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**A COMPARATIVE STUDY OF INSTRUCTIONAL SUPERVISORY
SKILLS USED BY PRINCIPALS OF APS & CAND FGEIS**

**Dr. Sayyam Bin Saeed¹, Dr. Muhammad Gulfraz Abbasi², Noor Ul Ain³, Dr.
Muhammad Masood Abbasi⁴, Dr. Zafar Iqbal Khattak⁵**

¹Department of Education, Hazara University Mansehra, Pakistan.

²Associate Professor of English, Kohsar University Murree.

³Ph.D Scholar, Institute of Education and research, University of the Punjab, Lahore.

⁴Assistant Professor AJK University Muzaffarabad.

⁵Lecturer University of Technology and Applied Sciences, Al-Musanna, Oman.

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Abstract

The supervision in instruction is actually a mutual task in the schools which is performed with inspection, supervision and teaching. So, it is incumbent upon the supervisor to be supportive, highly-skilled and competent so as to cope with the problems and develop the appropriate teaching and learning know-how. A survey was conducted. It focused on the comparison of skills of the supervision in instruction applied by the heads of APS&Cs and the FGEIs in Pakistan. The approach employed for this study was quantitative and design was descriptive in nature. Multi-stage stratified random sampling technique was used for selection of sample. 400 teachers from the APS&Cs and 390 teachers from FGEIs were chosen from the survey. The data was collected while using questionnaires. Its reliability was 871. Standard division, mean and t-test were used. The findings of the study revealed that the notion of supervision covers more than inspection. Thus, it is the duty of the

supervisor to create interactive and supportive environment for teachers as well as learners. Subsequently, they should exploit optimum resources for achievement of the goals. Moreover, it is also suggested that principals should possess relevant skills and expertise to solve all the issues; they should cooperate and give directions to strengthen their competencies in relevant field for improvement of teaching proficiency of the teachers. It is recommended that seminars and workshops should be conducted by experts in order to enhance the potentials of principals and enrich the capabilities of the teachers considerably.

Introduction

The improvement of the quality of education is ubiquitous these days. The higher authorities focus on the supervisory course of actions and reinforcement of the teaching skills of the teaching staff in order to oversee the quality of education. Hence, the supervisors of instruction should work with teaching staff collaboratively. In this way, supervisors of instruction should be impartial, equitable, supportive and pay heed to the school in order to ensure quality education through the improved instructional and educational process. (Farley, 2010; Tesfaw & Hofman, 2012). According to Sergiovanni and Robert (2009), supervision focuses on strengthening the knowledge of the instructor, relevant skills and potentials required for making formal decision and solve the problems efficaciously (Goldhammer, Anderson, & Krajewski, 1993).

There took place a considerable increase in the learning attainments of the learners, improvement in the instructional skills of the teachers, observance of high prospects for students where the principals practised supervision of instruction wholeheartedly (Collins, 2016). Wairimu (2016) enumerates certain qualities of a good supervisor i.e. he should be sensible, prudent, sharp, have the ability to judge, capability, to differentiate between primary and secondary problems, possess a clear knowledge of various written and spoken instruction and skill to transmit clear instruction to the subordinates.

Morki (2010) maintains that these capabilities are interconnected with the ability to harmonise and integrate the activities of schools that has connection with the expertise to see the various segments of an organization in affinity, their interaction with each other, and influence of one segment of the organization in order to bring about a change in another segment (Afework, 2015). Sharma, Mannan, and Veeriah (2016) stated that those leaders who are efficacious and prolific are eager and follow the required assistance. Plans of action for instruction and school values suitable for learning and professional enhancement are supported by these leaders as well (Hsu, 2007; Robinson, 2015; Veronica, Carmen, & Felipe, 2016).

When the principal seek to develop conducive interpersonal relations with the teachers, it works as a catalyst and creates motivation among the principal and teachers to find the suitable fixation of the issues of the institution. Principal's attention and care for the staff create a congenial atmosphere in which they feel at home and thus, helps the principal to give directions in order to solve the issues (Thakral, 2015). Hence, heads and teachers discuss different ideas not the directions and work in collaboration as "communities of learners" in assistance to the students (Billheimer, 2007; Blasé & Blase, 2004). Principals contribute remarkably to these communities as they pay great heed to teacher consideration and professional enhancement (Gentry, 2002). The inspector provides remarkable guidance to the teaching staff for enhancement in their professional expertise and competencies along with the proof of achievement (Okoye, Onyali, & Ezeugbor, 2016). The teachers' effectuation and attainment should be the main area that the supervisor should focus (Wahed, 2012).

