

Developing Guidelines for Implementation of Integrated Supportive Supervision in Vocational and Technical Education

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Abstract: *The purpose of this study is to develop guidelines for beneficial implementation of integrated supportive supervision in vocational and technical education. Five research questions were put up to guide the study; the population of the study is made up of 50 teachers and 27 principals, Vice principals and senior masters in vocational and technical education. The instrument for data collection was structured questionnaire which was administered to the target population and 98 percent was returned and analyzed. The findings of the study include that the current education policy in Nigeria includes supervision but not properly implemented as regular activity, that supportive supervision can be supported through advocacy, soliciting for financial support and incorporating it in the annual budget. That supportive supervision can be made part of vocational and technical education training through workshops, inclusion on the curriculum and creating receptive environment for it. Supervisors can plan the conduct of supportive supervision to be adopted in the policy for implementation. Some strategies such as improving the take home of supervisors and making available materials required for supportive supervision. Some of the recommendations were also made in line with the findings of the study, these include: Strengthening supervision to ensure sustainability of vocational and technical education and that support be mobilize for supportive supervision so that it can be a general and regular practice in vocational and technical education.*

Keywords: *Supportive Supervision, Effective Supervision, Policy Implementation, Technical Education.*

I. INTRODUCTION

The term supervision is derived from the word super-videre meaning to oversee. It is therefore an interaction between at least two persons for the improvement of an activity (Adepaju 1998). According to Roxana (2011) Supervision is a combination or integration of process, procedure and conditions that are consciously designed to advance the work effectively for individuals and group. In trying to explain the word supervision, he further stressed that apart from overseeing the work or duties of subordinate, supervision mostly connotes the act of guiding, helping, coordinating, directing, teaching and instructing staff so that the program can be improved. Supervision is essential in the school system to make the school work effectively toward attaining the set objective of education.

The effectiveness and success of educational system hinges on effective supervision, proper supervision of instructional process help to improve academic and managerial performance of education .Supervision enhances professionalism and proficiency of practice ensuring that there is a definite process due to the recorded experiences that supervision depends on in each staff academic or non academic . Supervision encourages the release of creative abilities to improve an instrumental process. It is generally accepted that supervision as a process brings about improvement in the management of school and instruction by working with people who are involved in the educational process to achieve excellence. The National Policy of Education (2004) stressed that school inspector should be enabled to perform his role as adviser ,guide, catalyst , and resources persons for teachers and ensure quality of instructional process just as Nwankwor (1984) posited that supervision can be divided into two categories; instructional and personnel supervision. Instructional supervision is a set of activity which are properly done to improve and maintain standard of teaching and learning process in school, while personal supervisors are planned activity carried out by experienced professional in the profession for a definite purposes.

Supportive supervision is one where subordinate staff members are involved and are able to improve on their skills through hand-on / on the job training. This therefore is a process that promotes the quality at all levels of the education system by strengthening relationship within the systems focusing on the identification and resolution of problems and helping to optimize the allocation of resources, promoting high standards, team work, and better 2-way communications. Integration involves arrangement that enable the various components within the educational sector to work together at state and local Government levels to strengthen supervision. The target of Supportive supervision is to meet the basic requirement of administration that concerns itself with the tact's of efficiency and effective management of human and material resources. The process ensures that

work is done as planned and expected in relation to the set standard through self discipline, commitment to the wellbeing of the system and have sense of belonging, ensuring that work is carried out with less supervision from the center (Fadina 1998).

Purpose of the Study

The general purpose of the study is to develop guide lines for implementation of integrated supportive supervision in vocational and technical education in Nigeria. Specifically the study intends to determine the following:

1. Determine the Current Practice of Supervision in Vocational and Technical Education
2. Determine How to Mobilize Support for Supportive Supervision in Vocational and Technical Education.
3. Determine How to Make Supportive Supervision Part of Training in Vocational and Technical Education
4. To Enable Supervisors Plan and Conduct Effective Supervision for Policy Implementation in Vocational and Technical Education
5. To Suggest Strategies for Motivation and Sustainability of Supportive Supervision in Vocational and Technical Education.

