

Impact Of Instructional Supervision Of Academic Heads On Teaching Performance At Secondary Level

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ABSTRACT

This study focused on the impact of Instructional Supervision by Academic Heads on Teaching Performance at Secondary level. The study was conducted in District Malakand, KP. The study was qualitative and case study design was adopted. All the secondary schools of District Malakand constituted the population of the study and GHSS ALLADHAND was selected as a sample through non probability convenient sampling. Self-developed checklist was used during observations for data collection. Data analysis was conducted by using tabulation and percentage method. It was found that instructional supervision of academic heads had significant impact on the performance of teachers and teaching methodology of teachers. Based on the findings, updated trainings are recommended for instructional supervisors in order to understand the important task of instructional supervision in order to streamline the teaching learning process.

Keywords: Instructional supervision, Teaching Performance, Teaching Methodology

Introduction

Education is a continuous process which requires proper supervision to evaluate performance of teachers inside or outside class to maintain a proper teaching-learning environment based on harmony under supervision of supervisor (Glickman, Gordon & Ross-Gordon, 2007). Supervision is the ability to monitor process with keen interest for attaining target of education (Abraham, 2012). A Person who gives instructions to teacher for adaptation in class called supervisor (Sergiovanni & Starrat, 2007). It is a process in which senior school member supervise junior members to obtain the goal of education by improving their general capability to deliver in class effectively and efficiently (Bernard & Goodyear, 2009). Supervision also refers to monitor all ongoing activities inside and outside the class and to form a bridge between academic head teacher, students and curriculum for creation of teaching learning environment fit for survival of institution (Wiles & Bondi, 2004).

Educational supervision is a process to produce conducive environment for teaching learning process to motivate students for facing future challenges and to focus on their moral physical mental growth. It includes monitoring, guidance observation assessing, evaluation, identification, controlling, attention, correction, participation, cooperation, collaboration and improvement through academic head. A teacher is monitored for the growth and development of students to make them useful citizen of society and adopt themselves to face global challenges positively. It also improve teaching learning activities at class level to explain complex phenomenon for reaching out a maximum extent of awareness about techniques and to design lesson plan and methodology in innovative way (Blumberg, 2013; Pool, 2014). Supervision leads

teachers to have a direct contact with academic head to get experience and achieve targets (Peet, 2010).

Education is a continuous process which requires proper supervision to evaluate performance of teacher inside or outside class to maintain a proper teaching-learning environment based on harmony under supervision of supervisor by using checklist for data collection (Glickman, Gordon & Ross-Gordon, 2007). Function of instructional supervision is to provide feedback to teacher for improving methodology and Class Room Management (Glickman, 2007).

Instructional supervision is the combination of two words; the word “instruction” means to give detailed information for a specific purpose. It is a skill to guide teachers how to deal students in making them active and participative (Murimba & Moy, 1993). Instructional supervision is a method of instruction used by a supervisor to supervise and monitor teaching learning process to stream line the ongoing activities in class (Beach & Reinhertz, 2000)..

Academic head in secondary schools called Principal or Head master works in different capacities and grades. In Instructional supervision, an academic head directs a teacher for running the class for bringing positive changes in teacher’s performance (Ekyaw, 2014). Instructional supervisor is responsible to ensure quality education (Servet, 2011). Instructional supervision is responsible to link quality of education to teacher’s professional behavior (Pajak, 2012). Instructional supervision enables a teacher to revisit his/her method of teaching and to know how effective the method he adopted for teaching is (Sergiovanni & Starrat, 2007).

Instructional supervision enable a teacher to look for ways, which are effective for improving the quality of teaching learning process and pedagogical skill (Ghanney, 2008). Instructional supervision plays important role in teacher’s professional development to obtain objectives and to improve students understanding to solve problems in effective way (Anyagre, 2016; Ekyaw, 2014).

Academic head trains teachers to improve their teaching methods. They are trained about distribution of work and to prepare lesson plan for class before the delivery of topic to obtain the desired aim of education (Gakuya, 2013). IS is a gateway to success and is considered more practical at present today compared to the past (Segun, 2004). The Quality of supervision depends on training of teacher professionalism, tolerance and competency. The devotion of a supervisor and academic head is a key to make teacher a good decision maker in handling any situation in the class (Glanz, 2010).

