

EDUCATIONAL SUPERVISION

Editors:

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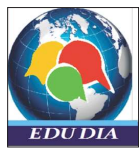
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Educational Supervision: Revised Edition

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Review Process

Fifteen articles were submitted for publication as chapters in this book. The articles were subjected to a thorough process of double-blind peer review. The professionals in EDUDIA's team of Reviewers were from universities in different countries. They were strictly guided by the EDUDIA's Review Criteria. They were also requested to look at the manuscripts with the view to assisting authors produce quality articles that best meet learners' needs.

Following the review process, the editorial committee considered the reviewers' comments; and two articles were unsuitable for publication. The authors of the suitably qualified articles were given the reviewers' reports and asked to use the suggestions to strengthen their papers. After receiving the corrected manuscripts, the editorial committee finally accepted 13 of the 15 qualified articles for inclusion in this Book: Educational Supervision. That means that the acceptance rate was about 86.7%.

Preface

This book, titled *Educational Supervision*, is derived from responses to a call for contribution of chapters from erudite scholars sometimes in January 2022. The following four accomplished scholars edited the book, two of them being professors: Professor Martins Fabunmi; and Dr. Michael Boakye-Yiadom of the Institute for Educational Planning and Administration (IEPA), University of Cape Coast, Ghana; Professor Ayotunde Adebayo of the University of Lagos, Nigeria; and Dr. Nondwe Cynthia Phelokazi Ngibe of the Faculty of Education, University of Fort Hare, East London, South Africa. Virtually all the authors are very senior academics with rich experiences in writing scholarly articles. Some of them are even professors, while others are budding erudite lecturers.

This book comprises thirteen chapters with the following titles: introduction to supervision in education, historical development of educational supervision, theories of educational supervision, motivation of teachers in educational institutions, staff motivation in educational supervision, mentoring and knowledge management in school supervision, supervision and inspection of schools, techniques and approaches to educational supervision, quality assurance in educational supervision, supervision and evaluation of classroom instruction, clinical supervision in schools, developmental supervision in education, and resources management in educational supervision.

EDUDIA addresses the shortage of e-books of African backgrounds. The association has started with management in education, with this book dealing with the educational administration aspect of the discipline. The book contains articles on exigent issues in educational administration. EDUDIA continues to solicit scholarly articles from authors in different disciplines from all over the world through conferencing. I, therefore, implore all teacher educators to be part of this

Educational Supervision

mass movement and have their articles published in globally visible publishing outlets.

In view of these developments, I recommend this book as a must-read for everybody, irrespective of discipline. The book deals with educational administration in a way that makes it a useful learning material for learners, an instructional and dependable guide for teacher educators, administrators, and everyone, no matter the professional calling. It is useful for family heads, religious leaders, community leaders, heads of organisations, and members of different groups. Finally, I am grateful to the co-editors for making the publication of this book, *Educational Administration*, possible.



Professor Martins Fabunmi (FGEN),
of the Institute for Educational Planning and Administration (IEPA),
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INTRODUCTION TO SUPERVISION IN EDUCATION

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Introduction

There has always been the need for someone at the managerial top to direct, monitor, guide and observe the activities of the entire workforce in an organisation. This is usually done when the managerial tasks are in progress and have been completed to ascertain the effectiveness. This is imperative because human beings by their nature and inclination are highly unpredictable. Therefore, for the administrator to effectively and efficiently deliver and attain great heights, there is need to be at alert during execution of actions. This act of observation, controlling, guiding, and directing is termed 'supervision'.

Supervision enables personnel to remain focused and work conscientiously in the realisation of stated objectives. In organisations such as schools, supervision plays an important role in ensuring that equal standards are met and quality is guaranteed. It is in this regard that educational processes should be sincerely placed under close watch since the lives of the younger generation is utterly dependent on its outcome. In a situation where educational practices are not closely monitored and overseen, the noble educational objectives are jumbled. The youths are therefore left to be hopeless, miserable, glum, despondent and forlorn. This exposes them for use as political thugs, drug addicts, rapists, armed robbers, hired assassins, bandits, ritualists and all manner of evil acts that breeds violence and insecurity among the populace.

Based on the above elucidations, this chapter unveils the meaning of supervision, educational supervision, process of educational

supervision, principles of educational supervision, qualities of a good supervisor and solutions to the problems of educational supervision.

Supervision

Supervision is the process of guiding, controlling, directing, monitoring and assisting the workers in an organisation to impact the production of goods and services while maintaining and improving the quality of the products. An organisation has its guiding principles, policies, strategies, rules and regulations which have been mapped out for execution in the attainment of pre-determined goals. In attempt to ensure that these regulations are applied accordingly, supervision becomes inescapable. It is the responsibility of the leader or person(s) delegated to carry out the act of supervision.

Madumere-Obike (2004) describes supervision as a modern concept or mechanism employed by the school leadership to effect checks and balances on the daily school activities. According to Obike, the aim is to inspire, guide, counsel, and channel the teachers' efforts towards realisation of instructional objectives. Supervision is all about restoring sanity, progress and excellence by ensuring that people (teachers) who have direct contact with the students do not derail from the best practices. It instils self-help in the teachers by improving their instructional capabilities and acumen.

Supervision is both dynamic and democratically inclined in that it fosters the implementation of change which involves the stakeholders. It is an interrelationship between the teacher and the head teacher which neglects rigidity thus making it flexible. By the end of the supervision exercise, the parties should reach a consensus on the right attitude to achieve the desired goal. Succinctly put, supervision is a way of monitoring and directing the human elements in the organisational sector on a daily basis on the implementation of the policy statement of an organisation so as to ensure uniformity and conformity to what the policy states.

Similarly, Clark (2015) and Walker (2016) in Ojo et al. (2020) aver that "supervision is the system of fostering the process of teaching and learning by guiding and observing daily school activities and programmes". The scholars further re-emphasise that supervision is a kind of on-the-job training for teachers. In the same vein, Ebong (2010)

opines that supervision is the strategy of making sure that organisational policies, codes of conduct and all other programmes that are envisaged to lead to accomplishing educational goals are duly executed.

In consonance with Ebong (2010), Amaechi (2001) submits that supervision connotes a careful observation of activities in an organisation which is set out to ensure that things are appropriately done according to specifications to achieve desired goals. The act of supervision requires both professional and experiential knowledge to transmit same to the supervisee in the process of supervision in the most cordial atmosphere. The supervisee is expected to acquire improved knowledge, wisdom or skills after the supervision. This is why supervision is encouraged and seen as a mover, driving force and an act of inspiration to the performance of organisational roles for enhanced results.

Supervision could be at managerial or instructional level (Ebong, 2010). The ministry of education carries out routine supervision apart from the one carried out by the school head. It is at managerial level when the ministry of education is involved in the observation of classroom, checkmating the administrative process as well as classroom instructions. On the other hand, it is at instructional level when the head teacher or heads of department indulge in daily supervision of teaching/learning process. Two types of supervision mentioned above could announce their visitation but more often than not, they appear unannounced to meet actions in the natural way.

Educational Supervision

Education is the impartation of skills, knowledge, morals, values and ethos of the society which results to permanent change in behaviour of the beneficiaries and make them lead successful life that eventually benefits the society where they reside. As the hub of economic growth and development in any nation, education requires accurate and timely supervision to ensure that the recipients stand the test of time as global citizens.

Educational supervision is the process of directing, guiding, directing, overseeing and monitoring of educational projects, policies, rules, regulations, strategies and principles to ensure its proper execution which is goal oriented. It is the process of carrying out supervisory

principles in an educational setting. Similarly, Leigha (2010) citing Obed (2003) reiterates that supervision is one of the key elements of management which should be incorporated in the process of programme execution and not necessarily at the end. In this context, educational supervision should go hand in glove with educational delivery process.

In tandem with the above submission, Omosidi et al. (2020) succinctly put it that educational supervision centered on positive behaviour modification on the part of the receiver for overall excellent performance. It is an administrative process that is internally arranged and runs between the superordinate and the subordinates with the intention of skilfully and knowledgeably equipping them for effective and efficient job performances. It is an organised way by which the manager coaches, trains, directs, corrects and controls the workforce to increase yield and maintain quality. In the school system, it is an avenue through which the head teacher or head of departments earmarks the monitoring of the teaching/learning process to improve and empower the teachers on better ways of executing their duties for improved teaching/learning interactions. Consequently, there should be affable relationship and open climate in the school environment to intensify this exercise. The focus here is to foster teaching/learning outcome and not fault finding. Any obstacle discovered within this exercise should be jointly resolved between the supervisor and the supervisee.

Olorode and Adeyemo (2012) expressed that educational supervision is an offshoot from educational management which deals with routine assistance in educational programmes, synchronisation of comprehensive duties/tasks and refinement of good human interaction among the staff concerned with educational delivery process. To this end, the knowledge of educational psychology is necessary to deal decisively with individual differences and/or challenging situation that may crop up at the duty post.

The Purpose of Supervision

The following purposes of educational supervision were identified by Ebiringa (nd.):

1. It helps to make sure that teachers perform diligently, the duties assigned to them without deviation.

2. It is also aimed at enlightening and promoting teachers' usefulness and efficiency, thus empowering them to contribute optimally to excellent academic performance.
3. It makes for quality and functional education by ensuring that what the policy states is implemented to the latter for goal accomplishment.
4. It helps to produce educated, civilized and cultured individual who are useful not only to themselves but the society at large.

Olorode and Adeyemo (2012) are of the view that one of the purposes of educational supervision is to maintain a uniform standard of education. To Amaechi (2001), it focuses on the areas of capabilities and shortfalls and calls the attention of the supervisee to those areas and proffers possible solutions. Other purposes are:

1. Supervision also widens varieties of instructional techniques and avails the teacher the opportunity of selecting the one that best suits the students. This is achieved through collegial processes.
2. It serves as a capacity-builder to teachers and intern-teachers as they are counselled and mentored on what to do.
3. It builds confidence in teachers and assures students that they are being imparted the right educational intricacies.

In the same vein, Leigha (2010, p.141) citing Nnabuo et al., (2006) outlines the following as the objectives of school supervision:

1. Clearly define improvement of instruction and guide action towards such improvement.
2. Confront the organisational constraints and opportunities in each school.
3. Foster supervisor-principal cooperation in the supervisory process.
4. Engage in teacher professionalism by reinforcing norms of autonomy and self-direction.
5. Concentrate on the intrinsic motivation of teachers through teaching itself.
6. Support, advice and counsel each other to grow and improve on their services in the system.

7. Build confidence and mastery in teachers thus erase the issue of fright and bias among them.

To Olorode and Adeyemo (2012), the purposes of educational supervision are;

1. To ensure justification of their pay in line with their duties.
2. To foster teacher development.
3. To ascertain the level and functionality of educational resources.
4. To appraise the strengths and weaknesses of the policy implementation etc.

Processes of Educational Supervision

Educational supervision is a systematic way of observing, encouraging, motivating and directing the teaching staff on the best teaching techniques while ensuring the smooth flow of teaching/learning experiences. It ensures that the teacher employs the best approach and the content of the curriculum is very relevant as specified in the educational policy to ensure qualitative education and uniformity of standard. This exercise is carried out bit by bit as planned for effectiveness. The process of educational supervision is therefore a step by step method of observing the staff. These processes are as follows:

1. **The planning process:** The first process is the planning process which forecasts the necessary strategies, needed resources (both human and non-human) as well as other contingencies required for effective supervision operation. This is pre-arrangement before the take-off in supervision exercise. The fixing of the date and whether or not to inform the supervisee is also under the planning process. In educational instruction supervision, the school timetable is used to ascertain the subjects and scheduled time for each teacher for ministry of education supervisors. Most of the time, just like the school's management supervision, they visit the school/class without notice and demand for the official timetable with which they work.
2. **The visitation proper:** This session involves three sub-sessions namely, pre-observation interaction, observation, and post-observation experience.

- a) The pre-observation interaction: This is the period the supervisors from the ministry of education identify themselves with the school authorities/teaching staff before taking them to the classroom or better still, go to meet them in the classroom. It is worthy of note that more often than not, supervisors pop into the classroom unannounced. This causes pandemonium in schools as other teachers who are not in the class run helter-skelter to search for lesson notes, registers and other school records to back up their performance. This exercise is meant to be a forum to interact and convince the supervisee that the exercise is for improvement of teaching/learning outcome, that they are both colleagues and that they did not show up for fault-finding or witch hunting. This gives the supervisee a sound footing in participating actively in the process.
- b) The observation: The supervisor is expected to remain calm and if possible, be at the back so as not to distract the students. No matter the error observed, the supervisor should not interfere in the teaching/learning process. Any interference ridicules the teacher before the students which could have negative consequences. At this point, the supervisor should take note of the flaws observed and areas of good performance too for deliberation after the observation. The supervisor should not be too busy writing as that could also distract the teacher. Taking note should be intermittently done and very brief, if possible short-hand writing is encouraged.
- c) Post-Observation interaction: This is carried out outside the classroom. It is a time when the supervisors sit to liaise with the supervisees. It could be done preferably in groups or one-on-one. The supervisor in the process of introducing this exercise should first and foremost, highlight the areas of strengths before the areas of weaknesses. In dealing with the areas of weaknesses, the supervisor is expected to display high level of good human relation, be fair and firm while maintaining respect and dignity. The problems confronted by teachers in delivering their lessons should also be obtained. It could be lack of teaching materials or non-provision of reagents for practical in science subjects, etc. This is a crucial period during which

constructive criticism results to improvement of the teachers' career development. Consequently, this should be done with utmost liaison.

3. **Submission of the report:** Having developed the report taken earlier, the supervisor should submit such to the appropriate quarters for use as feedback that could form the baseline in the next educational planning. The essence of supervision is to evaluate and assess the implementation of educational policy, regulations, strategies and standard according to specification so as to ensure that the educational goals are eventually achieved. Supervision therefore unearths the successes and failures of such implementation. The result of the supervision enables policymakers, planners and educational policy analysts to go back to the drawing board and block the loopholes observed for better quality output.

Techniques of Educational Supervision

Supervision is a systematic way of ensuring that what the policy states is carried out to the latter. It is an arduous exercise which is designed in education to ensure that teaching/learning behaviour is diligently executed for maximum attainment. The exercise follows the underlisted procedures:

1. Classroom visitation technique: In this first stage, the supervisor makes the decision on how to go for classroom teaching/learning observation. This preparation could be personal or better still, extended to the teachers.
2. Conference technique: This comes after the conference session. It could be on an individual or group basis. The areas of strengths and weaknesses are explored or highlighted and deliberated upon. Question and answer sessions are allowed at this junction to broaden the knowledge of the participants.
3. Collegial techniques: Collegial technique implies that all the teaching staff must partake in the supervision exercise. It is arranged in such a way that they supervise themselves, discuss their observation and make constructive criticism.
4. Workshop technique: This is carried out mostly during workshops. The participants are allowed to deliberate on an

issue together or in groups at the end of which an expert liaises with them and strengthens their areas of contribution and knowledge. Moreover, some technical subjects that make use of workshops also require supervision, especially in the advent of a new invention in that field. The workshop is used to impart such to the teachers for onward transmission to the students.

Principles of Educational Supervision

Niknami (2011) in Ramezan and Mitra (2013) highlights the principles of supervision to include but not limited to the following:

1. It has to be a group service: The supervision must involve person(s) working under daily observation with the intention of improving performance. Education deals with group interaction like the teacher and the students as well as the supervisor.
2. There is explicit need of supervision: Supervision is needed in every organisation to make for efficiency and effectiveness.
3. Supervision must be planned: The processes of supervision varies and as such requires careful planning and arrangement for its execution.
4. It is goal driven: This is why the goals of education must be clarified to the staff so as to checkmate the teaching/learning experience moves in the direction of goal achievement.
5. It has to ensure provision of facilities: For effective supervision to be done, there must be adequate provision of resources for the staff.
6. Supervision is an educational road map: It guides and directs the school players towards ensuring that the activities move in line with the prescribed standard.
7. Supervision is eclectic in approach: This implies that there is need for flexibility in the act of supervision. The supervisor should acknowledge and apply this tactic of eclectic approach according to the spur of the moment optimal goal feat.

Qualities of a Good Supervisor

Supervision is a crucial element in school administration. It is an instrument of quality assurance and as such requires certain peculiar characteristics from the person charged with the duty of supervision. It is

not an easy exercise for every person. Some of the qualities that define an ideal supervisor are stated hereunder:

1. The supervisor is one who is influential, persuasive, tolerant, enduring and democratic.
2. The supervisor should be a professional in the area under supervision with sound educational background.
3. They must be well informed, confident and resourceful so as to inspire the decision-making process at the long run using the feedback.
4. A good supervisor should be dynamic, versatile and appealing in approach.
5. The supervisor is a counsellor, guidance, teacher, colleague, facilitator and mentor.
6. An ideal supervisor must be an attentive listener and observer.
7. The principle of justice and fair play must be applied in the discharge of duty.
8. The supervisor should be willing to improve their knowledge at all times to keep abreast with the world best practices.
9. A sound knowledge of instructional materials and methods is required.
10. The supervisor must acquire some leadership traits and skills such as the ability to wield-influence, command respect, a sense of humour and enthusiasm.
11. They must be stable so as to handle in a matured way, incendiary tendencies that may arise in the line of duty.
12. A good supervisor must be honest and not prone to bias.

Barriers to Effective Supervision

Leigha (2010) and Omosidi et al. (2020) identify the following as the problems of effective supervision:

1. Insufficient funds: Supervision is a management function that requires capital for its operation. Money is needed to purchase supervisory materials and other contingencies needed in the course of the supervision.
2. Absence of competent personnel: Another problem is that of unqualified personnel who due to the position they occupy, find themselves as supervisors. This set may lack supervisory

principles and be less knowledgeable and inexperienced and as such, may not effectively carry out the duty of supervision.

3. Lack of work materials: Lack of funds leads to insufficient work equipment.
4. Corruption, favouritism, nepotism and tribalism: Some of the supervisors are corrupt officials who are bribed to ignore flaws. Yet, others favour their friends as a result of tribal affiliation or nepotism.
5. Unpredictability in government policies: Government instability which mostly affects educational policies poses an obstacle as change is not easily effected before another change is made.
6. Inadequate planning: For effective supervision to be carried out, strategic planning should be done. In the absence of this plan or arrangement, the aim and objectives of supervision is rumbled.
7. Human relation issues: Good human relation is an essential tool in effective supervision exercise. This is because there must be interaction between the supervisor and the supervisee. This interaction determines the achievement of the motive. Generally, cordial relationship is advocated for so as to enable them exchange ideas for optimum performance.

Other problems are:

1. Transportation issues: For schools that are located in interior areas or locations with poor road network, this poses a challenge and makes it difficult for supervisors to ply such roads for supervision.
2. Poor remuneration: Another problem of supervision is poor remuneration for the job carried out. Some of the supervisors are not even paid at all for the exercise, thus dampening their morale and/or projecting them to corrupt practices.
3. Superiority complex: Some of the supervisors feel that they are superior to the supervisee and as such are over exuberant in the discharge of their duties. This in turn instils fear in the supervisee, which has negative consequences on the overall performance.

Uncompromising attitude: Some supervisees may feel that their years of experience amount to a higher level of knowledge than that which the supervisor possesses, thus bluffing all attempts to reach a consensus post observation.

Solutions to the Problems of Educational Supervision

In view of the challenges of supervision listed above, the following solutions were proffered:

1. The first suggestion is that the government or appropriate agency should as a matter of necessity provide adequate fund for the supervisory activities so as to ensure that they carry out their job diligently for enhanced productivity.
2. The second suggestion is that supervisors should shun corrupt practices, favouritism and tribalism so as to ensure that the right actions are taking as specified by the quality control agency for improved job performance.
3. For effective supervision to be carried out, strategic planning should be done.
4. There should be reliable government policies for stability in the education system.
5. There should be proper remuneration for supervisors to enhance goal realization.
6. Government should tackle security challenges in the country to enable supervisors execute their duties effectively.
7. Good human relation is an essential tool in effective supervision exercise. This is because there must be an interaction between the supervisor and the supervisee. Cordial relationship is therefore advocated for so as to enable them exchange ideas for enhanced performance.

Summary

Supervision is a managerial mechanism which is utilised in the education enterprise, just as in other spheres of life, for observing the day to day running of the school so as to ensure that educational policies, guidelines, laws and other specifications are adequately implemented. This is to enable organisations such as schools attain great

heights while maintaining the desired standard. In order to achieve this aim, the supervisor should be one who is an attentive listener, amiable, firm, passionate, emotional, humorous, honest, and impartial while adhering to certain planned supervision principles and processes for excellent results. However, there are a lot of challenges hindering effective supervision which include but are not limited to lack of sufficient funds, incompetent personnel, and shortage of facilities, corruption and nepotism. It is suggested that sufficient funds be allocated to the supervisory board. Facility provision is also very crucial for suitable supervision among others.

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HISTORICAL DEVELOPMENT OF EDUCATIONAL SUPERVISION

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Introduction

Supervision plays pivotal in ensuring that effective teaching and learning takes place in the classroom. Supervision is a phase in administrative process that is concerned with the correctness of instructional expectation and it is very important as it ensures the attainment of the purpose of educational system. Dodd in Ogunode and Fabiyi (2023) defined supervision as an ongoing process involving continuous personal guidance through frequent visits, with focused attention on specific aspect of the school and its organisational structure. Uzoechina (2016) posited that supervision is a process or an activity involving assisting, guiding and stimulating teachers to improve on their teaching skills and experiences in order to improve instructions for utmost benefits of the child who is regarded as the centre of education. On the other hand, Onasanya in Eneasator and Obiagwu (2012) saw supervision as a practice of monitoring the performance of school staff, noting their merits and demerits, and using befitting and amicable techniques to ameliorate the flaws while still improving on the merits thereby increasing the standard of the school and educational goals. In other words, it could be said to be persuading teachers to leave their wrong procedure in carrying out certain educational functions and embrace the right one with a good human relation so as to improve educational goals.

In essence, supervision is a necessity so that the school system can thrive effectively and achieve educational goals through democratic, humane, interactive and help-oriented process aimed at improving effectiveness and efficiency. Supervision also can be said to be a way of knowing the ability and performance of schools in providing what a school should provide. Consequently, it can be said that supervision has two sides for the teachers and for the school itself, for the teachers to help guide and direct them towards the right path and for the school to ensure the provision of the necessary things to facilitate teaching and learning. In agreement, Mohammed et al. (2015) defined supervision as something that has to do with the coordination of various tasks by autonomous and delegated authority and ensuring that personal consideration is expunged out of official work to attain fairness to obtain the goals of schools. For Egbebi and Harbau (2019) school management at all levels are expected constantly improve the quality of educational service delivery in school during teaching and learning process through efficient supervisory process. However, for Tijani (2016) supervision is a complex process that involves working with teachers and other educators in a collegial, collaborative relationship to enhance the quality of teaching and learning within the schools and that promotes the career long development of teachers. Olatunde-Aiyedun and Ayo (2023) noted that there are many definitions that cut across the definition of supervision, however, it is important to note that effective supervision entails the direction, guidance and control of individual to work according to plan and time frame to achieve a common goal or goals.

History of Supervision

Supervision stemmed from school administration which is mainly targeted at better school performance, supervision relate to guiding and co-ordinating the work of teachers and all connected with school work. Initially, supervision started as inspection with external bodies monitored teachers and students' learning outcome. However, as school grew it shifted to principals doing the supervision. Brown et al. (2016) pointed out that the issue of supervision dates back to the nineteenth and early twentieth century. He added that at that time it was judgment-oriented and compliance supervision but presently it holds a more regulatory role. It was aimed at stimulating, directing, and co-ordinating the workers and their efforts, cultivating good working personal relationships so that they all work towards a more efficient achievement of the task goal.

Previously supervisors were taken as tools for the organization and had to do exactly as they were told. However, concern for teacher's need and feeling came into focus after the famous Hawthorne Studies (Mayo, 1933). It was through human relations movement that supervision became democratic, interactive and providing none threatening help to teachers. From this period motivation came into supervision because it became necessary because supervisors were expected to co-ordinate and collaborate with teachers to achieve organizational goals. This collaboration led to involving the teachers in trying to solve their instructional delivery problem.

In Nigeria, rapid expansion thrilled schools with the introduction of free education, there was expansion of population that lead to even the lack of teachers. Supervision, at this point became inevitable to be able to check if the teacher delivers the right instructions and with the right method. Today, schools have wholly embraced supervision as it has brought lots of innovation and improvement to the teaching profession.

Supervision is usually carried out in two ways, namely; internal and external forms. Olatunde-Aiyedun et al. (2021), defined internal supervision as the one conducted by school administrators, including the school head and departmental heads which serves as a mechanism for internal quality assurance and the enhancement of teacher job performance. It also involves a physical verification of all educational resources within the school, ensuring alignment with best quality standards. External supervision is usually executed by state ministries, federal or quality assurance agencies. It is usually carried out to assess and inspect teachers and all school resources, ensuring adherence to established standards.

In short, supervision is aimed at improving the task of the teacher, learners and ensure the operation of a conducive learning environment so as to achieve expected educational goals. Wiles and Lovell in Azubuike (2012) listed the functions of supervision to include;

- (1) goal development
- (2) programme planning and development
- (3) control and coordination
- (4) motivation
- (5) problem solving
- (6) professional development
- (7) evaluation of educational outcome.

(1) Goal development

Supervision is meant to help teachers formulate and develop acceptable and instructional goals as well as plan how to attain it. Uzoechina (2016) posited that supervision is meant to foster goal development as teachers are likely to change their instructional behaviour for better as supervision is usually meant to change, modify and transform curriculum to meet present needs and attain educational goals. Therefore, supervision must be taken seriously by all the stakeholders in education.

2. Programme planning and development

This aspect of supervision involves interaction between persons, materials, ideas, performances and objects of the contrived curriculum. For programme development to achieve its optimal objective, it involves collaboration because no single person can despite the wealth of knowledge endowed can plan and develop curriculum alone. Azubuike (2012) pointed out that supervision is meant to provide appropriate complementary technical as well as professional service and support so as to aid programme planning and development in school system.

3. Control and coordination

Supervision is geared towards controlling and coordinating all the administrative units of educational system. Supervision brings control and coordination in the following areas; School-community relationship, curriculum and instruction, pupil personnel relationship, staff-personnel relationship, physical facilities management then finance and business management.

4. Motivation

Most often supervision is form of motivation to teachers. Marlina (2019) saw motivation as the process of influencing or stimulating a person to take action that will accomplish a desired goal. In other words, supervision can serve as a motivation to teachers because it could help improve their teaching effectiveness and improve the quality of their quality output (students). Chukwunedum (2022) pointed out that when teachers are motivated, they are usually more committed to their teaching job which eventually contribute positively to the attainment of educational goals and objectives. Through supervision, teachers usually learn the method to improve their teaching so as to improve their output.

5. Problem solving

Supervision is usually aimed at problem solving in the sense that through it teachers faced with numerous educational problems in the school system can find solutions to such. It exposes the teacher to the right method to achieve educational objectives. It is geared towards the guiding and coordinating the work of a teacher and that is connected with school work for better output. In most cases, teachers devise ways of achieving educational objectives in better ways thereby solving the problem encountered in the school system. Azubuike (2012) opined that supervision brings about the process of determining, the appropriate responses or action necessary to address the desired level of performance in the school system thereby bringing to end numerous educational problem encountered in the school system.

Professional Development

Through supervision teachers are exposed to new methods in the profession as well the most innovations in the teaching career, it has improved the knowledge of many as well as brought about their professional development as they develop the right skills, knowledge as well as attitude that are necessary in accomplishing their task performance.

Evaluation of Educational Outcome

Supervision has made it possible for educational outcomes to be evaluated. In other words, through supervision there is usually a check to know the extent to which specific or set objectives have been achieved. It enables the teacher to know where his strength and weakness lies as well as gives clue for further development. Azubuike (2012) explained that there are three types of evaluation, namely; needs assessment, formative evaluation and summative evaluation. He further stated that needs assessment is usually for determining the areas that need to be addressed by an educational programme. He added that formative evaluation is for the improvement and development of outgoing programmes while summative evaluation serves for accountability function. In evaluation the supervisor focuses on ensuring that educational outcomes are improved and rightly carried out while the teacher learns more to be professionally competent.

Qualities of a Good Supervisor

For a supervisor to be worth his onions, he must have certain qualities. They include the following;

- (1) He must be an instructional leader
A supervisor must be able to perform the duties expected of him that will put him over his supervisors. He must be fulfilled the expectation, needs, aspiration and be able to meet societal demands.
- (2) He must be loyal and dedicated to duty. He must be fair in his dealings with others.
- (3) He must be strong-willed and consistent
- (4) He must be open in his decision-making and as such must listen and expect peoples' opinion on such that concerns the school system where he is supervising.
- (5) He must be prepared for opposition and as such must be prepared to handle all without malice.
- (6) He must be firm and approachable so that he can help people solve their problems.
- (7) He must always create a relaxing atmosphere that will encourage people, as well as a stimulating atmosphere that will inspire to work harmoniously.
- (8) He must take into consideration the atmosphere to ensure that it good to stimulate effective teaching and learning

Supervisory Techniques

Supervision under the school system has different techniques usually aimed at improving and sustaining good instructional delivery. Techniques of supervision include;

- (1) classroom visitation and observation
- (2) inter- school visitation technique
- (3) workshop technique
- (4) micro-teaching technique

(1) Classroom Visitation and Observation

This is the type of supervision whereby the supervisor visits the classroom during classes to observe the teacher and asses his strength and weakness. Nnebedum and Akinfolarin (2017) pointed out that classroom visitation and observation is not an avenue for finding faults in the classroom teaching before the students but an opportunity to involve teachers in improving upon their shortcomings, hey further

added that classroom visitation and observation can only achieve its goal as a supervisory technique when professional guidance and assistance is given to the teacher to help improve his professional delivery. In this type of supervision, it is usually advised that the supervisor arrives early before the beginning of classes so as to acquaint himself with the teacher as well as enter the class quietly when the class begins to avoid drawing unnecessary attention and distraction. The supervisor is expected to put up a friendly face so that both teacher and students will be free in the class.

(2) Inter- School Visitation Technique

This supervisory technique gives opportunity for the teacher to visit other teachers in the classroom and observe them, it helps the beginner to learn fast how to manage his class after visiting other teachers and observing them manage their own classroom. During inter-school visitation, teachers can share ideas about new teaching methods. Other things that can be learnt include sharing knowledge about how to handle pupils in team teaching. Inter-school visitation if well organised and planned is expected to raise the sights and expand the horizons of teachers in a healthy way if they are committed to their instructional delivery. To buttress this, Uko et al. (2015) pointed out that the level of commitment to pedagogical delivery by teachers are displayed in their academic excellence in the teaching profession.

(3) workshop Technique

This is the type of supervisory technique whereby the supervisor, teachers and subject specialist come together to exchange ideas and share teaching experiences in order to acquire knowledge and skills to meet current and emerging demands in teaching profession. School organise workshops to teach and mentor teachers on new innovations, it helps teachers to continually upgrade their content knowledge, practices and skills needed for teaching and learning, (Dike, 2023). Soe in Dike (2023) posited that it is a process designed to enhance the knowledge, skills and attitude of teachers in order to improve their instructional practice delivery. Essentially, workshop is meant to bring teachers together in an organized way to enable them learn on matters of school and classroom management and particularly to improve instructional delivery.

(4) Micro-Teaching Technique

Micro-teaching as a supervisory technique is meant to enable teacher participate in actual teaching exercise with immediate feedback available. It is usually aimed at enabling teachers practice the use of pre-determined teaching skills with the intention of improving instructional delivery. Teaching time is usually reduced to may be 10 or 20 minutes, afterwards teachers and students go into a conference to analyse the teaching, thereby bringing out the strength and weakness of the teaching. This gives room for improvement both in content and instructional delivery of the teacher.

TYPES OF SUPERVISION

There are various types of supervision. Olele (1995) lists them as;

- (1) routine visits
- (2) investigating
- (3) special visits
- (4) follow-up visits
- (5) pre-opening visits
- (6) sampling and survey visits
- (7) assessment visit
- (8) full supervision

(1) Routine Visits

This is the type of supervision that is usually targeted at the purpose of the visit. It does not really involve the whole school. Mamolito and Bueno (2021) stated that it is important that the school can strategically evaluate how effective teachers are in meeting learning objectives as manifested in student outcomes. Routine visit can be done in a particular area of the school, like lesson note and it is usually focused on it and not on any area.

(2) Investigating Supervision

This kind of supervision is usually carried out to find out about something in the school. It could be in form of discipline, allegation or theft. The essence is to find out the situation about a particular thing happening in the school system.

(3) Special visits

This type of visit deals with special cases which are usually are focused on a particular thing. It is fixed for special purpose and is meant to find

out things about that particular thing. Example, supervision meant for examining maybe a teacher's method of teaching.

(4) Follow-Up Visits

This is the kind of supervision that is targeted at finding out the extent of implementing a particular decision during previous visit. The aim is usually to ascertain the extent of carrying out a previous supervisory decision. Such decisions are usually meant to ensure that standards in the school system are upheld.

(5) Pre-Opening Visits

This is the kind of supervision carried out before setting up a new school. The main purpose is to find out if the school meets the necessary requirement for setting up. To find out if they have all the necessary facilities needed, where such requirements are met then the school can be given government approval to start up.

(6) Sampling and Survey Visits

This is the type of supervision that is carried out in schools after a period of time. It is usually aimed at finding out if the school disposition to may be certain innovations and level of compliance.

(7) Assessment Visit

Supervision in this regard is meant to examine the various activities in the school system. Supervisors look at the whole school activities to ascertain the level of compliance and implementation.

(8) Full supervision

This is supervision in full scale, where many supervisors visit a school to find out all the activities in the school and how it is carried out. Sergiovanni and Starratt in Chen (2018) posited that full supervision is school-based and is undertaken by relevant staff such as inspectors, teachers, principals, and administrators in schools to provide support, supervision, and continuity assessment for the professional development of teachers and the improvement of their teaching process.

Development of Instructional Supervision in Africa

In African supervision was historically influenced by traditional way of government. It imbibed the African communal decision making and consensus –building. However, towards the nineteenth century the

European system was introduced. The introduction of European system brought in hierarchy into the supervision process, with the appointment of officials to oversee. On gaining of their independence, African countries in 20th century started introducing their own system of supervision which was a reflection of their own educational system. These instructional supervisions were aimed at making teachers more self-directive as well as developing in them the necessary positive attitudes, skills and information that will make them prepared to bring in their best to the teaching profession. Africans now clamour to bring in better skills into instructional supervision that will reflect their education goals and aspirations so as to ensure that achievement of their own educational goals.

In Nigeria, supervision can be traced to the early days of mission schools, though the missionaries came to Nigeria to propagate Christianity and could only achieve that through education. They resorted to the introduction of formal education. In 1882, the first education ordinance came into existence that necessitated the introduction of supervision. Rev Metcalfe Sunter was appointed the first Inspector of schools for West African Colonies. After visiting sixty-eight schools, his first inspection report was forwarded in 1883 revealing his findings. He discovered that attendance was low, no students' record and teachers were not paid on time. No local board was set up to introduce schools as such he condemned the 1882 ordinance because it failed to achieve the objective for which it was set up for.

After four years of the use of 1882 educational ordinance, the Colony and Protectorate of Lagos became a separately administered. This necessitated the Southern Nigeria to have its education ordinance, eventually, it made provision for supervision. The demise of Rev Sunter brought in Henry Carr as Inspector of schools and he championed that education should be the responsibility of government. He further proposed education laws which sought to improve government position in the administration and control of schools. Presently, Umar et al. (2017) lamented that many schools in the country suffer defective teaching because of the absence of qualified supervisors in the educational system, in some cases even many visited are not supervised because of lack of supervisors in subject area.

In 1187, education ordinance of that time was more practical than that of 1882. An educator was a supervisor and was tagged as 'Inspector' and then the attention was focused on making judgement about the teacher rather than about the teaching or pupils' learning.

However, at this point the idea of supervision started changing, which focused on helping the teacher improve in instructional delivery. This understanding, led to the establishment of cordial relationship between the supervisor and supervisee. Around 1960 and 1970, the concept of supervision being focused on improvement of instructional delivery became acceptable. Thus, classroom visitation and observation technique became a norm. This gave birth to cooperation and coordination in school supervision.

Summary

Supervision in the school system has come to stay and from the study, it is glaring clear that it has brought in many good innovations to the teaching profession. For any technique of supervision, it usually has a pre-determined interest that it wants to achieve and in most cases have been able to do so. Supervision has exposed the extent to which instructional delivery can be maximally achieved, through check on the method of teaching, the content, textbook, state of the physical environment where teaching and learning takes place. Therefore, supervision in the school system should be encouraged as it has brought to bare the lapses and even proffered solutions to those lapses.

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THEORIES OF EDUCATIONAL SUPERVISION

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1. Introduction

Educational supervision is among the most important duties required for administration of a desirable educational system. Its main goal is to modify and to improve educational status. Available educational supervision, guidance plans and quality of its perpetuation in materialization of educational goals play a determining role in establishing a world-class educational setting. Today, an educational supervisor guides as a leader, who cooperates with teachers and helps them with educating, to modify educational status, aiming at the promotion of quality of teachers' performance and removal of their problems, through professional cooperation. Although educational supervisors and the titles of educational guides are different in various educational systems, their duties are to a very large extent similar.

Educational supervision of school personnel is one of the purposes of control in the administration of school, whereby, educational plans are modified to directly influence achievement of fundamental educational objectives of the school.

Educational supervision and guidance serve as cooperation with individuals, and should be interactive, instead of a display of authority. It is a sign of people-orientation; and instead of supervisor-orientation and should be teacher-oriented.

Kimble Wise presents a comprehensive interpretation of the concept of educational supervision, stating that the main goal of educational supervision is to modify educational plan and teaching methodology, improve on-the-job training, encourage the use of educational aids during teaching, to conduct effective evaluation of school's programmes, to promote participation of society in development of school plans, and to modify learning conditions for students. He considers supervision as an operation and experience, aiming at improvement of teaching and learning. In fact, supervision is a service activity, which has been designed to help improve teaching methodology of teachers.

Supervision has transitioned from a bureaucratic inspection model to a more democratic and cooperative approach, emphasising professional development and instructional leadership (Zhou, 2022). The shift towards inclusive supervision reflects a broader understanding of educational contexts, focusing on collaboration and empowerment of teachers.

What then is the meaning of a theory?

Theory and Model are concepts without universally accepted definitions or meanings, rather scholars, experts, and researchers have tried to define and explain theory based on their perceptions, and backgrounds among others. Daniel (2012) in Wacker (1998) stated, "Operationalisation of the definition of theory should directly be tied to the necessary components of **theory**". According to him, a theory is composed of four components: (a) definitions, (b) a domain of applicability, (c) a set of relationships of variables, and (d) specific predictions or factual claims.

Some of the conceptions of the theory are:

1. A set of interrelated concepts and ideas that are used to explain or describe a phenomenon or set of phenomena.
2. A systematic explanation of observed events or phenomena that is supported by evidence.
3. A general explanation for a broad range of events or observations.
4. A model that provides a framework for understanding the relationships between different variables.
5. An overarching framework or model that integrates and explains a range of existing ideas or theories.

