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CHALLENGES AND OPPORTUNITIES IN SUPERVISING TEACHERS AND STUDENT TEACHERS

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Abstract

Supervision is the cornerstone of any successful educational system. Without professional and thorough supervision by Heads of schools it's like a ship without a rider. You are rest assured that the ship will get lost in the seas. However "like a navigator, a supervisor out of the nature of the enterprise has to know where he/she is going and has to have technical operational knowledge of the means to get there". Therefore challenges faced by the supervisors are: -Building a climate for supervision, Teacher motivation, Leadership behavior, supervisory power & Staff development. It is now imperative that we examine each and every challenge and explain briefly or to put a bit of fresh on to them.

Keywords: Opportunity, supervising, teachers, student teachers, educational system and climate

1. INTRODUCTION

One of the biggest challenges supervisors face are personality attributes of the teachers. One has to examine teacher's characteristics:-

- What are his motives of joining teaching
- His needs
- Personality traits

If the teacher is not pupil - oriented. How will underlying qualities be manifested in the teacher's teaching behavior. Supervisors may look at the teaching pattern generated by the teacher's own:-

- Needs
- Motives
- Head may not that the lecture method of teaching holds sway, not because it is based on scientific knowledge of learning principles, but perhaps because some teacher have a need to talk.



Some teachers talk because it is a way of: -

- Controlling pupils
- Or it's a means of achieving recognition
- Or perhaps because some teacher are compulsive about imparting information

2. PERSONALITY ATTRIBUTES & TEACHER'S CHARACTERISTICS

What motives

- Needs
- Personality traits

These are the qualities that the teacher must have if he is to be truly pupil-oriented. Need to look at the patterns of teaching generated by the teacher's own needs or motives. Lecture method of teaching holds sway in many classrooms not because it is based on scientific knowledge of learning principles, but perhaps some teachers have "a need to talk" hence rationalize their use of lecturing.

- Some teachers may talk because it is a way of controlling pupils.
- Or a means of achieving recognition.
- Or some teachers are compulsive about importing information.
- Authoritarian teachers may have a need and a tendency to dominate others.
- May need to demonstrate authority because of basic insecurity.
- Teachers with exhibitionistic might demonstrate this in the class by flamboyant behavior, attempting to entertain pupils by putting on a show.
- Teachers with strong unmet affection needs might lean on pupils for such affection.
- Expressing undue interest in pupils' private lives, or keeping them too close to the teacher.
- It is important to have some ideas of the nature of such needs or motives in order that supervisors interpret the teaching behavior they observe.
- Make the teacher reflect his true feelings and emotions.
- Must be aware of an able to accept his feelings and emotions
- We can now see a rationale for attempting to deal with personality attributes of the student teacher.
- Supervisor must find to help the student teacher to be aware of his own characteristic.
- Student teacher must be aware of his shortcomings.
- Being aware, he can find a way to overcome them.
- Equally, a teacher should be aware of his desirable characteristics.
- Thus the insure teacher can be helped to find ways to become secure.
- The dominant of pupils and be on guard against this tendency.
- My experience as head leads me to believe that heads do not deal with or even have much understanding of, the personalities of student teachers.
- Head's time is frequently spent in making suggestions about specific teacher behaviours subject content or teaching methodology.

3. CHALLENGES AND OPPORTUNITIES IN SUPERVISING STUDENT TEACHERS

The supervisor has a challenge of supervising student teachers in the following areas:-

- To know the personality characteristics of his/ her charges (student) is he/she therefore able to assist them if he/she has the information on personal characteristics his/her students.
- Supervisors should be clearer of certain behaviours of his students teachers some of them are: - clearer as to how to reinforce their desirable acts and or to change student teachers' behavior which the supervisors feels should be change e.g. reporting for duty late.



4. CHALLENGES AND OPPORTUNITIES IN SUPERVISING TEACHERS

Effective modern teaching goes far beyond helping the pupil attain: -

- Subject
- Skills
- Content

Similarly, there must be significant changes: -

- Pupils
- In motives
- Attitudes
- And social perceptions and skills

Teachers seek to help pupils to gain the following: -

- Independence
- Acceptance of responsibility
- To encourage self actualization
- Try to encourage divergent as well as convergent thinking
- Hopefully pupils will learn to solve personal and social, as well as academic challenges.

Hopefully, pupils will encourage to learn to be: -

- Creative
- Evaluative
- Critical thinking
- Selective

Teachers should help pupils to learn to: -

- Formulate problems or challenges
- Able to pick and choose useful information
- Find ways to apply the information

5. SUPERVISORS SHOULD STIMULATE TEACHERS WHO ARE PUPIL-ORIENTED

Basically, this is the domain of teachers who are pupil-oriented. Therefore, pupil-oriented teachers must encourage pupils to think and act independently. Teachers' attitude and subsequent teachers behavior should be those of: -

- Helping pupils foster their own problem solving e.g. maths as a result of diagnostic marking.
- Activities should be largely those of the pupils rather than the teacher (Group work).
- Good teachers are Friendly, Cheerful & Sympathetic

Accordingly, supervisors have to encourage teachers to implement the above through challenging to all human beings.

6. THE SUPERVISOR

- Should be the agent of change in teaching by being interested in the nature of teacher-pupil interaction.
- Should possess the skills and abilities to observe and listen
- Should have skills to acquire knowledge
- Ability to deliver message to subordinates



7. BUILDING A CLIMATE FOR SUPERVISION

Undoubtedly, the supervisor's core business is:

- Building a climate for supervision

This is no easy task for the administrator. There are serious challenges that can make or break the school. The head or supervisor has to live with.

8. STANDARDS

- These may be very low or high. The crucial position is to raise the low standards and even better the high ones.
- If the standards are non-existent the head or supervisor must put strategies in place to raise the standards.

The emphasis of the supervisor places on quality performance and outstanding production including the degree to which the teacher feels the school is setting challenging goals for itself and communicating these goals to teachers.

9. REWARDS

The degree to which teachers feel that they are being recognized and rewarded for good work rather than being ignored, criticized or punished when something goes wrong.

10. ORGANIZATIONAL CLARITY

The feeling that friendliness is a valued norm in the school, that teachers trust one another and offer support to one another. The feeling that good relationships prevail in the work environment.

11. OPPORTUNITIES

- Supervision is all about accountability and cost effectiveness.
- Supervision, therefore calls for a more intensive and sophisticated effort to evaluate teacher performance.
- Growth or remedial opportunities
- Revisiting the syllabus interpretations
- Attainment of a higher degree of quality control
- Design training programmes that will address the identified weaknesses for growth
- Used as the basis for teaching styles (methodology)
- Supervision enhances the promotion of staff development
- Supervision reveals that there is no universal model of teaching

12. IN AN EFFORT TO SET THE SCHOOL TONE THE SUPERVISOR IS FACED WITH NUMEROUS CHALLENGES

- Teachers feeling that the supervisor burdens them with routine duties, committee demands, and other requirements which the teachers may construe as unnecessary "Bunk Work"
- Most teachers perceive that the supervisor is hindering rather than facilitating their work.

13. CONCLUSION

Good supervision is based upon the democratic philosophy. Supervision will respect personality and individual differences between personalities, will seek to provide opportunities for the best expression of each unique personality. Supervision will be based upon the assumption that educational workers are capable of growth. It will accept reluctance to cooperate and antagonism as human



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characteristics, just as it accepts reasonableness, co-operation and energetic activity. Supervision will stimulate initiative, self-reliance and individually responsibility on the part of all persons in the discharge of their duties.

14. REFERENCES

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