The professional skills of academic heads make teacher aware about school matters as how to educate students properly to handle all types of situation in life (Ozigo, 2000). If supervisor is not a professional individual, he can create disturbance in school environment which will adversely affect teaching learning process (Madziyire, 2013). If instructional supervisor is untrained, teacher will not be satisfied from his directives which will result in creating problems and disturbance of teaching learning process. Teacher will not be ready to work with such a supervisor and the environment of the class wills remain disturbed for teaching learning process (Ndebele, 2006).

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Supervisor focuses on promotion of teaching methodology and assessment of new methods as how to make class room activities more effective (Brennen, 2008). Supervisor should have skills and techniques to face all challenges and to improve methodology of teachers and make the class a suitable place for innovation and creativity (Holland, 2014).

In secondary schools principals perform duties as organizer, administrator, manager, facilitator and it is their authority to use power at the right time and in right direction devotedly (Bays, 2001). Due to supervisor's duty of check and balance majority of teacher feel fear of get frustrated by one reason or another. Due their potentials, they are engaged by the government for supervision either at national or international level (Anaygre, 2016). Instructional supervision is a kind advisory process where teacher is advised to adopt various ways beneficial for students' educational performance and enhancing equality of education at door step (Tshabalala, 2013)

It has been found in various researches that instructional supervision focus on social, economic, moral, development of teachers and students but are useless due to least interest and knowledge of academic head (Richard & William, 2001). Some students are weak in some subjects due to negative attitudes of teachers toward supervision while other are good in some subjects due to positive and cooperative attitudes toward instructional supervision (Anyagre, 2016). In instructional supervision, there involved three stake holder i.e. academic head, teachers and students. Academic head guides teacher how to assist students, to check note book, to keep students record (Alimi & Akinflorin, 2012). Instructional supervision makes positive changes in educational system in line to modern era (Wanzare, 2011). Regular supervision is effective key for success educational system. Academic head supervision is step toward civilized society, administrative skills and reforms skills (Sekeyere, 2014).

Instructional supervisor visits class according to schedule, for making lesson plan effective and attractive so that students take interest in it (Oyedeji, 2012). Various activities of teachers i.e. rewarding students, facilitating students, checking of class work homework interest satisfaction presence of student absenteeism monitor efficiently to guide teacher properly (Oyedeji, 2012). Interactions of academic head and instructional supervision play important roles in teaching learning process (Madziyire, 2013). Class room is visited regularly to highlight weakness and strength of teaching learning process (Nakpodia, 2011). Instructional supervision regulates activities of teacher in class to improve efficiency and control situation (Almi & Akinflorin, 2012).

Hindrances in teaching process are identified by the supervisor. It is the responsibility of academic head to guide teacher how to deal such problem which were noted during supervision (Cherry, 2016; Ampofo, Onyango & Ogola, 2019). Supervisor discuss the checklist filled during class observation and search for the best possible ways to cover the loopholes and make teaching learning process more effective. This is done for bringing reforms necessary for a supportive and co-operative environment (Nolan & Hoover, 2008)

In Instructional supervision, the monitor has full idea of curriculum, methodology, assessment, managerial skills lesson plan, subject command (Abraham, 2012; Madziyire, 2013). Internal supervision is the duty of academic head to visit various classes to know about teacher's

personal development, methodology, attitudes toward students, managerial skills assessment capability. It is important because it can regulate teacher's activities in class and tell a teacher about the dignity of work and devotion for national service (Eya & Leonard, 2012). Internal supervision is the responsibility of academic head. A good relationship with teachers shows positive response in the form of devotion, patriotism, punctuality, enthusiasm (Jonesbore, 2013). External supervision is more important, the schools to be inspected should be informed in time regarding the visit. The visit by external supervisor should be productive and not a wastage money and time (Govinda & Tapan, 1999). It is because of external supervision, the teachers remain alert, active, participate in class activities, punctual, involved with students in the class, focus on improving teaching performance, checking of class work and homework, and guide students for improving teaching learning process to create productive environment. It has been found that due to lack of feedback and follow up results a sense frustration in teacher and interest in subject drops (Sergiovanni & Starrat, 2002; Okumbe, 2007; Naci, 2012).

