



RESEARCH PAPER

Role of Supervisory Instructions: Effect on Schools Improvement

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ABSTRACT

This research explores the role of principals in enhancing student learning through instructional leadership. The objectives include assessing effective instructional methods, analyzing how principals' guidance impacts student outcomes, and offering recommendations for improvement. Data from 20 teachers via questionnaires indicate that principals' instructional management significantly boosts academic performance through strategies such as effective supervision, a disciplined learning environment, and professional development initiatives. Key practices like providing feedback, recognizing teachers' efforts, and conducting classroom observations play a vital role in improving teaching quality. The study recommends that schools prioritize instructional leadership, enhance teacher development programs, encourage collaboration among staff, and implement feedback systems to drive continuous improvement.

KEYWORDS Instructional Management, School Improvement, Secondary Schools, Principals

Introduction

At School instruction is crucial for driving school improvement, as it directly impacts student achievement and overall school success. Effective, engaging, and well-structured instruction enhances learning outcomes and supports a positive school culture. By serving as the foundation for data-driven decision-making, strong instructional practices lead to continuous improvement and lasting academic success. Instructional supervision occupies a unique place in the entire education system and it is expedient to give it due attention. According to Okendu (2012), instructional management role of the principals is regarded as the process of enhancing professional growth of the teachers, improving teaching learning process, focusing on classroom management; applying activity based teaching techniques and giving proper feedback. It is committed to the core business of teaching & learning and involves setting clear goals, managing curriculum, monitoring lesson plans, allocating resources and evaluating teachers regularly to promote students' learning and growth. Maintaining quality of instruction is the top most priority for the principal as instructional manager. Instructional leadership is a significant factor in facilitating and promoting the academic progress of the students and a school's overall success. Few characteristics have been identified from research studies on school improvement and instructional leader effectiveness, including, an emphasis on instruction, staff's capacity building, provision of teaching learning aids, creating conducive learning environment and evaluating students' progress. There is no doubt that instructional role of the school principal requires wearing many hats. At various times, principals act as administrators, managers, diplomats, teachers and curriculum leaders etc., sometimes all within one school day. It is definitely a balancing act and principals must be proficient in all of these areas, as well as able to fluidly move from one role to another.

It is generally believed that principals' instruction management is vitally important to educational reform. In fact, it seems essential to assert that principal's instructional management, supervision and support is to school improvement focused on enhanced student learning outcomes. The government continues to ensure that the school facilities, instructional materials, teaching personnel and a beneficial learning environment are made

available. Archibong (2013) stated that quality education does not just occur miraculously but can be achieved through continuous improvements efforts by the stakeholders, teachers and principals in the education enterprise in the scenario of 21st century workplace for which schools prepare students. When teachers employ well-structured, engaging, and differentiated instructional strategies, it not only enhances student learning outcomes but also fosters a positive and productive school environment. Moreover, consistent and effective instruction provides a basis for data-driven decision-making, guiding school improvement initiatives. As instructional practices improve, they contribute to the development of a cohesive and supportive school culture, ultimately leading to sustained academic success and continuous institutional development. In essence, strong school instruction is both a driver and an indicator of successful school improvement efforts.

Traditionally, principal was resembled the manager, discipline maintainer & administrator. Today, a different conception has emerged, improving school instructional leadership and supervision ranks high on the list of priorities for school success and learners' achievements. This shift brings with it dramatic changes in what education needs from principals. They can no longer function simply as managers, inspector, and tasked adhering to rules, carrying out regulations and avoiding mistakes rather they have to become instructional leaders who can develop a team delivering effective instruction. Principal's instructional management role is pivotal for the school quality education and students' academic achievements.

Literature Review

Nakpodia (2006) stated that instructional supervision of the principals' center on the improvement of the teaching-learning process through proper guidance and planning as well as devising ways to improve teachers professionally. They assist them to utilize their creative abilities to the benefits of both the teachers and learners. Recognition of teachers' work creates a cordial working atmosphere based on good human relations.

The school atmosphere is a broad and wide-ranging concept, which is related to the perception of the citizens regarding the outgoing actions of an educational institution. It might be the thought of the citizens regarding the campus leadership qualities, communication, anticipation, public relation and good governance. The atmosphere comprises the symbols of students, parents and school personnel inside the premises that show values, aims, standards, mutual associations, instructions, education, learning processes and managerial structures (Rafique, Khan. N., & Niaz, 2019).

According to Hallinger (2001), there are certain essential skills for effective instructional leadership. They include to set goals that are easily understood and approached by the teachers; they communicates the school mission; review student work products when evaluating classroom instruction, conduct informal observations in classrooms on a regular basis; point out specific strengths in teacher's instructional practices in post-observation feedback (e.g., in conferences or written evaluations); coordinate the Curriculum; monitors student progress by meeting individually with teachers to discuss their progress and academic results and lead professional development of the staff. It isn't sufficient for principals to just rely on traditional teaching techniques and resources rather conscious principals provide specific resources and modern teaching aids which are fundamental for teaching learning process.

