

# A COMPARATIVE STUDY OF INSTRUCTIONAL SUPERVISION IN PUBLIC AND PRIVATE SCHOOLS OF KHYBER PAKHTUNKHWA

<sup>1</sup>Nazir Ahmed Malik <sup>2</sup>Sayyam Bin Saeed

<sup>1</sup>The University of Lahore, Chenab Campus Gujrat, Pakistan <sup>2</sup>PhD Scholar Hazara University, Mansehra, KP, Pakistan

Corresponding author: [malik.nazir@gmail.com](mailto:malik.nazir@gmail.com)

**ABSTRACT:** *The study aims to compare the supervisory practices carried out by the head of institutions of public and private sector schools of Khyber Pakhtunkhwa and recommend corrective measures to improve the standards of instructional supervision in the province. The study is quantitative and descriptive in nature based on quantitative data which has been procured through a questionnaire employed as the instrument. All the teachers of public and private sector schools teaching at secondary level constituted the population of the study. The study randomly selects 240 teachers with equal number from the both the sectors and with equal participation of both the genders as the respondents. The statistical analysis of the data indicate that instructional supervision are being carried out frequently in private while occasionally in public sector schools respectively. The study concludes that there is significant difference between instructional supervision carried out in private and public sectors secondary schools of Khyber Pakhtunkhwa and recommends measures to improve the situation.*

**Keywords:** Instructional Supervision, Public Sector Schools, Private Sector Schools, Principals, Secondary School Teachers

## INTRODUCTION

### Background to the study

Education guarantees the transmission of social and cultural knowledge from one generation to the other. Learner and teacher embark on this joint venture having reciprocal motives which are of prime importance pertaining to the amelioration of human standards. It is accomplished both formally and informally, where the complete social mindfulness joins explicitly in order to enhance the acquired stockpile of its cultural, spiritual and material heritage [1]. In order to ensure the quality of this process, the educational administrators are charged with the duty of supervising the successful execution of educational activities being carried out by the teachers in their respective institutions.

This study was carried out with the objective of finding out the extent to which supervision in educational process is conducted within these institutions. It will also focus separately on the execution of this process in private and public schools of Khyber Pakhtunkhwa and the difference in their nature and practices. This study involves an equal amount of data from both types of institutions with equal representation of both genders. It investigates into the set standards of supervision of instruction in public and private schools, its mechanism and follow-up. This study identifies the existing process, their deficient areas, and their degree of expertise, any favorable effect of the practice on the teachers in terms of the outcome of internal supervision and upon students' performance level. The research will propose recommendations on the basis of survey and investigation into the professionally well-organized internal supervision and supervisory practices in public and private sector schools of Khyber Pakhtunkhwa

### Objectives of the study

The present study aims to:-

1. To probe into the frequency of instructional supervision in public and private sector schools.
2. To explore the extent of impact upon the professional improvement of teachers of public and private sector schools due to instructional supervision.
3. To evaluate the overall impact of supervisory practices on teaching learning process in public and private sector schools.

### Delimitation of the study

The study has been delimited to the public and private sectors schools of six districts (Hazara Region) of Khyber Pakhtunkhwa.

### Significance of the study

The study will enable the teachers and administrators to comprehend the process, techniques, importance and output of the procedure of Supervision in Instruction. It will facilitate to conduct the practice of supervision leading to amelioration of teaching methodology, administration of classes and teaching learning mechanism

The study is apposite especially to the educational institutions of Khyber Pakhtunkhwa as it will be the first study on supervisory practices conducted in the region. It will augment their comprehension of the idea of classroom supervision among the heads of institutions in the region where the idea of structured supervision is new and uncommon idea.

### REVIEW OF LITERATURE

There is no exact definition of supervision in any literature [2]. Different scholars and critics opine in their own fashion to describe the concept of supervision. Thus a definite and comprehensive definition of supervision acceptable to all critics is out of question.

