



WORKPLACE TRAINING SCAFFOLDING AND TEACHERS' SUPERVISORY SKILL DEVELOPMENT IN PUBLIC SECONDARY SCHOOLS IN CROSS RIVER STATE, NIGERIA



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Abstract

The study examined the relationship between workplace training scaffolding and teachers' supervisory skill development. The study was conducted in public secondary schools in Cross River State. Two research questions and two hypotheses guided the study. The study adopted correlational design while cluster and simple random sampling techniques were used to obtain a sampling size of 493 teachers from a population of 4,929 teachers. Data for the study were obtained with a 4-point Likert scale questionnaire entitled "Workplace Training Scaffolding and Teachers' Supervisory Skill Development Questionnaire (WTSTSSDQ). The questionnaire was validated via face and content validity. A Cronbach's Alpha reliability test yielded 0.79 to 0.89 for independent variables and 0.92 for dependent variable. Data obtained were coded and transferred to Statistical Package for Social Science (SPSS) for analysis using simple linear regression. The hypotheses were tested at .05 level of significance while the results of the analysis and findings showed that workplace training scaffolding significantly relates with teachers' supervisory skill development. It was concluded that workplace training scaffolding predicts teachers' supervisory skill development. Consequently, it was recommended among others that, teachers should be placed under the tutelage and mentoring of senior colleagues.

Keywords: workplace training scaffolding, mentoring, workshop, supervisory skill development.

Introduction

Educators learn best on the job and achieve their full potentials at workplace when they are adequately scaffolded. This support or scaffolding may be in the form of empowerment, motivation and training. Essentially, teachers need soft skills to perform their daily tasks both in the class and out of the class. An ideal teacher actively works to improve morale, develop potential and career through the acquisition of sound knowledge and skills in order to effectively train those under his/her care and also assist in developing colleagues in the profession or workplace.



Supervisory skills are soft skills required by the teachers to successfully carry out supervisory functions. Such skills include leadership, observational, management, technical, evaluative and listening skills. Clement and Lopez (2016) observed that, teachers feel inspired and motivated to work and accomplish their goals if supports and feedbacks are provided in a constructive climate. In consonant with this, Killon, Harrison, Colton, Bryan, Delehant and Cooke (2016) posit that, for the full potential of teacher leadership or development of supervisory skill to be realized, other leaders within the school must shift their own beliefs, roles and responsibilities. This shift anchors on shared and distribution of leadership; therefore, expertise of the teachers as potential leaders and supervisors must be acknowledged in the school system. Teachers can be scaffolded to acquire soft skills through mentoring and other forms of trainings. Mentoring is a process of assisting teachers to facilitate effective teaching and socialization to the workplace and profession. Another form of training scaffolding of teachers is through workshop training which is a structured colloquium regularly organized for teachers in the school or outside the learning environment.

The development of teachers' potentials and career have become a constant issue and point of debit among educators in the school system. Dull cited in Dea (2016) posits that supervisors have to keep themselves updated in developing supervisory skills, ability and knowledge in order to provide guidance to teachers. This, the teachers need adequate skills to supervise colleagues and the students; these skills are always acquired through mentoring, training, conferences, etc. The achievement of supervisory responsibilities and quality leadership by academic staff in public secondary schools in Cross River State has been highly questionable and worrisome. According to Kotirde, Yunos and Anaf (2014), teachers are not well supervised and the instructional purposes are not well utilized. Despite the critical role of the teachers in the school and the society, they are not recognized and duly appreciated in terms of empowerment and supports. The issues have affected their status, school standard, leadership, and professional development. These anomalies are indications that there is a problem and laxity in the school system; these problems may be attributed to inadequate mentoring and workshop training for teachers. If these problems are not checked, the school system would continue to rot while the goals to which education is meant for, would be hampered.

Therefore, the study, workplace training scaffolding and teachers' skill development in public secondary schools in Cross River State becomes imperative.

