

Quality of Education and Supervisory Practices in Pakistani Schools

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ABSTRACT---*The major research questions of the study were to explore the nature of supervisory practices at Primary and Secondary educational institutions of Pakistan and their impacts on the quality of education. The population of the study was the teachers, heads of institutions and district level supervisors. Multistage random sampling technique was applied to select the participants of the study. It is a descriptive study and the variables were studied in natural condition. The method of qualitative research was applied to collect the data of the study. The researcher constructed semi structured interview for teachers and district level supervisors that was validated by the experts. The main conclusions of the study are that the supervisors follow inspectoral mode to find out the faults of teachers to threaten and humiliate them. They do not facilitate and help them in solving the problems that they may face in the classroom. They do not observe the teaching learning process in the classroom and guide the teachers to apply innovative approaches and techniques to improve their teaching. To them, supervision is fault finding approach instead of sharing, guiding, helping and facilitating the teachers. Questioning and innovative approaches on the part of teachers are taken as violation of discipline. There is an urgent need to shift from inspectoral to clinical model of supervision to improve the teaching learning process and consequently the quality of education.*

Keywords-- supervision, quality, primary education, secondary education

1. INTRODUCTION

There are frequent complaints from parents, teachers as well as educationists about the deteriorating quality of education in public schools of Pakistan. Educational supervision is one of the most important factors that affect the quality of education. Continuous supervision of teachers plays an important role to improve the practices of teachers in the classroom (Shah, 2010). Supervision is not aimed at finding faults and taking actions against them so that the teachers may perform their task up to the required standards. It is a process of diagnosing the problems of the teachers in the learning process on cooperative basis. The dictionary of education defines supervision as efforts of the designated officials towards providing leadership to teachers and other workers in the improvement of instruction. It is a process of counseling, sharing and supporting teachers to improve the process of instruction in the classroom. It is viewed as confidential, forward looking, positive relationship to help the teachers to perform the task efficiently in the classroom. It is entirely participatory process to develop the teacher as a professional (Wile, 2002). Supervisor is not an authoritative agent rather a trusted fellow who support the teachers to perform their academic responsibilities efficiently and effectively. The failure of the learning process is not the failure of teacher but also the failure of supervisor. He plays a role of interactive than directive, more democratic than authoritative, more teacher centered than supervisor centered, more concrete than vague, more objective than subjective and more focused than unsystematic. In Pakistan the functions of supervisors are done by head-teachers, Head of Department, Assistant Education officers, Deputy District Education officers, District Education Officers, Executive District Officers at Primary and Secondary level. It has been concluded in the studies (Behlol, 2007) that this role has been performed by the concerned official as an inspector not as a supervisor in the education system of Pakistan. It adversely affects the quality of education at Primary and Secondary level in Pakistan.

Supervision is purposeful and target oriented activity on the part of a supervisor and a supervisee. It helps the teachers to diagnose their own problems that they face to conduct the teaching learning process in the classroom. The supervisor may follow different strategies to address the problems of teachers. These strategies are termed as democratic

supervision, participatory supervision, clinical supervision, scientific supervision, developmental supervision (Hakeem, 2007; Behlol, 2007). Clinical supervision is conducted in natural setting and the supervisor observes the performance of the teacher in the classroom. The supervisor and supervisee discuss the issues that they face and give their opinions to improve the instructions. They have complete trust in each other and participate in the process of observation in planned and systematic way. The process of supervision consisting on following stages: establishing relationship, planning with the teacher, planning the strategy for observation, recording of observation, analyzing the data, conducting conference and renewed teaching.

The developmental supervision provides an opportunity to teachers to develop new techniques and methods of teaching. The supervisor works with them following different styles such as directive, consultative, collaborative according to the ground realities and capacities of the teachers. The directive style will be useful for the teachers who have got less commitment whereas consultative style is useful with the teachers who have higher commitment. The collaborative style will be useful for the teachers with mixed ability groups. The developmental supervision does not view education as a static entity rather evolving process that is constantly changing and expanding. Teachers are not technicians who work like an operator of machine. They are living organism with their likes and dislikes. The changes in social set up influence the life of individual as well as of the teacher. For changing the practices in school, we not only change the teacher only but the entire mechanism of the school (Tanner & Tanner, 2011).

