

An Analysis of Supervisory System for Government Boys High Schools of Khyber Pakhtunkhwa, Pakistan

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Abstract

This descriptive study aimed at analyzing supervisory system for government boys' high schools of Khyber Pakhtunkhwa Province of Pakistan. The research was organized in seven districts of the Province, namely Abbottabad, Bannu, Buner, D.I. Khan, Kohat, Mardan, and Peshawar. These districts were randomly picked from respective divisions with a view to generalize the outcomes of the research to the whole province. The rationale of the research was based on the fact that at the secondary level quality of education in the province is deteriorating due to many reasons such as lack of commitment of the Principals, Districts Managers, inadequate training, feedback and support of supervisors to the teachers, to improve their productivity and effectiveness. The main objectives of the study were to draw indicators for development of instruments in the light of identification and description of different supervisory concepts, models and supervisory practices and analyze the existing supervisory system of Khyber Pakhtunkhwa, for knowing the strengths and limitations to provide solution of the problems. The tools of the research consisted three questionnaires for teachers, principals and districts managers. The items of the questionnaires were divided into six sections. The tools of the research were made reliable by Cronbach's Alpha test statistics, objective approach and pilot study. The total sample population of the research in the randomly selected seven districts was 6281 in which 5815 were male teachers, 445 were male principals, and 25 were male DEOS, DY, DEO and ASDEO each included. The sample size was determined by Krejcie and Morgan formula, which came out to be 1332 in which 1219 teachers, 92 principals and 21 districts managers were included. The data were obtained through questionnaires and tabulated. ANOVA and POST HOC test were used for the analysis of the data. Main findings of the research show that the supervisors did not support teachers and not maintain record of supervision. They were also not observed the teachers.

Keywords: supervision, secondary schools, feedback, support, recording, system.

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Introduction

Education Supervisory System in Pakistan is the legacy of the British colonial era. While the British supervisory system was planted in this part of the world, it could not function properly due to inconsistencies of the government policies, law and order situation, and paucity of funds and lack of good governance as well as strategic geographical location of Pakistan. Since independence in 1947, efforts to improve supervisory system, increase enrolment and improve literacy have been marred by various factors. All the national education policies and plans have highlighted the importance of secondary education for reason being that it plays intermediary role as it is a getaway for employment and enrollment in higher education.

The secondary level is considered as important case due to its significance as it is the stage where students are being prepared to enter in to practical life. If they are properly trained and educated they turn into a valuable human resource for the country. They need supervision at this level. However unfortunately, there is a lack of supervision even though supervisors are already present within the institution (internal supervisors or Head Masters & Principals) as well as external supervisors (District Managers). That is why we are unable to compete with the rest of the world to produce skilled human resources. In this context, it is important to provide training to supervisors to fill the gaps and to enhance the skills of the students as per needs of time.

Supervisory system in KP province (Pakistan) is not only restricted to schools but is applicable to all areas of education. Supervision of educational activities becomes necessary for timely and effective achievement of the objectives of education. In the secondary schools Assistant District Education Officer, District Education Officer, Deputy District Education Officer, Principals and Directors (Elementary and Secondary Education) are all the administrators who are working as supervisors at different levels respectively. All of them are expected to supervise school related activities and provide academic and professional support to the school professionals throughout the academic year. It is generally agreed that secondary school teachers in Pakistan especially in KP perform poorly in terms of teaching, despite the huge investment made by the government and parents, in education in terms of human and material resources. For effective performance of secondary students in public examinations, there is a need for effective supervision of secondary school teachers in KP.

Supervision is a system that requires efforts for pointing out problems and their solution. Therefore, supervisor is a competent authority for organizing educators to peep into their issues. Supervisors serve as a

friend with the educators to enhance their skills. It's not compulsory that they were always correct but they act as helper for solution of problems. They play their role in friendly atmosphere. They have to play their interventional role as interactive rather than directive. Supervision is a process to do duty effectively to enhance the achievements of the students.