Literature review

Mentoring is a systematic and complex process of teaching, supporting, facilitating and guiding teachers to induce skill development. Duru (2015) observed that mentoring helps teachers to acquire professional skills and competencies by an experienced teacher or administrator who would provide academic support to the teachers as well as exposing such teachers to innovations in education.

A study was conducted by Covie (2010) to find out how coaching and mentoring were used to support professional learning and development of teachers in a specific professional development context in New Zealand. A qualitative methodology was used and sample population was purposive. There were 28 participants (7 principals, 7 coaches and 14 teachers) from seven primary schools. Four research questions were used in the study. Data were obtained through interviews and some questions with the principals and other two focus groups. The questions were based on information derived from the literature review. The participants responded that coaching and mentoring are positive processes that improve relationship, allowed for individual ownership for development, improve teacher effectiveness and reflective practice. This study was a mere qualitative research while the current study is a quantitative research study and have sufficient data for conclusion.

Yu (2016) studied on workplace mentoring and the supervisory relationships of 20 preservice teachers and cooperating teachers in Olivet Nazarene. Four research questions were used in the study. The study was descriptive, non-experimental, correlational and quantitative in nature. Three research instruments of Mentoring Functions (MF), Supervisory Relationship Measure (SRM) and Supervisory Relationship Questionnaire (SRQ). The questionnaires consisted of a 7-point scale with 51 items in all.



The population consisted of 98 pre-service teachers and 57 cooperating teachers (totaling 155 teachers). Purposive sampling technique was used to sample 71 pre-service teachers and 49 cooperating teachers (totaling 120 teachers). The data obtained from the respondents were analyzed. Therefore, descriptive, inferential and

Pearson's Product Moment Correlation Statistical Analysis were used to analyze data using SPSS, whereas Cronbach Alpha coefficient was used to determine the inferential consistency and the coefficient for mentoring function yield $\alpha=0.97$, $N=39$ for cooperating teachers, $\alpha=0.98$, $N=39$ for pre-service teachers. The coefficient for supervisory relationship measures was $\alpha=0.96$, $N=51$ for cooperating teachers and for supervisory relationship questionnaire, the coefficient was $\alpha=0.99$, $N=66$ for pre-service teachers.

The results of data analysis showed that there was a positive correlation between mentoring function and supervisory relationship ($r(20) = .86$, $p<.05$) for pre-service teachers; and $r(20) = .69$, $p<.05$ for both cooperating teachers and presence teachers. The researcher recommended that mentoring research from the workplace fields be utilized to broaden the scope of educational study.

The research study lacks focus in terms of major survey design, complication of items and even the step or heading used in the research. However, the study was conducted in Olivet Nazarene but the current study is conducted in Cross River State – Nigeria and may not yield the same result because educational systems vary.

Another study was conducted by Uusimaki (2013) on mentoring and supervisory skill development of teachers. The study was based on narrative research. A total of 91 classroom teachers from the regional area of NSW and Victoria participated in the study. Six (6) research questions were used in the study. The participants responded that mentoring brings about effective development of communication skill and supervisory skill. The participants also agreed that to support teachers' development, supervision skills and mentoring should be an ongoing process.

Workshop training is a form of workplace supervisory support organized for the teachers or groups of teachers where they are exposed to new knowledge, skills and techniques that may help to improve workplace morale. Mohammed (2016) observed that through initiative, teachers are given the opportunity to participate in workshops in which they jointly review lessons, discuss concepts with peers and engage in inquiry-based activities.

Esia-Donkoh and Baffoe (2018) investigated on provision of in-service training and teachers' motivation in public basic schools in Anomabo Education Circuit. Quantitative approach of Cross-sectional survey design was adopted for the study. Three research questions were used in the study. Purposive and stratified random sampling techniques were used to sample 69 respondents (15 headteachers and 54 teachers). Two sets of questionnaires (one for headteachers and the other for teachers) were used to collect data. A test re-test method was used to establish reliability of the instruments and correlation coefficient of 8.45 and 8.72 were obtained for headteachers and teacher questionnaires. The data obtained were analyzed using mean, standard deviation and Pearson's Product Moment Correlation. The results indicated that headteachers in the study area used in-service training as a supervisory/supportive practice and they were highly motivated and performed above average. There was a significant positive relationship between provision of in-service training and motivation ($r=0.278$, $p=0.02$). It was recommended by the researcher that work environment, training and other needs of the teachers should be taken care of in order to motivate them more to do their work.