Production model of supervision is the outcome of the behavioral psychology. The outcome of the students' performance is the sole criteria of the success of the teacher as well as of the school. The teacher whose students obtained maximum *A grade* is considered most successful teacher. It is industry based approach to education that the school as a factory produces more successful students in terms of marks. The question is whether the quality of education only lies in the quantitative output in the exam. The history of the human race does not agree with this view. The great contribution in different fields of life is not done by those people who have got maximum scores in the examination. They are mediocre students as far as their grades are concerned (Siddiqui, 2007).

Education system in Pakistan has been divided into primary (1-5), middle (6-8), secondary (9-12) and tertiary levels (13-16). At elementary and secondary levels, the role of supervisor has been performed by the heads of institutions and district level administration. It has been discovered that this role is by and large ignored by the concerned officials. The majority of them follow inspectorial model to guide their teachers in the classroom that negatively affects the performance of the teachers (Behlol *et al.*, 2011; Shah, 2010; Hakeem, 2002). As a result, the researcher decided to conduct a study to find out the nature of supervisory practices at primary and secondary level in public schools of Pakistan. The study also focuses the impacts of these practices on the quality of education at primary and lower secondary levels.

1.2 Research Questions of the Study

1. What is the nature of supervisory practices at Primary and Secondary level in the educational institutions of Pakistan?
2. What are the impacts of these practices on the quality of education?
3. What changes are needed in supervisory mechanism to improve the quality of education?

1.3 Delimitation of the Study

The study is delimited:

1. To primary and lower secondary schools situated in district Rawalpindi
2. To male primary and secondary schools situated in district Rawalpindi
3. To the educational supervisors at district level
4. The schools run by the education department of Punjab Government
5. Students studying at grade 5 and grade 10th in primary and secondary schools

2. METHODOLOGY OF STUDY

Methodology of the study is explained under the following headings:

2.1 Population and Participants

Population of study were the teachers, heads of institutions, Assistant Education Officer (AEO), Deputy District Education Officers (DDEO), District Education Officers (DEOs), (Executive District Officer) EDOSs working in primary and secondary schools of sub-district Rawalpindi. The facilities in these schools in respect to classrooms,

playgrounds, laboratories, libraries are somewhat similar. The difference between urban and rural schools in this respect is only of playground. Some of the urban schools do not have adequate facility of playground. District Rawalpindi is divided into four sub-districts: Rawalpindi, Murree, Kotli Sattain, Gujar Khan. The students studying in these schools belong to middle class and lower middle class families. The curriculum of these schools was unified with the unified system of education and examination. The well to do people sends their children to private elite schools. The population of the study in this respect is homogeneous.

Multi stage stratified random sampling technique was applied to select the sample of the study. This technique will ensure equal participation for all the sub-groups of the population that is scattered in four sub-districts of *Rawalpindi*. At the first stage seven primary schools and 3 high schools from each sub- district were selected. At second stage of the sample selection, twenty teachers’ from primary schools and ten teachers from secondary schools were selected randomly. At third stage, all the heads of respective schools were selected. At fourth stage, the two AEOs from each sub-district and all the DDEOs, DEOs, EDOs working at primary and secondary level are selected as a sample of the study. This sample including the teachers, heads of institutions, AEOs, DDEOs, DEOs provided the holistic view of the situation. The tabular presentation of the sample is as under:

Table 1: Primary school sample

<i>Factors</i>	<i>Rawalpindi</i>	<i>G.Khan</i>	<i>Murree</i>	<i>Kotli Sattian</i>	<i>Total</i>
Schools	7	7	7	7	28
Headmaster	7	7	7	7	28
Teachers	20	20	20	20	80
AEOs	2	2	2	2	8
DDEOs	1	1	1	1	4
DEO	1				1
EDOs	1				1
Total	39	37	37	37	150

Table 2: Secondary school sample

<i>Factors</i>	<i>Rawalpindi</i>	<i>G.Khan</i>	<i>Murree</i>	<i>Kotli Sattian</i>	<i>Total</i>
Schools	3	3	3	3	12
Headmaster	3	3	3	3	12
Teachers	10	10	10	10	40
DEO	1				1
EDOs	1				1
Total	18	16	16	16	66

