

Relationship between Principals' Instructional Supervision and Teachers' Performance at Secondary Level

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Abstract

It is an established fact that the teachers are the catalysts for improving the quality of teaching learning process. This focus is based on the assumption that understanding the perception of teachers on the contribution of principal's instructional supervision towards the performance of teachers. The principal is supposed to procure teaching materials to schools for teachers to work with in order to improve classroom instructions. Principals may always be ready to assist the teachers and interact with them in cordial manner. This study aimed to explore the "Relationship between Principal's Instructional Supervision and Its Influence on Teachers Performance at Secondary Level in Peshawar". For this purpose, data was collected from 25 girls high and higher secondary schools randomly. Eight teachers from each school were randomly selected, so 200 teachers constituted the sample size of the study. A questionnaire was used to collect data from the respondent teachers. The Reliability test of the test items, a pilot study was carried out. The questionnaire was administered among 20 teachers other than the sample. Cronbach's Alpha was carried out which yielded results within the acceptable range. Data analysis was made by using statistical tools such as Descriptive Statistics, One-Sample t-test, Pearson Correlation-test and Regression Analysis. The management may provide latest instructional technology to the educational institution for effective teaching learning process. Finally, recommendations were put forward based on future researchers may take up research on the use of instructional technology at secondary level.

Keywords: Interaction, Instructional Material, Secondary School, Examination, Graduate

1. Introduction

According to Parthy (1992) supervision is a process of stimulating growth and the means of helping teachers to improve them. Supervision is aimed at improving instruction through regular monitoring and in-service education of the teachers. Supervision involves extending expert assistance to teachers to help them acquire more pedagogical skills and competencies for effective teaching. Supervisors, therefore, supervise, guide and direct the instructional activities of teachers in line with the professional conduct. Foregoing in view, it can be deduced that the main centre of focus of supervision is the classroom teacher efficiency. As a curriculum implementer, the teacher makes an effort to shape the purpose of class instruction. Supervision is a service rendered to teachers, focusing on how to help them understand and accept themselves, their abilities and patterns of interest, emotional make-up and background preparation, and helping them achieve realistic as well as smart goals for themselves. Supervision is supposed to bring about improvement and efficiency in instruction.

Nwaogu (1980) stated that supervisory direction is a practice of carrying enhancement in pedagogy and skills employed by teachers. Supervision also includes adequate provision of the situations which are crucial to actual teaching and knowledge. He further said, the chief function of administration is to improve the learning situation of learners. Supervision is a service provided to assist instructors to get their duties done in the best possible manner. Supervision is directly and primarily concerned with studying and improving the conditions which encompass the teachers and pupils' growth. It releases dynamism of persons in inventive methods to resolve separate or collective difficulties pertaining to efficient teaching-learning process.

Firz (2006) stated that supervision refers to the roles played by an education officer/supervisor in making sure that teachers perform their job effectively and efficiently. The process of instructional supervision is the act of seeing the procedures, practices, principles, techniques and approaches recognized for the achievement of institutional goals of the organization. Supervision involves expert knowledge, skills, practices, and experiences to oversee, assess and cooperatively improve the situations and methods of correcting things which create problems in teaching-learning process. The sole goal of supervision is to enhance the quality of instruction in schools. The learner is the focus of attention in the process of supervision.

1.1.1. Objectives of the Study

- Assess relationship between teachers' interaction with the principal as a supervisor and their performance.
- To what extent the Use of the instructional material as directed by supervisor improve teachers' performance?

1.1.2. Research Question

- How does the teachers' interaction with the principal as supervisor contribute to their performance?
- To evaluate the relationship between use of the instructional material as directed by the supervisor and teachers' performance.

1.1.3. Hypothesis

- H₀: There is no relationship between teachers' interaction with the principal as a supervisor and their performance.
- H₀: There is no relationship between a teachers' use of the instructional material as directed by the supervisor and their performance.

1.1.4. Significance of the Study

Examining the perception of teachers regarding principals' instructional supervisory direction may help to develop the process of supervision and improve teachers' performance in schools. This study may be helpful to: Teacher, School management, Administration, the Parents Teachers Associations (PTAs), and also other

researchers interested in the instructional supervision. The findings of the study may also help teachers to understand and appreciate the importance of principals' instructional supervision. It may improve teacher perception regarding instructional supervision. The undertaken study may identify variables affecting the principals' supervisory capacity and may highlight his role in the remodelling of secondary schools to meet the challenges of 21st century.

