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DEVELOPMENT OF TRAINING PROGRAMME FOR DEVELOPING SUPERVISORY SKILLS FOR SCHOOL TEACHERS

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Introduction

Supervision is a function which can be performed in various degrees and in various forms in any school, organization or private enterprise. With the new trends in the Nigerian educational system, it becomes obvious that effective supervision will be necessary in order to enhance the quality of instruction in schools. Already, there is pressure from various groups concerning what is to be taught and how it should be taught. Moreover, modern instructional materials are being introduced and used as teaching aids in the school instructional process. In order to cope with these demands, it is obvious that supervision has got an important role to play in deciding the nature and content of the curriculum, in selecting the school organizational patterns and leaving materials that will enhance educational growth and development of both the students and the teaching staff.

Why are Supervisory Skills Important?

Supervisory skills are important because they are what makes someone qualified to be a leader. Many supervisors have a combination of soft and hard skills that make it possible for them to do their job well. Their soft skills include interpersonal skills that help them effectively lead their team.

As a supervisor, you should reflect upon your interpersonal skills and think about which ones are your strengths and which ones you should improve. By continuing to learn and develop in your role, you can become an even better supervisor and further your career, as a curriculum planner and an administrator.

Training Programmes for Supervisory Role

1. Written and verbal communication

As a supervisor, you should have well-developed communication skills. Much of your work is directing others, so you need to be able to provide clear verbal and written instructions. As more workplaces are using email and messaging applications to communicate, it is especially important to be able to clearly convey your ideas through writing. When you are communicating face-to-face, it is important that you use active listening skills. Show your coworkers you value what they have to say by using nonverbal cues and feedback that show you are listening.

2. Decision-making

Supervisors regularly make important decisions for their team. Find a decision-making process that helps you make smart yet quick decisions. Use your critical thinking skills to weigh your options and predict the best possible outcomes. When making a decision, make it based on the well-being of your team, school and the education system. Try to look at situations through an unbiased lens, and use the information available to make a thoughtful decision. Be willing to

consult with others when making a decision that may affect people other than you.

3. Interpersonal skills

Be a leader whose employees feel open to communicating with you by working on your interpersonal skills. Always be kind to everyone you work with, and make a point to get to know them. With the right combination of personableness and professionalism, you can create healthy work relationships with your team.

4. Adaptability

Sudden changes at work are inevitable, so supervisors must be able to problem-solve with little notice. The ability to think and react quickly will help you overcome challenges and continue to efficiently lead your team. A good supervisor uses creative strategies to solve issues and is flexible in unexpected circumstances.

5. Time management

It is likely that in a supervisory role you need to manage many projects or tasks at once. Time management is a very important skill for a supervisor to have to get everything done on schedule. Multitask is a veritable tool for the conventional leader in education business in contemporary times. To have this skill, you must be able to prioritize and delegate tasks. You should be able to work efficiently and have a good idea of how long a task will take you to complete. Also, supervisors need to be conscientious about coming to work on time being punctual at supervisory sites and staying until their work is done. Being time conscious is both a trait and demand of trending technological strategies induced by the demands of virtual classroom.

6. Conflict resolution

When managing multiple people, occasionally conflicts may occur. In these situations, it is your responsibility to find a solution to the disagreement. Often the best conflict resolution is one that involves a

compromise from both parties. During tense situations, you need to be able to calm everyone down and help them understand the other person's perspective. The contemporary supervisor requires a study of the preliminary aspects of Alternative Dispute Resolution (ADR) Skills.

7. Cooperation

Though supervisors are in charge of many things, they need to know when to step back and let other people make decisions too. Your coworkers' thoughts and opinions are important and can be valuable in certain situations. A good supervisor can collaborate with others and be considerate of what other people want. Instead of giving orders all the time, meet with your team to discuss strategies and decision-making processes. A daunting supervisor has to co-operate with his/her boss mindful of the hierarchical leadership nature observed in education industry. These are to be noticed of both vertical and horizontal dimensions.

