

Instructional Supervisory Practices and School Performance: Perception of Head Teachers and Teachers

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Abstract

It is evident that head-teachers play a paramount role in determining the academic performance of a school. Their academic and professional qualifications; experience, ability, and competence can play a significant role. The study was designed to investigate the effect of instructional practices of head teachers on school performance. Four indicators were taken into consideration; students' attendance, students' performance, students' participation in curricular and co-curricular activities and students' enrollment. A questionnaire was used as a tool for the study. The population was comprised of 300 teachers and head teachers. The sample was purposively selected for the data collection. Data were analyzed by SPSS and independent samples t-test applied. The study results revealed that students' performance significantly being affected by all four variables under study ,e.g. head teachers, instructional practices, curricular activities, co-curricular activities, and students' attendance. Also head teachers' instructional practices have a significant effect on students' enrollment. However, it was recommended that the study may further be enhanced by including more indicators such as visits to classrooms, checking of staff registers and monitoring teachers' lesson planning.

Keywords: Instructional supervision, head teachers, School performance

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Introduction

Education is a collective development which qualifies people to cultivate their values of life and for leading a serene social life. It enables an individual to add to national progress in compliance with appropriate modifications of the nation (Linda Bandikson, 2011). Such as the goals of education is to keep a balanced and harmonious improvement of the individual insight and physical as well as social development (Iqbal, 2011).

Quality education is essential for the development of a country. Economic progress requires capable manpower which in turn raises efficiency and productivity of individuals which is only possible through education (Awan, 2014). It keeps playing focal contributions in the stability of states, principally in the current century. This is primarily because of the rise of the worldwide race of technology and education. In order to meet the society's educational needs, a formal system of education has been set up throughout the world (Blase and Blase, 2004). Likewise, in other countries of the world, Pakistan also has a well-organized formal system of education that consists of three levels i.e. elementary education, Secondary education, and Higher Education. Amongst these levels, the secondary level of education has prime importance because it provides a direct workforce to the country.

AbuRuz (2015) states, the head teacher is a significant factor in all educational institutes. As a facilitator, his title role for all curricular and co-curricular activities cannot be ignored in any way. He is also assumed to give the right kind of education to learners. Head-teachers perform a significant part in defining the academic performance of a school in lieu of their diverse assignments and roles. Koech and Namusonge (2012) debated that a head teachers' duty is to maintain applicable academic and professional qualifications, ability, and competence, experience, initiative and integrity.

According to Wiles and Bondi (2002) school frontrunners and other institute staffs must be well-informed the core curriculum. It is their task to align instructional improvement with staff improvement. Such as school leaders, they must be "teachers of teachers", repetitively analyzing educational glitches, recommending teachers, gauging and remediation the pedagogical work of instructors. Since, Leadership is multidimensional, concerning administrative human and educational skills. The worth of leadership makes the modification between the failure and success of a school.

Bakhda and Sushila (2004) the head-teacher is the pivot around which many traits of the school spin; he is also the in-charge of every factor of the running of the institute, whether it is administrative or academic. They administer their staff and keep doing assessments which put deep impact on the overall educational accomplishment of the school.

Principals are appointed in schools to make sure complete execution of all education strategies. They help to set objectives for their schools and are able to line up with government and parent desires. Kwakwa (1973) calls “head-teacher” as the focal individual who runs the coordinator of correspondence, the director of transportation, the director of public relations, the devisor of intricate schedules ,the quartermaster of stocks, the editor of handbooks, and the instructional leader. This compels numerous stakeholders to work for the amplification of their outlooks and demanding higher academic outcomes and enactment standards from school principals (Weindling & Dimmock, 2006).

Archibong (2012) states that instructional supervision is a set of activities which are carried out to make the process of teaching and learning more batter and meaningful. Good supervision is also concerned with the act that it must cultivate the abilities of personal relationship among the workers and efficient steps forwarding which may lead to the success of the institution (Newstrom&Bittel, 2002).

