

Educational Supervision And Its Role In To Improve The Quality Of Education

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ABSTRACT: It is important in educational administration to ascertain that educational activities are carried out in accordance with the laid down educational goals and objectives. Hence, supervision, whether it is internal or external should be seen as a conscious effort directed towards finding ways of improving the outcome of each school or educational institutions. Access to education and quality in education are the major issues for the nations of the Developing world. Consequently a spurt is seen in endeavors to promote quality in education through differed means and mechanism. Educational supervision is seen as an effective mechanism for quality assurance in the schools as is evident from the roles assigned to the supervising officers. However, the supervisory functions to be performed by the education officers are found to be impeded by several factors that should be redressed to make educational supervision contributory to quality improvement endeavors. The paper, therefore, focused on the how educational supervision do important role in educational administration. At the end of the paper, we will know how educational supervision help for improving the quality of education.

KEYWORD: Introduction, The basic principal of education supervision, Classification of educational supervision, Type of educational supervision, Concept of quality, Quality in education, How educational supervision help to improve quality of education, Conclusion, References.

INTRODUCTION: Many countries across the globe have attempted to restructure their educational supervision Services to enhance educational quality. This desire for restructure is stimulated and/or inspired by disappointment probably with the effectiveness of supervision and by the recent Drift towards more school independence. Indeed, the ability of schools to use their greater autonomy effectively will depend to a large extent on the support services on which they can rely, while

supervision may be essential to guide them in their decision-making and to monitor their use of resources.

Bernard and Goodyear said “supervision is an intervention that is provided by a senior member of a profession to a junior member or members of that same profession. This relationship is evaluative, extends over time, and has the simultaneous purposes of enhancing the professional functioning of the junior member(s), monitoring the quality of professional services offered to the clients she, he, or they see(s), and serving as a gatekeeper of those who are to enter the particular profession”.

Education supervision means an all out effort of the school officials directed towards providing leadership to teachers and other educational workers for the improvement of institution. It involves both human elements are the pupils, parents, teachers and other employees, the community and other officials of the state. On the material side money, building, equipment, playgrounds etc. are included. Besides these, the curriculum, methods and techniques of teaching also come under the scope of supervision.

Teaching is a creative act. A teacher has to coordinate his thought with action. So the basic psychological problem underlying supervision is to see that the teaching is improved through supervisor is able to secure integration between teaching practices and sound principles of education on which the practices are based.

As commonly used, the term ‘supervision’ means to guide and to stimulate the activities of other with a view to their improvement it attempts to develop instructional programmes according to the needs of the youth of modern democratic society and also to provide materials and methods of teaching for enabling the children to learn more easily and effectively. There are various definitions of supervision in educational literature.

Educational supervision is a term used to identify the work duties of administrative workers in education. Educational supervisors make sure the educational institution operates efficiently and within the legal requirements and rules. The purpose of this field is to make sure teachers and other faculty members are doing what they’re supposed to be doing and that students are receiving the best education possible.

The educational supervision is responsible for providing adequate support to the trainee for the development of their learning requirements and ensuring that appropriate training opportunities are made available to acquire the necessary competencies. Through a regular appraisal process the educational supervisor should also ensure that the trainee follows a programme which meets the educational objectives as laid down by the trainee, as well as the clinical supervisor in charge of

that period of training when appropriate. Unlike the clinical supervisor, the educational supervisor may not be in direct clinical interaction with the trainee but should have a good overview of training needs. This does not mean that the same person cannot do both, though it is arguable that it is best to separate the two posts and responsibilities.

Educational supervision therefore requires time, dedication and, more importantly, adequate training to qualify for the role. Although it is recommended that educational supervisors should have an understanding of educational theories and practical educational techniques including constructive feedback, communication skills and dealing with difficulties, regrettably this is not the case. It is a matter of fact that all consultants are expected to become qualified educational supervisors with minimal training or interest. Furthermore, even those who are qualified in education find themselves taking on this role with little or no time allocation in their job plans and as an add-on to their clinical commitments. Few would disagree that very little investment has been made in this area. One of the major challenges facing postgraduate education is meeting educational demands through formal training in educational supervision. This admittedly would require time and resources. Until then it may be advisable to limit educational supervision to those qualified to do so and with adequate time allocation.

'Educational supervision is the set of activities designed to improve the teaching learning process. The purpose is neither to make judgment about the competence of teaching nor to control them but rather to work cooperatively with them.'

THE BASIC PRINCIPLES OF EDUCATION SUPERVISION

The basic principles of educational supervision include the following:

- 1. Purposiveness:** The need for a set purpose makes it mandatory for the agents concerned with the exercise to determine at the beginning of a teaching programme what is to be considered "poor" or "excellent". This will enhance objectivity and productivity.
- 2. Plan:** Supervision of instruction must be planned. The supervisor should know how, when, what and where to launch his activities.
- 3. Diversity:** Supervisor should give room for the diversification of supervision. He / she should allow for intelligent creativity since too much control or coercion could lead to formalism and resentment and may create confusion.
- 4. Dialectical Relation:** Supervision should be cyclic in nature. It should provide a feedback both to the teachers as well as to the supervisor. The democratic and cooperative nature of supervision should be geared towards making the teacher become cognizant of the need for improvement.

