EFFECTIVE SUPERVISION AS A CHALLENGE IN TECHNICAL AND VOCATIONAL EDUCATION DELIVERY: ENSURING QUALITY TEACHING/ LEARNING ENVIRONMENT AND FEEDBACK MECHANISM.

BY

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Effective Supervision as a Challenge in Technical and Vocational Education Delivery in Ensuring Quality Teaching/ Learning Environment and Feedback Mechanism.

Abstract

The standard of education in Nigeria is often said to be on the decline based mainly on dismal students’ performances in National Examinations. It is therefore, pertinent to explore avenues for strengthening and refocusing the educational system:

An enormous challenge in the educational delivery is the role of the instructional supervisor. The teachers and their supervisors need to agree on the most appropriate activities that will ensure effective delivery of instructional activities. This study therefore was conducted to find out if there were still supervisors in Technical and Vocational Colleges; if so, if they knew their responsibilities and if they were performing them effectively.

Two questionnaires were designed, the first titled teachers perception of supervisor’s effectiveness questionnaire (TPSEQ) and was administered to one hundred and twenty-five teachers in Technical Colleges in Edo State of Nigeria. While the second, titled Supervisory Effect on Teaching/Learning Environment Questionnaire (SETEQ) was administered to nineteen supervisors. The findings revealed that the supervisors rarely had pre- or post-supervision conferences with teachers and were not visiting classroom for observations. Recommendations were made to ensure that the supervisors effectively performed their responsibilities to ensure quality teaching/ learning environments and feedback mechanism.

Key Words: Teacher Supervision, Instructional Supervisor, Feedback.
Introduction

It is believed that education is an instrument for National development, to this end, the formulation of ideas, their integration for national development, and the interaction of persons and ideas are all aspects of education.

The Federal Government of Nigeria is conscious of the importance of education for personal and national economic development that in section 12: 107 (c) of the National Policy on Education (2004) set out as one of her objectives, to ensure quality control through regular and continuous supervision of instructional and other educational services. The issue at hand now is to investigate if the supervision of teaching is effectively carried out. A critical issue that has frequently confronted educational supervisors is how to better prepare teachers to face the challenges of the classroom.

*Effective supervision is therefore a crucial issue in the delivery of Technical and Vocational Education as it is the main avenue through which technological and entrepreneurial exploits could be ensured for sustainable economic development.*

The goals of technical and vocational education as stated in the National Policy on Education (2004: pp30-31) are to:

a. *Provide trained manpower in the applied sciences, technology and business particularly at craft, advanced craft and technical levels;*

b. *Provide the technical knowledge and vocational skills necessary for agricultural, commercial economic development; and*

c. *Give training and impart the necessary skills to individuals who shall be self-reliant economically.*

There are numerous techniques that could be adapted, but the main issue is which one would be most suitable for a particular teacher and a particular subject and for how long can that technique ensure efficiency? As it’s often acknowledged, the human being is the most complex of creation; hence the supervisor must possess exceptional skills, and repertoire of strategies to perform his responsibilities effectively. Instructional supervisors are therefore expected to induct their supervisees by informing them about their performance expectation.

Furthermore the supervisor is to help “teachers develop a strong understanding of conceptual foundations of the subject as well as understanding of how knowledge is created and organized in the subject” (California Commission on Teacher Credentialing (CCTC) p.3. This is achieved through a “focus on how effective teachers achieve their instructional goals and the kind of instructional process they employed.”
California State .......... Started a wave of reforms in the 1990s through the California Commission on Teacher Credentialing (CCTC) developed detailed curriculum and standards for teacher credentialing and teacher induction. The component parts are:

The Academic Content Standards, Standards for the Teaching Profession, Teacher Preparation Program Standards and Teacher Performance Expectation. Explicit in the curriculum and standards is the goal to help prospective teachers develop a strong understanding of the conceptual foundations of the subject as well as an understanding of how knowledge is created and organized in the subject in academically rigorous and intellectually stimulating learning environment. Ajayi & Lee (2005) pp 259-260.