2. Literature Review

2.1. Principals' instructional supervision and teacher performance

Raiser & Dampsey (2007) stated that principals in secondary schools are the people assigned with the task of ensuring that educational plans are put in place that support effective teaching and learning for all students in their schools. Their key duty is to ensure learning and success of all students by making sure that effective instruction is carried out. Instruction on the other hand is an organized procedure used to develop consistent and reliable education and training programs. The principal requires an expertise and working knowledge of successful instructional strategies to understand the instructional desires of the learners and instructors and be able to effectively address their needs. According to Blankstein, (2010) school principal has a duty to assist educators explain work and instructional goals in order to develop instructional teaching learning process and be able to achieve the target goals. He is expected to help teachers to change their emphasis from what they are teaching to what the students are learning through practicing instructional leadership.

Nolan and Hoover (2004), narrated that supervision of instructor is a basic function of any educational organization which promotes the growth of the teacher and in turn it improves the performance of the teachers. Basic aim of supervision is to promote learning practices and enhance student learning. Instructional supervision is "the work of the concerned heads of institution which give right direction to the employees for the development of the pedagogical approaches and skills. They select the appropriate instructional goals, techniques of teaching, and the evaluation of instruction." Thus, the main focus of supervision in an institution is to ensure the provision of educational help to educators to improve their educational instruction and students' performance and learning.

Afianmagbon, B.E. (2007) stated that the principal supervises and oversees teachers' classroom management, observes instructional method, makes sure that teacher comes on time and leaves the class on time, checks the teachers' regularity and absenteeism, appraises the good performance and punish the lethargic behaviour. Principal assigns duties to teachers and motivates them to perform their duties efficiently on proper time. He makes available all resources to perform effective instructional duties and encourages the innovation in the execution of curriculum.

2.2. Concept of Instruction

Gagne' (1977) stated that instruction is the purposeful direction of the learning process. Classroom instruction is a bilateral activity between teaching and studying. Both the teacher and students are active participants in the learning process, each with their respective responsibilities. Instruction means arranging the conditions of learning that are external to the learner. These conditions need to be constructed in a stage-by-stage fashion, taking due account at each stage of the just previously acquired capabilities of the learner, the requirements for retention of these capabilities and the situation needed for the next stage of learning.

Instruction is aimed at changing behaviour, so it is useful to think of a unit of instruction as being built around desired behaviour that is the learning outcome. Instruction is purposeful in directing learning process. It is a vitally important classroom activity that involves both the teacher (as the instructor) and students (as learners). Therefore, it makes the need to supervise instruction more important and inevitable to achieve educational goals.

2.3. Concept of Supervision of Instruction

According to Wiles and Lovell (1982), supervision of instruction facilitates maximum development of the teacher into the most professionally efficient person he or she is capable of becoming. This therefore indicates that supervision is all about promoting leadership and teachers' growth in educational practices.

Beach and Reinhartz (2000) defined supervision of instruction as "a complex process that involves working with teachers and other educators in a collegial, collaborative relationship to enhance the quality of teaching and learning within schools and that promotes the career long development of teachers."

Nwaogu (1980) state that supervision of instruction is a process or an activity by which an individual or a group of individuals by means of advising and stimulating interest in teachers and pupils help to improve teaching and learning situations in educational institutions. It is also the process of assisting the teacher to improve himself and his instructional abilities so as to enhance effective teaching and learning. So, if successful instruction is not achieved there is something wrong with the supervision. Again, it can be seen from this definition that supervision is intended to help teachers improve themselves. The supervisor ensures that the teacher teaches in such a way that the pupils understand so that they acquire the abilities, the skills, and attitudes stated in the objectives of instruction.

2.4. Variables Involved

2.4.1. Interaction with supervisor

The aim of instructional regulation is stimulating direct communication and build association between supervisor and the teacher. Within the organization, it promotes capacity building of individuals. For effective work performance of the subordinates in various organizations, principals' interaction with subordinates is a fundamental component.

Settoon, Bennett, & Liden (1996) stated that supervisors hold a key position at the heart of the school association and their interactions influence the performance, satisfaction, and commitment levels of teachers and students as well. Principals' relationship has an immense impact on teachers' work output and effective teaching. If the supervisor is effective and flourishes, his followers will also flourish but if the supervisor is ineffective then the followers suffer and face problems. Effective interaction with supervisor has a significant influence on teachers' performance.

