

## **Instructional Supervision for Professional Development: An Exploratory Study of Army Public Schools & Colleges**

Sayyam Bin Saeed\* and Noor ul Ain\*\*

---

### **Abstract**

Instructional Supervision deals with regular and continuous monitoring of class rooms and teaching learning process. The present study focusses to investigate the role of the supervisory practices of instruction for teachers' professional enhancement and growth in APS&Cs in Pakistan. The qualitative approach was employed for the study and sample was selected using purposive sampling. Ten heads of the institutions and thirty teachers of APS&Cs constituted the sample. Data was collected through interviews and thematic analysis was employed for data interpretation. The findings of the study suggest that one of the major responsibilities of the principals is to evolve communal, healthy, and accommodating setting for the learners and instructors. The result of the study disclosed that the heads of the institution use to give personal and professional help to the teaching faculty for development in their professional expertise and capabilities. Principals take actions in order to better the quality of instruction, hold discussions about the issues with teachers after recording their observations, monitor their teaching staffs' performance, evaluate and reward the better teachers. The study recommends that supervisory practices of education should be organised on regular basis for support and professional growth of the teaching faculty. At the same time it will also enable the teaching faculty to reinforce their skills and capabilities in field of instruction.

**Keywords:** Instructional supervision, teaching-learning, professional development, principals, teachers

---

\* Department of Education, Hazara University Mansehra, Pakistan.

Email: sayyammtcp2013b@gmail.com

\*\* Ph.D. Scholar , Institute of Education and Research, University of the Punjab, Lahore

Email: noorulain01@gmail.com

## Introduction

Instructional supervision is concerned with constant and steady development in the educational and instructional process on regular basis (Ali, 2000). Supervisory practices of instruction are the basic requisite in order to help the teachers to embellish their pedagogical skills and support their professional growth. It will help them in improvement of the existing curriculum (Violet, 2015). The supervisory practices at a school aim to support the professional progression of the teaching faculty (Kotirde & Yunos, 2015). It also helps in improvement of the school administrative and academic set up, encourages the instructors towards regular improvement, and ensures that the teachers meet the standards set for the learning of the students by the school (Thobega & Miller, 2003).

Supervisory practices of instruction have direct impact on teachers regarding improvement in the teaching techniques used in the classroom settings. It also impacts upon the learning capability and capacity of the students which, lately, helps in achievements of the set objectives (Salvador & Tovera, 2016). As there is difference among the teachers pertaining to their educational background and teaching techniques, instructional supervision helps in rectification of the weaknesses of the teaching faculty in terms of their pedagogical skills (Mackey, 2016). Supervision in instruction, in the developed era, focuses on the enhancement of the educational and instructional process for the progression of, both, teachers and the students. It helps in identification of the strong and weak areas of the instructors followed with organisation of the follow-up sessions. These follow up sessions should be aimed at improvement of the pinpointed weaknesses of the teaching faculty (Felix, 2017).

According to Archibong (2010), supervision of instruction offers to enhance the teacher's competence, abstract thought, deliberation on pedagogical techniques, and building a convivial working setting based upon good human relationships. In this regard, Wairimu (2016) supported the argument that one of the major elements of supervision of instruction turn out to be the improvement of the staff. In this regard, any kind of improvement i.e. teachers' knowledge, proficiency, teaching methodology, classroom behaviour, attitude towards the students is considered as teacher development (Veronica, Carmen, & Felipe, 2016). Thus, the heads and the teachers hold discussion about the alternatives and not about directions or criticism. They work in a team as "communities of learners" to aid and support the learners: students (Billheimer, 2007; Blase & Blase, 2004).

As far the role of the heads is concerned, they offer services of great importance to their neighborhood because they support teachers' contemplation and specialised development (Gentry, 2002). There are 4 basic strategies which can contribute towards

the professional enhancement of the teaching faculty and these are: regular progression, consistent teachers' development program, mutual problem-solving approach, and effective utilisation of existing knowledge and skills (Atnafu, 2014; Glickman, Gordon, & Ross-Gordon, 2001).

