



## Role of Head Teachers in Instructional Supervision of Secondary School Teachers in Rahim Yar Khan

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| ARTICLE INFO                                                                                                                                  | ABSTRACT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <b>Article History:</b><br>Received: May 20, 2025<br>Revised: June 30, 2025<br>Accepted: Jul 07, 2025<br>Available Online: July 14, 2025      | <i>Regular and ongoing observation of classrooms and the teaching-learning process is at the heart of instructional supervision. An investigation into the role of supervisory practices of instruction in Pakistani Private Sectors is the focus of this study. Random and purposive sampling was used to select a sample for the study, which used a qualitative approach. The sample included four heads of all institutions and 16 teachers of all private schools. Interviews were used to gather data, which was then analyzed using a technique known as thematic analysis. Study results suggest that one of the most important tasks for the Principals are tasked with creating a welcoming, healthy, and inclusive learning environment for their students and Instructors. It was discovered in a recent study that the heads of the institution give personal recommendations. Development of the teaching staff's expertise and professional development capabilities. In order to improve the quality of instruction, principals take action and hold discussions. Monitor their teaching staff's issues after recording their observations. Teachers that perform well should be recognized and rewarded. According to the findings, supervisory Consistent educational practices are necessary to promote the personal and professional development of those who participate in them. The academic staff; It will also provide an opportunity for the academic staff to improve their competence in the field of education.</i> |
| <b>Keywords:</b><br><br>Instructional supervision, teaching-learning, professional development, principals, Teachers                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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## **Introduction**

The British colonial era left its mark on Pakistan's Education Supervision System. Due to the inconsistencies of the government policies, the law and order situation, and the lack of funds and good governance, as well as Pakistan's strategic location, the British supervisory system in this part of the world was unable to function properly. Since independence in 1947, various factors have hampered efforts to improve the supervision system, increase enrollment, and improve literacy. The importance of secondary education has been highlighted in all national education policies and plans because it serves as a gateway to employment and higher education (Shakir et al., 2011; Rasheed et al., 2024).

The secondary level is considered important because it is the stage at which students are being prepared for the real world. They can be a valuable asset to the country if they receive the proper training and education. Even at this level, they'll need some guidance. However, despite the presence of internal and external supervisors (such as headmasters and principals) and supervisors from within the institution, there is a dearth of oversight (District Managers). In order to compete with the rest of the world, we are unable to produce skilled workers. Supervisors should be given training to fill in the gaps and to improve the skills of students as needed at any given time in this context (Lone et al., 2011; Shakir et al., 2012).

For a long time, France and Great Britain, two pivotal European countries, have had a strong emphasis on school-based instructional supervision. Inspectorates have long been a part of French and British national school agencies, and their responsibilities included checking on teachers' subject matter, pedagogy, and instructional materials. To ensure high standards of work and to provide guidance on curriculum and instruction, British inspectors visited schools across the country.

During colonial rule in many Asian and African countries, educational supervision was established. Various forms of inspection were carried out in these countries. Throughout the twentieth century, the practice has thrived in the United States thanks to the school reform movement that began in the third quarter of the twentieth century. John F. Kennedy's declaration that the United States should be the first nation to put a man on the moon sparked a movement for educational excellence. Cold-war-era demands to be the world's technological and scientific leader were a significant factor in this. In addition to the effects of the Cold War on education in the United States, there were other factors. One of these movements had a profound impact on educational processes and institutions in the United States as well as throughout the world. New Public Management (NPM) was one of these trends. According to NPM, public service organizations could be run more efficiently if they adopted a more "businesslike" approach.

Managerialism in educational institutions and "performativity," which appears to be particularly relevant in the field of education were the most prominent features of new management applied to education. Market forces, it was claimed at that time, would be more efficient and effective than the government at providing education, which was viewed as a public good. Achievability goals were implemented, and students would be tested throughout the school year, according to Morris. As a result, there was a standardized 'product' available in the educational market. A rating system was devised to assist parents in their search for a school that provides a quality education." To put it another way, it said: "Perform or vanish." As a result, educational institutions came to rely heavily on student performance. The leader of the school was responsible for ensuring that the students were performing at their best.

The other related movement, globalization, bolstered this use of business-like procedures. Efforts around the world to reform education are increasingly center on establishing new standards for schools, increasing the frequency with which students and teachers are assessed and examined, allocating resources to support teachers' professional growth, and exploring new and more efficient ways to deliver high-quality instruction to all students.