According to Wanzare and Da Costa (2000), the aim of supervision is to enhance the

teachers' professional expertise by providing them the feedback in terms of the effective actions in the classroom. The supervisor should have the understanding of the nature and field of the teacher's task (Mokaya & Kaluyu, 2016). Morki (2010) maintained that when supervisory action is deemed as to coach and assist, then the teachers take supervisory plan of action positively. The teachers' achievement in the process of development and change carried the element of interest and skills for the supervisor (Bernard, 2015).

Clabo (2010) maintained that the training aims at the professional improvement of the teachers that focuses the improvement of the knowledge and expertise of the teachers and staff, thus amplify the capacity of the school to materialise its aims and goals (Halima, Buanga, & Meerah, 2010). The instructional supervisors possess the expertise to develop and arrange the useful training programs of the staff for the professional enhancement (Garth, 2012). The supervisors should make efforts to ensure that programs and trainings planned for the enhancement of the professional expertise of staff are supplemented with necessary financial resources, suitable time for planning and execution for the programs as well, as the teachers have enough time to practice the new skills (Benigno, 2017; Morki, 2010). Hence, as suggested by these scholars, the expertise and capabilities that the supervisors of education should possess is as follows:-

Human Relation /Interpersonal Skills

In order to have pleasant interpersonal relationship with the teaching staff, the supervisors should have the understanding of humanism and its underlying principles. Thus, it becomes necessary for the supervisor to establish friendly, sympathetic relationship with the teachers and tend to establish a democratic and educational atmosphere that in return leads to the development of excellence through all the stages of school program (Tesfaw & Hofman, 2012). These skills greatly depend on the capability to understand others, interacting favourably with them for cheerful and conducive working environment. In this connection, this kind of capabilities and skills should be focused and nourished as it directs to success but with the condition of pleasant relation with supervisor and teacher which otherwise may result in failure (Wairimu, 2016).

Conceptual Skills

Conceptual skills encompasses constitution of notions, knowledge of abstract relations, formulation of ideas and problem solving capabilities. It takes the supervisors to be a resource person (Gamage & Pang, 2003). In his investigation, Martinez-Valiukenas (2011) asserts that supervisor should possess an accurate relevant knowledge of various concepts such i.e. announcement of policies and guidelines that directs to a number of various activities. Morki (2010) opines that this skill is interrelated to the expertise to integrate and harmonise the activities of organizations. Further, it has connections with the potentials to have understanding of the different segments organization in integration and their dependence on each other, and influence of one segment on the other in order to create variations (Afewerk, 2015).

Technical Skills

Supervisors must possess the skill in order to comprehend that the usual activities of an organisation are being executed efficaciously that includes procedure or technical knowledge and expertise of a particular context (Afewerk, 2015; Dube, 2007). In educational field, technical expertise involves the idea and understanding regarding process and approaches which enables the teacher to carry out the assigned task during the instructional and educational process (Violet, 2015).

Assessing and Planning Skills

As far as the execution of this task is concerned, the competencies of assessment and planning turn to be the primary elements for the action plan of supervision for the determination of objectives and activities for the supervisor and teachers (Atnafu, 2014; Smith, 2016).

Observing Skills

Supervisors should have the skill that is required for observation which enables them to evaluate the action plan being carried out in the classroom, instructional activities, have knowledge and understanding of the teaching staff's point views regarding their practices and finally to make decisions and inference about those activities and practices (Sindhvad, 2009).

Research and Evaluation Skills

Supervision and assessment regarding the achievement of teachers is among the primary responsibilities of the principal. If the supervisors are not well equipped and lack expertise to supervise the teachers, instructional supervision doesn't bear any positive change. Supervisor must be research oriented, suggest different recommendation in order to solve the issues, practices of formative assessments, that help and identify the areas which require improvement (Billheimer, 2007; Violet, 2015).

