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**INVESTIGATING THE PROFESSORIAL
SKILLS AND THEIR EFFECTIVE TUTELAGE
IN ONLINE UNIVERSITIES OF AFRICA**

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ABSTRACT

Contemporary Private online Universities must be adaptive and agile as the environment changes. To respond to change, leaders of these Universities must find ways of integrating learning into everyday work experiences in the field Professorial roles and expertise.

The study's goal is to look into the difficulties that clouded the procedures of becoming a Professor; teaching experiences and their supervisory positions in the Private Online Universities. In order to evaluate the impact of professional training, we need to understand management by objectives, motivation, and communication on teaching, management and supervisory system, four particular objectives were set. The hypotheses investigation revealed that professional training has a favorable influence on Professorship teaching and supervisory skills, Rudolph Kwanue University College has significant role to play on supervisory skills, motivation, has no effect on supervisory skills; bad communication and poor supervisory positions have a negative association. Traditional statistical procedures were used to test the results, as well as the usage of chi-square to evaluate significant levels. The suggestions offered would assist Rudolph Kwanue University College Professors train other Professor for other Universities in education system and in improving their teaching, management, supervision abilities and competencies

Key Word: Supervision and Tanning of Professorial Skills for Effectiveness in deliveries on the Private online Universities in Africa

I. INTRODUCTION

1.1 Importance of Professorial Education

Professor (commonly abbreviated as Prof.) [1] is an academic rank at universities and other post-secondary education and research institutions in most countries. Literally, professor derives from Latin as a "person who professes." Professors are usually experts in their field and teachers of the highest rank. [1]

In most systems of academic ranks, "professor" as an unqualified title refers only to the most senior academic position, sometimes informally known as "full professor." [2][3] In some countries and institutions, the word "professor" is also used in titles of lower ranks such as associate professor and assistant professor; this is particularly the case in the United States, where the unqualified word is also used colloquially to refer to associate and assistant professors as well, and often to instructors or lecturers. [4]

Professors often conduct original research and commonly teach undergraduate, professional, or postgraduate courses in their fields of expertise. In universities with graduate schools, professors may mentor and supervise graduate students conducting research for a thesis or dissertation. In many universities, full professors take on senior managerial roles such as leading departments, research teams and institutes, and filling roles such as president, principal or vice-chancellor. [5] The role of professor may be more public-facing than that of more junior staff, and professors are expected to be national or international leaders in their field of expertise. [5]

University education is critically important in both personal and economic development necessitated the implementation of a variety of educational training programs. These initiatives intended to improve professional training for online University Professors in Africa using Rudolph Kwanue University College as the hub to reach Universities around the world. The Universal Higher education program is a rich cultural and scientific asset which enables personal development and promotes economic, technological and social change. It promotes the exchange of knowledge, research and innovation and equips students with the skills needed to meet ever changing labour markets.. (unesco.org <https://www.unesco.org/higher-education/need-know>)

Policy Dimensions Status

1. Vision for Tertiary Education

Liberia adopted a vision for tertiary education in 2012, and recently adopted the Education Sector Plan "Getting to Best". The challenge is now to implement this vision, to introduce relevant regulatory reforms, to increase capacity to implement, and to align the budget with strategic priorities.

2. Regulatory Framework

Some key regulation exists but it is outdated and not strictly enforced. There is no overall legislation for the tertiary education sector.

3. Governance of system and institutions

There is a diverse set of tertiary education institutions, but the differences are not clearly articulated in national policy. Institutions have significant academic, staffing, and financing autonomy, but have little influence over their own governance structures.

4. Financing

Public funding is not provided following transparent and competitive procedures. Moreover, there is no agreed performance targets linked to public funding.

5. Quality Assurance

There is no independent quality assurance agency. While some steps has been undertaken to establish an accreditation agency, the proposals do not seem to follow international best practice.

6. Relevance for social and economic needs

Few initiatives have been undertaken to improve the relevance of tertiary education. Steps are needed to strengthen the link with the labor market, to foster research development and innovation, and to improve sustainability. (TERTIARY EDUCATION SABER Country Report 2017 REPUBLIC OF LIBERIA)

1.2 Statement of Research problem.

When instructors, Senior, Associate Assistant and Full Professors are fully train with resources for achieving educational goals then the Professors are of high quality, education system in RUDOLPH KWANUE UNIVERSITY COLLEGE is considered effective. A healthy University is distinguished by the quality of its curriculum, sound teaching Professors, and, most importantly, the supervisors' stated unequivocally that a University with good and clear minded Professors and supervisors ensures quality and efficiency College graduates. When University Professors are determined to keep the quality and promote educational reforms, they fight for it. However, the Rudolph Kwanue University College education system is beset by issues such as low production, ineffectiveness, a lack of qualifications, and mismanagement of the term Professors in the field of Academia. Many Professors and supervisors in Universities education do not have the professional training and field experience to initiate purposeful direction and coordinated curriculum and teaching supervisory programs in their Universities, according to evidence and observations from numerous stakeholders and international scholars during the last 38 years. This issue is most noticeable in private Universities and some Government Universities in Africa more especially the online Universities throughout the African continent. Because the primary focus is on annual profit, University leaders are given less time to improve themselves. This lowers productivity while also increasing unqualified Human resource and financial Resources wasted. The goal of the study is to look into the obstacles posed by unprofessional confinement of Professorship to the untrained and ineffective persons in some of the Universities working with Rudolph Kwanue University College in Liberia. (Bibliographies: 'Educational Supervision'grafiati.com <https://www.grafiati.com> > literature-selections > educa..)

1.3 Research objectives

The main research objective is to investigate the challenges faced by untrained Professors in teaching and or supervising Departments and Faculties of some Universities affiliated with RKUC.

The specific research objectives are;

- To assess the effect of teaching and managerial skills on effective faculty and department supervision in University
- To evaluate the significant of professional training on teaching and supervisors
- To know if there is relationship between communication skills in teaching and supervisors' performances
- To evaluate the effect of coordination between Professors, other teachers and supervisors' skills in Faculty and department.