Teachers are expected to be equipped with the necessary skills to enable them succeed and to develop effective instructional strategies in classroom. The process-product approach to instruction helps supervisors to guide teachers to discover those instructional activities that are known to be effective in the classroom.

**Fig 1: Education Process Model**

Educational inputs → Transformation process → Output → Satisfactory

Feedback/Modification

Supervision

Pivotal to such program is the underlying theoretical and practical assumption that teachers’

a. repertoire of strategies and instructional activities are an important factor in classroom teaching practices.

b. ability to translate theories into practical classroom teaching strategies is an integral part of instructional effectiveness and

c. differences in instructional strategies do contribute to variations in achievement scores of learners. (Johnson, 1995)
Part of the supervisors’ tasks, therefore, is to help teachers to develop specific instructional activities that are suitable to learners and context of learning.

Gimbert and Nolan (2003) argue that the role of the supervisor is shrouded with ambiguity. However, supervisors are appointed based on their training in education and classroom teaching experience. They are, therefore in a unique position, not only to systematically assist teachers in understanding and practicing the skills involved in the teaching-learning complex that goes on in the classroom, but also to help them develop a set of principles of effective instructional activities through their experience of what works and what does not. Thus, it takes skilled and trained eyes to perceive, understand and observe the teaching-learning activities in the classroom. This is why supervisors are relied upon to intervene in, confirm, and/or redirect the teacher’s classroom activities.

The following responsibilities were identified for supervisors:

(a) provide support through pre-observation consultation and post-observation conferences
(b) assist teachers with issues regarding their portfolio
(c) assess teachers performances during teaching.
(d) Communicate assessment grade to teachers.

However, Gebhard (2000) and Chamberlin (2000) provide a critique of these responsibilities indicating that

(a) teachers may resent the idea of being told what to do and what not to do by supervisors
(b) that there is no one known “best” way of teaching
(c) that teachers may not be totally held responsible for the teaching-learning environments as other factors come to play, such as, furniture, books, funding, remunerations, teachers and students welfare; and
(d) that supervisors cannot reduce teaching to a technical act that can be measured by a set of prescribed criteria.

The Concept: Supervision

There are numerous perspectives of the concept of supervision; but basically, supervision entails the activity carried out by supervisors to watch over the work or tasks of people who report directly to them. That is assisting those who may lack full knowledge of the concept at hand.

In the same vein, the term supervisor is often misunderstood, as the person who oversees the productivity and development of entry-level workers. A supervisor basically is one’s immediate superior in the workplace.
Thus, instructional supervision is a process of regular meetings between the supervisor and the teacher with support for the benefit of the teacher. It allows the demonstration of strengths and revealing of difficulties so that they could be solved. It should be confidential and designed to help the teacher to progress and promote feedback on his performance in order to enhance his educational, personal and professional development. That is, it is a formative (developmental), continuous process and not summative (one time) assessment.

Technical and Vocational Education in Nigeria

Technical and Vocational Education is used as a comprehensive term referring to those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life. Technical and Vocational Education is further understood to be:

(a) an integral part of general education
(b) a means of preparing for occupational fields and for effective participation in the world of work.
(c) an aspect of lifelong learning and a preparation for responsible citizenship;
(d) an instrument for promoting environmentally sound sustainable development;
(e) a method of alleviating poverty

The goals of technical and vocational education shall be to:-

(a) provide trained manpower in the applied sciences technology and business particularly at craft, advanced craft and technical levels;
(b) provide the technical knowledge and vocational skills necessary for agricultural, commercial and economic developments.
(c) give training and impart the necessary skills to individual who shall be self-reliant economically.

In pursuance of the above goals:

(a) The main features of the curricular activities for technical colleges shall be structured in foundation and trade modules.
(b) The curriculum for each trade consist of four components:-
(i) General education
(ii) Theory and related courses
(iii) Workshop practice
(iv) Industrial training/production work
(v) Small business management and entrepreneurial training

(c) For effective participation of students in practical work the teacher-students ratio shall be kept at 1:20.