Instruments of the study

It is qualitative study and interview is used as the instrument of the study. The qualitative method is the most appropriate to explore the intangible aspects about the nature of supervision and practices that are followed by the heads of institutions and district level supervisors. Qualitative method helps the researcher to penetrate deep into the abstract ideas, their causes and intricate issues (Creswell, 2013). The interview will be constructed to collect the data from the teachers, heads of institutions and district level supervisors. It will be consisted on open ended questions to find their role in the process of supervision, challenges that they are facing and their suggestions to improve the quality of education. The rationale of using interview technique was the assumption that “individuals have unique and important knowledge about the social world that is ascertainable through verbal communication” (Hesse-Biber, & Leavy, 2006). The interview data had two major dimensions, on one side, it was used to confirm and augment data. On the other hand, it also provided another dimension for explaining how individual teacher interpret the supervisory practices of the heads of institutions and district level supervisors. It was validated by the experts and pilot tested before administration. The language difficulties and confusions will be corrected and removed.

2.2 Formal Approval for Data Collection

Since the participants of the study involves teachers, heads of institutions and district level supervisors of the public primary and secondary schools of Rawalpindi city; the research was carried out through formal procedure of seeking permission from Executive District Education Rawalpindi. Data was collected personally in two phases by administering the instruments developed for the study to the respondents in all the schools included in the sample. At first phase, the researcher visited randomly selected schools to develop rapport with the heads of institutions and teachers selected who were going to participate in the study. At the second phase of data collection, the researcher approached to district level administrators/supervisors to collect the data of study.

2.3 Ethical Consideration

The researcher will ensure secrecy of the data of individual respondents. They will not share with the relevant officials of the education department. Data collection will be harmless and no sensitive or offensive questions will be asked. It will be purged one year after the study is wrapped up. Copy of the research report will be mailed to the participants so that they may focus on the findings of the study to improve the quality of education.

2.4 Analyses of Data

The collected data from the participants of the study was categorized into the emerging themes; these themes were compared and contested to develop concepts and theories about the phenomenon under study. The researcher reflected on the emerging themes gathered from the participants of the study to draw out the findings and conclusions. The interviews taken for this study were transcribed verbatim. All the transcriptions were regarded as „the truth“ and each transcription was considered to contain a one-to-one correspondence between what was said orally and the printed word. The researcher read these transcripts in their entirety in order to understand individual teacher’s experiences fully. Interviews were semi structured, and while the interviews had provided some opportunities for unstructured responses, the interview data was analyzed with the goal of characterizing teacher responses to a key set of interview items related to the research questions. Thus, after reading all of the transcripts, the researcher focused on pinpointing variables across individual participants (teachers) that would allow her to better understand the nature and practices of supervision by the heads of institutions and district level supervisors.

3. ANALYSES OF DATA

Data collected from teachers, heads of institutions and district level administrators has been analyzed under following headings.

3.1 Analyses of the Views of Teachers about the Academic Supervision of Headmasters, AEOs, DDEOs, DEOs and EDOs

The teachers viewed that the educational supervisors do not visit classrooms to provide professional guidance to improve the quality of education. Their focus is to only check the attendance and support the district administration in responding and maintaining data about the school. The headmasters do not work as academic role models for their teachers. The majority of them does not take classes and are always busy in the administrative job. They are detached for some extent to the teaching learning process that exists in the classroom. They do not have the fresh knowledge about the classroom situation. They are only concerned about the terminal classes: fifth grade in primary schools and 10th grade in secondary schools.

The situation in primary and secondary schools is similar. The academic supervision of the heads of institutions at primary and secondary level is poor and almost non-existent. It has been discovered that the heads of Primary institutions take classes where the strength of the teachers are two to three. They get proper timetable but their presence in the classroom is not regular due to administrative engagement. Lack of academic supervision on the part of school supervisors adversely affects the teaching learning process in the classroom.

The visits of district level administration are also very rare. The AEOs, DDEOs, DEOs visit schools not to find out the problems of the teachers that they face in the classroom but to check their attendance. They are least concerned about the professional guidance that the teachers needed and to support them to solve their problems. District Education Officer at Primary and Secondary level has to supervise the number of schools greater than the number of academic days in a year. It is not possible for them to allocate one day to each school. These officers spend greater portion of their time in sending information to the head offices at provincial level and setting preparation of proposals for transfers and the related matters.

