

Differences in Principals' Instructional Supervisory Practices in Private Secondary Schools of Lahore based on Selected Demographic Variables

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Abstract



Pakistan Economic Survey Reports (2018-2019; 2019-2020; 2020-2021) have continuously indicated better academic performance of private school students as compared to their counterparts in public schools. One contributing factor to the success of the private schools is their approach to quality instructions and instructional monitoring (Amin, Amin, & Rashid, 2022; Nasreen & Shah, 2019). This quantitative study is intended to find out the differences in teachers' perceptions regarding their principals' instructional supervisory practices in private secondary schools of Lahore based on certain demographic variables such as gender, age, academic qualification, and professional experience. The study uses survey method in which a questionnaire entitled Instructional Supervisory Practices Scale (ISPS) was administered to 530 teachers in around 24 private secondary schools of Lahore. The level of participants' perception regarding their principals' instructional supervisory practices in their respective schools was determined by using frequencies, percentages, mean, and standard deviation. To analyze the differences in teachers' perceptions regarding principals' instructional supervisory practices in their respective schools, independent sample t-test and One-way ANOVA were applied. Furthermore, post hoc tests were executed to determine where the differences occurred between groups. The results of the present study highlighted that the differences exist in the teachers' perceptions regarding their principal's instructional supervisory practices with reference to their gender and professional experience while no significant differences were observed when compared by their age and academic qualification groups. The instructional supervisors were perceived using effective leadership skills quite frequently in private secondary schools.

Keywords: Instructional Supervision, Instructional Supervisory Practices, Secondary Schools, Private Schools

Introduction

Instructional leadership and school effectiveness have been considered as correlated by the academic researchers for the last few decades (Nguyen, Hallinger, & Chen, 2018; Si-Rajab, Madya, & Musa, 2019). The significance of the instructional supervisory role of a school leader has become even more evident during the last four decades and this phenomenon has taken the whole world into its grab (Hallinger, Gümüş, & Bellibaş, 2020). Stronge and Xu (2021) identified five attributes of an effective instructional leadership, including developing and sustaining a school vision, monitoring and facilitating instruction, harmonizing curriculum, building and leading a learning community, and utilizing data to achieve effective instructional decisions. Ikram, Ghavifekr, and Kenayathulla (2021) critically examined research articles published during 2012 to 2021 to find out instructional leadership practices of Asian school principals. The results indicated five major themes representing the instructional leadership practices that Asian school principals adopted. These themes included school vision, school culture, student academic achievement, instructional strategies, and curriculum management. While accomplishing the tasks, an instructional leader may have to face a few challenges including a lack of ability to properly lead and manage schools, unavailability of learning

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material in the specific field, and the ill-suited selection processes for principals (Lumban Gaol, 2021).

A report recently published by Asian Development Bank (ADB Briefs, 2022) claims that private schooling has attained a prominent position in the educational set-up of Pakistan during the last three decades. The report refers to Pakistan Education Statistics 2017–2018 to indicate a dramatic representation of private schools (37.9% of all educational institutes) and 44.3% of total enrollment in the country. The findings were further supported by Pakistan Economic Survey Reports (2018-2019; 2019-2020; 2020-2021) which show continuous better academic performance of private school students as compared to their counterparts in public schools.

Research conducted by Hyun and Sajjad (2018) in Pakistani context associates the success of private schools with principals' informal visits to monitor the performance of their teachers. These researchers suggest improving supervisory role of school principals to upgrade the education sector. Amin, Amin, and Rashid (2022) and Nasreen and Shah (2019) have also marked instructional monitoring by the principals as a contributing factor to effective instructions in schools.

Literature Review

Instructional Supervision

Tracing back the history of supervision in educational institutes, Glanz (2018) marks the beginning of aristocratic supervision in the late nineteenth century which later on adopted democratic practices in the early twentieth century leading to the development of clinical supervision in the early 1950s. Clinical Supervision was designed by Cogan (1976) who defined it as a “vehicle for developing professionally responsible teachers who were capable of analyzing their own performance [with an] emphasis on reflective problem solving” (Pajak, 2000, p. 5).

