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RESEARCH ARTICLE

SCHOOL HEADS SUPERVISION AND PRACTICES: A LITERATURE REVIEW

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ABSTRACT

This article assessed the impact of head teachers' instructional supervision practices on teachers' performances in selected studies. The researcher used a random design to choose related variables on the impact of school head supervision to teacher's performance. This includes, using of incentives and rewards to encourage teacher's input, checking of teacher's record and visiting classes during class period. The findings of this literature review revealed that school head's practices vary from one country to another in terms of perspectives and application. This implies that one school head supervision might effective to one county but not to other countries.

INTRODUCTION

The supervisory function is one of the capabilities of a faculty operation that has been and continues to be a completely challenging aspect of management. This assignment entails a continuous method of helping instructors to enhance their educational performance according to the professional code set up by means of the educational sector. Educational supervisors are the main administrators at educational institutions. The principal or head teacher is the most common type of educational supervisor. You must first be kind and gain experience of teaching if you wish to move into a career in administration as an educational supervisor. You also need a high level of education, excellent administrative skills and the ability to balance needs of teachers with those of students and their parents (Abubakar, 2015; Donaldson 2012; Aduwa and Ede, 2006). Educational supervisors must also ensure that their schools follow the educational directives set by local governments, state governments and the federal government. It is the responsibility of the educational supervisor to make sure that their school meets testing, budgetary and other standards set by their district or state. Onuma (2016) stated that in any schools especially the public schools placing, there ought to be a main who occupies a high status with the aid of virtue of his appointment because the faculty head. The energy of the faculty rests with his functional management trends and he must be able to stimulating and invigorating the academics and

college students to gain institutional dreams and objectives. The principal has the primary features of displaying powerful academic leadership for the development of diversified curriculum and great of tutorial program for powerful attainment of set faculty dreams.

The Concept of Supervision in Education: Supervision in education, according to some researchers (Mohanty, 2008; Marecho, 2012; Panigrahi, 2012; Thakral, 2015) still carries the same old meaning and general concept as in Douglass and Bent's (1953) definition which means "to oversee, to superintend or to guide and to stimulate the activities of others, with a view of their improvement". The concept can be applied to either academic and administrative functions (Mohanty, 2008) of school heads, school administrators, educational administrators, or those who manage education at various levels or sectors. In a school setting, there are consisting differences between the academic and administrative functions of supervision. Whereas the academic aims of supervision include tasks such as: monitoring of instruction, guiding teachers to improve the teaching and learning process, assessment of students' learning outcomes, evaluating goals of programs, and many others, the administrative goals of supervision aimed at proper management of the school facilities and resources (Thakral, 2015). Supervision in education, according to some researchers (Mohanty, 2008; Marecho, 2012; Panigrahi, 2012; Thakral, 2015) still carries

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One of the major functions of a head teacher is supervision of instruction. The inadequate supervision of instruction by head teachers causes a lot of laxity amongst teachers in their work environment. Does this review article will highlights the results of previous study relating to school head's supervision and teachers performance. Supervision in education, according to some researchers (Mohanty, 2008; Marecho, 2012; Panigrahi, 2012; Thakral, 2015) still carries the same old meaning and general concept as in Douglass and Bent's (1953) definition which means "to oversee, to superintend or to guide and to stimulate the activities of others, with a view of their improvement". The concept can be applied to either academic and administrative functions (Mohanty, 2008) of school heads, school administrators, educational administrators, or those who manage education at various levels or sectors. In a school setting, there are consisting differences between the academic and administrative functions of supervision. Whereas the academic aims of supervision include tasks such as: monitoring of instruction, guiding teachers to improve the teaching and learning process, assessment of students' learning outcomes, evaluating goals of programs, and many others, the administrative goals of supervision aimed at proper management of the school facilities and resources (Thakral, 2015).

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RESULTS AND DISCUSSION

Figure 1 shows the school heads supervision practices using incentives and rewards to encourage teacher's input in 4 different countries.

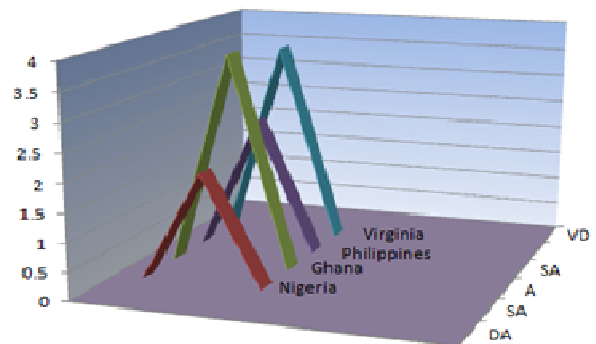


Figure 1. Using incentives and rewards to encourage teacher's input

The data revealed that Ghana got the highest weighted mean of 3.79 in terms of using incentives and rewards to encourage teachers input. Then followed by Virginia, USA which garnered a weighted mean of 3.55, Philippines with a weighted mean of 2.38 and Nigeria as the lowest weighted mean of 1.94, which verbally described as disagree. The data suggested that using incentives and rewards to encourage teachers' inputs were not the same in different countries as far as school heads supervision practices is concerned. This entails that school heads supervision varies from one person to another. According to Egwu (2015) the quality and thoroughness in the supervision may vary from person to person or even influenced by gender and the location of school. In other words male principals and female principals and those teaching in urban or

rural secondary schools may have different temperaments and ingenuity in supervising instruction. Therefore, school head's supervision practices will vary from time different factors and perspectives.