Rahabor (2016) investigated on the effectiveness of academic supervision for teachers using workshop training. The research was a qualitative one. The study was conducted in Catholic Education Foundation, Maluku Province of Indonesia. The subjects were the school principal and 9 teachers. The study was conducted for 12 months (Nov. 2013 – Oct. 2014).

Sources and research data were: words of action by Lofland and Lofland 1994 and documents. The subjects were also interviewed and recorded through written notes, videos and audios. Data analysis was done using descriptive analysis. It was found that a competent principal or headteacher is only obtained from previous levels of career and through various training.



Also, interviews with the supervisors showed that to become a professional school principal, education and constant training are important. Therefore, every teacher needs a constant and quality training through workshops, seminars and conferences. On the spot, 99% of the principals and teachers mentioned that they really needed specialized knowledge and skills of academic supervision since it focuses on issues related to learning process.

Anaigbe (2009) observed that one of the strategies of supporting teachers for improving supervisory skills is the training potential of new supervisors (teachers) and the retraining of the old ones (principals). Such staff could be sponsored to seminars and workshops or conferences to update their knowledge and skills on modern and acceptable techniques of supervision. Mohammed (2016) averred that the use of workshop training as a supportive supervisory device is widely recognized as it offers a group of people working together to identify problems and proffer solutions to them during discussion and conference under the supervision of a resource person or professional. Succinctly, the school principal can organize a homegrown training workshop for the teachers in the school where innovative ideas, professional knowledge and tangible skills are shared.

Statement of the problem

The 21st century teachers need multiple skills to solve problems on their daily tasks. Instructional skills are needed to teach effectively in the classroom while supervisory skills are needed to supervise, lead and motivate students and colleagues during task performance. The development of supervisory skills in the workplace is germane in improving the entire atmosphere of the school. However, a snapshot observation at the secondary schools in the state has shown that supervisory responsibilities of academic staff are not given cogent attention. Supervision that supposed to be conducted side by side with instructional activities, is rather a moribund activity. An instruction that is not supervised is like a journey without destination; it can cause a drastic impediment on educational standard, thereby affecting the entire system. More so, due to the haphazard supervisory practices carried out by the principals and some personnel from the Ministry of Education, the uncommitted teachers rarely appreciate the activity. This may be one of the reasons why most teacher-supervisors do not do well because they are not always exposed to effective leadership training and supervisory skill development. More worrisome is lack of supervisory skills by some principals, which supposed to be transferred or provided to the upcoming supervisors (the teachers), because there must be a shift in leadership position and the teachers must also be equipped with supervisory skills to solve daily academic problems in the school.

Unfortunately, some teachers (potential supervisors) supervise and provide scaffolding to colleagues the way they were tutored, the situation persists for ages. The aftereffect is poor educational standard in the system. Despite government's efforts to conduct retraining for teachers and administrators, the problem remains unsolved. This ill has attracted the attention of the researcher to find out the relationship between workplace training scaffolding and teachers supervisory skill development in public secondary schools in Cross River State, Nigeria.

Statement of hypotheses

The study was guided by the following hypotheses

1. There is no significant relationship between workplace mentoring and teachers' supervisory skill development.
2. There is no significant relationship between workshop training and teachers' supervisory skill development.