Supervision is a process in which the supervisor assists supervisee (the teacher) to improve his way of teaching (Nwokafor, 1987). Mgbodile (1986) views a supervisor as a person whose main objective is to assist teachers realize their abilities, select effective teaching methodologies, build emotional character, and set realistic goals for themselves. Nwokafor (1987) suggests that a supervisor should act as “a change agent” in properly planning and developing transitions in the teaching learning process. A supervisor is mainly responsible for arranging the required resources for the teaching staff, convincing them for an effective change, along with assisting them in developing strategies for the required change.

Purpose of Instructional Supervision

Gurr (1999) classified the purpose of supervision into two main groups: one related to teacher-improvement and the other to non-teacher purposes. Gurr (1999) has provided a long list of responsibilities needed to be performed by a supervising authority at any school. Some of these purposes are the same as mentioned by Ogunsaju (1983). However, some additional teacher-improvement purposes include ensuring that novice teachers are given sufficient training to perform job functions effectively, to guide teachers regarding the development and use of instructional materials, to assist them technically for maintaining classroom discipline, and to uphold high moral values among the teachers. Non-teacher purpose of supervision requires a supervisor to ensure the provision of teaching materials to the resource persons, to certify the quality of instruction in the school, to provide an opportunity to appraise the moral standing of the school, and to provide proper feedback to the educational planners for upgrading curriculum. Moreover, the cost-benefit analysis and decision-making of opening of new schools is also included in the purpose of supervision in educational institutions.

Outlining the motives behind supervision of schools, Ogunsaju (1983) suggested that instructional supervision should be practiced analyzing teachers' instructional performance in their schools. Based on their performance, the teachers with special skills or abilities and putting extra effort into their work should be appreciated and valued. On the other hand, incompetent teachers should be provided chances to improve and develop themselves professionally. Instructional supervision should finally help the administration in taking the decision whether a teacher should get a promotion, transfer, retention, or dismissal. Beach and Reinhartz (2000) emphasize that the interaction between the supervisor and the supervisee should be strengthened by mutual respect, cooperation, and collaboration to make the process of supervision efficient and effective. The guidance provided to the teachers by their heads should be long term professional development free of fear and being judged.

Stages of Instructional Supervision

The instructional supervision has been categorized into three stages by Abongo (1998). These stages are labeled as (i) pre-observation conference, (ii) observation phase, and (iii) post-observation conference. In pre-observation conference, a supervisor builds a relationship with the supervisee. A supervisor and a supervisee collaborate with each other and plan the classroom observation strategy. They discuss the type and the extent of information to be collected during the observation and the technique to be used in collecting this information (Sergiovanni & Starratt, 2002). Certain aspects of lesson planning like lesson objectives, content relevancy, time allocation, handiness of teaching aids, and the assessment are discussed in detail by the supervisor and the teacher. These discussions are done before the actual observation, so that the teacher as well as supervisor is clear about the outcomes (Glickman et al., 2001).

During the observation phase, the supervisor judges the teaching and learning process under the light of the areas discussed earlier. The supervisor records teachers' performance as well as student outcome during the class observation while ensuring that the lesson is being followed in detail. The supervisor should sit back silently in class without making any interference in the teaching process.

Post-observation conference, according to Sergiovanni and Starratt (2002), is a phase of gap analysis between planned lesson and practiced lesson. Abongo (1998) asserts that the post-observation conference supports the teachers to improve the classroom teaching by focusing on modifiable teaching behaviors and practices. The teachers must not be demanded to perform actions which are beyond their potential and limits.

Models of Instructional Supervision

Related to the teaching practices, teachers face a variety of problems and issues, and their demands and interests differ too (Sergiovanni & Starratt, 2002). Instructional supervisory practices must be addressed by keeping in consideration the specific individual needs of all the teachers under supervision. Selection of appropriate supervisory practices, according to the teachers' individual needs leads to an increase in teacher motivation and commitment (Benjamin, 2003). The researchers believe that the constructive matching of the models of supervision to the teachers' needs results in more productive and effective teaching and learning process, enhanced professional development, and increased work motivation. Instructional supervisors should get an understanding of these models and use the most effective model in specific contexts.