Comparing the principals/head teachers of developed and developing countries like Pakistan, it was observed that most school head teachers were engaged in some aspects of instructional leadership. In United States of America, head teachers are supposed to accomplish the tasks of school management and teaching supervision quite seriously and simultaneously (Archibong 2012). Visiting classrooms and providing a conducive environment for learning and teaching, supervising and maintaining students’ attendance, managing curricular and co-curricular activities for batter performance of the schools are the major objectives of instructional supervision that may lead to better performance of the schools (Ngipuo, 2015). Watene (2007) is of the view that checking professional records of teachers is another important instructional practice asserts (This includes lesson planning, working schedules, marking note books, keeping records, Checking class attendance register and class proceedings, and students’ report cards).

Nafees et al. (2012) are of the view that effective instructional practices may have a positive role in better performance of the students if a proper lesson is planned and class attendance is maintained. Similarly Kashif and Azad (2018) are of the view that involvement in co-curricular activities may lead to better school performance if proper supervision is there. Hence school attendance plays a mediatory role in this. The factors which are considered for the current study are students' attendance, enrollment of students, curricular and co-curricular activities, students' performance or academic performance. Hence, the present study is unique in nature as all discussed factors have not been discussed before under one umbrella.

Objectives of the Study

The objectives of the study are as following:

1. To investigate head teachers' policy about students attendance and their academic achievements.
2. To investigate students' attendance and their academic performance.
3. To compare the students' position in curricular and co-curricular activities.
4. To examine the effectiveness of head teachers' instructional practices on students' enrolment.

Procedure of the Study

Major objective of the study was to investigate the effect of head teachers' instructional supervisory practices on school performance. Perceptions of head teachers and teachers of district Sahiwal were taken. This study was conducted by applying quantitative method using descriptive and inferential techniques. All the teachers and head teachers of district Sahiwal at secondary level were the population of study. The data was collected through convenient sampling. Questionnaire was used as an instrument of data collection. Four indicators of instructional supervisory practice were used i.e. Students' attendance in the class, students' enrollment in the school, students' performance in the exams and their participation in curricular and co-curricular activities. Head teachers and teachers perception was recorded on the same scale. It was a self-developed instrument which consisted of 37 items. The data was analyzed by using statistical package for social sciences-SPSS 21, in the form of frequency, mean, variance, standard deviation, Independent Samples t-test was applied on the data.

Results

1. Head Teachers' Instructional Practices and Students' Attendance

Table 1

Difference between Head Teachers' Instructional Practices and Student's Attendance

Variables	<i>N</i>	<i>M</i>	<i>SD</i>	<i>S.E Mean</i>	<i>t- value</i>	<i>p</i>
Instructional Practices	300	16.10	2.09	0.12071	-25.40	0.009
Student's Attendance	300	20.43	2.07	0.11999		

In table 1 the value of $t = -25.40$ and $p = 0.009$ explained that there was significant difference between head teacher's instructional practices and student's attendance because our calculated p-value lesser than significance level i.e. $0.009 < 0.05$.

2. Student's Attendance and Student's Performance

Table 2

Difference between Students' Attendance and Students' Performance

Variables	<i>N</i>	<i>M</i>	<i>SD</i>	<i>S.E Mean</i>	<i>t- value</i>	<i>p</i>
Student's Performance	300	23.91	2.88	0.166	16.966	0.000
Student's Attendance	300	20.43	2.07	0.1199		

Table 2 the value of $t = 16.96$ and $p = 0.000$ explained that there was substantial difference between student's performance and student's attendance because our calculated p-value is less than level of significance i.e. $0.000 < 0.05$.

3. Curriculum activities VS Student's performance

Table 3

Difference between Curricular Activities and Students' Performance

Variables	<i>N</i>	<i>M</i>	<i>SD</i>	<i>S.E Mean</i>	<i>t- value</i>	<i>p</i>
Curricular activities	300	23.91	2.88	0.166	36.628	0.000
Students' Performance	300	20.43	1.87	0.108		

In table 3 the value of $t = 36.628$ and $p = 0.000$ explained that there was significant difference between students' performance and curricular activities because our calculated p-value less than significance level i.e. $0.000 < 0.05$.

4. Co-Curriculum activities VS Student's performance

Table 4

Difference between Curricular Activities and Students' Performance

Variables	<i>N</i>	<i>M</i>	<i>SD</i>	<i>S.E Mean</i>	<i>t- value</i>	<i>p</i>
Curricular Activities	300	23.91	2.88	0.166	62.06	0.000
Students' Performance	300	12.19	1.54	0.089		

In table 4 the value of $t = 62.06$ and $p = 0.000$ explained that there was insignificant difference between student's performance and co-curricular activities because our calculated p -value is less than significance level i.e. $0.000 < 0.05$.