6. A hypothesis or explanation that has been widely accepted or supported by evidence.
7. A systematic explanation of a particular phenomenon or set of phenomena that is based on empirical data and observation.
8. A body of knowledge or understanding that is used to guide future research or inform practical applications.
9. An explanation or interpretation of a particular phenomenon that is based on scientific investigation and critical analysis.
10. An explanatory framework or perspective that helps to make sense of complex data, observations, or experience.

A theory can be one of the essential ingredients in explaining communication matters affecting almost all spheres of life. Theories represent the development of thoughts aimed at enhancing efficiency and effectiveness within an organization. It seeks to systematically organize substantial knowledge with the intention of explaining how things should work in a real-world setting. Within an organization, a theory posits that employees are prone to depart due to dissatisfaction with their immediate supervisor. This assertion is grounded in observed patterns from workplace studies, yet it lacks direct evidence explaining the resignation of any employee. If an organization observes high employee turnover, this theory may direct management to examine supervisor-employee relationships as a possible underlying cause. While the theory does not pinpoint the exact reason for each departure, it helps the organisation pay attention to improving supervisory practices, communication and support to address a repeated pattern of dissatisfaction. However, there is a need to understand what theory means.

According to Hall et al. (1998), a theory is a set of related assumptions concerning the relevant empirical phenomena and empirical definitions to permit the user to move from the abstract theory to empirical observation. Theory refers to a set of interrelated constructs, definitions and propositions that present a systematic view of a phenomena (Kerlinger, 1973). Theory is a systematic grouping of interdependent concepts and principles that gives a framework to, or ties together, a significant area of knowledge. Humans (1989) defined theory as a set of pigeonholes, a filing cabinet in which fact can accumulate, and nothing is more lost than a loose fact. Oyedijo (1998) describes a theory as any statement or group of statements established by an intelligent argument based on known facts, aimed at explaining events.

Bacharach (1989) describes a theory as a statement of relations among concepts within a boundary set of assumptions and constraints. According to Daramola (2003) theory is a set of ideas which provides an explanation for communication phenomena.

Thus, understanding a theory helps in a great number of ways to understand communication, research, and many other human behaviours, because theory depends on research to provide proof of its correctness. Anaeto, Onabajo, and Osifeso (2008) when stating the importance of theory, opined that theory is what gives studies a required footing. Also, going by the position of Earl Barbie (1987) cited in Anaeto et al. (2008) stresses the three elements of social science research as theory, research, and statistics. These constructions are since theory generates research, and research generates and refines theory. Although there are differing opinions as to what constitutes a theory, comparison and contrast of the diversity of opinions on what constitutes the virtues of a good theory is important.

Theories provide a guiding framework for supervisors to develop strategies and interventions. For example, Constructivist Theory emphasizes the importance of collaborative learning environments, guiding supervisors to foster teacher-student engagement through interactive teaching methods (Fosnot, 2013). A well-articulated theory ensures consistency in supervisory practices by establishing shared principles and standards. This consistency reduces ambiguity and aligns efforts toward achieving institutional goals. Theories equip supervisors with analytical tools to identify and address challenges. The Problem-Solving Theory of Supervision (Goldhammer et al., 1980) emphasizes diagnosing problems collaboratively and developing tailored solutions, enhancing the problem-solving process. By challenging traditional methods, theories inspire innovation in supervisory practices. Transformational Leadership Theory, for instance, encourages supervisors to adopt visionary and adaptive approaches to drive change and improvement in education (Bass, 1985).

From the above, a theory represents the development of thoughts aimed at enhancing efficiency and effectiveness in an organisation. It is a supposition of ideas intended to explain something. Theories serve as a foundation for knowledge in each field, shaping how individuals' approach and understanding phenomena within that field.

2. Functions of Theories in Educational Supervision

Theories play a fundamental role in shaping the practice and understanding of educational supervision. They provide frameworks for analyzing and addressing challenges, guiding decision-making, and enhancing the overall effectiveness of supervisory practices. This chapter explores the functions of theories in educational supervision, highlighting their importance in establishing coherence, fostering innovation, and promoting professional growth within educational systems. Theories in educational supervision are systematic sets of principles and concepts that explain how supervision operates and how it can be optimized to achieve desired educational outcomes. These theories serve as blueprints for understanding the complex dynamics within educational institutions and guiding the actions of supervisors.

Theories offer clarity and structure to supervisory practices by providing clear guidelines and frameworks. For example, theories like Systems Theory (von Bertalanffy, 1968) help supervisors understand how various components of an educational institution interact, enabling them to address issues holistically. Theories inform supervisory decisions by providing evidence-based strategies. For instance, McGregor's Theory X and Theory Y (1960) aids supervisors in choosing leadership styles that align with their team's needs and motivations.

Application of Theories in Educational Supervision

Theories emphasize the importance of continuous learning and professional growth. For instance, Adult Learning Theory (Knowles, 1980) underscores the need to design professional development programs that respect educators' autonomy and prior experiences. Theories bridge the gap between research and practice, offering evidence-based insights that inform policy decisions. For example, Social Learning Theory (Bandura, 1977) has influenced policies promoting mentorship and collaborative learning among educators.

i. Case Study: Application of Systems Theory

Using Systems Theory, a school supervisor identifies issues in student performance as linked to inadequate communication between teachers and parents. By facilitating regular meetings and communication channels, the supervisor improves collaboration and outcomes.

ii. Case Study: Transformational Leadership

A principal applying Transformational Leadership Theory fosters a culture of innovation by encouraging teachers to experiment with technology-integrated teaching methods, leading to enhanced student engagement and academic performance.

Challenges in Applying Theories

- i. While theories provide invaluable guidance, their application can be challenging:
- ii. **Contextual Differences:** Theories often need adaptation to specific educational settings.
- iii. **Resistance to Change:** Stakeholders may resist theoretical approaches that challenge established norms.
- iv. **Resource Constraints:** Implementing theory-driven strategies may require resources that are not always readily available.

3. Classical Theories for Educational Supervision

Educational supervision is one of the duties of administrative workers in an educational institution. The administrators, in their supervisory duties, ensure that the educational institution operates efficiently and within the legal framework and regulations established by the Ministry of Education in relation to the operation of educational institutions. The purpose of supervision at this level, is to make sure teachers and other faculty members are effectively performing their assignments by teaching in line with the curriculum for each level. The different types of supervision identified by researchers are:

Inspection: The supervisor evaluates the school performance and gives feedback and suggestions for improvement.

Absolute Freedom: The supervisor gives no guidance or direction to the teachers and headmaster and lets them work independently.

Compulsion Type: The supervisor imposes rules and regulations on the teachers and headmaster and monitors their compliance.

Training and Direction: The supervisor provides training and guidance to the teachers and headmaster and helps them develop their skills and knowledge.

Democratic Leadership: The supervisor involves the teachers and headmaster in decision making and problem solving and respects their opinions and suggestions.

Some of the classical theories for supervision identified by Gordon (2023) are discussed in this section. Gordon noted that broad-based, collegial supervision has strong positive effects on both teaching and student's learning. According to him, broad-based, means that supervision will include a lot of leadership and organizational policies and practices which intend to support and improve a school's teaching and learning environment. Supervision, as cited from (Anderson & Pounder, 2019), includes improving both the learning climate and teachers' instructional capacity. He noted that improving the learning climate involves assisting teachers to create a safe, supportive, respectful environment, which will develop shared beliefs and assume collective responsibility for student learning. Helping teachers to improve their instructional capacity, encompasses supporting teachers' professional learning; high expectations for all students; coherent practice across curriculum, instruction, and assessment; and the development of collaborative learning communities.

Collegial supervision is a structured process where two or more teachers work together for professional growth, monitoring one another's class. Gordon (2023) noted that it is a collegial relationship and not a hierarchical relationship. It is designated for supervision and focuses on teachers' growth rather than teacher compliance. It creates an environment where teachers and supervisors can help each other develop professionally. Wuriah (2020) affirmed that Collegial supervision is a form of supervision services provided by fellow teachers who are more experienced than other teachers. He noted that it is not a new idea in the practice of teaching supervision, it's just that its implementation has not been intensive. Collegial supervision assumes that besides being a function supervision, it is also a role.

Tangen, et al (2019) enumerated some models which they called Supervision Guide. The supervision guide described by them is based on broad learning theories as well as supervision models. In this model, novice supervisors are encouraged to use the guide to help plan and structure sessions, it helps to alleviate their anxiety and ensure that their bases are covered. The actual implementation may be mutable. Tangen et al discussed the guide into five practical steps.

Step One: Create objectives guided by tenets from behaviorism and cognitivism, it is important to consider one to three major focus areas (e.g., goals, objectives) for the supervision session and prioritize them accordingly (with three goals as a suitable maximum a supervisee can attend to at one time. Also, these situational objectives should be linked within the supervisee's long-range goals.

Step Two: Consider relevant supervision models before beginning the session, it is important to consider supervision models. Supervisors may take one of three roles with supervisees, depending on what is needed at the time. A teaching role may be adopted when teaching skills, while a counseling role may be assumed when exploring personal issues affecting the supervisor. The consultant role is typically used with more advanced supervisees, when they are capable of brainstorming approaches with their supervisors.

Step Three: Consider the learning and counseling contexts in addition to creating objectives and considering supervision models, it is important that supervisors consider the unique and idiosyncratic characteristics of their supervisee (including multicultural variables), their supervisee's clients, and the multiple relationships. Much of this is based on person-centered and critical pedagogy theories, as the individual needs of the learner are taken into consideration, and the dynamic relationship between the supervisor, supervisee, and client(s) are emphasized.

Step Four: Begin with an Anticipatory Set Based on tenets from cognitivism and constructivism, it is important to pique supervisees' interest at the beginning of (and throughout) the session. According to Hunter (2004) as cited by Tangen (2019), the anticipatory set refers to the method of capturing students' attention and orienting them to learning. Anticipatory sets could include thought-provoking questions, intriguing insights, etc.

Step Five: Scaffold and Monitor Learning. Once a supervisee is ready, the supervisor can begin to scaffold the learning in the session. Scaffolding is defined as the process whereby more advanced thinkers or more capable members of a culture provide novice learners with a supportive temporary prop that enables the novice to learn and to reach higher levels of thinking. Essentially, it is the process of structuring a

session within the supervisee's developmental level. Supervisors could also use organizers, ask questions to help the supervisee construct knowledge, brainstorm various approaches, etc.

4. Models of Supervision

Shadaya, (2024) discussed some Models of supervision and categorized them into four as given by Bernard and Goodyear (2004). These models include Developmental model of supervision, Integrated models of supervision, social role model of supervision, System model of supervision.

Developmental model

The underlying premise of developmental models of supervision is the notion that individuals are continuously growing. In combining our experience with hereditary predispositions, we develop strengths and growth areas. The objective of supervision from this perspective is to maximize and identify growth needed for the future. Thus, it is typical to continuously identify new areas of growth in a life-long learning process as clinical practitioner studies revealed that the behaviour of supervisors changed as supervisees gained experience, and the supervisory relationship also changed. There appeared to be a scientific basis for developmental trends and patterns in supervision.

In general, the developmental model of supervision defines progressive stages of supervisee development from beginner to expert, with each stage consisting of discrete characteristics and skills. For example, supervisees at the beginner stage would be expected to have limited skills and lack confidence as counselors, while middle stage supervisees might have more skill, confidence and conflicting feelings about perceived independence/dependence on the supervisor. A supervisee at the expert end of the developmental spectrum is likely to utilize good problem-solving skills and be deeply reflective and intuitive about the counselling and supervisory process.

Developmental supervision is based on the following two assumptions:

1. In the process of becoming competent, the counselor will progress through several stages that are qualitatively different from each other.
2. Each stage requires a qualitatively different environment for optimum growth to occur. The beginner supervisee would tend to

function in a rigid, shallow, imitative way and then over time, move toward more competence, self-assurance, and self-reliance.

Application of Scientific Management Theory into Educational Supervision

In the early 20th century, upon development of scientific management theory in trade and industry, it has been found that the adoption of principles of scientific management in trade and industry relatively yielded successful results. Following respective observations, the theory with its achievements has been employed by school education specialists. With new scientific and industrial evolutions, the concept of educational supervision at schools has changed drastically in a way that teachers have been provided with certain instructors to perform their duties. The aim of school inspection was to become aware about whether teachers to aid them in the performance of their duties.

Moreover, gradually upon more insistence on various aspects of human relations, a teacher has found more trust and significance.

The application of Fredrick Taylor's scientific management theory of in education has led to emergence of new findings, methods and thought which have transformed the traditional concepts of supervision and guidance to great extent. Educational supervision and guidance have changed to specialized subjects (Whiles and Bandy, 1986). A few results of the application of scientific management theory in education and subsequently in educational supervision are the following:

i. Modification of the relationship between teachers and educational guides: When educational guides impose teaching methods on teachers, influenced by the principles of scientific management, they could discover educational rules and find the best educational methods, leading to supervision over their performance by skilled teachers. Consequently, the rigid and autocratic relationship between teachers and educational guide was replaced by a scientific and logical relationship. Because according to respective scientific rules, neither teachers nor educational guides were superior. The duty of an educational guide is to keep teachers meeting respective standards using various methods (Losio and McNeill- 1969).

ii. Designation of professional characteristics of teachers: One other outcome from the application of the theory in education was to designate

professional characteristics of teachers. The said characteristics were designated and compiled precisely within framework. According to the respective principles, educational guides must make teachers become familiar with details of their work and teaching methods and provide them with the required means for achieving desirable results.

iii. **Creating occupational motivation:** The evident result of scientific guidance and supervision in education was the creation of required motivation for the achievement of desirable educational results. Educational guides must lead teachers according to fresh scientific standards and achieve desirable educational results through encouragement of teachers in various forms such as payment of bonuses, promotion, encouragement, social respect and assistance with their professional progress.

iii. **Discovery and innovation of “the best teaching methods”:** Another great change influenced by fresh concepts of educational guidance and supervision was governance of scientific atmosphere over education, i.e. governance of educational atmosphere i.e. the effect of scientific findings on its various dimensions and components. Earlier governing attitudes over educational issues were based on personal experiences and on administration systems, which have been established by distinguished individuals. Simultaneously, fresh methods have been innovated for assessment and evaluation of educational activities of students, aiming at modification of general educational rules and old patterns. The element for determining and choosing educational methods was the results of scientific research not the thoughts and views of responsible people, which have been established on experimental rules to a great extent.

An integrated model of supervision

Supervision is a complex activity and there is a need for an integrated model. Integrated models of supervision are described as eclectic. This allows the clinician to integrate several models into a working paradigm. Some supervisors may choose to lecture, most typically, during group supervision. Others prefer the counsellor approach, moving into areas of the supervisees psyche to uncover unconscious motives and desires. Other supervisors may find themselves in a co-therapist role with the supervisee. Regardless of the role, each integrated model serves a specific purpose.

The purpose is to help identify obstacles that prevent the supervisee from learning, growing and ultimately helping the client sitting in front of them.

Social role model

The social role model specifies that the supervisor acts and performs certain roles, tasks and functions that take into accounts behaviours, beliefs and attitudes that the supervisee is expected to do.

System model

This model emphasizes a learning alliance between the supervisor and supervisee. This alliance is based on the relationship between the supervisor and the supervisee.

Patricia Holland and the Hermeneutic Perspective

Gordon (2019) cited the study of Patricia Holland and the Hermeneutic as a call for the teacher and supervisor to engage in dialogue to construct the meaning of classroom events and implications for changes in classroom practice. He stated that the practice of supervision allows not only for the interpretation of teachers' experiences with supervision, but also for envisioning alternative, more positive experiences, as well as the development of a professional community that develops common values for supervisory practice and considers collective action to realize those values. Holland as cited by Gordon argued that through hermeneutics, supervision scholars can both "give language to practitioners' local theory and make it available to a larger community of supervision for analysis, interpretation, and understanding" and "use the text to bring to conscious awareness discrepancies in practice between practitioner's espoused theory and their theory in action". Gordon (2019) described classroom visitation, curriculum work, and staff development as three functions of supervision, and predicted increased regulation of all three functions because these three aspects of supervision are interconnected and focus on teacher quality and student learning.

4. Neoclassical Theories of Educational Supervision

Educational supervision has evolved over time, reflecting the broader paradigms within organizational and management theories. The neoclassical theories of educational supervision emerged as a response to the perceived limitations of classical theories, emphasizing human

relations, individual needs, and the importance of fostering collaboration and motivation in achieving educational goals.

i. Historical Context of Neoclassical Theories

Neoclassical theories arose in the mid-20th century as a critique of the mechanistic and authoritarian approaches of classical theories, such as scientific management and bureaucratic models. While classical theories focused on efficiency and hierarchical control, neoclassical approaches underscored the importance of understanding human behavior and interpersonal dynamics within organizations (Mayo, 1933). This shift was driven by studies that revealed the significance of social and psychological factors in improving organizational performance.

Core Principles of Neoclassical Theories in Educational Supervision

Neoclassical theories in educational supervision are characterized by several key principles:

a. Emphasis on Human Relations

Elton Mayo's Hawthorne Studies (1927-1932) demonstrated that social interactions and employee morale significantly influence productivity. In educational supervision, this translates to fostering positive relationships between supervisors and educators, promoting mutual respect, and addressing the emotional well-being of staff (Owens & Valesky, 2015).

b. Focus on Motivation and Needs

Abraham Maslow's hierarchy of needs theory (1943) emphasized the importance of fulfilling physiological, safety, social, esteem, and self-actualization needs. In supervision, this implies creating an environment where educators feel valued, secure, and motivated to perform at their best (Maslow, 1943).

c. Participative Decision-Making

Neoclassical theories advocate for involving educators in decision-making processes to enhance their commitment and ownership. This participatory approach aligns with McGregor's Theory Y, which posits that individuals are intrinsically motivated to work towards organizational goals when given autonomy and recognition (McGregor, 1960).

ii. Key Models and Approaches

Several models within the neoclassical framework have shaped educational supervision:

a. Collegial Supervision

Collegial supervision emphasizes collaboration and teamwork among educators and supervisors. This approach fosters a sense of shared responsibility for achieving educational objectives and encourages peer feedback and support (Glickman, Gordon, & Ross-Gordon, 2018).

b. Clinical Supervision

Developed by Goldhammer (1969), clinical supervision involves a structured process of pre-observation conferences, classroom observation, and post-observation feedback. This model emphasizes individualized support and professional development for teachers.

c. Developmental Supervision

Developmental supervision, proposed by Glickman (1981), recognizes that educators have varying levels of experience and competencies. Supervisors tailor their approaches to meet the developmental needs of individual teachers, promoting continuous growth.

d. Applications in Modern Educational Systems

The principles of neoclassical theories remain highly relevant in contemporary educational supervision. For instance:

Teacher Professional Development: Supervisors employ neoclassical approaches to design professional development programs that address individual and collective needs, fostering a culture of lifelong learning (Darling-Hammond et al., 2017).

Organizational Climate: Creating a positive school climate through participatory leadership and open communication enhances teacher satisfaction and student outcomes (Leithwood & Jantzi, 2005).

Conflict Resolution: Understanding interpersonal dynamics helps supervisors mediate conflicts effectively, ensuring a harmonious work environment (Rahim, 2002).

iii. Limitations of and Criticisms against Neoclassical theories

Despite their contributions, neoclassical theories have faced criticism:

Overemphasis on Relationships: Critics argue that excessive focus on relationships may overshadow the importance of achieving measurable outcomes (Hoy & Miskel, 2013).

Contextual Challenges: The applicability of these theories may vary across cultural and institutional contexts, requiring adaptations to address specific challenges (Bush, 2003).

5. Contemporary Theories for Educational Supervision

Educational supervision has evolved from a top-down, managerial process to a more collaborative, reflective, and development-oriented practice. Educational supervision is guided by principles that ensure the system remains purposeful and dynamic (Jahanian & Ebrahimi, 2013). Contemporary theories of educational supervision focus on empowering teachers, fostering professional growth, and improving the quality of teaching and learning. These theories consider the complex dynamics of schools and the multifaceted roles of supervisors, acknowledging the importance of supportive relationships and shared leadership. The key contemporary theories in educational supervision include:

1. Developmental Supervision: Developmental supervision emphasises the growth and professional development of teachers. It focuses on the individual needs and progress of teachers, understanding that each educator may be at a different stage of their career. Supervisors using this model are expected to be supportive mentors who tailor their feedback and guidance to the teacher's level of competence and experience. Supervisors provide constructive, reflective feedback and set professional growth goals. For example, a new teacher may receive more hands-on guidance, while an experienced teacher may focus more on self-reflection and advanced strategies. The key characteristics include:

- i. The supervisor provides tailored feedback based on the teacher's developmental stage.
- ii. Emphasis on supportive relationships and the teacher's individual growth.
- iii. The approach is rooted in the belief that supervision should be personalised to meet the needs of diverse educators.

2. Instructional Supervision: Instructional supervision focuses directly on improving the instructional practices of teachers. This theory centers on enhancing teaching methods, student learning, and overall curriculum delivery. Supervisors in this model often act as instructional leaders who engage in regular classroom visits, observing, providing feedback, and offering instructional resources. Supervisors regularly observe

classrooms, provide actionable feedback, and help teachers integrate new teaching methods. For example, a supervisor might work with a teacher to introduce differentiated instruction techniques. The key characteristics include:

- i. Focuses primarily on teaching practices and student learning.
- ii. Supervisors may model lessons, offer demonstrations, or provide resources for improving instruction.
- iii. Teachers are encouraged to reflect on their practices and adjust based on evidence.

3. Collaborative Supervision: Collaborative supervision fosters a team-based approach to professional development. Instead of a hierarchical model, this theory promotes shared leadership between teachers and supervisors. Supervisors work collaboratively with teachers to set goals, solve problems, and improve instruction. Teachers and supervisors might hold regular meetings to discuss teaching challenges, share ideas, and collaborate on solutions. This approach supports peer observations and group professional development activities. The key characteristics include:

- i. Emphasis on teamwork and shared decision-making.
- ii. Supervisors and teachers work together to identify areas for growth.
- iii. Reflection and peer feedback are central components.

4. Reflective Supervision: Reflective supervision encourages teachers to think critically and reflectively about their practice, focusing on improving their teaching through self-examination. This approach assumes that teachers can evaluate and enhance their own teaching methods with the right support. Supervisors engage in one-on-one discussions with teachers, asking open-ended questions that prompt reflection. This could include a discussion about what worked well in a lesson and what could be improved, followed by setting goals for future lessons. The key characteristics include:

- i. The teacher engages in self-reflection about their teaching practices and outcomes.
- ii. Supervisors support teachers in setting personal teaching goals and reflecting on classroom experiences.
- iii. Emphasis on creating a safe space for reflection, allowing teachers to discuss successes and challenges openly.

5. Transformational Supervision: Transformational supervision goes beyond simply improving teaching methods and aims to inspire and motivate teachers to strive for higher standards of teaching and learning. Supervisors act as role models, encouraging teachers to adopt new values, engage in innovative practices, and inspire students. Supervisors in this model may lead professional development programs, organise team-building activities, or engage teachers in discussions about educational reforms and innovations. They may also focus on building a shared vision for the school's future direction. The key characteristics include:

- i. Supervisors aim to inspire teachers by acting as role models and motivators.
- ii. Focus on long-term change, not just immediate improvements.
- iii. Supervisors create a shared vision for the future and work with teachers to align their practice with this vision.

6. Ethical Supervision: Ethical supervision focuses on the moral and ethical dimensions of teaching and supervising. This theory emphasises fairness, respect, and the social responsibility of educators. Supervisors adopting this approach ensure that teachers' actions are aligned with ethical standards and that students are treated with dignity and respect. Supervisors may work with teachers to address ethical dilemmas in the classroom or in school-wide policies. This could include supporting teachers in navigating complex issues related to diversity, inclusion, and equal opportunity in education. The key characteristics include:

- i. Supervisors focus on upholding ethical standards in teaching and learning.
- ii. Fairness, integrity, and respect are central tenets.
- iii. There is a strong focus on social justice, including issues such as equity and inclusion.

7. Peer Supervision: Peer supervision is based on the concept of mutual support and professional learning among colleagues. Instead of a top-down supervisory approach, teachers work together in pairs or small groups to observe each other, provide feedback, and engage in collaborative professional development. Teachers may observe each other's classes and provide constructive feedback. Peer groups may meet to discuss common challenges or strategies for improving student learning. The key characteristics include:

- i. Teachers take on a supervisory role with their peers, providing feedback and support.
- ii. Emphasis on shared learning, with a focus on both receiving and giving feedback.
- iii. Supervisors may still facilitate but are not the sole sources of guidance.

Key Contemporary Theories

Clinical Supervision: This model emphasizes direct observation and feedback, fostering a supportive environment for teacher growth.

Transformational Supervision: Focuses on inspiring and motivating educators to improve their practices and student outcomes through shared vision and goals.

Democratic Education Theory: Advocates for student-centered approaches, where supervision aligns with the cognitive, affective, and psychomotor needs of students (Bilgen & Özdemir, 2016).

Implications for Practice

- i. Effective supervision requires clear communication, understanding of supervision's purpose, and a supportive school culture (Faizah et al., 2024).
- ii. Training for supervisors in contemporary methods is essential to enhance educational outcomes and adapt to modern pedagogical needs (Vélez & Sandoval, 2020).
- iii. While contemporary theories advocate collaborative and supportive supervision, some argue that the bureaucratic legacy still influences practices, potentially hindering the full realization of these progressive approaches (Zhou, 2022).

Educational Supervision

Educational supervision has undergone significant transformations in recent years, evolving from traditional inspection models to more collaborative and dynamic approaches. The shift reflects broader changes in educational philosophy, technology, and societal expectations. This chapter explores contemporary theories of

educational supervision, emphasizing their application in today's educational environments.

1. Transformational Leadership Theory

Transformational leadership theory, pioneered by Burns (1978) and expanded by Bass (1985), has found substantial relevance in educational supervision. This approach emphasizes inspiring and motivating educators to achieve their full potential and surpass expectations. Research highlights that transformational leadership enhances teacher satisfaction and student outcomes (Leithwood & Jantzi, 2021).

Key principles include:

Vision setting: Supervisors work with teachers to establish shared goals.

Motivational influence: Encouraging professional growth through recognition and support.

Individualized consideration: Supervisors provide tailored guidance based on teachers' unique needs.

Innovative practices: Encouraging educators to adopt innovative teaching strategies.

2. Instructional Leadership

Instructional leadership focuses on enhancing teaching and learning through direct involvement in curriculum development, teacher training, and assessment practices. This theory, rooted in the work of Hallinger and Murphy (1985), underscores the supervisor's role in:

- Setting high expectations for student achievement.
- Monitoring and evaluating instruction.
- Promoting professional development.

Recent studies, such as that by Robinson, Lloyd, and Rowe (2022), suggest that effective instructional leadership significantly impacts student academic performance.

3. Cultural Proficiency Framework

Educational institutions today are more diverse than ever, necessitating a supervision approach that acknowledges and values cultural differences.

The cultural proficiency framework, developed by Lindsey, Robins, and Terrell (2018), provides tools for supervisors to:

- i. Address implicit biases.
- ii. Create inclusive educational environments.
- iii. Build relationships with culturally diverse staff and students.

This theory has gained traction as educators face increasing demands for equity and inclusion in schools.

4. Collaborative and Distributed Leadership

Collaborative and distributed leadership theories emphasize shared responsibilities among educators and supervisors. These models align with the increasing complexity of educational settings, where no single leader can effectively manage all aspects of teaching and learning.

Key elements include:

- **Shared decision-making:** Involving teachers in policy and curriculum decisions.
- **Team-based problem-solving:** Encouraging collective efforts to address instructional challenges.
- **Empowerment:** Building teacher capacity to take on leadership roles.

Spillane's (2006) distributed leadership model is particularly influential, demonstrating how shared leadership fosters innovation and accountability.

5. Humanistic Supervision

Humanistic supervision focuses on creating a supportive and empathetic environment for educators. Rooted in Carl Rogers's humanistic psychology (1961), this theory emphasizes:

- i. Respect for teachers' autonomy.
- ii. Building trusting relationships.
- iii. Encouraging self-reflection and professional growth.

Research by Shaked and Schechter (2020) illustrates the effectiveness of humanistic approaches in improving teacher well-being and performance.

6. Technology-Integrated Supervision

The rapid advancement of technology has transformed educational supervision, enabling real-time feedback, data-driven decision-making, and virtual collaboration. Contemporary theories now incorporate:

- i. **Blended supervision models:** Combining face-to-face and virtual interactions.
- ii. **Data analytics:** Using performance data to guide instructional improvements.
- iii. **Professional learning networks (PLNs):** Leveraging online communities for peer learning and mentorship. For example, studies by Trust et al. (2023) show how technology enhances supervisor-teacher communication and professional development opportunities.

Summary

Supervisors act as leaders, guiding teachers to enhance instructional quality and address challenges collaboratively. Definitions by scholars emphasize the shift from authority-driven supervision to interactive and teacher-centred approaches. Influenced by early industrial principles, this theory introduced systematic methods in education, including professionalizing teaching roles, creating motivation, and discovering effective teaching methods. Relationships between teachers and supervisors evolved from rigid to logical and scientific, with a focus on evidence-based practices. Theories offer frameworks for understanding and addressing challenges in educational settings. Theories are conceptual frameworks that organize knowledge, explain phenomena, and predict outcomes. Contemporary supervision theories promote reflective and developmental approaches, focusing on teacher autonomy, shared leadership, and ethical considerations. Contemporary theories of educational supervision shift the focus from control and evaluation to collaboration, personal growth, and professional development. These models recognise the importance of teacher autonomy and the value of supportive, reflective relationships between teachers and supervisors. They also highlight the significance of creating an environment that fosters continuous learning, critical reflection, and shared leadership.

Theories in educational supervision serve as indispensable tools for understanding, guiding, and enhancing supervisory practices. By offering structured frameworks, promoting innovation, and supporting professional development, these theories ensure that supervisors are equipped to navigate the complexities of educational institutions. However, their successful application requires careful consideration of

contextual factors and a commitment to continuous learning. Neoclassical theories of educational supervision represent a significant advancement in understanding the human dimension of supervision. By emphasizing human relations, motivation, and participative decision-making, these theories have laid the groundwork for more inclusive and effective supervisory practices. While not without limitations, their principles continue to inform and inspire educational leaders to create environments that support both teacher development and student achievement.

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MOTIVATION OF TEACHERS IN EDUCATIONAL INSTITUTIONS

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Introduction

Teachers are the critical components in implementation of educational policies and achievement of educational objectives. This onerous duty places them as the propeller/mover in the educational system. They not only serve as teachers of various subjects but also serve as advisers, guardians, judge, counsellors, motivators and in-loco-parentis in the school milieu. The students, on the reverse, are from different family, ethnic and socio-economic backgrounds and as such are mostly headstrong, restive, frisky and boisterous thereby making the teachers duties cumbersome, tiresome and very challenging. It is in the light of the above declaration that motivation of teachers in educational institution becomes necessary for discussion. Teachers need to be encouraged, promoted, inspired, induced and activated to deal diligently with students. This is to enable them breakeven with the enormous duty schedules and produce citizens who are worthy both in character and learning.

The word, “motivation” is derived from an Italian word “movere” which means “move”. It means to move someone (teacher) to action. It is synonymous with stimulate, stir, arouse, activate, energize, instigate, induce, urge, encourage, drive, remove and inspire. It is an internal drive that spurs someone to behave in a particular way. Human beings are generally spurred into action through motivation. Motivation is a psychological construct that lends itself to stimulating and/or encouraging someone to act in a desired manner which may be positive

or negative. It guides and directs/controls the human person's action into conceiving an idea and conscientiously working towards achievement of such objective. Its aim is to achieve a given goal. Motivation is also seen as the force or urge that pushes personnel to work tirelessly so long their own needs are met (Obasi & Asodike, 2007). When teachers are motivated may be through increased salary and/or other incentives to cushion their welfare, they are more energized, inspired and induced to put extra time and energy to maximise production. Invariably, motivation creates room for improved performance both in quality and quantity.

In educational institutions, motivation of teachers is a panacea for achieving educational goals. This is because it helps in ensuring that their duties are judiciously carried out and at the same time motivate the students to learn in their various classes for better results. Based on the above elucidations, this chapter unveils the process of motivation, types of motivation, theories of motivation, motivation and performance, motivation and money as well as motivation strategies.

The Process of Motivation

Motivation is a systematic way of inspiring a worker to put in the best for optimal goal accomplishment. Thus, motivation is a step-wise movement of actions initiated and directed purposefully towards goal realization. Motivation process as identified by Daniels (2022) includes the following:

1. Need identification: This is the first stage of the process of motivation. The identified need serves as a facilitator or inducement to the institution/workforce yearning for satisfaction. The identified unsatisfied need generates pressure on the staff thus inspires him/her to search persistently for the solution so as to satisfy such need. When the need is satisfied, its urge, tension and pressure cease. The teacher may identify that a particular student has problem in solving simple arithmetic. This identification serves as a driving force to ascertain how to help the student.
2. Search ways to satisfy needs: The second stage is proffering possible solution to satisfy the identified need. This stage is thought-provoking, resourceful and ingenious. A teacher, in

relation to the problem identified above, has to seek ways of assisting the student by proffering solutions like eclectic teaching methods, diagnosing the student to determine the previous mathematical background, emotional disposition etc.

3. Goal selection: This is the third stage during which goals are selected in relation to the identified the need and the projected ways of satisfying the need. In this process, the option that could be best employed to satisfy the need is chosen. The teacher selects the best option that best suits the student's ability to learn.
4. Employee performance: At this stage, efforts are made to ensure that the performance of the employee (teachers) are geared towards achieving the selected goals.
5. Performance rewards/punishment: In this phase of motivation, the staff examines the result of his/her performance whether it yielded required result, whether it is rewarding or unrewarding. When assessed as rewarding, this line of action is repeated; if it is otherwise, it is discarded. For instance, the teacher may give the student a test to ascertain if the chosen option serves. When the teacher discovers that the student's performance has improved, the need is satisfied, since the aim is to achieve success in the student's performance. The teacher could then follow that process in solving similar learning difficulties among his students in future.
6. Reassessment of need deficiencies: This creates room for reassessment of the need deficiency so long as the earlier needs are met and gratified. It serves as a feedback for the employee to go back to the drawing board and ascertain similar needs and/or deficiencies and follow the same course of action in satisfying them. This phase sustains actions that have been proven authentic in goal realisation. The teacher henceforth diagnoses the students in the same way, resolves their learning problems accordingly since the method have been proved to be workable and successful.

Types of Motivations

There are basically two common types of motivation namely:

1. intrinsic motivation and
2. extrinsic motivation.

Intrinsic motivation is that aspect of motivation that is internal. It is within an individual. It comes from the individual. It is called self-motivation because it is self-induced. One may be personally motivated to read a particular text. It leans on personal desire, urge, and inspiration to make behave in a way due to personal gain. It is void of external factor or person. Intrinsic motivation is individualistic and a personal affair borne out of self-motivated behaviour to carry on with purposeful action which is goal driven (Daniels, 2022). Self-motivation is the internally created instinct by an individual which enables the human person persists in a task without relenting until a desired goal is attained. It energises and sustains action until the expected feat is realised.

Extrinsic motivation is the kind of motivation that is externally obtained. This type of motivation is externally induced. It comes from outside of the individual. This comes as a result of external gratification, for instance, working tirelessly so as to earn salary, promotion or official position.

Theories of Motivation

Theories of motivation are careful logical ideologies pertaining to inducement or forcing the workforce to exert more energy and commitment in satisfying their needs as well as that of the organisation which are generally accepted as basis of action or thought. This chapter deals on two theories of motivation namely; content theory and process theory.

A. The Content Theory:

This theory is premised on the basis that employers are motivated by the satisfaction of their personal identified needs. It deals on cognition of individuals or perception so to say. It permeates individual's feeling and reasoning. It involves scrutinising human prerequisites and how they influence human behaviour. It goes to unfold what motivates an

individual. It is need oriented. Precisely, content theory of motivation explicates what motivation is. The proponents of this theory are Abraham Maslow's Need Hierarchy Theory, Herzberg's Motivation-Hygiene Theory, and Alderfer's Existence-Relatedness- Growth Theory, etc.

Abraham Maslow's Need Hierarchy

Abraham Maslow (1954), a clinical psychologist contributed immensely to the understanding and description of motivation. In Maslow's perception, human beings have lots of needs or desires which act as guide or rather directs their behaviours. These needs or wants are arranged hierarchically in order of necessity or prominence. The scholar observed that human requirements are numerous and diversified namely; the basic necessities of life (physiological or biological needs) to security (safety needs), social needs, esteem needs and need for self-actualisation. Maslow organised these human requirements in an ascending order or stepwise movement. The lower order or basic needs are found at the base while the higher order or complex needs he placed at the top. Maslow's diagrammatic representation of the needs hierarchy is presented below:

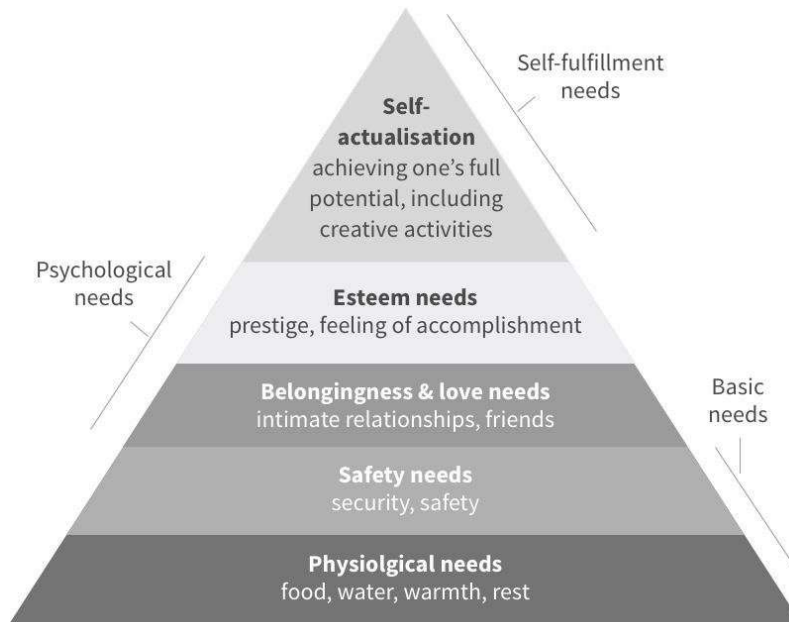


Fig. 1: Abraham Maslow's Need Hierarchy

Physiological Needs: This is the lowest level which deals with the basic, biological or physiological human needs. These are bodily necessities of life which include food, water, air, warmth, shelter, sleep, sexual satisfaction and clothing. When the management pays salary and remuneration to the staff members, the money could be used to procure or satisfy the basic needs listed above. Where once these essential needs are satisfied, they cease to be important and the next in the pyramid of needs crops up and becomes very desirous. Once the expected need which serves as motivator is satisfied or gratified, it stops to be a motivator. Thus the next in the pyramid of needs spring up as the motivator. The educational institutions should deem it fit to assist teachers attain these basic needs through regular payment of salaries, incentives, allowances, promotions etc. It is only when someone has eaten, drank water, taken in air, acquired shelter and all of that, that the person will develop the need for security.

Safety Needs: Safety needs rear their heads when the physiological needs are adequately met. This is need for security which includes freedom from danger, harm, accident, threat, and deprivation. Educational institutions could assist teacher in meeting these needs through regularization and confirmation of appointments, pension scheme, health serves, job security, fair rules and regulation etc. (Obasi, 2013).