The most common instructional supervision models include developmental, clinical, self-assessment, and peer supervision model. The developmental supervision model as advocated by Glickman et al., (2001) views teachers performing at different levels of development. According to this model, a supervisor should first identify the stages of ability, abstract thinking, and effectiveness of the teachers and then try to develop their abilities into higher stages of thought. Clinical supervision model believes in direct observation of actual teaching events, and direct interaction of the observer and the teacher. The focus is to bring improvement in instructions through the analysis of teaching behaviors and activities. Bencherab and Al Maskari (2020) consider clinical supervision as an extraordinary tool for teacher professional enhancement. Self-assessment model of instructional supervision involves self-reflection among teachers. The process of self-assessment encourages teachers to self-evaluate their own teaching method by continuously rethinking of the past events and generating options for the sake of instructional improvement (Beach & Reinhartz, 2000). Using inventories, reflective journals, and portfolios are some of the useful ways of achieving the target. Peer supervision model engages teachers in a variety of practices aiming at their professional growth. Peer teachers may work jointly in a team of two or more for the sake of improvement in their performance (Sergiovanni & Starratt, 2002; Wiles & Bondi, 2011) or expert teachers may demonstrate new teaching methods and models for novice teachers (Glickman et al., 2001).

Statement of the Problem

One of the most highlighted limitations to school productiveness and school success in Pakistan is the lack of competent and qualified trained leaders who could take initiatives independently in designing, monitoring, and implementing educational programs as per their needs (Rizvi, 2010). A principal as an instructional leader is considered accountable to surmount hurdles related to school capacity, enhance teachers' potential, and provide a conducive environment for smooth teaching and learning (Niqab, Sharma, Mei, & Maulod, 2014). Absence of such supervision could result in low performance

of teachers, poor implementation of the curriculum, and the development of school leavers who are incapable of performing in their respective fields (Amin, Amin, & Rashid, 2022).

The school principals in the government sector of Pakistan are commonly involved in administrative tasks and mostly neglect curriculum designing and instructional supervision of their teaching staff (Simkins, Sisum, & Memon, 2003). However, private schools claim to deliver quality education as they focus on high quality monitoring system and effective instruction (Amin, Amin, & Rashid, 2022; Nasreen & Shah, 2019). The current research was conducted in the private sector only as the instructional supervision was more practiced and valued in private schools rather than the public sector. The study was conducted in the Punjab province as it has the highest number of private schools especially for the pupils of age group 6-10 years and 11-15 years (Nguyun & Raju, 2015), whereas Lahore is also ranked as third in Pakistan in 2017 District Education Ranking by Alif Ailaan.

Purpose of the Study

The focus of the present study was to evaluate the level of principals' instructional supervisory practices as perceived by private secondary school teachers in Lahore. The study also aimed to assess the differences in teachers' perceptions regarding their school principals' instructional supervisory practices based on some demographic variables (such as gender, age, educational qualification, and teaching experience).

Research Objectives

The main objectives of the current study were:

1. To determine secondary school teachers' perceptions regarding their principals' instructional supervisory practices performed in private secondary schools of Lahore.
2. To determine the differences (if any) in teachers' perceptions regarding principals' instructional supervisory practices based on demographic variables (e.g., gender, age, academic qualification, and professional experience).

Research Questions

1. What are the teachers' perceptions regarding their principals' instructional supervisory practices in private secondary schools of Lahore?
2. Do teachers' perceptions regarding instructional supervisory practices as performed by their supervisors differ among teachers based on demographic variables (such as gender, age, academic qualifications, and professional experience)?

Research Methodology

The study used a quantitative method where data was gathered using a survey questionnaire.

Population and Sample

The population of the study comprised all private school teachers working in secondary schools of Lahore. A total of 24 schools from three different school types were selected through stratified random sampling. These types included elite schools, middle-class schools, and street schools catering to the educational needs of high class, middle-class and low-class families residing in Lahore. A total of 530 teachers from around 24 selected schools (7 elite schools, 11 middle-class schools, and 6 charity schools) participated in the current study.