In addition to that, another interpretation of supervision in supervision manual (1994:9) presents it as a blend of classroom activities in order to achieve the educational goals and rendering the teaching learning procedure result oriented through refinement of curricula and assisting the teachers in solution to the problems which hinder in the attainments of their professional objectives. The researcher [3] defines instructional supervision as a comprehensive road map for the amelioration of the process of instruction, a reciprocal learning and teaching environment with provision of chances for on job training. It aims to motivate and guide the teachers for their intellectual development as individuals as well as members of a group which is accelerating and carrying out the teaching-learning process, help in provision of ideal learning environment and maintain the bare minimum standard of instructional program and keeping on improving with the passage of time to meet the ever changing challenges.

Supervision comprises a series of regular systematic actions undertaken by the supervisor and teacher for the

improvement of the students [4]. The researchers [4] opine that the classroom performance of a teacher involves appropriate implementation of curriculum, planning of lessons, class management, and exploitation of appropriate instructional techniques to achieve the set results. Supervision focuses on the improvement of teachers' grip over the subject, his expertise to adjust to the situation and his capabilities to take decisions in order to solve the problems that he comes across during teaching and learning process [5]. The crux of supervision is to facilitate the teachers in development of their instructional skills (cf. [6], [7], [8]) Various schools, areas and regions may have diverse goals but the characteristic that they share is to achieve perfection in the professional performance of their teachers (cf. [9], [10]).

Supervision amalgamates of the requisites on the part of teacher and organization so that both can collaborate for the accomplishment of school's aims and targets set [9]. The focal end of supervision encompasses the achievement of the individual goals based upon checklists, and rating scales as central factors of monitoring and assessing educator's presentation [9]. Supervision is a multi-faceted process that focuses upon the instructional process and aims at provision of congenial environment for the teachers in order to improve their professional expertise [11]. This multi-dimensional task of supervision of teachers involves various roles on the part of supervisory staff for improvement in learning [9].

### RESEARCH METHODOLOGY

The research is quantitative and descriptive in nature, requiring both male and female secondary schools teachers of public and private sector schools in Hazara Region shared their opinions about the quality of the process of instructional supervision in their institutions by their heads through a questionnaire.

Overall, 1703 teachers of private schools and 5186 teachers of public schools of Hazara Region in KP, teaching at secondary level constituted the population of the study.

Two steps cluster sampling method was adopted for selection of the sample. Firstly, 40 secondary schools were selected randomly. While selection equal number of girls and boys schools were selected. Secondly, 6 teachers teaching at secondary level were selected, making a total sample of 240 teachers (60 Male and 60 Female from public sector and 60 male and 60 female from private sector).

After a thorough study of related literature, a questionnaire was devised to ask the opinion of teachers. The research tool was forwarded to experts in field for improvement followed with pilot testing in 4 secondary schools (8 teachers were asked opinion during pilot testing). The research tool was also validated through Cronebach Alpha (the value was found to be 0.972).

The researcher personally visited the schools and distributed the questionnaires to the teachers. Clear instructions were disseminated to respondents with assurance of keeping their opinion confidential. The data was collected from 240 teachers of public and private sectors as decided in the sample.

### DATA ANALYSIS AND INTERPRETATION

The filled survey questionnaires were scored and coded to have data in numerical form. This data was arranged in tables and then mean, standard deviation, t-test, percentages were used as statistical tool for analyzing data.

Following is the comparison of opinion of teachers of both the sectors, on 20 different statements/questions, regarding instructional supervision conducted by the principals of their schools:

*Statement 01: Opinion of teachers of both the sectors regarding visit of principal to their class*

Gender	N	Mean	SD	Se	t	p
Public	120	3.02	.78	.078	-9.63	0.0
Private	120	4.03	.70	.070		

The comparative result (3.02 & 4.03 with  $t = -9.631$  and  $p < 0.05$ ) of teachers from public and private sector shows that teachers of both the strata have significant difference in their opinion regarding visit of head on institutions to their classes. The results indicate that in case of public sector schools it is an occasional while on the other hand in private sector it is a frequent practice.

