

Educating Teachers in Skill Development and Supervision as Correlates of Transformational Teaching in Secondary Schools in Imo State

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Abstract

The study examined educating teachers in skill development and supervision as correlates of transformational teaching in secondary schools in Imo State. Two (2) research questions and two (2) hypotheses were answered and tested respectively in the study. The design for the study was correlational, the population as the 287 public senior secondary schools in Imo State and the sample as 287 teachers, selected using the purposeful and stratified random sampling techniques. The instrument of the study were the validated 27- item Educating Teachers in Skill Development and Supervision Scale (ETSDSS) and the 19-item Transformational Teaching Scale (TTS), designed by the researchers in the modified 4 point Likert scale model of Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE) for ETSDSS and Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) for TTS, with a reliability index of 0.83 and 0.85, obtained using Cronbach Alpha statistical procedure. Simple regression was used in answering the research questions while t-test associated with simple regression was used in testing the hypotheses at 0.05 level of significance. The results of the study show that, education of teachers in skill development and supervision significantly correlate with transformational teaching in secondary schools in Imo State. The study concluded that, skill development and supervision of teachers have significant correlations on transformational teaching. Consequently, the study recommended that, school heads, administrators and secondary school management should continue to prioritize teachers' skills development, continue to encourage supervision of teachers, as these practices enhance teachers' growth, leading to transformational teaching.

Keywords: Educating teachers, skill development, supervision, transformational teaching.

Introduction

The significance of holistic education, as a yardstick for the development of a person, society, as well as the advancement of a nation, cannot be overemphasized. A global paradigm shift is remodeling the teaching process from transmissional and transactional approaches to transformational approach, with a great emphasis on personal growth and empowerment of the learners. Worthy of note is that, the essential instrument to bring about this shift in any academic institution is teacher. Nonetheless, majority of teachers, still find it very difficult, to

apply theoretical knowledge to real-world situations, which makes a transformational teaching approaches to remain an issue of serious worry. The mainstay of this transformatory education is effective teaching, which can be guaranteed through educating the educators, as means of fulfilling academic needs in the twenty-first century.

Teacher education, as a crucial training activity, in the fields of education, whether it is the one that deals with the education and training of prospective teachers prior to teaching engagement or the one that, has to do with providing education and training to those, who are practicing teachers are of two categories. These are pre-service teacher education and in-service teacher education. Pre-service teacher education helps crucial learning and assist potential teachers to establish a holistic academic climate for students (Teachmint, 2024); while in-service teacher education is seen as academic activities, a teacher can engage in, to update his skills, knowledge and competence in carrying out his duty (Osamwonyi, 2016). Therefore, educating teachers is a process of assisting teachers with skills, knowledge and competence which they need to carry out their duties successfully.

Effective teacher needs a variety of skills, that can be developed via intentional practice and support. Skill development is a process of gaining, developing, and increasing a broad range of skills and competences (Mosaic, 2024). It is a lifelong activity, which helps a person manage new challenges, prevail in a career and improve quality of life (Chrisello in Medium, 2024). This is because, it encompasses a wide range of potentials that can be apply in all aspect of life, among them personal, professional and social. Callens in eLearning Industry (2024) asserts that, skills development is the procedure of recognizing skills gap and endeavour to enhance them; in order to satisfy the demands of one's job or to pursue personal and professional progress. Coursera Enterprise (2024) presents three main types of skill development as; upskilling which is the enhancement of skills in a current role; cross-skilling which is acquiring new skills for a current role and reskilling which is acquiring new skills in order to change role. And these skills can be obtained through professional development, peer observation, mentorship, research, among others.