Appropriate time is needed by the teachers to go about professional enhancement being an essential ingredient of their everyday teaching obligations (Tesfaw & Hofman, 2012). Furthermore, involvement of the teachers on individual as well collective basis in the tangible teaching activity, inspection, appraisals, and new undertakings is a necessity (Hsu, 2007). In this way, the teachers would develop better comprehension about the procedure of learning and enhancement in the context of their teaching practices as well as of their learners (Mannan, Sharma, Hoque, & Veeriah, 2016). Lastly, in the light of above conversed various approaches for supervision; supervisory staff should employ appropriate techniques for supervision (Wairimu, 2016) in view of the needs of the professional development of the teachers (Kursunoglu & Tanriogen, 2009).

According to Kotirde and Yunos (2015) supervisory practices are related to promotion of human growth for the achievement of the objectives. The school administration is developed by the means of the development of teachers (Grande, 2012; Mackey, 2016). Competent, proficient, and dynamic leaders are keen and follow the set standards of the institution (Sharma, Mannan, & Veeriah, 2016). These leaders have strongly advocated those programs that are constructive for teaching learning process in terms of the improvement of education and professional enhancement (Hsu, 2007; Robinson, 2015). Clabo (2010) opined that the trainings carry the element of the professional growth for the staff which primarily aim at the improvement of the knowledge and competencies of the teachers, thereby raise the capability of the institution to attain the set goals (Halima, Buanga, & Meerah, 2010).

Pakistan Army administers, organises, and financially manages the Army Public Schools and Colleges system. The current study aims at the exploration of the conduct of instructional supervision carried out by the heads of APS&Cs. In addition, its role regarding professional development of the teaching faculty. It further explores the role of supervision of instruction for the provision of aid to the enhancement of the pedagogical techniques of the teachers and educational results of the institution as a whole.

### **Objectives of the Study**

The study was conducted to achieve the following objectives to:

- Investigate the role of instructional supervision in professional development of APS&Cs teachers
- Find out the teachers' perception regarding conduct of instructional supervision being carried out by their heads of the institutions

### **Research Questions**

- What purpose does instructional supervision serve in improvement of professional development of APS&Cs teachers’?
- What is the teachers’ perception regarding instructional supervision being carried out by their heads of the institutions?

### **Methodology**

The current investigation focused on the exploration of supervisory practices of instruction in terms of professional development of the teachers’ as being carried out by the heads of the APS&Cs. The qualitative approach was employed and the technique of interview was used in order to get the perceptions of principals and teachers. 8966 teachers and 100 principals of Army public school & colleges in Pakistan constituted the population of this investigation. Purposive Sampling technique was utilized in order to select the population. In this connection, 30 teachers and 10 principals of APS&Cs were chosen for interviews.

A systematic schedule was chalked out in order to conduct the interviews and the consent of all the interviewees was obtained prior to the recording of the interviews. In this connection, a well-ordered questionnaire was composed. Thematic Analysis was utilized in order to interpret data. At first, the teachers were interviewed and these interviews were recorded, later on these interviews were transcribed into a written format. In next step, the collected data was coded so as to classify the patterns and themes. 15 codes were found after initial data analysis. Subsequently, these 15 codes were reduced to four major themes through the process. This summative analysis of these codes paved way for the formulation of themes.

### **Results and Findings**

Keeping in view the responses of teachers and heads of institutions, identified themes were as follow; the concept and purpose of instructional supervision, procedure and areas of focus during the conduct of instructional supervision, the impact of instructional supervision and professional enhancement, and the utility of supervision & impact on culture.

### **Perception of Teachers and Principals of APS&Cs**

The key points according to theme are summarised here, with typical precise quotations given.