*Statement 02: Opinion of teachers of both the sectors regarding checking of following of scheme of studies by the Principal*

Gender	N	Mean	SD	Se	T	p
Public	120	2.78	.87	.087	-9.50	0.0
Private	120	3.87	.75	.075		

The comparative result (2.78 & 3.87 with  $t = -9.5$  and  $p < 0.05$ ) of teachers from public and private sector shows that teachers of both the strata have significant difference in their opinion regarding monitoring of following of scheme of studies by the teachers. The results indicate that in case of public sector schools it is an occasional while on the other hand in private sector it is a frequent practice.

*Statement03: Opinion of teachers of both the sectors regarding keeping of record of observations by the Principal*

Gender	N	Mean	SD	Se	T	P
Public	120	2.8	.94	.09	-7.86	0.0
Private	120	3.81	.87	.09		

The comparative result (2.8 & 3.81 with  $t = -7.86$  and  $p < 0.05$ ) of teachers from public and private sector shows that teachers of both the strata have significant difference in their opinion regarding keeping of record of observations of teachers by the principals. The results indicate that in case of public sector schools it is an occasional while on the other hand in private sector it is a frequent practice.

*Statement04: Opinion of teachers of both the sectors regarding communication of observations to the teachers by principals*

Gender	N	Mean	SD	Se	T	P
Public	120	3.0	.89	.09	-7.75	0.0
Private	120	3.96	.85	.085		

The comparative result (3.0 & 3.96 with  $t = 7.75$  and  $p < 0.05$ ) of teachers from public and private sector shows that teachers of both the strata have significant difference in their opinion regarding communication of observations to the teachers by the principals. The results indicate that in case of

public sector schools it is an occasional while on the other hand in private sector it is a frequent practice.

*Statement05: Opinion of teachers of both the sectors regarding checking of use of instructional aids*

Gender	N	Mean	SD	Se	T	P
Public	120	2.79	.99	.099	-7.04	0.0
Private	120	3.72	.88	.088		

The comparative result (2.79 & 3.72 respectively with  $t = -7.04$  and  $p < 0.05$ ) of teachers from public and private sector shows that teachers of both the strata have significant difference in their opinion regarding checking of proper use of teaching aids by the teachers. The results indicate that in case of public sector schools it is an occasional while on the other hand in private sector it is a frequent practice.

*Statement06: Opinion of teachers of both the sectors regarding follow up on observations given by the Principal and their implemented by the teachers*

Gender	N	Mean	SD	Se	T	P
Public	120	2.71	.89	.089	-9.14	0.0
Private	120	3.83	.84	.084		

The comparative result (2.71 & 3.83 with  $t = -9.14$  and  $p > 0.05$ ) of teachers from public and private sector shows that teachers of both the strata have significant difference in their opinion regarding follow up on observations given by the principals and their implementation by the teachers. The results indicate that in case of public sector schools it is an occasional while on the other hand in private sector it is a frequent practice.

*Statement07: Opinion of teachers of both the sectors regarding checking of notebooks of the students*

Gender	N	Mean	SD	Se	T	P
Public	120	2.81	.93	.093	-4.96	0.0
Private	120	3.49	1.01	.10		

The comparative result (2.81 & 3.49 with  $t = 4.96$  and  $p < 0.05$ ) of teachers from public and private sector shows that teachers of both the strata have significant difference in their opinion regarding checking of checking of notebooks by the teachers. The results indicate that it is an occasional practice in both types of schools.

