

The Roles of an Effective Supervisor in Technical and Vocational Education and Training

John Nehemiah Marwa, Hanifah Jambari, Ishak Taman,
Nur Hazirah Noh@Seth, Mohd Zolkifli Abdul Hamid,
Mohamad Rasidi Pairan and Nurul Aini Mohd Ahyan

Abstract--- This paper is focusing on the roles of an effective supervision in TVET. Supervision is designed to promote teaching and learning activities particularly in university, colleges and school. TVET supervisees rely on the instructions of their teachers, instructors and supervisor whom their duty is to teach, direct, advice and guide them in the acquisition of skills, knowledge and attitudes that will make them to become quality graduates after leaving school. However, the study adopted a systematic review approach to search for relevant literatures, TVET supervision, types of supervision in TVET education, Roles of a TVET supervisor, such where the key words used for the selection of the relevant literatures, from data web-based provider such as web of science, Scopus, google scholar and online library. From which the results of the study revealed the appropriate roles of a TVET supervisor in education such as a good relationship process or interpersonal relationship, learning needs, consultation and appointment, experience, training and personality, monitoring and implementation among others. It is therefore recommended that teachers or supervisors should embrace the revealed roles of the study in guiding their supervisees for effectiveness in their career pursuit.

Keywords--- Roles of An Effective, Supervision, TVET Education, Supervisee.

I. INTRODUCTION

Supervision is an accountable process which support, assures and develops the knowledge, skills and values of an individual or group of team. The advantages of supervision cannot be underscore, adequate supervision in an organization or in an institution gives good returns, growth and improves meaningful development. According to Sabina et al (2018) understanding appropriate form of interaction to inspire, encourage and to motivate teachers can play an important role in the mentoring and development of teachers. A good supervisor in TVET education brings improvement to the institution by highlighting administrative duties and responsibilities of every semester or session of operational programmes. Quality supervision provide the faculty, department, sections and the entire staff with their sole role to ensure maximum efficiency.

John Nehemiah Marwa, Department of Technical Education, Kaduna State College of Gidan Waya, Kafanchan Nigeria.
Hanifah Jambari, Department of Technical and Vocational Education, Faculty of Social Sciences and Humanities, Universiti Teknologi Malaysia, Skudai Jahor Malaysia.
Ishak Taman, Department of Electrical Engineering, Politeknik Ibrahim Sultan, KM 10, Jalan Kongkong, Pasir Gudang, Johor.
Nur Hazirah Noh@Seth, Department of Technical and Vocational Education, Faculty of Social Sciences and Humanities, Universiti Teknologi Malaysia, Skudai Jahor Malaysia.
Mohd Zolkifli Abdul Hamid, Department of Technical and Vocational Education, Faculty of Social Sciences and Humanities, Universiti Teknologi Malaysia, Skudai Jahor Malaysia.
Mohamad Rasidi Pairan, Department of Technical and Vocational Education, Faculty of Social Sciences and Humanities, Universiti Teknologi Malaysia, Skudai Jahor Malaysia.
Nurul Aini Mohd Ahyan, Department of Technical and Vocational Education, Faculty of Social Sciences and Humanities, Universiti Teknologi Malaysia, Skudai Jahor Malaysia.

With reference to Amadi (2016) supervision is viewed as a process of stimulating growth and a means of helping teachers to help themselves. The purpose of supervision aims at providing assistance to a supervisee, promote recommendation and as the case may be to also provide a quality and a technical procedural advice. In educational system supervision is geared toward improvement and maintenance of quality teaching and learning process of the school. Many Nations of the world today equipped her citizens with TVET educational system for sustainable development of her society and economic growth with relevant skills and knowledge to fit into industries and workforce. Daryanto (2018) Supervision is an important stage in processing of organising supervising or control of the implementation of programme that has been planned for the achievement of the intended purpose. Affero *et al* (2012) The success of a supervisee depends on the ability of a supervisor to discharge good qualities of supervision; improvement of a quality human resource starts from a good quality of vocational education system. The attainment of this has to do with a quality supervision to ensure effectiveness. Each type of supervision is largely classified in accordance with the way of life and most importantly the behaviour of the supervisor towards his subordinates. This study is gearing towards an instructional way of supervision which uses democratic way of approaches.