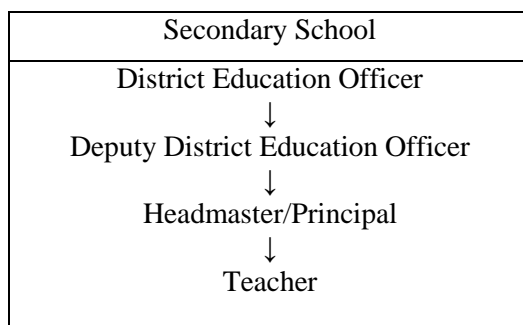
Literature Review

In Pakistan the number of teachers in schools is increasing day by day but the numbers of supervisors remain constant which badly affect the work of supervisors and teaching learning process. The supervisors do not provide feedback, support and assistance after and during the visit, which makes their performance less credible. This phenomenon not only exists in Pakistan but also in developed countries. Barroux (2000:26-27) stated that a single supervisor in France supervised 240 teachers, therefore supervision is far from perfect in many countries of the world.¹

Lugaz and De Grauwe (2006) stated that to assess the impact of supervision is very difficult because the studies conducted on supervision are based on data collection, the number of visits of supervisors to schools and ignores the purpose and nature of such visits on such aspects. The current research therefore made an analysis of the supervisory system at the secondary level in the province of Khyber Pakhtunkhwa to suggest implementable measures.²

The educational supervisory system of Pakistan has not been properly structured and enacted to check the quality of schools and students' achievement properly due to lack of resources, inefficient and insufficient management, an ambiguity about its main function and the unrealistic organizational structure. The following is the supervisory structure in KP.

Supervisory Structure of Secondary Schools



The given hierarchy shows the official supervisory relationship in secondary schools. The external superior of secondary schools are DEOs of PBS19 who are responsible to inspect the schools, check the maintenance and repair of buildings, write annual report.

Objectives of the Study

The following were the core objectives of the study:

1. To analyze the existing supervision system of Govt. Boys' High Schools of Khyber Pakhtunkhwa.
2. To identify strengths and weaknesses of the existing supervisory system of Govt. Boys' High Schools of Khyber Pakhtunkhwa.
3. To suggest implementable recommendations for improvement of the system.

Research Questions

The following key questions were formulated for the study:

1. **What is the current status** of the supervisory system of Govt. Boys' High Schools in Khyber Pakhtunkhwa?
2. What are the strengths and weaknesses of the current supervisory system?
3. What recommendations this research can offer for improving the system?

Research Methodology

It is a **descriptive study**. The data were given statistical treatment by using simple figure and ANOVA as well as POST Hoc tests. The quantitative design suited this study as the data obtained were used on the responses and perceptions of three categories of subjects, which included Teachers, Principals and Districts Managers of secondary schools. These three categories of officials were mostly involved in the process of supervision.

Population of the Study All the teachers, Principals of Government Boys' High Schools of Khyber Pakhtunkhwa, District Education Officers (Male), Deputy District Education Officers (Male) and Assistant District Education Officers (Male) Establishment constituted the target population. The target population included 1351 secondary boys' schools, 17469 different categories of male teachers, 1351 male Principals as well as, 25 DEOs (Male), 25 Dy: DEOs (Male) and 25 ADEOs (Male) Establishment in Khyber Pakhtunkhwa Province of Pakistan. Out of 25 districts, seven districts were randomly selected

for research. Each district was selected randomly from seven administrative divisions so as to give representation to all the seven administrative divisions of the province.³

The sample size was adequate as per the formula of Krejcie and Morgan (1970:607-610). The total sample size was 1332 respondents. The schools were picked randomly from the randomly selected districts. The breakdown of the category-wise sample and sample population from which the sample was drawn in randomly selected districts as given below:⁴

Population & Sample Size

Table-1 District wise Number of Managers, Principals and Teachers in Government Boys High Schools

Districts	No of Boys in High Schools	District Management			Principals		Teachers	
		DE O	Dy; DEO	AD O	Total Population	Sample	Total population	Sample
Abbott Abad	66	1	1	1	66	14	950	199
Bannu	56	1	1	1	56	11	768	161
Buner	50	1	1	1	50	10	543	114
D.I. Khan	71	1	1	1	71	15	811	170
Kohat	47	1	1	1	47	10	603	126
Mardan	76	1	1	1	76	16	1128	237
Peshawar	79	1	1	1	79	16	1012	212
Total	445	7	7	7	445	92	5815	1219

Source: Govt of KP, E&S Edu Department Provincial EMIS "Annual Statistical Report Government Schools (2013-14)".

