



**Relationship between Principals' Instructional Supervision and Teachers' Performance at
Secondary Level in Peshawar**

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Abstract

Teachers' perceptions of administrators' instructional supervision contribute to instructors' performance. This research looked at the "Relationship between Principals' Instructional Supervision and Teachers' Performance at Secondary Level in Peshawar". Data were randomly obtained from 20 girls secondary schools. The research sampled 200 female instructors were selected at random. Cronbach's Alpha was tested, and the findings were satisfactory. Interaction with Supervisor (IS) = 3.8714 varies from mid-point (= 3) by .87140, and this variance is statistically significant at $p < 0.01$, and Use of Instructional Material (UIM) = 3.3391 varies from mid-point (=3) by .33913, and this variance is statistically significant at $p < 0.01$. These two variables (IS) and AvM (M= 59.4250, SD= 10.80314) have a coefficient of correlation of 0.252*. The coefficient of correlation of 0.157* between the two variables IS and AvM suggests that the two variables are significant. The whole study is statistically significant ($F = 8.703$; $p = .000$) as are the independent factors ($t = 2.950$; $p < 0.01$). The independent factors positively influenced student accomplishment statistically. NPISTP is statistically significant ($t = 2.950$; $p < 0.01$). Student Achievement (SA) per unit = 7.211 rise in IS & UIM. The independent variables Interaction with Supervisor and Use of Instructional Material positively contribute to Student Achievement (SA). The research found a link between teacher performance and principal monitoring. The study's key finding was that competent principle supervision helps instructors perform better. The report does propose additional research on secondary instructional technologies.

Keywords: interaction with supervisor (IS), use of instructional material (UIM) questionnaire, secondary school, average score

Parthy (1992) defines supervision as a technique of encouraging progress and helping instructors improve. Regular monitoring and in-service education of instructors improves teaching. Supervision is providing professional support to instructors to improve their educational abilities and competences. So, supervisors advise and direct instructors' educational actions in accordance with professional behaviour. Based on the above, classroom teacher efficiency is the major focus of supervision. As a curriculum implementer, the teacher attempts to design classroom teaching. Supervision is a service provided to instructors to help them understand and embrace themselves, their talents, and interests, as well as their emotional makeup and previous preparation. Supervision is meant to enhance teaching and learning. According to Nwaogu (1980), supervisory direction is a method of improving instructors' pedagogy and abilities. Supervision also entails providing critical moments for genuine teaching and learning. Supervision is a service offered to help educators execute their jobs better. Supervision is involved with examining and improving the settings for instructors and students progress. It unleashes people's creativity to tackle individual or group teaching-learning challenges. According to Firz (2006), supervision refers to an education officer/supervisor ensuring that instructors do their jobs successfully and efficiently.

Instructional supervision is the act of recognising methods, practises, concepts, strategies, and approaches for achieving organisational objectives. Surveillance is the process of looking at the conditions and techniques of changing items that cause difficulties in the teaching-learning process. The main purpose of monitoring is to improve school teaching. The learner is the centre of supervision.

Principals' instructional supervision and teacher performance

The main role of the schools is to guarantee that all students learn and succeed by providing quality education (Raiser & Dampsey, 2007). Instruction, on the other hand, is a systematic method for creating dependable education and training programmes. To successfully meet the requirements of both learners and teachers, the principle must have competence and working understanding of successful instructional practises. To establish instructional teaching learning process and attain target objectives, Blankstein (2010) states that school principals must help instructors explain their job. Through instructional leadership, he is supposed to assist instructors in shifting their focus from teaching to learning.

According to Nolan and Hoover (2004), instructor supervision is a core role of every educational institution that fosters teacher development and hence enhances teacher performance. The main goal of supervision is to improve student learning. Instructional supervision is the task of institution directors to guide personnel in developing educational methods and abilities. They choose suitable educational objectives, teaching methods, and assessment.” Thus, the fundamental goal of institutional monitoring is to assist educators improve their teaching and students' performance and learning.

For example, according to Afianmagbon (B.E.) (2007), the principal monitors and oversees teachers' classroom management, observes instructional methods, ensures teacher attendance and punctuality, assesses good performance and penalises bad. The principal sets assignments and inspires instructors to do them effectively and on time. He makes all resources accessible for successful teaching and fosters curricular innovation.

Concept of Instruction

According to Gagne (1977), teaching is the intentional direction of the learning process. Classroom instruction is a two-way process that involves both teaching and learning. In the

learning process, both the instructor and the pupils are active participants, each with their own set of obligations. The term "instruction" refers to the process of setting external learning circumstances for the learner. These settings must be built step by stage, taking into consideration the learner's newly gained skills, the needs for their retention, and the scenario required for the next level of learning.

