Instructional Supervision

Scope of school supervision according to Kochar (2002) include the following:

1. **Supervision of Instructional Work:** School supervision is a planned program for the improvement of instruction. The supervisor checks the effectiveness of the method of teaching in a particular institution, the audio-visual aids used to make teaching interesting and effective, and the time table enforced to carry out the instructional work among the members of staff, distribution of the prescribed curriculum, terminal written work done by the students. A supervisor checks up the teachers' scheme of work also to find out the planning of dally programs.
2. **Supervision of School Environment:** The supervisor also checks the cleanliness of the school surrounding, beautification of the school and hygienic condition of the canteen, proper drinking water, arrangement and cleanliness of the laboratories. The supervisor also evaluates the steps taken by the school authority for the welfare and safety of the students.
3. **Supervision of Co-curricular Activities:** The co-curricular programs is an important aspect of education today. Therefore, the supervisor has to check how effectively the various activities are being carried out. Supervisor should also assign teachers in various aspects of co-curricular activities to ensure discipline in the area.
4. **Supervision of School Records:** The supervisor examines all sorts of school records. He scrutinizes accounts and funds, he checks the usage school funds i.e. the capitation grant to Schools.
5. **Supervision of Development Aspect:** The supervisor examine the various aspects taken by the school to serve the locality in which it is situated. He also find out the progress achieved in establishing vital rapport between the school and the community and how much the school has developed in various aspects.
6. **Supervision of Pupils' Growth:** The main aim of all educational activities is pupils' growth. The supervisor has to check what particular field the pupils in the academic cultural and physical field, what the school is doing to help the gifted, the backward, the retarded children among others pupils in the school.

Principles of Modern Supervision

Principles of instructional supervision are statement of fundamental truth that serves as guides to activities which are designed by designated officials to improve instruction and consequently to facilitate the teaching and learning process at all level of school enterprises (Peretomode, 2009). In line with this, Ekyaw, (2014) declared that in general sense, supervision is a process which is concern with the improvement of instruction, it need to be strengthened at school level, school provide equal opportunities to support all teachers, it should be conducted frequently to maximize teachers' competency and also be collaborative activity (pg.....) He puts the following as basic principles of educational supervision:

1. Supervision is Cooperative: To create a better learning environment, supervisor is expected to work together with senior teachers, department heads, unit leaders, administrators at local level that identify the instructional problems and prepare training based on the identified gaps to minimize the problems for the improvement of quality education provision. This is also continue process.
2. Supervision is Creative: Supervisors are expected to help teachers to be operative and innovative in their teaching. This help to fit the changing environment.
3. Supervision should be Democratic: Freedom should be given for every member to try and give his or her idea freely. The supervisor is expected to consider various factors while doing his or her activities.
4. Supervision is Attitudinal: To create favorable environment, supervisor is expected not only to gives advice, but also accept comment from teachers. He or she is expected to be responsible and ready to accept change.
5. Supervision is Evaluative and Planned Activity: Supervision should be based on plan. Supervisors are expected gather data from students, teachers, school administrators and parents to get information and should observed situation in the school.

Ogbonnaya, in Anuna *et al.*, (2004) also discussed the principles of modern supervision to include the following:

1. Principle of human relation: this principles is based on the recognition of human worth and dignity this principle recognizes that every human being has an inherent potential that can be explored and developed to full potential through guidance, advice, constructive criticism, clarification, verification of educational concept

2. Principles of Acceptance: this help the teacher to recognize and accept general aims that they work consciously to attain e.g. seeking improvement, increasing quality of learning by students among others.
3. Principle of co-operation: This involve cooperative participation of all concerned. Supervision is an exercise of intelligence and not a skillful manipulation of other people. The supervises that are effective by certain decisions should take part in making the decisions.
4. Principle of Democracy: This involves freedom consultation and participation since the supervision strives to utilize talents and strengths of all, there is need for democratic leadership to release and use potentials that resides within various members of the group.
5. Principle of flexibility: This principle promotes adaption, as the supervisor tend to be eclectic in approach. Judgment is based on the weight of coincident and topic rather than upon hunches and sheer opinion. It gives room for acceptance of innovations as it creates opportunity for approaching problems from various perspectives.
6. Principle of assistance: Supervision offer assistance to all. The supervisors as the instructional leaders and resource persons known's that the most likely places to begin are with those teachers who recognize needs and are willing to work for improvement. He recognize that the teachers who seem to be doing the best job are those with the greatest potential for sustained progress.
7. Principle of satisfaction: the democratization of supervisory process engenders productivity, high moral and greater job satisfaction. Supervision strives therefore to enhance satisfaction in the work of the participants or the supervisory team. Human beings are naturally lazy but supervision spurs them to develop confidence in themselves, feel more adequate to handle their own problems and experience the fuller realization of their compatibilities.
8. Principle of maintenance: This principle aims at meeting the need of quality education matched by appropriate school curriculum that is adapted to the need of the society. This principle improves the effectiveness of teachers to maximally contribute to the attainment of the system goal. It maintains standards through improving both competent and incompetent teachers through providing a guide for staff development.