Instrumentation

The study used a survey design that aimed at identifying the teachers' perceptions regarding their supervisors' practices in their respective schools. A total of 650 survey questionnaires were distributed to more than 30 schools, out of which 530 filled questionnaires were received back showing a response rate of 81.5%. The questionnaire was composed of two sections. Section A was structured to record participants' demographic information regarding their gender, age, educational qualification, and teaching experience. In section B, a scale called Instructional Supervisory Practices Scale (ISPS) was used after some minor adaptations. The scale was divided into six subscales: (a) "Traditional Supervision Practices" (TSP), (b) "Assistance and Support" (AS), (c) "Oversight in Supervision" (OS), (d) "Leadership Skills" (LS), (e) "Professional Development" (PD), and (f) "Collaboration in Supervision" (CS). These subscales specified the frequency as well as the level of certain practices as exhibited by supervisors. The scale consists of 24 statements which were rated on 5-point Likert-type scale where 1 is considered as never, 2 as rarely, 3 as sometimes, 4 as often, and 5 as always.

English is taught as a second language in Pakistan. To establish and ensure maximum apprehension of all the statements mentioned in the questionnaire, Urdu translation of the

questionnaire was also provided to the participants. The reliability coefficient of the questionnaire was computed by using Pearson's Product Correlation Coefficient. The reliability was found to be 0.906 for 24 items.

Limitations of the Study

The study was based on teachers' perceptions from private secondary schools of Lahore; therefore, it gives a snapshot of the phenomenon as being conducted in the private sector of Pakistan. It has not considered other stakeholders' (like principals, students, and/or parents' perceptions) that may provide a broader perspective of the phenomenon.

Results and Interpretation

The demographics used in this study included gender of the participants, their age, academic qualification, and professional teaching experience. Distribution of the participants, based on their personal information, is denoted through frequencies and percentages in Table 1.

Table 1
Demographic Characteristics of the Respondents

Variables	Category	Frequency (n)	Percentage (%)
Gender	Male	111	20.9
	Female	419	79.1
Age	> 20 yrs.	27	5.1
	21-30 yrs.	282	53.2
	31-40 yrs.	132	24.9
	41-50 yrs.	62	11.7
	< 50 yrs.	27	5.1
Academic Qualification	Intermediate	29	5.5
	Undergraduate	135	25.4
	Graduate	312	58.9
	Postgraduate	54	10.2
Professional Experience	> 5 yrs.	287	54.2
	6-10 yrs.	122	23.0
	11-15 yrs.	64	12.1
	16-20 yrs.	25	4.7
	< 21 yrs.	32	6.0

N = 530

Participants' Perceptions Regarding Instructional Supervisory Practices

The findings gathered through section B of the survey tool were related to how the participants perceived their principals' supervision of teacher instruction in their respective schools. The participants' responses to each item were discussed under the sub-scale it belonged to. The responses were summed up in the following tables showing frequencies and percentages of the responses to each item included in its respective sub-scale.

Traditional Supervisory Practices (TSP)

Three items from section B of the questionnaire were grouped under the sub-scale 'Traditional Supervisory Practices'. Responses to these items are shown in Table 2.

Table 2
Frequencies and Percentages to the items in TSP

Items in TSP	Always	Often	Sometimes	Rarely	Never
	F (%)	F (%)	F (%)	F (%)	F (%)
1. "My supervisor suggests to teachers how they should teach."	248 (46.8)	135 (25.5)	116 (21.9)	24 (4.5)	7 (1.3)
2. "My supervisor uses control to influence teachers' instructional practices."	175 (33.0)	107 (20.2)	113 (21.3)	58 (10.9)	77 (14.5)
3. "My supervisor inspects teachers' instructional practices for errors."	20 (38.7)	114 (21.5)	112 (21.1)	42 (7.9)	57 (10.8)

Note. TSP = Traditional Supervisory Practices

As shown in Table 2, around 50% of the respondents opined that their supervisors suggest them the different ways of teaching. Around 53% of the respondents perceived that their supervisors try to control their teachers' instructional practices, whereas 60% of the teachers accused their supervisors of inspecting teachers' instructions only for finding faults.

