

# Supervision Training Needs Among Nurses' and Nurse - Educators

Rosa D. Devera

**Abstract:** *Supervision innovations are not objective, wherein its adequacy lies within the way they are utilized by qualified and gifted workforce that lies within the faculty/instructors in the teaching and learning process. This document is a compilation of a focus group discussion among nurses and nurse-educators. The Focus Group Discussion (FGD) was conducted to explore the participants' views and perspectives on three particular questions regarding supervision of nurses' and nurse-educators in fiscal year 2021. The participants of this focus group discussion are all students taking up Doctor of Philosophy major in Nursing Education at Holy Angel University, Angeles Pampanga, some participants are based in the Philippines working as nurses and nurse-educators and others are working in a University at Saudi Arabia. The first question inquired about the training needs of faculty or clinical instructors while the second is directed towards training needs of supervisors who oversees the teaching staff in higher educational institutions. And because the milieu of education is evolving, the third question is how supervision is done during online classes. The responses of the participants during the FGD were recorded but their written answers are also included in this document for reference of the readers. An important section of this document is their individual understanding of the activity as it is revealed in their interpretation of the results, their discussion of the results, their conclusion based on the results and their recommendations in instructional supervision in general. The findings discussed relative to the research questions and core themes consolidated during the focused group discussion. It was divided into three parts, the first being the supervision training needs the second being the training needs of supervisor which was designed and delivered prior to the discussion and lastly, supervising online instruction. The results of this study are deeply contextual, significant and useful themes emerge from the discussion in regard to agreed ways to facilitate supervision training, underlying content topics regarding literature. In the light of the foregoing findings and conclusions of the focus group discussion, the following recommendations were advanced: Conduct training sessions that aim at promoting the quality of university faculty performance by using technological innovations; Training sessions for quality management needs as time management and conferencing skills, course and program design (including content, methods of teaching and technology); Training in Innovative teaching equipment like using communication and information technology innovations.*

**Keywords:** Supervision, Supervision Training Needs, Focus Group Discussion, Nurses, Nurse-Educators

## 1. Introduction

Instructional supervision is the work of ensuring the implementation of the educational mission of a school by overseeing, equipping, and empowering teachers to provide meaningful learning experiences for students. This important work requires facilitating collaborative strategic planning that involves all stakeholder, including parents, board members, teachers, administrative staff and support staff. During this strategic planning, S.M.A.R.T. goals (specific, measurable, attainable, results-oriented, timely) should be developed. Then, professional support and training that aligns with the clearly identified S.M.A.R.T. goals should be implemented.

An instructional supervisor should conduct frequent observations of classroom instruction and provide feedback about instructional practices and its impact on students. A strong instructional supervisor will not only look for teacher evidence of best practice but also for student evidence of best practice.

A successful instructional supervisor will foster a culture of openness and growth so that everyone believes they can always learn more and grow more, and then feel comfortable living out that belief. The principal or leader of the building should serve as instructional leader and supervisor. However, other administrative and leadership team members can also serve this role, including but not limited to such position titles as instructional guide, dean of academics, lead teacher, or instructional coach. It is important to have an instructional supervisor because we need to invest in

educators like we do other professionals. Teachers benefit from an outside perspective on their practice and glean ideas for better instruction from the feedback of an instructional supervisor. In the end, instructional supervision is about student growth. Teachers and students alike need an instructional supervisor who can dig deeply into data about student results and help teachers translate that data into strengths and weaknesses for ongoing improvement of instruction that positively impacts all students.

The analysis of the paper is based on the nurses' and nurse-educators' responses to the breakout activity in ZOOM meeting. With a multiple insights captured, we acknowledge the differing answers from the three guide questions given. Further, the qualitative method of evaluation, which pays special attention to harnessing capacities for self-reflection is very much congruent with the activity itself – a qualitative method of data collection.

## 2. Methodology

A focus group discussion (FGD) is a good way to gather together people from similar backgrounds or experiences to discuss a specific topic of interest. The group of participants is guided by a moderator (or group facilitator) who introduces topics for discussion and helps the group to participate in a lively and natural discussion amongst themselves. Focus group discussion is frequently used as a qualitative approach to gain an in-depth understanding of social issues. The method aims to obtain data from a purposely selected group of individuals rather than from a statistically representative sample of a broader population.

Even though the application of this method in conservation research has been extensive, there are no critical assessment of the application of the technique. In addition, there are no readily available guidelines for conservation researchers.

The strength of Focus Group Discussion (FGD) relies on allowing the participants to agree or disagree with each other so that it provides an insight into how a group thinks about an issue, about the range of opinion and ideas, and the inconsistencies and variation that exists in a particular community in terms of beliefs and their experiences and practices. The participants of this study included 7 females. Two of the participants are based in the Kingdom of Saudi Arabia and 5 are based in the Philippines. Almost all of the participants have more than 10 years of teaching experience, and others have years of supervisory experience.