(d) Trainees completing technical college programmes shall have three options:

(i) secure employment either at the end of the whole course or after completing one or more modules of employable skill;

(ii) set up their business and become self-employed and be able to employ others;

(iii) pursue further education in advance craft/technical programme and in post-secondary (tertiary) technical institutions such as Science and Technical Colleges, Polytechnics or Colleges of education (technical) and universities.

National Business and Technical Examinations Board (NABTEB) shall handle technical and business examinations and award the National Technical Certificate (NTC), the National Business Certificate (NBC), the Advanced National Technical Certificates (ANTC) and Advance National Business Certificate (ANBC)/Modular Trade Certificate.


**Supervision Model**

Many supervisory types have been provided, these include: directive, non-directive, alternative, creative, collaborative, self-help-explorative, infact Joyce and Weil (1980):52 identify twenty-two models of effective teaching.

Figure 2 presents a model of supervision of teachers.
This conforms to Freeman’s (1989) recommendation that supervisors should help teachers, especially new ones, to master the trainable aspects of teaching by showing them how to apply the activities in the classroom.
Criticism from researchers observed that these models encourage imitation, subservience, conformity, promote reflexive conservatism, perpetuate school pattern, group management orientations emphasize product over process, foster status quo attitudes and preclude inquiry. Furthermore, they noted the conflicting definitions and ambiguities related to the role and function of supervisors, hence, Glanz (1997), concludes that “there is no consensus regarding the definition, tasks and effectiveness of supervision (p193).

Hindrances to Effective Supervision

- There are no laid down guidelines or policy to determine who a “good teacher” is and so supervisors apply their own personal yardstick.
- Supervision is not regularly conducted as supervisor can only observe classroom teaching for only a few periods in the school year, which is an unsatisfactory proportion.
- The supervisors also have dual responsibilities of being teachers and supervisors. Their workload, therefore, will not permit them to have adequate time for supervision.
- Supervisors do not carry out pre- and post-observation conferences with the teachers, thus, discussions and feedback mechanism may not be effective.
- Feedback could result in tension and stress as teachers may interpret appraisals as indictment of their competences.

Techniques of Supervision

Three supervision techniques were suggested by Freeman (2000) they were: directive, non-directive and alternative. While Gebhard (1984) extended it to include; creative, collaborative and self-help-explorative supervisions.

a. Direct supervision: where the role of the supervisor is to direct and inform the teacher, model appropriate teaching behaviours and act as evaluator

b. Non-directive supervision: where the supervisor acts as understander and allows the teacher to come up with their solutions to classroom dilemmas.

c. Alternative supervision: where the supervisor suggests a number of limited alternative actions to the teacher to which he is free to choose.

d. Creative supervision: where the supervisor uses any combination or uses insights from other fields.

e. Collaborative supervision: where the teacher and the supervisor work together to solve problems encountered in the classroom
f. Self-help-explorative supervision: where the teacher, based on his practical experience in the classroom, reflects critically about himself as a teacher. The teacher here is self-observer.

Further specific techniques suggested include:

g. Classroom visitation and observation

h. Inter-school visitation

i. Workshop, seminar and conference

j. Micro-teaching Ogunseju (1983); 28

The classroom visitation and observation involves direct contact supervision during which the supervisor visits the classroom while teaching is going on and observes and evaluates the teacher.

Inter-school visitation involves teachers of a particular school visiting teachers in another school in order to interact with more experienced teachers for the purpose of improving classroom management and methods of teaching.

Workshop, seminar and conference, when properly conducted provide opportunities for interaction between teachers and supervisors. Their activities could result in greater efficiency in classroom management, provide information and data for efficient decision making and providing immediate feedback.

Micro-teaching involves the teacher’s participation in an actual teaching situation with a smaller group than a normal classroom population. Its highly technological as it requires audio/visual equipment, projectors, and other teaching gadgets in order to play back the teaching exercise. There will be pre-and post-conferences with the teacher to strategize on modalities and provide immediate feedback on areas of weaknesses and appreciation of adequate performances. (Ofoegbu 2004:328).