Developing effective supervision has to be observed through two important entities which are supervisor and supervisee. Good performance from the supervisee largely depends on the effectiveness of a supervisor who exhibit the needed roles in the field of endeavour. Ismail et al (2014) describe supervisory role as a balancing act between various factors, organization and institutions are meant to provide young talented, employable and entrepreneurial graduates with high level of enthusiasm to contribute their own quarter to the growth and development of the society. The aforementioned can only be achieved through a proper and a quality supervision of the supervisee in TVET educational system which will provide them with the needed skills and knowledge to perform in workforce. In this regard, the present study aims to systematically review the roles of supervisor in TVET educational system.

II. OBJECTIVES

The main purpose of the study is to determine the roles of a supervisor in TVET education for improving student's shortcomings in teaching and learning of technical and vocational education training programme. Specifically, the objectives of this study are to identify the:

1. Roles of a TVET supervisor
2. The Type of supervision suitable for supervisee in TVET education programmes

III. METHODOLOGY

An online database of web of science was used to source for relevant published articles, some of which were science directed, and google scholar. The articles were screened from the titles, abstracts, results of findings and conclusion. The study is related to the qualities of a TVET supervisor which a successful and a democratic supervisor in TVET educational system required in order to guide him discharge his expected duties. From the initial stage of this study, the search for relevant material was not limited, it included concept papers, and conference papers, which resulted to about 15 articles with some relationship to the topic of discussion.

During the second stage, a criterion such as, only published article from 2000-2019 where selected which has direct link with the focus topic on qualities of a TVET supervisor. This therefore, resulted to the reduction of the literature search in online databased, web of science and google scholar search. Use of term such as, TVET supervision, supervision in TVET education, qualities of a TVET democratic supervisor, quality of a TVET supervisor. This resulted to 6 number of articles from the 15 earlier gotten. The articles were analysed and discussed according to the search question as presented in Table 1.

IV. REVIEW OF RELATED RESULTS

Table 1 make a summary of the review study conducted on the role of a TVET supervisor in education. Based on the analysis, “Relationship process and interpersonal relationship” was indicated by(Affero et al., 2012), (Nasir & Masek, 2015) and (Ismail et al 2014) as a rule of a TVET supervisor educational system. This role creates a strong born between a supervisor and a supervisee which make their work very easy and understanding, it also promotes learning activities. “Learning needs” was indicated by Affero *et al* (2012)as a role of a TVET

Table I: Analysis of the Roles of an Administrative Supervisor in TVET Education.

Author	Relationship process/ interpersonal relationship.	Learning needs	Consultation and appointment	Experience	Training and personality	Monitoring	Implementation	Motivation	Planning	Organising	Commanding	Controlling	Coordinating	Communication.
Affero et al	V	V	V	V	V	V								
Daryanto et al							V	V	V	V	V	V	V	
Amadi			V		V		V		V					V
Nasir et al								V	V	V				
Surina et al	V		V		V	V								
Ismail et al	V					V			V					
Author level of agreement	3	1	3	1	3	3	2	2	4	2	1	1	1	1

supervisor, likewise, “Consultation and appointment” was verified by (Alias *et al* 2014), Amadi (2016), and Affero *et al* (2012)as a required role of a TVET supervisor. “Experience” was signified by (Affero et al 2012) as a good role of a supervisor in TVET education. In the same vein (Nasir & Masek 2015), (Amadi 2016) and (Affero et al 2012) spotlighted “Training and personality” to be a sole role of a TVET supervisor. On the order hand “Monitoring and effectiveness” was indicated by (Affero et al 2012), (Amadi 2016) and (Affero et al 2012) as a role of a supervisor in TVET education. Similarly, “Implementation” was spotlighted by (Daryanto 2018) and (Amadi 2016) as a role of a TVET supervisor. Likewise, (Congress 2014) and (Daryanto 2018) confirmed “Motivation” to be a good role a TVET supervisor.

