

IMPACT OF SUPERVISORY SYSTEM ON TEACHER'S EFFICIENCY AT ELEMENTARY LEVEL

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ABSTRACT

Supervision is a process that facilitates the management and the staff in the effective coordination of various activities within the setup. It provides feedback and helps in the professional growth of the staff. The current study was aimed to find out the effect of the supervision system on the efficiency of teachers at the elementary schools level. This study derived this concept from the idea that supervision plays an integral role in the success or failure of any organization but this concept remained least preferred by researchers in past years. Thus, the objective of this study was aimed to find out the effect of educational supervision on the performance of elementary teachers. Moreover, barriers that are obstructing the performance of teachers, were explored. The role of training programs as a mediating variable was also considered. A descriptive survey was the research design of the study and the whole staff of the directorate of education was the population of the study. A sample size of fifty employees was selected based on simple random sampling and nine staff members were selected from each of the four departments of the Directorate of education. It was concluded that supervision plays an important role in the enhancement of teacher's performance by the provision of the right tools along with the right resources. The research indicated that appraisal results are the key factors for a counseling session because teachers considered that they are engaged when they are lagging. The study also concluded that if teachers are not satisfied with the job then supervision could not have an impact on performance.

Keywords: *Teacher's Performance, Supervision, Job Satisfaction, professionalism*

INTRODUCTION

Teacher monitoring has arisen as an approach to enhancing the effectiveness of educational activities. Overseeing student teachers is critical in training them for real teaching experience perceived importance in several supervisory styles, but considered qualitative and clinical oversight to be most helpful. In-service oversight is of the utmost importance as it can

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support, inspire, direct, and promote growth among teachers in their efforts to increase the efficiency of the teaching process (Wrona & Wilson 2004). Supervision serves to facilitate the teaching method, to help teachers learn from each other, to enhance teacher's utilization of accessible instructional tools, and to offer a real opportunity for constant assessment and input, notes that supervision seeks to improve teaching and learning practices, build a conducive learning atmosphere, and achieve synergy and co-operation. A supervisor is believed to be responsible for encouraging teachers to define the goals and objectives of the curriculum and instructional method. The supervision ultimately plays a significant role in inspiring pupils and maintaining the climate of the classroom pleasant and conducive to learning. Orthodox supervisory strategies have a variety of drawbacks. Usually, those approaches focus on a one-way path in which the supervisor speaks while the teacher listens. The oversight relied on the provision of notes and feedback after the delivery of the lessons. Suggestions provided by the managers reflect an expression of their points of view based on their perceptions of teachers in the classroom. Without feedback from teachers on the difficulties they encounter, no supervisory work can bring change in teachers. (Ziliang, 2002). Modern supervision is a two way process in which management staff and teachers mutually work on the agreed agenda. This helps in keeping the environment positive and non-threatening.

Glatthorn (1990) defined educational oversight as a critical way to improve the teaching career effectively. One basic role of any of the organization is often seen as striving at teachers' professional growth and increased accomplishments in the form of learning. This means that teachers must continually enhance their teaching methods and abilities if they want to develop professionally to facilitate their instructional aims. It also indicates that teacher career growth plays a critical role in the school's progress and stresses the need to align education lapse or associate it with professional development. The author added that various approaches to instructional supervision like therapeutic supervision, peer teaching, cognitive counseling, and mentorship could achieve teacher professional growth (Gibson, 1997). The foundations of every school system are the students and the teachers. One must give them enough space, encouragement, and required resources for the growth and career advancement to serve their positions. Supervision has been known as a central component of technical education. Both community and the schools management currently rely heavily on oversight to enhance the teacher's teaching processes at various stages of education. The tracking will make a major contribution to teachers' professional growth by understanding their strengths and limitations (Xianchu & Qiyi 2007).