8. Mentorship

A supervisor should be someone who can help their team succeed at work and advance their careers. Support your team during challenging situations, and encourage them to work toward their goals. Offer them advice and guidance when they need it. Mentorship can go both ways, so give your team a chance to give you new insights as well.

9. Positivity

It is a supervisor's job to create a positive work environment for everyone. During busy times, you should be able to keep employee morale up. By always trying to have a positive and optimistic attitude, you are encouraging others to do the same. When challenges arise, show your team that you are confident that they will overcome any obstacles. Then, when your team is successful, make sure to give them positive feedback and acknowledge their hard work.

10. Willingness to learn

No matter what level you are at in your career, there is always an opportunity to learn more. An effective supervisor always wants to gain more knowledge and develop their skills. Try to learn as much as you can about your career, industry and role within the education system. When you learn something new, pass your newfound knowledge onto your coworkers. By sharing your willingness to learn, you may inspire others to look for educational opportunities, such as in research projects, workshops, conferences, in-service courses, exchange programmes and competitions. These will go a long way for cross-fertilization of ideas.

Reasons for Developing a Training Programme for Developing Supervisory Skills

There are various reasons for carrying out supervision in schools. One of the most crucial reasons is to ensure that each individual teacher within the school system has been performing the duties for which he was scheduled. Another cogent reason is to improve the effectiveness of teachers so that they can contribute maximally to the attainment of the system's goals (Adesina, 2001). For a supervisor to achieve the above stated purpose it is necessary that the supervisor has a clear understanding of what he wants in the supervision and how he can go about achieving the purposes. Other reasons for supervising schools are:

- To improve the incompetent teachers,
- To provide a guide for staff development,
- To know the effectiveness of classroom management by the teachers,
- To improve methods of teaching and learning,
- To create a physical, social and psychological climate or environment favourable to learning.
- To co-ordinate and integrate all educational efforts and materials which will ensure

continuity.
- To enlist the co-operation of all staff members in serving their own needs and those of others to prevent teaching difficulties.
- To aid, inspire, lead and develop that security which liberates the creative spirit of the teacher.
- To help teachers see more clearly the real ends of education and the specials roles of the school in working towards these goals.
- To help the teachers to see the problems and needs of pupils and to help them solve these problems and provide as far as possible for most of their needs.
- To induct beginning teachers into this mainstream of the teaching profession
- To assess the "tone" of the school and identify some of its most urgent needs (Nwaogu, 2006).

Definition of Concepts

According to Igwe (2001), to supervise means to direct, oversee, guide or to make sure that expected standards are met. Thus, supervision in a school implies the process of ensuring that principles, rules, regulations and methods prescribed for purposes of implementing and achieving the objectives of education are effectively carried out. Supervision therefore involves the use of expert knowledge and experiences to oversee, evaluate and coordinate the process of improving teaching and learning activities in schools.

Furthermore, supervision could be seen as an interaction involving some kind of established relationship between and among people, such that people influence people. Such interactions are greatly influenced by a predetermined programme of instruction. In this regard, and according to Netzer and Kerey (1971), the systematization of the interaction of those responsible for operating within the structure of administration is called supervision. Thus, the supervisor is expected in the course of his duty, to initiate several activities that will lead to a successful merging of these two contexts

in order to achieve harmony and satisfaction. Skills Required for Supervision.

Training Programmes for Developing Supervisory Skills of School Teachers

A lot of professional skills are required for developing supervisory skills of school teachers. According to Olowoye (1989), these skills can be classified into eight major groups as stated below:

1) Pedagogical Skills: These include mastery of subject matter, teaching methods, improvisation, presentation of content, preparation of lesson notes, lesson plans and units, visual/audio teaching aids etc.

2) Evaluation Skills: These include questioning, continuous assessment and examination skills.