While “Planning” was also indicated by (Daryanto 2018), (Amadi 2016), (Congress 2014) and (Affero et al 2012) to be one of the role of a supervisor of TVET education. In the order hand, (Usman, Celement, & Raihan 2013) and (Daryanto 2018) indicated that “Organizing” is a role of a TVET supervisor. Similarly, “Control” was underline by (Daryanto 2018) to be a very good role of a TVET supervisor. With reference to (Ismail et al 2014) confirmed “Coordination” as a vital role for a TVET supervisor. “Communication” was indicated by (Amadi 2016) to be a role of a supervisor in TVET educational

V. DISCUSSION OF THE FINDINGS

The finding of the study as appeared on Table 1 are discussed according to the research objectives.

a. The role of an instructional supervisor in TVET education system

Table 1 highlighted three (3) articles which verify “relationship process and interpersonal relationship”. According to (Alnasseri, 2017) teacher student relationship is an important factor for a good learning environment, an excellent relationship between a student and teacher facilitate learning and gain positive attitude. This signified that a good relationship between a supervisor and supervisee has vast influence on the learning process of the supervisees, as one of the vital role of a TVET supervisor, a good relationship should be maintaining as to promotes a mutual understanding between and within a group of two or many supervisee, when such exist between a supervisor and a supervisee, learning becomes more simple and easier because the supervisee accepts all criticism, corrections and observations from his supervisor.

Also, Table 1. emphasize three (3) articles which signify “consultation and appointment” to be a good role of a TVET supervisor. A supervisor in this regards is expected to create time for consultation and appointment for his supervisee at interval, such time gives the supervisee opportunity to express learning difficulties for clarity and also to promote productivity and maximum efficiency. This also keeps the supervisee at tolls because he needs to make projections and to see the supervisor with something new or challenging.

In addition, Table 1 under line three (3) article suggesting “training and personality” to be a role of a TVET supervisor. Training and personality help a supervisee to become a good technical or an engineering graduate, a good supervisor is said to have good training skills and knowledge which he need to use in directing the supervisee to acquire the desirable learning outcomes.

In the same way, Table 1 underline three (3) article which verify “monitoring and effectiveness” as a good role of a TVET supervisor. Frequent monitoring and effectiveness make a supervisee to be determine and more committed to his or her learning activities. This also keep the supervisee on the right track, a good supervisor is said to be monitoring the progress of his supervisee for effectiveness. Through regular monitoring, correction and improvement are taking by the supervisee.

Also, Table 1 highlighted two (2) article which verify “implementation” to a good role of a supervisor for TVET education. Durlak (2014) started that implementation is how well a proposed program or intervention is put into practice and is fundamental to establishing the internal, external, construct, and statistical conclusion validity of an outcome evaluations. This implies that implementation is one of the key factor that determine the level of achieving

greatness in so many endeavours. A good supervisor ensured that the supervisee has a planned which he adhere to in guiding his activities either in the classroom as a lesson plan or in the workshop as a blue print. A supervisor with such quality made it mandatory to his supervisee to have same in all schedule of their duties.

Again, Table 1 spotlighted four (4) articles signifying “planning” to be a role of a TVET supervisor. To achieve certain objectives and goals, proper planning must be ensured, as such good planning promote learning and supervision by a supervisor in guiding the progress of a supervisee. Daryanto (2018) said that planning is a series of actions to achieve a desire result through setting the goals, polices, procedure, budgets and programme of an organization. Any vocational school without a supervisor will find it difficult to succeed. Through planning a supervisor embeds the right values on a supervisee, proper planning creates an opportunity for the supervisee meeting his supervisor to identify areas of learning difficulties in order to proffer solutions for effectiveness.

In the same way, Table 1 underline two (2) articles which verify “organizing” to be a role of a TVET supervisor. Proper organization apportions duties, schedules and provide a free flow of instruction from a supervisor down to his supervisee without missing a word. Through proper organization, the supervisee get familiarity on schedule of class activities, how to plan, and executes instruction for a remarkable percentage of success. Zhou, et al (2015) published that students become effortful, active, pay attention, highly motivated and better when they perceive that they have a particular task. A proper selection of contents in relation to the current level of learning activity by the supervisee signified that they are more focused and organised. The supervisor is to ensure that the supervisee get the knowledge and the needed strategies to organise their learning activities.

ii. The most suitable type of supervision is most suitable for supervisee in TVET education programmes

Based on the above findings from the first objective of this study, which verified relationship process/interpersonal relationship, learning needs, consultation and appointment, experience, training and personality, monitoring, implementation, motivation, planning, organizing, controlling, coordinating and communication to be roles of a TVET supervisor, However, instructional supervision, appears the most and a recommended type of supervision in TVET education programme, because democratic leadership style is use as one of the approach in guiding the supervisee.