The supervisor carries on a wide range of positions in the education process, the most significant is that of an insightful and vital specialist, to enhance educational achievements, to better meet the demands and challenges encountered by students. The primary aim of supervision in schools is to enhance overall school output and improve the efficiency of the educational process (Yan, Zhao & Wu, 2009). Supervision always considered to be one of the most significant tool in levitation the standard of education. It plays an important part in promoting education and learning by taking on the obligation to bring improvements in teachers. Supervision effectively plays its role in defining new roles of instruction and to promote students' academic achievements. Supervisors, when work in a democratic manner and use reasonable and cooperative approaches in the monitoring of teachers, they be able to increase teaching efficiency level leading to the effectiveness. It is always found necessary to settle amicably the differences in supervisory styles as they influence supervisors' overall satisfaction (Jianming, 2008).

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1.1 Rationale

Thus the improvement and expansion of the teaching and learning process requires an investigation into the process and practices of supervision in schools. This study is an endeavor to describe the current state of supervision in Pakistan and its effectiveness in teachers' progress. This research is an attempt to draw lessons for the future improvements of supervisory process and practices in Pakistan.

Statement of the Problem

The problem statement is about recognizing the predominant supervisory types and how they professionally shape teachers. Primary schools in District Bahawalpur were facing the difficulties in pupil academic performance. Most of the schools were facing inadequate form of monitoring as a means to enhance the efficiency of the staff as a whole. Thus, the study focused on the current state and impact of the supervisory system in enhancing the teachers' efficiency at the elementary level.

2 RESEARCH OBJECTIVES

Following were the objectives of the Study:

- i. To examine the effect of education supervision on the efficiency of teachers at primary level.
- ii. To investigate the barriers to supervisory process as the mediating component of education programs.

3 METHODOLOGY

The entire workforce of the Education Directorate is included in the research sample. A sample size of 50 was taken into consideration. Multi-grade sampling technique was used to find a represented sample of the population. This methodology has been used since every person in the community has the same and independent ability to participate and four main cluster were selected at the first stage, named urban schools, rural schools, male schools and female schools. The researcher picked nine teachers from each of the four principal clusters by using basic random sampling. Data of the workers, preparation, analysis, and tracking have been chosen in a purposeful sampling process. The decision of the researchers to concentrate more on supervision and staff jobs, which is the key focus of the analysis, influenced the option of this sample size. Again, unit heads (AEO's) were chosen intentionally so they are at the wheel of local relations and circuits. They often supervise their field of work and are best equipped to provide appropriate supervision knowledge. Besides, eight circuit supervisors of the district education office were also chosen to find out whether oversight has an impact on staff efficiency. These were chosen because after they were fitted, they often conduct supervision.

3.1 Research Instrument

The questionnaire was created by the researcher to collect data for obtaining the quantitative data. In the case of the questionnaire, open and closed questions were modelled to obtain details. The initial instrument was structured and the first draft was thus not subject to validation procedures. After a careful proof reading and identification of mistakes, that draft of the tool was revised. Second draft was then shared with two experts in school management and training and one authority in curriculum calculation and appraisal. These professionals checked the instrument's productivity on tool assessment scale. They tested the products for suitability and compliance with the study objectives. In the final draft of the instrument, their expert suggestions were included.

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3.2 Data Collection Procedure

The researcher met the unit heads first and described the purpose of the analysis to them. They, in exchange, advised and motivated their subordinates to collaborate with the scientist. The researcher gathered basic material, including a list of workers, credentials, and expertise in age, rankings, and jobs.

3.3 Data Analysis

The obtained data were compiled and analyzed through SPSS, a computer software used for the said purpose. Tables and maps were drawn used to evaluate data derived from questionnaires. Each query on the questionnaire was isolated from the others and separately examined. Frequencies, percentages, standard deviation and mean score were derived to get results.