Assistance and Support (AS)

As depicted by Table 3, most of the respondents (80%) perceived that their supervisors help teachers in finding applicable solutions. Similarly, a vast majority of the participants (84%) believed that their supervisors are available for their kind support and advice whenever needed. There were 54% of the respondents who agreed that their supervisors always offer useful suggestions to improve instructional practices. Almost 50% blamed that their supervisors do not provide them with research articles regarding instructions.

Table3

Frequencies and Percentages to the items in AS

Items in AS	Always	Often	Sometimes	Rarely	Never
	F (%)	F (%)	F (%)	F (%)	F (%)
4. "My supervisor helps teachers find solutions to problems they encounter in their instructional practices."	274 (51.7)	149 (28.1)	64 (12.1)	37 (7.0)	6 (1.1)
5. "My supervisor readily avails himself/ herself for advice and instructional support."	308 (58.1)	140 (26.4)	58 (10.9)	19 (3.6)	5 (0.9)
10. "My supervisor offers useful suggestions to improve instructional practices."	286 (54.0)	143 (27.0)	73 (13.8)	19 (3.6)	9 (1.7)
12. "My supervisor ensures that teachers have adequate teaching learning materials to teach."	250 (47.2)	175 (33.0)	70 (13.2)	28 (5.3)	7 (1.3)
13. "My supervisor provides teachers with articles research findings about instruction."	76 (14.3)	104 (19.6)	103 (19.4)	106 (20.0)	141 (26.6)

Note. AS = Assistance & Support

Oversight in Supervision (OS)

The participants' responses regarding Oversight in Supervision (OS) are presented in Table 4. It shows that majority of the supervisors perform all the activities related to oversight responsibilities of supervision. Around 70% of the teachers were convinced that their supervisors evaluate teachers' classroom instructional practices and content knowledge. Many of the teachers (85%) admitted that their supervisors ensure that teachers make an efficient use of their instructional time. Almost 70% of the instructors believed that their supervisors make both informal and formal visits to the classrooms.

Table 4

Frequencies and Percentages to the items in OS

Items in OS	Always	Often	Sometimes	Rarely	Never
	F (%)	F (%)	F (%)	F (%)	F (%)
6. "My supervisor evaluates teachers' classroom instructional practices."	214 (40.4)	150 (28.3)	115 (21.7)	39 (7.4)	12 (2.3)
7. "My supervisor assesses teachers' content knowledge."	207 (39.1)	175 (33.0)	92 (17.4)	40 (7.5)	16 (3.0)
8. "My supervisor ensures that teachers make good use of instructional time."	299 (56.4)	152 (28.7)	60 (11.3)	14 (2.6)	5 (0.9)
15. "My supervisor makes informal visits to classrooms."	183 (34.5)	188 (35.5)	106 (20.0)	28 (5.3)	25 (4.7)
16. "My supervisor formally observes learning and teaching process."	179 (33.8)	179 (33.8)	118 (22.3)	26 (4.9)	28 (5.3)

Note. OS = Oversight in Supervision

Leadership Skills (LS)

As to how often supervisors praise teachers for specific teaching behaviors, most teachers (69%) indicated that they always and often experienced such situations. The frequency of responses increased to 80% when the teachers responded about their supervisors establishing open and trusting relationship with them. The supervisors were admitted treating teachers in a professional and respectful way (80%). However, there were almost 8% of the teachers who assumed that their supervisors were not being respectful and caring.

Table 5
Frequencies and Percentages to the items in LS

Items in LS	Always	Often	Sometimes	Rarely	Never
	F (%)	F (%)	F (%)	F (%)	F (%)
11. "My supervisor praises teachers for specific teaching behavior."	228 (43.0)	137 (25.8)	103 (19.4)	48 (9.1)	14 (2.6)
22. "My supervisor establishes open and trusting relationship with teachers."	262 (49.4)	162 (30.6)	65 (12.3)	34 (6.4)	7 (1.3)
23. "My supervisor treats teachers professionally with a sense of care and respect."	285 (53.8)	137 (25.8)	67 (12.6)	31 (5.8)	10 (1.9)

Note. LS = Leadership Skills

Professional Development (PD)

As shown in Table 6, many of the respondents believed that their supervisors give importance to the professional development of their teaching staff. Around 80% of the participants highlighted that their supervisors often demonstrate teaching techniques and 65% believed that their supervisors arrange formal workshops for in-service teachers to assist them in enhancing their professional skills. Regarding implementing action research, 40% of the teachers opined that such activities are executed in their schools while 40% of the respondents claimed that action research is not implemented at their workplace.