5. Code of Conduct: Supervisor should ensure that he/she appears decent, responsible and respectable that he is punctual to school arriving in time, take part in the morning assembly, that he/she introduces himself/herself to the school head explaining the purpose of his visit, and that he concentrates on the particular aspect of the school he/she intends to inspect thus avoiding. The tradition to cover too wide ground in a day.

6. Principles of Safe and Healthy Environment: The school environment should be conducive for effective teaching-learning activities. The supervisor could do a lot to make the office, school compound a happy place for both teachers and students if he sets the right tone by creating a healthy environment.

7. Principle of Adequate Information for Employees: A newly recruited staff needs to know the history, objectives, roles, operation and career policies of the organization as contained in the organization's handbook. He should have access to the annual report and condition of service. The supervisor should tell the new staff his/her specific schedule of duties, level of authority and his/her immediate supervisor. He or she needs to be adequately informed about when, where and how he gets paid, the resumption and closing hours of work, the break period, annual leave, casual leave etc.

8. Principle of Guidance: The supervisor owes it a duty to guide job incumbents on how, what, where and when to carry out their duties. This is ensured through close monitoring and supervision. Personality improvement is important in an organization because it seems to reflect the image of the organization for which they work.

9. Principle of Effort Recognition and Reward: Recognition and reward for good work done when carried out promptly and publicly serves as moral booster for other staff. According to Opinmi (2011), the following are some ways in which the supervisor could acknowledge the good work of his staff:

- Prompt acknowledgement and recognition of job in the presence of others.
- Follow up with a formal letter of commendation and making sure that the letter gets into his/her personal file.
- Giving a certificate of merit to such a staff.
- Giving a bonus of cash reward.
- Giving some incremental credits in the salary.
- Recommendation for promotion to the next grade

10. Principle of Constructive Criticism: The main task of the level. the supervisor is to motivate his staff to operate at their fullest possible capacity. Criticism should be done constructively and privately while good work should be recognized. Poor work deserves some attention as well.

11. Principle of Liberality: Opportunities should be created for subordinates to aspire to leadership position. In fact, subordinates should see themselves as supervisors-in-training. At times, responsibilities should be delegated to ensure sense of responsibilities and belonging on the part of the subordinates.

12. Principle of Encouragement: The supervisor owes it a duty to encourage the staff to thirst for new knowledge and continue to search for new ways of carrying out duties. This is because it has a multiplier effect on both the supervisor and the organization. Education is life long to enable the staff solve new problems. This is done through reading, discussion with senior colleagues, seminars, workshops, trainings, re-training programmes, etc.

13. Principle of Networking: A good supervisor develops team spirit and networks with other supervisors or senior officers within or outside the organization to tap from their wealth of experience. This will help him/her to perform better.

14. Principle of Objectivity: Both internal and external supervisors should be objective in their sense of judgment and decision making process. Objectivity will endear them to their subordinates.

15. Principle of Tact: Diplomacy is needed in dealing with subordinates and superordinates. Open confrontation which may degenerate into act of insubordination should be avoided as much as possible.

CLASSIFICATION OF EDUCATION SUPERVISION

Educational supervision can be classified as follows:

i. Instructional Supervision: This borders on the activities which are carried out with the purpose of making the teaching and learning activities better and more result oriented for the learners.

ii. Administrative Supervision: This deals with the mobilization and motivation of the staff in the school towards effective performance of their duties and responsibilities.

TYPE OF EDUCATIONAL SUPERVISION

The following are the types of educational supervision:

(i) Full Supervision: This is an external inspection carried out by a group of inspectors from the Ministry or other bodies to examine subjects taught in a school, scheme of work, lesson notes, classroom management and other physical facilities. This enables supervisors to make observations, corrections and make necessary and professional recommendations for the betterment of the educational system.

(ii) Emergency Supervision: This refers to the kind of inspection carried out as a result of crisis in a school setting. The supervisors are led by senior officers

with instruction to find out and investigate the remote and immediate causes of certain problem or crises in a school, for instance, riots, strikes or conflicts.

(iii) Sample and Survey Visit: This is an inspection meant to survey an aspect of educational Performance in the schools, for instance student attitude to the teaching of science, social sciences or commercial/arts related subjects, teacher use of instructional materials etc.

(iv) Clinical Supervision: This is the type of supervision in which supervisors meet with the teaching staff with the aim of developing their professionalism and instructional method.

(v) Routine supervision: This is the periodic visitation of schools by a supervisor or a group of supervisors to a school in order to ascertain progress and achievement or problems and difficulties in given areas and schools.

(vi) Investigative Supervision: This type of visit is usually carried out with the sole purpose of addressing a particular problem in the school. It could be the problem of discipline, fraud or theft of the school property.

(vii) Special Visit: This type of visit deals with special cases which are also specific in nature. The visit may be for the purpose of inspecting some subject area such as English Language, Mathematics, Physics, Chemistry and Biology, or Geography, Economics, Government or Civics Education.