Technique of Modern Instructional Supervision

There is no one way or method of doing certain things, depending on the situation, the best method or idea really comes to mind is adoption. There are many technics of supervision as there are different supervisors, but all of them aimed at improving the teaching and learning process as well as the individuals involved in

the process, (Anuna, 2014). This particular way of doing thing could be approached differently by using different methods (Hornby, 2015). Techniques of supervision can also be referred to as methods of supervision or approaches to supervision. The following are technics or methods of supervision as enlisted in Anuna (2014):

Demonstration Technique
Conference Technique
Classroom Visitation Technique
Clinical Supervision Technique
Micro-Teaching Technique
Research Technique
Group Supervision Technique
The Cancelling Model Technique
Eclectic Model Technique.

1. **Demonstration Technique:** Demonstration is one of the most effective technique of stimulating teachers' growth, it involves the presentation of pre-arrange series of events to group for their viewing. To be effective, however, the demonstration should be realistic, practicable and devoid of any form of artificiality. It has been pointed out that demonstrations are most effective when involvement is enhanced by viewers using systematic observation procedures (Harris, 1975).
2. **Conference Technique:** The general idea of having conference with teachers is to resolve classroom problems and also discuss new ideas. Since the idea of supervision is to improve instruction, the teacher and supervisor should regard each other freely as equal during conference in order to be able to discuss freely. Through the conference, intimate relationship can be developed between the teachers and supervisor. Conference are normally of two types as; individual teacher conference with supervisor and all school teachers' conference (Anuna, 2004).
3. **Classroom Visitation Technique:** This is the process whereby supervisor visit the school or classroom in order to observe the teaching learning process. In the visitation, the supervisor advices the teacher how best to carry forth the instructional process so that the aims, goal and objectives of education can be achieved. Frequently, visitation shows that number of teachers are experiencing the same difficulties, and they provided a basis for a conference designing to solve such difficulties. It is particularly valuable in helping the teacher with some teaching and learning problems to diagnose the causes and find a remedy (Nwogu, 1980).

However, Anuna, (2004) pointed out three forms of Classroom Visitation as:

Visitation by Invitation

Announced Visitation

Unannounced Visitation

4. Clinical Supervision Technique: This technique of supervision is like the kind of relation that exist between the Doctor and his patient. Here, both the supervisor and teacher will sit down to discuss the classroom problems and in the process try to find out solution to them. Clinical supervision can also include group supervision between supervisors and teacher or several teachers and supervisor. The chief exponents of clinical supervision are Cogan, (1973) and Goldhammer, (1980). However, Cogan, (1973) come up with eight step to be follow in the application of clinical supervision technique, they are:
 - a. Establishing the teacher-supervisor relationship: If a good rapport is not established between the teacher and supervisor, it can possibly result it to lack of trust on the part of teacher. It is importance that both the teacher and supervisor should trust one another. Trust lead to acceptance of supervisor as someone who is more knowledgeable and can therefore assists the teacher in the instructional process. With acceptance, comes respects and the respect leads to cooperation with the supervisor. When this happens the teacher very easy accept the suggestions and advices given by the supervisor on ways and means of improving the instructional process.
 - b. Planning with the Teacher: When two parties decided to cooperate, it become easy for both the supervisor and teacher to sit down and plan together. This stage also leads to cooperative research as means of supervision of instruction. The reason being that in the process of planning both of them are bound to come after problems which will entaile the gathering, ordering and explanation of data in order to arrive at a conclusion.
 - c. Planning the Strategy of Observation: This is the stage at which the supervisor decide on how he is going to observe the instructional process depending on what use he is going to put or apply to the result of his findings. He may plan this alone. Whatever the techniques used, the bone of contention here is that the supervisor planning ways of obtaining data which he will analyses and later apply to the improvement of instructional processes.
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- d. Observing the Instructions: This is the stage where the actual observation of the instruction take place. Whatever is observed at this stage will later be discussed at the conference stage. This stage provide the supervisor opportunities to observe what can be termed the good, the bad and ugly side of teaching. The teachers also used this stage to show their abilities and disabilities.
 - e. Analyzing the Teaching-Learning Strategy: The supervisor having observed the instruction process takes a critical look at what he saw in the class. This is the way lesson was taught by the teacher and whatever or not the learners understood the lesson based on the strategy or method used by the teacher in teaching the lesson.
 - f. Planning the Strategy for Instruction: Analysis produces synthesis and will make the supervisor, based on his analysis on the teaching and learning strategy, synthesize all he has observed in order to plan a new strategy instruction.
 - g. The Conference: This is the stage at which all the result or observations made at the previous stage by the supervisor are unfolded and made known to the teacher for discussion. Various problems and issues are discussed by the supervisor and teachers and better solutions are suggested.
 - h. Review Planning: At this stage the supervisor and teacher review the plans which were previously applied in the teaching. This could be done during the conferences. The senses at this stage is to ensure that there is a better performance in the teaching-learning process.
5. Micro-Teaching Technique: Today, the word micro-teaching synonymous with teaching-in-training. This is done in preparation for the actual classroom teaching in a normal school setting. However, in supervision of instruction, micro-teaching as a technique implies a planned interaction that emphasize the preparation of the teacher for a normal full classroom interaction, having being equipped with the necessary teaching skills which is expected to make his teaching more effective. It is the process that provides opportunity for supervisor and teacher to identify, try out, describe, analyze and retry certain teaching skills without the risk of actual teaching situation.
6. Research as a Technique: This has to do with careful study of a subject in order to discover the new facts or information about it. It is an enquiry into process of trying to find a solution to a problem. Whenever there is classroom problem, it is brought to the attention of the supervisor who with the teacher looks into the problems and ways of finding solution to the problem. New methods of teaching and learning are being discovered
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- all the time and those are made known to the teachers by the supervisors. Teachers on their own find solutions to their classroom problems through research.
7. **Group Supervision:** This technique is similar to collegial supervision in which teachers are involved in supervising each other. Group supervision is however encourages team teaching that is a group of ten teachers teaching one class. Every member of the team is allocated a time within which he is allowed to teach. For a better success to be attained using this technique, there is the need for the group to be small. The supervisor must be able to provide good leadership and must have a fair grasp of the dynamic of group behavior. Active participation of teachers are encouraged.
 8. **The Counselling Model Technique:** In this technique or model, the teacher's self-awareness is what the supervisor is concerned with. In other words emphasis is laid on the teacher's self-awareness outside the classroom environment. As a result of the fact that one need to be very knowledgeable in human psychology. For example, psychotherapy, ego-counselling etc. It is not advisable for any supervisor who do not have the required training to use this technique.
 9. **Eclectic Model Technique:** This technique of supervision advocate that the best aspect of the various known methods or models of supervision should be adopted. And that best of the situation or environment in which the supervisor find himself, he should adopt and if possible combine one or several techniques of supervision. For example a supervisor who invited by a particular teacher (visitation by invitation) to help him solve a classroom problem could decide after seeing that teacher to pay a surprise call on other teachers (unannounced visitation)

