

Principles for Educational Supervision and Guidance

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Abstract

Educational supervision is based on principles, of which consideration shall guaranty purposefulness and dynamism in an educational system. In order to accomplish a certain task, either simple or specialized, it is required that doer must start his activity, continues and accomplish the same by fully observing respective principles of the said activity. Realization of views and theories of educational supervision in an educational system, and getting assistance of the same for constant improvement of quality and production of new educational qualities depends on fundamental principles of supervision. Educational guides must follow principles of educational supervision and guidance for improvement of educational and learning conditions. They must always be concerned about the said principles in their plans and activities. Thus, due to importance of observance and consideration of respective principles in significant educational supervision and guidance, in this paper, it has been tried to state principles of supervision, which may guide supervisors in design and execution of educational supervision.

Key words

Principles of supervision, educational guidance, educational guides, educational system

Introduction

Educational supervision and guidance are among the most important duties, which are required for administration of a desirable educational system. Its main goal is to modify and to improve educational status. Available educational supervision and guidance plans and quality of its perpetuation in materialization of educational goals play a determining role. Nowadays, educational guides as educational leaders cooperate with teachers and help them with educating in order to modify educational status, aiming at promotion of quality of teachers' performance and removal of their problems through professional cooperation. Although educational supervision and guidance plans and titles of educational guides are different in various educational systems, their duties are similar to some extent.

Educational guides in educational systems of different countries across the nation are named guide teacher, supervising teacher, counseling teacher, teacher, district educational vice principal, educational supervisor inspector, educational inspector, head of district education department, coordinator of educational plans, head of educational department, specialized counselor, educational planner and educational guide. However, their main duty, under any titles they hold and in any positions whatsoever, is to render utmost professional assistance with teachers and to help them with more desirable development, therefore, teaching and learning process will be modified and they shall have more efficient function and eventually, more desirable results will be obtained. More desirable development of teacher shall lead to more desirable development of students and success of educational supervision and guidance, which results in general satisfaction with schools accordingly. However, educational guides must be concerned about principles of supervision in order to achieve multilateral success (Soltani- 2004).

Definition of educational supervision and guidance

According to Ben Harris: Educational supervision of school personnel over individuals, even objects for the purpose of control and administration of school until educational plans are changed and directly influence achievement of fundamental educational objectives of the school accordingly.

Echson Vegal defines educational supervision and guidance as follows:

Supervision is cooperation with individuals and is interactive instead of being direct; and instead of authority, it is a sign of people-orientation and instead of supervisor-orientation it is teacher-oriented.

Snops considers supervision an operation and experience, aiming at improvement of teaching and educational plans.

Kimble Wise delivers a comprehensive interpretation of the concept of educational supervision and guidance and states that the main goal of educational supervision is to modify educational plan, to modify teaching methodology, on-the-job training, to encourage using educational aids during teaching, to conduct effective evaluation, to promote participation of society in development of school plans and to modify learning conditions for students. In fact, supervision is a service activity, which has been designed in order to help improve teaching methodology of teachers.

Considering culture of education, supervision and guidance have been defined as follows:

Utmost efforts and endeavors made by selected responsible authorities of school for guidance of and leading teachers and other school personnel for modification of educational conditions and teaching methodology, which does require motivating professional growth and progress of teachers, choosing educational goals and revision of the said goals, educational materials, teaching methods and evaluation of the said methods (Good- 1973).

Educational supervision and guidance is defined as exchange of knowledge and skills in practice between a skilled individual and trainee and between a skilled individual to an inexperienced individual.

Supervision and guidance is an educational process where an individual who enjoys more knowledge and skill, accepts responsibility of teaching to another individual, who is less

eligible considering respective requirements (Robinson- 1963).

Application of scientific management theory in educational supervision and guidance

In early 20th century, upon development of scientific management theory in trade and industry, it has been found that through hire of principles and achievements of scientific management in trade and industry, relatively successful results have been obtained. Following respective observations, the said theory and its achievements have been hired by school education specialists.