5. Head Teacher Instructional Practices VS Student's Enrollment

Table 5

Difference between Head Teachers' Instructional Practices and Students' Enrollment

Variables	<i>N</i>	<i>M</i>	<i>SD</i>	<i>S.E Mean</i>	<i>t- value</i>	<i>p</i>
Instructional Practices	300	16.10	2.0907	0.12071	-15.46	0.000
Students' Enrollment	300	19.22	2.7565	0.15915		

In table 5 the value of $t = -15.46$ and $p = 0.000$ explained that there was significant difference between head teachers' practices and student's enrollment because our calculated p -value is less than level of significance i.e. $0.000 < 0.05$.

Discussion and Conclusion

Instructional supervisory practices are the combined efforts which involve set of activities designed to enhance teaching and learning process in a school (Aguba, 2009). The focus of the study was to investigate the effect of head teachers' instructional supervisory practices on school performance in Sahiwal District, a city of Punjab Pakistan. Instrument was made keeping in view the following four indicators: attendance of the students in regular classes, students' performance during class room sessions, students' participation in curricular and co-curricular activities and students' enrollment in the schools.

Robert and Brandi (2016) reported that students' attendance is essential for education, and its value have an influential impact on students' achievement. Organized leadership requires understanding of significance of balancing in student attendance and education to improve retention (Hutley, 2004). Poor

attendance showed a major cause of student disaffection and disengagement and lead pupils to permanently drop out the school (Lan & Lanthier, 2003). Ayesha (2015) concluded that office activities must be in corporation with others for education. Once supervisors, student affair staff and teachers realize the importance and influence of student attendance, they will be more helpful (mentally, physically, financially, and emotionally) in departmental programs and will pay more care to the activities which may enhance students' attendance in the class. An influential and dynamic leader always focuses on presence of the students. So, it is perceived by the teachers and administration that effective instructional supervision may lead to better attendance in the class. The study in hand results the same that effective leadership leads to the better attendance of the students and employs both.

Astin (2001) found out that learners build their uniqueness and become more active when they engage and involve themselves in class activities. Ayot and Briggs (1992) are also in agreement with this statement. Kashif, Abdul Qayyum and Azad (2018) are of the view that students who actively participate in curricular and co-curricular activities mostly get better results in examinations yet it is dependent upon better instructions of the teachers and supervisory skills of the head of institutions. This argument supports our research question that participation in curricular and co-curricular activities is dependent on effectiveness of good supervision of teachers and head teachers.

Wawira (2012) found out that head teachers' instructional practices have great influence on student's enrollment, World education policies are targeting at enhancing equity, improved transitions and access to education. UNESCO (2005) has consequently led to improve learners' enrolment figures and high pupil-instructor ratios around the globe. Present study supports the above researches that effective supervision may lead to better school enrollment as well as class presence.

Koehn and Namusonge (2012) determined that principal play a paramount role in accessing student's academic performance in any institute, due to their varied qualities, abilities, practices and roles. A school head teacher must be an individual with suitable professional and academic qualifications, ability, experience, integrity and competence because, now a days, the requirement for effective administration of institution is quickly taking central place more than

ever round the world (Okumbe, 2001). School results are always critical for the teachers and school heads. From the last many decades students' performance is always related to teachers and school heads. Good supervision of the head may provoke interest in the teachers which may lead to remarkable performance of the students. Ngiuopo (2015) carried out a study in Kenya, the results of that study were in the support of our assumption that instructional supervisory practices may affect students enrollment in the school, students attendance, their performance (results) and participation in curricular and co-curricular activities. However, regular visits in the class, inspection of lesson planning of the teachers are some other factors which need consideration for further studies.

Recommendations

Following recommendations were made on the bases of research results.

1. The secondary schools head teachers may be professionally developed to use the knowledge of instructional practices to enhance students' capabilities efficiently.
2. The concept of instructional practices may be implemented in schools for improving the efficiency of teachers and skills of students in comprehensive way.

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