3.2 Analyses of the Attitudes of Headmasters, AEOs, DDEOs, DEOs and EDOs with the Teachers in Process of Supervision

Supervision is not a fault finding activity. It is collaborative work to find out the problems of the teachers that they face in the classroom and suggest corrective measures to improve instruction. It is relationship of trust, friendship and of working as a team. It is also discovered that the majority of the heads of institutions at secondary level keep themselves at certain distance from their teachers. They take it as a threat to their authority to mix up with the teaching staff. They think that they will not be in the position to run the institutions if they have not kept themselves at an arm's length from their faculty. It creates misunderstanding and confusions among the teachers. They are not able to share their problems with them. They are not able to voice their opinions that they face in the classroom.

There is wide gap between the teachers and district level administration. They are almost inaccessible for teachers. They have no time to listen to teachers about their academic problems related to the classroom. As a result, they are not in a position to recommend/propose steps for the training of teachers, and our in-service teaching training programmes do not address actual training needs of teachers. Education is not an individual rather collective process that includes the active participation of all the stakeholders for its development. We need to develop coordination and cooperation among the teachers, heads of institutions and district level administration for the success of this process.

There is no difference in the situations of primary and middle schools in this context. The attitude of Primary school supervisors and the secondary schools supervisors are the same. They are not trained to perform the job for that they are supposed to do. They occupy these positions on the basis of seniority and political affiliations. They are accountable to EDO and respective administration of the province. They threat and bully the teachers who are working with them. They are by and large terrorize the teachers and rude to them.

3.3 Analyses of the Provision and Utilization of Instructional Material

The teachers viewed that the instructional material available in the schools are not released by the headmasters to be used in the classrooms for the purpose of instruction. They are dumped up and being destroyed without its utilization. The heads of the schools do not motivate the teachers about the use of this material. The teachers are neither encouraged nor supported to develop the learning material from the low cost resources. The book is the first and the last resource with the teachers to be used in the classroom. The supervisors at school and district level have no time to think about the provision of innovative and interesting material. They are least concerned about this matter. The situation in the primary schools in this respect is from bad to worst. The teaching kit provided from to schools remained dumped up in the box. It is really very useful material that can be used for activity based learning. They are not allowed to be used in the classroom.

3.4 Formulation of Academic Calendar

The teachers are divided in their opinions about the formulation of academic calendar. The majority of the heads of institutions do not demand from their teachers for the formulation of academic calendar. They do not guide them for the planning of the academic activities of the year. At secondary level, some of the teachers viewed that this practice has been performed in their respective institutions. The situation in the primary schools is different as compared to secondary schools. None of the respondents from primary school teachers viewed that they formulate academic calendar as a guideline for the academic year. In this respect, the teachers are performing their activities without the planning and direction during whole of the academic year. As a result, equal emphasis cannot be given to all the topics of the curriculum.

3.5 Analyses of the Views about Discipline Problems

Discipline of students in the classroom has great impact on the learning of students. Teachers face different forms of discipline problems every day. It was asked from the teachers that how do the heads of institutions play their role to solve discipline problems. The majority of the sample group relating to secondary schools responded that the heads of schools take it as a fault of teachers. They do not try to find out the causes of problem rather use it as a material to threat the teachers. The competent teacher is one who has no discipline related matters. It is a fact that the teachers who are going to experiment something new they may face certain problems and also cannot achieve hundred percent results.

3.6 Analyses of the Relationship among Teachers for Improving Classroom Instruction

The sample group viewed that the colleagues by and large do not discuss the problems that they face in the classroom. There is little formal or informal discussion on the course contents that are taught by the teachers. Politics and

marriage are favourite subjects of discussion among the teachers. They passionately comment on them and waste their time. They can improve their teaching skills if they collaboratively think over the problems and try to find out the solutions. The supervisors do not create such type of environment for improving the capabilities of teachers. They do not find any encouragement from the heads of institutions for the implementation of innovative and constructive ideas in the learning process of the students. The teachers are suppressed when they are going to practice something new.

3.7 Analyses of the Views of District Level Supervisors

The analyses of the opinions gathered from district level supervisors (AEOs, DDEOs, DEOs, EDO) are as under:

3.7.1 Opinions of District Level Administration about Teachers' Commitment for the Learning Process in the Classroom: It is viewed by the primary and secondary level district supervisors: AEOs, DEOs, DDEOs, DEOs, and EDOs that the teachers are committed to perform their duties in the classroom. There are some of the very important factors that effect this commitment. Financial allocation for education is less than 2 percent of the GNP. Sallies of teachers are not sufficient enough to meet both ends meet. They have to find out some other options to abridge the income gap to meet the daily expenses of life. They are not in position to put their all out efforts on the education of their students in their respective institutions. The extra tiredness negatively effects their life at home and quality of teaching at school. In-service training opportunities for the teachers are less than they needed. There is usually absence of need analyses for designing teacher training programme. These factors lower the commitment of the teachers in the classroom and adversely affect the quality of education. The teachers working in primary and secondary schools in the public sector are committed and capable of performing their duties to raise the standard of education. The infrastructure facilities in the schools are not up to the required standard. The majority of the staffrooms are without chairs and fresh drinking water. It also affects the morale and commitment of teachers in the classroom.