3) Disciplinary Skills: These include class control, punishment, use of rules and regulations and maintenance of order.

4) Motivational Skills: Issues bordering on rewards and reinforcement are emphasized.

5) Reportorial Skills: Documentation of report card, class register, log book, attendance book, scheme of work, financial documents, transfer certificates etc.

6) Managerial Skills: These are skills on time management, good use of teaching aids, difficult situation, and students' behaviour, school garden, workshops, extra-curricular activities (sports, clubs, skills).

7) Interactive Skills: Creation of rapport, teacher's personality and general characteristics, cooperation, academic and physical skills/competitions, research and ethics etc.

8) Analytical Skills: Possession of mathematical ability, statistical computation and interpretation of data etc.

The importance of acquiring these skills cannot be left to chance or in the hands of charlatans or mediocre. This informs the need to improve on the skills of school supervisors in order to achieve the objectives of basic education in Nigeria.

Duties of School Supervisors

In a nutshell, the responsibilities of the heads/supervisors could be outlined as follows

According to Guynm (1981)

1. Helping teachers and stimulating curriculum improvement.

2. Emphasizing the use of group process with teachers, students and other school personnel.

3. Performing administrative functions only to help instructions through in-service.

4. Teaching of teachers for improving instruction through in-service.

Igwe (2001) noted that supervision involves evaluation, monitoring and quality control for the purpose of curriculum and infrastructural development and improvement. In order to achieve this, some specific tasks of the supervisor in a modern school have been identified and listed here under;

a) Helping school head teachers to understand students better, and interpret the curriculum to suit particular contexts,

b) Helping teachers and individuals for professional growth,

c) Acquiring cooperating spirit for team work,

d) Making better use of teaching materials,

e) Improving methods of teaching,

f) Improving teacher's appraisal of his standards,

g) Acquisition of originality for the teacher within the community,

h) Faculty Plan for curriculum improvement,

The common denominator in the objectives of supervision as outlined above is to help teachers become more effective in planning their class work in terms of utilizing maximally, textbooks and other basic materials and curricular aids as well as helping teachers with guidance and evaluation.

What to Supervise

Effective intra-school supervision is based on identifying certain criteria/critical areas that if well supervised, would help improve the quality of school education in Nigeria.

Afolabi and Loto (2008) identified, among others, the following areas:

i. The Nature of Lesson Plan

The lesson plan is a reflection of the level of preparedness as well as the effort the teacher made in gathering information for the lesson. So, a poorly written lesson plan not only indicates the quality of the teacher, but also the level of commitment to his primary task of teaching. The school head (principal) must critically examine the following items of the lesson plan

a) The clarity and appropriateness of the learner behavioural objectives

b) The relevance and adequacy of the lesson notes,

c) Selection of appropriate teaching aids,

d) Selection of appropriate evaluation techniques to determine the extent of realizing the objective effectively.

ii. Lesson Presentation

Teaching is said to be effective if the desired objectives are achieved. The school head is required to carefully pay attention to the following areas:

a) The introduction of the lesson and the teacher's ability to maintain students' attention throughout the duration of the lesson,

b) The teacher's voice quality, speech, clarity of expression, intelligibility and appropriateness of language, effective use of learning materials such as audio-visual aids and chalkboard etc.,

c) Teacher's knowledge of the subject matter in terms of structure and sequence.

d) Use of classroom management techniques including skills in affecting student's participation in class activities.

iii. Reference Materials

The use of appropriate reference materials such as textbooks, scheme of work and syllabus cannot be overlooked. The school heads must look into the following:

a) The duration of item or topic.

b) The relevance and logicality of the materials used,

c) The sequence of presentation of contents, etc.,

d) Use of current as opposed to obsolete materials.

