Role of supervision in quality improvement

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Abstract
The process of Education runs continuously from cradle to grave. It clears that “Education is process of life, for life and through the life”, therefore, it should run in a lively way. The quality of education solely depends on teachers, pattern of classroom interaction school supervision. School supervision is a process to ensure better interaction, quality inputs and teacher’s improvement. Supervision is mainly concerned with instruction in academic subjects, with the growing complexity of life. The purpose of supervision is to check the co-curricular activities, educational environment, the school infrastructure and proper improvement of teacher’s in sense of newly developed trends in education process.

The present study investigates the attitude of teachers towards the school supervision in primary level and also to study the effectiveness of supervision practices among them.

The process of Education runs continuously from cradle to grave. It clears that “Education is process of life, for life and through the life”, therefore, it should run in a lively way. Education is a dynamic process. Philosophic thought and scientific experimentation throw open new doors to methods and techniques in field of educational aims, procedures, curriculum and services etc. Progressive education demands trail of new idea and technology and adoption of practices found useful in the local situation. The quality of education solely depends on teachers, pattern of classroom interaction and school supervision. Supervision is one of the functions of the organization. According to opinion of K. V. Feyereisen, “The function of administration which has to do with maintaining and improving the educational programme is known as supervision.” Educational supervision has come to stay as an important function of educational administration. In which school supervision is must for improving the quality of education. School supervision is a process to ensure better interaction, quality inputs and teacher’s improvement. Supervision is mainly concerned with instruction in academic subjects, with the growing complexity of life. The purpose of supervision is to check the co-curricular activities, educational environment, the school infrastructure and also proper improvement of teacher’s in sense of newly developed trends in education process.

The features of the modern’s concept of educational supervision are as follows –

- Supervision as a Service Activity
- Supervision as Processes
- Supervision as Functions
- Supervision as Educational Leadership
We can say that “Supervision is a creative and dynamic process giving friendly guidance and direction to teachers and pupils for improving themselves and teaching – learning situation for the accomplishment of desired goals of education.”

In the sense of improving the quality of education, Supervision is necessary for providing experts, teaching assistance, growth of the teachers, to help teachers prepare for teaching, to keep teachers up to date and provide democratic professional leadership. The purpose of supervision is the improvement of the learning programme. Instead of paying attend to the teachers it concerns itself to the whole of teaching learning situation and try to improve it.

The present study investigates the attitude of teachers towards the school supervision in primary level and also to study the effectiveness of supervision practices among them.

**Objectives:**

- To study the attitude of teachers towards school supervision in respect of their professional background & gender.

**Hypotheses:**

- The attitude of teachers towards school supervision is not independent of their professional background.
- The attitude of teachers towards school supervision is not independent of their gender.

**Delimitation:**

- Present study is based among the teachers of rural area of Allahabad District.
- Present study is based upon the only Government primary school.

**Methodology:**

The research methods employed in this study was survey and casual comparative. The sample for the study consisted of 50 primary school teachers of rural area of Allahabad District. Random method of sampling was employed.(In which 25 Teachers are taken from Special BTC and 25 BTC. 15 Teachers are male and 10 teacher female from each.) Supervision Effectiveness Questionnaire developed by the investigator was used as a tool for data collection. Chi-Square was calculated for the analysis of the data.
Result and Discussions:

Table – I

<table>
<thead>
<tr>
<th>Group</th>
<th>ALWAYS</th>
<th>SOME TIMES</th>
<th>NEVER</th>
<th>Chi-Square Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>BTC TEACHERS</td>
<td>301</td>
<td>206</td>
<td>118</td>
<td>1.92</td>
</tr>
<tr>
<td></td>
<td>48.16%</td>
<td>32.16%</td>
<td>18.88%</td>
<td></td>
</tr>
<tr>
<td>SP.BTC TEACHERS</td>
<td>325</td>
<td>187</td>
<td>113</td>
<td></td>
</tr>
<tr>
<td></td>
<td>52.0%</td>
<td>29.92%</td>
<td>18.08%</td>
<td></td>
</tr>
</tbody>
</table>

According to the Table – I, it shows that the value of Chi-square 1.92 is not significant at .05 level. Thus the null hypotheses stands accepted. It means that attitude of teacher towards school supervision not depends upon their Professional background. Also, it clears that percentage analysis BTC and Special BTC teachers both have same attitude towards School Supervision.

Table – II

<table>
<thead>
<tr>
<th>Group</th>
<th>ALWAYS</th>
<th>SOME TIMES</th>
<th>NEVER</th>
<th>Chi-Square Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>MALE TEACHERS</td>
<td>396</td>
<td>230</td>
<td>124</td>
<td>8.60</td>
</tr>
<tr>
<td></td>
<td>52.80%</td>
<td>30.67%</td>
<td>16.53%</td>
<td></td>
</tr>
<tr>
<td>FEMALE TEACHERS</td>
<td>224</td>
<td>169</td>
<td>107</td>
<td></td>
</tr>
<tr>
<td></td>
<td>44.80%</td>
<td>33.80%</td>
<td>21.40%</td>
<td></td>
</tr>
</tbody>
</table>

According to the Table – II, it shows that the value of Chi-square 8.60 is significant at .05 levels. Thus the null hypotheses stands rejected. It means that attitude of teachers towards school supervision depends upon their gender. Also, it clear on the basis of percentage analysis of male and female teachers, male teachers have more favorable attitude than female towards School Supervision.

Conclusion:-

On the basis of data analysis it clears that the professional background can not affect the teachers’ attitude towards the school supervision. While the criteria and qualification for the BTC & Special BTC
are differs, and other hand the male teachers have favorable attitude than female teachers towards the school supervision. During the data analysis on the basis of discussion with teachers, we can say that, female teachers have positive attitude towards students but have neutral attitude towards the administration and the administration is must School Supervision. So according to percentage analysis the female teachers have lesser favorable attitude.

**Suggestion:**

- Supervision should be more and more co-operative and also more participatory.
- Supervision should be properly planned and implication also should be according to be methodology.
- Instead of individuals, more attention should be paid to the teaching learning situation.
- Supervision should be dynamic and flexible and also should continually reconstruct, policies, proposes, planned and processor.
- To see the supervision practices the study should in large scale.

**References**