During the said period, and simultaneous with new scientific and industrial evolutions, the concept of guidance and supervision at schools has changed in such a way as teachers have been provided by certain instructors to perform their duties. The aim of school inspection was to become aware about whether teachers perform their duties according to respective instructions or not. Moreover, gradually upon more insistence on various aspects of human relations, a teacher has found more trust and significance. However, he has played no prominent role in education process (Whiles- 1967).

Respective effects due to scientific management of Fredrick Taylor in education has led to emergence of new findings, methods and thought which have transformed the traditional concepts of supervision and guidance to great extent (Whiles- 1967).

Then, educational supervision and guidance have changed to specialized subjects (Whiles and Bandy- 1986).

Now, we indicate a few results of application of scientific management in education and subsequently in educational guidance and supervision:

1. Modification of the relationship between teachers and educational guides:

When educational guides imposed teaching methods to teachers, influenced by the principles of scientific management, they could discover educational rules and find the best educational methods, leading to supervision over their performance by skilled teachers. Consequently, rigid and autocratic relationship between teachers and educational guide was replaced by a scientific and logical relationship. Because according to respective scientific rules, neither teachers nor educational guides were superior. The duty of an educational guide is to keep teachers meeting respective standards using various methods (Losio and McNeill- 1969).

2. Designation of professional characteristics of teachers:

One of other results of the said theory in education was to designate professional characteristics of teachers. The said characteristics were designated and compiled precisely within particular framework. According to the respective principles, educational guides must make teachers become familiar with details of their work and teaching methods in particular and provide them with required means for achievement of desirable results.

3. Creating occupational motivation:

The evident result of scientific guidance and supervision in education was to create required motivation for achievement of desirable educational results. Educational guides must lead teachers according to fresh scientific standards and achieve desirable educational results through encouragement of teachers in various forms such as payment of bonus, promotion, encouragement, social respect and assistance with their professional progress.

4. Discovery and innovation of “the best teaching methods:

Another great change, influenced by fresh concepts of educational guidance and supervision was governance of scientific atmosphere over education, i.e. governance of educational atmosphere i.e. the effect of scientific findings on its various dimensions and components. Earlier governing attitude over educational issues was based on personal experiences and on administration systems, which have been established by distinguished individuals. Simultaneously, fresh methods have been innovated for assessment and evaluation of educational activities of students, aiming at modification of general educational rules and old patterns. The element for determining and choosing educational methods was results of scientific researches not thoughts and views of responsible persons, which has been established on experimental rules to great extent (Losio and McNeil- 1969).

Principles of Educational Guidance and Supervision

Marx and Stops (1961) discussed the fundamentals and principles of educational guidance and supervision and states a few principles as follows (Niknami- 2011):

1. Educational guidance and supervision, which is a comprehensive part of educational plan, is considered group service.
2. All teachers do need educational guidance. This is a fundamental principle. The responsibility of this service lies on the part of school master or educational guide.
3. Educational guidance and supervision plans must be prepared and designed in such a way as they fulfill all personal requirements of school teachers.
4. All personnel, who are involved in education process, educational or non-educational personnel, do need educational guidance and supervision and must be under coverage of educational plans accordingly.
5. Educational guidance and supervision must explain and indicate educational goals. The educational goals and their importance must always be cautioned to teachers and be regarded as a base for work and activity of educational guides and teachers.
6. Educational guidance and supervision must be in the direction of improvement of attitudes, knowledge, behavior and strengthening desirable human relations among all school teachers and act upon development of its relationship with the society.
7. Educational guidance and supervision must organize extra-curricular activities of students and lead the same accordingly.
8. The responsibility for improvement of educational process and plan and learning at school classes and schools lies on the part of an educational guide, teacher, school master and head of district education department and on the part of Ministry of Education at national level.
9. Required predictions for procurement of required facilities, associated with educational guidance and supervision plans must be included in annual budget.
10. For educational guidance and supervision, both short-term and long-term planning is required.
11. An educational guide, who is executive of educational guidance and supervision plans, must benefit from counseling aids of education department, ministry of education, universities and other local, provincial and national education organizations at all levels.