The Challenge of Supervision

Technical and Vocational Education have a great role to play in harnessing a lot of potentials of the human resource of the country. In attaining the goals of self reliance, many political, economic, social, cultural and even religious problems could be solved.
The focus on Technical and Vocational education is very apt for this era in view of rapid technological sophistication and innovations that are beneficial to local, national and even international needs. Hence, the role and effectiveness of the supervisor cannot be over-emphasized as these will ensure quality teaching/learning environment and feedback mechanism for attainment of educational goals.

Teachers bring into the school system diverse social, cultural, educational and economic background that need to be harmonized with the educational policy and programmes.

The supervisory challenge, therefore, lies in applying the most appropriate techniques, that can embrace the teachers, viewed as collaborative and considered to contribute to professional development. Thus, there is a consistent clamour for a paradigm shift from the stern looking supervisor regarded as his subordinate to encouraging and reassuring and restoring confidence in the junior teacher in order to create a conducive teaching/learning environment.

Role of Effective Communication in Feedback Mechanism

Communication should be two-way in both pre and post teaching conferences, the supervisor must listen also to what the teacher has to say.

Despite the many barriers to effective communication, listening is a very important technique to minimize inaccuracies in the process. The receiver must develop the skill to listen attentively to the information being transmitted and the sender must also listen to the receiver’s feedback.

The following ten rules have been proposed to improve effective listening:

When a teacher comes to the supervisor for counselling, the counselor should:

1. Stop talking
2. Put the teacher at ease
3. Show the teacher that he wants to listen
4. Remove distractions
5. Empathize with the teacher
6. Be patient
7. Hold his temper
8. Go easy on arguments and criticisms
9. Ask questions
10. Stop talking

The importance of listening is highlighted by the first and last rules, which say “stop talking” because one has to stop talking to be able to listen.

Communication is said to be effective when the receiver decodes the information and appropriate action or reaction is taken.
That is sender encodes the idea, instruction, suggestions, feeling, observations, and transmits to receiver through the most appropriate channel.

Hence, the role of effective communication in ensuring appropriate feedback mechanism cannot be over-emphasized if required educational quality is to be attained.

Statement of the Problem
This is a time when there is a very high level of educational decadence in public schools which is compelling many parents to crave to send their children to private schools where they believe the quality of education will be higher than that of the public schools. Educational consumers are getting more conscious of the type and quality of knowledge being provided for them. The role of the supervisor in ensuring conducive teaching/learning environment can therefore, not be trivialize. Moreover, the dismal performances of students in both internal and external examinations have given cause for concern.

Purpose of the Study:
The primary objective of this study assessed the effectiveness of Supervisors in Technical and Vocational Colleges as this will determine the quality of education and attainment of educational goals. While, the secondary objective will examined the effect of demographic factors on supervisor effectiveness.

The following questions were raised to assist the investigator to achieve this purpose.

1. Are the instructional supervisors performing their functions of assisting teachers to understand how to teach?
2. Did the experienced and inexperienced teachers and supervisors differ in their perception of the supervisor's effectiveness?
3. Did educational qualification of the teachers and supervisors have any significant effect on their perception of the supervisor's effectiveness?
4. Did the age of the teachers and supervisors have any significant effect on their perception of supervisor's effectiveness?
5. What are Teachers’ perception of supervisors’ effectiveness in enhancing instructional activities?
6. What are Supervisory expectations and practices in improving teaching and learning environment in Technical and Vocational Colleges?
Hypothesis

1. Experienced and Inexperienced Teachers Differ in their Perception of the Supervisor's Effectiveness.

2. Educational Qualification of the Teacher had Significant Effect on his Perception of the Supervisor's Effectiveness.

3. The Age of the Teacher had Significant Effect on his Perception of the Supervisor's Effectiveness

Methodology

Simple descriptive survey method was used for the study to investigate the perception of both supervisors and teachers on the effectiveness of the function of supervision.