Social Needs: Social needs have to do with establishing human relationship. It seeks love, belongingness, group affiliation, association, teamwork, oneness and interaction. In an educational institution, human relationship is very crucial, without which, no meaningful teaching/learning can take place. This is so because in any organisation people must surely interact with one another. Also, classroom interactions are avenues through which knowledge, skills, values, beliefs and culture are inculcated to the students.

Esteem Needs: These are the needs for self-recognition, respect, and self-worth; the needs to build up ego and respect from others (Obasi, 2013). The school management should ensure that teachers are elevated to appropriate ranks and other school position so as to boost their ego and self-esteem. Career growth and development is highly advocated.

Self-Actualisation Needs: This is seen at the apex of the needs hierarchy. Abraham Maslow refers to this need as the need for self-fulfilment. It is a time one has reached the prime of one's career. This is the period one has reached one's potentials. Self-actualization places one in a position of self-induced initiative, creativity, innovative thinking and resourcefulness. It creates room for versatility in an individual. This is the reason it is applauded in educational institutions. It enables the teachers to be inventive, original and fertile. It encourages hard work and commitment among the school elements.

Following Maslow's needs pyramid, the entire human needs are subdivided into two categories viz; lower order needs and higher order needs. Lower order needs are physiological needs, safety needs and social needs while the higher order needs are esteem needs and self-actualisation needs. From the above diagram, self- actualisation is

identified as bonus need because it is an extra or additional need that is not badly needed by man. The lower order needs are three in number and could be referred to as the basic needs while the higher order needs which are two in number connote complex needs.

Herzeberg's Motivation-Hygiene Theory

Herzeberg and his associates propounded this theory in 1959. He carried out a study using 200 Engineers and accountants respectively. The thrust of the study was to ascertain what satisfies the workers and what dissatisfies them in the workplace. Herzberg opined that those factors that promote job satisfaction have relationship with the job content consequently is called motivators/satisfiers/intrinsic factors.

In Herzberg's perception, motivators in work place lead to resilient drives, gratification and enhanced job output but do not result to dissatisfaction when they are not present (Peretomode & Peretomode, 2001). The scholar affirmed that the absence of motivators could only lead to no-satisfaction. Such absence of motivators places the personnel in neutrality which implies no satisfaction. The worst it could result to is the position of no satisfaction or neutral position. The other group of factors he called the hygiene factors, dissatisfiers, maintenance factors or extrinsic factors. These factors focused on the work environment. Herzberg opined that the presence of maintenance factors in the work environment do not lead to satisfaction or motivation of the personnel rather it leads to dissatisfaction. The absence of dissatisfiers results to dissatisfaction. The hygiene factors are likened to maintaining personal hygiene. One maintains personal hygiene to prevent contracting diseases or illness but having good personal hygiene does not mean that one will never die. In the place of work, maintaining "hygiene" can enhance workers' productivity but may not lead to job satisfaction. When a worker is satisfied, it does not mean that the worker is motivated to brainstorm new ideas or take up new projects.

Below is the presentation of the Herzberg's motivators and hygiene factors. Based on the figures, motivating factors lead to job satisfaction whereas hygiene factors result to dissatisfaction. Increased motivation breeds greater satisfaction while hygiene deficiency results to increased dissatisfaction.

The theory is presented in figure 2.

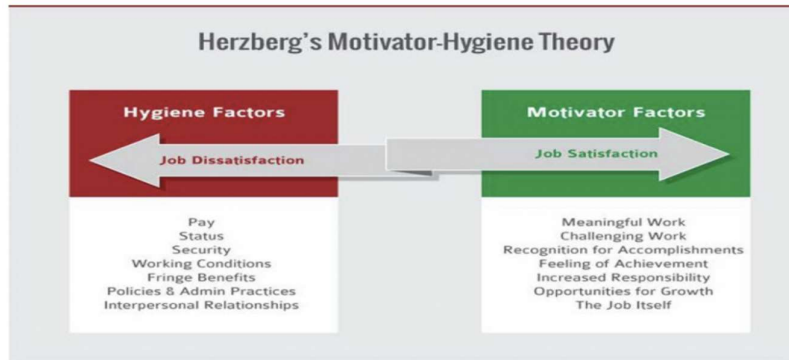


Fig. 2: Herzberg's Motivation-Hygiene Theory

Source: Kurt, 2021

The Herzberg's Theory can also be presented graphically.

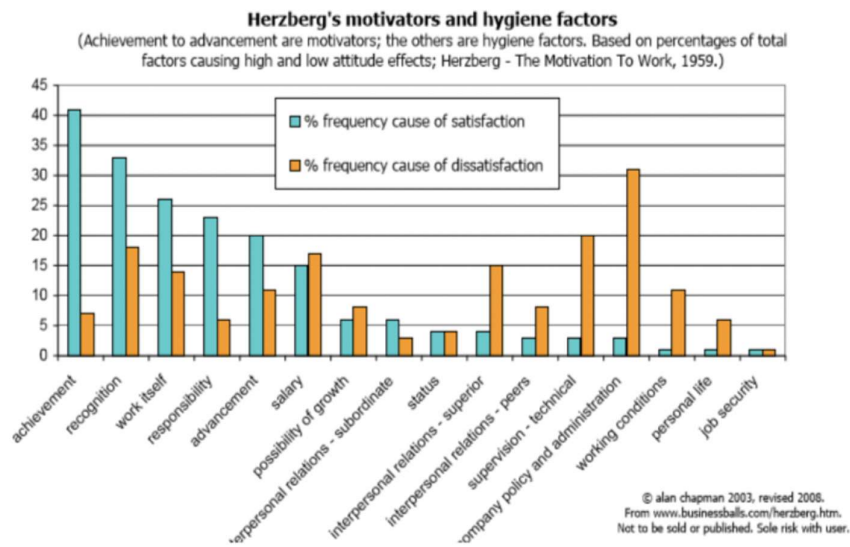


Figure 3: Herzberg's Hygiene Factors and Motivators Diagram

The Herzberg's six motivational factors are as follows:

1. Achievement
2. Recognition
3. Advancement/promotion
4. The work itself
5. The possibility of professional growth
6. Responsibility

Herzberg once again itemized the under listed hygiene factors as:

1. Company policy and administration
2. Supervision
3. Interpersonal relations with superiors
4. Interpersonal relations with peers
5. Interpersonal relations with subordinates
6. Working conditions
7. Salary
8. Personal Life
9. Status
10. Job security

McClelland Theory of Motivation

David McClelland an American psychologist investigated various ways people tend to satisfy their needs. He noted that any attitude put up by an individual has obviously motivational undertone. In McClelland perception, needs or wants are aligned to the motivating inspiration despite the age, gender, culture or race of the individual (Mulder, 2022). McClelland recognised three motivational needs.

Motivation – Three Needs Theory:

- *Need for Achievement (nACH)*: Personal responsibility, Feedback, Moderate risk
 - Typical behaviours:
 - High: Must win at any cost, must be on top, and receive credit.
 - Low: Fears failure, avoids responsibility.
- *Need for Power (nPOW)*: Influence, Competitive
 - Typical behaviours:

- High: Demands blind loyalty and harmony, does not tolerate disagreement.
- Low: Remains aloof, maintains social distance.
- *Need for Affiliation (nAFF)*: Acceptance and friendship, Cooperative
 - Typical behaviours:
 - High: Desires control of everyone and everything, exaggerates own position and resources.
 - Low: Dependent/subordinate, minimizes own position and resources.

Source: *David McClelland, 1961, The Achieving Society.*

Need for Achievement: This is the desire to acquire knowledge and skills that enables one to lead a meaningful life. It is the need to set goal and tackle challenging issues in an organisation. This need fosters progress and assessment in work environment with the view to resolve identified challenges for better output.

Achievement-motivated individuals do not always work in groups or teams. They prefer working where results are clear and visible. They like challenges and want to be in charge of their success. Many entrepreneurs are motivated by achievements.

Need for Power: This is power to exert authority over others. It is an ability to influence/control others to do work. It refers to status, rank and recognition in work place which is linked to teamwork and competitive spirit. It equips one with the knowledge to indulge in making superior arguments thus wins people's mind. It is the desire to impart knowledge and skills to others, urge to coach and mentor others. It has convincing clout to control the personnel and/or colleagues. The need for power enables the workforce to strive and achieve required qualities that place one in a seat of power. It involves the need for official power and individual power.

Power-motivated individuals are best suited for leadership positions. This does not mean that all power-motivated individuals make good leaders because each personality is unique and those who are aggressive and authoritarian may not increase productivity or achieve industrial harmony among staff.

Need for Affiliation: This is the need for association and belongingness. This is the need that inspires someone to appreciate others and wants others to do same. It breeds co-operation and seeks group common interest. Human beings naturally live collective life and as such needs to relate and interact with one another in order to keep fit and excel in life. This is the need Maslow refers to as social needs. Its emphasis is on human relationship since all human are not recluse or hermit by nature. Affiliation-motivated individuals work well in groups. They are not the best employees because they do not have any drive to improve on their employee status. They are content to stay in their position and as such, the least effective workers.

Apparently, McClelland's need theory focused on motivation to learn and achieve desired knowledge, skills, facts, and information. The satisfaction of achievement needs project the need for power. This is because through education one attains an elevated position that places one in a leadership position that definitely needed power to command respect and submission. These are essential in an organisation such as school. School heads require power and authority to discharge their duties, the same applies to teachers. This is followed by establishment of relationship (affiliation) with others and finally, the need to avoid unpleasant situations.

Alderfer's Existence-Relatedness- Growth Theory

Clayton Alderfer's existence relatedness growth theory is a type of content motivation theory. Just like Maslow's needs theory, it is a humanistic theory seems like a contribution to need pyramid theory of Maslow. Alderfer merged Maslow's five need hierarchy into three namely:

1. Existence Needs: Just as the name implies, existence needs are those needs that are essential for human existence .These are philological needs and safety needs of Maslow. These needs are food, shelter, clothing, water, air, sleep, safety from threat, danger, and illness. The need to satisfy the above listed existence needs prompts human behaviour. These needs act as a source of motivator, facilitator or driving for to human activities that leading to satisfaction of those needs. The needs when

gratified, stops to function as a motivator thus project the next in line which is need for Relatedness.

2. **Relatedness Needs:** Just as the name suggests deals mostly on human relationship/interaction. Man being a social animal needs fellow man's company. This leads to need for love and belongingness, association and human company. It also deals with aspiration for self-worth, esteem, regard, honour and recognition. According to Maslow's perception, relatedness needs consist of social and esteem needs.
3. **Growth Needs:** Alderfer refers to this need as the need for self-fulfilment and attainment to one's expected dream and inspirations. It is the need for self-actualisation, when one's full potentials have been attained. This presents the individual as an embodiment of intellectual property who is prone to creativity and innovation, resourceful, inventive, imaginative and practical. Growth needs inspires ability to make informed decision at the spur of the moment. Maslow termed this need as self-actualisation.

Obviously, Alderfer's theory is a replica of Maslow's except that the latter converged them into three instead of the initial five classes by the former. The theory still maintained that human actions are internally directed by motivation. Motivational needs comes in succession, as the first one is satisfied, the second one is projected thus putting man in constant motion.

B. The Process theory:

The process theory deals with conglomeration of all the constituents of motivation. It focuses on the need identification, selection of goals, rewards /punishment and reassessment/feedback. It is aligned on the motivation process. It deals with how motivation takes place. It is all about the strategies or stages of motivation. The very popular process theorists are Vroom's expectancy theory, equity theory and goal attainment theory.

1. **Expectancy Theory:** This theory was ascribed to Victor Vroom (1964), a professor of psychology. According to Vroom, expectancy theory is premised on the fact that human beings are capable of rational thinking and as such could fathom their

decisions. It goes to find out how humans reason, make choices and select the one that best suits their desires. Peretomode and Peretomode (2001) made a mathematical representation of this theory as here stated: $M = E \times I \times P$. This formula means that motivation is the process of multiplying three variables i.e. Expectancy, Instrumentality and Preference. Conversely, it implies Motivation (M) equals Expectancy (E) multiplied by Instrumentality (I) multiplied by preference (P). Motivation is therefore the totality of all that transpired in the multiplication of the all three variables E, I and P. These variables are interrelated and linked together. Making a choice from lists of expected behaviour (expectancy) is a motivating factor (instrumental) to achieving valuable target(s) (valence).It is against this background that expectancy theory is subdivided into three namely; Expectancy, Instrumentality and valence (preference).

Expectancy: This explains the process of motivation that takes place as one streamlined expected activities or behaviours assumed to lead in accomplishment of set goals. It is an act of believing that some actions when performed are capable of yielding presumed outcome or reward. When it is believed that hardworking and/or extra certificate could enhance promotion and recognition. The individual earmarked the various procedures to achieve this feat by selecting the one that best satisfies the choice strategy then proceeding to adopt it. If the aim is achieved as suspected, actions are (motivated) sustained if otherwise, the action is withdrawn (unmotivated).

Instrumentality: Instrumentality is the connection between the performance and the outcome or reward. It is a strong tie between the job performance and the benefits accrued therefrom. The strength of the desired outcome or rewards dictates the intensity of performance. When the intensity to perform tasks or avoid it is extremely high, the instrumentality is on the high side too. Instrumentality is the zeal to do work or not to do for expected result (s).

Valence/Preference: Valence means value, worth, importance, necessary and essential desires to be met. It is what is important or

necessary to someone. It is that which attracts or repels an individual for actions or inactions so as to achieve or avoid something.

The school managers should ensure that they understand the teachers' expectation or belief on hard work, commitment, punctuality. They should consider the rewards or outcome of these traits and survey the strength of these outcomes to what is of importance to the workforce. Through this process, the teachers become fulfilled and ensure that their needs are met through gratifications linked to their devotedness.

Equity Theory: This theory was propounded by J. Stacy Adams. This theory looked into the fairness in equating what a worker put in the work place as against what the worker gains. It goes to weigh input and output to see if they are proportionate. It asks the question: --Is what you put into the work environment commensurate with what you derive at the end of the day. When what you gain is equal to what you put in, the individual is motivated but otherwise, the person becomes unmotivated. Inputs includes, educational qualification, training, energy, time, etc. one invested in working for an institution while benefits or results refer to salaries, incentives, fringe benefits, health services, job security and so on. It not only compares input and outcomes of the individual and the institution, it goes further to compare the input and rewards among the workforce. When it is discovered or expected that no matter the level of input, the other person who put in less stands a better chance of being rewarded, the individual remains discouraged and reduces job performance. This attitude weakens the staff morale but if it is expected that the amount of time, energy, level of academic qualification or experience aggravates the level of reward, the morale is boosted for high productivity.

Goal Attainment Theory: This theory is credited to Latham and Louse (1979). Goal theory is anchored on the need to achieve stated goals through clearly defined goals, establish tasks that should be executed as well as initiating required motivating process for its accomplishment. This theory therefore stipulates that there is interconnectivity between goals, motivation and performance. The ultimate aim of establishing an institution/organisation is for goal attainment. There must be predetermined goals set aside for its attainment which suggests the

movement of the pendulum. All programmes, activities, resources and itinerary set out to realising specific objective. The personnel are to be motivated to enhance job performance. This motivation fortifies the personnel to adhere to lay down procedures leading to already elucidated goals and eases achievement.

Summary of Motivation Theories

Every behaviour exhibited by human beings has drive which could be activated internally or externally. This drive is referred to as motivation. Theories of motivation deals with what motivation is (content motivation) and how motivation occurs (process motivation).

The contributors of content motivation are the likes of Abraham Maslow, Alderfer, Herzberg and McClelland. Abraham Maslow, McClelland and Alderfer focused on human needs and motivation while Herzberg dealt with motivation and work environment. Maslow's need hierarchy was improved upon by Alderfer when the scholar congregated the five classes of Maslow's needs into three as earlier stated above. In Herzberg's theory, lack of hygiene factors make the workers to be dissatisfied but their enrichment do not lead to job satisfaction. It is only motivating factors that lead to job satisfaction, their absence do not lead to dissatisfaction but instead leads to no satisfaction. Factors that facilitate motivation are all internal or intrinsic while the hygiene factors are all extrinsic or external according to Herzberg. McClelland's theory lends itself to concepts of learning, training or coaching. McClelland posited that needs are learnt as one lives and interrelate with one another in the environment. His view hinged is more of socially acquired needs. The theory further stressed on hard work and integrity that leads to achievement, need for affiliation and power. In all of these, unfriendly conditions must be eluded.

The proponents of process motivation include Victor Vroom, J. Stacy Adams and Latham and Louse. Their theories are expectancy theory, goal theory and equity theory respectively. These theorems are called process motivation theories because of their interrelatedness in dictating what and what motivates the workforce to exert more time, energy, and efforts. It all deals on the motivation in the working environment. Vroom's theory anchored on the fact that human beings are capable of rational thinking and could reason out better ways of

meeting their needs. These they do by setting out strategies that are expected to aid in achieving their goals, select the best option that could be used as a tool (instrument) in achieving preferred (valence) target.

J. Stacy Adams in his own submission lucidly put that fairness and equity motivates personnel. According to the scholar, workers weigh their benefits against the services rendered. They equally weigh their treatment in the workplace against that of their counter-parts. To him, fairness in the work environment is the watch word. Goal theory by Latham and Louse emphasised on the need to set goals, explain the relevance to the personnel and at the same time map out strategies to achieve such goals. Mere clarification of goal is motivation on its own. This motivates them to have a focus, common font and determination to pursue and achieve the common goal.

Motivation and Performance

Motivation is the dictator of human behaviour. It is the instinct that propels human attributes which could be internal or external. It inspires, induces and sustains desirable behaviour that leads to need gratification. On the other hand, it leads to withdrawal, removal and seizure of behaviour that culminates to unfriendly outcome. Performance is the process of executing an action. It is the act of discharging duties or responsibility. Merriam-Webster Dictionary (2022) gave credence to the above assertion by describing performance as a manner of reacting to stimuli or behaviour. It is also said to be and accomplishment of action, goal, deed or feat. Performance is an accomplishment of series of actions or activities leading to objective realisation (Olawale, nd.). The outcome of performance may be positive or negative.

Motivation and Performance go 'pari-passu'. Motivation induces behaviour either ways while performance is the behaviour pattern put up to achieve an aim or satisfy a particular need. Motivation is a kind of stimuli that increases performance on the reverse side decreased motivation hampers performance. This is what impelled Obasi and Asodike (2007) to espouse that when there is lack of motivation, school organization productivity and efficacy would be delusional and attitude to work horrendous. In agreement with the above notion, Etejere, Shittu & Eniola-Arigbe (2020) citing Oforegbu (2004)

reaffirmed that lack of teachers motivation is responsible for teachers poor quality output.

Seemingly, motivation is an inducement to high productivity, better attitudes to work and quality production. It is evident that when teachers are motivated, they do their best in and outside the classroom, motivate students and achieve educational goals. In all, motivation propels, inspires and sustains good performance. When the staff is not motivated moral laxity becomes the order of the day leading to low productivity and substandard goods and services prevail.

Motivation and Money

Money is a generally accepted medium of exchange. Money is a legal tender. It is used in buying and selling of goods and services. Money is the cash flow in the hand of an individual or organisation. It is the purchasing power that determines the standard of living and/or organisational procurement of resources. Money is needed in satisfying human needs. Money is required to buy food, clothes, water, and shelter. In fact the entire Physiological and safety needs could be satisfied with money. Money is also needed to provide security measures and maintain good health thus prevent or cure illness.

In pursuance of satisfying this numerous desires or wants, man is compelled to search for paid job so as to foot these entire bills. The after myth of the job performance comes in form of salaries and wages. It is for this reason that Taylor's motivation theory is centred on money as the only thing that most motivates an employer. Frederick Winslow Taylor (1856-1915), an American who studied mechanical engineering, carried out investigation on how motivation relates to productivity. Taylor advocated that since workers are motivated by money, that the management should monitor workers closely and ensure that, there is equity between what they are paid and the services rendered. He posited that those workers who are more hard working should receive higher pay than their colleagues who performed low (Nasrudin, 2022). This theory is not in consonance with Herzberg's two-factor theory because money is under the group Herzberg referred to as hygiene or maintenance factor which does not motivate workers.

Motivation Strategies

Motivation enables human behaviour to swing. It is the driving force that dictates the direction of human behaviour, it could be in the positive or negative dimension. Motivation strategies are therefore antics, techniques, procedures and skilful ways of inspiring the learner or teacher or employee to be moved, spurred and sustain action deemed necessary in accomplishing stated goals. This is crucial because human behaviours are saddled with lots of wants which dictate the pace at which they perform tasks. These desires affect their psychological wellbeing, their dreams and aspirations. In other to motivate the employee, some of these needs have to be satisfied or are expected to be satisfied in some ways so as to free the employee from that burden thus quicken and sustain the behaviour in the direction through which solution is gotten. Where the needs remain unsatisfied, the performance is withdrawn or rather blunted. It is in the light of the fore-going that application of motivation strategies becomes eminent.

What are Motivation Strategies?

Motivation strategies are derived from the motivational theories. The following are motivation techniques that could be used to push the workforce to high productivity:

Salaries and wages: Salaries and wages are take homes given to the employees at the end of the day, week, and month as the case may be. This payment could be used by the employee to settle pressing needs and as such motivated to improve and sustain job performance. Monetary and non-monetary incentives and other fringe benefits could be placed on this category. Money could be in cash or kind. Financial enticements and special allowances are some of the motivational packages for teachers (Obasi, 2013). For teachers to perform their statutory duties judiciously without prejudice, his welfare should be prioritised (Nwideeduh, 2005) through prompt payment of salaries, allowances and other incentives.

Set and clarify goals: Another strategy for motivating personnel is by setting, explaining, defining and clarifying the specific goals to be achieved. The goal specification and direction enable the employees to

develop sense of focus and work tirelessly towards its success. When the goals are not set up and defined, the attainment of the organizational goal is in fiascos.

Provide functional resources: Resources are very crucial in any establishment such as school. The human elements make use of material resources in carrying out their jobs. When these resources are sufficiently provided in functional state, the employee is motivated to put them to good use thus production is enhanced. This is why Etejere, Shittu and Eniola-Arigbe (2020) noted that insufficient and malfunctioning of instructional resources has drastically reduced teachers' job performances.

Create enabling environment in the work place: When the organisational climate is friendly, the employees are more settled to work diligently to attain organisational goal. It makes the work enjoyable and enticing unlike when the atmosphere is harsh and unpleasant employees do little for the progress of the organisation.

Provide health services: Health fitness is one of the qualities that dictate job performance. Healthy staffs are energetic and robust thus contributes to high productivity. Unhealthy staffs are weak and feeble so contribute little or nothing to the production of goods and services. So the workforce is motivated when the workforce is provided with

Treat workers fairly: The workforce is motivated when the management treats them with respect and decorum. Justice and fair play also motivates workers unlike where there is favouritism and unfair treatment. This leads to unhappy mood, chauvinism, acrimony and rancour resulting to unhealthy work environment, poor job output (both in quality and quantity) and futile goal. Equal treatment of workers no doubt resonates happy mood, enabling environment and energises them to optimal goal feat.

Summary

Human beings are prompted to behave in the way they do by the psychological instinct called motivation. Motivation directs human

behaviour according to feasible preferred areas of need. Motivation could be internally or externally induced. Theories of motivation are generally grouped into content and process theories. It is content when it expresses what motivation is and process when it deals on how motivation occurs. Motivation could be manipulated and directed to high productivity and need satisfaction through strategizing and application of motivating factors to the personnel. This is greatly because there is unflinching link or connectivity between performance and motivation. Money is one of the finest ways to motivate personnel as it equips them with the purchasing power to satisfy both physiological and psychological needs. Personnel should also be motivated through provision of health services, application of justice and fair play in the workplace and above all ensuring sufficient allocation of work implements to engender production process and boost bumper return.

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STAFF MOTIVATION IN EDUCATIONAL SUPERVISION

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Introduction

Every educational institution is made up of workers generally referred to as staffs. These staffs are normally in two compartments, the academic and non-academic staffs, which constitute the engine room for the institutions working towards the set goals and objectives. Consequently, they deserve to be motivated for greater productivity. This chapter will examine the concept of motivation, the types, theories and some factors that may constrain staff motivation in the system.

Meaning of Motivation

The term motivation comes from the Latin, *movere*, and is generally defined as being moved into action or engaging in behavior directed at some end. The term is derived from the word 'motive, which as a noun, denotes an objective, and as a verb denotes moving into action. Therefore, motives are forces which induce people to act in a way, so as to ensure the fulfillment of a particular human need at a time.

Scholars have attempted to provide their understanding of the concept so far. Pinder (2018), defined motivation as a set of energetic forces that originate both within as well as beyond an individual's being, to initiate work-related behaviour and to determine its form, direction, intensity, and duration. Perry (2010) opined that when individuals in public service are more motivated, they will make greater effort at work which eventually results in higher performance. However, Eyal and Roth (2011) said motivation is what affects the individual's performance, and that managers need to be more understanding and have good background

knowledge about several policies of motivation. In addition, managers should consider the fact that what affects some individuals and helps them may not have the same effect on others. Therefore, managers need to make correct assumptions about particular staff members and particular situations to identify what motivates them to performance (Eyal and Roth, 2011)

Filtvedt (2016) defined motivators as factors that meet a person's needs for meaning and personal growth. The motivators comprise accomplishment, recognition, the work itself, responsibility, advancement and growth (Kongala, 2013). Maslow propounded the motivation theory based on the notion that individuals are motivated through a succession of five general needs (physiological needs, safety needs, social needs, esteem needs, and self-actualization needs) which are hierarchically classified based on the order in which they affect people's behaviour. This chapter applies Maslow's theory to identify the fact that academic staff also strive to fulfil their needs and wants. If a university fulfils the motivational needs of staffs in an effective manner and supports the academic staff to likewise fulfill their needs, the academic staff will feel more fulfilled and motivated to work for the university. This fulfillment will also increase their level of dedication, commitment as well as assist them to achieve superior performance.

11.3 Types of Motivation

Motivation is an internal stimulus that triggers good behaviour and provides direction (Marinak, 2008). It also refers to an internal condition that starts, directs, and sustains behaviour (Asim, 2013) or a state that assists in the development of high achievement. Based on the goals or reasons that lead to action, Deci and Ryan (2000) have divided motivation into two types; intrinsic and extrinsic motivation.

i. Intrinsic Motivation

Intrinsic motivation refers to the motivation that creates enjoyment and satisfaction in an activity. It exists within the individual and is driven by satisfying internal rewards rather than relying on external pressures for extrinsic rewards. It creates interest in or enjoyment of the activity itself. The two necessary elements for intrinsic motivation are self-

determination and competence. On this view, the cause of the behaviour must be internal, and the individual who engages in the behaviour must perceive that the task increases their competence. Social events like feedback and reinforcement can cause feelings of competence and hence, contribute to intrinsic motivation. Actually, feelings of competence will not increase intrinsic motivation if there is no sense of autonomy. In situations where choices, feelings and opportunities are present, intrinsic motivation is increased because people feel a greater sense of autonomy. Cooper (2017) posited that there is a negative correlation between external rewards and intrinsic motivation, by providing high external rewards for an activity, the intrinsic motivation for engaging in it tends to be lower.

Intrinsic motivation tends to be more long-lasting, self-sustaining, and satisfying than extrinsic motivation. For this reason, many efforts in education aim to modify intrinsic motivation with the aim of promoting student learning performance and creativity. But various studies suggested that intrinsic motivation is difficult to modify (Pinder, 2018; Perry, 2010). Attempts to recruit existing intrinsic motivators require an individualized approach because they involve identifying and making relevant the different motivators needed to motivate different students. This usually requires additional skills from the instructor. Mindfulness has been found to be an intra-individual factor that supports autonomous motivation and thereby contributes to intrinsic motivation.

ii. Extrinsic Motivation

Extrinsic motivation is mostly derived from the external concerns of the activity. According to Self Determination Theory (SDT) proposed by Deci and Ryan (2000), extrinsic motivation can further be categorized into four types; integrated regulation, identified regulation, introjected regulation and external regulation.

Extrinsic motivation occurs when an individual is driven by external influences. These can be either rewarding (money, good grades, fame, etc.) or punishing (threat of punishment, pain, denial of promotion etc.). The distinction between intrinsic and extrinsic motivation lies within the driving force behind the action. When people are intrinsically motivated, they engage in an activity because

it is inherently interesting, enjoyable, or satisfying. With extrinsic motivation, the goal is a desired outcome distinct from the activity itself. An individual can have both intrinsic and extrinsic motives for the same activity, but usually one type of motivation outweighs the other. Playing tennis to receive an award is an example of extrinsic motivation, while playing because one enjoys the game involves intrinsic motivation.

Extrinsic rewards can lead to overjustification and a subsequent reduction in intrinsic motivation. In one study by Broome (2018), demonstrating this effect, children who expected to be (and were) rewarded with a ribbon and a gold star for drawing pictures spent less time playing with the drawing materials in subsequent observations than children who were assigned to an unexpected reward condition. This indicates that there is a tendency to care less about the activity itself if a reward is expected. One advantage of extrinsic motivation is that it can be used relatively easily to motivate other people to work towards goal completion. One disadvantage is that the quality of work may need to be monitored since the agent might otherwise not be motivated to do a good job. Extrinsic motivation fueling engagement in the activity soon ceases once external rewards are removed. It has also been suggested that extrinsic motivators may diminish in value over time, making it more difficult to motivate the same person in the future.

Reeve (2018) distinguishes between four types of extrinsic motivation that involve different degrees of autonomy. This includes external regulation, introjected regulation, identified regulation, and integrated regulation. External regulation is the least autonomous form of extrinsic motivation. In it, only the consequence of an action counts for the person executing the action. For example, if a student wants a good grade, they are motivated to study for that grade. Introjected regulation arises from the impression of what is to be done. For instance, a student knows that they should study and does not want to feel the guilt that comes with not studying, so they do. Identified regulation comes from what the agent believes is personally important. In the example of the student, they may have an understanding that studying is important to their success and will pursue their studies for that reason. Integrated regulation is the most autonomous form of extrinsic motivation and occurs when motivation arises from the impression of

personal identity. This type of extrinsic motivation is very close to intrinsic motivation, but is not quite there yet. This is because the individual is motivated to engage in an activity by how well it expresses their values instead of by pure interest and enjoyment. In this case, a student studies because doing so expresses their core values and reflects how they see themselves as a person. A student intrinsically motivated to study would do so purely because they thought studying was interesting and fun (Deci and Ryan, 2000).

Motivational Theories for Instructional Supervision

Motivation is used to explain the increase or decrease in the frequency and/or intensity of an individual's goal-seeking behaviour. It has been described as both a quality of an individual and a result of the individual's interactions with the situation (Svinicki & Vogler, 2012). The most important theories for instructional supervision are discussed below:

i. Self-Determination Theory

Self-Determination Theory as propounded by Richard Ryan and Edward Deci in 1985 is a theory that uses traditional empirical methods while employing an organismic meta theory that highlights the importance of humans' evolved inner resources for personality development and behavioural self-regulation (Ryan & Deci, 2000). The theory centers on the belief that human nature shows persistent positive features, with people repeatedly showing effort, agency, and commitment in their lives that the theory calls inherent growth tendencies. It takes a look into people's psychological needs and growth tendencies that reveal their personality and level of self-determination. Competence, relatedness, autonomy are important conditions that play a huge part in one's motivation and engagement in activities, because it determines a person's well-being. The social environment, with the correct amount of support, can help fulfill basic psychological needs. These basic psychological needs are autonomy, competence and relatedness. These basic needs can create behaviours that result from personal support which leads to being engaged in a certain environment and provides relationships that are important. Two types of motivation found in the self-determination theory are called amotivation and

autonomous motivation. Amotivation is the lack or absence of volitional drive to engage in any activity resulting from non-self-determined motivation, while Autonomous motivation is defined as engaging in a behavior because it is perceived to be consistent with intrinsic goals or outcomes and emanates from the self. In other words, the behavior is self-determined (Deci and Ryan, 2000). These types of motivations can lead to intrinsic and extrinsic actions. The motivation can derive from feelings of inadequacy which leads to having a lack of motivation. The person feels their environment is controlled through monitoring and rewards. The person only feels motivation because of external rewards or to avoid punishment. On the other hand, autonomous motivation comes from the person's own lifestyle and engaging in a task is done innately. Having a supportive social environment can help bring out behaviors from autonomous motivations.

ii. **Cognitive Theory of motivation:** The cognitive theories of motivation include the expectancy theory and the goal-setting theory (Sincero, 2012). The expectancy theory of motivation explains why and how an individual chooses one behavioural option over others while the goal-setting theory states the importance of creating goals in motivating a person.

The Expectancy Theory of Motivation: This theory was propounded by Victor H. Vroom in 1964 to explicate the behavioural process in which a person selects a behavioural option over another, and how this decision is made in relation to their aim of achieving their goal (Weingarten *et. al.*, 2016). In this theory, three variables were introduced by Vroom to explain the said behavioural process. These include "V" for valence, "E" for expectancy, and "I" for instrumentality. Expectancy is a variable that represents the belief that the effort (E) of an individual is an outcome of a need to attain the performance (P) goals that he desires. The theory states that there are three factors that influence the expectancy perception of a person, which include:

1. **Self efficacy** – the individual's belief regarding his own ability to perform a specific behaviour successfully.
2. **Goal difficulty** – occurs when the desired performance goals are too high that might result to low expectancy perceptions, and

3. **Control** – the degree of a person’s perceived control over his performance.

Valence refers to the value that a person sets on the reinforcements or rewards. Setting values are usually based on an individual’s values, needs, goals and intrinsic or extrinsic sources of motivation. Valence include -1, which means the person is trying to avoid the outcome, 0, which means the person feels indifferent towards the results, and +1, which means that he welcomes the results. Lastly, instrumentality refers to the notion that a person will get a reward upon the satisfaction of the expected performance. The reward may present in various forms – it can be intrinsic or extrinsic, monetary or non-monetary. If this reward is similar for all the activities that a person must perform, instrumentality is said to be low. The three factors influencing instrumentality are policies, control and trust. The product of the three aforementioned variables (expectancy, valence and instrumentality) is called the motivational force. If these three variables are “high” or strong in an individual, then his motivation is also greater (Okeke, 2011).

Goal-Setting Theory: The Goal-Setting Theory was proposed by Edwin Locke in the 1960s to explain the relationship between goal setting and task performance. Specific and challenging goals are more likely to motivate a person and lead to a better execution of tasks, whereas vague and easy goals may result to poor task performance. In application, therefore, the goals to be set must be Specific, Measurable, Attainable, Realistic and Time-Bound (SMART). The goal setting theory indicates and gives direction to an employee about what needs to be done and how much efforts are required to be put in.

iii. **Drive-reduction Theory of Motivation:** Clark Leonard Hull (1884-1952) drive reduction theory of motivation has it that a *need* arises from a deviation from optimal biological conditions and can include hunger, thirst, being cold or hot, or needing social approval. When this deviation occurs, an individual experiences a *drive* or a state of tension, discomfort, or arousal that activates a behaviour and with time, restores *homeostasis*, or balance. If we do not have enough glucose

in our blood to support digging a ditch in our back yard, our body will produce a grumbling in our stomach or hunger pangs to let us know of the deficit, and then we will be motivated to obtain food and bring us back to balance and end the discomfort caused by the grumbles. Hull called this *habit strength* and said that connections are strengthened the more times that reinforcement has occurred. If we are cold and obtaining a jacket makes us warm again (as you will see later, this is called negative reinforcement or taking away something aversive which makes a behaviour more likely in the future), then in the future, we will do the same. The more times we engage in this process of stimulus → response → positive consequence, the stronger the habit or association will be.

iv. **Instinct Theory of Motivation:** Instinct Theory of motivation was propounded by William McDougall. According to this theory, instinct drives all behaviors and McDougall saw instinct as purposive and goal-directed. In this theory, McDougall suggested that: All organisms are born with natural biological tendencies that assist them to survive. Instincts are inborn and inherited, such as with the phenomena of *imprinting* (Kongala, 2013). He noted that young geese will follow the first moving object they sense after birth. Though this is usually their mother, it may not be in all cases. Human beings do not possess this specific instinct. The **instinct theory of motivation** states that all our activities, thoughts, and desires are biologically determined or evolutionarily programmed through our genes and serve as our source of motivation. This theory posits that humans are wired to attend to stimuli that are important to the goals, move toward the goals such as walking to the refrigerator, and finally we have the drive and energy between our perception of a goal and then movement towards it.

Sigmund Freud (1930) believed motivation centered on instinctual impulses reaching consciousness and exerting pressure, which, much like strain, is uncomfortable and leads to motivated behaviour. Freud identified two types of instincts: 1) life instincts or *Eros* including hunger, thirst, sex, self-preservation, and the survival of the species, and all the creative forces that sustain life; and 2) death instincts or *Thanatos* which are destructive forces that can be directed inward as masochism or suicide or outward as hatred and aggression. When these instincts create pressure, it is interpreted as pain and its

satisfaction or reduction results in pleasure. Our ultimate goal or pleasure is to minimize the excitation/pressure.

Sexual and aggressive instincts tend to be repressed in the unconscious due to societal norms against their expression, which could result in some type of punishment or anxiety. Still, they need to be satisfied to reduce the pressure they exert. In the case of dreaming, the censorship relaxes during sleep but is not removed and so impulses do enter the content of dreams but are disguised. Despite the disguise, we can still satisfy many of our urges (i.e., dreams with sexual content).

Motivational Techniques for Instructional Supervision

Instructional supervision is referred to as a set of activities that are aimed at improving the teaching and learning process for the students (Archibong, 2012). The techniques or procedures used by supervisors for effective supervision are collectively considered as supervisory practices (Beach & Reinhartz, 2000). To Oliva and Pawlas (2004), supervisory practices are the provision of assistance to the teachers by the experts in refining their instructions. Instructional Supervision is a process that provides adequate guidance to teachers to improve students' performance and academic results (Peretomode, 2004). Supervisory practices used by the supervisors should be based on their personal beliefs and philosophies about supervision (Glickman, Gordon, & Ross-Gordon, 2001).

Motivational techniques in instructional supervision are considered as an expert help (Oliva & Pawlas, 2004) that makes teaching and learning process more effective. Also, supervision enables the supervisee to become responsible and self-directing who can work proficiently with the minimum supervision in future (Oye, 2009). According to Peretomode (2004) the motivational techniques for instructional supervision which is capable of bringing about desirable effect in staff behaviour for achieving effectiveness includes:

- i. **Classroom observation:** This involves live observation of a teacher and analyzing his or her classroom practices, the teaching - learning process, teachers' personality, student-teacher interactions, lesson note and lesson presentation. All these are observed by the supervisor who is present as a witness.

- ii. **Demonstration:** It involves the presentation of a pre-arranged series of events to a group for their view. This stimulates teachers' growth and group discussion.
- iii. **Teacher visitation:** This activity is also called "inter-visiting" or "reciprocal visitations". It is when one teacher visiting and observing another teacher in action in another class within the same school (inter-class visitation) or in another school (inter-school visitation). This method enhances proficiency especially if the beginning or inexperienced teacher watches experienced teacher in action.
- iv. **Workshop:** The activity involves a small group of people temporarily formed to discuss a specific topic or work on a common problem and trying to find solution (s) to a specific problem in a face-to-face situation.
- v. **Micro-teaching:** It is a teaching situation which is scaled down in terms of time, class size and teaching complexity to allow the teacher focus on a selected teaching strategy. New skills are developed and old ones are refined. Usually it involves a small group of 5-10 pupils where the teacher employs a particular skill within say ten minutes involving content and skill. Emphasis is on the issue of immediate feedback where the teacher is evaluated by the supervisor in form of replaying a recorded lesson or actual discussion (if it was not recorded). When corrections are made the teacher re-teaches the lesson to the same group or a different group for improvement.
- vi. **Listening to tape, radio or recordings:** This involves using sound recordings to present ideas to one or more listeners in such way as to help develop understanding or skills. Also the use of visual presentations through the media film, television, or video tape are increasingly important in the supervisory process.