This can be done by implementing solutions that have been successfully implemented in other countries (such as curriculum reforms in the Middle East) or by emulating principles of foreign education policy found in books and journals (such as system-wide reforms in South Eastern Europe). There has been so much movement in education policy that it is now referred to as the "Global Movement." Students and teachers in schools have suffered as a result of this movement, which has led to narrowed curriculums and a focus solely on test scores as a measure of educational quality. In this worldwide educational reform movement, the quality of teaching and learning is emphasized and various strategies are employed to improve the capacity of educators. Instructional supervision is one of the methods.

### **Instructional Supervision**

Instructional supervision was summarized by Glickman, Gordon, and Ross-Gordon (2010) as a series of five supervisory tasks. In order to improve the instructions, these tasks are directly linked to them. Direct assistance, group development, professional development, curriculum development, and action research are all examples of this type of support. Supervisors provide direct assistance to teachers in this setting. Teaching can be improved by receiving regular feedback, support and guidance from supervisors. In group development, a supervisor creates a group of teachers and works with them to find a solution to a problem in education. This is a collaborative effort between the supervisor and the teachers that aims to improve student learning. The supervisory role plays an important role in professional development because it involves providing teachers with ongoing support, guidance, assistance, and feedback. Teachers will benefit from this because it offers them the chance to advance in their careers. During curriculum development, a supervisor provides teachers with information about curriculum and the best ways to implement it. Teachers benefit from his expertise, support, and curriculum knowledge, which he shares with them in order to help them improve their lessons. To achieve transformative change, supervisors in action research focus on the problems they face and investigate how to solve them.

### **Functions of Instructional Supervision**

As part of instructional supervision, the role of the teacher observer is critical. Teachers are expected to observe and give feedback to their colleagues on their instructional methods and materials, as well as to evaluate their instructional goals. In addition, the teacher observer is responsible for ensuring that only recommended pedagogies are used in class.

### **Role of the Principal / Head teacher in Instructional Supervision**

Institutional supervision has been emphasized in recent literature and practice. Orienting new teachers to instructional skills, Observing and providing information about the instructional repertoire, Arranging opportunities for improvement and evaluating teachers are some of the principal's responsibilities as an instructional leader. However, the principal's role as a teacher's guide is hampered by numerous restrictions. There is a lot of stress associated with his/her position. They must interact with people of all sizes because of their job, no matter how big or small. He or she can't get around all of these restrictions. In order to be a successful instructional

leader, a person must not be interested or engaged in a turf war with teachers over leadership, and know that he or she is responsible for creating a strong school culture which enables teachers to collaborate with him or her in redesigning instructional programmes so that all students can learn. Teachers want an instructional leader who will meet with them one-on-one, listen to their concerns, help them choose appropriate ways to collect data through observation and other means, and consider alternative approaches to data collection and management. Teachers look for a colleague with the ability to observe, understand classroom dynamics, and offer encouragement. According to the informant, the majority of school principals exhibited the characteristics necessary for the position. Their military backgrounds and extensive experience dealing with people at all levels make them ideal for this position. It's unrealistic to expect everyone to have thorough knowledge of the subject matter. As a solution to this issue, Glickman's suggestion can be taken into consideration.

### **Statement of the Problem**

“The problem statement is a clear and concise summary of the research problem, typically contained within one paragraph; its function is to identify the concerned issue” (Ahmad, Farhat & Abbas, 2024). Research and teaching and learning are increasingly relying on instructional supervision. The head teacher's job is to keep an eye on things, but teachers play a crucial part in the process. In addition to their administrative duties, all head teachers are tasked with helping teachers improve their instruction. Students learn better when they are constantly monitored and guided. Head teachers in Pakistan's secondary schools, in particular, are overburdened with administrative responsibilities due to the sheer volume of work they must complete on a daily basis. The result is that they have a limited amount of time and a lapsed attention span when it comes to monitoring the teaching process. Educators must be educated to make sure that everyone knows how important it is for the head teacher to serve as an instructional supervisor and be the one to bring in new and improved teaching methods.

The purpose of this study is to investigate the current state of head teachers' instructional supervision roles in secondary schools in Lahore, Pakistan.