Research Questions

The following Research questions provide guide to the study.

1. What are the Current Practice of Supervision in Vocational and Technical Education?
2. How can Support be Mobilize for Supportive Supervision in Vocational and Technical Education?
3. How can Supportive Supervision be Part of Training in Vocational and Technical Education?
4. How can Supervisors Plan and Conduct Effective Supervision for Policy Implementation in Vocational and Technical Education?
5. What are the Strategies for Motivation and Sustainability of Supportive Supervision in Vocational and Technical Education?

II. METHODOLOGY

The design adopted for the study is survey, a structured questionnaire was used to solicit response from respondents, survey design according to Osuala (2005) is appropriate for studies requiring opinions; beliefs, behavior and motivation. The population for the study was made up of 50 teachers and 27 principals, vice principals and senior masters in vocational and technical education across the state. The data for the study was collected using a structured questionnaire on 5 point scale of strongly agree (5point), Agree (4point), Undecided (3 point), Disagree (2 point) and strongly Disagree (1point)

The data were analyzed using mean and standard deviation to answer the research questions. The mean was used for the analysis as the most commonly used methods of describing central tendency. The decision rule for the research questions was based on normal value assigned to the different scaling items of the questionnaire and corresponding mean values were interpreted using real limit of numbers from 3-5 and above were interpreted as agree and points below 3 were interpreted as disagree..

The Area of the Study

The geographical location of the area of the study was Adamawa State of the North Eastern States of Nigeria. The researcher collected data from vocational and technical education schools in each of the local governments' areas.

Research Question 1

What is the current practice of supervision in vocational and technical education?

Table1: the current practice of supervision in VTE

S No	Items	X	SD	Remarks
1	Supervision has been part of vocational education and technology education.	4.21	1.02	Agree
2	Supervision has been reflected in the annual budget of vocational and technical education.	3.5	1.35	Agree
3	Supervision has been successful in the implementation of vocational and technical education.	2.86	1.45	Disagree
4	There are trained supervisors in vocational and technical education	2.5	1.35	Disagree
5	Supervisors often visit on supervision to ensure proper implementation of vocational and technical education	2.5	1.35	Disagree
6	There is policy on supervision in vocational and technical education	4.61	0.66	Agree
7	There is section responsible for supervision in the ministry of education	3.53	1.57	Agree

8	Supervision has been effective in vocational and technical education	2.5	1.35	Disagree
9	Principal, Vice principal and senior master play a supervisory role in vocational and technical education	3.5	1.57	Disagree

Key; X=Mean, SD=Standard deviation

The result of table 1 shows that respondents agree with items 1,3,6,7 and 9 which indicate that the current practice in vocational and technical education has not been effective even though is part of the policy frame work, there are professional who are trained supervisors and that principals, vice principal and senior masters supervise instructions in their various schools only. The standard deviation ranges between 0.66-1.57 this indicates that the opinions of the respondents are far from one another and are positive.

Research question 2

What are the strategies for mobilizing support for supportive supervision in vocational and technical education?

Table2: Strategies for mobilizing support for supportive supervision

S No	Items	X	SD	Remarks
1	Advocate for financial support to implement supportive supervision in vocational and technical education	4.06	1.02	Agree
2	Submit estimate requesting for resources needed to implement supportive supervision in voc.and tech.	3.93	1.59	Agree
3	Prepare budget of actual cost of conducting supportive supervision in voc. And tech. edu.	4.20	1.03	Agree
4	Investigate local resources available and recommend for use in the implementation of supportive supervision in voc and tech education	4.28	1.01	Agree
5	Submit persuasive data base argument to decision makers on supportive supervision	3.86	1.57	Agree
6	Solicit government support for supportive supervision	4.08	1.18	Agree
7	Incorporate supportive supervision into government annual budget	4.06	1.15	Agree
8	All senior level teachers should make supportive supervision a priority	4.13	1.38	Agree
9	Supervisors are held accountable for proper supervision of voc. and tech. education	3.53	1.87	Agree

Table 2 shows that the items on strategies for mobilizing support for supportive supervision in vocational and technical education are relevant as the respondents agree with all items as being strategies for mobilizing support for supportive

Research Question 3

How can supportive supervision be made part of training in voc and tech education?