As teachers engage in ongoing skills development and enhancement of their teaching practices, effective supervision has a crucial part to play, in assisting and improving their professional development. Supervision is a structured activity that aimed at providing direction and motivation to an institution or staff, to maintain or enhance their performance for achievement of goals and objectives. In academic environment, supervision deals with supporting evaluating activities, which assist teachers to improve their teaching practices, handles challenges and

attain their professional objectives. Kochhar in Kotirde and Yunos (2014) sees supervision as all the activities that are mainly and directly focused on examining and enhancing the conditions that have to do with students' learning and development. It is a process of guiding, directing, and stimulating growth with the overall view of improving teaching and learning (Personal Communication, N. M. Abraham, April 3, 2023). According to Igwe in Kotirde and Yunos (2014), supervision deals with applying competence and experience in managing, assessing and organizing the activities that enhance teaching and learning in institutions. This entails that, supervision is a process of assisting, advising and guiding teachers to improve the quality of teaching and learning. It encourages, collaboration among teachers, increases teachers confident, as well as transformative learning.

Transformational teaching deals with establishing a positive relationship among teachers and learners and a shared body of knowledge to student learning and personal development. Transformational teaching focuses on in-depth mastering of course contents by the students, as well as transforming their value, attitudes, beliefs and skills for a successful academic journey (Slavich & Zimbardo, 2012). The scholars go on to describe transformational teaching, as making emphasis on the perspective that, teachers can help learners' personal discovery, which can help them to change their beliefs, discover their abilities as well as develop deeper understanding of themselves. Transformational teaching is an approach to teaching, with objective to develop a more participatory and learner-centered classroom. According to Mintz in Inside Higher Ed (2022), this approach to teaching gears towards transformation, by nurturing independent and intrinsically motivated students. It seeks to transform students learning experiences, promoting critical thinking, creativity and emotional intelligence. That is, it is not only for transmission of knowledge but also, to bring about a change in how learner assimilates and lives.

Transformational teaching is characterized by different key indicators. It encourages students to think deeply, have interest in their learning process and more insightful (Mintz in Inside Higher Ed, 2022). The scholar continues, teachers are more attentive to students needs and emotion, are also accessible, receptive, insightful and are coaches and facilitators of learning. Moreover, it brings real life situation into the classroom; and foster holistic growth of the student (Mintz in Inside Higher Ed, 2022). In transformational teaching, educators help student to self-realization that can redirect what they think about themselves and it also encourages collaborative learning environment where teachers, learners and share body of knowledge interact, to promote intellectual and personal growth of the student (Slavich & Zimbardo,

2012). According to Management, Spirituality and Religion (2024), this approach to teaching, brings about a radical shift, by transforming the perception of teachers and learners' self-perception, interpersonal connection and contribution to the society leading to more empathic and compassionate world. More to this, transformational teacher develops and execute experience that are challenging but supportive that makes learners to thrive (Finley in Edutopia, 2014).

The thesis of the study is that, the education of teachers in skill development and supervision has correlations with of transformational teaching. As result, further presentation will be on teacher education for skill development and supervision as correlates of transformational teaching in schools.

Educating Teachers in Skill Development and Transformational Teaching in Schools

In the context of teacher education, skill development is a process by which educators obtain and enhance the skills necessary for the implementation of effective teaching practices. Amidst global shifts among them automation, combating climate change, digitizing goods and services, and a declining labour force that are altering the nature of work and skill demands, skills development is at the heart of changes taking place in education and labour markets (World Bank Group, 2024). Cox in Teach Hub (2019) maintains that, contemporary teachers require competency in both primary skills new skills sets. Some basic skill such as classroom management, lesson planning, assessments, communication, digital application, among others are essential for effective transformational teaching. According to Moore Teachers Ltd in LinkedIn (2023), skills development provides teachers with invaluable strategies to successfully engage and manage various student populations; helps them to embrace and enhance modern pedagogy; assist teachers to be flexible and confident; promotes the development of perspectives and exchange of ideas among teachers (MANUU, 1998). To educate teachers in skill development, schools can employ strategies like workshops, coaching, mentoring, peer feedback and reflective practice. These approaches provide teachers with tools, support and guidance to develop a growth mindset and improve their teaching practices that can help student to build skill by breaking down complex skills into manageable stages, model skills so that, they can practice reinforcement learning, provide timely and specific feedbacks to guide them and use positive reinforcement to motivate them (University of Denver, 2024). By integrating skill development into transformational teaching, teachers can become more effective educators, inspiring and empowering their students who need to actively practice

skills themselves to learn them effectively as transformational teaching goes beyond cognitive development to learner's total development.