Because education aims to change behaviour, it's helpful to conceive of a unit of instruction as being constructed around the learning result of desired behaviour. The objective of instruction is to guide the learning process. It is a crucial classroom activity in which both the teacher (as the instructor) and the students participate (as learners). As a result, the requirement to oversee teaching becomes more critical and unavoidable in order to meet educational objectives.

Instructional Supervision Concept

The process of converting a teacher into the most professional and efficient person he or she is capable of becoming, according to Wiles and Lovell (1982). As a result, this concept implies that supervision is all about promoting teacher growth and educational leadership.

According to Nwaogu (1980), supervision of instruction is a process or activity in which an individual or a group of individuals advises and inspires interest in instructors and learners to improve teaching and learning situations at educational institutions. It's also the practise of assisting a teacher in improving himself and his teaching abilities in order to improve the effectiveness of his or her classroom. So, if instructions aren't followed, there's an issue with supervision. As this description indicates, the goal of supervision is to assist educators in helping themselves (better). The supervisor ensures that the instructor teaches in a way that the student

comprehends, guaranteeing that the student acquires the abilities, skills, and attitudes stated in the instructional goals.

Beach and Reinhartz (2000) define supervisory instruction as "a complex process that encompasses working in a collegial, collaborative relationship with teachers and other educators to improve the quality of teaching and learning within schools and to promote the long-term development of teachers."

Interaction with supervisor

The goal of instructional regulation, according to Gall and Acheson, is to stimulate direct dialogue and association formation between the supervisor and the instructor. Individual capacity growth is encouraged inside the organisation. Principals' connection with subordinates evolves become a crucial component for successful job performance of subordinates in diverse companies. Supervisors, according to Settoon, Bennett, and Liden(1996), have a critical role at the core of the school association, and their interactions impact teachers' and students' performance, satisfaction, and commitment levels. The connection between principals has a significant influence on teachers' work productivity and successful instruction. If the supervisor is effective and successful, his followers will be successful as well; nevertheless, if the supervisor is unsuccessful, the followers will suffer and have issues. Effective supervisory engagement has a major impact on instructors' performance. According to Annoh (1997), the purpose of principals' interactions with teachers is to achieve organisational goals. For this reason, they both trust each other and live in a happy partnership. Teachers should be treated fairly and equally, with respectful and regular interaction. The principal engages in activities such as school administration, encouraging new ideas and strategies, ensuring that teachers do

not hesitate to share their problems, recognising good performance and motivating slackers, and in order to develop a genuine relationship, making fair and just decisions concerning teachers

Instructional Materials

The instructional material, according to Achunin (1998), is pedagogical accessories that aid instructors during teaching. Instructional material is what the instructor uses to help the students grasp what they're learning. Old-style resources, graphical managers, and teacher-made resources are among the most often used educational tools. Textbooks and workbooks are old-fashioned sources of information. The use of appropriate instructional materials is critical to effective teaching and learning. All elements that may assist the instructor in completing the teaching job are referred to as instructional resources. Audio-visual materials, chalkboards, textbooks, workbooks, charts, computers, the internet, technology, library books, E-library stationery, and interactive boards are all examples of these goods. Multimedia, the Internet, Skype, Google, Facebook, and other forms of educational content may be used. According to Farrant (1988), instructional materials facilities allow teachers to reduce the conventional teacher-centered teaching approach, which is dominated by talk and chalk. Learning is aided by the availability of educational resources in the classroom. The instructional resources are very beneficial in facilitating active learning, connecting theory to practise, encouraging relative thinking, influencing students' skill development, and concretizing abstract experiences. Principals must examine laboratories and classrooms on a regular basis to ensure that tools and supplies are correctly stored, equipment is maintained in excellent shape and utilised appropriately, and safety regulations are followed, among other things. The principle is responsible for ensuring that facilities, equipment, and teaching materials are adequately

supplied or functioning. If the facilities are in disrepair, they should be reinstalled or replaced with modern materials.

Objectives of the Study

1. Assess relationship between teachers' interaction with the principal as a supervisor and their performance.
2. To what extent the Use of the instructional material as directed by supervisor improve teachers' performance?