A role model principal considers teachers training crucial part of instruction & it creates the connection among teacher professional development, student learning and school quality. Therefore, there is immense need for the principals to arrange continuous professional development programs, trainings and workshops for teachers individually and collectively. It is therefore suggested by Archibong (2010), that principals as catalysts should facilitate the implementation of the various sets of instructional activities geared

towards an effective, viable and qualitative educational system that will improve the teaching-learning process without which the educational endeavors may be an exercise in futility. Downey, Stuffy and Poston (2004), have developed a “three-minute classroom walk-through” model for regular classroom observations that includes five steps: Notice whether students appear to be oriented to the work; review the curricular objectives being taught; observe instructional practices; “Walk the walls” to look for information on what has been taught previously or may be taught in the future; and note the existence of any safety or health issues.

Research and practice show that principal’s management as instructional supervisor influences on student achievement by caring and creating supportive conditions conducive to each student’s learning. Blase and Blase’s (2004) findings suggest that principals need to master classroom observation and data-gathering methods as well as teaching methods, skills and repertoires to lead successful instructional management.

In developing countries, schools in government sector mostly have limited funds to arrange trainings for teacher training. Terry (2000) asserts “in schools where teachers are trained, confident, and competent and guided by the principals, classroom instruction will improve”. Principal’s provision of professional development opportunities to improve teachers’ instructional skills results in students achieving high scores.

According to Whitaker (2003), Professional Learning Communities (PLC) is a popular choice that arouses collaboration, encouragement and support among the teachers and the principals during school hours. A creative approach includes providing duty free lunch for teachers. Teachers use this time to eat together so they can share experiences and discuss student and school issues.

Cervone and Martinez-Miller (2007) described classroom walk through /visits of the principals as a tool to “drive a cycle of continuous improvement by focusing on the effects of instruction.” Ginsberg and Murphy (2002) discussed some specific benefits of principal regular class visits that are; they become more familiar with the school’s curriculum and teachers’ instructional practices; principals can gauge the climate of a school (Are students engaged? Are cross-curricular concepts a part of everyday teaching? Are new teachers catching on?); a team atmosphere develops as teachers and administrators examine instruction and student motivation and achievement; principals establish themselves as campus leaders and instructional mentors who influence teaching, learning and students’ achievements.

According to Khan. N, Niaz & Ali (2018) Communication between staff and managers, was more satisfactory in private universities. While the existence of teachers and managers grouping was more visible in public universities, it was observed that authority’s support to one or the other group prevailed in both public and private sector universities.

According to Jo Blasé & Blasé (2002), principals are teachers’ evaluators, resulting in the possibility that all interactions are viewed through this lens. Principals’ allocation of time to evaluate and monitor teachers’ work, and lead staff efforts on focusing instructional approaches will enable them to meet the specific needs of students. These tasks relate to the principal's ability to solve problems in the areas of curriculum, staff development, the use of facilities and organization of the instructional program and recognition of teachers’ work (Bryk and Schneider 2002).

A developmental approach refers to the principal supporting the teacher in improving her classroom practice through collaboration and learning, as opposed to control and compliance (Glickman et al., 2001). When asked, teachers overwhelmingly prefer a collaborative approach to supervision (Goldsberry, et al., 1984; Grimmitt, 1981; Markow & Horowitz, 2003). This is in contrast to the “directive control” approach that dominates

supervisory practices. Many leadership texts recommend principals to take a developmental approach and work in collaboration with teachers to improve their practice (Downey et al., 2004; Glickman et al., 2001). For many years, educators, administrators, managers, researchers have debated to sort out the variables that influence student's academic performance. A growing body of evidence suggests that schools can make a great difference in terms of students' academic achievements and personality development, the substantial portion of that difference is attributable to principals. Thus there is a great link between principals behavioral traits, competence, productivity and students success (Fehintola, 2014).

Material and Method

The research was descriptive and the data were collected through questionnaires from 20 teachers'. The questionnaires were administered and data were collected in person by the researcher.

Population and Sample

The population of study was all secondary schools both male and female of district Haveli Azad Kashmir. The sample was selected randomly and total 20 secondary schools teachers were selected, including: 10 male and 10 from female secondary schools.

Research Instrument

A questionnaire was developed for data collection from the sample.

Results and Discussion

Table: 1
Responses of teachers about instructions impact on learning

No	Statement	Strongly Agreed	Agree	Undecided	Disagree	Strongly Disagree	Mean Score
1	Principals' role in effective learning.	15	1	1	3	0	4.1
2	Qualification impact on learning.	10	5	1	3	1	3.5
3	instructions effects on student result	19	1	0	0	0	4.9
4	Principals' guidance improves learning process.	17	1	0	2	0	4.6
5	Principals 'instructions improve academic activities.	10	4	2	2	2	3.9
6	Discipline in a school impact on students' behavior.	15	0	1	0	4	3.2
7	Classroom management promotes learning.	15	4	0	1	0	4.6
8	Collegiality effect on schools' climate.	15	5	0	0	0	4.5
9	Feedback on teachers' work brings positive changes	17	3	0	0	0	4.7
10	Supportive environment promote academic performance.	18	1	0	1	0	4.9
11	Teachers' work recognition motivates teachers.	17	0	0	3	0	4.5
12	Staff professional development improves learning.	18	2	0	0	0	4.9
13	class observation brings positive change in teaching learning process	17	2	0	0	1	4.8
14	Effective management enhances school success.	17	1	0	2	0	4.7
15	Teachers use of instructional strategies	16	2	0	0	1	4.7
16	Students engaged in the learning process	17	0	0	0	3	4.7
17	Teachers assess student understanding	18	1	1	0	0	4.8
18	Instructional materials support the curriculum effectively	15	4	0	1	0	4.6
19	Use of technology to enhance learning	15	5	0	0	0	4.5