- vii. **Guided Practice:** This supervision technique involves individualized or small group manipulative activities. It is an approach in which doing is emphasized rather than talking with practical activities arranged out of context.

- viii. **Research:** Research is the systematic and objective collection and analysis of data in order to find solutions to identified problems. Here the supervisor work with and through teachers to finding solutions to problems of teaching/learning that confronts them instead of dictating solutions to or autocratically setting educational problems relating to teaching and teachers.

Constraints to staff motivation in Instructional Supervision

There are many factors that impede staff motivation in instructional supervision. Inclusive among such factors are teachers' job performance such as aptitude, attitude, subject mastery, teaching methodology, personal characteristics, the classroom environment, general mental ability, personality, relations with students, preparation and planning, effectiveness in presenting subject matters amongst others. Furthermore, factors identified by Habtoor (2016) included inadequate professional relations and ties, professional input, teacher evaluation, leadership and teacher development. Other identified motivation factors included social values and norms, working environment and colleagues, teacher personal information and professional variables (Carson & Chase, 2009).

Staff motivation, though primarily derived from intrinsic values of teaching, may be undermined by a number of factors. A lot of research has pointed out that teachers suffered from higher levels of professional stress and lower levels of motivation than other professional groups (Oliva & Pawlas, 2004). As the negative influence may be related to either particular events and experience or factors in social environment, a demotivated teacher is a teacher who was once motivated but lost interest for some reasons. According to Bess (1977), the difficulties which may frustrate teacher motivation fell into nine categories: conceptualization and operationalization of education aims in society, determination of the pedagogical outcomes, ambiguous and

conflicting role demands, variety found in teaching routine, mastery of teaching technology, understanding of student learning styles, change measurement, new knowledge acquisition and self-awareness maintenance throughout life cycle. Dörnyei and Ushioda (2011) suggested certain constraints as negatively affecting staff motivation in instructional supervision. They include:

i. **Poor Staff Reward Systems:** Rewarding personnel is an important factor in worker motivation. Most organisations have received the substantial development via utterly complying with their business strategy through a well-balanced reward and awareness applications for employee. Motivation of personnel and their productivity can be more advantageous through imparting tremendous focus which in the end extended to overall performance of organisations. The complete success of any corporation is based on how a business enterprise maintains its personnel stimulated and in what way they consider the overall performance of employees for job compensation. At times management will pay greater interest to extrinsic rewards but intrinsic rewards are equally important in employee motivation. Intangible or psychological rewards like appreciation and awareness performs a necessary function in motivating employee and increasing his performance. Schacter (2009) concluded that dedication of personnel is based on rewards and recognition. The risk of a decrease in salaries, sometimes accompanied by a decline in the status of the profession relative to others, is that staff incentives to provide quality teaching might become (or remain) insufficient.

ii. **Professional Training, Development and Teacher Motivation**
The 21st century employment relationship has redefined development and career opportunity. Masgoret and Gardner (2003) asserted that development is now considered as gaining new skills and taking advantage of many different methods of learning that benefit employees and organisations. Employees benefit by experiencing greater performance about their ability to achieve results on the job and by taking responsibility for their career; the organisation benefits by having employees with more skills who are more productive. If an organisation does not recognize the individual's need and desire to grow, then

development becomes a primary reason for resignation. In organisations where employees receive the proper training needed to assume greater responsibilities, turnover rates are generally lower. According to Walsh and Taylor (2007), training activities are correlated with productivity and retention. The use of formal training programs is associated with significantly higher productivity growth. Extensive training are more likely to be captured by the firm if employees are motivated to stay and contribute to the firm's success fostered in part by selective hiring, competitive pay packages and team-orientated work environments. The main aim of teacher training is to develop educational skills that are compatible with education policies and to enable teachers to deliver these policies. Several other factors need to be taken into consideration. These include the ability to convey knowledge, communication skills, knowledge of the subject matter and professional development attainment. Neglecting these factors is capable of hindering an effective supervision process.

iii. **Work Environment and Staff Motivation**

The work environment has a significant impact upon employee performance and productivity. By work environment, it implies those processes, systems, structures tools or conditions in the work place that impact favourable or unfavourable individual performance. The work environment also includes policies; rules, culture, resources, working relationships, work location and internal and external environmental factors, all of which influence the ways those employees perform their job functions. Work environment in this context extends to cover size and arrangement. Ropper and Juneja (2008) posited that the arrangement of one's workspace is important primarily because it significantly influences social interaction. An employee's work location therefore is likely to influence the information to which one is privy and one's inclusion or exclusion from organisation's events. Habtoor (2016) proposed that teachers' goal orientations for teaching predicted the goals for learning that they emphasized in the classroom, which in turn influenced students' goals. However, the links between staffs' goal orientations for supervision and their motivation options are inconsistent in most cases, leading to ineffective instructional practice.

Summary

Motivation is the reason for which humans and other animals initiate, continue, or terminate a behaviour a given time. Motivational strategies are commonly understood as forces acting within the agent that create a disposition to engage in goal-directed behaviour. It is often held that different mental states compete with each other and that only the strongest state determines behaviour. The paradigmatic mental state providing motivation is desire. But various other states, such as beliefs about what one ought to do or intentions, may also provide motivation. Various theories have been proposed concerning the motivational concept. Motivation may be either intrinsic, if the activity is desired because it is inherently interesting or enjoyable, or extrinsic, if the agent's goal is an external reward distinct from the activity itself. It has been argued that intrinsic motivation has more beneficial outcomes than extrinsic motivation.

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MENTORING AND KNOWLEDGE MANAGEMENT IN SCHOOL SUPERVISION

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Introduction

Nigerian education is becoming increasingly difficult and complex in recent years. This is because of the pressures brought on by increasing enrolment, technological advancements, competition, and globalization that have emerged as defining features of global affairs. As a result, there are high expectations for schools, particularly tertiary institutions, which serve as the locations where all types of workers are trained. Such provisions include creating intangible assets such as knowledge (Kim, Byung & Lee, 2012; Mazorodze & Buckley, 2020). Cheng (2015) argued that organisations, particularly those in the educational sector, are becoming aware of the potential for technology to improve knowledge, but that this improvement can only be realised if organisations have a better grasp of how knowledge is truly created and disseminated.

Knowledge is the most valuable thing an organisation possesses, and it can be acquired in one of three ways: directly from an individual; through instruction; or by experience (Kim, Byung & Lee, 2012). For many organisations, success depends on the efficient use and ongoing development of their knowledge base in order to be creative and competitive (Hamburg, 2014). Despite this, there are a number of factors, such as employee turnover, the inability to learn new things, difficulties associated with outsourcing, malfunctions in information technology, or any unforeseen circumstances, that can result in the school losing vitally important knowledge (Daghfous, Belkhodja &

Angell, 2013; Gehrke & Hasan, 2020). Therefore, for schools to improve teaching and learning by using technology to provide relevant knowledge, policies, and strategies to boost school effectiveness must be in place. According to Cheng (2015), educational institutions can produce staff to address staff shortages at different organisations within the economy. That is something that can be done through knowledge management within schools.

Knowledge management generally refers to the utilisation of information to improve organisational performance, management, and operations. It is also a process that helps organisations discover, choose, organise, and share crucial information and skills that form part of an organisation's history and are typically unstructured (Tourban cited by Shahram, Mir & Mohsen, 2013). Therefore, knowledge management aims to prevent or reduce knowledge loss, which frequently occurs when employees depart an organisation temporarily or permanently (Bencsik, Juhász & Machova, 2014), or to help organisations create a solid framework that can preserve, generate, and apply knowledge for problem-solving and the organisation's long-term growth (Cheng, 2015). In this instance, the crucial question is how employees impart their expertise to their company's remaining co-workers or what knowledge components employees bring with them. These options are listed by Mathew and Kavitha (2008) to include employee rotation, training and development, team learning, and the advisory approach, or mentoring, as it is often known.

As part of a continuous process of teacher education, school supervision involves the supervisor observing what occurs in the instructor's classroom with the aim of enhancing instruction (Onasanya, n. d.). This involves recognising both the strengths and weaknesses of staff members and utilising appropriate and cooperative approaches to improve both. This raises the calibre of schools and furthers educational objectives. According to Zain, et al. (2021), supervision is regarded as the best mechanism for ensuring that the quality of teachers' teaching can be improved. In addition, supervision is thought of as the process of leading, guiding, and aiding the teacher in enhancing classroom instruction (Okendu, 2012). This means that skilled and qualified people do the role of guiding, instructing, and helping the instructor (teacher) to

convey knowledge to the student, who finally will become a distinctive member of the local community and the country as a whole.

Meaning of Mentoring

The word mentoring was first used as the process by which a wise and knowledgeable man was tasked in the Odyssey with instructing Odysseus' son. That implies that mentoring is the deliberate pairing of a novice with an expert to direct and encourage the novice's development (Pitton, 2006). Mentoring, according to Ekechukwu and Horsfall (2015), is the unofficial transfer of knowledge, social power, and psychological counselling that the recipient perceives as pertinent to their work, career, or professional growth. Mentoring entails informal communication, typically face-to-face and over a prolonged period of time, between a person who is perceived to have more relevant knowledge, wisdom, or experience (the mentor) and a person who is perceived to have less relevant knowledge, wisdom, or experience (the mentee). Additionally, Odimmega, Udemba, and Obiekwe (2021) opined that mentoring can be defined as the ongoing relationship that lasts for the first year of a new teacher's professional practice and the provision of personal assistance to new teachers in schools, typically by seasoned veterans.

Teacher mentoring develops a connection of continual support, cooperation, knowledge, and skill growth that results in better teaching techniques (Cook, 2012; Angyu, 2021). According to Olu-Ajayi (2016), mentoring is a supportive relationship established between two individuals where knowledge, skills, and experience are shared. The mentor and new teacher have a supporting relationship in which the mentor serves as an example, facilitator, coach, and advisor and shares experiences and information with them. By assisting professionals in their academic and professional development, mentoring supports and sustains the ideals and culture of higher education systems. Mubashar (2016) explained that mentoring nourishes and relaxes the teachers' behaviour as it guides them to develop and adjust themselves in their working environment; thereby helping to orient new staff to the organisation's culture. In the mentoring process, the mentee can gain knowledge from the mentor's experience and prior errors, and competencies in particular areas can be reinforced (Robinson, 2014).

In the school setting, mentoring happens between the school head (the principal) and his teachers, especially newly employed teachers. According to Baptiste and the Canadian Association of Occupational Therapists (2018), mentoring is a teaching strategy that can easily fit into the higher education culture where a professor, or senior colleague helps to train and guide the newly employed lecturers, especially Graduate Assistants. The mentor acts as a socialising agent by passing along the knowledge and skills that new members of the culture will need to succeed and adapt. With this, mentees build meaningful relationships with more experienced staff members (Robinson, 2014; Angyu, 2021). Given the various definitions of mentoring, one can conclude that it is a process that takes place within an organisation between two employees with various work experience opportunities that enables the transfer of information and skills from one person to another.

Meaning of Knowledge

As noted by Turban, Rainer, and Potter, as referenced by Mazorodze and Buckley (2020), knowledge is information or data that has been processed and organised to express understanding, experience, and competence pertaining to a present problem. As a result, knowledge is a synthesis of facts, principles, norms, and past experiences. Knowledge is stored in people's heads, and it has a major impact on how successful an organisation is. In other words, an expert's knowledge grows when new information is processed in their brain. Organizational knowledge is not just found in documents, but also in people, systems, and processes.

Meaning of Knowledge Management

Knowledge management can be looked at from various angles. According to Nonaka and Takeuchi (1995), it is the practice or strategy of gathering individual knowledge and disseminating it within an organisation. Knowledge management is a technique that helps organisations discover, choose, organise, and share crucial knowledge and abilities that are an aspect of their organisational culture in a typically organised manner (Tourban cited by Shahram, Mir & Mohsen, 2013). According to Jackson (2010), it is the process through which a company locates and uses knowledge to stay relevant by creating value from its intellectual capital, or, more specifically, from the expertise of

its people. Cheng (2015) stated that utilising information and knowledge to improve organisational performance, management, and operations is known as knowledge management. It strives to assist organisations in building a strong framework that can preserve, generate, and apply knowledge for problem-solving and the organisation's long-term growth.

Knowledge management has various aspects, such as objectivity, method, and competency, which can be regarded differently, depending on the context. As a process or method, knowledge management focuses on creating, disseminating, and exchanging information. But as capability, knowledge management often concentrates on building employees' core skills, in-depth understanding of the strategic advantage of know-how, and establishing intellectual capital for the organisation. Additionally, Akpotohwo, Iyoha, and Emezie (2020) posited that knowledge management is the set of practices aimed at discovering and harnessing an organisation's intellectual resources, such as people's expertise, wisdom, and relationships. Thus, a conclusion is drawn from the aforementioned definitions that knowledge management is an intentional attempt to share and apply knowledge by getting the appropriate knowledge to the appropriate people at the appropriate time.

Currently, knowledge management is used in every sector of the economy. In the education sector, knowledge management refers to a group of comparatively modern school activities that use knowledge as a valuable asset to improve school behaviours, decisions, student learning, teaching procedures, and collegial relationships, which can assist schools to perform better as a whole (Cheng, 2015). Schools could institutionalise a knowledge management mechanism for their core business, which is teaching and learning if they wish to remain viable in the market.

Meaning of Supervision

According to Yusuf, Aminu, and Ibrahim (2015), supervision is the method through which those involved in education work together to enhance the educational experience of their students. Students are the primary focus of this collaborative endeavour, which entails a series of activities designed to enhance the classroom experience as a whole. In general, instructional supervision aims to enhance the teaching and

learning environment for the benefit of the instructor and the students (Ekundayo, Oyerinde & Kolawole, 2013). The goal of school supervision is to ensure teachers' professional development and that of their entire educational system. Kotirde and Yunos (2015) also stated that supervision inspire teachers and ensures they perform their duties in a way that helps pupils learn. Therefore, in the context of this study, supervision refers to a method of counselling, coaching, directing, renewing, supporting, motivating, enhancing, and monitoring instructors in the hope of securing their collaboration so that they may succeed in their role of instructing and managing classrooms.

Over time, the concept and practice of supervision of instruction have changed (Glickman, Gordon & Ross-Gordon, 2014). Supervisors in the 19th century would create stringent guidelines for the instructors and check on individuals while they were in the classes to ensure educators followed the rules, and if they didn't, they could be fired (Glanz, 2018). But in the 21st century, instead of concentrating on shortcomings in order to fire instructors, supervisors now assist teachers to overcome their challenges (Atieno, 2019). The fundamental goal of instructional supervision, according to Mette, Range, Anderson, Hvidston, Nieuwenhuizen, and Doty (2017) and Atieno (2019), is to support supervisors and instructors for the benefit of the school rather than to assess the ability of the teachers. Nowadays, supervision is viewed as a two-way process in which the supervisee and supervisor converse with the aim of improving education, which therefore should be focused on (Zepeda, 2015).

Types of Mentoring

Knowledge impartation, which refers to the process of passing on knowledge from a mentor to a protégé, has special relevance in mentoring (Chua & Lessing, 2013). This procedure can take the form of giving strong instructions, offering words of support, or motivating through actions and attitudes. However, Hadi and Rudiyanto (2017) argued that all mentoring relationships, regardless of their structure, must centre on amicable and professional interactions. Hence, mentorship in schools often involved many processes based on the various complexity of most school cultures and the individual distinctions that exist between individuals. According to Mavuso (2007),

Nowell, Norris, Mrklas, and White (2017) and Barrette-Ng et al. (2019), identified the following types of mentorships:

1. **Natural Mentorship:** This kind of mentorship frequently takes place inside existing communities amongst friends, colleagues, and teaching partnerships, where one person listens, counsels, and supports the other.
2. **Informal Mentorship:** Informal mentoring is significantly less organised. It simply refers to a mentoring situation where there are no regulations or formal agreements between the mentee and mentor. It often begins once an ambitious young employee asks a senior individual to serve as a mentor or when a senior member of staff happens to meet a junior employee staff or student they like and ends up taking that individual under their wing, at times without the latter's knowledge and consent.
3. **Group Mentorship:** In group mentoring, a single mentor guides several interdependent mentees who hold each other individually and collectively responsible for a shared goal of growth and learning. Group mentoring offers chances for interaction, sociability, support, and encouragement.
4. **Dyad Mentorship:** The classic dyad mentoring paradigm pairs mentees with more seasoned mentors, frequently with institutional backing. That is, a mentee is often assigned to a mentor by the school management. It can also be classified as a formal mentorship. Hence, mentors and mentees share equal responsibility for dyad mentoring relationships to be successful.
5. **Peer Mentorship:** In peer mentoring, two or more individuals with comparable backgrounds or positions work together as equal mentoring partners to accomplish predetermined objectives. Peer mentoring is collaborative in nature, where a mentor assists mentees by offering support, expertise, counsel, and advice while bringing out the mentor's best qualities, presenting opportunities to share knowledge, and fostering stronger bonds between mentor and mentees.
6. **Constellation Mentorship:** This type of mentorship refers to a mentee having numerous mentors who are actively involved in and working to improve the mentee's growth. Through constellation mentoring, mentees can interact with mentors who

have a variety of mentoring and leadership philosophies, gaining a rich and in-depth understanding of various teaching and learning techniques. Additionally, having more than one mentor gives mentees more chances to grow their networks.

7. **Self-Managed Mentorship:** According to this concept, an individual is actively responsible for his or her own career growth by looking for a mentoring program as needed. It is a dynamic process, and an individual works with several mentors at once, each of whom helps him/her acquire certain strengths.
8. **Distance Mentorship:** This type of mentoring takes place when the mentor and mentee are not living or working in the same place/town. Those who live on satellite campuses or want to seek advice from mentors may find this type of mentoring to be especially beneficial.
9. **Situational Mentorship:** This mentoring occurs when someone offers the proper knowledge or insights at the right time in another person's life. The mentor might not be aware of the effect of his or her comments; they may just be reacting to the protegee's need. If the knowledge provided meets the protegee's needs, the impact can be significant. However, the value of such a casual transfer of ideas primarily rests on how well the protégé accepts and uses the material/knowledge offered.
10. **E-Mentoring:** This is a less typical form of mentoring, sometimes known as telementoring. E-mentoring offers convenience and adaptability, which is especially helpful for people who might have issues with their mentors due to their gender, race, physical appearance, or location. This is so that neither party would be aware of the other's gender, status or history as all mentoring actions are carried out through an Information technology mechanism or platform.

Benefits of Mentorship

Mentoring is beneficiary in many way and goes beyond personal mentoring relationships to the greater community of academic, academic programs, and institutions. Mentorship is therefore of significant benefit to mentors, mentees, the school organisation, and the community.

The following are some benefits of mentoring to the mentor:

- a) Rekindles enthusiasm for the role of expert;
- b) Gains a better understanding of the obstacles faced by those at the bottom of the organisation; • Improves coaching, counselling, listening, and modelling skills;
- c) Develops and puts into practice a more individualised style of leadership;
- d) Displays expertise and shares knowledge;
- e) Raises generational awareness.

Benefits of mentoring for the mentee include:

- a) Sharpening spotlight on potential of employees;
- b) Advancing professional development to a superior position;
- c) Gaining competence to translate principles and techniques into effective actions;
- d) Complementing ongoing formal study and/or learning and development opportunities;
- e) Gaining opportunities for career advancement;
- f) Demonstrating abilities and exploring potential;
- g) Promotes professional experience and career networks;
- h) Enhances capacity to communicate objectives, goals, and issues;
- i) Learns about workplace culture

For institutions, mentorship may help to:

- a) Increase collegiality and a sense of belonging among faculty.
- b) Increase collegiality and a sense of belonging among faculty.
- c) Foster loyalty and commitment, renewed enthusiasm and increased productivity.
- d) Enhance the quality of teaching throughout the institution.
- e) Develop future leaders from within the institution who foster commitment, retention and teamwork.
- f) Orient new staff to the organisation's values.

Teaching and learning communities may benefit from mentorship in the following ways:

- a) Develop an understanding of the value of mentorship to the growth of the community as a whole.

- b) It leads to a continuous and lifelong learning.

Mentoring Strategies for Effective Instructional Supervision

In mentoring teachers, Nnebedum and Akinfolarin (2017) opined that a supervisor shares ideas about new education programmes, discusses and proffer solution to problems encountered by teachers during instructional delivery, guides in the preparation of lesson notes and plans, provide modalities for teachers to adopt in continuous assessment of the students among others. Hence, mentoring plays an important role in instructional supervision, not only in the case of support for the development of teachers' professional skills but particularly in the process of support for professional growth (Suchankova & Hrbackova, 2017). Seniors and professionals share their information and experience with mentees which creates and develops in them a deeper sense of loyalty to the organisation and increases their commitment to their tasks (Ofobruko & Nwakoby, 2015).

A mentor may play his role as a supervisor, a manager, or otherwise by sharing experience and knowledge with the mentee. To handle the stress that comes with their jobs, new educators require help from their surroundings. During their transition period, Hadi and Rudiyanto (2017) stated that if mentees do not find a favourable work environment, they may quit. As a result, top teachers and school administrators must make mentees feel at ease. Although he or she may also act as an advocate and a supporter, the supervisor's primary duty is that of an evaluator (Hudson, 2013). In other words, when these new instructors have access to resources, advice, and help to handle their teaching challenges, they may discover that teaching is pleasurable. This support should come from the senior colleague or mentors in the school. Hence, the following are the strategies needed to make mentoring an effective instructional supervision tool in school organisations (Ofobruko & Nwakoby, 2015; Hadi & Rudiyanto, 2017):

1. Implement mentoring program with the school management support
2. Establish support systems for mentoring program in the school, such as scheduled time, welfare packages to mentors etc.

3. Set up training programmes for mentors in the institution. That should focus on the skills needed and the kind of relationship to be established with the protégés.
4. Recruit active participants that will be dedicated to the cause
5. According to their responsibilities and roles in the mentoring relationship, mentors and protégés need orientation and training. It is beneficial for mentors and protégés to know one another and establish expectations during their joint induction training.
6. The connection between the mentor and the protégés need to happen naturally as it is crucial that mentor and protégé are the right fit.
7. A mentorship agreement should be created to facilitate effective communication and understanding between two parties and to guarantee that what needs to be done is clear.
8. During the implementation process, flexibility is crucial, which means tailoring the mentoring process to the demands of the programme.
9. This implies that to ascertain whether the program's goals have been accomplished, the success and issues with the programme must be assessed. The evaluation method must include each and every participant.
10. Mentoring is very much a human activity, just like any other function within an organisation, so mistakes are unavoidable. Therefore, the programme should be viewed as a learning and growth opportunity by all stakeholders involved. The programme should be improved as the long-term goal. Therefore, ongoing monitoring is required to spot opportunities for improvement.

Mentor-Mentee Relationship

Mentoring is founded on the relationship between the mentor, as a more experienced professional, and the mentee, as one who is learning about the profession. The purpose of this section is to identify ways in which mentor teachers can form positive mentor-mentee relationships. For a mentorship to work, the prospective mentor/supervisor must already have the qualities that the mentee hopes to focus on acquiring through the relationship. Despite that anyone can serve as a mentor or supervisor,

the finest mentors/supervisors have most, if not all, of the following characteristics according to Baptiste and the Canadian Association of Occupational Therapists, (2018): (a) a sincere desire to see the mentee succeed; (b) attention to the needs and growth of the mentee; (c) superior listening abilities; (d) a timetable that allows flexibility; (e) dedication; (f) a great sense of discretion; (g) a tactful strategy to avoid domination, control, or excessive safeguards; (h) outstanding instruction and assessment abilities; (i) expertise in education and experience that is pertinent to the mentee's particular field of interest; (j) believe in the prospects of the mentee; and (k) talents in communicating.

The mentee must be able to: (i) maintain discretion; (ii) assume accountability for personal growth; (iii) be open to mentoring, criticism, and new idea; (iv) pay attention and inquire; (v) express self-honestly and truthfully; (vi) be mindful of personal differences; and (vii) work towards the objectives set by the mentor (Mavuso, 2007). As a result, compared to a professional who has had a mentor for a long time, the types of mentoring connections that a new teacher has with their mentor may be very different. According to Mpofu and Chimhenga (2016), teachers are responsible for their classrooms and the pupils who attend them. The mentoring relationship and process may need to be carefully planned and organised in an educational setting where the mentee may be expected to perform all of the activities the mentor does (Hudson, 2013). Smith, referenced by Mpofu and Chimhenga (2016), asserted that a mentor could be a colleague or co-worker comparable to them in terms of rank and age. Mentoring peers may have more or less experience than the mentee and may be at similar developmental stages. In the conventional definition, mentors are typically influential individuals or those the mentee wishes to emulate.

Dimensions of Knowledge Management

Knowledge Management has several facets, and the most often-used framework distinguishes between tacit and explicit knowledge. The term tacit knowledge describes the internalised knowledge that people in an organisation have, even though they may not be aware that they do; as it relates to how they carry out certain activities. On the other way round, explicit knowledge refers to information that people in organisations are aware of. Making sure that tacit knowledge is recorded and transformed

into explicit knowledge is an essential component of any knowledge management system. Furthermore, Juneja (2022) proposed that even explicit knowledge needs to be transformed into meaningful and practical information. However, putting knowledge management into practice in an organisation can occasionally be difficult, thus top management must set up the organisation for its application. According to Hajric (2018), such a process might be carried out in the following dimensions, such as:

1. **Strategy:** The knowledge management strategy should be shaped by the institution's overall mission. To manage, disseminate, and produce relevant knowledge assets that serve tactical and strategic objectives.
2. **Organisational Culture:** The way staff interacts in the school environment in which knowledge is formed is a major determinant of successful implementation. Thus, staff reluctance to change, and how they share (or do not share) knowledge are all influenced by the organisational culture.
3. **Organisational Processes:** The successful implementation of knowledge management also depends on the proper procedures, conditions, and frameworks that permit knowledge management implementation within the company.
4. **Management and Leadership:** All levels of knowledge management require capable and seasoned leadership. An organisation may or may not need to implement a range of knowledge management-related positions, such as knowledge managers, knowledge brokers, and .the like
5. **Technology:** The systems, tools, and technologies that are appropriately planned and put into place to meet the needs of the organisation.
6. **Politics:** Long-term support for initiatives that almost all organisational functions are involved in, which may be expensive to achieve (both in terms of time and money), and which frequently do not immediately show a return on investment.

Knowledge Management Processes

The field of knowledge management works to disseminate individual or group knowledge throughout organisations in ways that directly impact performance. Any techniques and activities involved with the production, acquisition, capture, sharing, and application of knowledge, skills, and expertise are included in the idea of knowledge management (Khdour & Salem, 2014). According to Gold, Malhotra, and Segars (2001), exploiting the infrastructure capability requires knowledge process capabilities (needed for storing, transforming, and conveying knowledge within the organisation). Acquiring, storing, comprehending, sharing, and applying knowledge are all steps in the knowledge management process. These steps are conducted as part of the organisational learning process in relation to the culture and strategies of the business.

In addition, knowledge management processes are described by Gholami, Asli, Nazari-Shirkouhi, and Noruzy (2013) as consisting of eight practises: reviewing, analysing the knowledge management processes, analysing the application risks, carrying out the suggested plans, developing knowledge, consolidating knowledge, sharing knowledge, and combining knowledge. Theocharis and Tsihrintzis (2016) stated the following processes of knowledge management; (a) creation or acquisition; (b) knowledge modify; (c) knowledge use; (d) archiving knowledge or encoding; (e) knowledge transfer (f) translation/redefinition of knowledge for specific purpose (g) access knowledge user; and (h) knowledge disposal. The authors went on to say that these processes can be categorised into broader processes that are better suited for business carried out by the organisation/institution. As a result, the study identifies four main dimensions proposed by Gold et al. (2001) as follows:

- a) **Knowledge acquisition:** This concept describes a school's capacity to identify, acquire, and accumulate knowledge (internal or external) that is crucial to its operations. Knowledge can be acquired through a variety of processes, such as creation, exchange, and dissemination.
- b) **Knowledge conversion:** For effective use inside the school, knowledge that is gathered from a variety of sources (both internal and external to the school) needs to be converted to

organisational knowledge (Fattahiyan, Hoveida, Siadat, Talebi, 2013). Organisations must quickly transform data into information and information into organisational knowledge in order to realise the benefits of the conversion process since it occurs along the supply chain of data, information, and knowledge. As a result, it is anticipated that the knowledge conversion process may have an impact on performance results.

- c) **Knowledge application:** According to Bhatt (2001), this has to do with making knowledge more active to add value. Organisations must apply knowledge to their processes, goods, and services in order to add value. This can be done in a number of ways, including repurposing existing knowledge, encouraging and training employees to think creatively, and drawing on existing knowledge.
- d) **Knowledge protection:** Maintaining control and efficient operations within companies depends on knowledge protection. A common example of this would be the utilisation of copyright and patents, as well as information technology systems that enable knowledge to be guarded by filename, user name, password, and file-sharing protocols that grant rights to approved users.

Thus, the process of knowledge management includes all the different ways that an organisation gathers knowledge, transforms it into a usable form, applies or uses it, and safeguards it. According to Dalkir (2011), who had a similar perspective, knowledge management is the intentional and methodical alignment of an organisation's people, technology, processes, and organisational structure to generate value through reuse and innovation. That is accomplished by encouraging the creation, exchange, and application of information and by ingesting important lessons learned and best practices into corporate memory to support ongoing organisational learning. However, for an organisation to be able to accomplish this effectively, management must be able to carry out these knowledge management activities:

- i. Identifying the locations of knowledge within the organisation and mapping it to allow for greater utilisation.

- ii. Enhancing an organisation's intellectual capital will increase its ability to create value through the efficient accumulation and application of intellectual capital.
- iii. measuring the performance and the worth of knowledge assets.
- iv. Establishing conditions that encourage invention and the production of new knowledge.
- v. Developing intelligent capabilities, which allow externally useful knowledge to be gathered and used to guide strategic decision-making.
- vi. Supporting "learning" cultures, in which knowledge creation and sharing are valued.
- vii. Gaining knowledge of the knowledge-based competencies the organisation will require to compete in the future.
- viii. Making the talents and knowledge of the organisation's employees available for sharing across organisational boundaries.
- ix. Safeguarding knowledge that belongs to the organisation and is valuable property.
- x. Creating a comprehensive knowledge management architecture that establishes frameworks, standards, and procedures for effective knowledge management practises.

Knowledge Management Principles

An organisation, programme, or team's knowledge management principles are its long-term guidelines for doing so. One of the most helpful things management can do to aid the institutions' knowledge management programme is to establish principles. Principles of knowledge management need to be developed that are specific to each company. Schools for instance can measure, store, and use knowledge more efficiently with the help of knowledge management. Knowledge management improves one's capacity for problem-solving and decision - making. Teachers can create procedures such as through the internet for gathering and sharing knowledge to improve classroom instruction and learning experiences through the use of the knowledge management method in schools (Girard & Girard, 2015). Hence, for effective instructional supervision through knowledge management processes, the following principles are to be adhered to:

- a) It must be in accordance with a common vision and values;
- b) It should be directed towards improving the teaching and learning process, i.e., it should focus on the instruction;
- c) The supervisor's role should be that of a mentor who supports, assists, and share rather than direct the teacher;
- d) Respect for personality and individual differences;
- e) Supervision should be directed towards the teacher's career growth;
- f) it should give both parties ample opportunity for cooperation and respect for individual abilities;
- g) It should use scientific techniques and mind-sets that can be adjusted to particular circumstances or discoveries involving the mentee or the supervision procedure;
- h) It should be innovative and multifaceted;
- i) It should be result-oriented;
- j) It should be adaptable and situation-sensitive;
- k) It should also ensure the mentee's job satisfaction; and
- l) It should adhere to a well-thought-out plan.

Summary

The strategy employed by supervisors in implementing instructional supervision has a direct bearing on its efficiency. As a result, the mentoring approach of supervisors in the educational system should be strengthened and consolidated. This is crucial since inexperienced supervisors who lack mentoring skills will not use this method while overseeing classroom instruction. The mentorship technique is the most effective way to raise the calibre of instruction and expertise among teachers, according to earlier research cited in this study. Therefore, assistance in the form of a well-designed mentoring programmes might be essential for retaining and recruiting qualified educators. On the contrary side, this requires a suitable knowledge management framework in a school for the application of mentoring programme for instructional supervision to make it successful.

The main goal of knowledge management is to identify and utilise an organisation's intellectual resources by locating, unlocking, utilising, and ultimately capitalising on the most valuable resources of an organisation: people's knowledge, skills, relationships, and expertise. Its

fundamental objective is to deliberately disseminate the appropriate knowledge to the appropriate individuals at the appropriate moments so that it may be applied. As a result, teachers who are the cornerstones of top-tier human capital growth deserve to be mentored

- Through a proper knowledge management framework in schools;
- Through mentoring, knowledge will be transferred back and forth between mentor-supervisors and mentees (educators), ensuring that minimal information is lost when employees leave the school; and
- By maintaining knowledge within the school organisation, thus ensuring that it is never relinquished to the outside world or, even more potentially, lost to rivals.

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SUPERVISION AND INSPECTION OF SCHOOLS

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Introduction

The expansion of education in the modern educational system is based on growing the number of educational institutions, teachers, and students and providing all types of facilities necessary for proper educational advancement. It will never be enough if we do not attain enough qualitative returns or results. Supervision and inspection in the education system are critical sources of competitive advantage in the ever-changing educational system. The continuous increase in school enrollment coupled with the increased complexity of school administrators has, without a doubt, necessitated greater attention to supervision and inspection in schools. As the population and student enrollment continue to increase, the available human and material resources will continue to overstretch. The situation becomes even more fear-provoking when teachers and teacher education programmes are being transformed towards yielding better outcomes due to adequate planning for supervision, and inspection is needed to address these issues. That is more so because supervision and inspection play a unique role in educational systems.

Nature and Purpose of Supervision

Supervision is a Latin word that means super and vision. Super means 'from the above,' and vision means 'to see'. In the ordinary sense of the term, supervision means overseeing the activities of others. The nature of supervision in schools varies; some schools have a hierarchical structure with designated administrators responsible for the supervision, others have a more decentralised approach with teachers having more autonomy. Supervision can take many forms, including teacher supervision, administrative supervision, and instructional supervision, which school administrators, teachers, or other designated staff members may provide. Supervision has become necessary and inevitable in recent times because of its importance and the desire to improve the quality of education. Edo and David (2019) viewed supervision as a process of stimulating growth and a means of encouraging teachers to increase administrative and academic performance. In other words, supervision involves providing expert assistance to teachers to be more skillful and competent in their areas of specialisation.

Supervision is one of the administrative tools that individuals and groups employ in the day-to-day administration of their work or organisation (Nyarko cited in Edo & David, 2019). The importance of school supervision in modern educational systems requires a lot of attention because many people are currently more conscious than in the past about the essence and roles of education. Osakwe (2017) stated that supervision is concerned with providing professional assistance and guidance to teachers and students towards achieving effective teaching and learning in the school. It involves maintaining discipline, ensuring compliance with school policies and procedures, and providing support and guidance to teachers and students. Ihebereme (2012) opined that supervision promotes the professional growth of teachers. In other words, it ensures quality control through regular and continuous monitoring of instruction and other educational services. The ultimate goal of supervision is to promote student academic success and improve the overall quality of education.

There are numerous purposes that supervision should serve in the education system. For any inspection visit to be meaningful, the supervisor should understand what he wants concerning the purpose and how to go about it. The modern supervisor of schools should go to

schools as a professional to meet the teachers as co-workers in the educational programmes. Some of the purposes of supervision, as outlined by Olorode and Adeyemo (2012), include:

1. To ensure that each teacher in the school has been performing the duties for which he will be paid or is being paid.
2. To promote and develop a favourable setting for teaching and learning.
3. To help the teachers improve their status, skills, and knowledge.
4. To ascertain the standard of educational performance.
5. To check the available resources in each school.
6. Ascertaining whether guidelines on specific government policies have been followed (e.g. on assessment, school registration, etc.).
7. To assess the climate or tone of the school and suggest remedial measures.
8. To evaluate the success of new methods and theories.
9. To motivate and encourage the teachers to develop a healthy attitude towards work.

The types of visits for school supervision can be classified according to the purpose of the visitation and the length or extent of time spent. School supervision can take different forms, including formal evaluations, coaching and mentoring, and regular classroom visits. The purpose is to help teachers enhance their skills and knowledge, improve their instructional practices, and increase student achievement.

Nature and Purpose of Inspection

Inspection is a general examination of an organisational unit, issue, or practice to ascertain the extent it adheres to normative standards, good practices, or other criteria and to make recommendations for improvement or corrective action. In the education system, inspection refers to evaluating and examining various aspects of a school's operations, including its curriculum, teaching methods, administrative procedures, physical facilities, and educational outcomes. Mampane (2020) posited that school inspection is an accountability mechanism by governments to determine the value for money in the education system even though there seem to be little returns on education investment

because inspection is not adequately performed and has no input into improving education. School inspections are of different types, including routine visits, investigation visits on school administration, subject-specific inspections, special visits, follow-up visits, and full or whole school inspections (Lupimo, 2014).

Inspection is a critical mechanism for enhancing leadership, teaching, and learning in the school contexts under which those mechanisms operate. Through inspection, school leaders, policy, and decision-makers receive accurate information about the current state of education in schools (AlKutich & Abukari, 2018). Inspectors perform quality control mechanisms in schools to enhance performance standards and monitor and evaluate the effectiveness of learning outcomes (Mampane, 2020). They do formal site visits to schools as education authorities and observe classroom and management activities. Although it exists in almost all countries, school inspection is subject to critical scrutiny (Alkutich, 2016). Inspections of schools assess and hold schools accountable for educational qualities and student achievement. The practice, however, aims at improving education quality by providing feedback on the strengths and weaknesses of schools to suggest improvement strategies (Ehren et al. 2015; Bitan et al. 2014).

In Africa, school inspection, as noted by Obiweluozor et al. (2013), is a political and administrative instrument for maintaining school contact, assessing school operations for teachers' professional guidance, and teaching and learning improvement suggestions. The authors suggested that school inspections should be to check teacher behaviour and performance. However, the controversy is the acknowledgement of it being archaic and focusing on compliance with regulations and faults found to create fear and pressure on teachers and learners. It is also criticised for poor leadership, much paperwork, and concentration on trivial like teachers' appearance. Ssekamwa and Lugumba in Mampane (2020) maintained that school inspection guides school management, teaching, learning, and administration, however, the challenge is when it serves as a policing instrument instead of a framework for improving quality leadership in education.