According to Annoh (1997), the principals' work with teachers is to achieve the organizational goals. For this purpose, both should trust each other and live in a congenial relationship. The interaction should be fair and just to teachers and to be cordial and continuing. For a good relationship, the principal performs activities like school administration, encourages new ideas and strategies, appraises the good performance and motivates the lethargic ones, and makes fair and just decisions about the teachers while the teachers feel no hesitation sharing their problems with the principal.

2.4.2. Instructional Materials

According to Achunin (1998), the instructional material is pedagogical accessories which assist teachers during instruction. The resources used by the teacher for the better understanding of learners are instructional material. Some of the most used instructional materials are old-style resources, graphics managers, and teacher-made resources. Textbooks and workbooks are old traditional resources. Effective teaching and learning depend to a large extent on the use of relevant instructional materials. Instructional materials refer to all the items that can help the teacher to accomplish the teaching task. These items include audio-visual materials, chalkboard, textbooks, workbooks, charts, computer, internet, use of technology, library books, E-library stationery, and interactive boards. Other instructional material may include multimedia, Internet, Skype, Google, Facebook etc.

Farrant, (1988) stated that Instructional materials facilities enable to minimize the traditional teacher-centred method of teaching, which is dominated by the talk and chalk. Availability of instructional materials in school facilitates learning. The instructional materials are very useful to facilitate active learning, relate theory with practice, encourage relative thinking, affect students' skill development, and concretize abstract

experiences. Principals shall periodically inspect labs and classrooms to determine if tools and supplies are properly stored, equipment is kept in good repair and is being properly used, and if the safety requirements have been met, etc. It is the responsibility of the principal to see that facilities, equipment, and instructional materials are properly provided or working. If the facilities are in unwiring conditions, then they should be repaired or replaced.

3. Methodology of the Study

Descriptive Research Method was used in this study. Primary data was collected through an adopted questionnaire and secondary data was obtained from the review of related literature including relevant books, research carried out on the subject, conference/seminar proceeding, various educational policies, educational plans, and the material found through Internet.

The population of study comprised 814 Secondary School female teachers of 66 public Girls High Schools in Peshawar. 200 Secondary School Female teaches were randomly selected to make the sample of the study.

4. Statistical tools and analysis

Different statistical tools were used for analyzing data collected from the respondents using the questionnaire/scale already introduced in the preceding section. These statistical tools included Descriptive Statistics, One-Sample t-test, Pearson Correlation-test. and Regression Analysis.

5. Data Collection, Analysis, and Discussion

According to Uma Sekaron (2003), the reliability value falling below 0.60 is poor, the 0.70s range is acceptable, and 0.80 and above is good. The reliability of the variables tested is unacceptable to good range. After having reliability tests of all measures in good ranges, the data on elements of constructs were averaged row-wise to generate data on Interaction with Supervisor (IS) and Use of Instructional Material (UIM).

Table 1: The Reliability Test of Variables

Variables	Cronbach's Alpha
Interaction with supervisor (I.S.)	.731
Use of Instructional Materials (U.I.M)	.746

5.1. One sample t-test Statistics for Interaction with Supervisor (IS)

One-sample t-test using SPSS for variable Interaction with Supervisor (IS), following results were obtained as given in tables below.

Table 2: One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
IS	200	3.8714	.67650	.04784

Table 3: One-Sample Test, Test Value = 3

	t	Df	Sig. (2-tailed)	Mean	95% Confidence Interval of the Difference	
					Lower	Upper
IS	18.217	199	.000	.87140	.7771	.9657

In the case of Tables 2 & 3, the mean value of variable Use of Instructional Material (UIM) indicated mean value = 3.3391 higher than the mid-point (=3). Therefore, the majority of the respondents agreed. The mean value of 3.3391 is statistically significantly higher than the value-point (= 3) and this variance is statistically significant at $p < 0.01$.

Fitzgerald et al. (2004) stated that Correlation studies assess the strength of relationships as they occur or have occurred without experimental manipulation. The Pearson Correlation test was used to evaluate the relationship and nature of strength between the different variables of interest.