Communication Skills

The supervisors could carry out the responsibilities if he executes primary duties effectively i.e. an effective communicator, a role model, an inspector and a capable time manager (Gamage & Pang, 2003). The supervisor can provide conducive and pleasant working atmosphere practising equitable and reciprocal correspondence skill, showing off effective time management and embodying a positive role before the teachers by the senior staff member (Martinez-Valiukenas, 2011; Sergiovanni, & Robert, 2009). The results of the investigation of Behlol (2011) revealed that there exists a communication gap and lack of confidence among three groups i.e. teachers, head teachers and supervisors in any institution. The result demonstrates that supervisory plan of action does not show desirable results as the supervisors don't possess the relevant capabilities as well as do not entertain professional zeal. In addition to this, the results suggest that the principals don't possess the relevant capabilities and expertise which is necessary to guide their teaching staff for improved classroom activities.

The finding of the investigation of Morki (2010) revealed that the practices of instructional supervision were ineffective at school level. At school level, Supervisory staff carried out the supervision without having required knowledge and trainings. In addition, supervisory staff at school level didn't have the capabilities to inculcate the professional competencies in the teaching staff.

The instructional supervisor must utilise the relevant competencies in execution of their supervision plan of action as the other professionals do (Sindhvad, 2009). As cited from several researches, educational supervisory practices stipulate relevant professional competencies and skills for the assistance and guidance of the teachers, being an ultimate end in order to increase chances and the potentials of schools to play remarkable contribution to the educational achievement of the learners more effectively (Afeework, 2015; Glickman, Gordon, & Ross-Gordon, 2004; Martinez-Valiukenas, 2011)

Statement of the Problem

Instructional supervision tend to be a remarkable element as it offers techniques and expertise for the provision of desired instruction and learning among the instructors and

students who may show excellent performance. The present study aims to analyse the skills required for instructional supervision in two main educational chains run by Pakistan Army in all over the country, Army public school and colleges (APS&C) and Federal government educational institutions (FGEIs). The current study tends to explore the comparison between the instructional supervision skills employed by the heads of institutions of APS&C and FGEIs.

Research Objectives

Following were the research objectives of the study:

1. To investigate the supervisory skills used in APS&Cs and FGEIs
2. To find out the difference between instructional supervision skills used by the administration of APS&Cs and FGEIs.

Research Methodology

The current study aimed at the exploration of supervisory skills as practised by the heads of the schools. In this connection, the quantitative approach was used and employed design was descriptive in nature. All the APS&Cs and FGEIs located in all over the Pakistan constituted the population of the study. 400 teachers from APS&Cs and 390 teachers from FGEIs were selected for the sample of this study using multi stage stratified random sampling technique.

Table 1. Distribution of population and sample

QUANTITATIVE DATA			
Type of Schools	Population Teachers	Sample Teachers	Remarks
APSCs	8966	400	5 Teachers from each school
FGEIs	5130	390	3 teachers from each school

The data was collected from teachers' of both educational chains of Pakistan Army using close ended questionnaire. There was administered a pilot test in 10 schools, through which the selection of 40 teachers (4 teachers from 5 each APSCs and FGEIs) was made. The internal consistency of the inventory was determined through Cronbach Alpha. The pilot test showed the reliability of .871 respectively. The permission of the concerned authorities was asked prior to the conduct of the survey. There were instructions at the top prior to the completion of the questionnaire. For easy understanding of all respondents, it was drafted in simplest possible English language, using words without any equivocation. The data gathered was analysed by the SPSS (Statistical Package for Social Sciences) software. Standard deviation, mean, and t-test were employed for the data analysis. Afterwards the results of the analysed data were transcribed for acquisition of findings. Subsequently, these findings helped in drawing the conclusions. These findings and conclusions later on also help in drafting the recommendations of the study.

Findings

Keeping in view the teachers' responses belonging to both APS&Cs and FGEIs that aimed to explore the comparison of principals' supervisory competencies utilised in their schools, the following findings were attained from analysis mention below.

