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**Teacher Supervision**

**A Critical Examination of the Role of Supervision in the Development of Quality Teachers**

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**A critical examination of the role of supervision in the development of quality teachers**

**1 Introduction**

Education has been deemed the driving force behind a prosperous economy. This makes it critical that quality education is upheld hence imperative that a country works toward developing quality teachers to meet the high standards of education required for this feat. This will further equip students with the tools to be economically and globally competent hence contributing to the development of society.

To achieve the goal of quality teachers, supervision is fundamental. Hazır & Kıyak (2021) opine that the quality of the teacher is critical if an education system is to succeed. Comighud et al., (2020) add that the extent and implementation of supervision determine that quality of education received.

Bush et al., (2018) report that to increase their global competitiveness, many countries have moved to improve their education systems quoting Hallinger (2004) that this competitiveness has raised the bar for educational acquisition, and Kalule & Bouchamma (2014) write that instructional supervision is an important factor in the professional development of a teacher due to the fundamental role it plays in the acquisition of quality education.

Kutsyuruba, (2009) quoting Sergiovanni and Starratt (2002) advises that teachers being lifelong learners makes it imperative that a supervisory leadership is established to enable them to continuously increase their learning capabilities in a community where the students, teachers, and supervisors all learn from each other but more importantly, improve the quality of teacher and learning experience of the students. He states that this supervision and professional development makes a provision for novice teachers to become effective as they improve in their instruction through the constructive feedback and support received. Additionally, he relates that there is no contention of the correlation between effective teaching and improved student achievement making it important that the instructional practices carried out by the teachers are those that contribute to this success.

To examine the role of supervision in the development of quality teachers, this essay will dissect various definitions of supervision notwithstanding its perceptions and theories. The functions of supervision will then be explored by breaking down its structure and practice. This will then allow for an investigation of the benefits of supervision branching out into how teachers can learn from practice and how this can be fostered. The challenges of supervision will be addressed and its relationship with quality teaching encapsulated.

**2 A conception of supervision - what is supervision?**

There are many definitions of supervision but they all center around some type of observation geared toward improving the abilities of the person being observed. According to Kutsyuruba (2009), whether the supervision is to do with curriculum or staff development, it is done in the interest of improving pedagogical practices for the benefit of students. April and Bouchamma, (2015) scribe that this is a legal obligation in Québec, according to the Public Education Act (PEA), where a provision for pedagogical supervision must be established by the principals. Kalule & Bouchamma (2014) look at supervision from the angle of teacher development and growth which improves the teacher’s performance and increases student achievement.

Instructional supervision is the term used for specific teacher supervision which Chiwamba and Kigobe, (2022) purport to improve the quality of the teachers’ planning and organization leading to the provision of quality education. They contend that the lack of adequate supervision creates challenges that prevent schools from attaining their goals of providing quality education.

Allida et al., (2018) put it clearly when they write that instructional supervision is a form of professional support given formally to teachers to develop their knowledge and competence in their profession. During this period, the teacher is guided and mentored to improve their didactic practices and promote student learning.

**3 Perceptions of Supervision**

Most perceptions align with the idea that instructional supervision significantly contributes to improving the quality of a teacher hence student achievement, and in agreement, Hoque et al., (2020) assert that there is a strong correlation between the way teachers are trained and supervised and the quality of education they deliver. This they relay is a result of the focus supervision has on student growth and development and the recognition of its ability to improve pedagogical practices that promote student success.

Over the years, perceptions of supervision have changed. Hoque et al., (2020) cite teachers’ expertise and development level that influences their attitude toward supervision and hence performance. Teachers’ backgrounds and experiences must be put into consideration by the supervisors and a more collaborative approach taken by the supervisors as they guide teachers in improving their skills.

**4 Theories of supervision**

Duffy (2000) is against the view that instructional supervision is responsible for the improvement of teaching and learning, believing that this problem cannot be solved unless approached differently. He writes about clinical supervision where a supervisor collects data that is analyzed from observing a teacher and after discusses and makes improvement plans with the teacher for professional growth. He reports that this type of supervision is what most professionals are passionate about. In contrast, he purports that performance evaluation supervision is what is more commonly used by most institutions yet is less effective.