The population consisted of all teachers in the Technical and Vocational Colleges in Edo State, Nigeria which were one-hundred and twenty-five and twenty supervisors. Supervisors were regarded as the principals, vice-principals, heads and senior teachers, since, the population was small, the sample consisted of all the school personnel.

There were five Technical and Vocational Colleges located in Agbede, Afuze, Benin, Igarra and Irrua. Since all the schools in the country operate the same curricula and are guided by the National Board for Technical Education (NBTE) and sit for the same examination as conducted by the National Business and Technical Education Board (NABTEB), results of the study could, therefore, be considerably uniform.

Two questionnaires were designed, the first titled Teachers Perception of Supervisor's Effectiveness Questionnaire (TPSEQ) Section A: had demographic characteristics, and Section B, had thirteen items of four-point scale. While the second titled Supervisory Effect on Teaching/Learning Environment Questionnaire (SETEQ) Section A also had demographic characteristics while Section B had 8 items of varied options.

The instruments were duly validated and found reliable for the purpose of the study, the data collected were analysed using frequency, percentages, mean, standard deviation, Z-test, Analysis of variance (ANOVA) to examine the difference, if any, which could be related to demographic features. All tested at the 0.05 level of significance.
### Results

The findings of the study are presented in the tables below

#### Table 1: Demographic characteristics of the Respondents (n =125)

<table>
<thead>
<tr>
<th>Variables</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>42</td>
<td>33.6</td>
</tr>
<tr>
<td>Female</td>
<td>83</td>
<td>66.4</td>
</tr>
<tr>
<td><strong>Age:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Below 30 years</td>
<td>5</td>
<td>4.0</td>
</tr>
<tr>
<td>30-45 years</td>
<td>52</td>
<td>41.6</td>
</tr>
<tr>
<td>Above 45 years</td>
<td>68</td>
<td>54.4</td>
</tr>
<tr>
<td><strong>Highest Education Qualification:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NCE/OND</td>
<td>25</td>
<td>20.0</td>
</tr>
<tr>
<td>HND/Bachelor</td>
<td>77</td>
<td>61.6</td>
</tr>
<tr>
<td>Masters</td>
<td>22</td>
<td>17.6</td>
</tr>
<tr>
<td>Doctorate</td>
<td>1</td>
<td>0.8</td>
</tr>
<tr>
<td><strong>Teaching experience:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Below 10 years</td>
<td>32</td>
<td>25.6</td>
</tr>
<tr>
<td>10-20 years</td>
<td>45</td>
<td>36.0</td>
</tr>
<tr>
<td>Above 20 years</td>
<td>48</td>
<td>38.4</td>
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<tr>
<td><strong>Salary Grade Level:</strong></td>
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</tr>
<tr>
<td>Below level 08</td>
<td>8</td>
<td>6.4</td>
</tr>
<tr>
<td>Level 08-12</td>
<td>53</td>
<td>42.4</td>
</tr>
<tr>
<td>Above level 12</td>
<td>64</td>
<td>51.2</td>
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</table>

#### Table 2: Demographic characteristics of the Respondents (n =19)

<table>
<thead>
<tr>
<th>Variables</th>
<th>n</th>
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</thead>
<tbody>
<tr>
<td><strong>Gender:</strong></td>
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<tr>
<td>Male</td>
<td>5</td>
<td>26.3</td>
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<tr>
<td>Female</td>
<td>14</td>
<td>73.7</td>
</tr>
<tr>
<td><strong>Age:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Above 45 years</td>
<td>19</td>
<td>100</td>
</tr>
<tr>
<td><strong>Highest Education Qualification:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NCE/OND</td>
<td>1</td>
<td>5.3</td>
</tr>
<tr>
<td>HND/Bachelor</td>
<td>14</td>
<td>73.7</td>
</tr>
<tr>
<td>Masters</td>
<td>4</td>
<td>21.1</td>
</tr>
<tr>
<td><strong>Teaching experience:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10-20 years</td>
<td>1</td>
<td>5.3</td>
</tr>
<tr>
<td>Above 20 years</td>
<td>18</td>
<td>94.7</td>
</tr>
<tr>
<td><strong>Salary Grade Level:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 08-12</td>
<td>2</td>
<td>10.5</td>
</tr>
<tr>
<td>Above level 12</td>
<td>17</td>
<td>89.5</td>
</tr>
</tbody>
</table>
Hypothesis 1: Experienced and Inexperienced Teachers Differ in their Perception of the Supervisor’s Effectiveness

