

Education

Supervision Systems And Their Functions-II

—Dr. Saifuddin Ahmed

WILES has described supervisor's major functions in terms of group process and enumerated the major skills in group process as follows:

(a) skill in leadership, (b) skill in human relations, (c) skill in group process, (d) skill in personnel administration and (e) skill in evaluation. Each of the skills mentioned above is discussed in the lines that follow.

The responsibility of supervision lies in encouraging leadership among teachers and other members of the staff. This he can do by creating a congenial atmosphere in which everybody can contribute his best. Involving the staff in establishing the programme, sharing ideas with them, involving them in decision making, giving them responsibility and respecting the individuals and their viewpoints are some of the ways by which the supervisor can generate leadership among the teachers and other members of his staff.

One of the functions of supervision is the creation of a congenial atmosphere for the school. The basic way for a supervisor to help create a satisfying emotional atmosphere is by showing respect to the personality of all those with whom he comes in contact: teachers, students and other members of the staff. He must give a patient hearing to the students' desires and complaints. The channels of communication through which students' ideas can be made known should remain open. To a great extent, the emotional tone of the school is determined by the supervisor's attitude towards the out of school life of the teacher. Supervision is broader

than assisting classroom problems.

A supervisor must be capable of developing a situation in which people can work together. Persons grow as they share ideas and activity with others. Learning takes place through reconstruction of experiences, and experiences are reconstructed as individuals are brought into contact with the ideas and experiences of others. The supervisor should always be careful of the process being employed in planning a meeting and in organizing an activity. The process should be such as it facilitates cooperation. An important part of good group process is organization. The community must be involved in the group work of the school. They have a right to know the programme by which they are affected.

The whole is greater than the sum of its parts. If a number of individuals can coordinate their efforts and work as a group, they can accomplish much more than the same individual working separately. Persons contribute more when they have a share in formulating goals, implementing and evaluating the programme. The official leader must help the group in establishing processes through which they can participate in these activities.

An organization, formal or informal, developed by the leader or by the group with carefully defined roles, channels of communication and coordination is necessary for the attainment of goals. Studies of the operation of the groups have shown that a democratically organized group produces more and has a higher morale.

The supervisor has the responsibility of taking leadership in the selec-

tion of new staff members. To perform this function satisfactorily, he must have the skill in analysing a position and determining the qualities of the person filling the position. He must be able to devise situations in which satisfactory indices to behaviour are obtained and to interpret that evidence in terms of the position involved. The importance of the process lies in the fact that a poor choice of teachers and staff can handicap the programme for years.

A good induction programme helps in the development of the staff, particularly for those who are new to the profession.

The skill for selection plus ability to analyse the emotional factors in a situation are needed in the proper placement of current staff members. Improper placement of individual teachers deprives the school of the full talents of the staff.

Proper placement may involve shifting a teacher from one position to another until he is located in the place where he can make the maximum contribution.

In-Service Education

In-service education is an important step in the programme development and must be provided with a view to keeping the staff abreast of the latest development in his area of work.

Interview is a basic skill in personnel administration which should be recognized as a situation for problem analysis and planning rather than an occasion for setting the teacher on point of view of the superiors. Only then, the value of interview is in-

creased as a means of staff and programme improvement.

Evaluation involves skill in determining goals and establishing measures by which to ascertain the amount of change, gathering evidence of change, applying the criteria and making judgements about the worth of change, and revising plans in terms of judgements. The supervisor with skill in evaluation will be able to help teachers in all these activities.

The supervisor must be able to evaluate its group activities and to make decisions as to how to improve the group processes. Evaluative techniques such as, process observer and discussion flow charts for collecting data may be brought to the notice of the staff and they may be encouraged to use them as instruments for self evaluation.

Self-improvement is the key to the evaluation process. Self-rating is substituted for supervisory rating when the supervisor leads from within the group. The staff may be encouraged to develop a self-rating form. In the process of constructing such instruments, the staff grows as individuals and as a group by exchanging ideas. After the self-rating checklist has been formed, each teacher has a set of criteria by which he can judge his own work.

The supervisor is equally concerned for evaluating his own work. He wants to know about his own progress, how he is getting along with the people, which procedure decreases his effectiveness. He too must have a self-rating form and discover the way of bringing the intelligence of the total staff for finding better way to work. (Concluded).