1.4. Research Questions

1. How does professional training increase Professorial capacity in teaching supervisory skills in faculty or department?
2. What is the effect of delegation of responsibilities and mentorship in teaching and supervisory skills in Universities?
3. Is there relationship between communication effectiveness and supervisory skills?
4. How does Dean Coordination affect teaching and supervisory skills and competencies?

1.5 Hypothesis of the study

- ❖ The hypotheses of the study were stated following the null and alternate perspectives;
- ❖ There is no effect on teaching training and coordination of Professors on supervisory skills of some Professors
- ❖ There is effect of communication on teaching and supervisory skills
- ❖ There is no relationship between professional training and supervisory skills of Professors
- ❖ There is positive impact of delegation on teaching and supervisory skills of Professors

2.1 Conceptual Review

Definition of Concepts

At RKUC, we've spent years developing the best work management platform for team management and collaboration, which we believe is the backbone of productivity. When your team is organized and connected, you can improve productivity, reduce "work about work" like ineffective meetings and email bloat, and do better work.

Let us distinguish between the terms Teaching Professors and supervision in the University. There is a need for these notions to be clarified. Teachers and professors are two types of educators who provide their students with the knowledge and skills they need to succeed, not just in academics, but also in life beyond University. Both teachers and professors can make a lifelong impact on their students, and their work forms a critical foundation for their students becoming independent, thriving, and productive citizens. However, there are significant differences between the roles of teacher and professor, from the level of required education and job responsibilities to the student populations they serve and average salaries. When it comes to choosing between a, careers as a professor vs. teacher, understanding the differences between the professions will help you choose the educational pathway that's right for you.

Who is a teacher?

A teacher is an educator who works in a K-12 school system and who is trained to teach students of a particular age group or grade level, or in a specific academic subject area. Generally, teachers working with young students provide foundational instruction in several subject areas and also assist students in developing self-discipline and interpersonal skills. As students get older, teachers typically specialize in one specific academic subject and provide more focused instruction. Teachers at the high school level impart more advanced academic knowledge, along with skills and tools that help students prepare for life after graduation and for success at the college level.

Who is a professor?

A professor is a postsecondary educator at the college or university level, who may hold a PhD (or EdD in schools and colleges of education) in a specialized academic field and whose teaching and research are focused on that subject area. Professors teach undergraduate and/or graduate students, and the education they provide often forms the foundation for the students' future careers and for lives as independent adults. Professors might also teach students enrolled in college- or university-based professional certification programs. There are various types of professors, including tenure-track professors, who hold permanent positions at the institution where they are employed, and adjunct professors, who are part-time professors that teach on a contractual basis. There are also other types of professors, including visiting professors, who hold a temporary teaching and research position at host institution, and clinical professors, who teach students (e.g. medical students) in a clinical setting.

The difference between a professor and supervisor

A teacher and a supervisor have different roles and responsibilities. A teacher is typically responsible for delivering instruction to students and assessing their learning, while a supervisor is typically responsible for overseeing the work of a group of employees or a team. A teacher may be responsible for creating lesson plans, grading students' work, and providing feedback, while a supervisor may be responsible for managing budgets, setting goals, and evaluating employee performance.

Furthermore, supervision can be viewed as an interaction involving a pre-existing relationship between and among people, in which people affect one another. A prearranged program of education has a significant impact on such interactions. In this sense,

according to Netzer and Kerey (1971), supervision is the systematization of the interaction of individuals who are responsible for operating inside the administrative structure. As a result, the supervisor is expected to undertake many activities in the course of his duties that will result in a successful integration of these two settings, resulting in harmony and contentment.

What are some of the roles of a Professor?

The professor's responsibilities include, but are not limited to, teaching a requisite number of graduate classes, assisting with the development of course material, supervising postgraduate students, regularly publishing journal articles, serving on committees, attending conferences, writing proposals for grants, delivering presentations, and handling other administrative duties.

To be successful as a professor, you should be able to balance teaching and research responsibilities. Outstanding professors are able to conduct independent research, accurately allocate resources, and provide subject-related and management advice to the faculty.

Professor Responsibilities:

Developing curricula and delivering course material.

Conducting research, fieldwork, and investigations, and writing up reports.

Publishing research, attending conferences, delivering presentations, and networking with others in the field.

Traveling to other universities or academic settings to participate in learning opportunities and gain experience.

Participating in committee, departmental, and faculty meetings.

Providing training and mentoring to teaching assistants and junior lecturers.

Reviewing methods and teaching materials and making recommendations for improvement.

Assisting with student recruitment interviews, and academic counseling sessions.

Contributing to the creation of an environment that promotes growth, equality, and freedom of speech.

Professor Requirements:

A Ph.D. in the relevant field.

3-10 years of experience teaching in an academic setting.

Published articles and proven experience as an academic.

Strong teaching and mentoring skills.

Excellent presentation, and written and verbal communication skills.

A sound understanding of and passion for subject matter.

Willingness to work long hours, and travel frequently.

A growth mindset and excellent networking abilities.

What are the responsibilities of a supervisor in the workplace?

Supervisors assume several roles in the workplace. They are essential in managing a team's efficiency and building a positive team environment, but the specifics of these tasks can vary based on the company.

A supervisor's responsibilities often include:

1. Managing workflow

One of a supervisor's most important responsibilities is managing a team. Often, supervisors create and oversee their team's workflow, or the tasks required to complete a job. Supervisors must define goals, communicate objectives and monitor team performance.

2. Training new hires

When a new employee joins the team, their supervisor should help them understand their role and support them during their transition. This might include providing workplace orientation and explaining company policies or job duties. The supervisor may manage all onboarding activities, or they may work with the human resources department to make sure the new hire receives the guidance and information they need.

3. Creating and managing team schedules

In some cases, organizations have set hours for their entire workforce, and supervisors won't need to adjust them. However, when team members work in shifts, supervisors are usually responsible for creating schedules.