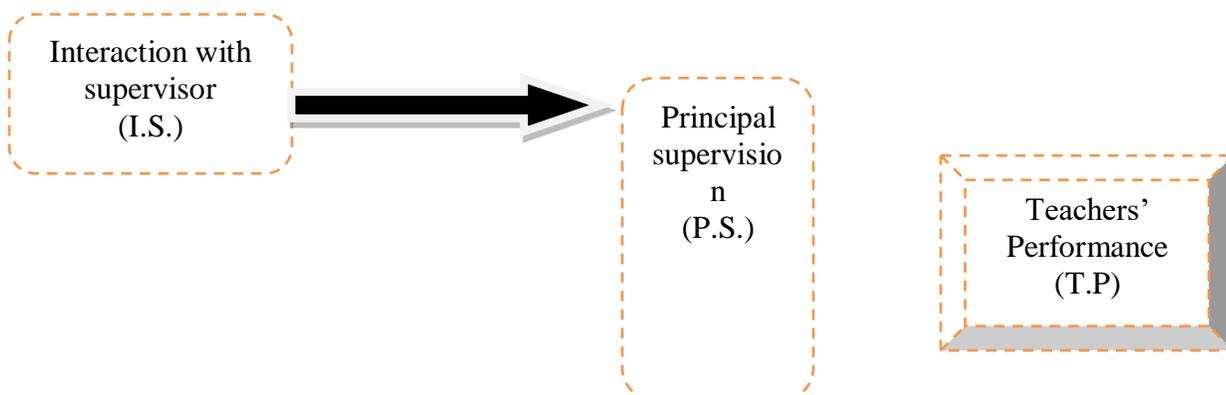
Hypothesis

H01 There is no relationship between teachers' interaction with the principal as a supervisor and their performance.

H02 There is no relationship between a teachers' use of the instructional material as directed by the supervisor and their performance.

Significance of the Study

Examining teachers' perceptions of administrators' instructional supervisory direction may aid in the development of the supervision process and the improvement of teacher performance in schools. Teachers, school management, administration, Parents Teachers' Associations (PTAs), and other researchers interested in instructional monitoring may find this study useful. The study's results may also assist instructors in comprehending and appreciating the relevance of administrators' instructional monitoring. It has the potential to enhance instructor perceptions of instructional supervision. The research will help to uncover factors that influence a principal's supervisory competence, as well as his involvement in secondary school renovation to face the problems of the twenty-first century.





METHODOLOGY

Research Design

In this study, the descriptive research method was applied. Primary data was gathered via a questionnaire, and secondary data was gathered through a survey of related literature, which included relevant publications, research on the issue, conference/seminar proceedings, different educational policies, educational programmes, and internet-based information.

Population, sampling procedure and sample size

The survey included 814 female secondary school teachers from Peshawar's 66 public Girls High Schools. The study's sample was made up of 200 female secondary school teachers who were chosen at random.

Analysis and statistical tools

Various statistical methods were employed to analyse data obtained from respondents through the questionnaire/scale mentioned earlier in this section. Descriptive Statistics, One-Sample t-Test, Pearson Correlation-Test, and Regression Analysis were among the statistical methods used.

Data analysis and discussion

Reliability test

According to Uma Sekaron (2003), dependability values below 0.60s are bad, those in the 0.70s are acceptable, and those in the 0.80s and beyond are excellent. The variables examined have an undesirable to fair range of dependability. Data on aspects of constructs were averaged

row-wise to create data on Interaction with Supervisor (IS), and Use of Instructional Material after reliability tests of all measures were in excellent ranges (UIM). The reliability

test of variables

Table 1

Reliability of the tool

Variables	Cronbach's Alpha
Interaction with supervisor (I.S.)	0.7310
Use of Instructional Materials (U.I.M)	0.7460

One sample t-test Statistics for Interaction with Supervisor (IS)

The following findings were obtained using a one-sample t-test using SPSS for the variable Interaction with Supervisor (IS), as shown in Table.

Table 2

One sample statistics for mean

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
IS	200.0	03.87	0.676	.0478

Table 3

One sample statistics for significance

One-Sample Test						
Test Value = 3						
	t	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
IS	18.217	199.	0.000	0.871	0.77	0.965

The mean value of the variable Interaction with Supervisor is calculated as 3.8714 from the midpoint (=3) in the preceding tables No.(a) & (b), indicating that the majority of respondents agreed. IS = 3.8714 has a mean value that is .87140 higher than the midpoint, and this difference is statistically significant at p 0.01. This statistical finding led to the conclusion that (IS) Supervisor Interaction has a substantial effect in Teacher Performance.

One sample t-test for the variable Use of Instructional Material (UIM)

Table shows the findings of one-sample t-test statistics for the variable Use of Instructional Material (UMI).

Table 4

One sample statistics for mean

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
UIM	200.	03.33	0.703	0.049

Table 5

One sample statistics for significance

One-Sample Test						
Test Value = 3						
	t	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
UIM	06.81	199.	0.00	0.339	0.24	0.437

In both tables No. (a) and (b), the mean value of the variable Use of Instructional Material (UIM) was 3.3391 points higher than the mid-point (= 3), indicating that the majority of the respondents agreed. The mean value of 3.3391 is statistically substantially greater than the value-point (= 3), while the variation is statistically significant at p 0.01.

Test of Pearson Correlation

Correlation studies, according to Fitzgerald et al. (2004), examine the strength of connections as they occur or have happened without the use of experimental manipulation. The Pearson Correlation Test was performed to assess the strength of the association between the various variables of interest.