That notwithstanding, inspection is an integral part of the education system and has maintained the same purpose irrespective of its historical

development in different parts of the world. Some of the reasons inspection is carried out in schools, as outlined by Mampane, include:

1. To acquire an overview of the quality of education: This is in accordance with performance indicators for an education system. Reports are sent to the educational institutions involved to enable them to plan improvement strategies.
2. To ensure minimum standards: This is to verify that minimum standards are being adhered to. This thus helps to guarantee relatively equal educational opportunities for all by ensuring that the schools maintain the same standards across the country.
3. To offer purposeful and constructive advice: This is to create a forum where purposeful and constructive advice can be given for the sake of improving the quality of teaching and learning in schools.
4. To supervise the implementation of Curriculum: Curriculum implementation is the interaction between those who have created the curriculum and those who are charged to deliver it. The supervision of its implementation ensures that teachers follow the school curriculum effectively. There have been real concerns that some schools do not implement their curriculum and that some teachers do not know what is expected of them. The curriculum must be delivered properly if it is to have an impact on student learning.
5. To identify discipline problems: In this situation, inspectors attempt to identify some of the discipline problems encountered in schools. Inspections, for example, ensure that prudence is maintained as expected and that the public funds that are provided for running schools are used responsibly.
6. To monitor and improve Teaching and Learning: In this situation, the school authorities may wish to know the true position of a school's human and material resources. Inspectors thus determine staff strengths, the appropriateness of the teaching qualifications of teachers, and the state of facilities in schools.

Though inspection is a positive way of improving leadership in schools, what is overlooked is that it does not tell us much about the contextual

factors that have a direct bearing on the leadership that leads to learners' academic performance. In addition, the practice varies from autocratic to democratic principles, with some school inspectors acting as police officials rather than leaders to improve the quality of education.

Historical Development of Inspection

The history of school inspection dates back to the 19th century when governments began to take a more active role in ensuring the quality of education in their countries. In many cases, this was a response to the growing recognition of the importance of education for national development and the need for a more formal system to monitor and improve the quality of schools. One of the earliest examples of school inspection was in the United Kingdom, where the Education Act of 1870 established the principle of government inspection of schools. This act also established a system of school boards, which were responsible for the administration of schools and the appointment of inspectors. Over time, the role of inspectors evolved, and they became responsible for evaluating the quality of teaching, curricula, and facilities in schools and making recommendations for improvement.

In the United States, development was slow until the establishment of a formal system in the 20th century. The education office in the U.S. Department of the Interior, established in 1867, was to be the administrator and oversee education and collect data. However, it was not until the establishment of the U.S. education office in the Department of Health, Education, and Welfare in 1939 that a formal system of school inspection began. In many countries, the role of school inspectors has expanded over the years to include assessment of student performance and monitoring of schools' compliance with national educational standards. Today, inspection remains a vital tool for ensuring the quality of education and promoting continuous improvement in schools. In many countries, inspection is also seen as a means of accountability, allowing parents, educators, and the public to have a clearer understanding of the quality of education provided by schools.

Difference between Supervision and Inspection

The effects of school supervision and inspection on school improvement have been outlined. The provision of feedback about weaknesses, the assessment of these weak points as satisfactory and unsatisfactory, and the agreements between inspectors and supervisors regarding school improvement appear to make a difference in promoting school improvement and development (Ehren & Visscher; Nwachukwu & Nanighe, 2014). However, differences exist between supervision and inspection, as addressed by Nwachukwu and Nanighe.

1. (a) The aim of supervision is to help teachers and students to carry out the teaching so the learning process is more effective and interesting.
(b) The aim of inspection is to find reasons for closing, opening, or retaining a school.
2. (a) Supervision is concerned with the general structure of the school system. It deals with anything from the school curriculum to the welfare of students and teachers.
(b) School inspection is teacher and principal centered. The fundamental aim of

The inspection is to serve the purpose of witch-hunting.

3. (a) Supervision looks at management variables such as plans, policies, and programs. In conjunction with the other participants; supervisors work out a mutually accepted formula for supervision after considering all prevailing conditions in the school and immediate environment.
(b) Inspection rigidly stresses strict compliance to set down rules and regulations. Peculiar local conditions may make some rules and regulations not workable.
(a) Supervision is usually well planned and it is not reserved for investigating occasional problem.
(b) inspections are normally not thorough because they are usually directed at specific occasional problems, such as investigating cases of fraud.
4. (a) Supervisors earn respect by sharing expertise. They are considerate on matters they encounter during supervision.

- (b) Inspectors usually demand respect. They intimidate teachers, students, and school heads.
- 5. (a) Supervision is usually teamwork that is characterised by the division of labour. Expert advice is sort and obtained by teachers and students.
(b) Inspection is usually conducted by a person who is regarded as a jack of all trade.
- 6. (a) Supervision reports are usually not discussed with the teachers and students.
(b) Inspection reports are usually not written immediately after inspection.

Strategies for Improving Supervision in Schools

Improving supervision can help ensure the safety and well-being of students and staff and create a positive and productive learning environment. Here are some strategies that can improve supervision in schools:

1. **Resource Allocation:** allocate resources effectively to support teaching and learning. Supervisors should ensure that staff has the necessary tools and resources to do their job effectively
2. **Encourage Innovation:** Innovation is an effective strategy to improve supervision in schools by promoting the development and implementation of new ideas and technologies that can enhance the monitoring and evaluation of educational activities. This could involve creating an environment that fosters creativity and experimentation, providing resources and support for research and development, and incentivising the adoption of innovative practices. Additionally, involving teachers, students, and other stakeholders in the process of innovation can help to ensure that the solutions developed are relevant and effective in addressing the specific challenges facing each school.
3. **Supportive Leadership:** Supportive leadership can be an effective strategy to improve supervision in schools by fostering a positive and collaborative work environment. This can be achieved through promoting clear communication, providing constructive feedback, recognising and utilising individual

strengths, and creating opportunities for professional development. By building a culture of trust and support, leaders can empower their staff to take ownership of their work and develop their skills, ultimately leading to improved performance and student outcomes.

4. **Clear Communication:** Clear communication is a crucial strategy for improving supervision in schools. By establishing clear expectations, providing feedback, and fostering open lines of communication, teachers and administrators can better monitor and support students' progress, identify areas for improvement, and address any concerns or challenges that arise. Effective communication can also build trust and collaboration among school staff and lead to a more positive and productive learning environment.
5. **Performance Evaluation:** By regularly evaluating the performance of teachers and staff, administrators can identify areas for improvement, recognise strengths and successes, and provide feedback that can help improve overall teaching quality. This process can also serve as a tool for setting goals, establishing expectations, and ensuring accountability. When done effectively, performance evaluation can promote continuous growth and development for teachers and the school community as a whole.
6. **Regular Feedback:** Regular feedback is an effective strategy for improving supervision in schools as it helps identify areas for improvement, promotes accountability, and fosters professional growth. By providing timely and constructive feedback, supervisors can support teachers in refining their instructional practices, and ensure that students receive quality education. This approach also enables supervisors to develop a deeper understanding of the needs and challenges of their teachers, and to provide targeted support to address them.

Strategies for Improving Inspection in Schools

Here are few strategies for improving inspection in schools:

1. **Inspectorate Autonomy:** Inspectorate autonomy can be an effective strategy for improving inspection in schools.

Nwachukwu and Nanighe (2014) opined that when inspection teams are independent and not subject to external pressures or influence, they can carry out their work with objectivity and impartiality. This can help to ensure that school inspections are fair, rigorous, and focused on the best interests of students. Inspectorate autonomy can also promote consistency and transparency in the inspection process and enhance the credibility and trustworthiness of inspection reports. Overall, giving inspectors autonomy can lead to higher quality inspections, better accountability, and improved educational outcomes for students.

2. **Professional Development for Inspectors:** By providing regular training and development opportunities, inspectors can improve their skills, stay up-to-date with the latest education policies and practices, and enhance their ability to conduct effective inspections. These opportunities should be designed to support inspectors in developing the knowledge and skills needed to conduct high-quality inspections. The professional development should also include opportunities to improve their interpersonal skills. Inspectors must be able to build positive relationships with school leaders and staff, communicate clearly, and provide constructive feedback. Professional development programs can help inspectors to develop these critical interpersonal skills.
3. **Collaborative Inspection Process:** Encourage collaboration and dialogue between inspectors and school management, so that the inspection process can be a learning experience for everyone involved. Collaboration can take various forms, including open communication, joint planning, and sharing of best practices. A collaborative inspection process can also help to promote a culture of continuous improvement in the school. By working together, inspectors and school staff can create a shared vision of what the school should look like and work towards this vision in a coordinated way.
4. **Regular and Frequent Inspections:** By conducting inspections regularly, schools can ensure that they continually monitor their performance and make ongoing improvements. Frequent

inspections can help to identify issues before they become major problems, allowing schools to take corrective action quickly. However, it is important to note that the exercise should not be punitive or adversarial. Instead, it should be supportive and constructive, with a focus on identifying areas of strength and improvement

5. **Feedback and Follow-up:** These are important strategies for improving inspection in schools. After an inspection has taken place, providing feedback to school staff and leaders can help them to better understand the results of the inspection, identify areas for improvement, and develop plans to address any issues that were identified. This feedback should be specific, actionable, and focused on both strengths and weaknesses. In addition to feedback, follow-up is also crucial. This involves monitoring the progress of the school over time, providing additional support and guidance as needed, and conducting further inspections to ensure that improvements have been made. Follow-up helps to ensure that the school is making progress and that any necessary changes are being implemented effectively.

Summary

The continuous increase in school enrollment coupled with the increased complexity of school administrators has, without a doubt, necessitated greater attention to supervision and inspection. For any inspection visit to be meaningful, the supervisor should clearly understand what he wants regarding the purpose and how he would go about it. Inspection is a critical mechanism for enhancing leadership, teaching, and learning in the school contexts under which those mechanisms operate. It is an integral part of the education system and has maintained the same purpose irrespective of its historical development in different parts of the world.

In conclusion, supervision and inspection are the most crucial determinant of teachers' productivity and school improvement. Unfortunately, as they occur today, they do not seem to fully serve the needs of the education system hence the need for highlighting strategies for their improvement.

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TECHNIQUES AND APPROACHES TO EDUCATIONAL SUPERVISION

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Introduction

Educational supervision is an important aspect of the educational process. It is a systematic procedure of supervising and guiding the work of teachers and educational professionals in order to provide high-quality education. It is a democratic process, continuous, and ongoing, requiring specialized knowledge and skills. Educational supervision aims to improve teaching practices, develop professional competencies, and ensure quality assurance. Educational Supervision entails giving assistance, tools, and feedback to improve teaching effectiveness and student learning results. It further aims to improve teachers' performance and professional growth while also increasing the overall quality of teaching and learning. It includes a variety of roles, duties, and approaches that support good educational practices. The ultimate goal of educational supervision is to create a positive impact on teaching and learning, enabling teachers and students to reach their full potential. There are several types of supervision: corrective supervision, supportive supervision, and formative supervision. Corrective supervision focuses on identifying and addressing deficiencies in

teaching practices, supportive supervision encourages collaboration, and formative supervision involves regular assessments and feedback (Anangahana, 2020).

Educational supervision involves various techniques and approaches to enhance the teaching-learning process and support teacher professional growth. Key techniques include curriculum construction and development, in-service education, action research, community participation, and clinical supervision. Supervisors collaborate with teachers on research and experimentation, enhancing their problem-solving skills and fostering better relationships. They also engage parents in teaching and learning, fostering partnerships among teachers, parents, and students. Individual techniques include classroom observation, teacher conferences, and professional development plans (Nurhuda et al., 2023). By employing these techniques, educational supervisors aim to stimulate and guide continuous teacher development, improving the overall teaching and learning environment. This chapter will provide further understanding on the techniques and approaches of educational supervision.

TECHNIQUES OF EDUCATIONAL SUPERVISION

The techniques of educational supervision can be classified into two broad categories. They are:

group techniques and individual techniques

A. Group Techniques

Group techniques in educational supervision are essential for enhancing teacher performance and fostering professional development. These techniques can be broadly categorized into two main types: supervisory group techniques and collegial group techniques.

Supervisory Group Techniques

These techniques are typically organized and led by supervisors and it includes:

1. *Teacher Meetings*: Regular meetings between teachers and supervisors to discuss instructional strategies and challenges.
2. *Training and Workshops*: These are structured sessions aimed at improving specific skills or knowledge areas, often tailored to the needs of the teachers.

3. *Seminars*: These are educational events that provide teachers with insights into new methodologies, educational research, and best practices.
4. *Teaching Demonstrations*: Opportunities for teachers to observe effective teaching practices in action, which can serve as a model for their own instruction.
5. *In-on-in Activities*: A form of supervision where teachers observe each other's classes and provide feedback.

These supervisory techniques are designed to create a supportive environment where teachers can learn from one another and enhance their instructional practices (Wiyono et al., 2022).

Collegial Group Techniques

Collegial group techniques emphasize collaboration among teachers and it includes:

1. *Teacher Working Group Meetings*: This is a collaborative sessions where teachers discuss common challenges and share solutions.
2. *Peer Discussions*: Informal gatherings where teachers can share experiences and strategies.
3. *Classroom Intervisitation*: Teachers visiting each other's classrooms to observe and learn from one another.
4. *Lesson Study*: A collaborative approach where teachers plan a lesson together, teach it, and then discuss its effectiveness.
5. *Action Research*: Teachers conducting research on their own practices to identify areas for improvement and develop solutions collaboratively.

These techniques foster a culture of continuous improvement and professional growth among teachers, as they actively engage in shared learning experiences (Donkoh & Baffoe, 2018). Teachers tend to participate more frequently in group supervision activities, which can lead to improved work motivation and performance. Nurhudaet al. (2023) stated that the collaborative nature of these techniques encourages active participation, peer support, and the sharing of best practices, ultimately benefiting the educational environment. The implementation of group techniques in educational supervision plays a crucial role in developing teachers' competencies and improving educational outcomes.

Benefits of Group Educational Supervision Techniques

Group educational supervision techniques provide several benefits for teachers' professional growth and the overall educational environment. These benefits are as follows:

- a. ***Improved Professional Development:*** Group supervision promotes a culture of constructive feedback among peers. Teachers can share insights, critique each other's teaching methods, and provide support, which fosters a collaborative learning environment (Valentino, et al., 2016). Participating teachers in group supervision can develop critical professional skills such as public speaking, active listening, and effective communication. These skills are essential for teachers as they engage with colleagues and students. Furthermore, the group settings allow teachers to gain insights from diverse viewpoints. This exposure helps broaden their understanding of teaching practices and encourages innovative approaches to problem-solving.
- b. ***Improved Teaching Competence:*** Group supervision techniques, such as lesson study and peer discussions, enable teachers to collaboratively analyze and improve their teaching practices. This collective effort often leads to enhanced teaching competence and increased motivation among teachers (Wiyono et al., 2022). School administrators can pool their resources, knowledge, and experiences, which can lead to the development of more effective teaching strategies. This collaborative approach can enhance the quality of education provided to students. Also, group supervision encourages active engagement from all participants. This involvement can lead to higher motivation levels, as teachers feel more connected to their peers and invested in their professional growth ((Zhang et al., 2021).The supportive nature of group supervision fosters a positive learning atmosphere, which can reduce feelings of isolation among teachers. This environment encourages risk-taking and experimentation in teaching practices (Wiyono et al., 2017).
- c. ***Efficient Use of School Resources:*** Group supervision can be a more efficient use of time and resources compared to individual supervision. It allows supervisors to address multiple teachers simultaneously, maximizing the impact of professional development efforts. It can accommodate larger numbers of teachers, making it

easier to implement training programs and professional development initiatives across schools or districts (Donkoh & Baffoe, 2018).

- d. **Development of Professional Networks:** Group supervision facilitates networking among teachers, allowing them to build professional relationships that can lead to future collaborations and support systems (Anangahana, 2020). It create a sense of community among teachers and school administrators, which can be vital for emotional support and professional growth.

B. Individual Techniques

Individual techniques involve providing support to teachers with unique challenges. The supervisor only addresses a teacher with specific issues. Individual techniques of educational supervision are essential for fostering the professional development of teachers. These techniques focus on personalized support and feedback, allowing supervisors to address the unique needs of each educator. Individual supervision approaches consist of the following:

1. **Classroom Visitation:** Classroom visitation involves supervisors observing teachers during their instructional practices. School administrators, supervisors, and coaches conduct class visits to monitor teaching and learning practices and gather data for teacher improvement. This visit aims to help instructors overcome issues in the classroom. This technique aims to provide insights into the teaching process and identify areas for improvement. Class visits help teachers identify and address issues in their classroom. The visitation process typically includes several stages:
2. **Class Observation:** Observation is a systematic technique where supervisors collect data on various aspects of the teaching and learning process. Supervisors use class observation to monitor learners' progress. The purpose is to gather objective data on components of teaching and learning, as well as the challenges teachers experience while improving the process. This can involve using specific tools, such as checklists or rating scales, to evaluate: teacher-student interactions; the use of teaching materials and technology, and Student responses and engagement during lessons.

3. **Individual Conferences:** Individual conferences are one-on-one meetings between the supervisor and teacher. These sessions provide a platform for teachers to discuss their experiences, challenges, and professional goals. Individual meetings between coaches or supervisors and teachers, as well as teachers themselves, aim to develop professional qualities.
4. **Self-Assessment:** Self-assessment is an individual strategy used in educational monitoring. Self-assessment helps teachers gain objective knowledge about their position in the classroom and improve their teaching approaches to better influence students. Self-assessment is a reflective practice where teachers evaluate their own performance and teaching methods. Self-assessment fosters a sense of accountability and encourages continuous professional development.
5. **Clinical Supervision:** Clinical supervision is a formative evaluation strategy that involves working with instructors to improve education. This teacher-centered, collegial, and collaborative style necessitates the development of rapport, trust, and a conducive environment. Clinical supervision is a more structured approach to individual supervision. It involves a cyclical process of planning, observing, and reflecting on teaching practices
6. **Orientation Programs for New Teachers:** These programs are designed to support new teachers as they transition into their roles. They often include mentoring, workshops, and resources tailored to the needs of novice teachers.
7. **Cognitive Coaching:** The term "cognitive" in supervision pertains to becoming aware of one's own teaching effectiveness through mediated thinking. Cognitive coaching is a highly effective method for fostering robust relationships between professionals of varying experience levels (beginners with experienced teachers, beginners with assigned supervisors, or experienced teachers with assigned supervisors). In cognitive coaching, the coach (a more experienced teacher or supervisor) serves as a mediator between the novice teacher and their own thought processes. Cognitive coaching differs from peer coaching in that peer coaching focuses

on innovations in curriculum and instruction, whereas cognitive coaching aims at enhancing existing practices.

8. **Mentoring:** Mentoring is a process that facilitates instructional improvement wherein an experienced teacher (mentor) works with a novice or less experienced teacher collaboratively and non-judgementally to study and deliberate on ways instruction in the classroom may be improved. It is distinct from peer coaching and cognitive coaching in that mentoring involves a hierarchical relationship between a novice and a senior (more experienced) teacher. Additionally, in mentoring, one senior teacher from the same department is assigned as a mentor for one novice teacher. Therefore, it is a one-to-one correspondence between senior and novice teachers.
9. **Self-Reflection (Reflective Coaching):** Given the ever-changing nature of education, teachers have a professional and ethical responsibility to reflect on what is happening in response to these changes. They can achieve this by engaging in self-assessment reflective practices. Self-directed development (reflective coaching) is a process where a teacher systematically engages in activities for their own professional growth in teaching. Similarly, self-directed approaches are mostly ideal for teachers who prefer to work alone or who, because of scheduling or other difficulties, are unable to work cooperatively with other teachers.
10. **Portfolios:** As teachers seek to actively participate in their own development and supervision, they need to take ownership of the evaluation process. An effective way for teachers to be actively involved in such practices is by using a teaching portfolio. A teaching portfolio is defined as a supervision process where a teacher compiles collections of artifacts, reproductions, and testimonials that represent their professional growth and abilities. Through portfolios, teachers evaluate themselves and develop their teaching practice, as well as their pedagogical and subject knowledge, using evidence from the collection of artifacts.

Benefits of Individual Educational Supervision Techniques

The following are the benefits of individual educational supervision techniques:

- a. *Improved Teaching Methods:* Adequate and appropriate supervision can improve teaching methods (Wiyono et al., 2017). Supervisors should practice effective democratic methods if they expect teachers to use such methods in the classroom.
- b. *Classroom Climate of Satisfaction and Accomplishment:* Good supervision promotes methods that bring about a classroom climate of satisfaction and accomplishment for both teachers and students.
- c. *Individualized Help for Teachers:* Supervision should provide help for individual teachers and a general methodology improvement program. Wise supervision includes freedom for teacher initiative in classroom experimentation of methods.
- d. *Continuous Improvement of Methods:* Effective supervision provides for a cooperative program of continuous improvement of all methods used in the school organization.
- e. *Evaluation and Improvement:* Supervision should provide for a continuous program of evaluation and improvement in all methods used in the school organization.
- f. *Professional Development:* Teachers need many learning opportunities including reflection, dialogue and collaboration, particularly among their peers and with their internal supervisors to develop professionally (Ngafi et al., 2022). Effective school supervision provides relevant and continuous supports and encouragement to improve teachers' instructional practices.

APPROACHES TO EDUCATIONAL SUPERVISION

Supervisors can use a variety of tactics to help them manage their subordinates. Supervisors can select which strategy to apply based on the institution's conditions, as each approach in educational supervision has distinct qualities. The best option is determined by the difficulties at hand and the goals that must be met. Glickman in Munjiatun (2019: 100-101) proposed three approaches to supervision: direct, collaborative and indirect.

a) Direct Approach

The direct approach is a technique of addressing problems straightforwardly. Supervisors give direct suggestions, and their

behavior tends to have a more dominant influence. This approach is based on the principles of behavioral psychology, which posits that all actions are reflexive responses to stimuli. Therefore, teachers with weaknesses need to be stimulated so that they can respond better. Supervisors can apply reinforcement or punishment. This approach can be implemented through explaining, presenting, directing, giving examples, applying benchmarks and strengthening. In this approach, the supervisor becomes central in determining improvements for the teacher, ensuring that the teacher does not feel dictated to in developing their abilities and creativity.

b) Collaborative Approach

A collaborative approach combines direct and non-direct approaches to create a new method. In this approach, both the supervisors and the supervised agree on the process structure and criteria for addressing the problem at hand. This approach is based on cognitive psychology, which assumes that learning is a combination of individual activities with the environment, subsequently influencing the formation of individual activities. Thus, the approach in supervision involves two-way communication, from top to bottom and from bottom to top. The supervisor's engagements in this approach include presenting, explaining, listening, solving problems and negotiating. This approach is more suitable for overly busy teachers and those who are highly critical. The supervisor's task is to ask the teacher if there are things they do not understand from the explanation and encourage them to implement their initiatives to solve the problems they face or to improve their teaching. Both the supervisor and the teacher are at the center of this collaborative approach, working together to determine the improvement and development of the teacher's abilities and creativity.

c) Indirect Approach

The indirect approach involves addressing problems indirectly. The supervisor does not directly point out the problem but first listens actively to what the teachers say, giving them as much opportunity as possible to express the problems they experience. This approach is based on humanistic psychology, which values the individuals being helped. As the teachers are highly respected, the supervisor listens more to the problems they face, allowing them to solve their own issues. The supervisor's role includes listening, strengthening, explaining, presenting and solving problems. The role of the supervisor here is to

encourage and provoke the teachers' awareness of their experiences. This approach is more appropriate for professional teachers. In this approach, the teacher is central to determining their improvement, with supervisors only assisting and encouraging teachers to develop their abilities and creativity.

TECHNIQUES OF CLASSROOM INSTRUCTION

Classroom instruction refers to the organized educational process that takes place in a classroom setting, where a teacher guides students through various learning activities. This instruction can take many forms, including lectures, discussions, demonstrations, and interactive activities, all designed to facilitate student learning and engagement. Classroom instruction is defined as the deliberate direction of the learning process, involving interaction between teachers, students, and educational resources. It is fundamental to the education system and is primarily assessed by students' learning outcomes and behavioral changes. The aim is to equip students with the knowledge and skills needed to understand specific subjects or concepts. Effective classroom instruction is essential for creating a supportive learning environment. It not only helps in imparting knowledge but also in developing critical thinking and problem-solving skills among students. Classroom instruction techniques are the many ways and tactics that teachers employ to impart educational information and promote learning. The effective implementation of these approaches can dramatically improve student engagement, understanding, and information retention. The classroom instruction techniques according to Glickman was categorized into five groups: direct instruction,

- a. **Direct Instruction:** The direct instruction strategy is highly teacher-led and is among the most commonly employed methods. This strategy encompasses techniques such as lectures, didactic questioning, explicit teaching, practice and drill, and demonstrations. Direct instruction is effective for imparting information or developing step-by-step skills. It also serves well for introducing other teaching methods or actively engaging students in constructing knowledge. Direct instruction typically follows a deductive approach, where a rule or generalisation is presented and then illustrated with examples. While this strategy may seem straightforward to plan and execute, effective direct instruction often involves more complexity than it initially appears. The methods for

implementing these technique include lecture, explicit teaching, drill and practice, compare & contrast, didactic questions, demonstrations, guided and shared reading, listening, viewing, thinking

b. Indirect Instruction: Terms such as inquiry, induction, problem solving, decision making, and discovery are often used interchangeably to describe indirect instruction. Unlike direct instruction, indirect instruction is primarily student-centered, though the two strategies can complement each other (Adzongo et al., 2016). Methods of indirect instruction include reflective discussion, concept formation, concept attainment, cloze procedure, problem solving, and guided inquiry. Indirect instruction seeks high levels of student involvement in observing, investigating, drawing inferences from data, or forming hypotheses. It leverages students' interests and curiosity, encouraging them to generate alternatives or solve problems. This strategy is flexible, allowing students to explore diverse possibilities and reducing the fear of incorrect answers. Indirect instruction also fosters creativity and the development of interpersonal skills, helping students achieve a better understanding of material and ideas and develop the ability to draw on these understandings.

In indirect instruction, the teacher's role shifts from lecturer/director to facilitator, supporter, and resource person. Teachers arrange the learning environment, provide opportunities for student involvement, and, when appropriate, offer feedback while students conduct their inquiries. Indirect instruction heavily relies on print, non-print, and human resources, and learning experiences are greatly enhanced through collaboration between teachers, and between teachers and teacher-librarians. Some of the methods include problem solving, case studies, reading for meaning, inquiry, reflective discussion, writing to inform, concept formation, concept mapping, concept attainment and cloze procedure

c. Interactive Instruction: Interactive instruction heavily relies on discussion and sharing among participants. Discussion and sharing provide learners with opportunities to react to the ideas, experiences, insights, and knowledge of the teacher or peers, and to generate alternative ways of thinking and feeling. Students can learn from peers and teachers to develop social skills, organize their thoughts, and develop rational arguments (Adzongo, 2018). This strategy allows for a

range of groupings and interactive methods, including whole-class discussions, small group discussions or projects, and student pairs or triads working together. Teachers must outline the topic, discussion time, group composition and size, and reporting or sharing techniques (Micheli, et al., 2020). Success in interactive instruction depends heavily on the teacher's expertise in structuring and developing group dynamics. Some of the methods include debates, role playing, panels, brainstorming, peer partner learning, discussion, laboratory groups, think, pair, share, cooperative learning, jigsaw, problem solving, structured controversy, tutorial groups, interviewing and conferencing.

d. Experiential Learning: Experiential learning is inductive, learner-centered, and activity-oriented. Critical reflection on an experience and the formulation of plans to apply learning to other contexts are essential for effective experiential learning. This process occurs when learners participate in an activity, reflect on it to clarify learnings and feelings, draw useful insights, and apply learnings to new situations. Experiential learning can be seen as a cycle of five necessary phases:

1. Experiencing (an activity occurs)
2. Sharing or publishing (reactions and observations are shared)
3. Analysing or processing (patterns and dynamics are determined)
4. Inferring or generalising (principles are derived)
5. Applying (plans are made to use learnings in new situations)

The focus of experiential learning is on the learning process rather than the product. It can be used both in and outside the classroom. For example, students can build and stock an aquarium or engage in simulations in class, or observe courtroom procedures or conduct a public opinion survey outside class. This strategy makes use of a variety of resources. Some of the methods include field trips, narratives, conducting experiments, simulations, games, storytelling, focused imaging, field observations, role-playing, synectics, model building and surveys:

e. Independent Study: Independent study refers to a range of instructional methods aimed at fostering individual student initiative, self-reliance, and self-improvement. While it can be initiated by either student or teacher, this discussion focuses on planned independent study by students under the guidance or supervision of a classroom teacher. It

can also include learning in partnership with another individual or as part of a small group. Independent study promotes responsible decision-making, as individuals analyze problems, reflect, make decisions, and take purposeful actions. It is crucial for students to acquire lifelong learning capabilities to respond to the changing demands of work, family, and society. Some of the methods include essays, computer assisted instruction, journals, learning logs, reports, learning activity packages, correspondence lessons, learning contracts, homework, research projects, assigned questions, and learning centers.

SUMMARY

Educational supervision encompasses various techniques and approaches to ensure effective teaching and learning processes. Techniques of educational supervision can be broadly categorized into group and individual methods. Group supervision involves collective activities such as workshops, seminars, and group meetings where teachers collaborate, share experiences, and discuss best practices. This fosters a sense of community and mutual learning among educators. Individual supervision, on the other hand, focuses on personalized support, including one-on-one coaching, classroom observations, and personalized feedback. This method aims to address specific needs and challenges faced by individual teachers, providing tailored guidance to improve their instructional practices.

Approaches to educational supervision can be classified into direct, collaborative, and indirect approaches. The direct approach involves a supervisor taking an authoritative role, providing explicit instructions and evaluations to teachers. This method is effective for addressing immediate issues and ensuring adherence to educational standards. The collaborative approach emphasizes partnership and mutual respect between supervisors and teachers. It involves joint problem-solving, shared decision-making, and open communication, promoting professional growth through cooperation. The indirect approach is more hands-off, where supervisors act as facilitators and supporters, encouraging teachers to reflect on their practices and develop independently. This approach fosters self-reliance and professional autonomy among educators.

In terms of classroom instruction techniques, direct instruction is highly teacher-led and includes methods such as lectures, explicit teaching, and drill practices. It is effective for imparting structured information and developing specific skills through a step-by-step

approach. Indirect instruction, by contrast, is student-centered and includes methods like inquiry-based learning, problem-solving, and reflective discussions. It encourages students to engage actively in their learning process, fostering critical thinking and independent problem-solving skills. Interactive instruction relies on discussion and collaboration among students and between students and teachers, using methods such as debates, role-playing, and cooperative learning to develop social skills and critical thinking. Experiential learning is inductive and activity-oriented, emphasizing hands-on experiences and reflection. It includes methods such as field trips, experiments, and simulations, promoting deep understanding through active participation. Finally, independent study encourages self-directed learning and personal initiative, using methods like research projects, essays, and computer-assisted instruction to develop lifelong learning skills. Effective educational supervision and instruction require a balanced integration of various techniques and approaches, tailored to meet the diverse needs of teachers and students. This holistic strategy ensures a dynamic and supportive learning environment, fostering both professional development for educators and academic success for students.

Chapter Study Questions

1. What are the techniques of educational supervision?
2. What are the benefits of individual and group education supervision techniques?
3. Enumerate the approaches to education supervision
4. Name the steps involved in implementing the approaches to educational supervision
5. What are the difference between techniques of Educational Supervision and approaches to Educational Supervision?
6. What do you understand by classroom instruction?
7. What are different techniques use in classroom instruction?
8. What are the methods use in applying different techniques of classroom instruction?

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QUALITY ASSURANCE IN EDUCATIONAL SUPERVISION

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Introduction

"Quality assurance," in the sphere of educational supervision, refers to ensuring that schools' educational programs and systems adhere to established standards for excellence. This entails the methodical and continuous assessment of education's excellence presented to students. It seeks to augment academic standards while ensuring all pupils get equitable, premium instruction. Given the growing importance of elevating global educational standards, quality assurance has become crucial in the education sector. As a result, educational institutions are facing increasing pressure to demonstrate their commitment to excellence and validate program success using evidence-based outcomes. As such, ensuring supervisory measures that uphold educational excellence plays an integral role in effective leadership and management within this domain.

Educational supervision's quality assurance encompasses multiple tasks such as curriculum development, instructional design, assessment and evaluation, and instruction overseeing. These responsibilities aim to guarantee that educational programs abide by high-quality standards while students receive a relevant education with efficacy at the utmost level of excellence imaginable.

This chapter discusses educational supervision's quality assurance, exploring and interrogating its meaning and varying forms. The chapter also discusses numerous techniques that can foster effective quality assurance within classroom instruction, instructional supervision as well as during school inspections. By the completion of this book, you will have a thorough grasp of how to attain desired standards in

education programs through implementing apt strategies for ensuring quality control across all processes involved with supervising education systems.

Meaning of Quality Assurance

Quality assurance is the organized and thorough process of verifying that products or services satisfy defined quality criteria. If employed in educational supervision, it functions as a system for ensuring that programs, instructional techniques, and results meet strict standards intended to attain greatness. It utilizes different strategies and techniques designed to monitor progress rigorously regularly with the objective of improving education's overall level by fostering positive student-learning experiences through enhanced instruction methods while holding institutions accountable for maintaining superior performance standards consistently. Quality assurance involves taking a proactive stance towards ensuring the quality of education, as opposed to reacting only when issues arise. To avoid such problems from occurring initially, various strategies and techniques are employed by way of quality assurance measures. These may include self-evaluation, peer review, external evaluation, or accreditation processes which enable constant monitoring for improvements in educational quality standards (OECD, 2013).

The fundamental principle underlying quality assurance is that educational programs ought to cater to the student's needs and facilitate their learning outcomes. It encompasses evidence-based practices, data-driven decision-making, and persistent enhancements to guarantee that academic curricula are pertinent, productive, and economical. The process of quality assurance is characterized by ongoing monitoring, evaluation, and improvement initiatives. It goes beyond a one-time event to become an ongoing cycle featuring regular reviews aimed at enhancing product or service delivery. This entails the application of diverse techniques and strategies for identifying areas that need enhancements as well as implementing changes with careful tracking procedures put in place to measure their effectiveness following implementation.

Effective quality assurance in education requires collaboration among educators, administrators, students, and parents. It involves adopting diverse methods like focus groups, surveys, and feedback mechanisms to effectively engage stakeholders. Through these methods of involvement, a sense of transparency can be fostered while promoting

accountability thereby building trust in educational institutions by corroborating evidence on education's quality and teaching efficacy measures utilized therein.

The following dimensions provide an understanding of quality assurance in educational supervision:

i. Expectations and Standards

Maintaining high standards of educational practice is crucial in quality assurance for educational supervision. Such benchmarks are established and upheld to guide administrators and teachers alike, deriving from a variety of sources such as national or international protocols, research-based approaches deemed most effective, or consensus amongst experts in the field.

ii. Responsibility or answerability for one's actions and decisions

Quality assurance in educational supervision necessitates accountability and responsibility for actions and decisions by individuals and institutions. This entails taking ownership of the educational quality dispensed, as well as accepting inspection and input from diverse stakeholders like students, parents, and the broader society.

iii. Continuous enhancement

Continuous improvement is an essential part of quality assurance in educational supervision, and it requires ongoing effort. This involves regularly evaluating the effectiveness of educational practices, identifying areas that need refinement or enhancement, and making changes accordingly to uplift the standard of education provided.

iv. Collaboration and communication

To ensure effective quality assurance in education, diverse stakeholders including teachers, administrators, students, parents and external agencies must collaborate and communicate effectively. Through open communication channels where challenges faced by the educational system can be discussed openly amongst all parties involved; strategies that have been proven successful in enhancing overall performance can then be identified jointly.

v. Evaluation and feedback

Educational supervision's quality assurance requires consistent assessment of the efficacy of educational methods and furnishing constructive criticism to participants. To accomplish this, data on student accomplishment or teacher proficiency and other significant indicators might be collected, and interpreted to recognize existing patterns in performance gaps that must then be addressed.

Development of Professionalism: Educational supervision's quality assurance role encompasses backing the growth of educators and administrators, guaranteeing their possession of adequate knowledge, expertise, and resources for the provision of top-notch education. It may entail furnishing guidance, mentoring or other aid meant to enhance individual performance.

Educational supervision's quality assurance entails multifarious facets that involve upholding and improving the standard of education. Through comprehension and application of these dimensions, educational supervisors can aid the continuous evolution and refinement of teaching practices. This ultimately leads to benefits for students, teachers as well as society at large.

Types of Quality Assurance

The concept of quality assurance is complex and involves numerous approaches, techniques, and tactics to guarantee the excellence of educational programs, services, and procedures. There are various types of quality assurance, each having its distinct features, benefits as well as drawbacks. In this section, the diverse classifications such as internal or external QA along with formative or summative QA methods are discussed.

i. Internal Quality Assurance

Educational institutions implement internal quality assurance processes and mechanisms to assess and enhance their own quality, which is commonly known as "self-assessment" or "self-evaluation." This approach encompasses a variety of tasks such as:

a. Self-assessment: Educational institutions evaluate their programs, services, and processes through self-assessment to pinpoint positive attributes, inadequacies, and promising areas for growth or development along with potential challenges.

b. Peer Review: Peer review involves inviting peers from other educational institutions to assess and evaluate programs, services, and processes.

c. Collecting feedback from students: Educational institutions gather student feedback to assess the excellence of teaching, learning, and evaluation.

Advantages of internal quality assurance include:

- a. *Enhanced responsibility:* Educational institutions have a greater sense of responsibility for ensuring the quality of education they offer.
 - b. *Increased autonomy:* Educational institutions now possess a higher level of autonomy in terms of their quality assurance procedures and results.
 - c. *Cost-effective:* Internal quality assurance is frequently a more economical alternative to external quality assurance, hence cost-effective.
- b. Limitations of internal quality assurance include:
- a. *Lack of Objectivity:* Educational institutions' lack of objectivity may result in biased outcomes during their self-assessment.
 - b. *Insufficient expertise:* Educational institutions might lack the proper resources or experience for conducting a comprehensive self-evaluation.

ii. External Quality Assurance

External quality assurance denotes the processes and mechanisms carried out by external entities - for instance, government bodies or accrediting agencies- to assess and enhance the standard of educational establishments (ENQA, 2005). This form of quality assurance is commonly known as "external evaluation" or "accreditation". External quality assurance encompasses several activities including:

a. Accreditation: External organizations assess educational institutions to ascertain if they comply with predetermined criteria and standards, known as accreditation.

b. Auditing: To assess the conformity of established standards and criteria, external agencies carry out auditing processes in educational institutions.

c. Evaluation: Educational institutions undergo evaluation by external agencies to identify their strengths, weaknesses as well as assess the opportunities and threats they face.

Advantages of external quality assurance include:

a. Objectivity: Educational institutions undergo objective evaluation by external agencies.

b. Specialized Knowledge: External agencies possess the specialized knowledge and resources required to conduct a comprehensive evaluation.

c. Responsibility: Educational institutions bear the responsibility of ensuring that they provide high-quality education.
Limitations of external quality assurance include:

a. Expense: Educational institutions may incur significant costs for external quality assurance.

b. Time-Consuming: The process of external quality assurance can take up a lot of time.

iii. Formative Quality Assurance

Formative quality assurance denotes the procedures and techniques used to enhance educational programs, services, and processes during their conception and execution phase. It is also known as "developmental evaluation" or "formative assessment." This category of quality assurance encompasses various undertakings such as:

- a. *Pilot testing:* Educational institutions undertake pilot testing of new programs, services or processes to pinpoint areas that require improvement.
- b. *Feedback:* Educational organizations gather input from various stakeholders such as students, teachers and employers to assess the standards of programs, services and procedures.
- c. *Revision:* Based on feedback and evaluation results, educational institutions update and improve their programs, services, and processes.