12. Educational supervision must analyze and evaluate the latest research findings and hire the same in education.
13. Effectiveness and success of educational guidance and supervision plans must also be evaluated at school by beneficiaries and informed persons and scholars outside school (Niknami- 2011).

Scientists include other items in educational supervision and guidance, some of which are listed hereunder:

1. Principle of optimism in educational supervision

Optimism and positive view are primary fundamentals of an educational activity. Educational supervisors must promote optimism through which each member of the organization shall promote their counterparts (Tayeb 1994).

Characteristics of principle of optimism in educational supervision are given as follows:

- It emphasizes positive aspects of teachers.
- It assumes that compulsion and direct control of teachers is not effective.
- It assigns management of teachers and students to themselves.
- Sincerity is among fundamental principle (Soltani 1996).

2. Principle of planned educational supervision

Benefiting from a plan and planning for educational supervision is more essential than any other educational task. This principle makes supervisors benefit from a certain framework and path and evaluate respective results of supervision accordingly. During each period, a separate planning must be arranged for educational supervision (Soltani-2004).

3. Organizational Principle:

Educational guidance and supervision is an organizational behavior and must be regarded as a management responsibility at school. Considering the schools where there is no official educational guidance and supervision, school master must play the role of an educational guide. The responsibility for improvement of educational process and learning at school class and school lies on the parts of the educational guide, teacher and school master. Regarding education department, the said responsibility is fulfilled by head of education department and at national level, the said responsibility lies on the part of the Ministry of Education (Niknami- 2011).

4. Principle of responsibility and power:

In order to perform guidance and supervision at schools, respective power must be given to educational guide in proportion to his responsibility because the educational guide is not able to settle educational problems by establishing official liaison through organizational hierarchy, relying on respective instructions. The more educational guides rely on their expert knowledge, skills and professional abilities, the more teachers will show eagerness to accept their guidelines (Niknami- 2011).

5. Principles of group dynamism:

Supervision is group task in which a teacher, school master, educational guide, staff education officials, and the ones must play a great role (Hoy and Foresight- 1986) in order to modify various education components, to collaborate with individuals with various expertises, which is really needed. This shall be possible only through making individual dynamic in

form a group work (Kimble Whiles- 1967).

Any individual, who is involved in school modification process, must be within the framework of guidance and supervision. Thus, this responsibility is excluded from an individual form and a special group and goes beyond school and society. Supervision and guidance is regarded as a team responsibility, which must be presented in form of group dynamisms (Sir Jeoani and Starat- 1993).

6. Principle of professional growth and development:

One of the most important goals of educational guidance and supervision is professional development of teachers and promotion of knowledge, skills and information of teachers.

Extension of self-reliance and independence in work for teachers is among fundamental steps, taken for realization of this great goal.

Orientation with application of modern phenomena at schools such as computer, using educational software, learning new expert knowledge and hire of modern educational methods all provide suitable grounds for professional growth of teachers. Acquiring fresh experiences and knowledge, which gives fresh abilities and initiative to teachers, is necessary and significant for promotion of efficiency among teachers, but it is so valuable in change of personality of teachers and raising spirits and motivation among teachers and for their scientific and occupational promotion (Niknami- 2011).

7. Principle of Systemic Thinking:

Supervision must be constant and multilateral, including inputs, process and outputs for education system and it is not limited only to a certain part.

8. Principle of Needs Assessment:

In order to obtain desirable results in supervision and guidance, respective needs of society, teachers, students and the entire educational system must be identified and supervisors pay close attention to the aforesaid needs during supervision process.

9. Principle of supervision comprehensiveness:

Supervision over educational system must cover the entire body of educational system.

10. Principle of worthiness of individual and group:

Hire of methods of educational guidance and supervision shall not bring about equal results for all teachers. At school, a teacher must feel that he enjoys worthiness and importance with respect to school affairs, especially in educational decision making. Positive self-assumption by teacher with respect to himself and his job shall lead his behavior for realization of school objectives (Niknami- 2011).

11. Principle of Reactive Management:

On the strength of the said principle, before problems become serious and manifested, supervisors must predict probable problems using required means and prevent occurrence of serious problems.