For the purpose of this study, the participants were nurses and nurse educators who exchanged views on training needs of faculty and instructors as well as training needs of supervisors. They also weighed in on the challenges, difficulties as well as innovative ways supervisors utilize for online education.

To analyze the data, the researcher watched the recording several times, and verified the existence of certain words and concepts in the text for giving structure and discipline to the data. The categories which were similar were summarized and classified to have thematic discussions.

### 3. Results and Discussion

The focus group discussion comprised of seven (7) participants but one member of the group served as facilitator who were nurses and nurse educators that were aimed to seek the following research questions;

(1) What are the supervision training needs (TN) of the faculty/instructors? (2) What are the TN of instructional supervisors? (3) How do you supervise online instructions?

For the first focused group question that aims to determine what are the supervision training needs (TN) of the faculty/instructors, it is more informative to report that 4 out of 6 participants held a certain viewpoint which is to instill a keen training/retraining on their field of specialization as educational methodology, teaching skills and practices will be utilized within the faculty/instructors in the manifestation of the teaching and learning process. Participant 1 asserts, *"Faculty/instructors should have training/retraining on their field of specialization to be update and can give related experiences as examples to students."* *"Since faculty members are both facilitator and source of knowledge and skills, they need to be trained also on educational methodology, teaching skills and practices. Other than these, training is also required on subject specialization,"* Participant 2 agreed. While, 2 out of the 4 participants shared the same focal point as the faculty/instructors should familiarize themselves with influences affecting the teaching process and understand the system of structure (environment, fellow colleagues, administrators, etc.) as this will surely situate them with the new program into practice and their performance as a teacher. *"The components of the*

*school structure (environment, fellow colleagues, administrators, etc.) influence the performance of the teacher."* Participant 2 claimed. *"Wherein its adequacy lies within the way they are utilized by qualified and gifted workforce that lies within the faculty/instructors in the teaching and learning process,"* Participant 4 concurred. Particularly, *"According to DepEd Instructional Supervision Standards, Procedures and Tools, the following are the trainings needed by the supervisors to improve support for teacher's professional growth and development in the improvement of teaching - learning and teaching outcomes; Instructional support for Teacher Effectiveness and efficiency; Teacher capability building; Curricular Enhancement; Assessment of learning outcomes; Professional Development and teacher support; and Formative teacher evaluation,"* Participant 5 expounded enormously.

The second focused group question that underlies the TN of instructional supervisors, consolidating the viewpoints of the 4 participants as the discourse was deeply coherent from one another, the results have shown that there are three stages for effective instructional supervisors' preparation: orientation, integration, and refinement as to what Participant 2 claimed. For them to be able to supervise and assist their faculties, they must be trained on methods of teaching and supposed to be knowledgeable in the curriculum content of the department through as attending seminars, lectures, conferences, workshops, conducting researches and translation, etc. *"As a means of self-development, it is based on a faculty member's effort to improve themselves by attending seminars, lectures, workshops, and conducting researches,"* Participant 4 stated. Also, 1 out of the 4 participants claimed that they must be knowledgeable enough about the curriculum content of the department that they are handling. *"Classroom Management requires high level of concentration, self-application, patience, hands-on expertise and required experience,"* as Participant 5 ended the second focused group question.

Lastly, particular regards of how to supervise online instructions, 3 out of 4 participants-focus group members believed that supervisors and faculty members should be immersed with innovative technology, *"Supervisor must have access to group chats, online links such as Google classrooms and other Internet teaching applications on class conducted by the faculty,"* Participant 3 drawn. *"Indeed, cutting edge innovation to create the capacity and aptitudes to utilize it in instructing,"* Participant 4 appended. With one remaining member of the group vividly recalling the must in supervising online instructions, it has to be maintained the conveyance of clear expectations, adjustment to the discussion board, clarifying roles, providing feedback and coaching, tracking participation, offering groups and discussion board alternatives, creating questions to care about, selecting discussion leaders, encouraging note-taking and knowing when it's time to stop posting.

The findings discussed relative to the research questions and core themes consolidated during the focused group discussion. It was divided into three parts, the first being the supervision training needs the second being the training needs of supervisor which was designed and delivered prior

to the discussion and lastly, supervising online instruction. The results of this study are deeply contextual, significant and useful themes emerge from the discussion in regard to agreed ways to facilitate supervision training, underlying content topics regarding literature.