4 RESULTS

Table 1. *Supervision gives professional growth to teachers*

Statement	Option	F	%	SD	M
Supervision provides help in professional growth of teachers.	SDA	2	4.0	.835	3.42
	DA	5	10.0		
	SA	13	26.0		
	A	30	60.0		
	Total	50	100		

Table 1 shows that the majority of the respondents 60%, were agreed that the supervision contributes to the professional growth of the teachers. 26% were strongly agreed, 10 % disagreed and the rest of the respondents choose the option of, strongly disagree with the mean value and standard deviation 3.42 and .835 respectively.

Table 2. *Supervision furnishes and equips teachers with necessary information and suggestions for instructional improvement*

Statement	Option	F	%	SD	M
Supervision furnishes and equips teachers with necessary information and suggestions for instructional improvement.	SDA	2	4.0	1.01	3.00
	DA	19	38.0		
	SA	6	12.0		
	A	23	46.0		
	Total	50	100		

Table 2 Shows that majority of respondents 40% were agreed that the supervision of furnishes and equips teachers with necessary information and suggestions for instructional improvement. 38% disagreed, 12 %were strongly agreed and the rest of the respondents choose the strongly disagree with the mean value and standard deviation of 3.00 and 1.010 respectively.

Table 3. *Supervision motivates teachers to create a democratic environment while teaching.*

Statement	Option	F	%	SD	M
Supervision motivates teachers to create a democratic environment while teaching.	SDA	2	4.0	.735	2.62
	DA	10	20.0		
	SA	29	58.0		
	A	9	18.0		
	Total	50	100		

Table 3 Shows that majority of respondents 58% were strongly agreed that the supervision motivates teachers to create a democratic environment while teaching. 20% disagreed, 18

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%were agreed, and the rest of the respondents choose the strongly disagree with the mean value 2.62 and standard deviation and .735 respectively.

Table 4. *Supervision assists the teachers in the acquisition of communication skills*

Statement	Option	F	%	SD	M
Supervision assists the teachers in the acquisition of communication skills.	SDA	2	4.0	.855	2.62
	DA	25	50.0		
	SA	13	26.0		
	A	10	20.0		
	Total	50	100		

Table 4 Shows that majority of respondents 50% disagreed that the supervision assists teachers in the acquisition of instruction. 26% were strongly agreed, 20 % were agreed, and the rest of the respondents choose the strongly disagree with the standard deviation and mean value 2.62 and .855 respectively.

Table 5. *Barriers to supervisory process*

Sr	Statements	Agree %	Disagree %	SD	M
1	Inadequate ate resources	67%	33%	.564	1.3
2	Lack of Trust	34%	66%	.786	.67
3	Lack of instructional supervision	82%	18%	.765	1.56
4	Lack of technology	76%	24%	.811	1.42
5	Lack of written guidelines	73%	27%	.798	1.37
6	Lack of adequate budget	59%	41%	.823	1.20
7	Unaware teaching staff	62%	38%	.809	1.27
9	Excessive work assignments	65%	35%	.841	1.31
10	Resistance from teachers	25%	75%	.689	.54
11	Lack of delegation of powers	61%	39%	.792	1.25
Total Mean=					1.51

Table 5 depicts the problems and threats in way of supervision. According to the data majority agreed that inadequate resources, lack of instructional supervision, lack of technology, lack of written guidelines, lack of adequate budget, lacking awareness of the teaching staff, excessive work assignments and lack of delegation of powers to the junior staff are the possible stumbling blocks on the way of supervision. Whereas, a majority of respondents have with the opinion that functions. Total mean Score was 1.51 and which supports the results.

5 FINDINGS

The data analysis results showed that the majority of respondents 60% were agreed that supervision contributes to the professional growth of teachers. 26% were strongly agreed. Majority of respondents 40% were agreed that the supervision of furnishes and equips teachers with necessary information and suggestions for instructional improvement. 38% disagreed. The majority of respondents 58% were strongly agreed that the supervision motivates teachers to create a democratic environment while teaching. 20% disagreed. Majority of respondents 50% disagreed that the supervision assists teachers in the acquisition of instruction. 26% were strongly agreed.

