

IMPACT OF STUDENTS' SUPERVISION ON SCHOOL PERFORMANCE IN SOUTHERN DISTRICTS OF KHYBER PAKHTUNKHWA: A SURVEY REPORT

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ABSTRACT: The study was a survey type in nature. The population of the study consisted of all Secondary Schools teachers and students in Southern districts of Khyber Pakhtunkhwa. Sampled respondents were (N = 330). Proportional stratified random sampling technique was used during data collection. The key objective of the study was to know the Impact of Students' Supervision on School Performance in Southern Districts of Khyber Pakhtunkhwa. The questionnaire was used to collect data from the respondents easily. The study was delimited to Public and Private Schools of district Lakki Marwat and Bannu only. Data were entered into SPSS (Version 16.0). Linear Regression, Frequency and Percentage were used to analyze data in the form of tabulation. The results showed that there is an impact of students' supervision on school performance; both Public and Private schools teachers are the same regarding students' supervision and school performance. Some recommendations were given at the end for the purpose of further improvement.

Keywords: Students' Supervision, School Performance, Public & Private Schools, Southern Districts, Khyber Pakhtunkhwa

INTRODUCTION

Teachers are at the forefront of successful instruction; supervision in the background provides support, knowledge and skills that enable teachers to succeed [1]. During the past several decades, instructional supervision has been identified as a means to enhance the performance of teachers in professional roles, since being a true "professional" requires that a teacher has to be fully capable of making appropriate decisions and providing high-quality services. It also requires the teacher to be in constant pursuit of better understanding and methodologies that are more efficacious. Thus, supervision of instruction is closely connected with professional development. This connection has been the theme of a thorough study in recent decades [1, 2, 3]. If teacher development is to move to center stage in the school improvement process then schools need to create the kinds of supervisory systems and growth strategies that encourage reflection, acknowledge teacher individuality, and emphasize collaborative relationships. The interaction between the supervisors and teachers is an asset for effective and collaborative professional development [4].