Educating Teachers in Supervision and Transformational Teaching in Schools

Supervision involves educating teachers, to supervise learners to promote skill development, autonomy and transformational learning. Thus, it helps both the teacher and student, as it enables the transformation of teachers' knowledge and skills into classroom application, for effective teaching which in turn stimulates improvement of students learning outcomes. Supervision can be micro teaching, instructional, clinical and collegial (Etuk, 2016); with one primary objective of enhancing the quality of instruction. Teacher supervision helps in developing and sustaining a good and inclusive learning climate (Leng, 2023). The scholar continues, teachers have high tendency to apply effective teaching techniques, for enhanced learning experiences for learners and may enable greater academic success and an in-depth knowledge of the subject matter also, teachers are highly equipped for a participatory teaching, after receiving constructive feedback via supervision. It encourages collaboration among teachers, increases teachers confidence, as well as leading to transformative learning.

Supervisory activity is very beneficial to teachers. It ensures that, teachers improve and apply the best teaching practice and are confident in the classroom (N. M. Abraham, Personal Communication, April 3, 2023). Supervision aims to enhance the atmosphere of the school and improve students' learning (Ashun & Acquah, 2021). The studies conducted by the aforementioned scholars reveal that, supervision helps in widening the experience and understanding of the teachers. Supervision of teachers helps to attain to individual needs of the teacher and promotes collaboration among colleagues. According to Ultimate Resilience in LinkedIn (2023), apart from contributing to teachers' professional development, inclusive practices, enhancement of wellbeing and retention, it has a substantial benefit for everyone involved, teachers, school and ultimately, learners.

Statement of the Problem

Generally, in the current educational landscape, when teachers are educated in using skills and supervisory techniques, they are equipped to teach transformationally. As a result, school heads and administrators make efforts to ensure that teachers receive ongoing education in skill development, supervision, and other essential teaching practices. However, despite these efforts, it appears that, many teachers still struggle to translate these skills into effective transformational teaching in secondary schools. This discrepancy raises critical questions

among education stakeholders about the effectiveness of skill development and supervision in teacher development programmes and their potential impacts on student learning outcomes. Bothered by the foregoing problem, the researchers were motivated to examine whether teachers' education in skill development and supervision can guarantee transformational teaching in secondary schools.

Aim and objectives of the study

This study examined educating teachers in skill development and supervision as correlates of transformational teaching in secondary schools in Imo State.

Specifically, the objectives of the study were;

- (1) Ascertain the extent to which the education of teacher in skill development correlates with transformational teaching in secondary schools in Imo State.
- (2) Examine the extent to which the education of teachers in correlates with transformational teaching in secondary schools in Imo State.

Research Questions

The following research questions guided the study:

- (1) To what extent does the education of teacher in skill development correlates with transformational teaching in secondary schools in Imo State?
- (2) To what extent does the education of teacher in supervision correlate with transformational teaching in secondary schools in Imo State?

Hypotheses

The following hypotheses were tested in the study at 0.05 level of statistical significance:

H₀₁: There is no significant correlation of education of teacher skill development on transformational teaching in secondary schools in Imo State.

H₀₂: There is no significant correlation of education of teacher in supervision on transformational teaching in secondary schools in Imo State.