5.1 Discussion

The following noticed that the instructional guidance of the school principal, while certain teachers decided to develop the skills of educators, actually cannot, nonetheless, have an important impact to overhaul the skills and the learning achievement of teachers. Many issues conceal the efficacy of the instructional oversight of the school principal, among others:

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firstly, the supervisor: 1) multiple supervisors ought to complete the task; 2) the academic oversight was not organized and carried out participatory; 3) academic supervisor was not able to understand;

Findings of the study show that, to make educational supervision more efficient it is necessary for supervisor to know the principles of supervision just like planning, implementation, evaluation and many more things associative with academic management. In this situation it is also necessary to have effective communication skill and good listening skill. According to Aplin, 1984; Mahoney, 1990; Pitner and Ogawa, 1989, to be good supervisor it is common and necessary ability of the educational supervisors. Furthermore, (Leithwood et al. 1999: 12) that for effective leadership decision making ability is most important. According to Gordon, Mondy & Sharphin et.al.1990, argued that 8 abilities in team work, namely: (1) individuals are agreed to achieve the objectives, (2) listen to others, (3) creative and willing to face the challenges, (4) able to solve the problems if occur during the process, (5) willing to support the organization, (6) support each other's, (7) members are confident, and (8) flexible in behavior.

Furthermore an outstanding knowledge of their area of educational supervision and research field control; as a head, educationally can meet the expectations and methods such as the educational supervision specialist. In that environment, as an expert supervisor, it takes ability to seek new expertise and skills. The head of school does not depend on other information and experiences. Third, supervisory performance essentially depends on the degree to which the school head teacher may provide knowledge of her duty. Every teacher requires government assistance, but government assistance isn't just reliable material, but on aspects of the job itself, for example, acknowledging merit and ability. This follows the results by Rosenholtz, 1987; and Sarason, 1982. In a review, they discuss the fundamental motivation for teachers are their students' academic accomplishments and their opportunity to improve their students' personalities. Rosenholtz, (1987: 188) And Sarason (1982: 77) says satisfaction in work is affected by the assumption that the instructor will support even toughest or unmotivated students. The students require success acknowledgment. This may be achieved by offering managers real non-material gratitude and encouragement.

5.2 Conclusions

The study brought to bear the value that supervision leads to professional development. It showed that supervisions influence allows teachers learn fresh ideas to be creative. As in the results, it can be inferred that the general feeling of respondents, particularly supervisors, better understood the great differences in abilities and needs of individual teachers and employees was that more focus should be paid to internal monitoring as both classes better recognize the condition on the ground and how to manage it. The study findings found that most employees and managers viewed management as more managerial duty.

Most workers and managers regarded the strategy as control-oriented rather than participatory. According to respondents, particularly employees and managers, this external supervisory oversight and visit-oriented monitoring had little effect on staff efficiency and should be modified. Workers and unit leaders could not be taken for granted and swept under the mat. Again, since both internal and external oversight reinforces or complements each other, the fact that most workers and unit leaders favored internal oversight over external supervision does not imply external supervision could be abolished.

It will be in the right direction for politicians to take constructive action to strengthen the conditions at internal and external supervisory levels to render their operations desirable and also to win supervisor engagement.

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It was also concluded that budget requirements, modern technology, training and sensitization of staff, coordination between supervisors and teachers, and delegation of powers are the potential threats for the effective supervision.

Recommendations

The following guidelines were made based on the conclusions: an appropriate and strong oversight needed at the elementary school level to increase teachers' efficiency. Monitoring must be more like ideas exchange and participatory than traditional or control-oriented to improve mutual trust and inclusion. On-the-job preparation and re-fresher triggers require special preference. The availability of improved training materials may allow managers to coordinate appropriate training for workers and heads.

Ample resources, training of supervisory staff, and professionalism is much needed for the successful completion of supervision. Quality supervision is directly correlated with the timeliness and perfection of the work itself.

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