Table3: How to make Supportive supervision as part of training in voc and tech education

Sno	Items	X	SD	Remarks
1	Provide updates on policies and skills in vocational and technical education	4.23	1.03	Agree
2	Organize train the trainer workshop for voc and tech education	4.20	1.04	Agree
3	Conduct training needs assessment and performance tests for teachers of vocational and technical education	3.94	1.57	Agree
4	Help develop new receptive environment for latest techniques and practices	3.60	1.19	Agree
5	Develop or review the training curriculum and job aids to build capacity for supportive supervision.	4.07	1.18	Agree
6	Sponsor workshop where new procedures can be introduce for supportive supervision	4.19	1.08	Agree
7	Encourage mentorship and coaching to improve performance of teachers	4.02	1.15	Agree
8	Prioritize training needs for each level of grade to emphasis supportive supervision in voc and tech education	3.53	1.57	Agree

The result on table 3 shows that all the respondents agree with the items on how supportive supervision can be part of the training in vocational and technical education. The standard deviation ranges between 0.03-

1.57 which shows that the opinions of the respondents are not far from one other on how supportive supervision can be part of training in vocational and technical education.

Research Question 4

How can Supervisors Plan and conduct Supportive Supervision for Policy Implementation and Sustainability in Voc and Tech education

Table4: How to Plan and conduct Supportive Supervision

Sno	Items	X	SD	Remarks
1	Plan the conduct of regular supervision	4.31	1.15	Agree
2	Arrange visits to interact with stakeholders in vocational and Technical Education	4.60	0.98	Agree
3	Provide clear objectives for visits in supervision	4.31	1.08	Agree
4	Organize supervisory visits and keep record of procedures	4.70	1.38	Agree
5	Review the plan and objectives of annual supervision	4.31	1.45	Agree
6	Follow up observation and recommendations made during previous supervision	4.13	1.38	Agree
7	Address problems before effecting service delivery	2.86	1.45	Agree
8	Put in place assessment methods that can be analyzed easily for further improvement	4.17	1.29	Agree
9	Categorize supervisors for effective management and control.	4.00	1.50	Agree
10	Collect helpful publications, materials and supplies for vocational and technical education.	3.89	1.45	Agree
11	Prepare refresher course on visit to update and enforce supportive supervision.	4.15	1.03	Agree
12	Observe schedules and respect teachers and persons involved in vocational and technical education.	4.70	0.98	Agree
13	Set expectation for performance and asses property	3.62	1.50	Agree

The result on table 4 shows that the supervisors can plan and conduct supportive supervision for policy implementation and sustainability in vocational and technical education. The standard deviation which ranges between 0.3-1.50 shows that the opinions of the respondents are close to one another, this support the mean positively

Research Question 5

What are the strategies for motivation and sustenance of supportive supervision in vocational and technical education?

Table5: Strategies for motivation and sustenance of supportive supervision

S No	Items	X	SD	Remarks
1	Improve the take home pay of Technical and vocational education Teachers.	4.31	1.15	Agree
2	Commend hard work and discourage indolence	4.18	1.38	Agree
3	Make necessary transfers with adequate disturbance allowance.	4.31	1.05	Agree
4	Supply adequate material and consumable for the implementation of programmes.	4.62	0.65	Agree
5	Publish good result and award excellence.	4.17	1.29	Agree
6	Identify carrier growth or leadership opportunities and guidance advancement.	3.02	1.50	Agree
7	Involve vocational and technical education Teachers in the planning process to improve performance objectives.	4.00	1.48	Agree
8	Consider feedback from supportive supervision act prompt to address issues.	3.62	1.50	Agree
9	Sustain an open protocol and channels of communication vertical and horizontal	4.62	1.03	Agree
10	Incorporate supervision into the annual budget for sustainable development.	4.30	1.03	Agree
11	Publish data on positive results gained through supportive supervision an	4.31	1.03	Agree
12	Lobby for more support for supportive supervision	4.13	1.35	Agree

Result on table 5 shows that respondents agree with all the items as being strategies for motivation of sustainable supportive supervision in vocational and technical education.