Table 6
Frequencies and Percentages to the items in PD

Items in PD	Always	Often	Sometimes	Rarely	Never
	F (%)	F (%)	F (%)	F (%)	F (%)
14. "My supervisor demonstrates teaching techniques."	147 (27.7)	170 (32.1)	104 (19.6)	62 (11.7)	47 (8.9)
18. "My supervisor provides objective feedback about classroom observations."	233 (44.0)	184 (37.4)	75 (14.2)	32 (6.0)	6 (1.1)
21. "My supervisor arranges workshops to in-service teachers to develop their skills."	229 (42.2)	122 (23.0)	92 (17.4)	56 (10.6)	31 (5.8)
24. "My supervisor implements the use of Action Research in the school."	110 (20.8)	103 (19.4)	106 (20.0)	89 (16.8)	122 (23.0)

Note. PD = Professional Development

Collaboration in Supervision (CS)

An examination of Table 7 shows that almost 77% of the teachers were convinced that their supervisors try to involve teachers in mutual dialogue for the betterment of instruction. Most of the teachers believed that their principals actively participate in planning classroom observations. Around 70% of the teachers confessed that their supervisors arrange conferences with teachers and provide them with opportunities to share their ideas about instructional practices.

Table 7
Frequencies and Percentages to the items in CS

Items in CS	Always	Often	Sometimes	Rarely	Never
	F (%)	F (%)	F (%)	F (%)	F (%)
4. "My supervisor engages teachers in mutual dialogue about ways to improve teaching."	241 (45.5)	168 (31.7)	84 (15.8)	32 (6.0)	5 (0.9)
17. "My supervisor conferences with teachers to plan for lesson observation."	188 (35.5)	170 (32.1)	115 (21.7)	44 (8.3)	13 (2.5)
19. "My supervisor encourages teachers to observe other teachers' classrooms and programs."	192 (36.2)	149 (28.1)	112 (21.1)	42 (7.9)	35 (6.6)
20. "My supervisor provides opportunities for teachers to meet and share ideas about instruction."	210 (39.6)	173 (32.6)	97 (18.3)	37 (7.0)	13 (2.5)

Note. CS = Collaboration in Supervision

The participants' perceptions regarding instructional supervisory practices in their schools were examined by using frequencies and percentages. Furthermore, mean and standard deviation were also calculated. Independent sample t-test was used to determine the statistical differences (if any) in teachers' perceptions about instructional supervisory practices in their schools based on gender. One-

way ANOVA was applied to analyze the differences in teachers' perceptions regarding instructional supervisory practices in their schools, grouped based on age, qualification, and teaching experience. Furthermore, post hoc tests were used to explore where the differences occurred between groups.

Instructional Supervisory Practices with the Highest Mean

As shown in Table 8, the most frequently observed instructional supervisory practices in private secondary schools, starting with the highest mean value included Leadership Skills (LS), Oversight in Supervision (OS), Assistance and Support (AS), Collaboration in Supervision (CS), Traditional Supervisory Practices (TSP), and Professional Development (PD) respectively.

Table 8

Mean and Standard Deviation of the Responses to the items in each Sub-scale in ISPS

Sub-scales in ISPS	Mean	Std. Deviation
TSP	3.76	.992
AS	3.96	.657
OS	4.01	.737
LS	4.14	.841
PD	3.64	.805
CS	3.96	.826

Note. N = 530

Demographic Variables and the Respondents' Perceptions Regarding Instructional Supervisory Practices

It was a key objective of the study to identify the effect of four demographic variables on teachers' perceptions regarding instructional supervisory practices of their supervisors.

Respondents' Gender and Instructional Supervisory Practices

To find out the differences between male and female teachers' perceptions regarding their principals' instructional supervisory practices, a t-test was applied. Table 9 shows no statistically significant difference between teachers' beliefs based on gender, except for Collaboration in Supervision (CS), $t(193.227) = -2.247, p = .026$.