On the other hand, Donahue et al., (2018) contend that some evaluation systems are responsible for the improvement of teacher pedagogical practices and student growth, conveying that the evaluation of a teacher’s performance can be measured by student achievement. Quoting Phillips and Weingarten (2013), they affirm that through the regular constructive feedback that teachers receive on their performance from the evaluators, teachers can grow professionally. If provided with useful feedback, support, and assistance where needed they can increase their knowledge and improve in their practice.

In other cases, models of supervision that are inflexible and authoritarian have been criticized for their repression of teachers’ independence decreasing teacher effectiveness. Here the supervisors point out the teachers’ instructional gaps and dictate solutions. A model where teachers, supervisors, and curriculum specialists collaborate to improve pedagogical practices is preferred (Jonyo & Jonyo, 2019). Guiding the teachers, supervisors, and curriculum leaders to act in a more cognizant way, is what Jonyo & Jonyo (2019) theorize curriculum supervision to be where additional information and infinite insights can be garnered through this process to increase their awareness of the solutions to the various challenges surrounding them. This gives all stakeholders a new appreciation of the occurrences in the classroom and provides them with the learning experience they need.

Ankoma-Sey & Maina’s (2016) theory is that though educational supervision is an expansive topic, it is seen as an intervention by leaders of teachers for improving their pedagogical practices and monitoring the professional services they offer. They add that vigorous and effective supervision provided by high-level leadership yields stellar academic performance which promotes the school’s popularity among parents looking for high-performing schools and more importantly, positively influences the society surrounding these schools.

Tangen et al., (2017) propose the information processing theory (IPT), where the teachers acquire knowledge, process, store, and then retrieve it. They purport that this theory is supported by cognitive neuroscience research and is more relevant to the teachers as the supervisors can focus on the mental processing of the teachers during supervision sessions. They add that the supervisors must assess the knowledge content of the teachers so that they can decide what more they need to know, retain it and consequently use it when applicable.

Many researchers agree that classroom instruction is improved through supervision. Allida et al., (2018) add that the ultimate goal of education is achieved through this practice as teachers become more competent and effective, positively influencing student outcomes which increase parent satisfaction. Quoting various researchers, they allude to the relationship between instructional supervision and professional development hence advocation that supervision should be a collaborative process with the teacher to accomplish the goal of a quality teacher.

In support of the collaborative nature of supervision, Allida et al., (2018) advise the importance of teachers viewing supervision as professional support where they are inspired to be innovative problem solvers actively engaged in the challenges of learning as opposed to an experience where they await the administrator’s directives and approvals.

Quoting Bernard and Goodyear (1998), Allida et al., (2018) further theorize the benefits of the developmental approach where the supervisor initially diagnoses the developmental level of the teacher and then chooses an interpersonal approach that is best suited for that teacher which the teacher then uses to address their instructional challenges. Finally, to give the teacher autonomy in addressing the challenge, the supervisor changes their approach and the teacher can now take control of any decision-making required. This, they report is more of a clinical supervision approach where the teacher can adapt their instructional practices to be more relevant. This instructional competency allows the teacher to develop and improve in their teaching practice. They add that the outcome of this approach creates responsible teachers who can evaluate their pedagogical practices, receive constructive criticism, and use it to improve hence becoming the desired quality teachers.

Interestingly, Malunda et al., (2016) cite other researchers as disputing the importance of formal classroom observations alleging that their impact on teaching practices is minimal. They instead recommend informal classroom observations that are unannounced, frequent, and short. These they believe will reveal a clearer picture of the teacher’s competence and encourage them to use more effective practice in the classroom. Quoting David (2008), Malunda et al., (2016) advise a collaborative approach with the teachers regarding the frequency of informal visits. They add that these informal visits are very informative in establishing whether the teachers are implementing instructional practices effectively. They further advise that the supervisors be knowledgeable about the subject content being taught as well as the supervision rubrics.