### **Research Objectives**

- To find out the head teacher's awareness of the 'instructional supervision' phenomena.
- To investigate the role of head teachers in instructional process.
- To explore the effectiveness of the role of head teacher in specific perspective of improvement in instructional process.
- To find out the perceptions of secondary teachers about instructional supervision implication.
- To cross validate the perceptions and effectiveness of the head teachers with the secondary teachers' perceptions and performance.
- To consolidate the ideas and practical experiences of both head teachers and teachers to suggest an improved and agreed version of instructional supervision in the secondary schools.

### **Research Question**

1. What are the effective techniques and ways to improve the instructional supervision process in secondary schools of district Lahore?

## **Significance of the Study**

Head teachers' perceptions, ideas, awareness, and roles in improving the instructional process will be examined in this study. The proposed study's findings will not only outline the current state of affairs regarding the role of principals as instructional supervisors, but they will also attempt to offer potential solutions. Because of this, the findings of the study would not only add to the academic literature but serve as a guide for teachers and school administrators alike. An educational model based on the study's findings could be developed for use in schools and used to support the oversight of classroom instruction. The insights of teachers and school administrators would serve as a foundation for further research.

## **Literature Review**

“A review of literature may only be a clear overview of the sources, in an organizational pattern, and its function is to estimate and summarize the previous writings linked to current topic” (Ahmad, Sanobar & Cheema, 2024, p.3). Effective classroom instruction and the development of teachers' skillsets are at the heart of education supervision. An effective supervision programme can be seen as "the glue that holds a successful school together". Zaidi, Ullah, and Zafar. (2023) say that the most important aspect of it is to ensure that the client's interests are protected. Teaching and learning are both central aims of educational supervision, and this remains the case in schools. Supervising in the educational field, Zafar, Ullah and Azhar, (2023) recommends that supervisors help their supervisees realize their potential and value.

Observing the teacher's work, asking the teacher why they used certain teaching methods and providing information on the best teaching practises are all critical components of the supervisory process. According to Nwankwoala, (2020) both teachers and their supervisors have the opportunity to work together to improve student learning through the process of supervision for learning. One of the most recent concepts in instructional supervision is clinical supervision, according to Ngole and Mkulu, (2021). The goal of clinical supervision is to improve the performance of teachers in the classroom. Nzambi, (2012) proposed and tested in schools the Performance-Based Supervision and Evaluation (PBSE) supervision model, which is a relatively new one.

The concept of supervision dates back to the Industrial Revolution, the Scientific Management Era, and the era of 'administrative inspectors,' according to information found in books. The Latin root of the term "supervisor" refers to someone who "looks over." Originally, the term was used to describe the leader of a group of craftsmen (Riaz, Shahzad & Kubra, 2024). Foreman (or leader) skills and master (skilled administrative artisan) skills combine in today's business sector, according to Wanzare, (2012).

General supervision and instructional supervision, which encompasses supervisory activities that take place both inside and outside the classroom, are meant to improve teachers' work performance and professional growth and development, as well as their students' academic performance (Naguit, 2024). Supervision is a 'act of instructional leadership,' as defined by its function (Naz, Zafar & Ullah, 2024). General supervision, according to Okumbe, encompasses a wide range of responsibilities, including curriculum development and revision, devising lesson plans and work schedules, identifying unfinished assignments among students, putting together instructional units and materials, preparing reports for parents, and conducting comprehensive assessments of the school's overall performance (Hassan et al., 2024; Shaheen et al., 2025).

Teaching and learning in the classroom is the focus of instructional supervision (Arshad et al., 2024), on the other hand supervision, like any other skill, can be learned. The best way to think about supervision is as a 'process,' as opposed to something that can be learned or mastered like so many other skills (Mughal, Zafar & Ullah, 2023; Saleem et al., 2024). Given that, it's important that anyone interested in learning how to be a good supervisor first undergoes the process of being supervised and mentored by someone who has experience in the field. It is clear that Ndung'u, (2015) agrees with Pierce and Rowell that a school supervisor needs to be a professionally qualified teacher who has pedagogical skills at his/her fingertips in order to be effective (p.186).

Supervisors are there to help teachers grow and develop, interact, and solve problems without making mistakes this is the goal of supervision (Anjum & Zafar, 2022).