Methodology

The study adopted correlational design. The design was found appropriate because the researcher sort to determine the relationship between workplace training scaffolding (the predictor) and

teachers' supervisory skill development (the criterion). The population of the study consisted of 4929 teachers in 246 public secondary schools in 2018/2019 academic session. Cluster and simple random sampling technique were used to select 493 teachers in 24 secondary schools (10%) as the sample size. The instrument for data collection was a researcher-developed questionnaire entitled "Workplace Training Scaffolding and Teachers' Supervisory Skill Development Questionnaire (WTSTSSD)". The questionnaire had two sections (A and B). Section A contained 36 items (that measured the independent variables) while section B contained 12 items (which measured the dependent variable) making it a total of 48 items. The questionnaire was a 4-point Likert scale format namely strongly agree (SA), agree (A), disagree (D) and strongly disagree (SD). The questionnaire was subjected to face and content validity while Cronbach's alpha reliability test yielded 0.79 – 0.89 for independent variable and 0.92 for dependent variable. The obtained data were analyzed with simple regression using statistical package for social science (SPSS). This was found appropriate because two major variables were involved, the independent variable being the predictor and the dependent variable being the predicted.

Results

Hypothesis one

There is no significant relationship between workplace mentoring and teacher's supervisory skill development

Table 1: Regression results of workplace mentoring and teachers' supervisory skill development

Unstandardized Coefficients B	Standardized Coefficients Beta	t	Sig.
(Constant)	32.924	25.553	.000
Workplace mentoring	.437	7.098*	.000
Dependent Variable: Teachers' supervisory skill development			

Note: R = .307; R² = .094; F (1,484) = 50.382*; p = .000

Hypothesis 2

There is no significant relationship between workshop training and teachers' supervisory skill development

Table 2: Regression results of workshop training and teachers' supervisory skill development

Unstandardized Coefficients B	Standardized Coefficients Beta	t	Sig.
(Constant)	31.079	25.363	.000
Workshop training	.524	8.986*	.000
Dependent Variable: Teachers' supervisory skill development			

Note: R = .378; R² = .143; F (1,484) = 80.749*; p = .000

Discussion of findings

The result of hypothesis one as presented in table 1 revealed that, there is a strong significant relationship between workplace mentoring and teachers' supervisory skill development. This result led to the rejection of the null hypothesis one and its restatement. This result was in line with Clement and



Lopez (2016) who observed that teachers feel inspired and motivated to work and accomplished their goals if supports and feedbacks are provided in a constructive climate. This was also in consonance with Killion, Harrison, Colton, Bryan, Delehant and Cooke (2016) found that the full potent of teacher's leadership is realized when there is a shift in roles and responsibilities of supervisors which is done through mentoring. Covie (2010) affirmed that mentoring is a positive process that improve relationship, allow for individual ownership for development and improve teachers' effectiveness. In relation to Yu (2016) found that workplace mentoring relates positively to supervisory relationship of teachers. Uusimaki (2013) found that mentoring brings about effective development of communication skills of teachers.

The result of hypothesis two as presented in table 2 showed that there is positive significant relationship between workshop training and teachers' supervisory skill development. This result led to the rejection of the null hypothesis two and its alternative statement. This was in consonant with Dea (2016) who observed that the supervisors need to keep themselves updated in developing supervisory skills, ability and knowledge in providing guidance to the teachers. In line with this Osim, Otu and Ndifon (2018) found that there was a significant relationship between teachers' training and professional skill development. Mohammed (2016) observed that through initiative teachers are given the opportunity to participate in workshops in which they jointly review lesson, discuss concept with peers and engaged in inquiry-based activities. Also, Esia-Donkoh and Baffoe (2018) found a significant relationship between in-service training and motivation of teachers. In consonance with this Rahabor (2016) observed that a competent supervisor is obtained through constant training. Anigbe (2019) posit that one of the strategies of supporting teachers for improving supervisory skills is through training.

Conclusion

Following the findings of the study, it was concluded that workplace training scaffolding has positive relationship with teachers' supervisory skill development in public secondary schools in Cross River State.

Recommendations

Considering the conclusion of the study, the following recommendations were made:

- i. Teachers should be placed under the mentorship of senior colleagues for effective service delivery
- ii. Teachers should be encouraged to participate in in-service training programmes through workshops and seminars.
- iii. There should be adequate supports to the teachers and teacher-supervisors for optimal task performance.

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