### **The concept and purpose of instructional supervision**

A great number of the heads of institutions of APS&Cs stated that the important areas that instructional supervision focuses are; provision of resources, time, preparation of the plan of the school. These comprise; duty rosters of staff, defining their responsibilities, and above all making of an effective team. One of the heads of APS stated:

“Supervisory practices of instruction encompass a course of action that includes direction and help of the teachers in order to improve their teaching techniques. It’s focal area is to inspect and evaluate the teachers’ teaching techniques for the sake of enhancement. In a nutshell, the evaluation of the teachers’ teaching practices is its chief area and ensures that the students are well equipped with the standard instruction.”

APS&Cs teaching faculty maintained that the supervisory practices of instruction include a course of action which aims to monitor and facilitate the teaching faculty and allocate resources. Majority of teachers had almost similar views that supervisory practices of instruction aid in professional enhancement of the teaching faculty and accelerate to obtain the educational goals. A teacher of APS stated,

“Supervision in instruction aims at the development of conducive working environment in the institution and makes sure that the teachers and learners follow all the instructions and solve the issues (if there are any) among the faculty members”.

### **Procedure and areas of focus during the conduct of instructional supervision**

A great number of APS&Cs principals shared that the key area of their supervisory practices of instruction focus on the teachers’ teaching techniques and students’ involvement in the classroom. Majority of the principals expressed the same views that they primarily pay attention to the guidance and support of the teaching faculty, teachers command on their subject, integrated methodology, induction of realia in activities and teachers’ personality. They pay, both, planned and surprised visits to the classrooms. During these visits, they record observations of the teachers. One of the principals opined,

“Among the major requirements, lesson planning assumes the focal one that gives the true picture of the preparation of the teaching faculty prior to their classes. The second one is about the classroom management. Classroom is the place where the teachers interact with their students and classroom management is the key area where I come across this kind of interaction with the students.

Apart from this, the other key area to which I focus is the employment of A.V aids and their relevance to the subject matter to be taught. Undoubtedly, the teaching and learning process is reinforced by the employment of A.V aids. I pay special heed to this area of teaching while recording the class room observation”.

Majority of APS&Cs teaching faculty shared the opinion that their principals emphasis chiefly on establishment of healthy learning setting in their institution, recognition of teachers’ new pedagogical techniques, learner’s active involvement in classroom and provision of chances to teacher in their overall professional development. One of the teachers of APS&C shared,

“Our principal conducts pre and post evaluation meetings during the whole year. She not only keeps us abreast of the desired goals but also suggest the modus operandi to be utilised in order to obtain those goals throughout the year. She supervises the areas that are connected with the teaching staff and their pedagogical techniques personally. She takes active participation regarding the learners’ grooming and ultimately that of the institution

### **The impact of instructional supervision and professional enhancement**

Most of the principals of APS&Cs maintained that the process of instructional supervision contributes to the professional betterment of the teaching faculty. It gives aid in order to overcome the weakness of the teachers, helps to improve the classroom management, provides assistance for the solution of the students’ problems and maintains healthy working relationship. Opinion of one of the principals of APS&C is as follows,

“The teachers’ performance is greatly affected by the supervisory practices of instruction. Instructional supervision renders significant difference in performance of teachers and students. There is a positive correlation between supervisory practices and better teachers’ performance. There becomes a great professional improvement in the teachers’ performance due to the effective execution of the supervisory practices in instruction.”

On the other hand, APS&C teachers stated that their principal’s transmission of positive feedback uplifts their self-assurance and self-confidence. It provides them with energy to increase their performance. One of the teacher opined,

“Undoubtedly, our professional development is greatly affected by the practices of instructional supervision as its focal area is to provide guidance and assistance which resultantly increases teachers’ performance. It aids in the betterment of instructional -educational process. Hence, it affects my professional development positively. It enables me to execute my duties confidently.”