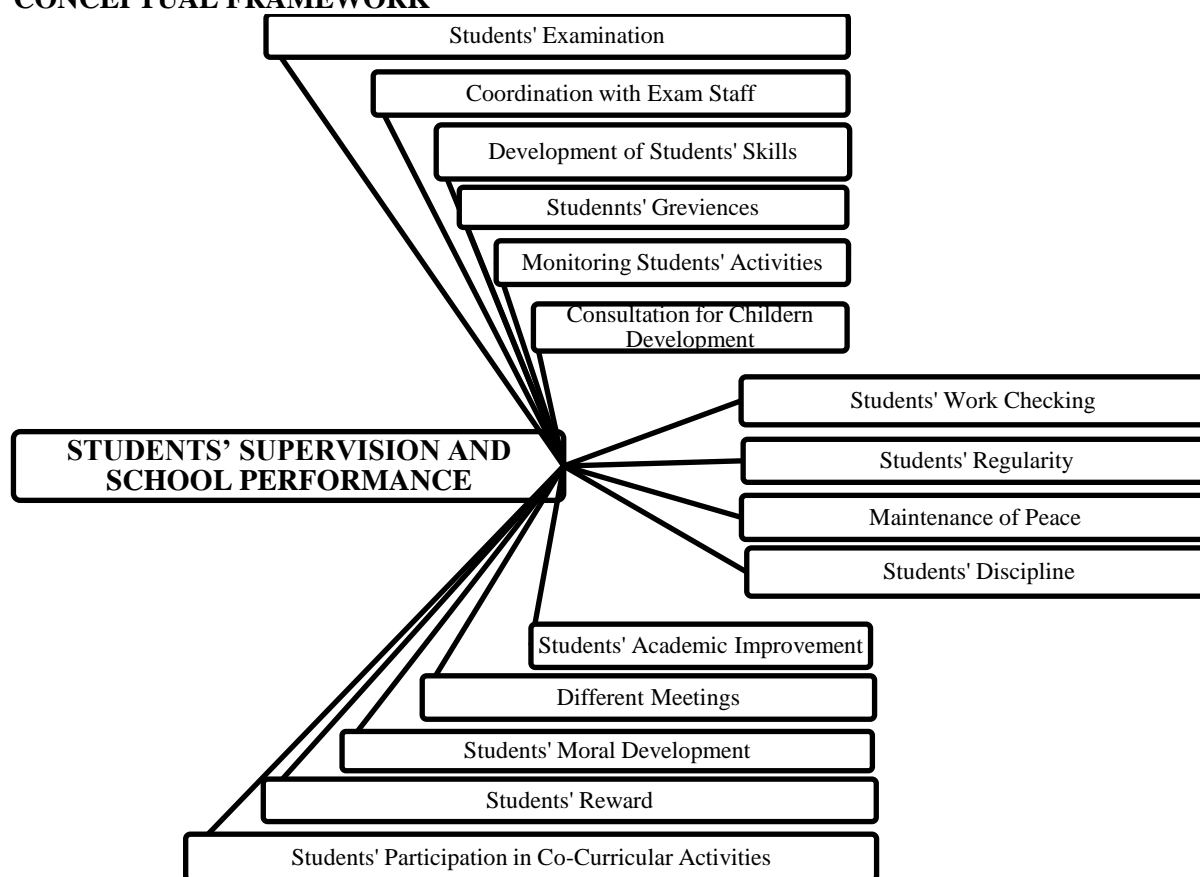
REVIEW OF RELATED LITERATURE

Despite the fact that many approaches to supervision are collaborative in nature; the practice of supervision has often been one of inspection, oversight, and judgment. For a long period of time, supervision of instruction has been viewed exclusively as an inspection issue. It should be examined critically and honestly for desired educational goals and actually achieved outcomes [5]. The emphasis in supervision should be laid more on the cooperative participation of administrators and teachers to increase the effectiveness of the instruction [6]. A significant role of supervisors is to provide teachers an opportunity to make professional decisions regarding their own development and trust them with its outcome [4]. (Poole, 1994) stated that supervision is defined as a formative process that emphasizes collegial

examination of teaching and learning [7]. Teachers want supervision that is supportive, helpful, and non-judgmental, but central administration often expects supervision to be instrumental, enforcing the organization's expectations and seeking goal achievement [8]. It is generally accepted that effective instructional supervision is conducted for several specific reasons. The purposes of supervision includes instructional improvement; effective professional development of teachers; helping teachers to become aware of their teaching and its consequences for learners; enabling teachers to try out new instructional techniques in a safe, supportive environment; fostering curriculum development; encouraging human relations; fostering teacher motivation; monitoring the teaching-learning process to obtain the best results with students and providing a mechanism for teachers and supervisors to increase their understanding of the teaching-learning process through collective inquiry with other professionals [2]. Supervision is primarily concerned with the improvement of classroom practice for the benefit of students regardless of what may be entailed, be it curriculum development or staff development [9].

The primary purpose of supervision is to help and support teachers as they adapt and refine the instructional practices they are trying to implement in their classrooms [10]. Supervisors supervise for good reasons [11]. The overarching purpose of supervision is to enhance teachers' professional growth by providing them with feedback regarding effective classroom practices [2]. Differentiated supervision is an approach to supervision that provides teachers with options about the kinds of supervisory services they are offered. It assumes that, regardless of experiences and competence, all teachers will be involved in the three related processes for improving instruction: teacher evaluation, staff development, and informal observations [12]. Teachers are professionals at different levels of development in developmental supervision [13].

CONCEPTUAL FRAMEWORK



OBJECTIVES OF THE PROBLEM

The following were the objectives of the study:

1. To find out students' supervision by heads on Secondary school performance.
2. To examine the impact of students' supervision by heads on Public Secondary school performance.
3. To investigate the impact of students' supervision by heads on Private Secondary school performance.

RESEARCH HYPOTHESIS

1. There is no impact of students' supervision by heads on Public Secondary school performance.
2. There is no impact of students' supervision by heads on Private Secondary school performance.