iv. The Relationship between Teacher and Student: Without doubt, a harmonious interpersonal relationship between teachers and students could engender learning and attainment of educational goals. In this regard, the school head must seek for genuine love and concern, positive and acceptable disposition between and among the teachers and students. His ability to accommodate or tolerate and, if possible, lend a helping hand through guidance and counseling services must be considered.

v. Classroom Management: Effective classroom management facilitates teaching and learning process. The principal or other appointed school personnel must be conversant with the following:

a) Ability to discipline and control students,
b) Reward skills to reinforce good performance or conduct,
c) Ability to identify cases and causes of students mis-behaviour,
d) Creation of conducive classroom climate,
e) Sitting arrangement of students,
f) Classroom physical condition,

vi. Personality of the Teacher: Teacher's personality includes among things his personal traits or characteristics, emotional status, appearance, intelligence, physique, leadership skills, communication skills, etc.

Strategies for Improving Supervisory Skills of School Teachers

1. Training and retraining of supervisor: The training of new supervisors and the retraining of old ones should be taken seriously. Special training centers where experienced and practicing supervisors are available should be established for this purpose. This method is important because the ideas of using old or obsolete techniques or method negate the spirit of the inspection of primary education. Supervisors could be sponsored to seminars and workshops or conference to update their knowledge and skills on modern and acceptable techniques of supervision.

2. Morale Boosting: Researches are replete with the relationship between motivation and performance of skills. If supervisors are properly motivated with available work materials such as stationery, transportation, conducive working environment and enhanced salaries and allowances the morale of the supervisor cold be boosted thereby affecting the skills, and research output.

3. Employment of supervisors with higher qualifications: Supervisors with higher educational qualifications are more likely to perform better in the field than those with lower qualification. According to Okoro (2004), education personnel with higher qualifications display more confidence in their workplace. In addition, they are more accessible to quality information, and adapt to changing occupational conditions than their counterparts with lower qualification, who are usually more indisposed and ill-equipped in adapting to modern changes.

4. International and inter-state exchanges: It is suggested that deliberate and government sponsored international and inter-state exchange of supervisory personnel and experiences could boost the skills of supervisors. Countries with similar educational policies such as Ghana, Gambia or Sierra Leone could be involved in such exchange programmes. The purpose is to ensure cross-fertilization of ideas, and explore way of tackling similar problems or challenges.

5. Improved Selection Criteria for Supervisors: Supervision is a technical task that requires meticulous, firm and objective assessment. Therefore, those saddled with this responsibility should be carefully selected from among the available education personnel in the schools or state ministries of education. A special aptitude test could be administered testing various aspect of candidates' personality to determine their suitability. This rigorous exercise, according to Obanya (2005), stimulates confidence, which is a necessary ingredient for skill acquisition and performance.

6. Disciplinary Action Against Unprofessional or Unethical Conduct ort Performance: In order to improve the skills of school supervisors, appropriate sanctions should be leveled against any erring or deviant supervisor who tends to undermine the expected standard. A situation

whereby mediocrity is exalted and standard sacrificed, while supervisors who excel in their assignment should be rewarded accordingly, either in kind or cash sanctioning unacceptable performance could serve as a deterrent to others.

7. Reward for Performance: Even though reward of various kinds has a way of boosting the morale of workers, it also has the capacity of instigating increased performance and development of quality skills. Therefore, supervisors with excellent performance should be rewarded accordingly in order to maintain, and if possible, improve their skills.

Supervisory Advantages and Disadvantages of Traditional Classroom and Online Learning

The current challenges of supervision do not only reflect on traditional but also on Online learning which has engulfed traditional education setups on a global phenomenon. A study of the Congo Brazzaville highlights such challenges.

ii. The first and most important advantage of traditional classroom is to help students of Congo to improve the learning, writing and speaking of French. Because French is the academic and not the national language.

ii. Traditional classroom is the best way for group discussion and these face-to-face interactions are a must to bring the material to life and help the student to learn the new things from other students and to make correction to the misunderstanding that they have on certain topics.

ii. It helps the teacher to have the total control on his students during exams or classwork and can note their progress or not.