Advantages of formative quality assurance include:

- a. *Improved quality:* Formative quality assurance results in enhanced educational programs, services, and processes by improving their overall quality.
- b. *Increased efficiency:* Formative quality assurance enables the identification of areas that require improvement, thereby potentially resulting in improved efficiency.
- c. *Improved educational effects on students:* The implementation of formative quality assurance results in better student learning achievements.

Limitations of formative quality assurance include:

- a. *Time-consuming:* It can take a considerable amount of time to carry out formative quality assurance.

- b. *Resource-intensive:* Formative quality assurance is resource-intensive, demanding substantial resources in the form of funding and personnel.

iv. Summative Quality Assurance

Summative evaluation is a type of quality assurance that examines the efficacy and effectiveness of educational programs, services, and operations at the conclusion of a cycle or period. Dew (2003) describes this as an approach to evaluating outcomes. Summative quality assurance may also be called "outcome evaluation." A variety of tasks fall under summative quality assurance, such as:

- a. *Accreditation:* Educational institutions receive accreditation upon the completion of a cycle or period and assessment of their performance.
- b. *Certification:* Educational institutions receive certification upon completion of a cycle or period that is based on their performance.
- c. *Assessment:* The performance of educational institutions is assessed at the conclusion of a specific time frame or cycle.

Advantages of summative quality assurance include:

- a. *Accountability:* Educational institutions are responsible for ensuring the quality of education they offer, and accountability measures must be in place to guarantee this.

- b. *Objectivity*: An impartial assessment of educational institutions is provided through the summative quality assurance, which maintains objectivity.
- d. *Transparency*: The evaluation results provided by summative quality assurance are transparent in nature.

Limitations of summative quality assurance include:

- a. **High-stakes testing**: The quality assurance process of summative assessments may result in high-stakes testing, causing anxiety for both students and teachers.
- b. **Narrow focus**: The focus of summative quality assurance may be restricted to specific elements within educational programs, services and processes.

To sum up, quality assurance comes in different forms, each possessing distinct features, benefits and drawbacks. Internal quality assurance, external quality assurance, formative quality assurance and summative Quality Assurance all play crucial roles in securing the standards of educational programs as well as services offered. By having a grasp on these various types of QA procedures available to them today's educational institutions can select the right approach that aligns with their objectives for optimal effectiveness.

Quality Assurance Strategies in Classroom Instruction

Effective classroom instruction necessitates quality assurance as a critical component (Langat, 2013). This entails employing a methodical approach for consistently evaluating, monitoring and enhancing the caliber of teaching techniques and learning experiences in classrooms. Below are some tactics for ensuring quality assurance in classroom instruction:

1. Establishing Concise Learning Goals: The initial step to guaranteeing quality in classroom instruction is establishing unambiguous learning objectives. These goals ought to be SMART, meaning specific, measurable, achievable and relevant with a set timeframe for accomplishment. Additionally, it's crucial that they correspond with the curriculum and student requirements. With clear-cut learning objectives established by educators through careful planning of their teaching techniques.

2. Creating Efficient Instructional Plans: Crafting efficient lesson plans is yet another vital strategy for ensuring quality assurance. Such plans ought to be meticulously organized, entail explicit learning activities, and offer avenues of engagement and interaction among students. Equally important should be the pacing of these lessons, integration of technology where applicable as well as the assessment mechanism utilized in evaluating student progress.

3. Using Formative Assessment: The assessment conducted during instruction to gauge student learning is known as formative evaluation. This process enables teachers to receive feedback on students' comprehension and modify their teachings accordingly. To conduct formative evaluations, different methods such as quizzes, observations, and discussions can be applied. Thus, through the use of these assessments - educators ensure that students are grasping concepts effectively while improving instructional methodologies simultaneously.

4. Offering Productive Input: Constructive feedback is crucial for enhancing student learning. It must be precise, prompt and practical in nature while solely targeting the academic performance of students rather than their personality traits. The act can assist teachers teach learners about areas requiring improvement as well as those they excel at by pointing out specific guidelines to enhance knowledge acquisition.

5. Promotion of Dynamic Learning: Another essential quality assurance strategy is promoting active learning. This means encouraging students to participate in the learning process instead of just passively receiving information. Active learning can be done through various methods such as group work, problem-solving, and inquiry-based exercises. Teachers can help ensure that learners are engaged by pushing for active participation which also boosts motivation levels among students.

6. Utilizing Technology: Incorporating technology into classroom instruction is a valuable quality assurance tactic that can bolster teaching methods. The utilization of various digital tools, such as multimedia resources and online simulations, grants teachers access to an array of educational assets. By integrating these technologies in their lessons, educators are able to foster immersive and dynamic learning environments for students.

7. Continuous Improvement: Classroom instruction must undergo continual monitoring, evaluation, and improvement to ensure quality assurance. For this reason, it is essential that teachers reflect on their teaching practices regularly and seek feedback from both students and colleagues alike. Additionally, they should keep themselves well-informed about the latest research findings along with other best practices related to their field of expertise.

8. Collaboration and Peer Review: For teachers who wish to enhance their teaching skills, it is imperative that they engage in quality assurance techniques such as collaboration and peer review. Working alongside fellow educators through collaboration helps foster the creation of effective instructional strategies while implementing them efficiently. On the other hand, engaging in peer reviews involves observing colleagues' pedagogical practices critically before effecting positive feedback encouraging professional growth for all involved parties. Through these processes of both collaborating with peers and subjecting one's self to scrutiny via peer evaluations, teachers can learn from each other accordingly ultimately leading towards improved instruction outcomes across board levels- a sure recipe for success.

To sum up, effective classroom instruction requires the inclusion of quality assurance as a vital element. By implementing strategies such as establishing precise learning objectives, preparing successful lesson plans, incorporating formative assessment methods and feedback that improves learning outcomes, promoting active engagement in material covered through technology usage while continuously improving teaching skills alongside interactions with colleagues - teachers can provide high-quality education for students.

Supervision of Instruction and Quality Assurance

In education, ensuring quality assurance requires the crucial element of supervising instruction. This involves a consistent and organized approach to assess teacher performance in delivering high-quality lessons. The purpose behind supervision is to guarantee that educational programs or processes meet established standards for excellence and prove successful in meeting objectives as intended.

Instructional supervision can adopt diverse modes such as classroom observation, teacher feedback and instructional coaching. The systematic and ongoing procedure of observing teachers during instruction to evaluate the efficiency of their pedagogy constitutes

classroom observation. Teacher feedback comprises offering guidance on their teaching practices thereby stimulating areas that need improvement; while instructional coaching involves providing encouragement for teachers to step up in improving their overall capacity.

Ensuring quality education requires supervising instruction to guarantee that teachers deliver relevant, effective and high-quality teachings. By doing so, it identifies areas of improvement while enabling educators with chances to refine their instructional methods and take advantage of strengths (Ojo, 2008).

Furthermore, overseeing the delivery of teaching is a vital element of upholding educational quality assurance. This guarantees that both the curriculum and methodology meet anticipated standards for excellence. As such, it confirms that what is being taught matches expected levels of superiority while providing education that's pertinent, efficient, and superior in caliber. The oversight of teaching is a crucial aspect of maintaining education's quality assurance. It comprises an ordered and ongoing scrutiny and assessment procedure designed to gauge teachers' level of instruction delivery. Supervision guarantees that educational programs or processes comply with desirable standards while remaining efficient in attaining their goals.

Inspection of Schools and Quality Assurance

Quality assurance in education necessitates the inspection of schools, which entails scrutinizing them to ascertain if they are delivering a superior level of instruction that adheres to predetermined benchmarks and assessments. The examination process is indispensable for enhancing student learning achievements, augmenting teacher career growth, as well as fostering transparency in educational practices.

Types of Inspection of Schools

There are several types of inspection of schools, including:

External Inspection: External inspection is the process of scrutinizing schools by outside organizations like government agencies or independent inspectors. This method offers an unbiased assessment and assists in identifying both strengths and weaknesses within a school institution.

Internal Inspection: The assessment of schools by those within the educational institution, including teachers, administrators and students is called internal inspection. By examining areas that excel and require improvement, this process offers feedback to enhance performance.

Self-Inspection: Self-evaluation entails schools assessing themselves. This process helps in identifying both the strengths and weaknesses of a school, while also offering feedback for improvements to be made.

Purposes of Inspection of Schools

Inspecting schools serves to accomplish the following goals:

1. identifying areas where students could benefit from extra support or enrichment;
2. providing feedback to teachers on ways to enhance student learning outcomes and improve their education; teachers' teaching methods, classroom organization and student evaluation approaches, all of which empower them to advance in their career development;.
3. verifying schools' adherence to prescribed standards and criteria, while providing students with a superior quality of education.

Quality Assurance and Inspection of Schools

The close relationship between quality assurance and school inspection is apparent. The former entails scrutinizing educational programs and services to gauge their adherence to established standards, while the latter involves thoroughly assessing schools to confirm that they deliver top-notch education. Ultimately, both aspects are vital components of a robust quality assurance system within schools.

Benefits of Inspection of Schools and Quality Assurance

1. Quality assurance and school inspections play a crucial role in enhancing student learning outcomes by guaranteeing that learners obtain an exceptional education, effectively positioning them for triumphs in their desired professions and personal lives.
2. Teachers can improve their professional development through feedback on their instructional strategies, classroom management, and student assessment techniques provided by school inspections and quality assurance.

3. To uphold accountability in education, school inspections and quality assurance measures ensure that institutions comply with predetermined standards and criteria while delivering top-notch educational services to students.

Challenges of Inspection of Schools and Quality Assurance

1. Schools and educational institutions with limited resources may find it challenging to manage inspections and quality assurance due to time and resource limitations that can be intensive.
2. Educational institutions could exhibit resistance to changes in their teaching methods, potentially posing obstacles when implementing school inspections and ensuring educational quality.
4. Insufficient training and support can hinder schools and educational institutions from effectively executing school inspections and quality assurance measures.

Best Practices for Implementing Inspection of Schools and Quality Assurance

1. To properly inspect schools and ensure high quality, it is important to establish unequivocal goals and objectives that are consistent with both school and district standards.
2. It is recommended to utilize various forms of evaluation, including classroom observation, student assessment data, and peer review in order to gain a well-rounded understanding of teaching and learning.
3. Continuous professional development should be provided to teachers in order to aid their execution of school inspections and quality assurance.
5. To ensure responsiveness to their needs and expectations, stakeholders such as students, parents, and community members should be included in quality assurance efforts.

To sum up, the examination of schools and guaranteeing quality are crucial elements in ensuring that students acquire an excellent education conducive to their future triumphs. By familiarizing themselves with inspection types, intents, advantages, obstacles, and top-notch methods for maintaining class standards at schools; academic organizations can incorporate efficient tactics aimed towards enhancing student

educational achievements while fostering teacher's professional growth whilst promoting accountability within the field of learning.

Summary

The evaluation of educational programs and processes through a systematic, uninterrupted process to maintain quality is known as Quality Assurance in education. Its primary objective is validating that the program or method meets specified benchmarks while achieving its aims. It's not only about adhering to compliance with guidelines but also ensuring that the educational curriculum/process remains pertinent, efficient, and high-quality overall.

There are two types of quality assurance in education: internal and external. Internal quality assurance pertains to the procedures and tasks conducted within an educational institution to verify its programs' and processes' excellence. Meanwhile, external quality assurance involves activities carried out by external agencies or bodies that guarantee the said institution's program-quality levels and processing standards.

Classroom instruction quality assurance strategies comprise curriculum development, instructional design, assessment and evaluation as well as the supervision of teaching activities. The oversight of teaching involves a routine and consistent process aimed at monitoring and assessing the standard of education delivered by instructors while inspection carried out on schools encompasses a regular process geared towards evaluating their provision of top-notch learning experiences.

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SUPERVISION AND EVALUATION OF CLASSROOM INSTRUCTION

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Introduction

This chapter attempts to answer some questions concerning instruction, Evaluation, supervision Observation and classroom management. We will start our discussion with brief explanation of what we mean by instruction, Evaluation observation classroom management and supervision. Thereafter we examine the techniques of Instructional supervision, Identify and discuss differences between educational supervision and classroom Instruction and classroom Management Techniques. Next, we with describe guiding principles about classroom observation, attitude that guiding promote learning, dimensions of effective teaching, teaching competencies, classroom management and observation, types of observation, concerns in classroom observation. Types of Evaluation. Finally, we will then explain the needs to evaluate classroom instruction.

What is instruction?

Instruction simply means giving directive or order to someone to either perform certain task or assignment. It can also be seen as an act of guiding or commanding a person to carry out an assignment. In education, instruction is any process adopted by a teacher to direct learners on what to do. Bartholomew (2014) refers to instruction as the teaching methods and learning activities that teachers use to “teach” their class. Bartholomew further said that instruction involves directing the; learning process that will lead to positive learning outcomes. In a similar view, Conklin, Boyd and Chapel (2023), instruction in education

revolves around teaching and learning. It is defined as a way of connecting learners with knowledge content presented to them through teaching which should lead to learning. Whenever the word “instruction” is heard, what comes to mind could be: carrying out an assignment, obeying an order, acting decisively based on what was instructed and so on. These depicts that instruction is all about doing something according to a command. In education, instruction is synonymous to discipline, doing something as directed; that which was directed is teaching. Instruction therefore means directing or commanding a learner on how best to go about academics for better improvement. Most times, instructions are followed by evaluation; that is, the instructors come back to ascertain how best the instruction was carried out. This makes evaluation a desideratum in education.

Evaluation

Evaluation serves as an inbuilt monitor within the education system that reviews the progress in learning from time to time. It is a tool used by teachers to receive valuable feedback on the design and implementation of the educational program. Asuru (2015) defines evaluation as that which deals with goodness, worth, utility, effectiveness adequacy and provide answers to such questions as how good, how effective, how satisfactory, and how adequate? Answers to such questions (Evaluation) are expressed in a qualitative terms as pass, fail, excellent, good, satisfactory, bad, promoted, repeat, withdraw, successful, unsuccessful, among others.

Srinivasan (2016) said that evaluation is a concept concerned with the application of its findings and implies some judgment of the effectiveness, social utility or desirability of a product, process or progress in terms of carefully defined and agreed upon objectives or values. Chikwe (2017) said that evaluation is the assignment of symbols to phenomenon, in order to characterize the worth or value of a phenomenon usually with reference to some social cultural or scientific standards. Chigeru (2020) sees evaluation as a systematic process of collecting, analyzing, and interpreting information to determine the extent to which pupils achieve instructional objective. Evaluation can also be understood as a systematic way of harvesting information about students with the intent of ascertaining areas of strength and weakness and from such, determine further placement. Orluwene (2019) classified evaluation based on nature and functional roles in the classroom situation.

1. Classification Based on nature: This is used to determine a person's maximum developed abilities or achievement which involves how well an individual performs when motivated to obtain a high score as possible. Maximum performance exhibition involve the determination of the students maximum ability in a trait. Hence in such measurement of trait aptitude and achievement tests are used. Under the nature of evaluation is typical performance evaluation which is used to determine what an individual will do in a specific behavior. Typical behavior such as interest, attitudes, adjustment and various personality traits are evaluated through instrument such as interest inventory and attitude scales and so on. In this case emphasis is on obtaining representative responses rather than high scores.

2. Classification Based on the Functional Roles in the Classroom Situation: This type classified evaluation of students' performance under formative evaluation, summative evaluation, placement evaluation, and diagnostic evaluation.

Types of Evaluation

Formative Evaluation: Formative evaluation according to Orluwene (2019) determines the worth of the students' performance, it is used to monitor learning progress during instruction, provide continuous feedback to but the students and teachers on the issues concerning the success and failures if the teaching – learning process. Atta (2023) posit that formal evaluation occurs during the instructional process with a view to deliver results and data that can measure the level of learners and the effectiveness of educational practices. In formative evaluation processes, teacher made test and observational techniques are mostly used in generating data for use.

Summative Evaluation: Summative evaluation takes place at the end of instruction or programme. Orluwene (2019) maintained that it is used to determine the extent to which the instructional goals have been achieved. Calhon, Sahay and Wilson (2019) said that the purpose of a summative evaluation is to evaluate instruction and/or instructional materials after they are finalized. Calhon et al averred that summative evaluation is conducted during or immediately after implementation and can be used to document the strengths and weaknesses in instruction or instructional materials, to decide whether to continue instruction, or

whether to adopt instruction. Atta (2023) asserts that summative evaluation is carried out at the end of a curriculum or course program such as final exams, mid-term exams, final projects etc. which means, summative evaluation is based on what the learner has already been taught. His positive response to summative evaluation could lead to his certification. This is the case of junior secondary, senior secondary school students and graduates of universities who are certified at the end of their educational program.

Placement Evaluation: is used to evaluation is used to evaluate students at the beginning of the instruction. It is used to determine students' entry behavior. Ukwuije (2007) stated that placement evaluation elicits the extent to which students' interest, altitudes; habits will be suitable for their pursuance of a particular course of program. To Linn and Gronlund (2000), placement evaluation focused on questions like;

1. Do the students' possess the knowledge and skills needed to begin the planned instruction?
2. To what extent do student already developed the understanding or skills that are goals of the planned instruction.
3. To what extent do the students' interests, work habits and personality characteristics indicated that one mode of instruction might be better than another.

To answer these questions will require the use of variety of techniques such as records of past achievement, pretests on course objectives, self-report inventories and observational techniques and so on.

Diagnostic Evaluation: is done to determine the learning difficulties during instruction. It is used to determine the causes of persistent learning difficulties and to formulate a plan for remedied action. To carry out this evaluation, data are mostly elicited from diagnostic test as well as various observational techniques.

Classroom instruction

Classroom instruction is a situation where students and their instructor (teacher) formally interact in lessons with the use of instructional resources so as to help the learner improve his knowledge. It can be easily be defined as learning activities carried out in the classroom. Jain (2023) defines classroom instruction as an instructional opportunity that engages students with learning where their proficiencies are developed.

Classroom instruction is vital in education because it guides students learning processes. It helps students to be active and participatory in classroom activities. It also helps students to be critical in their construction of knowledge.

Techniques of instructional supervision

Supervision of instruction has been a vital issue that has contributed immensely towards the realization of effective teaching in Nigerian schools. Success recorded in this area could be as a result of the application of instructional supervision techniques. Peretomode (2021) outlined the techniques of instructional supervision to include: Classroom observation, teacher visitation, demonstration, workshop, microteaching, listening to recordings, watching videos, Youtube on how to teach well, guided practice and research. Similarly, Nwankwoala, (2020), outlines the techniques of instructional supervision includes: classroom visitation, conference with teacher, demonstration technique, group supervision, micro-teaching, and clinical supervision. However, techniques of instructional supervision is summarized as follows:

1. **Classroom visitation:** this is an activity that involves a supervisor coming to the classroom to oversee the teacher and his lesson delivery. The supervisor in this schedule, is expected to observe the entire classroom and ongoing activities and by this process, gathers information needed to make additional progress in the teaching and learning process.
2. **Conferencing:** conferencing comes up when the supervisor arrives the school he/she is meant to carry out supervision. On arrival, the supervisor calls for a brief conference which involves teachers who are to participate in the teaching exercise. The conference gives the supervisor opportunity to build cordial relationship with teachers involved and also uncover relevant information from the teachers that will enable him (the supervisor) carry out his assignment.
3. **Demonstration:** This technique is used by the supervisor to plan and carry out the teaching practice exercise with a view to inform teachers on new trends in teaching. That is, exposing teachers to innovations in methodologies that revolves round teaching as this would help these teachers in their performances while they teach.
4. **Group supervision:** situation calls for group supervision. Sometimes, supervisors use this technique to model behaviors and what is expected of other teachers. It involves the supervisor calling all involved teachers into a particular class where they are

supervised. These teachers teach one after the other and successive teachers becomes models to other teachers as they take they turn.

5. **Micro-teaching:** using microteaching as a modern technique ensures that teachers comes into a laboratory and teach within a few minutes while they are recorded. The video tape recorder records the activities of the teacher within a short period of five to seven minutes after which that which was recorded is played back (feedback) so that the teacher views it and identifies areas of perfection and weaknesses.
6. **Clinical supervision:** his technique brings the supervisor and teachers together where they discuss certain issues that were observed during the microteaching process. The observed or diagnosed problems are discussed and solutions provided before the supervisor leaves. Mohammed, Yusuf and Mbitsa (2015) is of the view that clinical supervision is a process by which a teacher receives individualized support to enhance their instruction in order to improve education for all students. This process also helps the teachers to strengthen their efforts for future exercise if need calls for it.

Differences between Educational Supervision and Classroom Instruction

S/N	Educational Supervision	Classroom Instruction
1	Educational supervision is concerned with the teacher and teacher	Classroom instruction is concerned with the teacher and his students
2	In educational supervision, duties are mostly assigned to administrative workers	In classroom instruction, duties are mostly assigned to classroom teachers
3	In educational supervision, the supervisor hopes to improve the overall teaching learning situation	In classroom instruction, the teacher tends to improve a particular class session that lasts for 40minutes or as the case may be in a practical class.
4	Not every teacher can supervise as supervision demands experience in academic matters	Here every teacher can teach with his little experience
5	Educational supervision is specialized in monitoring performance of school staff	Classroom instruction is specialized in monitoring performance of students
6	Evaluation is based on teachers' performance. Which means emphasis	Evaluation is based on students' performance.

	is placed on what the teacher can do	Emphasis is placed on what the students can do
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Classroom management techniques

In classroom management, numerous techniques abound for use by teachers and educational administrators. Classroom management techniques are those methods teachers utilize to make students remain active to instructions which in-turn, improve performances. Manafa (2021) refer to classroom management techniques as method used by teachers in smooth running of the class so as to maximize students learning outcome and improve students' performance. Huseynova (2019) identified proximity, teachers' movement, teachers' awareness of the context of the classroom environment, the teachers' voice and mode of giving instruction as vital techniques utilized in the classrooms. Manafa (2021) enlisted some techniques teachers should use to manage the class to include: class wide and individual techniques. Class wide techniques includes seating arrangement, handling students disagreement with respect, organizing lessons and arranging instructional materials, to enhance productivity and monitoring students' progress. They are implemented with all students within the class and this address the needs of most students in terms of behavior, while individualized techniques to include: changing seats, addressing bad behaviors and use of proximity by the teacher to stop disruptive behaviors.

Brown and Adooh (2021) enumerated some classroom management techniques that should be used by teachers to include: creating a classroom environment where all students would feel safe, valuing student ideas and opinions, promote polite and respectful students interactions, addressing inappropriate students behaviors in a polite manner, and maintaining the lead as the manager in the classroom. Based on the above ideas, one could deduce that classroom management techniques that could be enshrined for effective management of the classroom include: arranging the seats in order, assigning portfolios to few students (e.g. prefect, deputy prefect, duty roaster which would comprise all students participating in sweeping the class on daily basis), communicating to students on rules/laws guiding the class (e.g. no students is allowed to fight, hurt or bully others; all students should be neat and decently dressed; students are to leave the class with exit cards etc); helping out students in areas of academic difficulties; ensuring that no student is victimized; addressing students

misbehaviors, the teacher being role model on time keeping, descent dressing and record keeping.

Attitudes that promote learning

Attitude is synonymous to words like behavior, character, personality and so on. In education, attitudes determine the extent the educational objectives are achieved. Particularly, it determines the extent the educational contents are implemented in the process of teaching and learning. Attitude simply means a set of emotions or behaviors a person displays towards a thing. It also means a person's reaction over a particular issue. In the classroom, both teachers and students display attitudes that could promote or undermine learning.

Teachers attitude that promotes learning include descent dressing, keeping to time/been time conscious, good leadership styles, having good knowledge of subject matter, good use of teaching methodologies, good record keeping, appropriate use of discipline, Proper use of evaluation techniques and so on. Students' attitudes that promote learning time conscious and been punctual to school, descent dressing code, self-discipline, note taking, good leadership qualities, obedient to school authority, and responsiveness to teacher/learner interactive session.

Guiding principles about classroom observation

- (1) Good supervision depends on reflective thought and discussion of observed behavior.
- (2) The use of observation instruments provides teachers with data on their classroom behaviors that enhance their understanding and commitment to instructional improvement.
- (3) Observation involves the factual description of what has occurred and its interpretation.
- (4) The choice of observation instrument is a collaborative responsibility of both supervisor and teacher.
- (5) Observation is a skill that is developed through training and practice
- (6) Feedback is an essential element for successful observation.
- (7) Multiple observations with different foci of interests are necessary.

Dimensions of effective teaching

Effective teaching is those methods and techniques applied in the classroom by the teacher to ensure that there is high academic achievement by students. In effective teaching, teachers make use of real situations, organizing quiz, debates and teaching a number of students in groups to easily drive home his lessons. Adzongo and Olaitan (2019) teaching effectiveness to this end has been conceptualized as a multidimensional construct which measures a variety of different aspects of teaching such as; subject mastery, effective communication, lesson preparation and presentation. According to Suma (2022) the origin of the concept of the ‘effective teaching’ started long way back in the 1960s. The conceptions of effective teaching were more on what teachers did in the classroom. At present the theories about ‘effective teaching’ are more connected to the understanding of how learners learn. Now effective teaching has been accepted as ‘teachers facilitating learning’ rather than ‘teachers being a source of all knowledge in the classroom’ (Killen in Suma, 2022). Suma (2022) asserts that effective teaching has got various dimensions like Competency, Commitment, Performance Area etc. the first dimension called Competency itself is a composite ability. It includes knowledge of the subject matter, teaching skills, attitude, problem solving skills etc.

1. Competency

Competency is the first dimension of effective of teaching is described as the ability to make students achieve in the three dimensions: cognitive, affective and psychomotor. The students gain knowledge and understanding in the cognitive domain, attitudes, interests and appreciation etc in the affective domain, and psychomotor skills like handwriting, drawing etc. in the psychomotor domain. It includes problem solving skills of the teacher in the classroom situation. It’s the ability to choose appropriate teaching method and proper teaching aids during instructional process.

2. Commitment

Commitment is another criterion of teaching effectiveness. ‘Commitment’ is one of the personality attributes of a teacher. It is the solemn promise to perform the duties and responsibilities prescribed by the laws and ethics of the teaching profession. Commitment of the teacher is an essential criterion of teaching effectiveness. In fact this is the most important dimension of effective teaching since all other

dimensions are the result of this factor. For example, a teacher can gain competency only if he/she is committed to gain knowledge and skills. Likewise, a teacher can perform well only if he/she is committed to teaching performance.

3. Performance Areas

Performance' indicates what the teacher does and what the students do. It means the interaction between the teacher and the students. The teacher should possess certain performance skills for his/her effective teaching.

Teaching competencies

Competence is a combination of knowledge, skills, attitudes, motivation and personal characteristics enabling individuals to act actively and efficiently in a certain (specific) situation. Antea, Klapan and Prnić (2015) describe teaching competencies as a teacher's application of unique qualities into the teaching process which in-turn makes him professionally accepted and respected in the teaching profession. Granada and Oco (2024) said that competent teachers are necessary for the implementation of any curriculum to be successful. Granada and Oco averred that teacher competencies are the skills and knowledge that enable a teacher to be successful in his teaching job. A teacher is competent in teaching when he practices teaching with a professional standard. Meaning that a competent teacher is one who is knowledgeable in his subject, makes effective use of methodologies, accurate evaluation procedures, effective record keeper and manages the classroom with particular reference to students' disruptive behavior.

Classroom Management

Classroom management is a term used to describe the setting up of a classroom and providing in it, all necessary resources that could make it enhance teaching and learning. It can also be seen as the building up and management of needed resources in a typical learning space that maximizes learning outcome. Evertson and Weinstein (2016) refer to classroom management as actions taken by teachers or school authority to create a supportive environment for the academic and social emotional learning of students. Similarly, Brophy (2016) said that classroom management is any action taken to create and maintain a learning environment conducive for successful instruction (arranging the

physical environment, establishing rules and procedures, maintaining students' attention to lessons and engagement in activities)".

In the views of Adzongo and Olaitan (2019) classroom management is seen as the orderly control of students, the class environment and teaching materials in order to obtain the desired learning objectives which can enhance the academic achievement of students. This means that the classroom is the heart of the school. Eranil, Ozcan and Yakut (2019) agreed on the above views and further referred to classroom management as preparing the learning atmosphere where the targeted learning regarding the objectives will take place, determining the direction of learning, using time efficiently, arranging relationships in class within rules, collaboration among students, providing a multidirectional communication and students' being motivated, understanding and evaluating themselves, and a means of their controlling, internalizing and enriching themselves. In other words, classroom management can be defined as creating a good classroom and managing it in order for learning to be realized in the highest level. This is so because the classroom is where the curriculum is formally implemented. Little wonder Granada and Oco (2024) submitted that classroom management is a term used by teachers to describe the process of ensuring that classroom lessons go as planned in spite of challenging behavior by pupils. It relates to the variety of skills and techniques teachers use to keep pupils organized, orderly, focused, attentive on task, and academically productive during a class.

A good classroom management is profitable because it creates a good learning atmosphere for students who participate in an effective learning atmosphere having the chance to present their own abilities in the classroom, becomes happy and more motivated and have positive attitudes towards the school, learning and become successful in their academic endeavors.

Observation

Observation simply means gathering data by watching behaviors, events and articulating physical characteristics of something in a natural setting. MacDonald (2016) said that observation is used to study and assess teaching, and measure and evaluate the quality and effectiveness of teaching. Ya-nan (2023) has it that classroom observation is a means of doing research into what occurs in classrooms by systematically observing and keeping records of classroom events. Gustafson (2022) said that observation is important because it assist school administration

and instructional coaches to improve instructional practice and students' achievement. To observe in education means to oversee the progress of instruction in the classroom. Observation does not just occur in a vacuum. Every observation is for a purpose. The main purpose therefore is to enhance teaching and learning. Observation can be further defined as the process of collecting data on the extent academic activities is progressive in the class and thus, using such data as a working tool to strengthen learning.

There are different type's observations such as structured observation, ecological observation, ethnographic observation, observation based on an in-class rating scale, and informal observation.

Structured observation: requires the use of an instrument that limits the focus of observation on the items specified in the measurement tool, it is also intended for summative evaluation of instruction is one of the bases for arriving at an informed administrative decision regarding the faculty.

Ecological observation: involves observing and recording classroom conditions all learning events and types of interaction between teacher-student, as well as student-student, whether verbal or non-verbal that take deciding an appropriate developmental supervising plan for the target.

Ethnographic observation: It entails selective recording of information based on what the observer considers at the time of the monitoring as significant and worth noting. It is also serve as a guide in devising in development supervisory program for individuals teachers

Observation based on an in-class rating scale: This uses an instrument focused on predetermined aspects of the teaching learning process.

Informal observation: This is a natural way of accessing a Child's skills and development, it often involves observing children at play or completing certain tasks. It is also process for giving targeted evidence based feedback to teachers

Classroom observations are essential academic practice for instructional leaders in the school system. Its benefits or importance cannot be ignored because it contributes to academic growth. The followings make up the importance of classroom observation:

1. *Classroom observation is mostly fitted for teachers' instructional practice.* It provides instructional feedback for teachers which is helpful for their professional journey. This means that classroom observation provides teachers with feedback that helps them access areas of performances and amend areas they had lapses. This grows them to become effective teachers.
2. *Classroom observation helps teachers to have retentive abilities.* One may not descend into argument that a good number of teachers with high competency rate took their stand through series of classroom observation. This could be true. When teachers are periodically observed and corrected, they tend to develop retentive abilities that always remind them vital areas they need to cover-up while getting ready for teaching. When they bear those vital areas in mind, the supervisor feels abreast, supervising teachers who known his duty. In this case, areas of lapses as observed by the supervisor is reduced to minimal or zero.
3. *Classroom development aids in clarifying teachers developmental needs.* One of the valuable benefits of classroom observation is that it brings clarity to teachers professional development needs. Analyzing observed data provides vital insights for identifying areas of instructional strength and areas for instructional improvement across grade levels and subject areas (Gustafson, 2023).

Rationale for Evaluating Classroom Instruction

Since classroom instruction is an ongoing process, there is need to always evaluate this process for constant improvement. The below are some reasons why classroom instruction should be evaluated.

1. It is important to evaluate classroom instruction because instructions in the classroom are the base where teachers can improve on their teaching strategies. This means that teachers even evaluate their teaching strategies during their teachings to ensure that they are carrying students along with instructions.
2. To evaluate is also important because it ensures that students receive learning in the most standard form. This means that when classroom instruction is constantly evaluated, it sets standards for effective learning to take place and students are the beneficiaries of this.
3. Evaluating classroom instruction paves way for school authorities to monitor teacher's progress in the teaching profession. The process helps to know the extent a teacher is fortified with prerequisite

experience in the teaching profession and areas of lapses the teacher needs to work on.

Furthermore, Calhon, Sahay and Wilson said that evaluation ensures that the instruction being designed both meets the identified need for instruction and is effective in achieving the intended learning outcomes for participants

Summary

Supervision is an integral part of school administration and no organization can function effectively without it. Supervision is an age long device for improving teacher's knowledge, attitudes and skills which focuses on the teaching and learning process for the purpose of ensuring the achievement of educational goals and objectives while evaluation of classroom instruction help the instructional supervision know how to assist teachers in-their work, it assesses the quality of instruction, it monitors teacher's progress in instruction and also serve as a basis for administrative decision-making. Evaluation is important to the classroom teachers, supervisors and administrators in directing as well as guiding teaching and learning. It aids in devising more effective instructional materials and procedures of instruction.

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CLINICAL SUPERVISION IN SCHOOLS

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Introduction

Teachers play a pivotal role in promoting education, learning, and the professional growth of learners. To maintain quality education at all times, teaching and learning should be a priority, not just for government, but also for school administrators. Supervision of teachers is a priority that internally strengthens the teaching profession, and, in turn, improves the quality and quantity of teaching and learning practices in schools. In today's educational system, Alharbi and Ahmed (2020) stated that teachers need professional care to enhance their teaching profession. One of the most effective ways to bring about teaching improvement and professional growth and development of teachers is through well-organised in-service programmes that are likely to develop teachers' skills in teaching and learning. One of such programmes is the clinical supervision, which needs to be conducted by supervisors who are specialists in the area of supervision and not by consultants, who are far removed from real classroom happenings.

Meaning of Clinical Supervision

Clinical supervision is a collaborative process that involves trained supervisors working with teachers or other education professionals to improve their skills and effectiveness. It can be defined as "supervision focused on the Improvement of the classroom performance of the teacher by way of observation, analysis and treatment of that

performance" (Cogan in Mattaliano, 2014). According to Mattaliano, the term "clinical" denotes close observation, detailed observational data, face to face interaction between the supervisor and the teacher in an intensity of focus that binds the two together in an intimate professional relationship. Chidiobi (2015) stated that clinical supervision is a supervision method that focuses on the improvement of teachers' performance through direct interaction of supervisors and teachers in natural teaching settings. This method of supervision typically involves an observation of the teacher's practice, followed by feedback and guidance to enhance teaching and learning outcomes. It can also involve ongoing professional development and support to help teachers to continuously improve their skills and abilities.

Clinical supervision is one of the most popular and comprehensive approaches of contemporary supervision. The goal of supervision is to improve the quality of education by enhancing the professional practice of teachers and other education professionals. Supervisory approaches have recently changed from looking for deficiency to improvement. Glickman et al., (2013) explained that supervision is assessed as a social process that encourages and assists teachers in their professional development focus on learning and teaching activities, and evaluates the instruction for improvement. Kemal et al. (2017) defined clinical supervision as the part of instructional supervision in which the supervisor and the teacher come face to face to analyse instructional behaviours and activities, and in which data are directly gained from the real instructional environment.

History of Clinical Supervision

The development of clinical supervision in education can be traced to the early 20th century when it was first introduced as a way to improve teacher's training and development. The concept was initially developed in the field of medicine, where it was used to train medical residents by providing them direct observation, feedback, and support from experienced physicians. This model was later adapted for use in education as a means of providing teachers ongoing professional development and support.

In the 1940s and 1950s, the use of clinical supervision in education began to gain popularity, with the publication of several

influential books on the subject, including "Clinical Supervision in Education" by Carl Rogers and "The Clinical Teacher" by John Goodlad. These books helped to establish clinical supervision as a core component of teacher development and highlighted the importance of providing teachers ongoing feedback and support. Morris Cogan and Robert Goldhammer were the first two researchers to propose clinical supervision at the Harvard University School of Education, primarily to prepare pre-service teachers. Contemporary literature on clinical supervision insists it is appropriate for supervising in-service teachers (Hoque et al. 2020; Amadi & Abraham, 2021).

In the 1960s and 1970s, the use of clinical supervision in education continued to evolve, with a growing emphasis on the importance of collaboration between teachers and supervisors. This collaborative approach emphasised the need for open communication and mutual respect between teachers and supervisors, with a focus on identifying areas for growth and developing strategies for improvement. In the 1980s and 1990s, the use of clinical supervision in education continued to expand, with a growing emphasis on the use of technology to support the process. This included the use of video recordings to facilitate feedback and reflection and the development of online platforms for teacher observation and feedback. Today, clinical supervision remains a core component of teacher development and continues to evolve with the changing needs of educators and students. As technology continues to play an increasingly important role in education, clinical supervision has adapted to include new tools and approaches for providing teachers with feedback, support, and ongoing professional development. Overall, the historical development of clinical supervision in education has helped to establish it as an essential tool for enhancing teaching practices and improving student outcomes.

Clinical Supervision Cycle

Clinical supervision is carried out through series of stages that are repeated to form an ongoing cycle. Before the advent of clinical supervision, most of the literature in the field of supervision considered proper supervisory practice seemed to be patterned after the three basic stages in the process of formal instruction: (1) Planning for or becoming familiar with the objectives and strategies of the lesson (2) the

instruction itself, and (3) after-the-fact analysis of the teaching. Whether done individually or by supervisory teams, the clinical supervision format, among other things, aims at carrying out a systematic, continuing, and developmental cycle of planning, observation, and analysis (Mosher & Purpel in Mattaliano, 2014).

Despite the stages of clinical supervision being classified in different numbers and labels, the cycles are, in general, similar, and researchers usually agree on three basic stages: (1) planning conference, (2) class observation, and (3) feedback conference (Acheson & Gall in Gürsoy et al. 2016). These processes are designed to help teachers improve their practice and achieve their professional goals while also promoting the overall quality of education provided students (Caruso & Fawcett in Chidobi, 2015).

1. **Planning Conference:** This is the first step in the clinical supervision cycle, which typically takes place before the observation. During this stage, the supervisor and the teacher meet to discuss the focus of the observation, set goals for the supervision process, and address any concerns or questions the teacher may have. This first step is equally important as it gives the supervisor the opportunity to establish positive working relationship with the teacher and to set clear expectations for the supervision process. Planning is an important step in the clinical supervision process as it provides a framework for ongoing support and feedback throughout the process.
2. **Class Observation:** In clinical supervision, class observation is the process of observing teachers' classroom instruction to provide feedback and support for their professional development. The observation may be conducted by a supervisor or mentor and is aimed at identifying the teacher's strengths and areas in need of improvement. The feedback provided after the observation is meant to help the teachers enhance their instructional practices, meet the needs of their students, and achieve their professional goals. The goal is to improve the quality of instruction and increase students' learning and achievement.
3. **Feedback Conference:** This is a collaborative meeting between the supervisor and teacher in which they discuss the teacher's

performance, progress, and areas for improvement. The purpose of the meeting is to provide constructive feedback, identify strengths and weaknesses, and develop a plan for future growth and development. The goal is to support the supervisee's professional development and enhance their ability to provide effective services to students.