5.2. Pearson Correlation between Interaction with Supervisor and Teachers' Performance

Table 4: Descriptive Statistics

	Mean	Std. Deviation	N
AvMarks	59.4250	10.80314	200
IS	3.8714	.67650	200

Table 5: Correlations

		AvMarks	IS
AvMarks	Pearson Correlation	1	.252**
	Sig. (2-tailed)		.000
	N	200	200
IS	Pearson Correlation	.252**	
	Sig. (2-tailed)	.000	1
	N	200	200

**. Correlation is significant at the 0.01 level (2-tailed).

The first null hypothesis in this research was that "There is no relationship between Interaction with Supervisor and Teacher's Performance". Two hundred teachers of high and higher secondary schools were surveyed about IS (M= 3.8714, SD= .67650) and Students Achievements (M= 59.80314, SD= 10.80314). Teacher's Performance is based on the students' achievement. The result of the Pearson correlation yielded the coefficient as 0.252 which indicated a weak and less significant relationship. The correlation results suggest that the Principals' Instructional supervision and Teachers' Performance have weak relationship with each other. On the basis of the above correlation result the null hypothesis was rejected.

5.3. Pearson Correlation between Use of Instructional Material (UIM) and Teachers' Performance

Table 6: Descriptive Statistics

	Mean	Std. Deviation	N
AvMarks	59.4250	10.80314	200
UIM	3.3391	.70394	200

Table 7: Correlations

		AvMarks	UIM
AvMarks	Pearson Correlation	1	.157*
	Sig. (2-tailed)		.027
	N	200	200
UIM	Pearson Correlation	.157*	
	Sig. (2-tailed)	.027	1
	N	200	200

*. Correlation is significant at the 0.05 level (2-tailed).

Another null hypothesis in the research was that “There is no relationship between the Use of Instructional Materials and Teachers’ Performance”. Two hundred teachers of high and higher secondary schools were surveyed about the variable UIM was ($M = 3.3391$, $SD = .70394$) and Students Achievements ($M = 59.80314$, $SD = 10.80314$). Teacher's Performance is based on the students’ achievement. The result of the Pearson correlation yielded the coefficient as 0.157 which indicates a weak and less significant relationship. Hence the correlation result suggests that the Use of Instructional Materials and Teachers’ Performance have a relationship with each other. On the basis of the above correlation result, the null hypothesis was rejected.

5.4. Regression Model

Hence, to capture the effect of independent variable Net Principals’ Instructional Supervision and Teachers Performance (NPSTP) and dependent variable students’ achievement (SA), we have estimated the regression; and results are provided, as follows.

Table 8: Regression Analysis Results for SA and NPSTP

Variable	Coefficient	Std. Error	t-Statistic	p-Value
Intercept	80.582	7.211	11.175	0.000
NPSTP	6.000	2.034	2.950	0.004

Table 9: Model Summary

F-Statistic	R ²	Adjusted R ²	DW	N
8.703 (p = 0.000)	0.042	0.037	1.274	200

The dependent variable teachers' performance judged by Students’ Achievement (SA) Score/Marks and Net Principals’ Instructional Supervision and Teachers’ Performance (NPSTP) represents predictor variable based on I.S & U.I.M. The whole estimated model is statistically significant ($F = 8.703$; $p = .000$) and explanatory variable Net Principals Instructional Supervision and Teachers Performance (NPSTP) is statistically significant ($t = 2.950$; $p < 0.01$). The Independent variable Principals’ Instructional Supervision contributed statistically significantly in a positive way towards Teachers’ Performance. Net Principals’ Instructional Supervision (NPIS) contributes 6.000 units in the dependent variable Teachers’ Performance (TP) for every unit increase in explanatory variable NPIS. So, on the basis of the above results, the explanatory variable Net Principals’ Instructional Supervision (NPIS) positively contributed towards Teachers’ Performance which was judged through Student Achievement (SA) level.

6. Outcome of the Study

The reliability of the test items was found to be in acceptable range. One-Sample t-test confirmed that the majority of respondents agreed with the points raised. Teaching practices are also positively associated with a teacher performance. One-Sample t-test confirmed that the use of instructional material positively contributes to teacher performance.

7. Conclusion

The study confirmed that interaction of supervisor does contribute towards the teacher performance. It was determined that the effective use of instructional materials leads to the better teacher performance. It was also concluded that the teaching practices have a positive contribution towards teachers' performance.

8. Research Recommendations

There is a dire need for principals to be adequately well-versed with the instructional supervision. Management may arrange seminars/workshops as the CPD initiatives for teachers' professional growth. Future research could explore the use of instructional technology at the secondary level.

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