Table 9

Results of t-test showing Difference between Male and Female Teachers' Perceptions

Sub-scales of ISPS	Male (n= 111)		Female (n= 419)		t	df	Sig.
	Mean	SD	Mean	SD			
TSP	3.63	.918	3.79	1.01	-1.53	528	.127
AS	3.89	.654	3.98	.66	-1.29	528	.195
OS	3.98	.616	4.02	.77	-.56	209.31	.574
LS	4.18	.679	4.13	.88	.72	217.87	.472
PD	3.56	.777	3.67	.81	-1.26	528	.207
CS	3.82	.739	3.99	.84	-2.25	193.23	.026*

Note. * $p < .05$

n = number of participants in each group

TSP = 'Traditional Supervisory Practices', AS = 'Assistance and Support', OS = 'Oversight in Supervision', LS = 'Leadership Skills', PD = 'Professional Development', CS = 'Collaboration in Supervision'

Respondents' Age and Instructional Supervisory Practices

One Way ANOVA was applied to find out the differences among teachers' perceptions grouped based on their age. It is noticeable that the significance value ($p = .000$) is below 0.05 which indicated that the perceptions of teachers grouped on the account of their age significantly differed from each other. Table 10 indicates that teachers perceive their heads' instructional supervisory practices as differently from other teachers based on age differences ($F = 7.623, df = 4,525, p = 0.000 < 0.05$).

Table 10

Result of One Way ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	11.485	4	2.871	7.623	.000
Within Groups	197.756	525	.377		
Total	209.242	529			

A Post Hoc Test, Student-Newman-Keuls (SNK), was executed to see where the differences occur among different groups based on the participants' age. Table 11 shows that the group of

teachers aged 50 years and above had the lowest mean (3.67) while the teachers having less than 20 years of age had the highest mean value (4.28) regarding their perceptions about supervisors' instructional practices.

Table 11

Results of Post Hoc Test showing Differences in Perceptions among Age Groups

Age Groups	n	alpha = 0.05		
		1	2	3
50 years and above	27	3.667		
40-49 years	62	3.707	3.707	
30-39 years	132	3.805	3.805	
20-29 years	282		3.997	
less than 20 years	27			4.282
Sig.		.506	.050	1.000

Note. n = number of participants in each group

Respondents' Academic Qualification and Instructional Supervisory Practices

The current study shows that there is a statistically significant difference in the perceptions of teachers regarding supervisory practices grouped based on their academic qualification as predicted by One Way ANOVA (shown in Table 12).

Table 12

Results of One Way ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	6.033	3	2.011	5.205	.002
Within Groups	203.209	526	.386		
Total	209.242	529			

Post Hoc Test (Table 13) indicated that the teachers having MPhil/PhD, M.A/M.Sc, and B.A/B.Sc. degrees were grouped together on the basis of their mean, whereas the teachers with intermediate qualification had the highest mean response (4.241) to the instructional practices of their supervisors and were, therefore, placed in a separate group.

Table 13

Results of Post Hoc Test showing Differences in Perceptions among Academic Qualification Groups

Groups (Academic Qualification)	n	Subset for alpha = 0.05	
		1	2
MPhil/PhD	54	3.847	
M.A/M.Sc.	312	3.849	
B.A/B.Sc.	135	4.016	
Intermediate	29		4.241
Sig.		.280	1.000

Note. n = number of participants in each group

Respondents' Professional Experience and Instructional Supervisory Practices

Table 14 indicates that ($F = 4.028$, $df = 4,525$, $p = 0.003 < 0.05$) there is a statistically noteworthy difference in the teachers' perceptions grouped on account of their professional experiences. To explore this difference further, a Post Hoc Test (as shown in Table 15) was applied.

Table 14

Results of One Way ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	6.231	4	1.558	4.028	.003
Within Groups	203.011	525	.387		
Total	209.242	529			

The Post Hoc Test as shown in Table 15 fails to predict any meaningful differences in teachers' beliefs grouped based on professional experience. However, the teachers having 6-10 years of teaching experience depicted the highest mean response (4.0324) to the instructional practices of their supervisors.

