

## **UNIT-3**

# **CONCEPT OF SUPERVISION**

**Written by:** Dr. Naveed Sultana  
**Reviewed by:** Dr. Col. Manzoor Arif

## CONTENTS

Introduction.....	49
Objectives .....	49
1.1 Meaning of Supervision.....	49
1.2 Kinds of Supervision.....	50
i) Inspections .....	50
ii) Laissez-Fair.....	51
iii) Coercive Supervision .....	51
iv) Training and Guidance.....	51
v) Democratic Supervision.....	52
1.3 Nature and Characteristics of Supervision.....	52
1.4 Difference between Administration and Supervision.....	54
1.5 Purpose and Need of Supervision.....	55
1.6 Qualities of an Effective Supervisor .....	56
1.7 Different Techniques of Supervision .....	58
a) Preventive .....	58
b) Corrective.....	58
c) Constructive .....	58
d) Creative.....	58
1.8 Role of a Supervisor.....	59
1.9 Activities.....	60
1.10 Exercise.....	61
Bibliography .....	62

## **Introduction**

Inspection is a part of the administration of education. Though there is a vast difference between inspection and supervision. (It will be discriminated later). Hence they are used interchangeably. Presently the concept of inspection has to be transformed to one of a healthy supervision and guidance. Supervision is to a large extent a matter of professional relationship between supervisor and the teacher. So supervision is a dynamic process like education.

## **Objectives**

After studying this unit students will be able:

1. To describe the concept of supervision
2. To relate kinds of supervision
3. To narrate nature and characteristics of supervision
4. To differentiate the administration and supervision
5. To explain the purposes and need of supervision
6. To describe the qualities and goals of supervision
7. To describe the roles of supervision

### **1.1 Meaning of Supervision**

The dictionary of education defines supervision (p.400) as all efforts of designated school officials towards providing leadership to teachers and other educational workers in the improvement of instruction, involves the stimulation of professional growth and development of teachers, the selection and revision of educational objectives, materials of instruction and methods of teaching and the evaluation of instruction.”

Wiles (1955 p.399) envisages supervision as sporting assisting and sharing rather than directing. So the word “supervision” means to guide and stimulate the activities of teachers with a view to improves them in the context of their teaching as well as instruction and promoting their professional growth. Supervision is being seen as a cooperative and comprehensive activity, which improves the total teaching learning process along with its aspects.

### **Difference between Inspection/Supervision**

“By supervision and inspection we mean detailed and comprehensive review of all aspects of work and life of an institution.” Adams and dicey discriminate the both” inspection, is a procedure of giving direction to and providing critical

evaluation of instruction task. "Supervision is a planned programme for the improvement of instruction."

Keeping in view this definition both may be analyzed as:

Inspection	Supervision
Bureaucratic	Democratic
Direction and Regimentation	Well constructed suggestive and expert guidance
Improvement of Teaching	Improvement of learning.

So supervision can be called as a service activity that exists to help teachers to grow professionally and to do their jobs better.

## 1.2 Kinds of Supervision

There are various varieties of educational supervision each of them reflecting certain objectives and perspectives which concerns teaching, learning situation, school organization and curriculum. Hence the adoption of a particular type of supervision depends upon the educational pattern and philosophy followed by the country, the type of government, and the education and training of the education officers who are responsible for supervisory work.

Therefore Burton and Bureckner (1955.pp 5-13) presented the following types of supervision.

- Inspection
- Laissez-Faire
- Coercive
- Training and guidance
- Democratic

### i) Inspection

Supervision in its earlier form was merely confine' to the inspection of the work of teachers and the person who was responsible for this job and popularly known as a school inspector. Inspection was used to be in authoritarian style which was intea4id to ascertain whether or not teachers were performing their normal duties and also to replace the unsuitable teachers with suitable ones. This term is still in vague in supervisory in many western and eastern countries.

**ii) Laissez-Faire**

The laissez-Faire type of supervision is actually not constructive supervision at all. It is a policy of letting each teacher teach as he pleases, without reference to efforts. Little effort is made to assist teachers to improve the instructional programme, or to develop any consensus among teachers philosophy practice. Precisely this style lets, the worker to make all decisions and principles but just possesses wait and see attitude. This type attributes the lower to non interference of the principal and there is just much consumption of time for accomplishing the task.