(viii) Pre-opening of School Visits: These visits are made to a location of a newly established school that is seeking for approval to provide educational services. The essence is to ensure that the school satisfies the stipulated guidelines and requirements, such as the availability of enough space, classroom sizes, staff strength with appropriate teaching qualifications, infrastructure, washrooms, water supply, etc. The visit is necessary for granting approval by the Ministry of Education, particularly a private educational institution.

(ix) Assessment Visit: This type of visit lasts longer than a routine visit. This visit involves looking into the various school activities and how these activities are organized and carried out.

(x) Follow-up Visit: This takes place after a full inspection would have been carried out in school during the visit. The inspectors keep record of relevant action taken by the school authority with reference to the recommendations that were made on the full scale visit as contained in the inspectors' report. The inspectors assessed the extent to which the action taken by the school had achieved their desired results. Also suggestions could be made where necessary for the primary purpose of improving the school and student learning outcomes.

CONCEPT OF QUALITY: According to Jan D. Timmer —quality is a state of mind...the relentless pursuit of excellence, of never being satisfied with what you do, how you do it and how quickly you do it. There is always room for improvement. Everything can always be done better. Quality should be a part of our soul. Quality is perceived differently by different people. Quality is not something that is bestowed by others; it is attained and maintained as a result of ceaseless efforts. Quality of a product may be good for one but not for another because it does not serve the purpose.

Quality refers to basic and essential character, the distinguishing element or characteristic of a product, service, organization or entity. Consumers look at these elements in deciding whether or not to buy particular products or services. **According to Bennis (1993)** — Quality often is not measured at all, but is appreciated intuitively. One's response to quality is a feeling, a perception that is connected intimately with our experience of meaning, beauty and values in our lives.

QUALITY IN EDUCATION: Quality has become a defining element of education in the 21st century in the context of new social realities. The information communication revolution, the knowledge economy and globalization are greatly influencing the next society. How to provide quality education to large numbers at affordable costs is the primary concern of developing countries. Quality makes education as much socially relevant as it is personally indispensable to the individuals. In this sense quality becomes the defining element of education. In this context, quality and excellence should be the vision of every higher education institution including teacher education. Acquisition of quality and excellence is the great challenge faced by all higher education institutions.

HOW EDUCATIONAL SUPERVISION HELP TO IMPROVE QUALITY OF EDUCATION: Access to and quality in education is two main objectives of all major educational policies of different governments since independence. However, the last three decades have witnessed a shift in focus from issues related to educational expansion to a focus on quality in education. This shift is an obvious reaction to a decline seen in the performance of the schools lagging far behind the rate of expansion of the schools. It was felt that merely expanding the system and injecting more resources into the system could hardly meet the goals of education and fulfill the national aspirations. Rather, the more fundamental issues are those related to the use of these resources at school level, in a way that enhances performance. Consequently, a simultaneous shift is observable in the conception of educational supervision. Supervision when interpreted in the context of quality in education connotes a mechanism of improvement other than as a means to exercise control. New

dimensions are added to the process of educational supervision and its relationship with in-school an actor that is now seen as of great significance in assuring quality in education. The formative aspects of supervision are highlighted as substantiation of its salience to ensure quality in education. The sections that follow provide a brief sketch of the meaning assigned to supervision in contemporary era to establish its relationship with quality in education. Consequently outlines of major roles of the education officers are discussed. Finally the major problems that impede the utilization of supervision functions in improving performance of schools are highlighted.

The global initiative for educational expansion has already treaded its path over a long period of time. However, studies conducted globally with special focus on quality in terms of students' performance reveals a declining status of the educational Microsystems viz. the school, in developing nations with respect to achievement of the goals leading to a growing concern over quality of the educational Microsystems the basic unit of expansion. Deliberations over the quality issue within the educational Microsystems in terms of its performance, essentially centers around three significant aspects that determine the quality of the Micro systems in a cumulative way. The significant aspects are: (i) the material (infrastructure and equipments) and human (learners, teachers and institutional heads) resources (ii) the relationships within school, between the school and the community, and between the school and the administrative level immediately above the school and (iii) the daily interaction between teachers and learners that are the direct determinants of performance of a school. Further, the performances of the school through the teacher student interactions are mediated by both the resource as well as the relationship factors. The issue of educational expansion had its focus on the resource factors thus facilitating access to education. However, pumping in of resources within the educational system is essential to take care of the access issue. The relevance and hence quality issue need attention toward the other two aspects as well. Educational supervision emanates out of the relationships of the educational micro system with the administrative level above the school level in the overall educational macro-system and is thus an important component of the relationship aspects of the educational micro system. As such educational supervision has a mediating impact on quality in the micro system. The quality concern thus leads to concern with how the input factors are organized and managed rather than on the strength of the resources provided. Since educational supervision is related to ensuring organization and management of the resources and is a major element of the factors determining quality, it has emerged as an important phenomena attracting serious discussions and providing a largely unexplored area for empirical investigations with the aim to make it more effective and efficient.