Nevertheless, the road map in figure 1, shows a guide for effective supervision of TVET programme which could be achievable when such roles are embedded on the supervisee from a supervisor. A TVET supervisor is said to have the aforementioned role which will serve as a guide to his expected duties, these roles are to be directly transferred on to the supervise from the four corner of the classroom, and throughout the period of the programme. These roles when used in guiding the supervisee will create an impression of effectiveness in TVET education programme as a whole.

A TVET supervisor is expected with the roles of monitoring, motivation, relationship, learning needs, appointment, organizing, implementation, coordinating controlling, commanding and communication these roles where x-ray to be effective tools in the hands of a TVET supervisor.

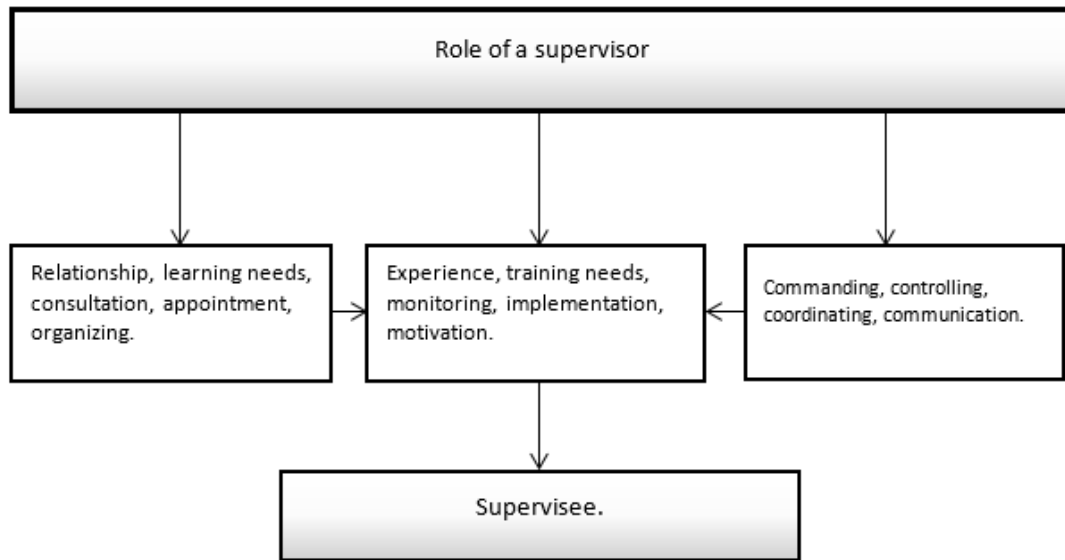


Figure 1: Road map for effective role of supervision

VI. CONTRIBUTION OF THE PAPER

Education is considered an instrument for not only national development but also for personal economic development. TVET is aimed at producing an individual that would be self-reliance and an active contributor to national development. The importance of TVET programme is crucial to both individual and national development, therefore, its quality cannot be compromised, since supervision is a way of ensuring quality standards it is important to determine the effectiveness of the supervision process. The findings of this studies highlighted key qualities as dynamites that could serve as a directing tool in the hands of a TVET administrator in directing supervisor and the supervisee. This could also enable a holistic approach towards acquiring data/information for identification of strength and weaknesses of the process for improvement, modification or even a change of strategy. From the reviewed of this studies, relationship process/interpersonal relationship, consultation and appointment, training and personality, motivation, implementation, monitoring, planning and organising were identified, x-ray and established on a suggested road map diagram to be good roles and recommended constructs of a good supervisor of TVET. Such qualities are expected to be embedded on the supervisee for effective learning process.

VII. CONCLUSION AND RECOMMENDATION

The study ex-rayed into the roles of a good TVET supervisor. Using a systematic reviewed of available and related published journal articles search from web of science, google scholar and the likes. Based on the obtainable results, an administrative type of supervision with a democratic approach of leadership style is best for TVET supervisee. The reviewers therefore, recommended that TVET supervisors could employ the above roles in guiding their supervisee in times of industrial attachment, writing thesis, and in times of teaching practice exercise and the

likes as the case may be. According to Montenegro (2004) appropriate strategies and methods of instruction should be adopted in order to ensure adequate skills acquisition through teaching learning process.

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