For example, if you are a supervisor of restaurant wait staff, you will want to make sure you have an appropriate number of servers scheduled for each shift. This usually means scheduling more people during the busiest time of day and balancing shifts so that the staff does not feel overworked. Managing employee schedules also means being flexible and prepared when employees need to make changes, such as requesting a day off, calling in sick or handling a family emergency.

4. Reporting to HR and senior management

As a supervisor, you'll often be responsible for reporting team and individual performance to human resources and senior management. You may need to evaluate each member of your team and record employee punctuality, performance on goals, professionalism, disciplinary issues, adherence to company policies and more. You may also be required to develop and administer performance improvement plans.

5. Evaluating performance and providing feedback

Supervisors are often tasked with developing or executing employee feedback and recognition programs. This responsibility might include setting employee and team goals and choosing appropriate rewards for achievements. For example, if a salesperson exceeds their monthly quota, they may be eligible for a bonus. This time should also be used to provide both positive and constructive feedback.

6. Identifying and applying career advancement opportunities

Because supervisors work closely with employees, they often help decide who is eligible for promotions. In some cases, supervisors may directly award promotions. However, even when supervisors don't have the authority to directly promote employees, senior management professionals often consult supervisors during the promotion process.

7. Helping to resolve employee issues and disputes

When employees are unhappy with their workplace experience, they may approach their supervisor before speaking with HR. Supervisors must use active listening skills to understand employee complaints and to work with them to reach a solution.

If an employee complains that another employee or member of management has violated company policies, the supervisor will likely need to report the issue to HR for an investigation. In the case of minor disagreements between employees, supervisors may act as mediators and help the two parties come to a resolution.

What does it take to become a supervisor?

In many cases, companies promote individuals from non-managerial roles after they have proven themselves capable to lead others well. When deciding who to advance to a supervisor role, companies often look for employees who demonstrate the following:

Excellent communication skills

Expertise in team or department

Ability to remain calm under pressure

Firm grasp of company policies

Strong work ethic

Punctuality and time management skills

Professionalism and a positive attitude

Organizational abilities

Interest in leadership opportunities

To increase your likelihood of promotion to a supervisor role, it's important to focus on growing the necessary skills and expertise. Consider attending relevant seminars, conferences, workshops and online classes or pursuing an advanced degree or certification.

Most importantly, be professional and set an example for others by taking the initiative on difficult tasks. When opportunities for advancement arise, let your manager know that you're interested in their consideration.

What should I expect from a supervisor interview?

Job interviews can be stressful. However, if you prepare thoughtful answers to common questions, you may feel more confident in the interview room.

Here are a few questions you should prepare to answer:

“What do you think makes a good supervisor?” In your answer, consider explaining your perspective on the importance of organizational skills, effective communication, decisiveness and the ability to motivate others or manage conflict.

“Describe your management style.” Interviewers often ask this question to determine how well you can adapt to different situations, apply strategic thinking skills and remain calm under pressure.

“Share a few ways you would motivate employees and improve teamwork.” When responding to this question, consider providing specific examples of how you might help employees to improve performance, remain positive and cooperate with each other. For example, you might talk about your goal-setting process or how you might reward a team for meeting company objectives.

“How would you go about coaching a team member or employee to perform a specific job?” Coaching employees is an essential supervisor responsibility. When answering this question, it's smart to demonstrate your willingness to help employees improve their skills. This is a good opportunity to provide examples of your relevant strengths, such as patience or the ability to provide constructive feedback.

“How would you resolve a conflict between team members?” When answering this question, it's wise to provide an example of a time when you helped two parties reach a resolution in a workplace or team environment. Be sure to describe how you mediated the conversation and the result of your resolution.

i. The Characteristics of a Lecture Note Plan

#Lecture Life – My Top 10 Tips on Note Taking During Lectures

Being a grad student is a lot of work with endless lectures, readings, essays, reports and presentations. But if you think studying is stressful, try ignorance! For those of us curious about “knowing the causes of things,” in line with the LSE motto, ignorance is not an option.

So, we are impelled to soak in as much knowledge as possible, grabbing as much as we can the torrent of information thrown at us. Here are some handy tips on pinning down the crucial points during lectures.

1. You can't write down every word

A lecture is not a dictation exercise where you have to write down everything the professor says. You need to watch out for key points, arguments and themes in the lectures. It's a good thing that lectures are recorded at LSE, so you can always go back and check if you missed a point.

2. Pay Attention

It's very easy to start daydreaming during lectures and miss an important point. Try to rest adequately before lectures so you don't doze off in class. Some take coffee before lectures to keep them alert, others chew gum. Listen attentively to examples given by the professor to explain a point. Sometimes the example helps us remember the point in future.

3. Underline, Highlight and Capitalized

Lecturers often stress or draw attention to certain words or phrases. It is important to underline/highlight these words on your notepad to show how important they are. It might also be useful to start using these terms in your group discussions in order to get familiar with them.

4. Use Shorthand (Abbreviations)

In order to catch up, some words need to be written in short but in understandable forms. So, take some time to work out whatever shorthand code you're comfortable with. For example words like using '2' instead of 'to', 'too' and 'two', or 'da' for 'the'; 'w/' for 'with', btw for 'between', etc.

5. Put distractions away

It might be a good idea to turn off your Wifi during lectures to avoid receiving distracting messages on WhatsApp or Facebook. Don't forget to put your mobile phone on silent mode, and don't use headphones or earpieces!

6. Be Comfortable

Ensure that you are punctual to your lectures and choose a convenient spot to sit. Students are often put off when their favourite corner of the lecture hall has already been taken. Choose a spot that makes you comfortable and feel part of the lecture. For me, I prefer the second or third row. I often find it difficult to concentrate at the backseats. They remind me of those noisy backbenchers in high school who chuckled and contrived pranks to be used on teachers and fellow students!