#### Supervision Training Needs

With respect to the first research question, it was found that as a means of supervision training needs, it has to instill a keen training/retraining on their field of specialization as educational methodology, teaching skills and practices will be utilized within the faculty/instructors in the manifestation of the teaching and learning process. In the opinion of Bataineh, (2014) the staff of the organization should have enough skills to perform their duties well. Training and development programs ensure that they get acquainted with the skills require to perform their duties well. The works of Oguntimemhim and Akinyemiboth in Ojienhenkele (2014) emphasized the functions of in service training to cover: increased productivity and performance, enhancement in work quality, improved skills, knowledge, better understanding and attitudes. Benedicta Appiah (2012) pointed out that training of employees enhances knowledge for job, skills, attributes and competencies and ultimately workers performance and productivity.

#### Training Needs of Supervisor

Integral to essential training needs of supervisor, the results have shown that in order for them to be able to supervise and assist their faculties, they must be trained on methods of teaching and supposed to be knowledgeable in the curriculum content of the department through as attending seminars, lectures, conferences, workshops, conducting researches and translation, etc. According to Oyitso&Olomokor (2012), training brings higher confidence on workers, job knowledge, enhanced performing skills, creates greater efficiency and effectiveness and increases performance. All these factors lead to higher productivity. Zohair Abbas (2014) highlighted that some employees lack on job knowledge, skills and competence. These factors retards the employees to finish the task on time. Training helps them to eliminate the factors.

#### Supervising Online Instruction

Specific to the discussed context about how to supervise online instruction, in order to fully exhibit online instruction, supervisors and faculty members should be immersed with innovative technology. Online teacher roles of managing social interaction, instructional design, guiding the use of technology, learning assessment and learning support were emphasized by Badia, Garcia & Meneses (2017). In fact, these roles overlap with each other and the overlapping theoretical classification becomes an obstacle for classroom teachers to understand their roles and examine precise functions and tasks related to teacher roles. (Baran, 2011). Teaching-learning processes in the e-learning context are identified as procedures that facilitate learning, using a variety of learning services based on a technology platform. According to Khoshneshin Z. & Khoshneshin, R. (2013), this process is analyzed with a focus on the teacher's different presences in online position or e-learning environment, specially their presence in cognition, communication and the

teaching process.

#### 4. Conclusions and Recommendations

Most faculty and academic staff members who begin their careers at a university focus on what they were trained to do: e.g., research, teaching, scholarly and creative activities, advising, and student or career services. Only now are some graduate schools providing professional development training that includes leadership and other skills development, and it will be some time before current students exert their leadership as academic professionals.

Training plays an important role in developing a productive workforce and helps people and organizations manage change. The results of the study suggest that further training in management supervision must be pursued and members of the organization should develop both hard and soft skills. However, analyzing performance first is increasingly important to ascertain training needs of faculty and supervisors within the organization. Conducting a training needs assessment (TNA) can determine whether there is a training requirement, ensure the training will be linked to organizational needs and identifies content and scope of training including examples of what works.

In our experience, faculty and staff members desire professional development yet lack access to financial resources to pay for external leadership institutes or to dedicated personnel who can create local development opportunities. But we have found that providing and supporting leadership skills training on a campus lets people know that such skills are valued for everyone, not just an anointed few.

In the light of the foregoing findings and conclusions of the focus group discussion, the following recommendations were advanced: Conduct training sessions that aim at promoting the quality of university faculty performance by using technological innovations; Training sessions for quality management needs as time management and conferencing skills, course and program design (including content, methods of teaching and technology); Training in Innovative teaching equipment like using communication and information technology innovations.

#### References

- [1] Abbas, Z. (2014). Identification of factors and their impact on employees' training and organizational performance in Pakistan. *Kasbit Journal of Management & Social Science*, 7(1), 93-109.
- [2] Appiah, B. (2010). The impact of training on employee performance: a case study of HFC Bank (Ghana) Limited (Doctoral dissertation).
- [3] Badia, A., Garcia, C., & Meneses, J. (2017). Approaches to teaching online: Exploring factors influencing teachers in a fully online university. *British Journal of Educational Technology*, 48(6), 1193-1207.
- [4] Baran, Evrim. (2011). Transforming online teaching practice: Critical analysis of the literature on the roles and competencies of online teachers. *Distance Education*. 32. 421-439.

10.1080/01587919.2011.610293.

- [5] Bataineh, K. A. A. (2014). Impacts of employee training on the performance of commercial banks in Jordan. *European Journal of Business and Management*, 6(27), 192-196
- [6] Olomukoro, C. O., &Oyitso, M. (2012). Training and Retraining Nigeria Workers to Enhance Task Performance. *Interdisciplinary Journal of Contemporary Research in Business*, 4(1), 69-78.
- [7] Ojiemhenkele, A. E. (2014). In-Service Training: A Panacea for Teachers' Job Effectiveness and Productivity. *Studies in Education*, 14(1).
- [8] Zohreh, Khoshneshin& Reza, Khoshneshin. (2013). Teacher roles and online learning. 121-124. 10.1109/ICELET.2013.6681658.