Ramzan et al. (2023) have said that vigilant proficiency in English language learning motivation is determined by English learning motivation.. Ramzan and Khan (2019) have scrutinized the veiled ideological stance to explore the power issues in print media headlines. Ramzan et al. (2021) have described the manipulation of the public in the hands of politicians in print media statements. Bhutto and Ramzan (2021) have expressed that there is a collusive and pacifier stance in print media headlines which is wrapped in the powerful agenda. Nawaz et al. (2021) have said that there is an internal bias between the government and opposition wrapped in the current affairs statements in Pakistan. Ramzan et al. (2023) have claimed that omission and errors are the most common types of errors in ESL writing. Further, Ramzan et al. (2023) have also expressed the overlooked potential of social media are an instrument to boost ESL students' engagement and performance. Moreover, Ramzan et al. (2023) have suggested can the influence of social media is helpful for educators and policymakers. Furthermore, Ramzan et al. (2023) have confirmed that teachers are able to incorporate various helpful technical collaborative strategies.

Different models of instructional supervision are used for bringing improvement in the teaching methods and performance of teachers i.e. clinical model of supervision, peer coaching model and developmental model (Cogan, 1973). It is face to face meeting of academic head and teacher to develop teacher professionally (James & Massiah, 2019). Clinical model acknowledge that instructional supervision is additional step for teaching learning process and summative assessment of teacher activities (Snow-Gerono, 2008). Developmental supervision is single teacher based practices in which only one teacher activities are monitored several times to improve teaching competency (Brunelle, Drounin, Gobbout & Tousignant, 1988). In peer coaching model teacher work in group to improve instructional supervision and gain skills of teaching to face all problems and involve teacher to create new trends in education (Sergiovanni & Starrat, 2002; Abusson, 2007). In peer coaching model of supervision there is evaluation of effects of two models on teacher teaching performance by academic head. By evaluation, the academic head identify gaps in teachers' performance and reflects teaching methodology by assessment of students (Al Saleh, 2017). Peer coaching is scheduled observation in which pre-planned strategies are investigated to face future challenges by producing efficient work (Komujji, Khalid & Vello, 2013; Yee, 2016).

To study effectiveness of instructional supervision, there is continuous evaluation of teacher to find out gaps in teaching methodology and classroom management and performance of teachers (Zepeda, 2013). Instructional supervision is developmental process to give importance to professionalism i.e. mastery in subject, preparation of lesson plan about content ,skills about assessment skills about individual differences dealing of students mentoring knowledge about conceptual study assigning assignment asking questions for reflection to know about effectiveness of teaching procedure (Acheson & Gall,1987). To make teacher active, productive, attractive, honest, punctual, enthusiastic, loyal, participative sympathetic follow some principles i.e. principle of creation, principle of cooperation, principle of problem solution, principle of assessment, principle of students development, principle of attitudes development. Instructional supervision facing so many problems can effect class activities i.e. lack of experience, lack of training qualification less tolerance passiveness supervisor attitudes (Million,2010 ; Sintayehu, 2011).

It is also observed that very limited research exists on the impact of instructional supervision of academic heads on the teachers' performance and teaching methodologies, in secondary schools of Khyber Pukhtunkhwa. Therefore, this research has tried to find out the impact of instructional supervision of academic heads on the teachers' performance and teaching methodologies in secondary schools of Khyber Pukhtunkhwa.

Objectives of the Study

Objectives of this study are as under:

1. To assess the role of heads' instructional supervision on teachers' and their teaching performance at secondary school level.
2. To point out the roles of academic heads' instructional supervision on teachers' teaching methodology at secondary school level.

. Research Questions

Following are the research questions of the study:

- 1: How can instructional supervision of academic heads enhance teaching performance of teachers?
- 2: Why instructional supervision of academic head is essential for making teaching methodology effective?

Methodology

This research is a case study and qualitative in nature. Case study is formal systematic in-depth investigation of a group to collect information. In present study, there is focus on psychological aspects of teachers in class to know about performance.

This study was conducted to know about performance of teachers of GHS No.1 Dheri Alladhand. Information were collected from different teachers about teachers' performance, method of delivery, lesson plan, interest of teachers, subject command, knowledge about individual differences, questioning and responding skills, class control and assessment.

In this study, male secondary schools of District Malakand were taken as population. The study is narrowed down to GHS No.1 Dheri Alladand as a case study. Among 39 teachers of this school, 20 teachers were selected as sample for observation. Data was collected through self-developed checklist consisted of 52 items. Pilot study resulted in improving the checklist. Similar items were eliminated and 34 items remained in the checklist. Again it was checked by different experts who remarked it to be effective, positive and productive. Reliability and validity

was noted after pilot study. The data was then collected from the 20 school teachers through the self-developed checklist and the data was recorded and analyzed accordingly.