The importance of developing relationships between the teacher and the supervisor is critical through one-on-one discussions after observing a class, to come up with improved strategies collaboratively. This adds to a teacher’s effectiveness in the classroom as opposed to a fault-finding approach. In agreement with Usman (2015), Malunda et al., (2016) report that the way feedback is given to a teacher has a significant impact on their instructional practices and classroom settings.

The various theories addressed, highlight the importance of supervision in the development of the quality of a teacher but point out the significance of how this supervision should be done to be effective. Leaders must take note of these recommendations and more importantly develop relationships with their teachers so that they can tailor improvement strategies to the needs of the specific teacher and hence improve their quality.

**5 Functions of supervision**

Ultimately, parents desire to have their children receive the best quality education which is highly dependent on the quality of teachers. Kutsyuruba (2009), quoting McQuarrie and Wood (1991), writes that supervision provides teachers with the support they need to refine their pedagogical practices, implement them effectively in the classroom and become the type of quality teachers needed. Enhancing teachers’ professional growth through the provision of constructive feedback related to improving their pedagogical practices is supervision’s primary goal.

In congruence with other researchers Kutsyuruba (2009), points out the relationship between instructional supervision and professional development showing that when pedagogical practices and classroom management are linked with professional development and curriculum development, the objective of improving the quality of a teacher is achieved. He adds that the function of supervision is to bring all stakeholders of the teaching and learning process of the school together by providing a link between the school’s organizational goals and the needs of the individual teacher in their journey of professional development.

According to Renata et al., (2018) supervision serves to provide coaching to teachers to improve their teaching ability and create improved learning situations. In Uganda, despite the standards set by the National Curriculum Development Centre (NCDC) and the Directorate of Education Standards [DES] (Uganda National Examination Board [UNEB], 2015) the poor performance of students in the national examinations for several consecutive years, prompted a probe into discovering the reasons behind this. Malunda et al., (2016) report that this probe led to the discovery of poor practices of many secondary school teachers where hardly any preparation was in place before they taught, nor were sufficient practical experiences or remedial classes offered to students that needed them. All this, Malunda et al., (2016) report could have been avoided by school supervision which would motivate teachers into the application of effective classroom practices that supervision and professional development provides. They add that in an analysis of secondary schools in Nigeria by researchers, it was discovered that there was a positive correlation between formal classroom observations and teacher effectiveness.

In congruence, April and Bouchamma (2015) convey that through research, teacher supervision has been found to provide avenues for new teaching strategies and added opportunities for innovation in addition to generating practices that are effective in meeting the school’s and teachers’ needs, improving teacher accountability and involvement and most importantly creating provision for closer monitoring of students’ academic progress and achievement.

Internal and external instructional supervisors assist teachers in the improvement of the existing learning conditions which in turn improve the quality of instruction and student achievement which Comighud et al., (2020) assert is the measure of effective supervision. They add that to achieve maximum payoffs in the teaching-learning process, an effective quality teacher is key. This can only be assured if instructional supervision is consistent as it provides the guidance, support, skills, and empowerment needed by the teachers for this. It is important to note that supervision done in the right spirit is well received by the teachers, contributing to their added quality and resultant school success.

Furthermore, the purposes of supervision, Peretomode (2021) purports, are to positively impact a teacher’s pedagogical practices to improve student learning, to make sure that all teachers are carrying out their specific duties, and ensure that a climate for effective teaching and learning is established.

The problem in Uganda that Kalule & Bouchamma (2014) reveal is that secondary school principals are not given the training they need to effectively carry out the instructional supervision required nor are the policies clear on specific skills required for the principals or how to attain these skills. In addition to this, they report that with the introduction of the Universal primary and secondary education programs, there was a rush to hire teachers and principals creating a situation of inadequately trained personnel. This has contributed to the poor quality of leaders and teaching staff leading to poor student achievement. Quoting The Republic of Uganda (2003) Kalule & Bouchamma (2014) report on the findings of the first national inspection program of the Education Standards Agency in Uganda where it was revealed that teachers were not receiving regular support from their principals. This was further reflected in their lack of lesson preparation and poor use of teaching practices and materials.