Methodology

The design for the study was correlational, the population as the 287 public senior secondary schools in Imo State and sample as 287 teachers, selected using the purposeful and stratified random sampling techniques. The instruments of the study were the validated 27 - item of Educating Teachers in Skill Development and Supervision Scale (ETSDSS) and 19 - item of Transformational Teaching Scale (TTS) designed by the researchers in the modified 4-point Likert Scale model of Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE) for ETSDSS and Strongly Agree (SA), Agree (A), Disagree (D) and

Strongly Disagree (SD) for TTS, with a reliability index of 0.83 and 0.85, respectively and obtained using Cronbach Alpha statistical procedure. Simple regression was used in answering the research questions while t-test associated with simple regression was used in testing the hypotheses at 0.05 level of statistical significances.

Results

The results of the study came from the answers to the research questions and test of hypotheses, thus;

Research Questions

Research Question 1: To what extent does education of teacher in skill development correlate with transformational teaching in secondary schools in Imo State?

Table 1: Summary of Simple Regression Analysis on the Extent to which education of teacher in Skill Development Correlates with Transformational Teaching in Secondary Schools in Imo State.

Model	R	R Square	Adjusted R Square	Decision
1	.807 ^a	.651	.650	High extent of correlation

Scale of measurement

0.00 - 24.99 Very Low Extent

25.00 - 49.99 Low Extent

50.00 - 74.99 High Extent

75.00 -100.00 Very High Extent

Data on table 1 present the summary of simple regression analysis on the extent to which education of teacher in skill development correlates with transformational teaching in secondary schools in Imo State. The regression score came out as 0.807, the regression square as 0.651 and adjusted regression as 0.650 while the co-efficient of determination stood at 65.1%. When reference is made to the scale of measurement, 65.1% being the co-efficient of determination falls between 50.00-74.99 (High Extent), showing that education of teacher in skill development correlates with transformational teaching to a high extent. Based on the foregoing, the researchers ascertained that education of teacher in skill development correlates with transformational teaching to a high extent (65.1%).

Research Question 2: To what extent does education of teacher in supervision correlates with transformational teaching in secondary schools in Imo State?

Table 2: Summary of Simple Regression Analysis on the Extent to which education of teacher in Supervision Correlates with Transformational Teaching in Secondary Schools in Imo State.

Model	R	R Square	Adjusted R Square	Decision
1	.874 ^a	.763	.733	Very high extent of correlation

*Scale of measurement for table 1applies

Data on table 2 present the summary of simple regression analysis on the extent to which education of teacher in supervision correlates with transformational teaching in secondary schools in Imo State. The regression score came out as 0.874, the regression square as 0.763 and adjusted regression as 0.733 While the co-efficient of determination stood at 76.3%. when reference is made to the scale of measurement, 76.3% being the co-efficient of determination falls between 75.00-100.00 (Very High Extent), showing that education of teacher in supervision correlates with transformational teaching to a very high extent. Based on the foregoing, the researchers ascertained that, supervision of teachers correlates with transformational teaching to a very high extent (76.3%).

Ho₁: There is no significant correlation of education of teacher in skill development on transformational teaching in secondary schools in Imo State, Nigeria.

Table 3: Summary of t-test Associated with Simple Regression Analysis on the Correlation of education of teacher in Skill Development on Transformational Teaching in Secondary Schools in Imo State.

		Unstandardized Coefficients		Standardized Coefficients	
Model		B	Std. Error	Beta	t
1	(Constant)	21.755	1.610		13.509
	skill development	.225	.848	.807	4.693

Data on table 3 shows the summary of t-test associated with simple regression on the correlation of education of teacher in skill development on transformational teaching in secondary schools in Imo State. With the respondents as 287, the t-test calculated value in testing hypothesis resulted in 4.693, using 286 of degree of freedom at 0.05 alpha level of

significance and significance value of 0.000. At a significant value of 0.000, 0.05 level of alpha significant, the null hypotheses is rejected because the significant value of 0.000 is less than the alpha significant value of 0.05. based on these observations, the researchers rejected the null hypothesis that there is significant correlation of education of teacher in skill development on transformational teaching in secondary schools in Imo State.