**iii) Coercive Supervision**

It is an authoritarian concept, which attributes to some authority of omniscience which is necessary to make momentous decisions. Everyone has to obey these decisions and can't object or check the validity and feasibility of such decisions. Teachers are to carry on the orders and instructions of the coercive supervisor. Such supervisors find it easy to believe that the most effective means of making teachers to work is to compel them teach scheduled subject-matter on the stereotyped methods. Because this concept is closely bound up with the curriculum and instructional philosophy, which came to permeate almost all the schools in this type of supervision, the principal or supervisor visits teachers. While teaching and defects or good points made them known. They are 'reel to follow the dictates of the supervisor and are awarded increments or prizes on the basis of his personal judgment. Such supervision does not respect the personalities of teachers and is not consistent with democracy. It violates the tenets of good mental hygiene because coercion is detrimental to the growth of originality, ingenuity and creativeness.

**iv) Training and Guidance**

It is now increasingly recognized that true learning should be based on understanding interests and active participation of learners, not on rote memorization, coercion and passive listening. Education is a process of guiding growth, "Learner's voluntary co-operation in the learning process is of utmost significance. This change has brought to bear its impact on supervision. Instead of trying to compel teachers to adopt certain methods, emphasis is laid on teaching of teachers. Supervision assumes the role of imparting in-service education and on the job training. Thus by this teachers are motivated to do better and supervision becomes a process of teaching. Consequently, the belief prevails that supervisor has the "word" and superiority of greater knowledge and experience. As Elsbree and McNally (1964, p.150) have observed. "It is still assumed that it is the teacher's duty to

'improve' the pattern approved by the supervisors". Many, authorities observe that this type of instructional supervision now dominates the educational scene.

v) **Democratic Supervision**

Democracy is not merely a political organization or procedure it is a way of life I its principles apply to all aspects of life. Democratic ideals imply belief in common man, recognition of the dignity and worth of the individual appreciation of the importance of individual differences as well as similarities and the assumption of authority by consent of the group. Applied to supervision, democratic ideals do not allow imposition of the will of the supervisor upon teachers who on the other hand cannot go their own way without helping to achieve goal are commonly determined. Cooperation of teachers and supervisors on the problems of improving instruction is the inherent and basic concept of democratic supervision. As Adams and Dickey (p.8) have put it, "Democratic supervision builds upon the power of teachers to exercise self-direction through his participation in the determination of goals and formulation of methods and procedures for improving instructions. So the main purpose of democratic supervision is the "improvement of the total teaching learning situation. In this context S. Nath (p.4) has rightly developed the concept of "supervision through participation" and Burton and Brueckner (pp.5-12) have noted that "the improvement of teachers is not so much a supervisory function in which teacher participate as it is a teacher function in which teacher can participate as 14 is a teacher function in which supervisors co-operate." The supervisors function is to "release and co-ordinate" not to control the creative abilities of teachers.

### **1.3 Nature and Characteristics of Supervision**

The concept of inspection has to be transformed to one of a healthy supervision and guidance. Inspection days are looked upon sometimes with a degree of anxiety, tension, fear and apprehension. The academic side is not stressed. In our country it is done hastily, and is criticized as perfunctory and unsympathetic. Inspection is, frequently said to produce only frustration and dissatisfaction in teachers. So now this unproductive and unpleasant concept is being criticized and are tried to replace with the modern concept of supervision, which is the procedure of coordinating stimulating and directing the growth of teachers for making the teaching learning process effective. All human beings in the educative process-students, teachers, administrators and supervisors are individuals of worth, endowed with unique talents and capacities. The primary aim of

supervision should be rent value of each person, to the end that the potentials of all persons will be realized. The philosophy of democracy, the psychology of group dynamics interpersonal relationships professional leadership etc, have left indelible imprint on the theory and practice of modern supervision in the democratic social order, education is a dynamic force. Hence, supervision becomes dynamic in character.

1. Supervision should be democratic and co-operative in spirit and Organization.

The main purpose of the supervision should merely be to provide the effective leadership and develop co-operative working relationship, because education is also considered a co-operative and creative enterprise in which all teachers, pupils, parents and administrators participate and supervisors are their academic leaders who stimulate, guide and advise them in improvement of teaching learning process. So modern supervision must furthermore objective towards attitudes, more co-operative efforts, more constructive suggestions, greater of “we-ness” and teaching of joint goals.