To amend this predicament Kalule & Bouchamma (2014) advise that through instructional supervision and professional development, teachers should be involved in problem-solving through action research activities to address the existing challenges. Through the avenues of clinical supervision, teachers will be able to reflect on their practices, make necessary changes and collaborate with fellow teachers as a way to improve their quality of teaching. They add that it would be prudent to nurture the teachers professionally to avoid poor student achievement.

Allida et al., (2018) emphasize that the establishment of trust between teachers and instructional supervisors coupled with a positive learning climate is essential for effective learning to take place. This can only happen if the instructional supervisor carries out regular supervisory practices that motivate teachers to meet the goals of the institution. They contend that supervisors who are indifferent about supervision and irregular in their practices contribute to poor student achievement due to deterrence of the efforts to improve the quality of a teacher.

**5.1 The structure of supervision**

From Kutsyuruba’s (2009) research he found that teachers thought that supervision should be structured in such a way that it is part of professional development which is ultimately the goal of the process of supervision. To provide quality education and grow professionally, they recommended that optional professional development activities be given to the teachers especially the novice teachers and these should be integrated into the supervision process. Furthermore, the teachers advocated for active involvement in the decision-making and planning in the process of supervision to be able to participate in the collaborative and reflective approaches to supervision as well as receive support from experienced teachers in meeting their various individualized needs. The challenges with this, they reported were that choices in supervisory approaches were hindered by the school policies, additionally, the extra time needed for pre-planning and the supervision process was not provided.

In agreement with the collaborative nature of supervision, Kalule & Bouchamma (2014) advocate for interaction between teachers and their principals to highlight areas for growth while assessing their professional development needs. The principals must be knowledgeable about the curriculum as they motivate their teachers to use effective teaching practices which ultimately lead to improved student learning.

Various supervision structures can be employed. Clinical supervision which is interactive and democratic and teacher-centered has teacher development as its primary goal. It starts with a planning conference where personal concerns and teachers’ goals are addressed, followed by the actual observation by the supervisor, and ends with a feedback session where commendations and recommendations are made to support teacher development. Self-evaluated supervision is a model that is self-directed and uses elements of clinical supervision that allow teachers to use their theoretical research to guide their pedagogical practices (Kalule & Bouchamma, 2014).

Differentiated supervision is another structure that Kalule & Bouchamma (2014) highlight where the supervision is tailored to meet the specific needs of the teacher. Similar to differentiated supervision, they throw light on contextual supervision where the supervision is adapted to the contextual situation instead of adopting an established model. They also point out peer observation where fellow teachers voluntarily observe each other and discuss their observations and share their expertise.

Allida et al., (2018) write about the clinical supervision model which begins with a pre-conference with the teacher and supervisor where the purpose, focus, and method of observation to be used are discussed. A relationship of mutual trust and respect between the two is established. The second stage is the actual observation which they purport is more effective when the resulting conferences are constructive and the classroom visits more frequent. The observer then analyzes the observation and selects the interpersonal approach to use during the post-conference where constructive feedback geared toward instructional improvement is given to the teacher. Through collaboration and reflection, the teacher is then able to plan for further improvement.

Supervision cannot necessarily be a ‘one-size-fits-all’ structure but as educational leaders, one must be able to adjust one’s supervision to meet the ultimate goal of developing a quality teacher.

**5.2 The practice of supervision**

April and Bouchamma (2015), recommend that teacher supervision be made a shared priority by the Ministry of Education, teacher training institutions, district leaders, and school principals. Through effective supervision, improvements can be made to existing training formats, collaborative and networking opportunities opened and analyses of ways to make the competencies of school principals in their individual or collective supervision practices more effective.