Disadvantages of Traditional classroom

ii. With Traditional classroom we can note an absence of concentration, because of social interaction the students can be interested by other things like football, parties, alcohols than learning.

ii. Bad influence. Some brilliant students become lazier by following others. With online learning it cannot happen.

ii. Competition between the students and teachers. Some of the students want to challenge the teachers.

ii. Time and weather problems. Because of the difficult traffic, the students and teachers can arrive late to the school. And also, most of the student walk or take the bus so when the weather is bad, some of them don't go to school and prefer to stay at home.

Advantages of Online learning

ii. The most obvious advantage of online learning comes down to economics. A half-day of classical training is equivalent to a one-hour e-learning course.

ii. Online learning allows the students to learn on a personal schedule that suits them best. It also takes much less time than face-to-face learning.

ii. Online learning allows people to learn in their own style and at their own speed, which helps them absorb more information.

ii. Ease of content update. In today's world, information and knowledge change fast. So, any change you make to the online content becomes immediately available to the whole learning audience

Disadvantages of Online learning.

ii. Online learning involves less guidance from an instructor than traditional learning. Typically, online learning also removes scheduled meeting times and deadlines.

ii. Diminished social interaction

ii. Online learning is not suitable for every topic. Indeed, complex topics, operative techniques, and practices that require a physical environment are best conducted in person than learning.

ii. Online learning is often theory-based and lacks practice-

based learning. e-learning cannot replace the knowledge that comes through hands-on experience.

ii. Reliance on technology. Younger generations entering the workforce, and technology being adopted broadly, has driven the popularity of e-learning.

Personal view with Congo Brazzaville as an example

In this work we have been asked to show the advantages and disadvantages of Traditional classroom and online learning vide world future. We have seen that both of them have a lot of advantages and disadvantages so the good solution for a best formation is to combine them. But according to some factors noted in most of the countries in Africa, as Congo Brazzaville, the online learning can be a good option but difficult to be adopted. We are all agree that online learning is a great, revolutionary alternative to traditional training. But in Congo Brazzaville, the conditions are not settled to use Online learning. For instance, the poor internet's connection and the instability of the electricity are the big problems for the Congolese students. Because it is difficult to use the e-learning when the students have access to the electricity one day on two and most of the time in the night only and curtain houses don't have electricity so the student go sometimes to the public place for reading. Again, one of the problems that the students have in Congo is the accessibility to the system and android mobile. Some of them do not know how to use or never got the android and system at all. We can now say that in the country where the electricity is not accessible to all the population and where the internet has a big issue, the best option is traditional training. But some of the conditions as the security and discipline must be reviewed because more and more, we have many cases as the student fight with a teacher or a student killed a teacher with the knife because he refused to add him notes. So, the educative system of Congo must be reviewed for the good traditional classroom and also to provide a better future for the students.

The study of the advantages and disadvantages of traditional and Online in Congo Brazzaville brings forth the full responsibility of

Supervisors to bestride both divides. It therefore seeks a new training. The Supervisor has to blend both the traditional module and modern techniques to make meaning out of his work in making teaching/learning more efficient and effective for the society. It is necessary also to point out that most countries in Africa have similar socio-cultural environmental experiences and platforms therefore, supervision should have and embark on a new phase for its relevancy.

Conclusion

There is need for developing supervisory skills of the school teacher. The need to acquire relevant skills by those charged with supervisory role aimed at achieving the said goals of education cannot be undermined by any right-thinking citizen of Nigeria. Consequently, concerted efforts should be made towards providing improved skills acquisition and effective Supervision strategies by concerned stakeholders in the educational sector. It is hoped that if the content of this presentation is given the desired attention, the quality of supervisory skills for teachers would be improved and the standard of education could be better for it.

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