Pearson Interaction with the supervisor and the performance of the teachers are related.

Table 6

One sample statistics for mean

Descriptive Statistics			
	Mean	Std. Deviation	N
AvMarks	59.42	10.803	200
IS	03.87	0.676	200

Table 7

One sample statistics for significance

		Correlations	
		AvMarks	IS
AvMarks	Pearson Correlation	1	.252**
	Sig. (2-tailed)		0.00
	N	200.	200.
IS	Pearson Correlation	0.25**	1
	Sig. (2-tailed)	0.00	
	N	200.	200.

** . Correlation is significant at the 0.01 level (2-tailed).

H0 There is no relationship between Interaction with Supervisor and Teacher's Performance. IS (M= 3.8714, SD=.67650) and Student Achievements (M= 59.80314, SD= 10.80314) were surveyed by 200 teachers from high and upper secondary schools. The student's accomplishment

determines the teacher's performance. The Pearson correlation resulted in a value of 0.252, indicating a weak and less significant link. The correlation data indicate that instructional oversight by principals and teacher performance have a poor association. The null hypotheses were rejected based on the aforementioned correlation data.

Table 8

Instructional Material (UIM) and Teachers' Performance

Descriptive Statistics			
	Mean	Std. Deviation	N
AvMarks	59.42	10.80	200.
UIM	3.33	.70394	200.

Table 9

One sample statistics for correlation

		Correlations	
		AvMarks	UIM
AvMarks	Pearson Correlation	1	0.157*
	Sig. (2-tailed)		0.027
	N	200.	200.
UIM	Pearson Correlation	0.157*	1
	Sig. (2-tailed)	0.027	
	N	200.	200.

*. Correlation is significant at the 0.05 level (2-tailed).

Testing the Hypothesis No 2

H0 There is no relationship between the Use of Instructional Materials and Teachers' Performance.

Two hundred high and upper secondary school teachers were polled on the variables UIM (M= 3.3391, SD=.70394) and Student Achievements (M= 59.80314, SD= 10.80314). The accomplishment of the pupils determines the performance of the teachers. The Pearson correlation resulted in a value of 0.157, indicating a weak and insignificant link. As a consequence of the association, it seems that the use of instructional materials and the

performance of teachers are linked. The null hypothesis was rejected based on the aforementioned correlation finding.

Regression Model

As a consequence, we estimated the regression to capture the influence of the independent variable Net Principals' Instructional Supervision & Teachers Performance (NPISTP) and the dependent variable students' accomplishment (SA), and the findings are as follows.

(Students Achievement (SA) Scores/Marks were used as the dependent variable, while Net Principals' Instructional Supervision & Teachers' Performance (NPISTP) was used as the predictor variable based on I.S and U.I.M.

$$\begin{array}{r}
 SA = 80.582 + 6.000 \text{ NPSITP} \\
 (7.211) \quad (2.034) \quad (\text{Std. Error}) \\
 (11.175) \quad (2.950) \quad (\text{t- Statistic}) \\
 (.000) \quad (.004) \quad (\text{p- Value}) \\
 F=8.703 \quad (p=000) \quad R^2=.042 \quad R^2_{\text{Adj}} = .037 \quad DW = 1.274 \quad N = 200
 \end{array}$$

The whole calculated model is statistically significant ($F = 8.703$; $p = .000$), as does the explanatory variable Net Principals Instructional Supervision & Teachers Performance (NPISTP) ($t = 2.950$; $p = 0.01$).

Teachers' performance was positively influenced by the independent variable Principals' Instructional Supervision, which was statistically significant. Teachers' Performance (TP) increases by 6.000 units for every unit rise in the explanatory variable Net Principals' Instructional Supervision (NPIS).

As a consequence of the preceding findings, the explanatory variable Net Principals' Instructional Supervision (NPIS) was shown to have a positive impact on Teachers' Performance as measured by Student Achievement (SA).

Research Findings

1. The test items' dependability was judged to be within acceptable limits.
2. The majority of responders agreed with the issues stated, according to a one-sample t-test.
3. Teaching methods have a favourable impact on a teacher's performance.

4. Teaching methods have a favourable impact on a teacher's performance.
5. A one-sample t-test indicated that using instructional materials helps teachers perform better.

Conclusion

The research found that supervisor engagement had a positive impact on teacher effectiveness. It was discovered that greater teacher performance is linked to the efficient use of instructional resources. It was also discovered that teaching methods had a favourable impact on instructors' performance.

Recommendations

1. There is a pressing requirement for the principal to be well-versed in instructional monitoring.
2. As a CPD effort for teachers' professional development, the administration may hold seminars or workshops.
3. Future scholars could look at the usage of instructional technology in secondary schools.

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