RESEARCH METHODOLOGY

This study was a descriptive survey type in nature. All Public and Private Secondary school teachers of districts, Bannu and Lakki Marwat, were the population of the study which comprised on (N =1650) respondents. For taking a sample out of the entire population, a proportional stratified random sampling technique was used. Totally, 330 out of 1650 teachers selected according to John Curry formula which is

Sample Size Rule of Thumb

If the population is from 10 to 100, the sample will be 100%
 If the population is from 101 to 1000, the sample will be 10%
 If the population is from 10001 to 5000, the sample will be 5%
 If the population is from 5000 to 10000, the sample will be 3%
 If the population is from 10000 and above, the sample will be 1%

INSTRUMENTATION

A self-structured questionnaire was used for data collection. The researcher personally administered the questionnaire

among the respondents. The researcher validated the questionnaire by field experts in two chartered Public Universities (University of Science & Technology Bannu and Gomal University D.I.khan) The questionnaire consisted of 46 items after proper validity from the experts. For reliability of the questionnaire, the researcher collected data from 50 male and female Secondary schools teachers of public and private which were not a part of the Study population and these opinions were processed by SPSS version 16. To calculate the internal consistency of the questionnaire, Cronbach's Alpha was applied. Items having .25 or less than .25 item-total correlations were dropped. A questionnaire of 43 items was finalized after dropping three items and obtaining Cronbach's Alpha of .809. The questionnaire comprised of five points Likert scale: Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (DA) and Strongly Disagree (SDA) carrying values 5, 4, 3, 2 and 1.

DELIMITATIONS

This study was confined to teachers and 10th class students of Public and Private Schools in districts Bannu and Lakki Marwat.

DATA ANALYSIS

The researcher used Software Package for Social Sciences version 16 to analyze. During analysis, for achieving the first objective of this study, the researcher used frequency count and percentage. For achieving second and third objectives, two null hypotheses Ho1 and H02 were tested for students' supervision by heads using linear regression, in which results were found significant and null hypotheses Ho1 and H02 were rejected. On the basis of rejection of Ho1 and H02, it was decided that students' supervision by

heads of public and Private Secondary schools have an impact on public and Private Secondary schools performance in Bannu Division.

RESULTS AND DISCUSSION

Table 1: Regression Model Showing the Impact of Students' Supervision by Heads on Public Schools Performance

D. Variable	Predictor	R ²	β	S.E	t-ratio	P-value
Academic achievement	Students' supervision	.222	2.596	.329	7.898	.000

p <.05, .01

H02: There is no impact of students' supervision by heads on Private Secondary schools performance in Bannu Division.

Table 2: Regression Model Showing the Impact of Students' Supervision by Heads on Private Schools Performance

D. Variable	Predictor	R ²	β	S.E	t-ratio	P-value
Academic achievement	Students' supervision	.487	1.387	.137	10.128	.000

p <.05, .01

Table 1 presents the results of the regression on predicting the average academic achievement through heads' students' supervision. The model list of the predictor, which best explains the academic achievement. The R² value is .222, which depicted that 22.2% variations in the dependent variable were explained by the predictor variable heads' students' supervision of public schools.

Column 1 of Table 1 shows that a unit changes in heads' students' supervision of public schools predicts 2.596 units change, in the academic achievement of public schools students.

The standard error of heads' students' supervision of public schools is .329. The t-ratio of heads' students' supervision is 7.898. The P-value of heads' students' supervision of public schools is .000, which is significant at .000 level of significance.

Table 2 presents the results of the regression on predicting the average academic achievement through heads' students' supervision. The model list of the predictor, which best explains the academic achievement. The R² value is .487, which depicted that 48.7% variations in the dependent variable were explained by the predictor variable heads' students' supervision of private schools.

Column 1 of table 1.6 shows that a unit change in heads' students' supervision of private schools predicts 2.596 units change, in the academic achievement of private schools students.

The standard error of heads' students' supervision of private schools is .329. The t-ratio of heads' students' supervision is 7.898. The P-values of heads' students' supervision of private schools is .000, which is significant at .000 level of significance.

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