Hazir and Kiyak (2021) quoting Kant, relay the importance of putting theory into practice but also show that effective practice is underpinned by relevant theory. They add that putting theory into practice is the first step of learning to teach in the teaching practice program. To do this successfully, the teaching practice program should provide appropriate guidance, supervision, and experience by providing the student teachers with experiences in the real-world teaching environment. These experiences provide the teachers with training opportunities to reflect and develop professionally and gain the knowledge and skills in making professional decisions, solving problems, and reviewing various implementations of their making while adhering to the supervisory principles provided by their superiors. The regular constructive feedback received during these sessions adds to the development of the quality of the teacher.

Hazir and Kiyak (2021) emphasize the importance of having the university tutor, collaborating teachers, and student teachers, working together by observing each other, providing frequent constructive feedback, and sharing tasks whenever possible. This partnership will in the long run contribute to the development of the quality of the teacher due to the effective teaching practice environment provided.

They add that the interaction of the practicing teachers is fundamental in the practice of supervision as an understanding through their reflective practice of the origin of their practices gives them a better understanding of the school’s organizational environment, the stakeholders, and the ultimate goal of improving student achievement.

**6 Benefits of supervision**

With the global development in the economy and the recognition of the role education plays in this, Donahue et al., (2018) report on the increased demand for quality teachers becoming a national concern as teacher effectiveness through the improvement of teaching practices is being seen as fundamental in the improvement of student achievement. They further report on a publication by the National Commission on Teaching and America’s Future where the significant role played by teachers in school intervention was recognized. This was echoed by other researchers who agreed on the correlation between teachers’ effectiveness and student achievement.

To meet the demands of the U.S. Department of Education’s 2 (2009) Race to the Top program, teacher evaluation has been transformed in various districts. This is so that the effectiveness of the teacher can be better assessed, and necessary areas of focus addressed to improve teaching practice and learning. The evaluations from these supervision exercises have greatly boosted the improvement of teacher and school quality (Donahue et al., 2018).

According to Kutsyuruba (2009), professional growth was seen to have been a benefit that Canadian and Ukrainian high school teachers received from supervision. The teachers even advocated for increased supervision practices as it provided more feedback about their teaching and classroom practices which improved their quality. They even suggested being supervised by educators who were experienced and knowledgeable in the subject areas being supervised. Additionally, the supervisors advised a collaborative process where they provided support, advice, and help as they worked with the teachers in a relationship of trust between both parties.

In Colorado, Donahue et al., (2018) write that through the process of supervision, teachers can further develop their teaching practices through reflection and being willing to be open-minded to other teaching approaches and styles that would benefit the learning of the students. This process was started by teachers going through self-assessment to get a clearer picture of how they were meeting the standards set by the state for teachers. Furthermore, they opine that teacher evaluation is the driving force behind teacher development and this they write is supported by the reports from teachers of the positive changes in their pedagogical practices resulting from the feedback received after classroom observations. Even though teacher evaluations may not be an accurate indication of what instructional practices of a teacher affect student learning, researchers agree that evaluations that are rigorous and standards-based improve teacher effectiveness, positively impacting students’ achievement (Donahue et al., 2018).

Donahue et al., (2018) further highlight the creation of consistency in what good teaching is, as well as professional discussions regarding pedagogical practices as one of the significant benefits of teacher supervision and evaluation. Renata et al., (2018) attribute teacher supervision to improving the quality of a teacher’s work performance.

**6.1 How is teaching learned in practice?**

Comighud et al., (2020) purport that for teaching to be learned in practice, instructional supervisors should provide professional development opportunities for novice teachers to increase their knowledge and improve their practice and skills. Time for the supervisors to integrate reflective and collaborative approaches into their supervision should be sufficient. Additionally, instead of sending experienced teachers who most likely have post-graduate degrees, to workshops or seminars to improve on their practice, novice teachers should be considered first as they are the ones that need the expertise in the processes of instruction let alone lesson planning and classroom management. Furthermore, instructional leaders would do well to give clear instructions to novice teachers and monitor them regularly giving them undivided attention to ensure they implement the theory they have learned.