2. Supervision should be established on maintenance of satisfactory interpersonal relationships.

A group’s productiveness is affected by the quality of its human relation and the supervisor must work constantly for the improvement of group cohesiveness. So supervision should maintain a high level of personal interaction. Otherwise, it would be ineffective and unproductive.

3. The supervisor is concerned with communication within a group as leadership depends on better social interaction-communication, which should be a two way process from the supervisor. Because exchange of information always helps in planning and implementation of the policies should be comprehensive in scope and it should embrace the I programme and proper articulation which is necessary the supervisory agencies. Today supervision should be improving all factors involved in teaching learning process.

4. Supervision should be creative.

Teaching is an art; Supervision is a creative work. So the purpose of supervision should be to draw out the best in teachers to ignite, their latent talents, to stimulate the initiative, to encourage their originality and self-expression. So supervision should emphasize their success and strength

make their weakness and failure as a side issues. The supervisors should always have new ideas resourcefulness and original thinking.

6. Supervision should be scientific.

The supervisor should make use of scientific methods to effect improvement in instruction. Through surveys, experiments, action researches he should make his performance more scientific and effective. He will encourage constructive and critical thinking among teachers and discourage flattering and biased opinion.

7. Supervision should be experimental and auto-critical in nature.

In contrast to autocratic and authoritarian type, the emerging concept of supervision stimulates experimentalism and self-criticism. So any aspect of the learning situation found to be ineffective or detrimental to the achievement of better situation should be dropped or modified by supervisor through leading and guiding the teachers to do their job in effective ways.

#### **1.4 Difference between Administration and Supervision**

Adams and Dickey (p.4) have rightly said that, to separate supervision and administration on the basis of function alone is a virtual impossibility. Some overlapping of supervisory and administrative functions is inevitable. As we know, supervisory service is particularly concerned with instruction and its improvement. It is directly concerned with teaching and training and with the factors included in and related to these process-the teachers, the pupil, the curriculum, the instructional materials, etc. On the other hand, administration is aimed at the same goals as supervision but not directly, Budget-making, construction of building, personal administration, and so on are all intended to improve the educational programmes. Though all these activities result in more effective learning of the pupil, it cannot be achieved immediately. In other words, administrative functions are concerned with material facilities, whereas supervisory services are concerned with improving of the learning or academic situation.

Administration must see that continuous improvement of the instructional programme by supervisory service is accomplished. Administration, therefore creates an organization for supervision which, employ, assign, direct and supervises the supervisors. Otto (p.28) has aptly said, "all of this means that supervision is an arm of administration and that the total organization for the



school system as a whole.” Similarly, many administrative problems cannot be solved wisely without the care of instruction, which is the primary concern, is supervision. Administration is responsible for providing school buildings, books, instructional supplies, selection and appointment of teachers, etc. But what kind of teachers instructional programme? What type and size of classrooms with what kind of physical facilities for what kind of instructional programme?

Hence there must be cordial and intimate working relationship between administration and supervision. Though administration and supervision are related in so many important ways. It is not difficult to differentiate the process of supervision from the process of administration. The latter in its roles of policy formation, decision-making, direction and control may not always have the teaching learning elements. Sears (p.12) in distinguishing between administration and supervision makes it crystal clear that supervision is mainly an academic or teaching function. Modern supervision has its essential functions of promoting and guiding teaching learning situations. The dynamics of supervision should be consistent with good teaching process, i.e., growth and development of the learner. On the whole, supervisory services essentially and basically are aimed at promoting and, facilitating improvement of instruction, which is the goal of school programme.

## **1.5 Purpose and Need of Supervision**

Different educationalists have put forward different views regarding the purpose of supervision. These may be broadly summarized as following:

1. To set up suitable goals for the educational institutions.
2. To provide professional leadership to the institutions in order to improve their working.
3. To enlarge the teacher's concept of the meaning of education.
4. To induce the newly appointed teachers into the school and into the profession.
5. To develop an understanding of the place of education in our civilization and of the special functions of education.
6. To bring about a realization of local needs and conditions.
7. To help teachers to analyse critically their own activities.
8. To ascertain the work in which each teacher is most successful and in which he is capable for growth.
9. To unify teachers into a team, all working intelligently and willing to appreciate cooperation achieve the same general goals.
10. To ascertain and bring about needed changes in the organization and administration that will facilitate an effective teaching.