Ho₂: There is no significant correlation of education of teacher in supervision on transformational teaching in secondary schools in Imo State.

Table 4: Summary of t-test Associated with Simple Regression Analysis on the Correlation education of teacher in Supervision on Transformational Teaching in Secondary Schools in Imo State.

		Unstandardized		Standardized		
		Coefficients		Coefficients		
Model		B	Std. Error	Beta	T	Sig.
1	(Constant)	25.558	1.693		15.099	.000
	supervision of teachers	.142	.764	.874	2.200	.030

Data on table 4 shows the summary of t-test associated with simple regression on the correlation of education of teacher in supervision on transformational teaching in secondary schools in Imo State. With the respondents as 287, the t-test calculated value in testing hypothesis resulted in 2.200, using 286 of degree of freedom at 0.05 alpha level of significance and significance value of 0.030. At a significant value of 0.000, 0.05 level of alpha significant, the null hypotheses is rejected because the significant value of 0.030 is less than the alpha significant value of 0.05. Based on these observations, the researchers rejected the null hypothesis that, there is significant correlation of education of teacher in supervision on transformational teaching in secondary schools in Imo State.

Discussion of Findings and Implications

Education of Teacher in Skill Development as Correlates of Transformational Teaching in Secondary Schools in Imo State.

The first finding of the study is that education of teacher in skill development correlates with transformational teaching in secondary schools in Imo State to a high extent (65.1%). Also, a corresponding finding from the test of hypothesis ascertained that, there is significant correlation of education of teacher in skill development on transformational teaching in secondary schools in Imo state. These findings agree with Moore Teachers Ltd in LinkedIn (2023), MANUU (1998) and University of Denver (2024). These scholars and researchers in

their academic contributions, made great findings in relation to skill development of teachers and transformational teaching. A possible explanation for the trend in the findings may be that the teachers who served as respondents in the study have themselves been involved in skill development programmes, which have positively impacted their teaching practices, leading to transformational teaching in secondary schools. Based on this explanation, the findings of the study validate the importance of skill development in contributing to transformational teaching in schools. These findings imply that skill development is essential for any schools that want effective transformational teaching.

Education of Teacher in Supervision as Correlates of Transformational Teaching in Secondary Schools in Imo State.

The second finding of the study is that education of teacher in supervision correlates with transformational teaching in senior secondary schools in Imo State to a very high extent (76.3%). Also, a corresponding finding from the test of hypotheses ascertained that, there is a significant correlation of supervision of teachers on transformational teaching in secondary schools in Imo State. These findings are in agreement with Leng (2023), Ashum and Acquah (2021), N. M. Abraham (Personal Communication, April 3, 2023) and Ultimate Resilience in LinkedIn (2023), who in their scholarly and research contributions made impressive findings in relation to supervision of teachers and transformational teaching. A possible explanation of the trend in the findings may be in the fact that, teachers who were the respondents in the study have themselves received supportive supervision since joining the teaching profession, from which involvement they would have been exposed to the benefits of supervision of teachers to transformational teaching in schools. Based on this explanation, the findings of the study confirmed that, supervision of teachers is very crucial to transformational teaching. These findings imply that, any school that wants to thrive in transformational teaching, should always engage in teachers' supervision.

Conclusion

Based on the findings of the study, the discussion on them and their educational management implications, it is concluded that education of teacher in skill development and supervision are scale correlates of transformational teaching.

Recommendation(s)

Based on the findings and conclusion of the study, it is recommended as follows:

1. School heads, administrators and secondary school management should continue to prioritize teachers' skills development, as this practice enhances transformational teaching and improves students' outcomes.
2. School heads, administrators and secondary school management should continue to encourage supervision of teachers, as it fosters teachers' professional growth leading to effective transformational teaching.

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