In agreement,Richards & Farrell (2011) explain that through practice teaching, novice teachers can put into practice the theory gained during their training courses, which would have included practical knowledge in methodology, assessment, and materials design. They add that it is important to note that the expectations during the observation of a cooperating teacher will vary from those of a novice teacher. The focus on the former will be on the teacher’s ability to create a positive atmosphere that is conducive to learning, the processes used to set up learning activities, and how feedback is given to the learners while on the latter the focus will be on how well various aspects of the lesson were carried out.

Mpofu, (2019) highlights the importance of the real-world experiences afforded to student teachers in their journey to becoming qualified teachers. Supporting them in the discovery that in addition to the application of theories they have learned, the practical experience of solving problems in their practice adds to their teaching effectiveness. In concordance with Richards & Farrell (2011), they purport that regular reflection during practice coupled with the mentorship of experienced teachers improves their knowledge of the students, the subject content, and the teaching communities. Allowing them to experience unplanned or unanticipated occurrences within or outside the classroom allows the supervisor to observe their competencies as they adapt to overcome the challenges faced and make them aware of the possibilities of other unplanned incidences that they should be ready for. During reflection, the teachers can use these experiences to reshape and improve their practices.

Khine & Areepattamannil (2019) have the same view of the role of reflection in the development of a quality teacher. They assert that through reflection teachers can learn to integrate their curricula while focusing on the procession of skills as well as aligning their planning to state standards can all be a part of continuous professional development. Collaborating with experienced teachers is an added resource in this endeavor.

**6.2 How is teaching learned in practice, fostered?**

To foster the teaching learned in practice, Malunda et al., (2016) suggest that the supervisors and teachers collaborate in planning the classroom observations, and supervisors follow this up with collegial and supportive feedback. Regular supervision carried out of teaching plans and student workbooks will ensure correlation with the school’s syllabus and national standards, fostering the teaching learned in practice. Regarding Uganda’s situation Malunda et al., (2016) advise that the government should recruit additional inspectors and facilitate their mobility to enable regular supervision of classroom teaching and learning. Furthermore, it would behoove the Ministry of Education to furnish routine in-service training in classroom observations to the principals who carry out these supervisions and the principals to ensure that the teachers follow the national curriculum guidelines.

Focusing on instructional leadership as opposed to administrative leadership is what Bush et al., (2018) quoting MEB (2013: E-27) say makes a principal stand out, which ensures that the teaching learned during practice is fostered. However, they note that in Malaysia, the centralized systems make administrative leadership the predominant orientation. They maintain that the view of effective teaching has changed over time where effective teachers are no longer seen as those with expertise in specific competencies, but as those who through observation, constructive feedback, reflection, and collaboration, can become more adept in new techniques which will be fostered as they are implemented the classroom.

Daly’s (2022) research calls attention to the use of critical conversations between mentors and mentees where field experiences are shared to better prepare novice teachers to be culturally relevant educators. Discussion on using inclusive teaching practices to design a curriculum provided the teachers with opportunities for practice-based education hence fostering their learning experience.

Kourieos (2013) advocates for a more individualized focus where the training teachers make their own decisions as they respond to teaching crises and unanticipated changes in society. This gives them opportunities to improve on their experiential practices using the options and principles available from modeled activities. Close observation by peers and collaborating teachers coupled with the actual teaching practice and discussion seminars contribute to building the strength of a quality teacher. The outcome of this would then be teachers who do more than achieve standardized competencies but also through reflection develop and foster their teaching practices.

A collaborative approach to supervision cannot be emphasized enough according to Kourieos (2013) where novice teachers’ professional growth is fostered through collaborative tasks that involve reflection and feedback that is constructive. He adds that supervisors should move from transmitting knowledge to novice teachers and instead create conditions where knowledge is coconstructed and understood through social participation. This approach is more holistic as the teachers develop themselves to their full potential while being exposed to tasks that raise their awareness which further prompts them into taking more responsibility for their teaching practice.