7. Ask questions when confused

Don't just write down things you do not understand. Ask for clarification when you are confused. If you're not satisfied, you can always meet the lecturer for further clarification during breaks, after the lecture or during Office Hours.

8. Share and compare notes with classmates

Two heads according to the popular adage are better than one. It is good to find time to compare notes with your classmates and use theirs to update yours and vice versa. They might have picked up some important points that you didn't.

9. Notepad versus Laptop

There has been a heated debate on which of these two is most effective for note-taking during lectures. Some argue that notepads are old-fashioned and others contend that laptops are distracting. For me, it depends on the individual. I started with notepads and "migrated" to my laptop. It depends on which you find more effective. However, I still use my notepad in some lectures. The point here is to use what works for you.

10. Air your opinion

Lectures are not always one-sided. There are times lecturers throw questions to students or ask for reactions. Don't be left out. Discuss how the subject matter relates to what you have heard or seen before and your personal opinion about it. The seminars and classes also give more room for personal reflection on the subject matter. They facilitate critical analysis and thrash matters arising from the lecture. Here you can even critique the lecture and offer your own argument. "A lecture", as George Wald rightly points out, "is much more of a dialogue than many of you probably realize".

The lesson plan reflects the teaching Professor level of preparedness as well as his or her work in acquiring information for the class. As a result, a badly drafted lesson plan reveals not only the Professor's quality, but also his level of devotion to his primary responsibility of teaching. The following elements of the lesson plan must be thoroughly examined by the Faculty head (Dean of Faculty):

- a) The clarity and appropriateness of the learner behavioral objectives
- b) The relevancy and adequacy of the lesson notes,
- c) The selection of relevant teaching aids, and

d) The selection of appropriate evaluation methodologies to measure the extent of effectively achieving the goal.

ii. Lesson Presentation

When the targeted objectives are met, teaching is considered to be effective. The University principal or Dean of Faculty must pay close attention to the following aspects:

- a) The Professor's voice quality, speech, clarity of expression, intelligibility and appropriateness of language, effective use of learning materials such as audio-visual aids and chalkboard, etc.,
- b) The Professor's knowledge of the subject matter in terms of structure and sequence,
- c) The Professor's knowledge of the subject matter in terms of structure and sequence,
- d) Use of Lecture Room management techniques including skills in affixing, affixing, affixing, affixing

iii. Reference Materials

It is impossible to miss the usage of relevant reference materials such as textbooks, schemes of work, and syllabuses. The following issues must be investigated by the principals or Dean of Faculty:

- a) The item's or topic's duration.
- b) The materials' relevancy and logicalness,
- c) The order in which the contents are presented, and so on.
- d) Using current materials rather than outmoded ones. iv. The Relationship between The Professor and Student Without a doubt, a positive interpersonal relationship between professors and students may foster learning and help students achieve their educational objectives.

In this regard, the administrator must seek true affection and concern, as well as a positive and accepted attitude among instructors and students. His ability to adjust or tolerate, as well as, if possible, provide a hand through guidance and counseling services, must be taken into account. v. Classroom Management

Good Lecture-room management makes the teaching and learning process go more smoothly.

The following must be known by the principal or other designated school personnel:

- a) The ability to discipline and control students,
- b) Reward skills to reinforce good performance or conduct,
- c) The ability to identify cases and causes of students' misbehavior,

d) The creation of a conducive Lecture room climate, e) Student seating arrangements, and

f) The physical condition of the Lecture-room (ministerial text 2001

Challenges of University Supervision

Challenges of School Supervision

There are a number of issues that work against efficient instruction supervision in our Universities. Inadequacy of Personnel: In our Universities, the number of professionally trained supervisors is far insufficient to meet the demands of an effective and efficient supervision program in various.

Because the Universities student population has outgrown the required Professor-to-students-ratio, most principals' only concern in terms of education is ensuring that there are enough Lectures to staff the Lecture-rooms. External supervisors or inspectors are in short supply amongst Universities due to untrained License Professors: External supervisors and inspectors are usually from the Dean of Faculty, Ministry or Education Board officers who have been assigned to assess the level of conformity of University instructional activities with government-approved standards. Unfortunately, due to the enormous number of government approved Universities and Professors, this group of workers is frequently in short supply.

2.2 Theoretical framework

Key Concepts and Previous Research

In this study (Mbua, 2002), numerous ideas linked to supervisory skills will be examined. These theories serve to explain several theories of motivation that aid in improving effective supervisory skills for Professorial leaders. Some of them are discussed farther down.

Etymology

The Ancient Greek philosopher Socrates was one of the earliest recorded professors. [6]

The term professor was first used in the late 14th century to mean 'one who teaches a branch of knowledge'. [1] The word comes "...from Old French professeur (14c.) and directly from [the] Latin professor[, for] 'person who professes to be an expert in some art or science; teacher of highest rank"; the Latin term came from the "...agent noun from profiteri 'lay claim to, declare openly'." As a title that is "prefixed to a name, it dates from 1706". The " [s]hort form prof is recorded from 1838". The term professor is also used with a different meaning: "[o]ne professing religion. This canting use of the word comes down from the Elizabethan period, but is obsolete in England." [1]

Tasks

Toni Morrison, Emeritus Professor at Princeton University.

Professors are qualified experts in their field who generally perform some or all the following tasks: [9][10]

Managing teaching, research, and publications in their departments (in countries where a professor is head of a department);

Presenting lectures and seminars in their specialties (i.e., they "profess");

Performing, leading and publishing advanced original research in peer reviewed journals in their fields;

Providing community service, including consulting functions (such as advising government and nonprofit organizations) or providing expert commentary on TV or radio news or public affairs programs;

Mentoring graduate students in their academic training;

Mentoring more junior academic staff;

Conducting administrative or managerial functions, usually at a high level (e.g. deans, heads of departments, research centers, etc.); and

Assessing students in their fields of expertise (e.g., through grading examinations or viva voce defenses).