12. Principle of procedural supervision: It means that supervision is a constant and developing activity. Kaizen's philosophy is based on the fact that human life style and social and family life must constantly be improved. The strategic message with Kaizen's Philosophy is that even one day should not be passed without any improvement at each unit of an organization because organization is an open system

and must constantly be developed. On a whole, attention to the fact that educational supervision is a process shall cause that supervisors be promoted in the following issues (Raufi- 1998):

- Acceptance and justification of constant improvement philosophy at school
- Design of desirable and permanent condition in supervision
- Compiling a timetable for constant improvement at school
- Change and modification of teaching methods of teachers

13. Principle of being scientific and specialized

Nowadays, educational guidance and supervision plans enjoy scientific orientation and its success in removal of educational obstacles and improvement of teachers' performance owes to achievements of organizational and behavioral sciences.

This principle indicates that educational supervisors must achieve a scientific insight for supervision. Scientific insight can be explained by separate definition of the two concepts of "insight and science".

In general term, insight refers to awareness whatsoever. However, in special perception, it means understanding the relationship among the components of a phenomenon entirely or the entire phenomenon. In general term, the concept of science covers the entire human knowledge. However, its special meaning refer to an organized human knowledge of sensory experiences, obtained by the use of identified methods. Thus, scientific insight refers to understanding of scientific methods and perception of manner and application of the said methods in solving problems (Shaabani and Javidi- 1997).

Enjoyment of scientific insight means that individuals enjoy essential and scientific attitude toward respective issues and affairs, associated with their job, profession and their personal life and assumes that research is effective and efficient for solving their problems.

Hire of scientific methods and problem solving procedures for those individuals, who enjoy scientific insight, is natural. If an individual enjoys scientific insight, he enjoys specific personal and behavioral characteristics, which differentiate him from others who don't enjoy such insight (Soltani- 1997).

On a whole, educational supervisors, who believe in the fact that supervision is scientific in accomplishment of school supervision, undergo the following stages:

1. Identification of educational problems, quality, students, teaching, etc
2. Study of causes for emergence of problems
3. Designation and study of possible solutions for solving educational problems
4. Designation of economic, ethical, social, cultural and political criteria for assessment of solutions
5. Comparison of solutions to criteria and designation of results obtained from such comparison
6. Selection of appropriate solution/s for solving educational problems
7. Enactment and hire of solutions, selected for solving a problem
8. Evolutionary and final evaluation of enactment of solution
9. Receiving corrective feedbacks with respect to the aforesaid stages
10. Hire of results obtained, for the next supervising periods

14. Principle of changing:

This principle of educational guidance and supervision is founded on a more general organizational principle i.e. all individuals and organizations require certain changes during time and constancy and continuation of life of any individual and organization do require certain changes. This means that certain changes must be made in organizations and individuals in order to fulfill social, economic and cultural changes and transformations. Pressure resources for such changes may be inside or outside the organization. The responsibility of changes at national level lies on the part of Ministry of Education and at schools on the part of teachers and educational guides accordingly. If educational guides can convince teachers that such changes are necessary for their occupational growth and progress, facilitating change process of the said parties, obviously, teachers will show tendency toward such changes (Niknami- 1986).

16 Principle of being communal

This principle supervises that all school teachers do require educational supervision services. None of teachers may claim that they don't need such services. This, educational supervisors must create and promote this mindset that all teachers, irrespective of extent and type of their expertise do need supervision services. Teachers are divided into the following categories with respect to using educational supervision services (Soltani-2004):

- Teachers shunning supervision services:

These teachers are not conversant to use such services. They assume that they would have no need of such services. This group of teachers has a poor belief in the role of supervision in improvement of respective affairs, associated with school.

- These teachers are eligible in view of profession and competence. But, they are not aware of this fact.

This group of teachers enjoys potential specialized and occupational capabilities. But, due to unawareness, they have problem in hire of the said capabilities. Educational supervisors must implement the process of awareness and self-knowledge and explain its practical manifestations for the said teachers accordingly. Benefiting from supervision services, we can promote potential capabilities. Thus, supervision services, rendered for this group of teachers shall lead to growth and flourishing of their capabilities.