Instrument of the Study

For collection of data from the respondents, the following tools were used:

1. Questionnaire for teachers.
2. Questionnaire for schools heads.
3. Questionnaire for district managers of Government Boys' High Schools of Khyber Pakhtunkhwa.

The questionnaires of Teachers, Principals and District Managers were developed from literature review. These were validated by statistical experts. The suggestions and amendments pointed out by experts were included in the questionnaires. Each questionnaire contained six sections, which included visit & training, observations, feedback, support,

recording and meetings regarding supervisions for obtaining perceptions of respondents. Most items of the questionnaires of teachers, principals and district managers were interlinked. On the basis of statistical measures, pilot studies and objective approach, the tools of the study were made reliable. Clear instructions for completing questionnaires were given to the respondents and comprehensive language was used to the respondents.

Data Collection

Primary data were obtained on the basis of three sets of uniform questionnaires, floated to Teachers, Principals and District Managers of Government Boys' High Schools of Khyber Pakhtunkhwa which is a Province of Pakistan. An introductory letter was obtained from the thesis supervisor for facilitating the researcher in collection of data. The District Education Officers and Deputy Education Officers of randomly selected seven districts in Khyber Pakhtunkhwa, Pakistan were contacted before the commencement of the study. The principals /head masters of the schools who participated in study were informed beforehand. The questionnaires were personally delivered and received from respondents during actual and pilot study. Enough time was allowed to the respondents to study and respond appropriately. The researcher collected the questionnaires after they were completely filled. The secondary data collected from office documents and other sources.

Use of Statistical Measures

It was a descriptive study which used quantitative methods and for that reason it requires application of statistical measures. This study used simple statistics of figures and ANOVA as well as POST Hoc tests which analyzed variance in responses of three categories of respondents. The use of these statistical tools was approved by the experts in the statistic field.

Data Analysis

Analysis and its discussion for drawing results are important steps in educational research as well as in others studies in social sciences. The data received in the form of responses of subjects in any form are subjected to analysis. In this study the data have been presented in the form of tables for which descriptive and inferential statistics have been used. After collection and punching data, the researcher presented the data to statistical experts who advised that ANOVA and POST HOC will be better tests statistic to be used. Therefore the data have been interpreted with help of ANOVA and POST HOC tests. The **data were**

given both quantitative and qualitative treatment. The data in this study were obtained from three categories of subjects; Districts Managers, Principals and Teachers. Data were collected through questionnaires in which uniformity was also maintained. The following tables presents the data with the statistical analysis. Section wise Analysis In this part of the chapter cumulative reflection of different constructs or parts of responses are provided to reach an outcome that would be meaningful for conclusions and recommendations.

Table 2: ANOVA

		Sum Squares	of df	Mean Square	F	Sig.
Visit	Between groups	36.961	2	18.480	1.701	.183
	within Groups	14428.115	1329	10.865		
	Total	14465.076	1331			
Observation	Between Groups	92.597	2	46.299	5.910	.003
	Within Groups	10403.625	1329	7.834		
	Total	10496.222	1331			
Feedback	Between Groups	10.299	2	5.149	.386	.680
	Within Groups	17666.4701	1329	13.333		
	Total	7676.768	1331			
Support	Between Groups	133.723	2	66.861	8.944	.000
	Within Groups	9913.06010	1329	7.3476		
	Total	046.783	1331			
Record	Between Groups	73.315	2	36.657	13.940	.000
	Within Groups	3489.605	1329	2.630		
	Total	3562.920	1331			

In order to find out the significant difference among the three groups of respondents that is teachers, principals and District managers, one way of analysis is the use of variance (ANOVA). The visits and training section showed the value of the F-statistic as 1.701 and the P-value as .183. The analysis of data indicated the output of one way ANOVA. The Table reveals that the P-value is more than 0.05 (i.e. 0.1830 > .05), so it is concluded that there is no significant difference among teachers,

principals and districts managers of Government Boy's High Schools of Khyber Pakhtunkhwa regarding Visits and Training in Supervision.