Table 4: Z test analysis of level of Supervisors’ Effectiveness by Experience

<table>
<thead>
<tr>
<th>Experience</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
<th>T-Value</th>
<th>P-Value</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experienced</td>
<td>93</td>
<td>21.32</td>
<td>6.238</td>
<td>.647</td>
<td></td>
<td>0.740</td>
<td>P&gt;0.05 (Not Significant)</td>
</tr>
<tr>
<td>Inexperienced</td>
<td>32</td>
<td>21.72</td>
<td>4.312</td>
<td>.762</td>
<td>-0.333</td>
<td>0.740</td>
<td></td>
</tr>
</tbody>
</table>

Accept Ho (there is no significant difference) p>0.05 Z-stat<Z critical two tail
Hypothesis 2: Educational Qualification of the Teacher had Significant Effect on his Perception of the Supervisor’s Effectiveness

Table 5: Z test analysis of level of Supervisors’ Effectiveness by Qualification

<table>
<thead>
<tr>
<th>Experience</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error</th>
<th>T-Value</th>
<th>P-Value</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total High</td>
<td>100</td>
<td>21.24</td>
<td>5.250</td>
<td>.525</td>
<td>-0.709</td>
<td>0.480</td>
<td>P&gt;0.05 -(Not Significant)</td>
</tr>
<tr>
<td>Low (Below 10yrs)</td>
<td>25</td>
<td>22.16</td>
<td>7.679</td>
<td>1.536</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Accept Ho (there is no significant difference) p>0.05 Z-stat < Z critical two-tail

Hypothesis 3: The Age of the Teacher had Significant Effect on His Perception of the Supervisor’s Effectiveness

Table 6: Z test analysis of level of Supervisors’ Effectiveness by Age

<table>
<thead>
<tr>
<th>Age</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error</th>
<th>Minimum</th>
<th>Maximum</th>
<th>F</th>
<th>P-Value</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>68</td>
<td>21.34</td>
<td>5.579</td>
<td>.677</td>
<td>13</td>
<td>52</td>
<td>0.018</td>
<td>0.983</td>
<td>P &gt; 0.05 Not significant</td>
</tr>
<tr>
<td>Average</td>
<td>52</td>
<td>21.54</td>
<td>6.369</td>
<td>.883</td>
<td>13</td>
<td>49</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low</td>
<td>4</td>
<td>21.50</td>
<td>1.291</td>
<td>.645</td>
<td>20</td>
<td>23</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>124</td>
<td>21.43</td>
<td>5.816</td>
<td>.522</td>
<td>13</td>
<td>52</td>
<td></td>
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Accept Ho (there is no significant difference) p>0.05 Z-stat < Z critical two-tail
<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will perform optimally if they are supervised</td>
<td>88.8</td>
<td>11.2</td>
</tr>
<tr>
<td>Supervisors should hold pre-conference with teachers</td>
<td>88.8</td>
<td>11.2</td>
</tr>
<tr>
<td>Supervisors should hold post-conference with teachers</td>
<td>91.2</td>
<td>8.8</td>
</tr>
<tr>
<td>Supervisors should assist teachers identify effective teaching activities</td>
<td>84.8</td>
<td>15.2</td>
</tr>
<tr>
<td>Supervisors should perform classroom visitation regularly</td>
<td>83.2</td>
<td>16.8</td>
</tr>
<tr>
<td>Supervisors should evaluate teachers performance</td>
<td>89.6</td>
<td>10.4</td>
</tr>
<tr>
<td>Supervisors should encourage teachers to exercise skills of self discovery</td>
<td>91.2</td>
<td>8.8</td>
</tr>
<tr>
<td>Supervisor should assist in creating awareness of most appropriate activities that are effective for teaching specific topic</td>
<td>88.8</td>
<td>11.2</td>
</tr>
<tr>
<td>Supervisor should assist in creating awareness of the most appropriate activities that are effective for specific group of learners</td>
<td>81.6</td>
<td>18.4</td>
</tr>
<tr>
<td>Supervisors should assist in preparing the most effective lesson notes</td>
<td>56.0</td>
<td>44.0</td>
</tr>
<tr>
<td>Supervisors should assist with the preparation of lesson plan</td>
<td>61.6</td>
<td>38.4</td>
</tr>
<tr>
<td>Supervisors should provide resource materials to assist teachers in preparing instructional activities</td>
<td>67.2</td>
<td>32.8</td>
</tr>
<tr>
<td>Supervisors should advice teacher on the most effective teaching method.</td>
<td>85.6</td>
<td>14.4</td>
</tr>
</tbody>
</table>
Discussion of Results