Table 2. Comparison between APS&Cs and FGEIs teachers regarding need of problem solving skills in principals

Statements	Sectors	N	Mean	SD	p-value
Instructional problem-solving techniques	APS&Cs	400	4.61	.488	.000
	FGEIs	390	3.27	.631	
Skills in building upon strengths of staff members	APS&Cs	400	4.58	.494	.011
	FGEIs	390	4.45	.908	
Ability to analyse complex problems	APS&Cs	400	3.60	.807	.000
	FGEIs	390	3.00	.558	
Ability to plan well for long-term future planning	APS&Cs	400	3.96	.605	.000
	FGEIs	390	2.96	.357	
Ability to anticipate potential problems	APS&Cs	400	3.96	.634	.000
	FGEIs	390	3.00	.558	

Table 2 throws light on the comparison of mean scores of the obtained responses between the teachers of APS&Cs and FGEIs about problem-solving skills of principals. It reflects that there was significant difference between mean scores of APS&Cs and FGEIs teachers regarding need of instructional problem-solving techniques (Mean scores = 4.61 and 3.27), need of skills in building upon strengths of staff members (Mean scores = 4.58 and 4.45), ability to analyse complex problems (Mean scores = 3.60 and 3.00), ability to plan well for long-term future planning (Mean scores = 3.96 and 2.96), and ability to anticipate potential problems (Mean scores = 3.96 and 3.00) respectively.

Table 3. Comparison between APS&Cs and FGEIs teachers regarding need of interpersonal skills ability in principals

Statements	Sectors	N	Mean	SD	p- value
Ability to communicate effectively	APS&Cs	400	4.70	.461	.000
	FGEIs	390	4.43	.912	
Ability to develop interpersonal relations	APS&Cs	400	4.69	.465	.000
	FGEIs	390	3.81	.828	
Skills in holding one-to-one conferences	APS&Cs	400	4.27	.788	.091
	FGEIs	390	4.36	.855	
Ability to be sensitive to other people's concerns	APS&Cs	400	3.62	.817	.000
	FGEIs	390	2.57	.993	
Ability to bring people together to discuss issues	APS&Cs	400	4.59	.696	.000
	FGEIs	390	2.57	.993	

Table 3 shows the comparison of mean scores responses between the teachers of APS&Cs and FGEIs regarding need of interpersonal skills ability in principals. It reflects that there was significant difference between mean scores of APS&Cs and FGEIs teachers regarding

ability to communicate effectively (Mean scores = 4.70 and 4.43), ability to develop interpersonal relations (Mean scores = 4.69 and 3.81), ability to be sensitive to other people's concerns (Mean scores = 3.62 and 2.57), and ability to bring people together to discuss issues (Mean scores = 4.59 and 2.57) respectively. Table also revealed that there was no significant difference between mean scores of APS&Cs and FGEIs teachers regarding holding one-to-one conferences in principals (Mean scores = 4.27 and 4.36) respectively.

Table 4. Comparison between APS&Cs and FGEIs teachers regarding need of evaluation skills in principals

Statements	Sectors	N	Mean	SD	p- value
Skills in how to observe teachers in the classroom	APS&Cs	400	4.65	.477	.000
	FGEIs	390	4.45	.905	
Skills in how to design an instrument for evaluating instruction	APS&Cs	400	4.61	.489	.000
	FGEIs	390	3.27	.631	

Table 4 shows the comparison of mean scores responses between the teachers of APS&Cs and FGEIs regarding need of evaluation skills in principals. It reflects that there was significant difference between mean scores of APS&C and FGEIs teachers regarding need of skills in how to observe teachers in the classroom (Mean scores = 4.65 and 4.45) and skills in how to design an instrument for evaluating instruction (Mean scores = 4.61 and 3.27) respectively.