Table 15

Results of Post Hoc Test showing Differences in Perceptions among Professional Experience Groups

Groups (Professional Experience)	n	Subset for alpha = 0.05 1
11-15 years	64	3.711
21 years and above	32	3.732
16-20 years	25	3.758
less than 5 years	287	3.942
6-10 years	122	4.032
Sig.		.071

Note. n = number of participants in each group

Discussions and Conclusion

The most important of the six sub-scales of Instructional Supervisory Practices Scale (ISPS) practiced by the supervisors as perceived by private school teachers of Lahore included Leadership Skills (LS), Oversight in Supervision (OS), Assistance and Support (AS), Collaboration in Supervision (CS), Traditional Supervisory Practices (TSP), and Professional Development (PD) respectively starting with the highest mean. The instructional supervisors were perceived using effective leadership skills the most frequently. The supervisors were found to be good evaluators of the teachers' instructional practices and they were capable enough to assess teachers' content knowledge. These findings were in alignment with the instructional leaders' duties as given by Peretomode (2001). The supervisors aided and supported their teachers at the time when it was needed. The lack of the provision of research articles by supervisors indicated that the staff was not kept informed of the latest research in teaching practices and theory regarding effective schools and they faced dearth of intellectual stimulation.

The study found that the instructional supervisors in private secondary schools of Lahore focused on capacity building of the teachers. Peer work or group work helped them foster analytical and reflective thinking about their teaching practices. Results supported notion presented by Sergiovanni and Starratt (2007). The teachers accused their supervisors of holding control while deciding on teaching practices. These finding of the current research are supported by the studies conducted by Mudawali and Mudzofir (2017) and Awuah (2011) which indicated that teachers wanted their supervisors to direct them and favored the use of control to affect their instructional practices. Implementation of traditional supervisory practices indicated that the supervisors in private secondary schools of Lahore are still holding some authoritarian beliefs of supervision. Although they are following some modern practices like assistance, guidance, collaboration, professional development in supervision; however, they have not fully freed themselves from the shackles of traditional practices to supervision. These results are in line with Glickman et al. (2001) and Tesfaw and Hofman (2014) who claimed that supervision as "a control mechanism" was being practiced in some countries. The supervisors in the current study were found to be using supervisory practices for the sake of finding faults. These findings go contrary to the results given by both Mudawali and Mudzofir (2017) and Awuah (2011).

Zepeda and Kruskamp (2007) posited a strong positive association between professional development and instructional supervision. The supervisors in the current study seemed to be focused on developing their teachers professionally. To enhance effective teaching, the supervisors provided the teachers immediate feedback of their lesson observation and, at times, demonstrated teaching techniques themselves. Based on feedback, they also arranged workshops to provide them necessary professional growth opportunities.

The results of the current study showed that the differences exist in teachers' perceptions regarding instructional supervisory practices with reference to their gender and professional experience while no significant differences were found when compared by groups based on their age and educational qualification.

Recommendations and Suggestions

As the modern concept of leadership believes in delegation of powers and collaboration, other yet relevant stakeholders must be involved in instructional supervision at school levels. The principals should delegate his/ her instructional supervisory responsibilities with deputy Principal/ deputy head, subject coordinator/head of the department etc. All the persons who are involved in this process must get extensive trainings on supervisory practices. The supervisors are advised not to use traditional supervisory practices aimed at finding faults in teachers' instructional practices. They should give

proper time to pre-observation and post- observation phases of instructional supervision. These phases should be based on the strong positive social relationship between the supervisor and the supervisee. School supervisors should encourage teachers to involve in action research. They should provide them research material or articles that could lead them to problem solving.

The current study takes into consideration teachers' perception regarding their supervisors' practices. Future researchers are suggested to gather supervisors' perspective to get another perspective of the process. As the current study provides a quantitative analysis of the situation, a qualitative study is needed to take an in-depth view of the process. Further studies should explore the hinderances of instructional supervision in schools, especially in public sector. It is also recommended to further explore the dimensions of instructional supervisory practices.

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