For teaching learned in practice to be fostered, Kourieos (2013) advises that classroom observation must be relevant to what the teacher needs or expects. The supervisor can help by availing the teachers with pertinent knowledge that clearly distinguishes general instructional skills that are used in the classroom and skills that are specific to the needs of the children they are teaching. He adds that regular constructive feedback is critical as a support to the teachers as is visitation so that their strengths and weaknesses can be addressed which can be efficiently done when the supervisors are well versed with the knowledge of the subject matter and related activities. He adds that cooperating teachers play a significant role in fostering what teachers learn in practice when they take more responsibility in their roles as mentors as they provide continuous support for the teachers in the classroom. Being flexible enough to allow novice teachers to experiment with new methods would be a step in the right direction to their development and retention of practices used. It would also be beneficial if the mentors or supervisors were trained to effectively carry out their roles.

**7 Challenges of supervision**

The role of supervision is critical in the development of a quality teacher, however, it comes with challenges. April and Bouchamma (2015) cite practical challenges that present in lack of ample time to effectively carry out teacher supervision and as mentioned earlier in countries like Malaysia, the focus of school leaders is more on administrative duties than on instruction. April and Bouchamma (2015), recommend peer observation and supervision which creates a collaborative culture where there is mutual support and motivation among the teachers. Additionally, they add, there is no clear understanding by educational specialists about whether supervision with no summative assessment made to assist teachers in the development of their professional competencies leading to improved student achievement is better than an evaluation that is geared toward promotion and retention of the teacher. The latter though not preferred may contribute to improvements in the performance of the teacher even though the goal of the evaluation is geared toward making a judgment of the quality of the teacher’s performance and whether they are carrying out the required instructional duties.

Peer supervision has also been recommended by many researchers. April and Bouchamma (2015) report on socio-affective challenges faced where educators lack the confidence to implement peer supervision within the professional learning communities in the school due to their feelings of inadequacy in the collection of required qualitative data and efficient collaborative practices by the teachers, geared toward improved student achievement.

In Uganda, a situation similar to other areas in sub-Saharan Africa, Kalule & Bouchamma (2014) report on the rapid growth of students due to the establishment of Universal Primary and Secondary Education which required a significant increase in the number of teachers to a point where there was insufficient financial support to adequately train school leaders to effectively carry out their supervisory roles. In addition to this other challenges included negative attitudes of the teachers toward supervision due to previous experiences that were characterized by control and evaluation of their practices which led to their reluctance to be supervised.

Chiwamba and Kigobe (2022) cite a lack of regular or adequate training for supervisors and poor relationships between the supervisors and teachers that have negatively affected to implementation of the supervision practices. Added to this, poor communication has added to the challenges of potent instructional supervision. Many supervisors have additional administrative roles which force them to put their roles of instructional supervision on the back burner. Quoting Dali, et al. [10], they recommend delegating some of these duties to assistants. Other schools in developing countries, struggle with instructional resources that support teaching making instructional supervision ineffective as the teachers are not provided with the resources they need.

Hazır & Kıyak (2021) cite cases where training teachers practice under the supervision of non-professionals, yet for the quality teachers needed, regular mentoring by well-trained professionals or cooperating teachers will help in their development as teachers. They advise that partnerships should be created between the universities and schools where the practice is being carried out be created as well as a collaborative culture among the supervisors, training teachers, and cooperating teachers.

Other challenges faced in Uganda that Allida et al., (2018) highlight are the difficulty some of the teachers have with receiving constructive criticism. In other cases insufficient time and resources allocated for supervision results in infrequent supervisory practices and the inability to carry out effective teaching. Additionally, teachers are suspicious of the supervisor’s intentions and in some cases make extravagant preparations only when they are expecting a supervisor which gives a false impression of what happens on a day-to-day basis. Developing healthy relationships and a collaborative environment between the teachers and supervisor will help eliminate some of these challenges.

Donahue et al., (2018) claim that assumptions about what good teaching is, coupled with varying views on teacher quality have led to poor district-level teacher evaluation systems that create criteria that are based on a limited understanding of teaching with feedback that is subjective. In consonance with Allida et al., (2018) they report on poor feedback to teachers as well as inadequate resources that limit the teachers’ performance in the classroom. Additionally, an underlying mistrust toward evaluation by the teachers contributes to the challenges faced in supervision. Furthermore, on the part of the evaluators, the workload is heavy with ambiguous guidelines on what is required of them.