- Teachers who showoff their occupation

This group of teachers is not at acceptable and standard level in the view of occupational considerations, expert knowledge, and abilities to teach and to administer a class; however, they assume that they act professionally. The duty of educational supervisors before such teachers as described above is to revive realism and to adjust their weak points and insufficiencies through analysis of their work procedure and gradually lead the said teachers from show-off state toward realism.

- Teachers who are eager to learn:

This group of teachers is constantly seeking for learning, growth and development discarding their expertise, experience and capability. Thus, they are volunteers to benefit from educational supervision services. Educational supervisors may benefit from the said teachers as great assets for growth and development of other teachers.

- Recently new teachers:

This group of teachers doesn't have enough experience and does need help in order to start educating and teaching.

Usually, the problems of the above-named teachers can be categorized as follows (Sanjeri- 1993):

- Inexperienced
- Fear of supervision
- Multilateral pressures on a recently new teacher
- Class administration
- Techniques for planning and providing course plan
- Perception of school objectives
- The problem of teaching

17. Principle of Cooperation:

Educational services must be founded on the basis of cooperation and group collaboration. It means that materialization of supervision goals is not possible only by an educational supervisor, but, all school staff must get engaged in fulfillment of this goal (Soltani-2004).

According to results conducted, one of effective school characteristics is that joint goal of educational personnel of these schools would be to improve the case of education. Thus, educational guidance and supervision is a responsibility, distributed among various educational system positions and parts of primary or secondary duties of a few educational system officials is to act upon educational guidance and supervision (Pardakhtchi- 1996).

18. Principle of priority of prevention to treatment:

Prevention in educational system is that we act upon certain measures in order to prevent further educational problems. Usually, the principle of prevention in educational supervision is realized in two forms:

Direct prevention:

In this method, teachers and students become resistant against the elements leading to drop of quality of education and teaching. It means that an educational supervisor offers certain recommendations, teachings and briefing sessions in order to maintain and to promote awareness: of teachers and students.

Indirect prevention:

In this method, an educational supervisor doesn't prevent direct relation. Instead, prevention is materialized through correction of structures. For example, one of the elements that cause drop of learning quality is manner of class administration. Preventing indiscipline and undesirable class environment, the educational supervisor must compile certain instructions in advance and notify the said instructions to teachers in order to prevent probable problems in the future. Thus, the educational supervisors must note that it is not their duty to wait for problems to occur; instead, they must prevent probable educational problems before such problems occur. Sometimes, a simple preventive measure shall prevent occurrence of serious educational problems in the future (Whiles and Bandy- 1986).

19. Principle of practicability

Although educational supervisors do seriously need theoretical fundamentals, their success in assistance with improvement of educational quality owes to practical and applied measures. It means that supervisors must present practical guidelines and teachers must practice the said guidelines in order to be successful. Supervisors shall not be successful if they don't visit classes and observe what happens in the class. Thus,

attitude of teachers and supervisors toward supervision must be an applied and practical one and the educational supervisor must exchange certain subjects with teachers theoretically, aiming at improvement of method of teaching and class administration and in return, the teachers must learn the said subjects, but, they don't practice the same either; and only force and energy are spent in this regard. The responsibility of supervisors is to make certain changes in manner of practice of teachers and they mustn't leave teachers alone until they don't reach this stage (Soltani- 2004).

Conclusion

Educational supervision is among the educational activities that will lead to growth and development of teachers and eventually to improvement of educational quality. Thus, commencement and termination of this process is based on certain fundamentals. If the said fundamentals are discarded, its goals shall not be realized. In this paper, it has been tried that essential fundamentals of supervision under the name of principle of optimism in supervision, principle of planned supervision, principle of communal, principal of being scientific and specialized, principle of being organizational, principle of priority of prevention to treatment, principle of cooperation, principle of changing, principal of being practicable, principle of supervision process, principle of group dynamism, principle of responsibility and power, principle of occupational growth and progress, principle of worthiness of individuals and group, and etc will be explained so that educational supervisors of teachers will benefit from the above-named items as a general guide.

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