Observation section indicated the value of the F-statistic as 5.910 and the P-value as .003. The analysis of data reflected the output of one way ANOVA. The Table reveals that the P-value is less than 0.05 (i.e. $.003 < 0.05$), so it is decided that there is a significant difference among teachers, principals and districts managers of government boys' high schools of Khyber Pakhtunkhwa regarding observation

Section Feedback reflected the value of the F-statistic as .386 and the P-value as .680. The analysis of data illustrated the output of one way ANOVA. The Table shows that the P-value is less than 0.05 (i.e. $0.680 > 0.05$), so it is determined that there is no significant difference among teachers, principals and districts managers of Government Boy's High Schools of Khyber Pakhtunkhwa regarding feedback

Support section indicated the value of the F-statistic as 8.944 and the P-value as 0.00. The Table reveals that the P-value is less than 0.05 (i.e. $.000 < 0.05$), so it is concluded that there is a significant difference among teachers, principals and districts managers of Government boy's High schools of Khyber Pakhtunkhwa regarding support

In order to check out the significant difference among the three groups of respondents that is teachers, principals and managers, one way of analysis is the use of variance (ANOVA). The value of the F-statistic was found as 13.940 and the P-value as .000. The analysis of data portray the output of one way ANOVA. The Table describes that the P-value is less than 0.05 (i.e. $.000 < 0.05$), so it is concluded that there is a significant difference among teachers, principals and districts managers of Government boy's High Schools of Khyber Pakhtunkhwa regarding supervision record and meeting.

The above table shows that the data can be divided in to two groups. One group shows no significant differences that are visits and feedback and the other one has significant difference that is observation, support, record and meeting. Post Hoc test used to detect difference among the respondents. Observation, sport and record reflected significant differences, therefore Post Hoc Test apply only to these sections, which is under: -

Table 3: Post Hoc Test

Dependent Variable	(I) Designation	(J) Designation	Mean Difference (I-J)	Std. Error	Sig.
Observation	Teacher	Principal	-.759	.303	.043
		Manager	-1.501	.616	.052
	Principal	Teacher	.759	.303	.043
		Manager	-.742	.677	.549
	Manager	Teacher	1.501	.616	.052
		Principal	.742	.677	.549
Support	Teacher	Principal	1.245*	.296	.000
		Manager	.141	.602	.973
	Principal	Teacher	1.245	.296	.000
		Manager	1.387	.661	.111
	Manager	Teacher	.141	.602	.973
		Principal	1.387	.661	.111
Record	Teacher	Principle	-.825*	.176	.000
		Manager	-.928*	.357	.034
	Principal	Teacher	.825*	.176	.000
		Manager	.103	.393	.966
	Manager	Teacher	.928*	.357	.034
		Principal	.103	.393	.966

In order to find out the significant difference among the three group of respondents; teachers, principals, and districts managers, Post Hoc test applied on the ANOVA results. The table of Post Hoc test reveals that the P-value between teachers and principals as 0.043 which is less than 0.05 (i.e. $0.043 < 0.05$), so it is concluded that there is significant difference between teachers and principals of Government Boy's High Schools of KP, regarding observation. But on the other hand the results of Post Hoc test about observation show that the teachers and managers have no significant difference as the above table reveals that the P-value is greater than 0.05 (i.e. $0.052 > 0.05$), between teachers and managers responses. The table also reveals that the principals and managers are on the same page regarding observation because the P-value between these two respondents is 0.549 which is greater than 0.05 (i.e. $0.0549 > 0.05$).

In the above table the Post Hoc test results regarding support indicated that there are significant difference between respondents that is teachers and principals The P-value was 0.000. The Table describes that the P-value is less than 0.05 (i.e. $.000 < 0.05$), so it is concluded that there is a significant difference between teachers and principals of Government

boy's High Schools of Khyber Pakhtunkhwa regarding supervisory support. But on the other hand teachers and districts managers have no significant difference regarding support because the P-value between these two respondents is 0.973 which is greater than 0.05 (i.e. $0.973 > 0.000$). The above table also reveals that there is no significant difference in the opinion of principals and districts managers regarding support as the P-value is 0.111 which is greater than 0.05 (i.e. $0.111 > 0.05$).

In order to check out the significant difference between the three groups of respondents that is teachers, principals and managers, one way of analysis is the use of Post Hoc test. The P-value was found as 0.000 regarding record and meeting between teachers and principals. The Table describes that the P-value is less than 0.05 (i.e. $.000 < 0.05$), so it is concluded that there is a significant difference between teachers and principals of Government boy's High Schools of Khyber Pakhtunkhwa regarding supervision record and meeting. The table also reveals that there is no significant difference between teachers and districts managers as the P-value is 0.034 which is less than 0.05 (i.e. $0.034 < 0.05$). There is no significant difference between principals and districts managers regarding record and meeting as the P-value is 0.966 which is greater than 0.05 ($0.966 > 0.05$).