Phases of Clinical Supervision

Through practice and feedback, the planning-observation-analysis model of the earlier days of clinical supervision evolved into a five-phase as proposed by Goldhammer cited in Khaef and Karimnia (2021) which include:

Phase 1: Pre-Observation Conference. The purpose of this phase is to establish a conceptual framework for the observation. The teacher and the supervisor determine the details of the observation during this phase. This stage directs the supervisor to review teaching and learning documents before classroom activities and, as well, may provide professional support to teachers as it may be required.

Phase 2: Classroom Observation. The second stage is known as 'observation,' which fundamentally directs the supervisor to undertake direct observation of teaching-learning activities in the classroom. The supervisor takes intensive records about teachers' teaching practices and teachers and students' interactions behaviour.

Phase 3: Analysis. The supervisor gathers data from the observation with the goal of assisting teachers to create evaluations of their own teaching. The supervisor analyses the teaching and learning activities as observed and gives feedback to the teacher or teachers about the teaching strengths or weaknesses that have occurred under them.

Phase 4: A Supervisory Conference. During this phase, the teacher and supervisor discuss the data. The teacher is invited to reflect on and explain his teaching methods. In practicing professional support, the supervisor is responsible for providing technical professional support to

teachers based on what went wrong during the classroom teaching and learning.

Phase 5: Post- Conference Analysis. This is the last stage that requires the supervisor to re-observe teacher's changes in classroom teaching and learning practices. Teachers are also provided full supervisory teaching and learning feedback for their records and reflection. This understanding implies that the stages of clinical supervision allow supervisors and teachers to identify teaching and learning shortcomings in a cyclic strategy and overcome challenges in a collegial way.

In recent years, Gogan in Mattaliano (2014) expanded the five-phase to eight phases. One addition was a prior-to-actual-supervision segment that addresses itself to establishing a trusting, non-threatening teacher-supervisor relationship, and to the initiation of the teacher to the objectives and techniques of clinical supervision. As a means of helping the teacher learn to plan for instruction, Gogan put more emphasis on cooperative planning, thus encouraging a collegial teacher-supervisor relationship, and helping the teacher and the supervisor to know and trust each other. Here are Gogan 's eight phases of clinical supervision:

Phase I: Establishing the Teacher-Supervisor Relationship

The first phase of clinical supervision is the period in which the supervisor:

- a) Establishes the clinical relationship between himself and the teacher;
- b) Helps the teacher to achieve some general understandings about clinical supervision and a perspective on its sequences; and
- c) Begins to induct the teacher into his new role and functions in supervision. These first-phase operations are generally well advanced before the supervisor enters the teacher's classroom to observe his teaching.

Phase 2: Planning with the Teacher

The teacher and the supervisor together plan a lesson, a series of lessons, or a unit. Lesson, generally is taken to mean an instructional process oriented by objectives of fairly limited scope and designed to be accomplished within a span of time, varying from a part of a class period

to a school day or two. Plans encompassing more complex objectives and more extended periods are referred to as units. Whatever the scope of the planning, the entire design and each of its constituent lessons are planned in terms of the objectives for the students and the teacher. Plans commonly include specification of outcomes, anticipation of problems of instruction, materials and strategies of teaching, processes of learning, and provisions for feedback and evaluation.

Phase 3: Planning the Strategy of Observation

The supervisor plans the objectives, the processes, and the physical and technical arrangements for the observation and the collection of data. His functions in the observation are clearly specified, as are those of other observers, if any are to participate. The teacher joins in the planning of the observation and takes a role in it as he becomes more familiar with the processes of clinical supervision.

Phase 4: Observing Instruction

The supervisor observes the instruction in person and/or by way of other observers and other techniques for recording classroom events.

Phase 5: Analysing the Teaching-Learning Processes

Following the observation, the teacher and the supervisor analyse the events of the class. Initially, they used to perform this task separately. Later in the program, they may do so together or with other participants. Decisions on these procedures are made with careful regard for the teacher's developing competencies in clinical supervision and his needs at the moment.

Phase 6: Planning the Strategy of the Conference

In the early stages of working with a teacher, the supervisor alone develops the plans, alternatives, and strategies for conducting the conference with the teacher. Later on, if it is advisable, the planning for the conference may be incorporated into the conference itself.

Phase 7: The Conference

The conference participants are the supervisor and the teacher. As need and appropriate circumstances arise, other participants may join them. The conference may, on occasion, be conducted by the teacher and others, sometimes without the supervisor.

Phase 8: Renewed Planning

At an appropriate stage in the conference, the teacher and the supervisor decide on the kinds of change to be sought in the teacher's classroom behavior. At this point, the cyclical nature of the supervisory process asserts itself, and the teacher and supervisor stop the analysis and discussion of the previous lesson to begin planning the next lesson and the changes the teacher will attempt to make in his instruction.

Strength and Weakness of Clinical Supervision

Clinical supervision is a process that involves a structured and supportive relationship between supervisors and teachers. The purpose is to help teachers develop their teaching skills, reflect on their practice, and receive feedback on their performance. Here are some strengths and weaknesses of clinical supervision in schools:

Strengths:

1. **Supportive learning environment:** A supportive learning environment is a key strength of clinical supervision. When clinical supervision is implemented effectively, it creates a positive, collaborative, and growth-focused learning environment for teachers. Some of the ways in which clinical supervision fosters supportive learning environment include; encouraging reflective practices, providing constructive feedback, and building trust. Overall, a supportive learning environment is a critical strength of clinical supervision that helps foster a culture of growth, collaboration, and continuous improvement among teachers.
2. **Professional Development:** This is a crucial aspect of clinical supervision as it helps teachers and other school personnel to continually improve their skills, knowledge and abilities.

Through professional development, teachers can stay up-to-date on the latest trends, best practices, and research in their field, which can ultimately benefit their students. During clinical supervision sessions, teachers receive targeted feedback on their performance and identify areas for growth. Supervisors can also provide resources, training, and support to help them develop the specific skills and knowledge they need to be effective in their roles. By providing targeted feedback and support, and fostering a culture of ongoing growth, clinical supervision can help teachers continually improve their skills and ultimately benefit their students.

3. **Improved Teaching Practices:** Clinical supervision improves the quality of teaching and learning in the classroom by providing teachers with constructive feedback and support. One of the strengths of clinical supervision is that it leads to improved teaching practices. By working with a supervisor, a teacher can receive feedback and guidance on their instructional strategies, curriculum development, and student assessment practices. This can help them to identify areas of strength and areas needing improvement in their teaching, and to develop new skills and approaches to enhance their effectiveness in the classroom. Clinical supervision can also provide teachers with opportunities to learn from their peers and engage in collaborative problem-solving. By working with a supervisor and other teachers, they can share ideas and best practices, and work together to address challenges and issues that arise in the classroom.

4. **Improved student outcomes:** Clinical supervision involves the collaboration between a teacher and a supervisor to enhance teaching practices, teacher's development, and ultimately improve student learning outcomes. This can positively impact student outcomes in a number of ways. For example, supervision can help teachers to identify areas where they need improvement and develop strategies to address those areas. It can also provide teachers with access to resources and best

practices that can help them to improve student engagement, motivation, and achievement. Additionally, clinical supervision can help teachers to build relationships with students and create a positive classroom environment, which can lead to better academic outcomes.

5. **Reflection and Self-awareness:** Reflection and self-awareness are essential components of this process, as they help teachers to identify areas for growth and develop strategies for improvement. Through clinical supervision, teachers have the opportunity to reflect on their teaching practices and evaluate their effectiveness. This reflective process allows teachers to identify areas where they may be struggling, and to develop strategies to address those challenges. By engaging in reflection, teachers can gain a deeper understanding of their own strengths and weaknesses, which can help them to improve their teaching practices and ultimately enhance student outcomes.

In addition, clinical supervision provides teachers with the opportunity to develop self-awareness. Through ongoing feedback and support, teachers can gain a better understanding of their own teaching practices and their interactions with students and colleagues. This self-awareness can help teachers to identify areas where they may need to improve, and to develop strategies to address those areas.

Weaknesses

While clinical supervision can be an effective way to improve teaching practices and student outcomes, there are some potential weaknesses of this approach. They are;

1. **Time and resource constraints:** Clinical supervision requires time and resources to be effective. Teachers need to have adequate time to engage in the reflective process, meet with their supervisors, and implement strategies for improvement. Supervisors as well need to have the time and resources to observe and provide feedback to teachers and to develop and provide ongoing professional development. However, time and resource constraints can make it difficult to implement clinical

supervision in schools. Teachers may not have enough time to engage in the reflective process or may not be able to prioritise this work over other demands on their time. Supervisors may not have enough time to observe and provide feedback to all of the teachers they are responsible for, or may not have adequate resources to provide ongoing professional development.

In addition, resource constraints can limit the effectiveness of clinical supervision. For example, if clinical supervisors do not have access to the latest research and best practices in teaching, they may not be able to provide teachers with the most up-to-date information and resources. Similarly, if teachers do not have access to the necessary resources and support, they may struggle to implement the strategies for improvement recommended by their clinical supervisor.

2. **Unbalanced Power Dynamics:** Clinical supervision is an important tool for promoting the growth and development of school professionals, such as teachers, counselors, and administrators. However, unbalanced power dynamics can be a weakness of the supervision process. Unbalanced power dynamics occur when the supervisor holds more power and authority than the supervisee; and this can create a number of issues. If the supervisee feels that the supervisor has the power to make decisions that could affect their employment status or career advancement, they may be reluctant to share their honest thoughts or concerns. This can limit the effectiveness of the supervision process, as the supervisor may not have a complete picture of the supervisee's strengths and areas for improvement. Secondly, unbalanced power dynamics can lead to a lack of trust and respect between the supervisor and supervisee. If the supervisee perceives that the supervisor is using their power to control or micromanage their work, they may feel that their professional judgment and expertise are not valued or respected. This can create a negative working environment and undermine the effectiveness of the supervision process.

- 3. Resistance to Change:** Resistance to change can be a weakness of clinical supervision because it can impede the effectiveness of the supervisory process. Clinical supervision is a process intended to promote professional growth and development and to enhance the quality of education that students receive. However, when those being supervised are resistant to change, they may be less receptive to feedback and less likely to implement new strategies or approaches.

Some reasons for resistance may include fear of failure, lack of trust in the supervisor, or a belief that the current way of doing things is already effective. This resistance can result in missed opportunities for growth and development and a lack of progress in achieving desired outcomes. It can also lead to a breakdown in communication between the supervisor and the supervisee.

- 4. Confidentiality Concerns:** Confidentiality concerns can be a weakness of clinical supervision in schools, as the sensitive and personal nature of the information discussed during the supervision process may make the supervisee feel vulnerable or exposed. This can lead to a lack of trust in the supervisory process, and may result in the supervisee (teacher) withholding important information or not fully engaging in the process. To address confidentiality concerns, it is important for supervisors to establish clear guidelines and expectations around confidentiality at the outset of the supervision process. This can help the supervisee feel more secure in sharing sensitive information, and can also help to build trust in the supervisory relationship.

Supervisors can also work with the supervisee to identify strategies for addressing confidentiality concerns, such as using pseudonyms or other forms of anonymisation when discussing specific cases or situations. In addition, supervisors can help the supervisee to identify appropriate channels for sharing information with other professionals or stakeholders while still maintaining the necessary level of confidentiality. By addressing confidentiality concerns in a thoughtful and proactive manner, clinical supervision can be more effective in promoting

growth and development, and in improving the quality of education in schools.

5. **Lack of Cultural Responsiveness:** Cultural responsiveness refers to the ability to recognise, understand, and value the diverse backgrounds and experiences of staff. Without a culturally responsive approach, clinical supervision may not effectively address the unique needs and experiences of both students and teachers, which can lead to inequitable outcomes. Supervisors who lack cultural responsiveness may not be aware of their own biases and assumptions, which can limit their ability to provide meaningful feedback and support to supervisees from different cultural backgrounds. They may also fail to recognise and address the cultural and linguistic barriers that can impact communication and understanding between students, families, and school staff.

To address this weakness, it is important for supervisors to engage in ongoing professional development that focuses on cultural competence. This can involve learning about the cultural backgrounds and experiences of the students, families, and staff in the school, as well as examining their own biases and assumptions.

Summary

Clinical supervision is a supervision method that focuses on the improvement of teachers' performance through a direct interaction of supervisors and teachers in natural teaching settings. The development of clinical supervision in education can be traced back to the early 20th century when it was first introduced as a way to improve teacher training and development. The purpose of clinical supervision is to help teachers develop their teaching skills, reflect on their practice, and receive feedback on their performance. That notwithstanding, the process has its strength and weakness which were x-rayed in this chapter.

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DEVELOPMENTAL SUPERVISION IN EDUCATION

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Introduction

It is axiomatic that developmental supervision is a sine qua non to teachers' professional development, for no nation can rise above the level of its teachers. For this to be realised, the education system has to judiciously engage the process of adequate supervision of manpower, finance, and material resources under the teacher's close watch, for the desired educational attainment as enshrined in the National Policy on Education. The import of education spurs many stakeholders' curiosity about the learning outcome and the supervisory pedigree of the educational system.

Suffice it to say that, no educational organisation can achieve its stated aims, goals, and objectives without the teachers' development. This work tried to examine teacher developmental supervision in education under these sub-headings:

The meaning of supervision, teachers' professional development supervision; models for teachers' professional development; and instructional coaching for teachers' professional development. It went further to examine the rationale for instructional coaching and promoting teachers' growth through the cycle of assistance.

Supervision

Supervision in the educational context has been variedly defined by scholars. The central focus of supervision hinges on: who teaches what, how? Are the learning experiences effectively communicated? Are the desired educational outcome attained among others? In an effort to improve teaching and learning, supervision can be viewed as one of the

strategies for impacting the teachers and enabling to them achieve the desired educational aims and objectives. By dint of reason, the prime importance of interaction in the educational institution borders on the outcome of teachers' developmental supervision. Thus, Adesina (2001) states:

Whenever more than one person is involved in an activity, interaction is bound to take place in form of some established relationships. In the same vein, since most rational activities occurring in human enterprise usually involve people, supervision is evident through interaction for the purpose of achieving the goal of the enterprise. Research has also revealed the fact that supervision exists primarily for the purpose of improving the instructional programme in the schools. More so, educators have come to recognise the inherent value of each person involved in the school system, so that in the end, the full potential of all will be achieved.

In view of the foregoing, the full potentials of teachers cannot be harnessed without supervision. Thus, supervision entails the stimulation of professional growth and development of teachers; a selection and revision of educational objectives; materials of instruction; methods of teaching; and the evaluation of instruction (Bessong and Ojong, 2008).

Conceivably, the Latin connotation of the concept supervision entails '**super**' that is 'from above', 'superior' and '**vision**' that is, 'to see', 'sight'. Literally, supervision means overseeing other people's activities with the aim of guiding the subordinates to perform better in accordance with the rules and regulations of the institution. On that note, ÖZCAN (2020) observes that, "education system is one of the most significant institutions to ensure a country's existence and continuity. As in all institutions, education system also needs supervision and guidance to put forth level of success, unearth deficiencies and needs in the system". Therefore, supervision is an inevitable tool in the education system.

Scope of supervision in education includes:

1. The instructional work.
2. Co-curricular activities.
3. Records and registers.
4. The school environment.
5. Management.
6. Guidance to teachers.
7. Developmental activities.

Succinctly put, to effectively embark on the above seven areas, the supervisor must understand the purpose of engaging in supervision. Among the various reasons, Adesina (2001) earmarks the two most crucial ones as: (a) to ensure that each teacher within the school system has been performing the duties for which he was scheduled. (b) to improve the effectiveness of teachers so that they can contribute maximally to the attainment of the system's goals.

Highlighting the aims of supervision, ÖZCAN further states that the essence hinges on the control of operation process of education and instruction to ensure the practices are performed in line with regulations, and guide them to reach their aims. Various types of supervision exist, geared towards the achievement of the supervision aim. They include: artistic supervision, instructional supervision, differentiated supervision, clinical supervision, and developmental supervision.

In relation to the focus of this paper, only the discussion on developmental supervision will be handled.

Meaning of Teacher's Professional Developmental Supervision

It is imperative here to explain the major variables – developmental supervision and professional teacher – to widen the understanding of the concept. Developmental supervision is poised to prepare and equip every teacher to be globally competitive. Kazi (2020) posits that developmental supervision is crucial for teachers to develop themselves professionally to face the reforms and fulfill the students' needs. In 1980 Glickman initiated developmental supervision with the view that teachers' supervision should be different because supervision behaviours needed by each teacher differs from one another. Among the new supervision models widely researched and discussed is Glickman's

developmental supervision. The model upheld the individual differences, endowments, capacities, capabilities, abilities, or different attributes found in different teachers, which the supervisor must take note of during supervision.

According to Aydin (2008), developmental supervision is the supervision of the aspects needed by the teachers based on the analysis of their developmental levels. Corroborating, Mulatu (2016) opined that developmental models of supervision have dominated supervision thinking and research since the 1980s. Underlying this model is the notion that we are continuously growing, in fits and starts and in growth spurts and patterns. Furthermore, because teachers operate at differing levels of thought, abilities, and effectiveness, they need to be supervised in different ways. Teachers at lower developmental levels need more structure and direction and teachers at higher developmental levels need less structure and more active role in decision making. More so, Mulatu added that the long-range goal of supervision should be to increase every teacher's faculty ability to grow towards higher stages of thought. More reflective, self-directed teachers will be better able to solve their own instructional problems and meet their students' educational need. However, if the goal of education in a democratic society is to produce responsible learners and decision-makers, then, teachers who are autonomous and independent will be better able to facilitate students' growth toward such ideals. Put simply, thoughtful teachers produce thoughtful students; hence, the need for developmental supervision for teachers professional growth.

In the same vein, Gulick, Gordon, and Ross-Gordon (2014) elucidate that developmental supervision is a specific approach to supervising practicing teachers in schools where the supervisor adjusts his or her communication and style of interaction based on the adult and professional needs of the teacher. Immanent in developmental supervision is the view that, since teachers operate diversely in understanding, ability and effectiveness, their mode of supervision should be in congruent with their needs. Self-regulated and self-directed teachers should spur developmental supervisors to shift from position of experts to facilitators' roles that are more collegial, cooperative, and non-directive.

Glickman et al. (2014) posit that developmental supervisors use the nondirective approach of supervision, which provides a safety net for teachers to engage in a series of interdependent activities: teachers' establish professional goals, self-improvement plans, progress monitoring, and critical thinking about teaching and learning.

Glickman asserts that there are different developmental stages in individuals from infancy to adulthood. Hence, people have different need at different level/stages of their development. In addition, people may have similar need at the same stage. Thus, every teacher's developmental stage and behaviour differs. The three fundamental areas of developmental supervision are as follows:

1. Each teacher goes through different professional stages, for s/he hasn't the same experience.
2. Same supervision approaches should not be applied to teachers who have different abilities, efficiency, and conceptual levels.
3. The vital aim of supervision must be teachers who decide on their own.

The no. 3 above resonates the need for understanding who a professional teacher is. A professional teacher is someone who conducts himself according to the highest standards, giving the best effort inside and outside the classroom to achieve desired educational objectives.

Professional teachers according to Wise (1989) are those:

Who have a firm grasp of the subjects they teach and are true to the intellectual demands of their disciplines. They are able to analyse the needs of the students for whom they are responsible. They know the standards of practice of their profession. They know that they are accountable for meeting the needs of their students.

Three major areas distinctly portray the activities of a professional teacher in Wise definition. They are: the teacher's mastery of the subject matter of his instruction, ability to solve the students' educational problems, and be abreast of the standard practice, bearing in mind that their best practices demand accountability.

In effect, the need to support teachers' abilities geared toward their professional enhancement and classroom performance is of utmost importance to the education industry. Some of the areas of support for the teachers' professional development include:

- a. Attendance of professional courses to gain new skills.
- b. Learning to be passionate, positive, and enthusiastic about his job.
- c. Seeking new subject areas/knowledge to share with the students.
- d. Embracing change and giving new methods a chance.
- e. Not missing deadlines or fall behind your grading.
- f. Following the procedures and the protocol expected at your school.
- g. Punctuality to and regularity at school.
- h. Preparing thoroughly for each day's teaching.
- i. Maintaining professionalism on social media.
- j. Behaving professionally in school and the public.
- k. Projecting a neat and clean look with clothes and style.
- l. Building relationships based on mutual respect.
- m. Acting like a professional teacher. (Listmann and Osborne, 2021).

There is incontrovertible that the teacher may not perform creditably, even when certificated as a professional, unless the aspect of developmental supervision is embraced. Therefore, teachers' professional developmental supervision based on differentiated developmental initiative enhances modified learning outcomes and promotes collaborative professional learning.

In the Nigerian context, it is evident that teachers' professional developmental supervision is still at its embryonic stage due to lapses on the part of the government to fund education adequately. The functions of developmental supervision are underutilised. Some teachers, especially those in rural schools, year after year do not experience the visitation of supervisors, not to talk of advancing their professionalism through developmental supervision.

In line with Glickman's assertion, developmental supervision has three critical fundaments, which include:

- a. that each teacher goes through different professional stages, for s/he hasn't got the same experience.

- b. same supervision approaches shouldn't be applied to teachers who have different abilities, efficiency and conceptual levels.
- c. the vital aim of supervision must be teachers who decide on their own.

Ozyildirim and Aksu, citing Piaget's theory of cognitive development, opine that how people stay on the same stage of development vary from one culture or society to another because the influence of these variables play a major role on how people may understand and internalise learning experiences. Therefore, different teachers behave and understand learning concepts differently. They further assert that, "in developmental supervision, primarily the supervision must determine the teachers cognitive development level by observing and asking them questions; then the supervisor uses one of the suitable supervisory approaches that are directive, collaborative, and non-directive.

Orientations of Developmental Supervision

1. Directive Behaviour: This approach is divided into two – (a) directive control behaviour. (b) directive informational approach behaviour.

First stage teachers are concerned with directive control, whereby the supervisor controls all supervision process. The approach is adopted when teachers are faced with serious teaching problems and need experts, especially when the teachers have no information about the topic, and an emergency case crops up. Directive informational behaviour offers teachers informational resources, but s/he still bears all the responsibility. Such teachers need not only guidance but a close follow-up intervention. Glickman, Gordon, and Ross-Gordon (2010) opine that the main differences between directive control and directive informational behaviours are that the supervisor always asks the teachers opinion and the teachers choose the options offered by the supervisor to improve teachers in directive informational behaviour. The supervisor doesn't suggest any options to teachers, s/he says only what s/he wants to do in direct control behaviour. A directive supervisor clarifies, presents his ideas, directs, demonstrates, and sets the standard for improvement and

reinforces it with material or social incentives. The approach is mostly used for new teachers.

2. **Collaborative Behaviour:** Teachers who are good at observation and passive in decision making are handled with this approach. Here both the supervisor and the supervisee have equal responsibilities. Their equality spans through finding a solution, decision-making and equal right to speak, sharing their views, opinions on developmental plans. When the two parties disagree, a third person without bias gets involved in problem solving. This approach calls for listening, presenting, problem solving and negotiation, and altering of joint plans to arrive on an agreed action. Teachers are able to suggest solutions to their problems.
3. **Non-Directive Behaviour:** Here, the teacher is more responsible than the supervisor. The teacher's profession, motivation, and craft knowledge are enough to design his/her own plan and decide on any issue. The supervisor should not be directive or partial but should listen to the teacher in an unprejudiced way, and moreover s/he encourages the teacher to find their own way (Glickman, Gordon and Ross-Gordon, 2010).

The supervisor, at this juncture, understands that the supervisee is capable of analysing and solving their own instructional problems. As a result, the supervisor acts as a facilitator who channels the teacher's self-discovery. The supervisor do not use a standard structure of supervision; instead, based on teacher's need, s/he listens, observes, and provides for the requested materials and resources needed by the supervisee. The approach is for teachers who could solve their problems independently.

Table 1 further explains the approaches to supervisory orientations in developmental supervision.

Table 1:Supervisory Environment and Supervisory Orientations

Environment	Approaches		
	Directive	Collaborative	Nondirective
Informational	Supervisor’s information for teacher to consider.	Share information for both to consider.	Actively listening to teachers information.
Controlling	Supervisor telling teachers what to do.	Type of involvement: make teacher believe s/he shared the decision.	Manipulating teacher to think s/he is making own decision.

Source: Mulatu: Guided paper on developmental supervision, 2016.

Criteria for Choosing Appropriate Supervisory Orientations

Since teachers vary in their perceptions, orientations, and behaviours, it is pertinent that the supervisor, in the course of developmental supervision, should consider two critical factors: teachers’ level of commitment, and abstraction. Teachers with a high-level commitment and those with little or no commitment should be supervised using different supervision models, bearing in mind their differences and that commitment is a continuum moving from low to high-level, depending on the developmental supervision received.

Consequently, teachers with certain level of abstraction or symbolic thinking move away from the visual, tactile identification of a property, and the ability to “meditate” with the mind, to re-categorise, and generalise (Mulatu, 2016). Teachers endowed with high level of cognition analyse; clarify instructional problems in the areas, such as discipline, management, record-keeping, and students’ attitude, among others; proffer solutions to the problems; and initiate plans in abstract ways to forge ahead. Those in this category can generate many alternative solutions.

On the other hand, teachers with low abstract thinking ability are confused about their classroom problems while those with moderate abstract ability can detect, define, and think of one or two classroom problems, but are faced with the problem of coordination.

Applying Developmental Supervision

Three phases of developmental supervision guide the teachers' professionalism at work place. They include:

1. **Diagnostic:** Diagnose the teachers' level of abstraction or commitment using relevant questions and observations. Thus, Mulatu (2016) opines that, "The best way to determine teachers characteristics and supervisory approach is to combine observations of teachers in action with supervisory teacher discussions".
2. **Tactical:** The teacher at this stage focuses on how to help the supervisee solve current instructional problems. Initially this stage matches the supervisees/teachers level of abstraction and commitment to obtain realisable result.
3. **Strategic:** This developmental model is considered as the third phase where the supervisor accelerates the teachers' abstraction and stimulates their problem solving abilities. The strategic stages involve: (1) gradual exposure of teachers to new ideas, how to view students, instruction, and problem solving techniques to use. (2) gradual reduction of teachers' dependence on the supervisors during conference decision-making, thereby enhancing the teachers decision-making roles. (3) The supervisor combines teachers who exhibit low level of abstraction with those with slightly higher levels during problem solving sessions. This strategy can impart the low level teachers' abstraction for better performance in classroom.

Table 2: describes phases of application of developmental supervision in educational institutions.

Table 2: Phases of Developmental Supervision

Phase	Purpose	Goal	Supervisory Technique
Strategic	Developmental	Increase teachers' abstraction, commitment and self-direction.	Gradual exposure to new ideas, incremental decrease in structure; increase in teacher responsibility; optimal mismatches with other teachers.
Tactical	Functional	Meet instructional need/solve instructional problem.	Match supervisory approach (direct supervision, collaborative or nondirective) to teacher level of abstraction and commitment (low, moderate or high).
Diagnostic	Functional and developmental	Determine current teacher level of abstraction and commitment (low, moderate and high).	

Strategic phase once begun is ongoing. Diagnostic and tactical phases continuously repeat during the strategic phase.

Source: Mulatu, (2016).

Developmental supervision model in practical sense is a difficult and complex exercise because teachers level of abstraction, commitment, and expertise vary. Individual teacher's characteristics or group situation may direct the supervisory model the supervisor can adopt to ensure

adequate professionalism in teachers daily activities. However, it is worthy to observe what developmental supervision does not entail:

1. Developmental supervision is not a function of age or years of service.
2. Neither the teacher's age nor experience determines the appropriate supervisory model to adopt.
3. Developmental supervision is neither a situational nor a contingency theory; instead, it hinges on understanding the purpose of teachers work for himself and others.

Roles of Developmental Supervision in School Improvement

1. Aids the teachers/principals to understand students and society better.
2. Helps the development and improvement of teachers.
3. Assists teachers for effective and efficient use of instructional materials.
4. Helps in the improvement of the teachers' methodology.
5. Equips specialised school personnel to assist the teachers.
6. Assists teachers' appraisal of students' performance.
7. Stimulates teacher's planning, work, and progress evaluation.
8. Engenders security consciousness in the teachers work environment and community.
9. Stimulates group curriculum improvement plan and cooperative implementation, coordination and teachers improved education services.

In view of the foregoing, credible roles of developmental supervision enhance teachers' professional development. According to Avalos (2011), professional development is about teachers learning, learning how to learn, and transforming their knowledge into practice for the growth of their students. In order that teachers may fulfil their statutory obligations, their professional development supervision must be considered a priority in the education landscape.

Hence, Nauman (2018) asserts that, "to keep teachers at par with the changing dynamics of this world and to help them perform better not

only in teacher education programs are fundamental but teacher continuous development programs are also essential.”

Models for Teachers’ Professional Development

Many models of teachers’ professional development have been developed and implemented across nations to improve teachers’ professional development from inception of their duty to retirement (Villegas – Reimers, 2003). Some supervisors merge different models (new and old) to achieve the desired goal. Scholars like, Çetin and Bayrakci, (2019) listed the following teachers’ professional development models:

- a. **Individually Guided Development:** The individual teacher designs and selects learning goals for achievement of educational attainment. For example: video/audio self-assessment, professional portfolios, and reflective journalism, among others. In this model, a variety of flexible options enable individualisation of the teachers’ professional development. Hence Noor (2017) states that, “this model is an internal aspect of a teacher towards improving their knowledge and skills. Individually guided development allows teachers to find answers to self-selected professional problems using their preferred modes of learning”.
- b. **Observation and Assessment:** This model is based on the feedback the teacher gets from other teacher’s observations. On the other hand, observers are impacted as they view other teachers in action. The model may be adopted all year round in the school as a form of peer coaching or support measure.
- c. **Involvement in Development of Improvement Process:** Teachers are drafted to be part of school development programmes like curriculum planning and school improvement processes. This can resonate many new skills, attitudes and behaviours. This could as well be got from reading, observation, discussion, and training, among others.

- d. **Training:** Teachers training model are packaged as seminars, workshops, and group presentations. In this context an expert presents the content and teaching objectives, looking forward to impacting teachers who will translate the knowledge garnered in the classroom setting. Sets of objectives and content scope for the learners' outcomes are the focus of the training exercises. However, Noor (2017) notes that, "usually the outcomes involve awareness, knowledge, or skill development, but changes in attitude, transfer of training and "executive control" need to be addressed as well". Teachers' development should be the central focus of any organised training.

- e. **Inquiry:** Inquiry model also called action research model adopts a format whereby participants use structured investigation to find out how a change in a particular practice impacts teaching and learning. This model upholds that teachers will perform better when accorded the opportunity to raise and answer questions based on data generated from the class setting. There are four steps processes in this model.

The four step processes of inquiry model are:

- i. Identify problem.
- ii. Raise specific research questions and methodology to be adopted.
- iii. Design research.
- iv. Design intervention to be used in the school.

Inquiry model uses higher-order skill by teachers with already advanced skills for problem solving in the school setting.

- f. **Mentoring:** Mentoring model involves older and more experienced teachers coaching the younger ones. Mentoring takes effect in areas such as coaching classroom observation, feedback, collaborative teaching, and the like. Jones (2001) earmarks three models of mentoring as:

- i. **The apprenticeship model:** The mentor is to be emulated as the master teacher.
 - ii. **The competence model:** The mentor relates training and assessment to pre-determined standards of practice.
 - iii. **The reflective model:** The mentor adopts the role of a ‘critical friend’ who assists in the evaluation of teaching.
- g. **Critical Friends Group:** This is a professional community instituted for the promotion of students’ learning through collaboration. Membership objective is centered on factors affecting students’ achievements like curriculum and students work (Yuvayapan, 2013). The six characteristics of the goals of critical friends group are:
- i. **Specific:** Goals are specific when they are clearly stated.
 - ii. **Measurable:** Measurable goals are precise and can be measured over time.
 - iii. **Achievable:** Goals are achievable if they are realistic. The effort needed to reach a goal can inspire great effort; unrealistic goals are self-defeating.
 - iv. **Relevant:** Goals are relevant if they are viewed as important to the individual and to the team. Superficial goals are forgotten because they lack meaning.
 - v. **Traceable:** Goals need to be traceable to check progress. Goals should not be so numerous or complex that they confuse rather than direct teams.
6. **Ongoing:** Not all goals will be completed by the end of a specific period. Some goals are achieved over a longer time; others can be reached more quickly (Yuvayapan, 2013).
7. **Professional Development Schools:** This takes the form of partnership between a school and a local teachers’ college. Gaible and Burns, (2005) note that a cluster of teachers is identified within the school as “master teachers”. Professional Development School helps teachers to develop intermediate and advanced skills (Hooker, 2008). Students and younger teachers enroll in internship, gain mastery of their subjects and become mentors in other schools.

This in effect extends the programme and enhances their professional development attributes.

Other scholars like Burns (2014) initiated a six models of teacher-centered professional development. They include:

- a. Observation/Assessment
- b. Open Classroom
- c. Lesson Study
- d. Study Groups
- e. Looking at Student work
- f. Community-Based

In another development, Burns (2014) further notes that the above models represent a shift in the psychology, pedagogy, and pace of current paradigms of professional development. The models recognise that professional learning for teachers is iterative and developmental, and that change occurs not at twitch-speed but at a much more evolutionary pace. They also show that instruction and support for teachers must be characterised by perseverance, practice, and patience if we want teacher's learning to be deep and sustained.

Kaur, Cheng, Wong, and Seto (2019) advocate three models for teachers' professional development, which include:

1. Training model considered as a hybrid – one that integrates the training model with sustained support.
2. Laboratory class: school-based professional development for primary school mathematics teachers.
3. Networked Learning Communities: Teachers engage in collaborative learning for purposeful and sustained development.

In all, whichever model one adopts, may be influenced by one's discipline, though the bottom line ends with the aim of teachers' professional development.

Instructional Coaching for Teacher Professional Development

Knight (2007) states that, classroom coaching is a generic term for a number of practices that include instructional coaching. Instructional coaching is a process of educating teachers in public schools for the improvement of their instructional delivery for better educational outcome, especially on the part of students' performance. The desirability for teachers' growth is enhanced by instructional coaching. However, Tschannen – Moran and Tschannen – Moran (2011) assert that, instructional/classroom coaching is different from supervision in that it is a form of professional development that is non-evaluative. Instructional coaching does not apply disciplinary measures for the teachers; instead, observation and guidance are the key instruments for impartation of knowledge to the teachers.

More so, Devine, Houssemand and Meyers (2013) opine that instructional coaching is a collaborative, on-site, evidence-based approach, based on a close collaboration with school principals. Unlike Nigeria, some countries like Malaysia adopt coaching as full-time. Teacher professional learning developers that serve several schools in their particular districts are attached to coaches that enhance the education system with four main areas of responsibilities:

1. act as a medium between the Ministry Education and the schools in terms of curriculum and assessment implementation.
2. monitor the effectiveness in the newly revised curriculum and assessment on providing support to teachers.
3. 60% of coaches' time is expended on data-based planning, support to teachers in lower performing schools and enacting the role of a pedagogy and curriculum (learning) specialist to teachers.
4. 20% of coaches' work is for provision of training (teachers' professional development and establishment of professional learning community (PLC) networking in schools. 15% of their time is employed to develop reports and teachers' interventions to be presented to the head of department for actions and interventions. Then, 5% of coaches' time is channeled to the completion of administrative work as directed by the head of the department. Thus, Kho and Saeed (2019) elucidate that the roles enacted by coaches are multifaceted and complex because there might be more than one

role that coaches need to assume at a time. Furthermore, the allocation for percentages according to Devine et al. (2013) suggests that coaches would enact roles such as data-based planner, teacher supporter pedagogy and curriculum specialist, training provider, and catalyst of PLC networking which display uniqueness in teacher professional development.

Among the plethora of roles performed by coaches, Wang (2017) listed four major areas, namely: facilitator, instructor, collaborator, and empowerer. Some other authors considered coaches roles as that of an advisor, educator, catalyser, and assimilator. These simply confirm the complexity and multifaceted roles played by coaches.

Different types of instructional coaching that positively impact the teachers and students' learning experiences are as follows:

1. Content coaching.
2. Literacy coaching.
3. Differentiated coaching.

During the coaching sessions, coaches give ample opportunities to the teachers to employ high leverage and evidence-based practices in various areas like (a) planning lessons based on high standards; (b) using formative assessment to monitor students' performance; (c) employing high-leverage instructional practices; and/or (d) relationship and community building (Knight and van Nieuwerburgh, 2012). The coach facilitates a dialogue and guides the teachers' line of thought during conversations using critical questions instead of proffering solutions or making recommendations. In collaboration, the coach provides the teachers opportunity to understand, theorise the lesson, and praticalise the learning experiences. The structure of theory to practice improves the teaching and learning of the teachers for better output. Instructional coaching, being a job-embedded professional development, imbibes teaching practice to improve teachers' instructional practices for improvement of students learning. In effect, instructional coaches partner with teachers to unearth the current reality, identify goals and objectives, monitor progress, and engage in problem solving for the

attainment of educational goals. The coach is not an expert but a reciprocal learner, who simultaneously learns with the teachers.

Rationale for Instructional Coaching

The purpose for instructional coaching hinges on the improvement of teachers' instructional practices for effective lessons and realisable educational outcome. A successful instructional coaching makes the teachers invest in educational process, possess strong interpersonal skills, develop relationship, and impart discipline on the coach and teachers. These are geared towards setting bite-sized steps for improvement and practice on the instructional activities for teaching and learning enhancement. Since instructional teaching is dynamic and ever-evolving, it improves the learning outcome. Rolfe (2021), emphatically notes that the rationale for instructional coaching includes: "it is the most effective, long-lasting way of embedding professional learning opportunities into the day to day work of teachers that builds upon their skills and expertise".

Among the rationale for instructional coaching are the benefits accruing from the exercise such as:

1. The strong belief that teachers can learn and change.
2. Instructional coaching aids students and teachers' growth and improvement, as they learn and implement high impact researched pedagogies.
3. Enables the education system to focus on teaching and learning.
4. Increases job satisfaction because the teachers' competence and confidence are built when the fruit of their students' educational outcome is realised.
5. Creates avenue for new strategies for dialogue and sharing of ideas to the benefit of the teachers and students' learning.
6. Increases teachers' efficiency and effectiveness to promote teaching and learning. As the teacher improves so also the students' learning outcomes.
7. Continuous evaluation/assessment of teachers' performance.
8. Collaborative development among teachers geared towards trust and openness.

9. Enhances teachers' classroom management and instruction methodology since coaching requires an ability to see something that is not yet-but could be in existence (Rolfe, 2021).

Mulatu (2016) opines that the rationale for instructional coaching hinges on the assumption behind much of the recent work in professional competency; noting that the path towards proficiency is developmental and that employees approaches for various levels of development should vary appropriately. More so developmental supervision variations would most effectively enhance teachers' growth.