### **The utility of supervision & impact on culture**

A great number of the heads of APS&Cs share, the more or less, similar perception regarding supervisory practices of instruction. They are; positive and healthy effect on overall school environment, improvement in teachers' and students' classroom performance, improvement in teaching methodology and techniques, development of a conducive environment for the teachers so that they could talk about the problems with their fellow colleagues as well as the head of the institution. A principal of APS&C gave his views in the following way,

“Supervision of Instruction exerts a remarkable effect on overall culture and surroundings of the institution, teaching staff confidently share their views and suggest for betterment of the institution and hence, the teaching faculty feel satisfied in the process of supervision. A healthy and friendly environment is developed through feedback and holding interactive sessions with the teaching faculty. The positive feedback, positive discussion on weak points, execution of instructions and post-supervision conferences brings overall improvement to obtain the teaching-learning goals and it also paves a way for teachers to excel in the profession”.

The teaching faculty of APS&Cs opined that supervision in instruction affect positively on the overall culture of the institution; it fosters an environment of candidness. This openness in culture paves a way for continuous professional growth in a relaxed environment. The positive feedback and its transmission in a cordial fashion with the teachers facilitates the teaching faculty to share their views or issues with the heads of the institution as well as experienced colleagues. One of the teachers of APS&C stated that,

“Supervision in instruction promises friendly and cordial attitude rather than the culture of intimidation. It provides opportunities and time to the teaching faculty to get over their weak areas. It uplifts achievement level of the learners. Criticism for the sake betterment too is essential for improvement.”

### **Discussion**

In search of the answer to this research question it appeared that APS&Cs heads as well as the teachers endorsed the same views pertaining to the execution of supervision of instruction in their institutions. The analysis disclosed that both the heads and the teachers had awareness about the overall process of supervision of instruction. In this connection, the principals as well as teachers confirmed that the heads of the institutions offer support and means to their teachers both personally and professionally to aid them for the development of their professional capabilities and expertise. The finding is

supported by the findings of Pearce (2017) who finds that the primary and basic skills needed by the principals constitute; instructional strategies and classroom management and positive interaction; these skills help both the teachers and principals to achieved classroom objectives.

Likewise, the APS&Cs heads stated that their teaching staff comply with their directives and endeavour to improve their professional expertise. Archibong's (2013) findings, too, confirmed the said findings that a trustworthy system guarantees quality education. In this connection, the heads practices of instructional and personnel supervision contribute to obtain this reliability. The heads play the role to accelerate the execution of overall academic process including activities related to teaching methodology. It fosters the capability and potential of the teaching faculty.

The APS&Cs teachers brought home the point that their heads have comprehensive knowledge to make available the facilities for improvement in teaching techniques. They put emphasis on collaboration and cooperation in shape of a team for formulation of teaching objectives, provision of teaching aids to the teachers for improvement in their pedagogical techniques, and building of interpersonal relationship. On the contrary, some of the APS&Cs teachers expressed other views in interview about the afore discussed practices. The analysis disclosed that the according to the principals, they take measures, in frequent; for improvement in overall teaching ability, holding discussions regarding issues with staff members after recording the observations, inspecting performance of their teachers, evaluating them, rewarding them, and suggesting measures for further improvement. Moreover, the teachers also pointed out that the heads, greatly, need supervisory skills of instruction and capability in order to manage all the process. Behlol, Yousuf, Parveen, and Kayani (2011) also stated that the teachers were not satisfied with the skills of head of the institutions. Lack of required skills and proficiency needed for guidance and professional development of teachers by the heads of institutions.

On the other hand, the APS&Cs heads pointed out that they make assessment, in frequent, pertaining to the capability of their teaching staff in terms of; planning of lessons, management of class rooms, teaching methodology, utilisation of the teaching resources, learning of students. In addition, they frequently, give feedback to teachers and provide guidance for improvement in their pedagogical techniques. Moreover, the APS&Cs heads and the teaching faculty mentioned that there is a considerable requisite of capability and expertise is needed on the part of the heads regarding supervision of instruction. The findings of Tesfaw and Hofman (2012) investigation also confirm to these findings that there is a correlation between supervisory practices of instruction professional development. The heads have awareness of the teaching staffs' needs and

provide them guidance through provision of appropriate resources. These findings were in line with Dangara (2015), who states that the heads of the institutions confirmed that the focal areas of their supervisory practices were; establishing cordial environment, professional enhancement of the teaching staff and providing positive feedback in order to build confidence in their teaching faculty.