3.7.2 Analyses of the Views of District Supervisors about School Visits and Supervisory Support: The district level supervisors openly expressed that it is not possible to provide the academic supervision to teachers because of the number of schools and the quantity of management tasks that they have to perform daily. They viewed that we allocate lot of time in collecting and submitting data relating to appointment, transfers and litigation in court. There is no time left for academic supervision and to think about the problems that the teachers may face in the classrooms. They suggested that number of schools under the jurisdiction of supervisors may be decreased. There are posts of assistant academic supervisors and supervisors may be created at district level. The number of schools under the supervision of an AEO may not be more than 15 at primary level, and not more than 5 schools may be assigned to the Assistant supervisors working at secondary level. It is mandatory for the supervisors to observe the teaching learning process and assist the teachers in the classroom. The failure of the learning process is considered not the failure of the teacher but also of the supervisor. The teachers may not be considered as empty vessels to be filled by the supervisors. Their experiences are fully shared and they may be supported in the learning process.

4. CONCLUSIONS

The role of the heads of schools as supervisors at primary and secondary level is missing by and large. They only take it to check the attendance of the teachers and to submit the required information to the district administrators. The teaching learning process that runs in the classrooms is neither observed nor facilitated by the majority of the supervisors working at primary and secondary level institutions. It is very difficult to improve the quality of education without the participation and guidance of the supervision on the part of the heads of institutions. There is need to bring changes in the policy about the appointment and promotion of headmasters/principals. The seniority criteria for promotion may be replaced by academic and management skills to work as a head of school. There is need of the formulation of expert selection board to conduct an interview to assign a school to a teacher to work as a head of the institution.

It has been discovered that the heads of primary and secondary schools do not take classes because there is no allocation of teaching load in the timetable. This detachment of the heads from the classroom creates lot of problems for the students and teachers. Consequently, the supervisors do not possess firsthand knowledge about the problems that the teachers are facing in the classroom. It not only triggers the de-learning process of the heads of institutions as a teacher but also as supervisors.

Administrative engagement leaves no time for the district level supervisors to visit schools and guide the teachers to improve the teaching learning process in the classroom. There is an urgent need for the appointment of supervisors at primary and secondary levels in schools. They may be trained to guide the teachers to solve the problems that they face in the classroom. The number of schools and number of teachers under the supervisor may be at range that allows him/her to attend the individual problems of the teachers. They may collaboratively share and solve the problems that the teachers face in the classroom. Supervision is not a fault finding activity. It is relationship of trust, friendship and of

working as a team. The supervisor and supervisee work like trusted colleagues in diagnosing and solving the problems of teaching and learning.

There is wide gap between the teachers and district level administrators/supervisors. They are almost inaccessible for teachers. They have no time to listen to teachers about their academic problems related to the classroom. As a result, they are not in a position to recommend/propose steps for the training of teachers, and our in-service teaching training programmes do not address actual training needs of teachers. Education is not an individual rather collective process that includes the active participation of all the stakeholders for its development. We need to develop coordination and cooperation among the teachers, heads of institutions and district level administration for the success of this process.

The supervisors may encourage and facilitate the teachers to use the teaching aids that are available in the schools. They may guide the teachers to develop the learning material from the low cost resources. The learning process solely does not depend only on the text-book. The teachers may be guided to plan the academic activities for the whole academic year. Discipline matters may not be taken as a fault of teacher but problem of an entire school staff. It may be solved collectively.

The subject societies may be formulated to share the experiences of senior teachers. The innovative ideas may be shared and discussed to improve the quality of education. The teachers are needed to be supported and encouraged when they are going to practice something new. Government may increase the budget for education and consequently the salaries of teachers may be enough to meet both ends meet. They do not need part time job to bridge the income gap to meet the daily expenses of life so that they may put their all out efforts on education of their students in their respective institutions.

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