Differences between Traditional and Modern Method of Supervision

Number of differences existed between traditional and modern method of supervision.

Traditional Method of Supervision: The traditional or old method of supervision has the following characteristics/features as Mahuta, (2014) enlisted to include among other:

The old concept of supervision was teacher/principal focused and school system centered.

It stress strict compliance to lay down policies, rules and regulation with no due regard to local conditions.

It is based on haphazard inspection visit.

The supervisor in old concept of supervision demand respect from the supervisee, and to some extent intimidate and treat them by way of punishment, dismissal or school closure.

The old system of supervision favored writing of adverse and negative inspection reports.

The underline assumption in this system is that teachers are under trained and therefore need careful direction and training.

Thus the aim of traditional approach is to teach teachers how to teach better.

In this approach, the supervisor is regarded as the man who known everything, who is the expert that must be feared and obeyed.

The old system of supervision hold the believe that the best way to improve the teaching-learning situation is to improve the teachers'

Modern Method of Supervision

Mahuta, (2014) the modern approach of supervision has the following characteristics in its favor:

The approach is deeply rooted in good human relations

The modern approach view the inspector as a consultant, adviser, helper and guide, who in essence, advises teachers, school heads and the ministries of education on how best the teaching-learning process, the curriculum, the school environment as well as the general conduct of the education system could be improved.

The modern method aimed at improving education standards.

The modern approach emphasis is on assessing teaching and identifying instructional problems more than assessing the teacher.

It seeks to help teacher to recognize and accept general aims of the school and work towards their attainments.

It utilizes the talents and strength of teachers of the school and laid much emphasis on instruction.

It is democratic in nature where teachers are regarded as important individual members of the school.

It rests upon the total teaching-learning process rather than the in service improvement of teachers

The supervision and evaluating of teachers is only done for instructional improvement.

Problems Confronting Supervision of Instruction in Nigerian Schools

Nigerian schools have been described to associate with number of problems. Peretomode, (2009) enlisted the problems confronting the supervision of instruction in Nigerian Schools to include the following:

Unqualified and untrained personnel.

Inadequate funds for supervision of instruction.

Indifferent attitude of Ministry of Education officials to supervision of instruction.

Preoccupation of principals with administrative talks and duties.

Supervisory styles of inspectors.

Conclusion

Educational supervision is concerned with the total improvement of teaching and learning process, this has remain the overall objective and it provides the ultimate criteria in appraisal for successful supervision in its techniques. Modern supervision have been described as a process which is concern with the improvement of instruction, it need to be strengthened at school level. Modern supervision is based upon certain principles and techniques through which teaching-learning process become more effective. However, it is evident that instructional supervision is basically concerned with supporting and assisting teachers to improve the instruction through changing their behavior. Therefore, the instructional supervisors' services and activities exists to help the teachers do their job better.

Solutions to the Problems

Government should produce qualify and train personnel to carry out the job of supervision effectively.

To provide sufficient funds for the supervisory activities.

Adequate supervisory facilities should be provide available.

Dedication from the school administrators is also needed.

Modern supervision techniques should be strictly adhere to

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