Other roles of professorial tasks depend on the institution, its legacy, protocols, place (country), and time. For example, professors at research-oriented universities in North America and, generally, at European universities, are promoted primarily on the basis of research achievements and external grant-raising success.

Around the world

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Main article: List of academic ranks

Academic ranks worldwide (Wikipedia, the free encyclopedia Argentina Australia Brazil Canada China Colombia Czech Republic Denmark Egypt Finland France Germany Hungary India Israel Italy Jordan Kenya Malaysia Netherlands New Zealand Norway Portugal Russia Serbia Slovakia South Africa Spain Sweden Thailand United Kingdom United States vte)

Many colleges and universities and other institutions of higher learning throughout the world follow a similar hierarchical ranking structure amongst scholars in academia; the list above provides details.

2.3 Contextual Reviews

The concept of Professors has been practiced by both Rudolph Kwanue University College administrators and other external stakeholders for many years, according to the history of education system. Local authorities and people were utilized to support the administration of the Universities because the British government in British Africa could not sustain the cost of administration (Ojong, 2003). In the 1960s, Universities heads were required to do both inspection and supervision of instruction, while the University of London served as a general supervisory authority for all Universities. A British model was used to merge the curriculum and pedagogy. As a result of the RKUC, the ministry of education now supervises both East and West Africa.

Universities (Fonkeng, 2008). In addition, various teacher training colleges have been established to help instructors develop their abilities and professionalism. Through the decentralization of the education system, instruction supervision becomes both governmental and individual responsibility. Universities heads and other University administrators are assigned the task to supervise instructions in the schools, according to a ministerial text from 2001. (GESp, 2005). In RKUC's educational systems, instruction supervision has evolved into a collaborative endeavor between school leaders and other stakeholders.

3. Methodology of the Research

This section discusses the research methodology used in qualitative and quantitative studies. It covers topics such as targeted respondents, research techniques, research materials, data collection, and data analysis. Respondents in basic education, such as Professors and supervisors, are the focus of the study. For a population of roughly 5500 University leaders, the sample size is around 1000. Purposive-random sampling was used to pick the respondents. Data was gathered from both primary and secondary sources. To evaluate significant levels, the data was displayed using frequency distribution tables, pie charts, and other statistical methods, such as regression analysis and chi-square. A pilot system was used to distribute questionnaires. Closed-ended questions were included in the questionnaires, with respondents having the option of agreeing, disagreeing, or remaining undecided. The scale had three numbers: three for agree, one for disagree, and zero for undecided. The null hypothesis is rejected when the coefficient value falls between 0.48 and 0.76, according to the decision rule.

4.1 Data Presentation and Analysis.

The four variables under investigation were set in both null and alternate hypotheses.

Table 4.1: Presentation of the responses to hypothesis 1.

hypothesis1	Agree		Disagree		Uncertain		Total	
	F	%	F	%	F	%	F	%
There is effect of professional training on Teaching Professor skills	750	75	250	25	0	0	1000	100
TOTAL	3		1		0		4	

Table 4.2: presentation of responses to hypothesis 2

Hypothesis2	Agree		Disagree		Uncertain		Total	
	F	%	F	%	F	%	F	%
There is no significant effect of Private Universities on Professorial skills	600	60	330	33	70	7	1000	100
TOTAL	3		1		0		4	

Table 4.3: presentation of responses to hypothesis 3

Hypothesis3	Agree		Disagree		Uncertain		Total	
	F	%	F	%	F	%	F	%
There is no significant effect of Private Universities on Professorial skills	350		500	50	150	15	1000	100
TOTAL	1		3		0		4	

Table 4.4: presentation of responses to hypothesis 4

Hypothesis3	Agree		Disagree		Uncertain		Total	
	F	%	F	%	F	%	F	%
There is a positive effect of motivation on Professor skills	700	70	300	30	0	0	1000	100
TOTAL	1		3		0		4	

4.2. Testing of hypothesis and findings

Hypothesis1. The calculated value of 0.143 is greater than the critical value of 0.346. According to the decision rule, we reject the null hypothesis and accept the alternate

Hypothesis. Since the contingent coefficient of .057 lies between 0.48 and 0.76, we agree that there is a significant effect of professional training on teaching supervisory skills for Professors.

Hypothesis 2. The calculated value is 0.345 and the critical value is 0.97. According to the decision rule, we reject the alternate hypothesis and accept the null hypothesis. Since the Contingent coefficient of 0.83 is above 0.76, we accept the null hypothesis that there is no significant effect of RKUC on supervisory skills.

Hypothesis3. The calculated value is 0.512 is lesser than 0.125 critical value. The alternate hypothesis is rejected. Since the Contingent coefficient of 0.79 is above 0.76, we disagree that there is a significant effect of motivation on Professor supervisory skills.

Summary of findings.

Findings-The results above show that;

- There is a positive effect of professional training for Professors on teaching and supervisory skills
- There is no significant effect of other Universities on teaching and supervisory skills.
- -there is no effect of motivation on Professors and supervisory skills.

5.1. Policy Recommendations

The above mentioned findings of the study suggest the following recommendations in order to improve supervisory skills for Professors and Dean of Faculties or leaders in education in the affiliate Universities.

1. Training and retraining of Professors and supervisor: The training of new Professors and supervisors, as well as the retraining them, should be prioritized. For this objective, special training centers with experienced and practicing Professors should be established at RKUC.
2. This is significant because the use of old or obsolete techniques or methods contradicts the spirit of Professional education inspection. Professors and Supervisors could be sponsored to attend seminars, workshops, or conferences to keep up to date on modern and appropriate Professorial and supervisory procedures.
3. Morale Boosting: The relationship between motivation and skill performance has been studied extensively. If Professors and supervisors are properly motivated with available work materials such as stationery, transportation, a pleasant working environment, and increased salaries and allowances, their morale may improve, affecting their skills.
4. Employment of Professors and supervisors with higher educational qualifications: Supervisors with higher educational qualifications are more likely to out-perform those with lower qualifications in the sector. Education professionals with greater qualifications, according to Okoro (2004), have more confidence in their workplace. Furthermore, they have easier access to quality information and can adapt to changing occupational conditions than their lower-qualified counterparts, who are typically less prepared and ill-equipped to adapt to modern changes.
5. International and inter-state exchanges: It has been proposed that a purposeful and Universities-sponsored international and interstate exchange of Professorial supervisory individuals and experiences could improve teaching supervisory skills. Nigeria, Ghana, Gambia, Sierra Leone, Canada, and other countries with similar educational policies could

participate in such exchange programs. The goal is to ensure that ideas are cross-pollinated and that different approaches to comparable problems or challenges are explored. .