Data Analysis

Data was collected from the respondents through checklist. Before data collection, prior permission was taken from the respondents and was briefed about the purpose and objective of the data collection. Data was analyzed through SPSS version 21. Percentage and chi-square formula were used for the analysis of data.

Findings and Results

Table 1: Teaching performance of Teachers

Concepts of the Lesson are explained with Understandable Way

Observation	Frequency	Percent	Cumulative Percent	χ^2 (p-value)
Yes	144	73.8	73.8	49.138*
Some what	15	7.7	81.5	(0.0000)
No	36	18.5	100.0	
Total	195	100.0		

Table 1 reveals the observations about teachers who could explain the concepts of the lesson with understandable way. It was observed that 73.8% teachers completely explained the concepts of the lesson with understandable way and 7.7% teachers were somewhat explained the concepts of the lesson with understandable way, whereas 18.5% teachers not explained the concepts of the lesson with understandable way. Further, the chi-square value was found significant, which showed that the item was significant and good fit. Therefore, it was found from the table that majority of teachers could explain the concepts of the lesson in understandable way.

Table 2

Teachers Updated Students with Modern Trends during Teaching Learning Process

Observation	Frequency	Percent	Cumulative Percent	χ^2 (p-value)
Yes	15	7.7	7.7	50.385
Some what	120	61.5	69.2	(0.0000)
No	15	7.7	76.9	
N/A	45	23.1	100.0	
Total	195	100.0		

Table 2 states that teachers updated students with modern trends during teaching learning process. It was observed that 7.7% teachers updated students with modern trends during teaching learning process and 61.5% teachers somewhat updated students with modern trends during teaching learning process, while 7.7% teachers did not update students with modern trends during teaching learning process. Therefore, it was noted that the majority of teachers somewhat update students with modern trends during teaching learning process. Furthermore, the chi-square value was found significant, which showed that the item was significant and good fit.

Table 3

Table 4. 1: Reward gives by Teachers to Students on Good Performance

Observation	Frequency	Percent	Cumulative Percent	χ^2 (p-value)
Yes	74	43.1	43.1	19.600

Some what	15	7.7	50.8	(0.0000)
No	96	49.2	100.0	
Total	195	100.0		

Table 3 examines that teachers give reward to those students who performed well in the class. It was observed that 43.1% teachers give reward to students on good performance and 7.7% teacher somewhat gives reward to students on good performance, while 49.2% teachers did not give any reward to the students on their good performance. Therefore, it was found that majority teachers do not give reward to students on good performance whereas several teachers give reward to students on good performance. Furthermore, the chi-square value was found significant, which shows that the item was significant and good fit.

Table 4
Teachers Stress on Conceptual base Knowledge to make Students Adoptive

Observation	Frequency	Percent	Cumulative Percent	χ^2 (p-value)
Yes	48	24.6	24.6	6.677
No	141	72.3	96.9	(0.0350)
N/A	6	3.1	100.0	
Total	195	100.0		

Table 4 states that teachers stress on conceptual base knowledge to make their students adoptive. It was observed that 24.6% teachers stressed on conceptual base knowledge to make their students adoptive, while 72.3% teachers had no information about conceptual base knowledge to make students adoptive. Furthermore, the chi-square value was found significant, which showed that the item was significant and good fit. It was found from this table that majority of teachers did not stress on conceptual base knowledge to make students adoptive.

Q: 2 Teachers' Teaching methodology

Table 5
Teachers Involve Students in Introduction of the Topic

Observation	Frequency	Percent	Cumulative Percent	χ^2 (p-value)
Yes	144	73.8	73.8	51.908*
Some what	6	3.1	76.9	(0.0000)
No	45	23.1	100.0	

Total	195	100.0
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Table 5 shows observations about teachers involve students in introduction of the topic. It was observed that 73.8% teachers completely involved their students in introduction of the topic and 3.1% teachers somewhat involved their students in introduction of the topic while 23.1% teachers do not involved their students in introduction of the topic. Furthermore, the chi-square value is found significant, which showed that the item is significant and good fit. It was found that majority of the teachers involved students in introduction of the topic whereas a very few teachers did not involve students in the introduction of topic.