*Statement8: Opinion of teachers of both the sectors regarding improvement in teachers' punctuality*

Gender	N	Mean	SD	Se	T	P
Public	120	2.85	.93	.093	-8.52	0.0
Private	120	3.92	.85	.085		

The comparative result (2.85 & 3.92 with  $t = -8.5$  and  $p < 0.05$ ) of teachers from public and private sector shows that teachers of both the strata have significant difference in their opinion regarding improvement of teachers' punctuality. The results indicate that in case of public sector schools it is an occasional while on the other hand in private sector it is a frequent practice

*Statement9: Opinion of teachers of both the sectors regarding improvement in teaching methodology as a result of supervision*

Gender	N	Mean	SD	Se	t	P
Public	120	2.91	.95	.095	-8.05	0.0
Private	120	3.85	.67	.067		

The comparative result (2.91 & 3.85 with  $t = -8.05$  and  $p < 0.05$ ) of teachers from public and private sector shows that teachers of both the strata have significant difference in their opinion regarding improvement of teaching methodology as a result of supervision. The results indicate that in case of public sector schools it is an occasional while on the other hand in private sector it is a frequent practice.

*Statement10: Opinion of teachers of both the sectors regarding improvement in classroom management after supervision*

Gender	N	Mean	SD	Se	t	P
Public	120	2.91	.96	.097	-9.25	0.0
Private	120	4.03	.73	.073		

The comparative result (2.91 & 4.30 with  $t = -9.25$  and  $p < 0.05$ ) of teachers from public and private sector shows that teachers of both the strata have significant difference in their opinion regarding improvement in classroom management in result of supervision. The results indicate that in case of public sector schools it is occasional while it is a frequent practice in private sector on the other hand.

### Findings

After detailed analysis of the data it was revealed that there is mark difference in different aspects of supervisory practice carried out by principals of public sector schools in comparison with the private sector schools, as opined by the teachers of respective schools.

1. The principals of private sector frequently; visit the classes of their teacher, carry out it as a regular practice, check the progress on scheme of studies, keep the record of their observation given to teachers, communicate their observations to teachers, monitor the proper use of instructional aids by teachers, keep a follow up of their previously given instructions. The supervision of instructional process of teachers by principals also helped the teacher in frequent improvement in teachers' punctuality, and teaching methodology.
2. Contrary to that, the principals of private sector occasionally; visit the classes of their teacher, carry out it a regular practice, check the progress on scheme of studies, keep the record of their observation given to teachers, communicate their observations to teachers, monitor the proper use of instructional aids by teachers, keep a follow up of their previously given instructions. The supervision of instructional process of teachers by principals also helped the teacher in occasional improvement in teachers' punctuality. The principals of both public and private sector schools have similarity in checking the note books of students as they carry it as an occasional practice.

### Recommendations

The recommendations suggested by the present study are as follows:-

1. Measures should be taken to improve the frequency of instructional supervision in public sector schools.
2. For the professional development of the principals in both the sectors, in-service training must be provided.
3. The quality of instructional supervision should uniformly be insured in schools of both sectors by improving the standards of supervision Instructional

supervision should be made part of the curriculum which is taught to the professionals in teacher training institutions.

### CONCLUSION

The statistical analysis of the data presented in section 4 indicate that there exists significance difference in the opinion of teachers of public and private sector schools of Khyber Pakhtunkhwa regarding instruction supervision carried out by their principals. The data indicate that the principals of private sector frequently visit the classes of their teachers while principals of public sector visit occasionally. The analysis further shows that the principals of private sector frequently carry out instructional supervision as a regular practice while principals of public sector carry out occasionally. It must further be mentioned that the principals of private sector frequently check the progress on scheme of studies while principals of public sector occasionally check it. The analysis of the data further demonstrate that the principals of private sector frequently keep the record of their observation given to teachers and communicate their observations to teachers while principals of public sector carry out these practices occasionally. The data analysis reveal that the principals of private sector frequently monitor the proper use of instructional aids by teachers while principals of public sector monitor it occasionally. It is also indicated by the data that the principals of private sector frequently keep a follow up of their previously given instructions while principals of public sector do it occasionally. The analysis The data analysis show that the supervision carried out by principals of private sector frequently help the teachers in improvement of punctuality and overall performance meanwhile the supervision carried out by principals of public sector occasionally help the teachers in improvement of punctuality and overall performance.

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