6. **Improved Selection Criteria for Professors and Supervisors:** Supervision is a technical task that necessitates a thorough, objective evaluation. As a result, persons charged with this task should be carefully chosen from among the available education personnel in schools or state education ministries. A particular aptitude test could be used to assess candidates' suitability by examining several aspects of their personalities. According to Obanya (2005), this demanding exercise boosts confidence, which is essential for skill acquisition and performance.
7. **Further training programs against Unprofessional Performance:** In order to strengthen the skills of University Professors and supervisors, relevant actions should be leveled for Professors and supervisors who are not professionalized and who tend to undermine the desired standard. A system in which mediocrity is lauded and standards are abandoned, while Professors and supervisors who excel in their assignments should be recognized appropriately, either in kind or in cash, penalizing substandard performance could serve as a deterrent to others.
8. **Motivation for good Performance:** While many forms of incentive have the ability to raise employee morale, they also have the ability to encourage increased performance and the development of high-quality abilities. As a result, Professors and supervisors who work well should be paid appropriately in order to preserve and, if feasible, increase their abilities.

Suggestions for Future Research

The foregoing synthesis and discussion of the systematic review's findings identified several knowledge gaps that suggest directions for further research. The findings of the review show that all three levels of learning have been studied in previous research, but much of the research has concentrated on the Government University Professorial training and supervision level of learning. Far fewer studies have examined the online Universities Professorial capacity and supervision levels. Only one study examined all three levels in the same research model. Thus, more research is needed that examines how online Universities Professors relates to all three levels of learning within the same research model. A similar issue concerns the large variety of Professorial theories being used in the field. These different Professorship theories need to be evaluated against each other. For example, several studies have been based on the Professors of Government Universities, although few have used the entire model on the online Universities.

In addition, the model was not specifically developed to examine learning. Other theories that were specifically developed to measure learning focused Professorship have been investigated in a much smaller number of studies. However, these learning focused theories have not been evaluated in relation to more traditional Professorship theories such as the Dean, Head Department and Supervisor. Thus, uncertainty remains regarding how the Professorship theories differ and what their relative explanatory contributions are. A related phenomenon concerns the almost exclusive use of constructive Professorship theories, while knowledge is lacking about destructive forms of Professorship and their significance for learning. The available studies suggest

that such Professorship can either inhibit or enhance learning and a better understanding of how destructive forms of Professorship might affect learning is needed.

Regarding the process through which Professorship influences learning, the findings of the review showed that 1000 studies have investigated 70% different Professors in total, but only a few of them have been tested in several studies. The findings also suggest that the choice of Professors is to some extent influenced by the level of learning being studied. Likely to facilitate learning. Therefore, we suggest that more scale development and validation work needs to be done to more accurately capture the phenomena of interest

Implications for Practice

The relations between Professorship and learning are very relevant to practice because contemporary Universities operate in highly competitive and rapidly changing environments and the quantity and quality of learning at individual, Government and Private levels are key factors in Professorial effectiveness (Noe et al., 2014; Tannenbaum & Wolfson, 2022). While many factors influence learning at work, Professors play a key role in the facilitation of learning at each level (Barette et al., 2012). By addressing the question of how specific leadership styles and behaviors may be facilitative of individual, group and organizational learning, the findings of this review offer some recommendations that Universities can act upon.

First, the results of this study suggest that within the neocharismatic category Professorship, transformational Professorship is significantly associated with learning at the Universities level. The transformational Professorship style includes the following four elements that refer to the Professor's behaviors: intellectual stimulation, individualized consideration, idealized influence, and inspirational motivation (Bass, 1985). The findings of this review imply that if online Universities want to improve learning at the or University level, then the provision of transformational Professorship training programs may be beneficial in this context. Research has shown that transformational training programs are able to change leaders' transformational behaviors in the expected direction (Barling et al., 1996).

Second, the review found that Professorship within the category of leading for creativity, innovation and change has been shown to be significantly associated with individual learning. Specifically, this implies that micro level Professors behaviors related to Professorship for learning (e.g., encouraging employee participation in problem solving and decision making to stimulate idea exploration and knowledge sharing, encouraging experimentation and reasonable risk taking, giving constructive feedback, providing learning resources) are conducive to the individual level of learning. Online Universities that value Professors engagement in continuous learning can elicit such learning facilitation behaviors from their leaders through a range of Professorship development interventions that include multi-source feedback, developmental goal setting, and behavior modeling training and developmental performance appraisals.

Third, the results of the review indicate that online Universities as leaders can foster Professorship learning through a range of direct development interventions such as the provision of coaching and mentoring. However, the results also reveal that the Professorship-learning link is often mediated. This implies that leaders in Universities that value learning need to be cognizant of

the mediating factors. For example, our analysis suggests that there is preliminary empirical evidence that learning at the online Universities level is mediated by Universities characteristics such as absorptive capacity and knowledge sharing climate, while learning at the group or team level is mediated by social characteristics such as team trust, team psychological safety and team reflexivity. By implication, Professors need the capabilities and willingness to build and maintain such University standard

Additional Literature Review

Salary

Salary of professors, as reported in the 2005 report the Deutscher Hochschulverband [de] DHV. Bars are for assistant professor, associate professor and full professor, respectively.