Discussion

In supervisory structure of secondary schools, the DEO and Dy DEO play the role of external supervisor. Regular supervision of schools are included in their job description. They check all records of the schools and supervise the Principals, Head Masters and teachers of the schools in the District. They also help the training institutions and NGOs in providing training to teachers and schools heads. The Principals are responsible to act as internal supervisors of teachers as the supervision of teachers are included in their job description. Teachers serve as supervisees in present education system. Therefore the researcher develops questionnaires for teachers, Districts officers and School Heads. The responses of these three groups are analyzed and compared to study the existing supervision system and Identify strengths and weaknesses of the present supervisory system of Govt. Boys' High Schools of Khyber Pakhtunkhwa. The whole research process and analyses concluded useful objectives of the research which are elaborated in the subsequent paragraphs. The analyses of data revealed that the supervisors did not support supervisees and supervisors were needed to be trained in the different aspects of supervision.. Supervisors make surprise visits to schools and classrooms but unsatisfactory improvement can be seen,

because supervisors are not properly trained to perform their duties effectively. Though supervisors provide feedback to teachers but it could not be implemented and as a result there appeared to be no positive changes in improvement of teaching learning process.

Findings

The gaps identified by the study were that the supervisors did not support supervisees. Supervisors were needed to be trained in the different aspects of supervision.

There is no system for instructional supervision by school heads in the secondary schools of the province. It is the most important duty of school heads because the only concern of the department is to promote learning through effective teaching practices. It is therefore recommended that focus of the department should be on effective instructional supervision.

Supervisory visits are paid from time to time. Supervisors make surprise visits to schools and classrooms but unsatisfactory improvement can be seen, because supervisors are not properly trained to perform their duties effectively. Though supervisors provide feedback to teachers and did not maintain record of it, furthermore it could not be implemented. They were also not observed the teachers.

Recommendations

1. Based on the conclusions and outcomes of the research, following Recommendations were made for improvement of supervisory system:-There is no system for instructional supervision by school heads in the secondary schools of the province. It is the most important duty of school heads because the only concern of the department is to promote learning through effective teaching practices. It is therefore recommended that focus of the department should be on effective instructional supervision.
2. An independent and dedicated unit should be established at DCTE / PITE / DEO office / Directorate levels to carry out supervisory activities at the secondary schools and it should be active and functional, not dormant.
3. Before establishment of independent unit, its function and modus operandi should be shared with Principals as well as teachers and other concerned officers.
4. The DEO is overburdened. So it is suggested that DEO academic should be created.
5. Government should develop national performance indicators for teachers, principals, officers and schools. Quality assurance test

- (QAT) for them should be initiated, on the basis of which they should be considered for transfers and promotions.
6. The trainings and refresher courses needs Training Need Assessment (TNA) to the supervisors, officers as well as teachers.
 7. The continuing professional development (CPD) should be initiated in the province for Government Boys' High Schools of KP or on job trainings through Principal/Headmaster should be initiated.
 8. It should be made mandatory that secondary schools head should meet the staff at least once in a month for taking appropriate decisions about school problems and share their experiences.
 9. The department should devise a procedure for on-line meetings with the schools head.
 10. There should be a follow up study of every training given to teachers, Principals as well as Officers to see the impact of that training on their performance.
 11. The teaching learning process is badly affected by the involvement of teachers and schools heads in duties other than those for which they are responsible in schools. It is therefore recommended that student should not suffer on account of their repeated absenteeism from schools.
 12. School heads should, as far as possible, be involved in school based decisions pertaining to appointment of teachers. They should be empowered and provided institutionalized leadership, by demanding better performance from teachers in the school and establish a conducive environment for them to do so.
 13. At present there is multi-dimensional system for monitoring the school based activities which includes Bio- metric system, IMU and the principal himself. This has created a lot of confusion and wastage of resources. It is therefore recommended that the bio-matric system should be connected to central server and main offices as well as A.G office, so that all the concerned would be informed on the spot and quick actions would be possible.

Notes & References

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