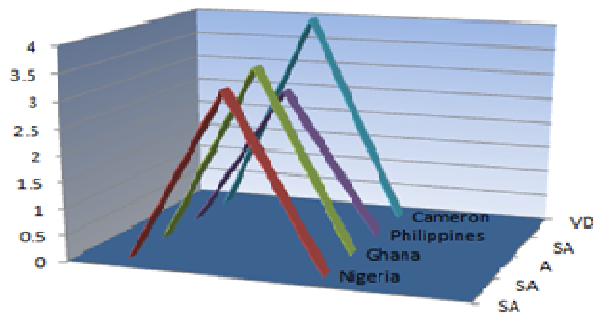


Figure 2. Checking of Teacher's Record

Figure 2 shows the school heads supervision practices by checking of teacher's record to encourage teacher's input. The data shows that majority of these four countries have agreed on the idea that checking teachers record will increase teachers input. Further, Cameroon got the highest weighted mean of 4.00, which verbally described as strongly agree, followed by Ghana which garnered a weighted mean of 3.46 which verbally described as strongly agree, Nigeria with 3.28, and the lowest which is the Philippines got the weighted mean of 2.77. This entails that checking of teacher's records was significantly high to these countries. However, even though Philippines got the lowest weighted mean of 2.77, still it's considered high. This implies that checking of teacher's record can improve teacher's input and output. According to Wright (2018) checking of teacher's record can help you document patterns and keep track of what you talked about and the decisions that were made. When you can point to specific information, you can better ensure that teachers are doing their job and students are being protected.

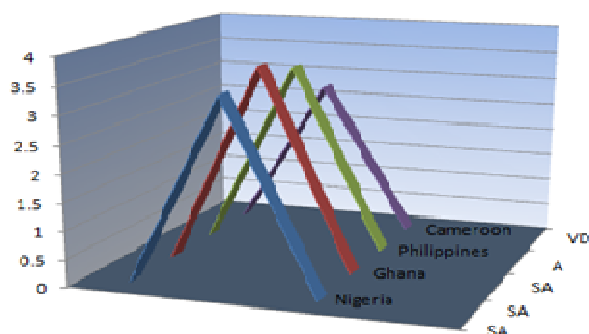


Figure 3. Visiting Classes during Class Period

Figure 3 shows the school heads supervision practices by visiting classes during class period. The data revealed that most of the school heads in these countries were more likely to visit their teachers during class period. Based on the data, Ghana got the highest weighted mean of 3.64 which verbally described as strongly agree, followed by Nigeria which garnered a weighted mean of 3.40, which verbally described as strongly agree, Philippines got a weighted mean of 3.39, while Cameroon got the lowest weighted mean of 2.75 which verbally described as agree. This entails that visiting classroom during class period was employed by the school heads in these countries. This may be perceived as effective when supervising teacher's performance in real time. Lyonga (2018) in her study noted that majority of the teachers (83.3%) strongly agreed and agree that they have observed teachers teach during their

classroom visits, and they concluded that their classroom visits and observation help teachers to enhance their teaching process. This implies that a classroom visit of the school heads was very effective in terms of increasing teacher's performance.

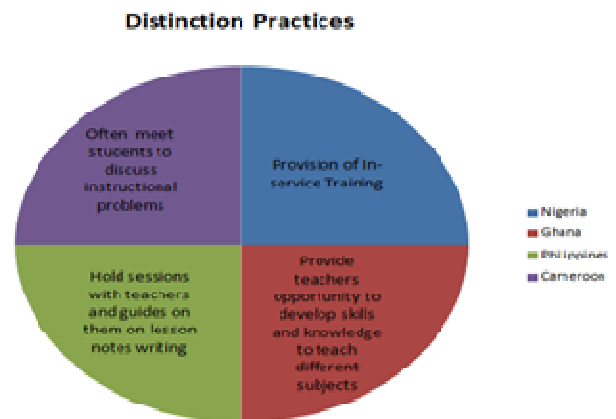


Figure 4. School heads distinctions practices

Conclusion

The present literature review ascertained that school head's supervision practices from one country to another were vary in terms of perspectives, although some of their practices applied in some countries, nevertheless, the perception to its impact vary from each other. Moreover, the findings of this literature review revealed that school head's practices vary from one country to another in terms of perspectives and application. This implies that one school head supervision might be effective to one country but not to other countries.

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