A professor typically earns a base salary and a range of employee benefits. In addition, a professor who undertakes additional roles in their institution (e.g., department chair, dean, head of graduate studies, etc.) earns additional income. Some professors also earn additional income by moonlighting in other jobs, such as consulting, publishing academic or popular press books, giving speeches, or coaching executives. Some fields (e.g., business and computer science) give professors more opportunities for outside work.

Germany and Switzerland

A report from 2005 by the "Deutscher Hochschulverband DHV",[11] a lobby group for German professors, the salary of professors, the annual salary of a German professor is €46,680 in group "W2" (mid-level) and €56,683 in group "W3" (the highest level), without performance-related bonuses. The anticipated average earnings with performance-related bonuses for a German professor is €71,500. The anticipated average earnings of a professor working in Switzerland vary for example between 158,953 CHF (€102,729) to 232,073 CHF (€149,985) at the University of Zurich and 187,937 CHF (€121,461) to 247,280 CHF (€159,774) at the ETH Zurich; the regulations are different depending on the Cantons of Switzerland.

Saudi Arabia

According to The Ministry of Civil Service, the salary of a professor in any public university is 344,497.5 SAR, or US\$91,866.[citation needed]

Spain

Further information: Academic ranks in Spain

The salaries of civil servant professors in Spain are fixed on a nationwide basis, but there are some bonuses related to performance and seniority and a number of bonuses granted by the Autonomous Regional governments. These bonuses include three-year premiums (Spanish: trienios, according to seniority), five-year premiums (quinquenios, according to compliance with teaching criteria set by the university) and six-year premiums (sexenios, according to compliance with research criteria laid down

by the national government). These salary bonuses are relatively small. Nevertheless, the total number of sexenios is a prerequisite for being a member of different committees.

The importance of these sexenios as a prestige factor in the university was enhanced by legislation in 2001 (LOU). Some indicative numbers can be interesting, in spite of the variance in the data. We report net monthly payments (after taxes and social security fees), without bonuses: Ayudante, €1,200; Ayudante Doctor, €1,400; Contratado Doctor; €1,800; Professor Titular, €2,000; Catedrático, €2,400. There are a total of 14 payments per year, including 2 extra payments in July and December (but for less than a normal monthly payment).

Netherlands

In 2007 the Dutch social fund for the academic sector SoFoKleS[12] commissioned a comparative study of the wage structure of academic professions in the Netherlands in relation to that of other countries. Among the countries reviewed are the United States, the United Kingdom, Switzerland, Germany, Belgium, France, Sweden and the Netherlands. To improve comparability, adjustments have been made to correct for purchasing power and taxes. Because of differences between institutions in the US and UK these countries have two listings of which one denotes the salary in top-tier institutions (based on the Shanghai-ranking).

Italy

As late as 2021, in the Italian universities there are about 18 thousand Assistant Professors, 23 thousand Associate Professors, and 14 thousand Full Professors. The role of "professore a contratto" (the equivalent of an "adjunct professor"), a non-tenured position which does not require a PhD nor any habilitation, is paid at the end of the academic year nearly €3000 for the entire academic year,[13] without salary during the academic year.[14] There are about 28 thousand "Professori a contratto" in Italy, .[15] Associate Professors have a gross salary in between 52.937,59 and 96.186,12 euros per year, Full Professors have a gross salary in between 75.431,76 and 131.674 Euros per year, and adjunct professors of around 3,000 euros per year.[16]

United States

Professors in the United States commonly occupy any of several positions in academia. In the U.S., the word "professor" informally refers collectively to the academic ranks of assistant professor, associate professor, or professor. This usage differs from the predominant usage of the word professor internationally, where the unqualified word professor only refers to "full professors." The majority of university lecturers and instructors in the United States, as of 2015, do not occupy these tenure-track ranks, but are part-time adjuncts.[17]

Table of wages

The table below shows the final reference wages (per year) expressed in net amounts of Dutch Euros in 2014. (i.e., converted into Dutch purchasing power).[18]

NL comparison, 2014, net salaries, in NL purchasing power

Further information: Professors in the United States § Salary and others but not exhausting

Country	Assistant Professor	Associate Professor	Full Professor
United States – top universities	€59,310	€68,429	€103,666
United States	€46,475	€52,367	€77,061
United Kingdom – top universities	€39,855	€45,235	€84,894
United Kingdom	€36,436	€44,952	€60,478
Switzerland	€78,396	€89,951	€101,493
Sweden	€30,005	€35,783	€42,357
Norway	€34,947	€37,500	€45,113
Netherlands	€34,671	€42,062	€50,847
Germany	€33,182	€42,124	€47,894
France	€24,686	€30,088	€38,247
Belgium	€32,540	€37,429	€42,535

Research professor

In a number of countries, the title "research professor" refers to a professor who is exclusively or mainly engaged in research, and who has few or no teaching obligations. For example, the title is used in this sense in the United Kingdom (where it is known as a research professor at some universities and professorial research fellow at some other institutions) and in northern Europe. A research professor is usually the most senior rank of a research-focused career pathway in those countries and is regarded as equal to the ordinary full professor rank. Most often they are permanent employees, and the position is often held by particularly distinguished scholars; thus the position is often seen as more prestigious than an ordinary full professorship. The title is used in a somewhat similar sense in the United States, with the exception that research professors in the United States are often not permanent employees and often must fund their salary from external sources,[19] which is usually not the case elsewhere.

In fiction

For a more comprehensive list, see List of fictional professors.

Traditional fictional portrayals of professors, in accordance with a stereotype, are shy, absent-minded individuals often lost in thought. In many cases, fictional professors are socially or physically awkward. Examples include the 1961 film *The Absent-Minded Professor* or Professor Calculus of *The Adventures of Tintin* stories. Professors have also been portrayed as being misguided into an evil pathway, such as Professor Metz, who helped Bond villain Blofeld in the film *Diamonds Are Forever*; or simply evil, like Professor Moriarty, archenemy of British detective Sherlock Holmes. The modern animated series *Futurama* has Professor Hubert Farnsworth, a typical absent-minded but genius-level professor. A related stereotype is the mad scientist.