III. FINDINGS AND DISCUSSIONS

Findings of the Study

1. It was found that supervision is part of the educational policy but the implementation process was not enforced as a general and regular activity. Principals, vice principals and senior masters in various schools are responsible for instructional supervision only.
2. It is revealed that all the items can serve as strategies for mobilizing support for supportive supervision in vocational and technical education. Therefore financial support need to be advocated, solicited and incorporated it in annual budget of vocational and technical education.
3. It was found that all the respondents agree with the items on how to make supportive supervision part of training in vocational and technical education. This is done by organizing training, conducting need assessment, performing tests, review the curriculum, sponsor workshop and provide receptive enrolment for vocational and technical education.
4. It was also revealed that supervisors can plan the conduct of supportive supervision for policy implementation and sustainability in vocational and technical education. They can plan the conduct of regular supervision, organize supervisory visit, organize follow up on observation and recommendation of previous visit, categorize supervision for effective management and control and set target expectations for performance assessment.
5. All the items on table 5 were agreed by the respondents as strategies for motivation and sustainability of supportive supervision in vocational and technical education. Some of the items include the improvement of take home pay, supply material required, publish data on possible result of supervision and commend hard work, positive improvement and performance.

Discussion of Findings

Supervision has been part of integrated vocational and technical education as a policy, it has been part of educational plans, a section in the ministry is responsible for supervision even though the implementation has not effectively carried out as aspect of the policy plan. The supervision process is only done by principals, vice principals and senior masters in various schools to ensure effective instruction and management of their schools. According to Delong (2911) supervision encourages hard work, brings out the best of performance, and improves on the management of resources and facilities in schools.

It is possible to mobilize support for supportive supervision as supervision will also be improved and properly implemented. Some of the ways this can be done is by mobilizing financial support to implement supportive supervision, suggest estimates to be submitted as request for resource requirement to be included in the budget. Other strategies include persuasive impetus to involve the supportive supervision. Supervisors are encouraged to be professionals not only through experience but also through regular training (Ahmed2000).

Supportive supervision can be integrated into general supervision plans of vocational and technical education and training, especially through train the trainer, sponsoring work shops where supportive supervision procedures could be taught to participants. Mentoring could also be employed systematically for skills development for effective supportive supervision. Needs assessment could be conducted to determine areas of relevance and emphasis on training for the implementation of supportive supervision.

IV. CONCLUSION

Supervision makes education system work effectively; it ensures that every aspect in the system is kept working toward attaining the set goals and objectives of the entire system. Adequate supervision provides proper guide help, coordination and direction for all resources and instructional process. A well implemented supervision provides a data based evaluation and decision making process for improvements and planning.

The advocacy for integration of supportive supervision in vocational and technical education is to enhance the process of supervision so that more people with in the system can be self discipline to ensure that work is carried out with less supervisory pressure. Supportive supervision will also make those in educational system that behave as hirelings now have the sense of belonging to the system and be committed to the wellbeing of the system at the various capacities.

Recommendations

1. The implementation of supervision should be strengthened and enforced so that the progress of the vocational and technical education will be ensured and be sustained.
2. The strategies for mobilizing support for supportive supervision should be employed, so that it will be part of the general practice to improve vocation and technical education. Advocate financial support that can be incorporated in the annual budget of vocational and technical education.

3. Make supportive supervision part of vocational and technical education training through relevant workshops, curriculum review for implementation of supportive supervision, sponsor workshops involving experts who train the trainer to expand the implementation of supportive supervision.
4. Supervisors should plan the conduct and process of supportive supervision for inclusion on the policy of education for implementation and sustainability in vocational and technical education. The plan should include funding of regular visits, follow up visits and action plan on recommendations on previous visits and categorize supervision for effective management and control in vocational and technical education.
5. As strategies for motivation and sustainability of supportive supervision in vocational and technical education. The take home pay of staff should be improved, the necessary materials required be supplied and publish the advantages of supportive supervision. Other strategies include recommend reward good performances and encourage handwork.

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