The main objective of this study is to ascertain if instructional supervisors are performing their functions of assisting teachers to understand how to teach. These are to be achieved by pre- and post-observation consultations with teachers. If the assess teachers’ performances and communicate grades to teachers in Technical and Vocational Colleges in Edo State, Nigeria. The specific dimensions for effective supervision were tested in the two questionnaires used and the findings presented. The researchers also sought to know if demographic characteristics had any significant effect on both teachers’ and supervisors’ perception.

The results of the analysed data revealed the following:

- That supervisors rarely provided support for their supervisees through pre-observation consultation. That is, only 26.3% often had consultations with the teachers.

- That only 10.5% often had post-observation conferences with the teachers.

- That supervisors do not assess teacher’s teaching performances regularly – that is only 10.5% did.

- Supervisors supervised teachers at various degrees. 31.6% carried out this responsibility daily; 47.4% weekly; 15.8% monthly; while 5.3% never did.

- 36.9% never communicated assessment grade to teachers; 52.6% did sometimes; while only 10.5% did regularly.

- 5.3% never assisted teachers to improve teaching and learning environment; 73.7% did sometimes; while only 21% carried out this responsibility.

- When asked how receptive teachers were to corrections, 94.7% stated that teachers were receptive, while 5.3% said teachers were very resentful.

- Demographic variables had no significant effect on the perceptions of both teachers and supervisors.

- Table 7 shows the responses from the teachers on their expectations from the supervisors. Majority of the respondents agreed that the responsibilities of the supervisors if carried out appropriately will create a conducive teaching/learning environment for quality education.
Conclusions
This study has examined the challenges of supervisory effectiveness and their implications on teaching/learning environment. The perceptions of both supervisors and teachers point to the fact that collaborative efforts are required. It is apparent that supervisors are saddled with additional responsibilities of assisting beginning or young teachers to develop their potentials and have effective control of their class. To ensure effective feedback mechanism, the role of effective communication must be realized.

Glickman, Gordon and Ross-Gordon (2005.9) state that “when supervisors listen to the teachers, clarify what the teacher says, encourage the teacher to speak more of their concern, and reflect by verifying the teachers’ perception the teacher is in “control” and call this a non-directive/collaborative interpersonal approach.

The challenge, therefore, is to facilitate a “paradigm shift” to collaborative activities that will encourage the attainment of educational goals and effective supervision that will be the “helping force” it should be in our nation’s Technical and Vocational Colleges.

Recommendations
- Supervisors should hold pre-and post-conferences with teachers regularly
- Bureaucratic expectations must be transformed from rigid to flexible
- Decision making must be collaborative
- Teaching/learning environment must be supportive of innovations
- Supervisors need to appreciate the critical role of communication
- Communication must be at least 2-way, assessment should be regular
- Idiosyncrasy must be minimized or eliminated
- There is the need to understand and utilize both interpersonal and technical skills to ensure supervisory effectiveness
- The traditional rigid, stern, judgmental supervisory positions should give way to a more challenging environment that creates opportunity to explore.
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