11. To assist teachers in diagnosing pupils needs and to help in planning for growth and power and satisfy them.
12. To popularize the school programme, especially its success so that the public will be more understanding and sympathetically helpful.
13. To direct teachers towards unfamiliar sources of immediate aid and materials for continuing growth.
14. To share the public problems of the school so as to get suggestions for their rectification.
15. To protect teachers from unnecessary and unreasonable demands by the public on their time and energies, and to protect them from uncalled for criticisms.
16. To develop a professional awareness and concern for the profession

## **1.6 Qualities of an Effective Supervisor**

Various attempts have been made by researchers to prepare the lists of professional qualities of a supervisors and administrators. It is expected by the supervisor to possess all conceivable attributes. it is hard to find or produce a supervisor possessing all the qualities and virtues and yet be a human being.

Before discussing some of the personal qualities that a supervisor for primary education must have, it should be stressed that these qualities are not the product of seniority or teaching experience in a school but these have to be consciously cultivated. Furthermore, these qualities are not fixed but can be reinforced or modified by study and practice.

According to swearingen (41:83-86) essential personal qualities of a supervisor, "which can be nurtured intentionally." Are under:

### **a) Approachability**

As supervisor who is accessible to teachers is a friendly person. But he must be able to move naturally and freely from informal talk to a deeper level of conversation. He should encourage and welcome new ideas and try them in actual situations. He must also be good listener and find time to discuss with teachers what they want to discuss individually or in groups.

### **b) Perceptiveness**

A high level of awareness enables q supervisor to notice significant elements in a situation, in materials and in the behaviour of others, and even in his own action. Without awareness of what is and what ought to be, the supervisor will be unable to help teachers work productively.

Perceptiveness also implies sensitivity to other people, their needs and purposes, given them respect and finding something worth in their work. It also enables the supervisor to anticipate responses and to have foresight of how events and action may look to others. Finally, it helps the supervisor to identify maladjusted teachers and their needs for assistance.

**c) Aspiration and Faith**

“Aspiration, vision and faith should characterize instructional leaders.” The supervisor should be articulate about his aspiration and faith. Unless the supervisor keeps himself abreast of new knowledge and developments and believes in what he professes, he can neither inspire other nor face the unexpected challenges.

**d) Becomingness**

The Concept of continued growth is germane to supervision. Teachers, supervisor, Headmasters and educational administrators are all in the process of growing, or, what Gordon All port calls, “becoming,” constantly striving to become better. The supervisor must be a growing individual, always making keen and enthusiastic efforts to keep himself abreast of new knowledge, new techniques and new trends in education. Then and only then it may be hoped to play his role effectively and to serve as a living example of "becoming" process for the teachers with whom he works.

“Becomingness” also implies adaptability and flexibility in problem-solving situations, trusting new experiences, undertaking new experiments and relishing opportunities for possible growth for self and others.

**e) Imagination and Resourcefulness**

It is important that the supervisor be imaginative and resourceful. Efforts to improve instructions and human relations often fail for want of imagination and resourcefulness. Fresh preparations, seeing new uses for familiar materials and procedures, noticing previously unnoticed elements in a situation, willingness to take a calculated risk, are ail characteristics of good leadership. "Persistence resilience and willingness to try with good cheer another way when a first way is blocked should be part of the standard equipment for supervision."

The possession of these qualities, though essential, is not itself enough. The supervisor must, in addition, acquire skills and knowledge appropriate to his task.

## 1.7 Different Techniques of Supervision

Chandrasekaran (1994 pp. 139-140) augmented about these techniques:

- Preventive
- Corrective
- Constructive
- Creative

### a) **Preventive**

A supervisor, should be the preventive supervisor like the headmaster or an external supervisor like the inspector, who can be sure that certain difficulties will confront every new teacher in school he/she can anticipate the teacher's difficulties as far as possible and prevent them. This type helps the teacher to correct his fault in himself and encourages his professional ambition.