Table 5. Comparison between APS&Cs and FGEIs teachers regarding need of monitoring evaluation and analysis ability in principal

Statements	Sectors	N	Mean	SD	p- value
Ability to explain the relationships that exist between teaching and learning	APS&Cs	400	4.55	.498	.000
	FGEIs	390	3.70	.804	
Ability to analyse teaching	APS&Cs	400	4.65	.477	.000
	FGEIs	390	4.45	.905	
Ability to monitor teaching performance and adjust supervisory guidance on the basis of that monitoring	APS&Cs	400	4.70	.461	.000
	FGEIs	390	4.43	.912	

Table 5 shows the comparison of mean scores responses between the teachers of APS&Cs and FGEIs regarding need of monitoring evaluation and analysis ability in principal. It reflects that there was significant difference between mean scores of APS&S and FGEIs teachers regarding ability to explain the relationships that exist between teaching and learning (Mean scores = 4.55 and 3.70), ability to analyze teaching (Mean scores = 4.65 and 4.45), and ability to monitor teaching performance and adjust supervisory guidance on the basis of that monitoring (Mean scores = 4.70 and 4.43) respectively.

Discussion and Conclusions

The current investigation aims at the exploration of the supervisory skills of instruction that are employed by principals in two different chains of institutions. The findings suggested that the heads of institutions of APS&C and FGEIs were well informed regarding the overall process of supervision in instruction. In this context, their teaching staff pointed out that the heads of institutions have relevant expertise that is required for the provision of personal and professional assistance and resources to help the teaching staff in order to strengthen their professional competencies and potentials. The results of Archibong (2013) investigation too confirmed these findings that if the system of education is trustworthy then there is possibility of realization of quality education. Personnel and instructional supervision make it possible to achieve this reliability. In this regard, it necessitates on the part of the principals to possess the relevant expertise to accelerate the execution of different sets of educational activities and enhance the professional competencies of the teaching staff for productive results.

As far as the competencies regarding supervision in instruction of the heads of institution were concerned, the viewpoints of teachers of APS&Cs and FGEIs were generally same. Keeping in view of the responses of APS&C teachers, principals are in need a great deal of; techniques of supervision of instruction, expertise to create efficacy of the personnel, competencies required for the analysis of complex issues, ability to plan the long-term future, foresight to the issues of the teaching staff, efficacious correspondence, creation of interpersonal relationship, conduct face to face conferences, talents to observe, and skill of evaluation. On the other hand, the FGEIs teacher opine that the principals require a great deal of; expertise for supervision in instruction, capability to address the issues relevant to the pedagogical techniques, long-term future planning, efficacious communication with personnel, support for the personnel to take part in discussions, arrangement of conferences, and analysis skills. The findings of the study of Taib, Abdullah, Ali, Yahyaa and Jusoh (2015) supported the findings that the instructional supervisors that involve Principals, must make use of their capabilities and expertise in all aspect through professional development, competencies, and sharing knowledge, help the teachers in the instructional process and development of the interpersonal relation with the whole staff.

The findings also suggested that the teaching staff of APS&Cs show more satisfaction regarding the objective of supervision of instruction being executed by their principals as compared to those of FGEIs. The responses of APS&Cs teaching staff revealed that their principals have appropriate knowledge and understanding regarding provision of chances for better teaching techniques, they possess certain expertise and professional competencies to make use of the resources and put emphasis on team-work in order to develop an interactive and cheerful environment for teachers. On the other hand, Pearce (2017) strongly confirms the finding that the primary expertise required for the principals were; emphasise the school goals, strategies required for instruction and classroom management, that were the indicators exerting the great influence on the effectiveness of teachers and pleasant interaction with teachers which direct to attain the classroom goals. Supervision of instruction capabilities are one of the techniques for improvement of the teaching practice of teachers as well as principals. In the light of the findings, it is inferred that the viewpoint of teachers and principals of APS&Cs about the skills and attitude required on the part of the principals were remarkable, on the other hand, the perceptions of FGEIs teachers and principal were mostly high in this connection. The Principals should pay heed to the importance of supervision, and endeavour to improve try their understanding and skills in given field so that they can harmonise their knowledge supervision into a process that in

return may enable help them to overcome hindrances in working with teachers in order to strengthen their professional development and efficacy

Recommendations

- i) Besides process of internal supervision, a regular and organized process of external supervision may be chalked out in both APS&Cs and FGEIs. FGEIs Directorate and APS&Cs Secretariat to carry out external supervision themselves as well as through their regional offices/secretariats.
- ii) A comprehensive guideline, prepared after consultation of expert educationists, may be issued by General Headquarters, Inspector General and Training Branch for the purpose of laying down uniform standard criteria for both the FGEIs and APS&Cs.

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