The analysis showed that the teaching staff and the heads of institution endorse the same views about the principal's; utilisation of the process of supervision of instruction, visits of the classrooms, taking observations, checking of following of lesson plans, monitoring the adhering to the teaching methodology techniques, inspecting the employment of the pedagogical aids, and evaluating the care about learners' academic performance. On the other hand, the findings of Minnear-Peplinski (2009) investigation is contrary to that of the recent investigation as it shows that collaboration, in particular, regarding supervisory practices of instruction and professional enhancement, is not employed as much as compared to the other strategies, and the heads don't have appropriate professional expertise which is required to be improved in order to come up to the new standards.

### **Conclusion and Recommendations**

The ultimate objective of supervision of instruction is to improve instruction. Meaningful supervision works as a tool to aid the teaching faculty for development and growth of their professional knowledge, expertise, and capabilities. The supervisory practices of instruction stresses that an efficient head of the institution had the ability to support his/her teaching faculty, to develop the conducive learning setting besides the required knowledge, expertise and competence. Hence, the result of the current research brought home the point that the supervisor must provide a cordial environment that in turn make the teachers confident enough to share and talk about their issues and overcome their weaknesses.

Following recommendations are made on the basis of conclusions and discussions to improve the process of instructional supervision.

- Supervisors should be qualified enough in terms of knowledge and expertise in order to practice accurate supervisory skills. Thus, APS&Cs secretariat to arrange workshops and seminars for the Principals focusing Supervision Skills.
- External Supervision to be organised by the officers of APS&Cs secretariat to counter-check the principals.
- A comprehensive feedback and observation performa to be prepared for the principals for objective and standardised evaluation.

**References**

- Ali, M. A. (2000). Supervision for teacher development: An alternative model for Pakistan. *International Journal of Educational Development*, 20(2000), 177-188.
- Archibong, F. I. (2013). Instructional supervision in the administration of secondary education: A panacea for quality assurance. *European Scientific Journal*, 8(13), 112-124.
- Archibong, I. A. (2013). Strengthening internal quality assurance for improved education delivery in Nigerian public universities. *Research on Humanities and Social Sciences*, 3(1), 201-211.
- Atnafu, T. (2014). *Instructional leadership practices and challenges in government primary schools of Woreda five in Arada sub city* (Unpublished master's thesis). Addis Ababa University, Ethiopia.
- Behlol, M. G., Yousuf, M. I., Parveen, Q., & Kayani, M. M. (2011). Concept of supervision and supervisory practices at primary level in Pakistan. *International Education Studies*, 4(4), 28-35.
- Billheimer, D. M. (2007). *A study of West Virginia principals: Technology standards, professional development, and effective instructional technology leaders* (Published PhD. dissertation). Retrieved from Theses, Dissertations and Capstones. Paper 55. Marshall University.
- Blase, J. R., & Blase, J. (2004). *Handbook of instructional leadership: How successful principals promote teaching and learning* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Corwin Press.
- Clabo, B. T. (2010). *The high school principal as instructional leader: An explanatory, mixed methods case study examining principal leadership within the context of rural secondary schools* (Unpublished Ph.D. dissertation). University of Tennessee.
- Dangara, U. Y. (2015). The impact of instructional supervision on academic performance of secondary school students in Nasarawa State, Nigeria. *Journal of Education and Practice*, 6(10), 160-167.
- Felix, O. (2017). Correlates of effective instructional supervision in Bayelsa state secondary schools. *World Journal of Education*, 7(4), 40-49.