Table 6
Teacher uses various Appropriate Strategies to achieve SLOs

Observation	Frequency	Percent	Cumulative Percent	χ^2 (p-value)
Yes	120	46.2	46.2	5.015***
Some what	57	29.2	75.4	(0.0810)
No	48	24.6	100.0	
Total	195	100.0		

Table 6 illustrates observations about the teachers used various appropriate strategies to achieve SLOs. It was observed that 46.2% of the teachers used various appropriate strategies to achieve SLOs and 28.2% of the teachers somewhat used various appropriate strategies to achieve SLOs, while 24.6% of the teachers did not use various appropriate strategies to achieve SLOs. The chi-square value was found significant, which showed that the item was significant and good fit. Furthermore, it was noted, that majority of the teachers used various appropriate strategies to achieve SLOs and some of the teachers did not use various appropriate strategies to achieve SLOs.

Table 7
Teachers Teach according to Lesson Plan

Observation	Frequency	Percent	Cumulative Percent	χ^2 (p-value)
Yes	90	46.2	46.2	11.477
Some what	27	13.8	60.0	(0.0030)
No	78	40.0	100.0	
Total	195	100.0		

Table 7 indicates that teacher's teach according to lesson plan. It was observed that 46.2% of the teachers taught according to lesson plan and 13.8% of the teachers somewhat

taught according to lesson plan, while 40.0% of the teachers did not teach according to lesson plan. The chi-square value is found significant, which shows that the item was significant and good fit. It was found that majority of the teachers teach according to lesson plan whereas some of the teachers did not use lesson plan during teaching.

Table 8

Teachers use Activity-based Method to Explain Topic

Observation	Frequency	Percent	Cumulative Percent	χ^2 (p-value)
Yes	45	23.1	23.1	17.892
Some what	87	44.6	67.7	(0.0000)
No	48	24.6	92.3	
N/A	15	7.7	100.0	
Total	195	100.0		

Table 8 indicates that teachers use activity-based method to explain topic. It was observed that 23.1% of the teachers used activity-based method to explain topic, and 44.6% of the teachers somewhat used activity-based method to explain topic, while 24.6% of the teachers did not use activity-based method to explain topic. The chi-square value was found significant, which shows that the item was significant and good fit. It was found that majority of teachers somewhat use activity-based method to explain topic whereas several teachers did not use activity-based method to explain topic.

Discussion

This research study was undertaken to study the impact of instructional leadership of academic heads on teacher’s performance. This research was undertaken in an educational setup in district Malakand. All the male schools of district Malakand were taken as the population of the study. GHSS Alladhand was taken as a sample for this case study research. The results of this study reported the significant impact of instructional supervision of academic head on the performance of teachers at secondary level. The teaching performance of majority of teachers was stimulated by the instructional supervision of the academic head as also revealed by the study of Sule, Ameh and Egbai (2015) & Wanzare, Z. (2011). The results of the current study was also endorsed by the study of (Okumbe, 1992) as the results indicated the productive performance of teachers and their motivation towards work engagement and handle the daily challenges. However, the studies conducted by Abusson (2007) & Rahabav (2016) revealed that instructional supervision of academic heads is sometimes proved as invalid for teachers due to some reasons. These reasons are time constraints and lack of proper understanding about instructional supervision on the part of academic heads. It was also revealed that instructional supervision of academic heads had great impact in the effectiveness of teaching methodologies of teachers at secondary level. The results of this study were in conformity with the results of the studies of Blass (2000), Madziyire, (2013) & Yee (2016). The study of Panigrahi (2012) also concluded that instructional supervision of school heads lead to the high standards in the teaching methodologies of teachers in classroom and improved teaching learning process.

Conclusion

This study was conducted on the impact of instructional supervision of academic head on teaching performance at secondary level. The study was qualitative in nature. Case study design was adopted in this research. Instructional supervision was treated as independent variable and the performance of teachers was treated as dependent variable. Samples were under observation

in classroom during teaching learning process. Data was collected through checklist consisted of 34 items. Data was analyzed and interpreted accordingly. Following conclusions were drawn from the results:

It was concluded that instructional supervision of academic heads had significant impact on the performance of teachers. Results of the study also indicated that significant impact of instructional supervision of academic heads existed on the teaching methodology of teachers. The findings of this study will benefit all stakeholders of the education department. This study was conducted in an educational setup. Future studies may be conducted in some other setup touching open some other workplace-related variables.

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