According to Kosar, Riaz, and Arshad, (2024), who link the importance of supervision to job success, supervision is a developmental process that helps people gain the motivation, autonomy, self-awareness, and skills they need to do their jobs well. Zepeda's ideas have been incorporated into current supervisory practices, which are more collaborative in nature. There are new models of supervision for teachers that are designed to meet their specific developmental needs (Naz & Zafar, 2023; Mumtaz et al., 2024). It is ultimately the responsibility of each teacher to bring about a shift in teaching methods in their own classrooms. If systemic change is to take place and the new educational mission of achievement for all students is to be met, principals must reach out to every teacher, just as teachers are expected to reach out to every student. A supervisor's job involves encouraging the teacher to try out new methods of instruction. The teacher must be made aware of the educational goals and standards that will be implemented by the institution (Bhutto, Zafar & Ullah. 2023).

A variety of instructional techniques and teaching methods are encouraged by supervision, which takes into account the individual strengths and abilities of each teacher. Observation, coaching, or demonstration of a teaching skill or an alternative teaching method are some of the ways administrators and head teachers help improve instruction. Videotapes of a particular skill, staff development activities for individuals or small groups, and appropriate instructional materials are also provided by these organizations to help teachers improve their instruction both in and out of the classroom.

One of the most striking things about supervisory services is that, according to Ghavifekr and Ibrahim, (2014), their mission and structure have remained essentially unchanged. Another surprise was the lack of a rethink in the new African states after colonialism's demise. To name a few: collegial supervision, personal supervision, informal and inquisitive supervision, to name just a few approaches. Despite this, clinical supervision is still being used in schools today without even realizing it. However, effective supervision requires knowledge of curriculum, training, interpersonal skills, conceptual and technical skills. Although the methods and practices of instructional supervision have changed over time, its primary goal has remained the same to help teachers improve their instructional performance (Fatima, Ullah & Zafar, 2024).

## **Research Gaps**

The question or problem that has not been answered by any of the existing research is called research gap (Rao et al., 2023; Sadaf et al., 2024; Murtaza et al., 2025). This review of related literature, taken as a whole, reveals the general aims and purposes of school and classroom instruction supervision. Teaching and evaluating teachers is not the primary focus of positive and strength-based approaches to school-based supervisory practises, but rather creating an

environment that encourages individual teacher professional growth and development. In spite of the fact that much has been written about school supervision, particularly teacher supervision, it should be noted that none of these studies considered teachers' work performance outside the classroom or head teachers' supervisory practises outside the classroom, despite the fact that according to Naz et al. (2023), school supervision is a "glue of successful school". There should be oversight of all school activities, including those that take place outside of the classroom.

These prior studies lacked an understanding of how supervisory practises affect teachers' work performance outside the classroom, according to the researcher. It is clear that the methods and techniques used by head teachers in the supervision process have a significant impact on the success of school and classroom instruction, but no relevant literature was found to discuss this. Researcher En passant examined further some of the factors, such as teachers' expectations and the challenges faced by head teachers while being monitored, in order to better understand how to improve the supervision process. The researcher's goal in this study is to learn more about the responsibilities and challenges faced by secondary school principals and administrators, and to make recommendations for how to improve educational outcomes for students.

## **Research Methodology**

“The research methodology is the procedure which is used by the researchers to gather data for resolving problems of investigation” (Ahmad et al., 2022, p.524). To find the answer of the research question researchers visited fifteen secondary school of district Rahim Yar Khan and face to face meet one hundred research participants for the purpose of data collection. Researchers use the term population to describe the group of people for whom they hope their findings can be generalized (Ahmad et al., 2021; Maitlo et al., 2024; Ahmad et al., 2025; Soomro et al., 2025). This study will focus on private secondary schools administrators and teachers in Rahim Yar Khan, Punjab Pakistan. The teachers and heads of private secondary schools in Rahim Yar Khan were the subjects of this study. Participants in the study will be drawn from a subset of the target population that includes only those who can be reached. Teachers and principals of private secondary schools in the Rahim Yar Khan district were selected for the study because of the study's resource, time, and financial limitations.

In this research study, researchers had chosen teachers and head teachers only from Private sectors of Rahim Yar Khan District. Only sample will be taken from female staff as per researcher's convenience to observe and talk to them. Here She will collect data from the staff and will make and create a connection between different points regarding instructional supervision. Participants were asked one question by using face to face survey technique. The collected data was later analyzed and presented in the table.