- Gentry, G. C. (2002). *A case study: The issues high school principals encounter with instructional supervision* (Unpublished Ph.D. dissertation). University of Georgia.
- Glickman, C. D., Gordon, S. P., & Ross-Gordon, J. M. (1998). *Supervision of instruction: A developmental approach* (4<sup>th</sup> ed.). Boston: Allyn and Bacon.
- Grande, M. J. (2012). *Comparison of principals' leadership practices by methods of professional development* (Unpublished Ph.D. dissertation). Walden University.
- Halima, L., Buanga, N. A., & Meerah, T. S. (2010). Action research as instructional supervision: Impact on the professional development of university based supervisors and science student teachers. *Procedia Social and Behavioral Sciences*, 2(2010), 2868-2871.
- Hsu, S. (2007). *Legislation, litigation, regulation, and implementation of paraprofessional supervision in school settings* (Published master's thesis). Brigham Young University. Retrieved from All Theses and Dissertations. Paper 831. <http://scholarsarchive.byu.edu/etd>
- Kotirde, I. Y., & Yunos, J. B. (2015). The processes of supervisions in secondary schools educational system in Nigeria. *Procedia Social and Behavioral Sciences*, 204(2015), 259-264.
- Kursunoglu, A., & Tanriogen, A. (2009). The relationship between teachers' perceptions towards instructional leadership behaviors of their principals and teachers' attitudes towards change. *Procedia Social and Behavioral Sciences*, 1(2009), 252-258.
- Mackey, K. H., (2016). *The relationships among instructional leadership, school culture, and student achievement in Kentucky elementary schools* (Published Ph.D. dissertation). Western Kentucky University Bowling Green, Kentucky.
- Mannan, F., Sharma, S., Hoque, K. E., & Veeriah, J. (2016). Predictive validity of gender and experience of teachers into Malaysian women principal's instructional leadership practices. *Malaysian Online Journal of Educational Management*, 4(3), 52-67.
- Minnear-Peplinski, R. M. (2009). *Principals' and teachers' perceptions of teacher supervision* (Published Ph.D. dissertation). University of Nevada, Las Vegas. Retrieved from UNLV Theses, Dissertations, Professional Papers, and Capstones. Paper 6.

- Pearce, M. L. (2017). *The effects of instructional leadership on teacher efficacy* (Published PhD dissertation). Leadership for Learning Dissertations, 5. Kennesaw State University. Retrieved from [http://digitalcommons.kennesaw.edu/educleaddoc\\_etd/5](http://digitalcommons.kennesaw.edu/educleaddoc_etd/5)
- Robinson, C. B. (2015). *Instructional leadership for high school principals* (Unpublished Ph.D. dissertation). California State University, Long Beach.
- Salvador, J. D., & Tovera, S. J. (2016). Transforming organisation through instructional leadership and supervision. *European Scientific Journal*, 12(31), 1857-7881.
- Sharma, S., Mannan, F., & Veeriah, J. (2016). Instructional leadership in Malaysia: The literature gaps. *Journal of Global Research in Education and Social Science*, 6(3), 162-167.
- Tesfaw, T.A., & Hofman, R. H. (2012). *Instructional supervision and its relationship with professional development: Perception of private and government secondary school teachers in Addis Ababa* (Unpublished master's thesis). University of Groningen.
- Thobega, M., & Miller, G. (2003). Relationship of instructional supervision with agriculture teachers' job satisfaction and their intention to remain in the teaching profession. *Journal of Agricultural Education*, 44(4), 57-66.
- Veronica, L. M., Carmen, M., & Felipe, A. (2016). Instructional leadership among novice principals in Chile: Practices for classroom observation and feedback to teachers. *e-Journal of Educational Research, Assessment and Evaluation*, 22(2), 1-17.
- Violet, M. N. (2015). *Factors influencing principals instructional supervision practices in public secondary schools in Makadara sub- county, Nairobi County, Kenya* (Unpublished master's thesis). University of Nairobi.
- Wairimu, M. J. (2016). Teachers' perception on classroom observation and checking of pupils' exercise books by head teachers on performance of duty in primary schools in Nakuru North District, Kenya. *Journal of Education & Social Policy*, 3(3), 80-87.