Promoting Teachers Growth through Cycle of Assistance

Teachers' professional growth is enabled through a cycle of assistance, such as coaching. To implement coaching within a cycle may involve impact cycle, which includes three areas:

1. **Identify:** The class session is tape-recorded with video. Thereafter, the coach and the teacher engage in a debrief meeting, and with reflective questions after watching the video, the teacher is impacted, and thereby improves on the teaching and learning activities.
2. **Learn:** Strategies to achieve the set goals are mapped out by the coach and teacher using checklist and modelling. The teacher learns in the course of the activities and grasps how to adopt the strategies.
3. **Improve:** Improvement of the teacher comes through the implementation of the chosen strategy. Monitoring and modification of the teaching strategies lead to progress and attainment of the goals. When the goal is hit, the cycle starts all over again; hence life-long learning improves both teachers and students' outcomes. The process of assistance rendered during learning is cyclical, generating formidable educational outcome.

Summary

Developmental supervision in education had been viewed as the process of monitoring/observation and facilitating teachers' abilities to modify

their instruction to achieve organisational goal through nurturing. This paper carefully examined the meaning of supervision, teacher professional development supervision, and models for teacher professional development. Instructional coaching, rationale for instructional coaching, and factors that promote teachers' growth through the cycle of assistance were reviewed. The basic underpinning in developmental supervision underscores that in differentiating teachers' abilities, supervisors should be spurred to apply different supervisory approaches in their developmental supervision. When the appropriate supervisory and coaching approaches are adopted, the teachers' professional development yield credible educational outcomes.

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RESOURCES MANAGEMENT IN EDUCATIONAL SUPERVISION

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Introduction

An educational institution is an organisation that requires resources to function just like other organisations elsewhere. The presence of resources in an organisation calls for the management of the resources in order to channel them to the appropriate quarters for optimal usage in a goal-driven manner. Management of resources is thus imperative. There is a need to organise, coordinate, allocate, safeguard, and ensure prudent utilisation of these resources for effective and efficient job performance. That is where management supervision comes in. These resources are classified into two: human and non-human. Resources are human when human beings are involved. In the school setting, the principal, the teachers, the non-teachers, and the students constitute the school players (human resources). The principal, as the head of the school, manages and, at the same time, supervises other human resources to attain educational goals. In this case, all the human elements that have roles to perform in the school leading to educational objectives constitute human

resources in education. Other resources used by human factors in school to enhance teaching/learning efficacy fall under non-human resources. Without resource management and supervision, the available resources could be misused, misdirected, stolen, and/or misappropriated, leading to unaccomplished educational goals. No organisation functions effectively without resources, which explains why resources are indispensable in achieving organisational goals. Simply put, resources are the life-wire of any organisation. From the above expression, this chapter reels out the meaning of resource management and educational supervision, resource management, types of resources managed, the rationale for resource management, supervision resource management strategies, effective resource management classroom instruction, challenges facing resource management, and proffer solutions to the problems identified resource management in educational supervision.

The Concept of Educational Resources

Resources could be anything that facilitates the accomplishment of a task which could be human or non-human. Macmillan Dictionary (2021) defines resources as cash, workforces, or apparatus that can aid an institution or any establishment to achieve its goals. Education, on the other hand, is the process of imparting knowledge, skills, ideas, norms, values, and morals to the learner to enable the recipient to have a positive behaviour change. Educational resources, therefore, entail money, personnel, facilities, experiential knowledge, tacit knowledge, and time used in an educational institution to promote goal accomplishment of educational objectives.

In agreement with the above assertion, Abraham (2013) defined resources as animate and inanimate elements that enhance performance for optimal goal achievement in an organisation. These resources include but are not limited to human capital, goods, and endowments like water bodies, vegetation, time, and other factors of production. To Maduagwu and Nwogu (2006), resource in education consists of human elements, physical resources, time, and money that are effectively and efficiently managed to achieve the educational goal. In corroboration with the above scholars, Nwuke & Agu (2021) posited that educational resources comprised educational inputs that trigger off academic and non-academic activities in the school as an organisation for the

achievement of specified educational objectives. The duo further stressed that educational resources could either be tangible or non-tangible.

Given the above, educational resources include all the raw materials fed into the educational institution as an industry and the personnel in the industry that engage in a series of activities to ensure that quality product is possible. Educational resources also lend themselves to concrete or physical resources and non-tangible or abstract concepts like skills, experiential knowledge, tacit knowledge, etc. that hasten or step-up teaching/learning outcomes and administrative activities that inspire the attainment of prescribed educational objectives. Education, like other walks of life, is full of tasks of varying magnitude that only human elements can perform while utilising other material resources. Human and material resources facilitate the process of educational services referred to as educational resources. The human factor in education cannot achieve much without working materials in the same way a farmer could be helpless on the farm without working implements. That shows the two types of resources work hand-in-glove with proper management and supervision to attain the objectives of the organisation.

Resource Management in Educational Supervision is, therefore, an administrative function, which is the process of ensuring effective and efficient resource use by the human capital for maximal goal realisation. By extension, it involves monitoring the daily activities of the workforce to utilise material resources to pursue educational objectives. It starts from the human resources to material resources application and builds the capacity of the workforce for improved job performance. In line with the above concept, Kirthika (2022) opined that the principles of material resource management are effective management and supervision, which, according to the author, depend on managerial functions, such as planning, organising, staffing, directing, controlling, reporting, and budgeting.

The Meaning of Educational Supervision

Teachers' services are very crucial in achieving educational objectives. That is the basis for the need to have teachers trained and certified to

carry on with this onerous task. The teacher as the intermediary between the learner and curriculum desires to be professionally mentored so as to impart the desired skills and knowledge on the learner, failing which the educational objectives will be a mirage. The school can realise this goal through the appropriate management and supervision of the school human resources. In agreement with that, the National Association of Social Workers (2013) emphasised that educational supervision centred on staff development and training of the teachers in their areas of interests. It touches all the education-related activities that guide, direct, and elevate the teachers to learn assessment, treatment, intervention, identification, and resolution of educational policies for enhanced teaching/learning outcomes.

Omosidi, Alao & Omiyale (2020) are of the view that supervision is an administrative strategy of checking or delegating the senior staff to guide, direct, and assist the younger ones in the profession to improve on the teaching/learning delivery process for better results. Supervision is the process of ensuring that the teachers' job performance improves continuously. It is a systematic and democratic way of ensuring that teachers comply with standards and maintained them. In the words of Abraham (2013), all human activities require supervision. The scholar is aware that human beings, by their nature, are unpredictable and can deviate from principles when left unguided or unchecked. The author thus defined supervision as the action of the superior officer that do not only improve instruction, but also develops the teacher professionally. It focuses on guiding, directing, and inspiring the growth of the teachers, translating to quality teaching/learning process.

Similarly, Ijaiya (2020) noted with dismay the negative influence and irreversible consequences of fake or poorly trained teachers on the learners. According to her, this could take a long time to manifest in the affected individual. The author thus emphasised the need for a major intervention, such as supervision after teacher training programmes for accelerated teachers' career development and subsequent teaching/learning encounters. Supervision is an organised monitoring of the teachers' teaching/learning activities starting from the lesson plan, note of lessons, classroom interactions, and democratic liaison with the teacher for improved performance in future job

performance. Supervision is usually done by a superior officer who is good in human relations, who does not hurt the feelings of others while developing them professionally.

The Federal Republic of Nigeria (FGN, 2013) is not oblivious of the relevance of supervision and its attendant quality assurance syndicate, thus establishing effective and efficient quality assurance agencies from the federal to the local governments. Their duties are to monitor and maintain set standards at all levels of education below the tertiary. FGN further stated the goals of the quality assurance agencies as follows:

1. Set, maintain, and improve standards in all aspects of the school system;
2. Ensure minimum standards and quality assurance of instructional activities in schools through regular inspection and continuous supervision;
3. Disseminate on a regular basis, information on problems and difficulties of teachers and institutions and offer practical solutions to them; and
4. Encourage the dissemination of information on innovative and progressive educational principles and practices in the school system through publications, workshops, meetings, seminars, conferences etc.

The primary responsibility of the quality assurance officers shall be to:

- a) Undertake inspection visits;
- b) Disseminate information in respect of challenges experienced by teachers in schools and institutions as well as provide advisory solutions through appropriate authorities;
- c) Obtain information in respect of challenges experienced by teachers in schools and institutions as well as provide advisory solutions through appropriate authorities;
- d) Monitor, document and publish the overall quality of education in schools and proffer practical and positive advice; and
- e) Organise meetings with and workshops for teachers when necessary with a view to improving their professional competence (FGN, 2013).

In her own submission, Awulor-Hephzibah (2020) citing Okoye, Onyali & Ezeugbor (2016) perceived educational supervision as a stimulant to teachers' professional growth and development as it involves selection and revision of educational objectives, materials of instructions, method of teaching, and evaluation of the instructional content. This is necessitated by teachers' indolence in their classroom encounter, ineptitude, lackadaisical attitude, negligence of duty, truancy, and other unprofessional conducts. With regular supervision, all the above teachers' act of indiscipline is put in check and averted.

Supervision ensures that classroom instructional experiences accord with the policy. It equally ensures that teachers do not wallow in the profession without adequate guidance and improvement of careers. The challenges facing teachers while executing their duties are also identified and advisory solutions are provided.

Meaning of Resource Management

In the educational services organisations, resources are material (non-human) and non-material (human). The human resources comprise all the people, who, in one way or the other, contribute to the interrelationship/interactions that lead to the achievement of educational goals. Ejiogu & Ogonor reaffirmed that people were unarguably the most important asset of any organisation. That is because they make things happen and their activities lead to goal attainment. It then follows that the human elements in the educational system are teaching and non-teaching, which include the typists, secretaries, attendants, messengers, gatemen, students, and security personnel, among others. It has been observed that human beings are the most demanding elements to manage due to their varying personalities and individual differences as and attitudes to work. Therefore, supervision, as part of managerial strategies, is highly prioritised to ensure conformity with the acceptable standard. Conversely, non-human resources are all that exists in the school environment excluding the human elements. These include the land, the instructional facilities, the buildings, the equipment, furniture, etc. All these require supervision to ensure a judicious use and organisational goal.

It is in this regard that Peretomode & Peretomode (2001:3) stressed that human resources management was the systematic way of

planning, sourcing, developing, controlling, assigning specific duties to the personnel for administrative and non-administrative functions within the organisation during and after their years of service (retirement). Maduagwu & Nwogu (2006) assert that human resource management in education is the process of acquiring, motivating, developing, and controlling the human components in any educational institutions. It is the human elements and non-human resources combining innate attributes with knowledge and skills to accomplish desired goals. From their view point, Igwebuiké & Okpe (2016), citing Ejieh (2010), posited that management is an identified process of organising and controlling human activities in an organisation to fathom and actualise predetermined goals of the efforts of the human and non-human resources. In so doing, the manager reserves the right to monitor, guide, and improve personnel activities to ensure that standards are maintained for quality products.

Based on the above expressions, human resources management is the process of identifying human capital needs of the organisation, staffing according to a strategised plan, building a workforce through orientation, organising, and harmonising them with other material resources to achieve high productivity and minding their welfare while on duty and at the end of their working years. It is the workforce that uses other material resources to operate the school and, therefore, should be competent to make the best use of them to achieve quality output. It follows that in the absence of human resources, the non-human resources are useless, thus rendering predetermined objectives futile.

Human resources use of non-human resources to achieve desired goals when appropriately managed and supervised by the superior or principal. The manager ensures a holistic plan is done before procurement to avoid procuring already available or unneeded materials; sufficient supply of material resources, equitable distribution of the materials to areas of need, adequate maintenance of materials to avoid theft and exposure to adverse conditions, and optimum utilisation of the materials. Supervision is essential to avert misallocating, under-utilising, over-utilising, or mishandling material resources.

Non-material resources in education are those things that make the school an educational institution. These include the land upon which

the school is, the buildings and their fixtures, instructional facilities, fields, conveniences, etc. They are the physical structures used by the personnel to achieve the school's goals. In acknowledgment of the relevance of non-human resources in an educational institution, the Federal Government of Nigeria (FGN, 2014), in its National Policy on Education, emphasised the provision of some essential school facilities. That is to ensure that the personnel do not lack facilities to work with because insufficient or an absence of required facilities could disrupt programmes and accomplishment of objectives. One of the aspects of optimal resource management is the supervision of the personnel through guiding and monitoring their day-to-day activities.

Types of Resources Managed in Educational Supervision.

Educational resources are regarded as educational enhancer that are goal oriented. They aim at achieving predetermined educational objectives. They are capital intensive and, as such limited in supply. That is why it is very necessary that the principal supervises the staff adequately to ensure prudent usage that guarantees quality output. These educational enhancers are classified into personnel or staff (human resources) and physical resources. Physical resources, such as time and money are, more often than not, referred to as non-human resources. Kirthika (2022) agreed with the above ideology and thus contended that there are three types of education resources, namely: human resources, material resources, and financial resources.

1. The Human Resources

Human resource is the human factors found in an organisation, and who, through their actions, implement the activities earmarked to accomplish its goals. Maduagwu & Nwogu (2006), citing Noe, Hollenbeck, Gerhart, and Wright (2004), posited that human resource deals with the personnel in an establishment, adjudged according to their professional qualifications, expertise, and experience. The qualities of the employees could be tapped by the institution to achieve its objectives. Educationally, the workforces include the teaching and non-teaching staff that perform coordinated functions towards attaining educational aims and objectives. That is reflected in the transformation of uneducated persons to enlightened, civilised, educated, and cultured

individuals who are thus useful, not only to themselves, but to society where they live. In his own submission, Abraham (2013) declared that human resources are the skilled and unskilled human components that operate other resources in any organisation to accomplish the shared goals of the establishment. To Kirthika (2022), human resources are the overall human elements needed by the organisation to achieve its objectives. In the operation of schools, human resources are all the school players from the gate man to the principal who, in one way or the other, contributed towards goal realisation.

The human resources in an educational enterprise are not only managed but also supervised to maintain a given standard in line with the world's best practices. Human beings derail when they are unguided nor aided to grow on the job. All the school personnel assigned should be supervised to ensure the procedures for achieving the aim of education are followed to the letter. That prompted Ijaiya (2020) to contend that supervision in education pertains to the principal who ensures that members of staff perform their allocated duties in line with the school policies and adhere to its principles and rules. When the school personnel are adequately supervised, there is perceptible enthusiasm in the environment because the personnel see it as a progressive mechanism to boost career development and improve their performance.

2. Physical Resources

These are part of the non-human resources obtained through man working with the natural resources for the benefit of man; they include the land, vegetation, water bodies, and mineral resources. The result of these manipulations are buildings, furniture, equipment, unused school land and other aids for teaching/learning interactions. In other words, material resources are made by man from natural and mineral resources. Maduagwu & Nwogu (2006) labelled these material resources, which are tangible and valuable due to its use for educational accomplishments. Some of the physical resources last for many years, while some do not exceed a period of one year. There is a need to replace them from time to time as often as necessary. It is for this reason that Madumere (2007)

asserted that school plants and facilities are categorised under two headings, namely: non-consumable and consumable.

Non-consumable: These are school structures that can last for many years. They do not easily wear out and are not easily replaced. Examples include the school buildings (classroom block, administrative block, and hostel block), uncultivated land, books stocked in the library, and laboratory equipment, such as microscopes, tripod stands, generator sets, computers, etc. School plant is defined as the overall school structures and the school facilities. It is the building and the equipment for teaching/learning efficacy.

Consumable: These are school materials that do not last for a long time because they depreciate, get damaged, or are used up, and require frequent replacement. As the name implies, these facilities are consumed in no time. These items are facilities, such as desks, tables and chairs, fuel, ink for printer, office pins, water, paper, pens, exercise books, chalk or markers, electric bulbs, specimens used in the laboratory, chemicals, and reagents, among others.

Money is an educational resource that is paramount in procuring needed educational structures and facilities. It is also required to hire human resources and is, as such, a panacea for achieving educational objectives. The amount of money invested in the educational system translates to the quality of output. This is why if adequate fund is allotted to education, quality workforce and school plant would be available in sufficient quantity for maximal goal attainment. Therefore, inadequate funding of education leads to poor and unproductive educational resources. Money or fund, also called liquid resources needs to be judiciously utilised to achieve a lot in the midst of scarce means.

Time is another educational resource that is most often neglected. It is useful to note that the productivity level of other educational resources is defined by the effective time management. When other resources are available and the time for various daily activities are mismanaged, goal attainment becomes impossible. Maduagwu & Nwogu reaffirmed that when time resources are not prudently managed, realisation of school

goals becomes hazy. This is because sustaining and maintaining facilities are accomplished within specific time frames, and performance of duties and fund utilisation are time bound.

All classes of non-human resources are supervised along with the personnel that use them. Facilities need to be purchased and made available for use when the need arises and should be of good quality in sufficient quantity. Supervision of usage and maintenance fall within the supervisory functions of the management that ensures the prolonged life span and extended utility of the facilities. Poor or absence of supervision causes set-backs to the achievement of organisational goals. The set objectives are demeaned or ridiculed when personnel mishandle, steal, or allow facilities to get damaged. Therefore, supervisory management of educational resources is of essence.

The Rationale for Resource Management in Educational Supervision.

The importance of educational resources management needs constant emphasis. It is a truism that educational resources are enormous and fund is relatively limited. That is why more often than not, the essential facilities required in the education system are either in a decaying state or lacking (Uwaezuoke & Morah, 2019). The school managers are responsible for some of these conditions because it is their duty to ensure the judicious use and maintenance of these resources through proper supervision.

But with educational management, it is easier to coordinate both human and non-human resources towards attaining educational goal and objectives. On the other hand, ineffective and inefficient management and supervision of educational resources breeds poor quality output. The following are other importance of effective resource management supervision:

- a) With educational resources management and supervision, conflict relating to resource usage is avoided in work-place.
- b) Resources are maximally utilised.
- c) There is high productivity.
- d) Quality is guaranteed.
- e) Wastage is drastically minimised.

- f) The life-span of the resource is extended.
- g) Only needed resources are procured.
- h) Direction of resources to areas of need is prioritised.

In their submission, Isa & Jailani (2015) rightly maintained that supervision is a necessary tool in educational management as it relates to effective and efficient management of resources in education. Supervision is also seen as a way of advising, guiding, encouraging, refreshing, stimulating, improving, and over-seeing teachers to obtain their cooperation and to make them competent cum successful in discharging their duties as instructors and managers of their classes. The scholars thus listed some relevancies of educational resources management and supervision as follows;

1. Allows the teachers' to remain abreast of the current trends in education;
2. Promotes good human relations between the teacher and the supervisor;
3. It provides opportunity for convergence of intellectuals and exchange of knowledge skills, and information;
4. It makes for stimulation and professional growth of the teachers;
5. It keeps the teachers' on the right track regularly;
6. It makes for efficiency and effectiveness in the utilisation of the educational resources; and
7. It projects the growth of the entire system.

Effective Management of Non-human Educational Resources

Effective and efficient management of educational resources is the judicious, cautious, and maximal utilisation of acquired educational resources to achieve the goals of an educational enterprise. Well-managed educational resources provide far reaching and positive benefits that invariably leads to attainment of objectives in the following ways:

1. Educational projects are capital intensive while the money allotted to education is highly insufficient. Consequently, proper management of the educational resources enables the administrators to ensure that resources available are optimally

utilised for goal accomplishment, scarce monetary resources notwithstanding.

2. Educational resource management is crucial in the sense that it helps to avoid wastage and checkmate abrupt interruption of educational process.
3. It helps to combat the issues that arise where there is a clash of interest among staff, students, and other school players when resources are insufficient. There is the tendency to scramble for the available resources in such situation. This could lead to overuse or damage of resources. Such problem could be averted with an efficient management that directs and allots the resources to areas of need and use timetabling to prevent clash and promote effective teaching/learning outcome.
4. Capable resources management leads to elongation of the lifespan of such educational resources. This is because the school management ensures their prudent use by those concerned. This in turn makes for optimal utilisation to enhance productivity.
5. Educational resource management creates room for maintenance and ensures that educational resources are kept in good in good conditions, free from intense heat and/or rain. The resources manager also keeps the resources under lock and key to prevent stealing and pilferage. That certifies that resources are utilised for the purpose for which they are provided.
6. In the management of financial resources, there should be prudence in managing available resources to ensure that money is appropriately utilised to supply essential facilities. An effective educational manager is resourceful in sourcing funds from many areas, such as sale of school uniforms, books, tuck-shop, cultural dance troupe and many others. This is in addition to the parents/teachers association levies (PTA), donations from individuals etc.
7. Time management is also very crucial in managing all resources, including human capital. This is because time moves expeditiously and must be followed accordingly in the operation

of school schedules. When time is wasted, many resources are negatively affected.

The teachers deal directly with the content of the education policy implementation in the process of teaching and learning interaction and are therefore considered as essential assets in that regard (Udofot, 2009). That is the reason teachers are trained and retrained to ensure quality teaching. Teachers, at this point, should possess relevant educational qualification and good personal attributes to cope with the challenges encountered during teaching and learning interrelationship. That is why Tijani & Abdullahi (2020), while highlighting the essence of trained teachers, said that an uncertified teacher cannot adequately prepare students for school certificate examination (external examinations) because it is most likely they would be unsuccessful. The non-teaching staff also plays some role in policy implementations.

The non-human resources are the finances, time, school buildings, classrooms, furniture, water, toilets, refuse bins, laboratories, workshops, and libraries, among other (Kpee, 2013). These material resources no doubt improve teaching/learning effectiveness that far exceeds what it should have been without these facilities. In alignment with the above, Igwebuike & Okpe (2016), citing Agwuda (2013), noted with consternation that mismanagement, which poor supervision is, culminates into the following setbacks:

1. Absence of commitment, obligation, and devotion on the part of teachers;
2. Irregular school attendance;
3. Missing classes;
4. Poor teaching and learning process;
5. Increased level of indiscipline;
6. Notable decline in students' academic performances;
7. Poor students' performance in external examinations.
8. Unattractive school climate.

Qualities of Good Human Resource Manager

Human resource management involves the process of directing and influencing human factors in an organisation to willingly utilise their potentials along with available resources to attain organisational goals.

In doing this, it becomes imperative to possess the following unique qualities:

1. **Knowledgeable:** the manager should be well-grounded and conversant with the strengths and weaknesses of the human elements in the organisation, their attitudes to work, what inspires them to improved performance, and what deters them, thus working with them to achieve the best. He must possess basic qualifications and skills with which to lead the workforce. He should be a pace setter, leading while others follow. He cannot persuade the staff to do what he as the manager knows nothing about.
2. **Communicative:** This is very necessary to ensure that the network of communication flows without any gap. Good communication skill is required, especially, when there is a change and innovation.
3. **Motivational:** Motivation is maintaining and sustaining the staff for optimum production. It could be in cash, kind, or verbal encouragement that propels them to active participation which and put in their best for better performance. It could spur the staff to put in extra time on duty without minding.
4. **Knowledgeable in Conflict Resolution:** Conflict is inevitable in any organisation and, as such, the human resource manager should be prepared to settle disputes amicably. This is achieved through the application of conflict management skills. Equity and fairness remains the watchword.
5. **Truthful, Responsible and Reliable:** A good resource manager should be honest, responsible and dependable at all times to gain trust among the workforce. He should not demean himself before his subordinates by displaying lackadaisical attitude, irresponsible behaviour, and unreliability.
6. **Resourceful and purposeful:** He should show initiative and be decisive at all times. He should possess the sense of creativity and remain firm in his decision and be accountable for his actions and inactions without grudges.

7. Approachable and Active in listening: The good human resource manager should have attractive personality and a listening ear. This makes him accessible to the workforce.
8. Democratic: He should seek staff members' suggestions while carrying out duties for goal achievement. This is because people tend to work effectively when they are part of the decision-making.
9. Persuasive: He should be able to persuade the workforce to update their knowledge through capacity building, and in-house training, among others.

That is why Ebong, (2006) declared that human resource management is an uninterrupted progression that entails intermittent updating of knowledge to keep abreast of technological advancement.

10. Strategic: The human resource management deals with staff engagement. With adequate planning, a quality workforce is hired in sufficient quantity to fill gaps in the areas of need. This makes for optimum utilisation of the human resources and helps to avert under/over utilisation of personnel in an organisation;
11. Caring: In as much as the organisational goal is a priority, the welfare of the staff should not be undermined. A good human resource manager should be concerned with the welfare of his subordinates by providing medical care, sporting activities, day care centres, staff canteen, relaxation facilities, and a host of other welfare packages. This boosts the staff morale to work tirelessly and productively.

Maintenance of Educational Resources

Educational resources require huge sums of money to procure and should be taken care of to avoid spoilage because it is cost effective to maintain them than procure new ones. Maintenance of educational resources involves not just repairing damaged ones but also ensuring the safety of the ones acquired. Educational resources maintenance is one of the duties of the school manager required for success in education management as it creates a maintenance culture in the system. It creates

a beautiful school environment that raises students and the teachers' morale and projects the school image.

Conversely, poorly maintained school resources are an evidence of ineffective and inefficient management that can cripple teaching/learning efficacy. This is observable in a school with pieces of broken furniture littering the environment, overgrown grasses, damaged ceiling fans, cracked walls, broken ceiling boards, and cracked chalk/marker boards. All of these make the school unattractive and uncondusive for active teaching/learning interactions. It also poses health hazard to the school players, especially the students who use these neglected objects.

Maintenance of educational resources is thus of paramount importance for educational aim and objectives to be realised. Aibinuomo (2019) averred that poorly maintained school facilities make learning ineffective and practically difficult. Stemming from the above, there is a need to throw more light on the maintenance types that increase the life span of these resources and make them available for studies and better academic performance. Various maintenance types include but not limited to:

1. The school material resources should be stored in a place free from sun or rain.
2. The store where the resources are kept must be under lock and key to avoid theft and vandalism.
3. There must be a staff in-charge of the entire resources to document collection and returning of items to ensure judicious use and accountability for missing facilities.
4. Fund should be set aside for simple repairs while major repairs should be added to the proposal in the next financial year.
5. There should be occasional cleaning of the resources to avoid dust, rust, and spoilage.
6. When facilities are in use, students should be guided in handling them.
7. The administrator should ensure that the school facilities are not overused.
8. There should be a weekly cleaning, weeding, and beautification of the school compound.

9. The toilet facilities should regularly be washed, disinfected, and deodourised.
10. Refuse bins should be kept at strategic positions, and bins should be incinerated on a regular basis. Incineration should be on weekends to prevent carbon monoxide from getting to the school playgrounds.

Problems Associated with School Facilities Maintenance

1. Poor funding: money is needed not only to procure facilities but also to maintain existing facilities. Often, money is so inadequate that minor repairs are allowed to become a major maintenance, further compounding funding issues.
2. Poor facility provision: This leads to overuse and the damage of the available.
3. Poor store-keeping: This happens when the custodian, due to negligence or nonchalance, leaves the store open to theft and pilferage.
4. Some school communities are hostile and vandalise school properties.
5. Many school administrators are inexperienced in the maintenance of school facilities.
6. Some over-zealous students believe their school fees and development fees cover those school facilities and thus take delight in destroying them.
7. Thieves enter school premises to burgle and cart away school facilities.
8. Supply of inferior school facilities: agencies responsible for the procurement of school facilities do contract on the basis of 10% kickback. To meet up and still make a profit, the contractor supplies poor quality and substandard items.
9. Failure to return the facilities after use: most teachers do not ensure the return of these facilities after use. Some teachers do not supervise students while returning them and they return them damaged due to mishandling.

Supervision Resource Management Strategies in Educational Supervision.

Supervision resources management is one of the management functions that ensures that educational policy is implemented to the letter. It is one of the ways the school manager ensures that quality is not only maintained but surpassed. Supervision resource management enables the school administrator to guide, direct, and equip the teachers for effective and efficient teaching/learning outcome. It is also a way of making sure that even the non-teaching staff carry on with the day to day schedule of duties as specified while ensuring adequate provision of necessary facilities. It is against this backdrop that Edo & David (2019) reiterated that supervision is an administrative instrument used to inspire teachers and stimulate growth, thereby expediting academic and administrative performances.

Okorie and Nwiyi (n.d.) gave credence to the above when the duo identified three supervisory strategies in educational resource management, namely:

1. Delegation of supervisory functions: the principal has many responsibilities in educational resources management and, as such, could adopt delegation of supervisory function to make sure that internal supervision is done on a regular basis. With this strategy, the principal appoints other senior colleagues to assist in school supervision. The teachers, knowing they are supervised on a regular basis, are at alert to discharging their duties on time. This supervision starts from the lesson plan where inputs are made to enhance relevant knowledge, classroom interactions, classwork, assignments (marking, corrections and reviewing), test and examination questions, and result moderation. The principal demands the report of this exercise on a regular basis for her contribution and necessary action. The non-teachers are not left out as they are also monitored in their areas of operation by competent senior colleagues. The principal is also receives feedbacks at the end of each supervision exercise. Delegation of supervisory function enables the principal to manage official time effectively and know the staff's attitude to work to appraise them accordingly.

2. Effective record keeping strategies: record keeping is one crucial and challenging aspect of the principal's duty. There are many school records that could be demanded anytime by the ministry of education, external educational visitors, or the external supervisors. These records should not just be accurate but also maintained and safeguarded. These records include the students attendance register, the module, the school scheme of work, syllabuses, diaries, result booklets etc. The teachers who build these records are duly supervised by either the principal or delegated authority to ensure that accurate records are kept for easy retrieval and referral purposes. In this regard, the teachers are guided on the proper way to obtain and record the information for easy understanding. This helps to develop the teacher professionally in his career.
3. Teachers' monthly assessment strategy: assessment of teachers is carried out on a monthly basis. Under this scenario, the teacher is assessed with the teaching/learning behaviours, the extent of classwork, assignment given, marked and corrections done by the students in their exercise books or workbooks which is also expected to be marked by the teacher. Reviewing and marking of the students notes are also assessed. Teacher's attendance to school, punctuality, attendance to classes and punctuality are all evaluated during this supervision exercise. Participation in the extra-curricular activities is one of the factors also assessed. This supervision strategy gingers the teachers to action and improves their teaching and learning capacity which reflects in the students end result.

Following the above elucidations, Osha Academy (2023) recognised the under-listed strategies for improving supervision to make it worthwhile:

1. Give feedback; at the end of a supervision exercise, the employee should know his/her performance and the constructive criticism makes for improvement. Always reinforce appropriate behaviour to serve as a motivator. The employee should not be kept in the dark after supervision: the result should be made known them, whether good or seemingly bad. This positions the

- employee to learn, correct, and intensify efforts in those poor areas, thus developing competence – the aim of supervision.
2. Measure performance; in this case, present and past performances are compared to expose the progressive or retrogressive nature of the performance for improved behaviour.
 3. Define goals in writing: organisational goals are written in explicit terms to direct attention to the areas of concentration, and also guide actions leading to satisfactory goal feat. There is a need to create proper awareness on the educational goals and standards to be implemented.
 4. Establish concrete and consistent rules; the rule of the establishment should be unswerving and impartially used for everybody. There should not be any sacred ‘cow’, no favouritism. There should be fairness and equity to build trust and confidence of the employee.
 5. Allow freedom to choose; the workforce needs opportunity to make their inputs or use their initiative where necessary. This imbues with them a sense of belongingness and self-worth that positions them to work conscientiously for the betterment of the organisation.

Isa & Jailani (2015) outlined some of the strategies in educational resources supervision to include but not limited to:

1. Being objective during the observation procedure
2. Maintaining confidentiality during the process
3. Giving positive feedback is of essence
4. Providing suitable resources for teaching/learning encounter

The above strategies foster teachers’ educational competency and versatility in coming to terms with the dynamism required in the educational set-up. The students are taught with ease, thus reducing stress in teaching.

Effective Resource Management and Classroom Instruction.

Educational resources are aids to teaching and learning effectiveness. The resources are provided to suit the purpose of education, thus

facilitating its goal realisation. When the resources provided in schools are managed effectively, there is bound to be a high production of academic excellent performances among the students while the reverse is the case where there is a mismanagement of resources. This aligns with Udoh and Akpan (1987) in Abraham (2013) who discovered a close relationship between the school curriculum and educational facilities. In the scholars' perception, resources are an expression of the curriculum in concrete terms.

Igwebuike & Okpe (2016) opined that educational facilities are the space interpretation of the school curriculum as deemed suitable to enhance instructional activities for improved result. The duo listed the following examples of school plants: site, buildings, equipment, and learning materials, among others. They are the tools or implements with which to inculcate the curriculum content to the learners. Educational resources are vehicles through which the subject matters are conveyed to the learners in the school system. The implication is that, when these resources are rigorously sourced, procured, allocated, and judiciously utilised, teaching becomes less cumbersome for teachers while teaching/learning difficulties are drastically reduced for students. The teacher as an educational resource has to be knowledgeable, competent and certified to teach according to area of specialisation. So, the school manager, in sourcing the educational resources must do it in line with the educational policy statement. This is the reason Abraham (2013) described educational resources as a means to an end. Similarly, Kpee (2013), citing Agabi (2005), asserted that educational facilities could be likened to the hardware with which the software, which is the curriculum, is inculcated to the learners during classroom instructions. Effective resource management ranges from staffing to the procurement of relevant educational facilities, adequate supervision, and maintenance of those facilities for further use in the school. The principal should not only supervise the teachers and non-teachers activities but also monitor the movement and usage of school facilities. This enables him to identify shortages/excesses or damages, thus making for their prompt repairs.

Classroom instruction is the teaching and learning interaction that goes on in the classroom setting. It is the inculcation of the knowledge or the subject content to the learners within the four walls of

the classroom under the supervision of the teacher. In doing so, the following instructional materials are put to use: the writing board (white or black), classroom seats and tables, teacher's table and chair, wall charts, maps, textbooks and notebooks, pen, pencils, class shelves etc. To ensure effective classroom instruction, the teacher and the students must be prepared and ready for the interaction amidst resource management supervision. Supervision of the classroom encounter by the principal or assigned competent staff promotes teachers' career development, which becomes visible in teaching and learning outcomes. Classroom instruction is a triangular affair comprising three elements: the teacher, the students and the teaching facilities. The teacher inculcates to the learners relevant knowledge, skills, and information using the instructional materials to concretise abstract terms and also make comprehension of the lesson explicit. Classroom instruction starts from the entry behaviour to procedures, evaluation, summary, and closure. It is the conveyance of the curriculum content down to syllabus to scheme of work to subject content and to the learner under the tutelage of the teacher.

Some of the instructional resources are electronically driven while some are manual. This brings us to the two basic types of instructional resources, namely:

1. Electronic instructional resources or e-instructional resources and
2. Non-electronic instructional resources.

Electronic instructional resources are aids to teaching that use power generated with electricity, batteries, or solar. These include; projectors, computers, television, loud speaker etc. while non-electronic instructional resources are those that do not require electricity to function; examples are textbooks, charts, graphs, workbooks, pictures, magic boards, black board, and a host of others.

Problems to Resource Management in Educational Supervision.

Resource management in educational supervision helps the educational manager to identify on time any shortage, damage, and excess resources and to procure more, repair, and redistribute them for optimum usage. It

also helps to encourage, motivate, guide, direct, and improve the workforce for increased and better job performance after the supervision. Nevertheless, resource management in educational supervision, according to Suleiman, Ijaya, Ishola & Joshua (2020) encounters some impediments such as:

1. Shortage of fund: fund is required in virtually everything to start and move the organisation. It is used to hire personnel and procure other resources for the organisation. When fund is insufficient or totally lacking, management of resources in educational supervision becomes challenging.
2. Shortage of competent and skilled personnel: In a situation where the personnel to carry out supervision in educational institutions are not knowledgeable and/or experienced enough, the aim of supervision is defeated.
3. Political instability: frequent change of political power in a country also affects the national policies on education and the provision of educational resources by truncating existing modus-operandi. This impediment necessitates the personnel to undergo training and re-training to adjust to new policies.
4. Inadequate facilities: supervision cannot be effectively done in an organisation that is ill-equipped. Supervision requires the availability of ample facilities and a shortage of it renders educational supervision an illusionary exercise.

Continuing, Littlewood (2022) opined that the following constitute obstacles to resources management in educational supervision:

1. Inequitable distribution of resources: resources are usually limited in supply and should be judiciously assigned. In sourcing personnel, care should be taken to get qualified, healthy, and experienced talents to be allocated to schools based on need. Some educational managers lack this knowledge and as such fix round pegs in square holes and thus cause impediments to resource management supervision.
2. Unrealistic deadline: most managers feel tight deadlines are means of getting employers to speedily complete their work schedules. This only makes the personnel to work harder in order to beat deadline thus commit a lot of blunder and produce

substandard result. So, setting deadline is not encouraging after all.

3. Communication issues: Ineffective communication or communication breakdown could hamper the progress of work in an organisation such as school. This is because it leads to misinformation and misconception of essential work elements that weakens the achievement of desired goals.
4. Poor time management: poor time management leads to stress, work pressure, and incompleteness of work schedule as required.

Solutions to Resource Management in Educational Supervision.

In view of the enormous challenges facing resources management in educational supervision, the under stated solutions were proffered according to Suleiman, Ijaya, Ishola & Joshua (2020) and Littlewood (2022):

1. Adequate allocation of fund: money is very necessary in school administration, of which resource management supervision is a part. As such, lack of money forms an impediment while fund availability facilitates effective resource management in educational supervision.
2. Sourcing knowledgeable and certified personnel: getting the professionals to carry out duties in line with their area of expertise is of essence for carrying out efficient and effective resources management in educational supervision.
3. Stable government: when there is stability of government in power, educational reforms and policies tend to stand the test of time. The existing ones are implemented and revised with feedbacks from their process to strengthen them instead of instituting entirely new ones as it happens in unstable governments. Stable government thus creates room for achieving the objectives of educational reform before embarking on new one.
4. Sufficient provision of educational resources: resource management in educational management demands that the manager explore the available resources to ensure that the right personnel are scheduled to work in their area of specialisation

- and adequate facilities to work with. This helps to increase production and guarantees quality products.
5. Equitable distribution of educational resources: when resources are allocated with fairness and equity, resources are channelled to areas of need, thus promoting effective and efficient job performance. It also eases the pressure and stress involved in resources management in educational supervision.
 6. Stop stampeding the staff with deadline: initiating deadline is a good idea but when it is too short, the staff could be under pressure and make too many mistakes. Deadlines are better given in two phases – the first one serves as a reminder while the second one becomes the real deadline to allow the workforce perform their duties credibly well.
 7. Effective communication network: communication is no doubt the means of circulating relevant information from one person to another for efficient execution of the programmes.
 8. Good time management: time is part of the resources managed and supervised in educational delivery process. Effective time management makes for timely completions of work schedules. This boosts the organisational growth and development.

Summary

Educational resources are the entire human and non-human elements utilised in the operation of schools for goal attainment. These elements are jointly organised, coordinated, and supervised by the educational manager for quality assurance. Each of these elements cannot work in isolation; the human element uses the non-human element as working implement for quality output under supervision. Non-human resources assist the workforce to attain a great height without much stress, while, to the learners, it concretises abstract terms and makes them more comprehensible, retainable and retrievable. Resources management in educational supervision is challenged by poor funding, political instability, and incompetent personnel, among others. Some of the solutions are: adequate funding, stable government, provision of experts in the field, and many others. This is to ensure that resources management in educational supervision is diligently carried out, leading

to improvement of teachers' quality for the betterment of the school children who are the leaders of tomorrow.

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