**8 Supervision and quality teachers**

Setia & Nasrudin (2020) emphasize that the teacher as a human resource must be regularly trained and developed to carry out their pedagogical practices professionally so that a learning environment is created that effectively meets the educational needs of the 21st-century children and compliments their quality development. In addition, they add that through supervisory activities, the implementation of skills learned during professional development workshops and curriculum training can be monitored and improved on where necessary. This will ensure positive student outcomes in addition to improved teaching practices.

Setia & Nasrudin (2020) also relay that supervision is more effective when close attention is given to each learning stage; the planning, classroom management, and the process of assessment. This will motivate the teachers to modify their planning and implementation as they reflect on their practices, further developing their qualities as teachers.

Agih (2015) writes that instructional supervision is required for each teacher to improve the process of teaching and learning which will, in turn, improve student achievement and teacher quality. He recognizes that both internal and external supervision contributes to the process of quality teacher development. He explains that the clinical approach used in internal supervision encapsulates pre-observation, observation, analysis and strategy, supervision, and post-conference while the external supervision that is usually called inspection is carried out by an outside educator; a Chief Inspector of Education, who works with the teachers and principals to improve the quality of learning in the school by ensuring that the teachers implement required pedagogical practices.

To address the challenges of supervision that act as a hindrance to the development of teacher quality, Agih (2015) advises that sufficient and qualified personnel are hired in leadership and methods of generating additional revenue needed to facilitate the resources required for effective teaching and supervision are sought. Additionally, school instructional supervisors should focus on constructive analyses and reinforcement of positive practices as opposed to failures will go a long way toward improving pedagogical practices. Creating positive relationships between the teachers and the supervisors that promote a collaborative environment positively impacts the growth of the teacher and the work of the supervisor and the overall student achievement.

Khun-Inkeeree et al., (2019) commend instructional supervision as it is geared toward increasing teacher competency and effectiveness and most important of all, student academic achievement. They add that supervisors who have mastered the knowledge, and interpersonal and technical skills required, contribute to improving teacher quality and competence as they ensure the implementation of effective instructional practices in the classroom.

**9 Conclusion**

Research has shown that supervision plays a significant role in the development of a quality teacher. For teachers, instructional supervision is used as a form of professional support to develop teachers’ knowledge, competence, and practice, as it guides and mentors a teacher in their instructional practices in the classroom.

Some researchers disagree with the positive impact supervision has on teacher development unless it is approached differently. In this case, they advocate for clinical supervision, which is interactive, teacher-centered, and focuses on student development and the improvement of a teacher’s pedagogical practices. However, many institutions are prone to use performance evaluations that are not effective in meeting desired goals.

It is recommended that supervision be structured as part of teacher development practices as it is a pathway for teachers to practice relevant theory and through constructive feedback and reflection, develop the knowledge and skills needed to make professional decisions as they address the various challenges in the classroom.

To foster learning, it is recommended that novice teachers practice theory that is relevant to experiences. Additionally, they must receive appropriate guidance and a teaching experience that is related to their real-world teaching environment. Constant constructive feedback is well received in a collaborative environment and when reflection is added to this, the teachers’ practices are fostered.

Professional growth and improvement of teacher and school quality are some of the benefits of supervision, however, various challenges like insufficient time and resources affect the effectiveness of supervision. In other cases, a lack of clarity of expectations from the supervisors creates suspicions among the teachers or if the approach used is focused more on fault finding as opposed to developing a teacher’s professional competencies through discussions and collaboration, the function of supervision is crippled.

Finally, the role of instructional supervision is unquestionable. When an appropriate approach is followed and a healthy relationship between the teacher and supervisor is developed in an environment of collaboration and reflection, not only are quality teachers and high student outcomes achieved but in addition to an improved society, through the involvement of higher quality competencies, a nation’s economy is developed.

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