### b) **Corrective**

The supervisor who goes into the classroom with the intention of finding what is wrong will invariably be successful in doing that. It makes him dissatisfied and the teacher unhappy. It must not be thought corrective supervision is unimportant. It is the kind most teachers want; the supervisor should be on the lookout primarily for faults but he should make continuous efforts to see each fault in its true place in the whole process of education—some faults can be overlooked as trivial and identical. While some require immediate attention otherwise they may permanently invalidate teacher's effectiveness.

### c) **Constructive**

Supervision should be constructive and at times, concerned with the correction of poor practice, minor or major, but it should not stop there. The healthiest procedure is to induce growth rather than to remove defects. Constructive supervision seeks a steady growth in the power to perform better the activities already well performed. Teachers become happier and stronger by healthy development than they are while suffering from pedagogic amputations. The wise supervisor will always attempt to share teacher with his vision of what good teaching really should be and in this way he will stimulate, encourage, and direct them to grow in competence to make it real.

### d) **Creative**

Creative supervision implies that the supervision should encourage variety, originality and independent experimentation. Creative supervision differs

from constructive super on the attempt to free teachers for the largest possible contribution that they can make by their ingenuity. Which is a device for more effectively achieving the aim of education. The chief purpose of all supervision is that of liberating the teachers, freeing him from set procedure and definite prescriptions, and developing him as far as possible into a master teacher for the school system. The supervisor does not need to limit freedom while furnishing direction, advice and suggestions for a program to prove by experimentation and measurement, whatever is good.

## **1.8 Role of a Supervisor**

The supervisor's function is to "release and co-operate rather to control the creative abilities of teachers. Therefore role of supervisor may be divided into two categories.

1. Administrative Roles
2. Academic Roles

### **1. Administrative Roles**

Following administrative roles are to be followed by supervisor:

- i. Selection and appointment of class four or supporting staff
- ii. Sanction and payment of school grants
- iii. Providing facilities to school
- iv. Supervising the developmental tasks of school
- v. Recognition and gradation of school
- vi. Holding the scholarship examination and awarding scholarships
- vii. Approval of the resolution of management committee
- viii. Checking the accounts and records of the school
- ix. Checking the safety and security of the school plant
- x. Maintaining proper service conditions for teachers
- xi. Checking proper distribution of work load
- xii. Reporting to higher authority about the teacher promotion on the basis of their performance
- xiii. Welfare of the teachers

### **2. Academic Roles**

- i. Supervision of teaching learning activities
- ii. Exchanging and maintaining the educational standard
- iii. Evaluating and improving the teaching learning process
- iv. Orientation of teachers through in-service teaching courses

## 1.9 Activities

1. Prepare a chart showing main points of the supervision.
2. Discuss the purposes of supervision with any supervisor and enlist below the main points of the purposes of supervision in educational institution.  
.....  
.....  
.....
3. Ask supervisor of your school about his/her selected techniques and kind of supervision. And inquire about that why he/she likes to use.
4. Keeping in view the roles and qualities of supervisor discussed in this unit and then compare these with existing supervisor's deeds. Also explore how much he/she observes those roles or qualities.

## **1.10 Exercise**

1. Discuss the meaning, nature characteristics and purpose of supervisor.
2. Differentiate the administration and supervision and functions of supervisor as well as administrator.
3. Critically examine the techniques of supervision. Also explore which techniques are mostly to be used by our supervisor and why.
4. Compare the qualities of supervisor (discussed in unit) with existing supervisor's qualities.

## **Bibliography**

1. Eye, G.E and Netzer, L.A., (1965), *Supervision of Instruction, A Phase of Administration*, New York, Harper and Row.
2. Mohanty, B. (1990), *School Administration and Supervision*, New Delhi, Deep and Deep Publication, F-159, Rajouri Garden.
3. Oliva Peter, F. (1984), *Supervision for Today's Schools*, Second Edition, New York, Hongman Inc.
4. Tanner Daniel, *Supervision in Education; Problem and Practices*, New York, Macmillan Publishing Co.
5. Vashist S.R. (1993), *Perspectives in Educational Supervision*, New Delhi, J.I. Kumar for Anmol Publications Private Ltd.