**Table 1: What are the effective techniques to improve the instructional supervision?**

| <b>Extract from Responses</b>                                                                                                                                                                                                                                                                                                   | <b>Codes</b>            | <b>Themes</b> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|---------------|
| Head teacher guides teachers about: <ul style="list-style-type: none"><li>➤ Guideline for teachers about how can they improve their teaching methodologies.</li><li>➤ Guideline for teachers to fulfill the psychological needs of students and also motivate them.</li><li>➤ Proper training for teachers so that an</li></ul> | Guides and Instructions |               |

|                                                                                                                                                                                                                                                                                                                                                     |                                               |                                                                |
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| educational institute achieves its objectives effectively.                                                                                                                                                                                                                                                                                          |                                               | Effective techniques to improve the instructional supervision. |
| ➤ Set goals to deal with teachers, students and parents regarding educational problems.                                                                                                                                                                                                                                                             | Problem solving                               |                                                                |
| ➤ Enhances teaching methodology.<br>➤ Enhances teacher's professional development.<br>➤ Motivates students for good learning.                                                                                                                                                                                                                       | Improve Teaching and Learning                 |                                                                |
| ➤ Provide training, workshops related to their course and arrange seminars and meeting.<br>➤ Workshops of teachers, meetings about writing lesson plans.                                                                                                                                                                                            | Workshops and Meetings                        |                                                                |
| ➤ Secondary level is the first step of students towards their career.<br>➤ Student's personality is developing at this stage.<br>➤ It helps to maintain the proper educational set up.<br>➤ This level is the first step of students towards their educational career.<br>➤ This is the basic level at which students can choose their professions. | Develop personality and setup towards carrier |                                                                |
| ➤ For the professional development of teachers and learning improvement of students.<br>➤ At this level, students are on their first step of career.                                                                                                                                                                                                | Professional Development                      |                                                                |
| ➤ For the proper mental development of students and grooming of teachers.<br>➤ Secondary level is that level at which students are at their mentally developmental stage. That's why it is most important to supervise their behavior or learning keenly.                                                                                           | Mental Development                            |                                                                |

## Results and Discussion

To investigate the head teacher's awareness of the 'instructional supervision' phenomena and the role of head teachers in instructional process ,to explore the effectiveness of the role of head teacher in specific perspective of improvement in instructional process, to find out the perceptions of secondary teachers about instructional supervision implication, to cross validate the perceptions and effectiveness of the head teachers with the secondary teachers' perceptions and performance, to consolidate the ideas and practical experiences of both head teachers and teachers to suggest an improved and agreed version of instructional supervision in the secondary schools were objectives of this study. The eighteen extracts were derived from the responses of the participants' these extracts lead us to the seven codes as (guides and instruction, problem solving, improve teaching and learning, workshops and meetings, develop personality and setup towards carrier, professional development and mental development. These seven codes lead to the exact

theme effective techniques to improve the instructional supervision which was the stated problem to be solved.

## **Conclusion**

The following themes were identified based on teacher and institution responses: the concept and purpose of instructional supervision, the procedure and areas of focus during the conduct of instructional supervision, the impact of instructional supervision and professional enhancement, and the utility of supervision and impact on teacher's performance. This research article was specifically about instructional supervision at secondary level. Researchers had collected data from different schools of Rahim Yar Khan. The ten schools were selected for this purpose to collect data from these schools as she wanted. From every school, data was collected through designed questionnaire but it was collected through semi-structured interviews. Mostly teachers had positive view regarding instructional supervision but there were some teachers who thought that due to less guidance and practical guidelines, performance of teachers is not as better as it could be. But on the other side, head teachers had well aware knowledge about instructional supervision but still there are some drawbacks as during lecture to interrupt any teacher in order to supervise them is not good. While trainings are not provided to supervisors as well to perform their duties affectively. Thus, the findings of the current research show that the supervisor must create a friendly atmosphere that encourages teachers to openly discuss their concerns and overcome their weaknesses.

## **Recommendations**

- Private Educational Organizations should arrange some teaching trainings for teachers at in a month.
- Educational organizations must provide all the material and facilities to head teachers to work in their departments very well.
- Educational organizations should provide ethical trainings to head teachers to perform their duties ethically as well.
- Head teachers must maintain mentally and emotionally compatibility among their staff members.
- Semi-Govt or Private Institutions should manage trainings for Head teachers as well to treat male staff and female staff differently.
- Head teachers must be experienced in their departmental duties.
- Head teachers should have to arrange discussion or communicational sessions with their teachers strongly at least for once.

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