Vladimir Nabokov, author and professor of English at Cornell, frequently used professors as the protagonists in his novels. Professor Henry Higgins is a main character in George Bernard Shaw's play *Pygmalion*. In the *Harry Potter* series, set at the wizard school Hogwarts, the teachers are known as professors, many of whom play important roles, notably Professors Dumbledore, McGonagall and Snape. In the board game *Cluedo*, Professor Plum has been depicted as an absent-minded academic. Christopher Lloyd played Plum's film counterpart, a psychologist who had an affair with one of his patients.

Since the 1980s and 1990s, various stereotypes were re-evaluated, including professors. Writers began to depict professors as just normal human beings and might be quite well-rounded in abilities, excelling both in intelligence and in physical skills. An example of a fictional professor not depicted as shy or absent-minded is Indiana Jones, a professor as well as an archeologist-adventurer, who is skilled at both scholarship and fighting. The popularity of the Indiana Jones movie franchise had a significant impact on the previous stereotype, and created a new archetype which is both deeply knowledgeable and physically capable.[citation needed] The character generally referred to simply as the Professor on the television sit com series, *Gilligan's Island*, although described alternatively as a high-school science teacher or research scientist, is depicted as a sensible advisor, a clever inventor, and a helpful friend to his fellow castaways. John Houseman's portrayal of law school professor Charles W. Kingsfield, Jr., in *The Paper Chase* (1973) remains the epitome of the strict, authoritarian professor who demands perfection from students. Annalise Keating (played by Viola Davis) from the American Broadcasting Company (ABC) legal drama mystery television series *How to Get Away with Murder* is a law professor at the fictional Middleton University.[20] Early in the series, Annalise is a self-sufficient and confident woman, respected for being a great law professor and a great lawyer, feared and admired by her students,[21] whose image breaks down as the series progresses.[22] Sandra Oh stars as an English professor, Ji-Yoon Kim, recently promoted to the role of department chair in the 2021 Netflix series, *The Chair*. The series includes her character's negotiation of liberal arts campus politics, in particular issues of racism, sexism, and social mores.[23]

Mysterious, older men with magical powers (and unclear academic standing) are sometimes given the title of "Professor" in literature and theater. Notable examples include Professor Marvel in *The Wizard of Oz*[24] and Professor Drosselmeyer (as he is sometimes known) from the ballet *The Nutcracker*. Also, the magician played by Christian Bale in the film, *The Prestige*,[25] adopts 'The Professor' as his stage name. A variation of this type of non-academic professor is the "crackpot inventor", as

portrayed by Professor Potts in the film version of Chitty Chitty Bang Bang or the Jerry Lewis-inspired Professor Frink character on The Simpsons. Other professors of this type are the thoughtful and kind Professor Digory Kirke of C.S. Lewis' Chronicles of Narnia.

Non-academic usage

The title has been used by comedians, such as "Professor" Irwin Corey and Soupy Sales in his role as "The Big Professor". In the past, pianists in saloons and other rough environments have been called "professor".[26] The puppeteer of a Punch and Judy show is also traditionally known as "Professor".[27] Aside from such examples in the performing arts, one apparently novel example is known where the title of professor has latterly been applied to a college appointee with an explicitly "non-academic role", which seems to be primarily linked to claims of "strategic importance".[28]

Academic discipline

Adjunct professor

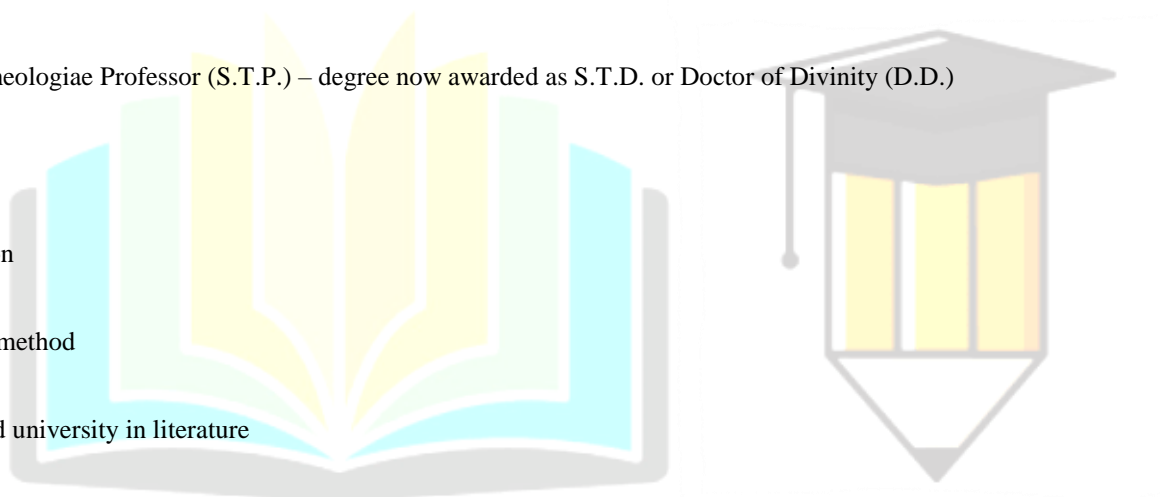
Sacrae- Theologiae Professor (S.T.P.) – degree now awarded as S.T.D. or Doctor of Divinity (D.D.)

Emeritus

Habilitation

Scholarly method

School and university in literature



Conclusion

The need to attain relevant skills without waste of resources by those charged with Professorial and supervisory roles to achieving the said goals of University education cannot be undermined. Consequently, collaborative efforts should be made towards providing improved skills acquisition strategies by concerned stakeholders in the educational sector.

It is hoped that if the content of this paper is given the desired attention, the quality of skills Professors and competencies of University teachers and supervisors would be improved and the standard of education could be better for it.

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