20	Collaboration among teachers is encouraged	16	3	0	1	1	4.6
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The means scores show that majority of the respondent agreed with the statement that Principals instructional supervision provides base for effective learning hence mean score is 4.1. This statement that Professional qualification of the teachers has great impact on students learning is agreed by many respondents as mean score is 3.5. Similarly majority of the respondent are agreed with the statement that Principals' instructional management of curricular and co-curricular activities has great effect on students' results, as mean score is 4.9. Mean value of 4.6 shows that mostly principals are agreed that Principals' guidance on lesson planning improves teaching learning process. Mean score of item 3.9 reveals that Regular check of students note books and tests by the principal effect academic achievements. The means scores of 3.2. Item 6 shows that the respondent agreed with the statement that Principals' instructions to use various teaching techniques in the classrooms improves students learning. Mean value of 4.6 expresses that majority of the respondent agreed with the statement that disciplined environment in a school has great impact on students' behavior. 4.5 Mean value of the statement of Principals' guidance on Classroom management promotes students learning behavior clearly shows the principals' agreement of the statement. Most of the respondents agreed upon this that Collegiality between staff and principal creates favorable schools' climate & motivate students which is shown by 4.7 score. The given data shows 4.9 a result which is a feedback on teachers' work brings positive change in teaching learning process. The given data result of 4.5 Mean value shows agreement of the principals about that the Supportive and motivational school environment enables students to concentrate on academic performance. Mean score of 4.9 shows that most of the principals are strongly agreed that Teachers' work recognition by the principal motivate them to work cordially. Staff professional development improves students' learning is agreed by the respondents hence Mean score is 4.8. The mean value of 4.7 shows that principals were agreed that Principals regular class observation brings positive change in teaching learning process. Student Engagement in Learning: 17 responses, averaging 4.7 out of 5. Teacher Assessment of Student Understanding: 18 responses, averaging 4.8. Instructional Materials Supporting Curriculum: 15 responses, averaging 4.6. Technology Enhancing Learning: 15 responses, averaging 4.5. Teacher Collaboration Encouragement: 16 responses, averaging 4.6. Overall, the results suggest high satisfaction with all aspects of the learning environment, particularly in teacher assessment and student engagement.

Findings

- Professional Qualification of Teachers: Mean score of 3.5 indicates moderate agreement on its significant impact on student learning.
- Principal's Management of Curricular and Co-curricular Activities: Mean score of 4.9 shows strong agreement on its positive effect on student results.
- Regular Checks by Principal: Mean score of 3.9 suggests moderate agreement on its effect on academic achievements.
- Use of Various Teaching Techniques: Mean score of 3.2 shows that respondents agreed it improves student learning.
- Disciplined School Environment: Mean score of 4.6 indicates strong agreement on its impact on student behavior.
- Collegiality between Staff and Principal: Mean score of 4.7 shows strong agreement that it creates a favorable school climate and motivates students.
- Feedback on Teachers' Work: Mean score of 4.9 highlights strong agreement that it positively influences the teaching-learning process.
- Supportive and Motivational Environment: Mean score of 4.5 indicates agreement that it enhances students' academic performance.
- Recognition of Teachers' Work by Principal: Mean score of 4.9 reflects strong agreement on its motivational effect on teachers.

- **Staff Professional Development:** Mean score of 4.8 shows high agreement that it improves student learning.

Conclusions

The results show strong consensus among respondents on the positive influence of principals' instructional and management practices on student learning. Key areas such as instructional supervision (mean score 4.1), curriculum and co-curricular management (4.9), and guidance on lesson planning (4.6) are viewed as crucial in improving educational outcomes. Regular checks on student work (3.9) and the use of varied teaching techniques (3.2) also contribute, though with slightly less agreement. Furthermore, a well-disciplined school environment (4.6) and effective classroom management (4.5) are recognized as vital in fostering positive student behavior. Collegial relationships between staff and principals (4.7) help build a supportive school atmosphere, which motivates both teachers and students. There is also strong agreement on the positive effects of feedback on teachers' performance (4.9) and the recognition of their efforts by principals (4.9), both seen as key drivers of improvement in the teaching-learning process.

Moreover, staff professional development (4.8) and regular classroom observations by principals (4.7) are closely linked for better outcomes. The data reflect good level of satisfaction with leadership and instructional practices, highlighting its importance in developing conducive learning environment. Supporting research by Hallinger and Heck (2010) underscores the impact of principal-led instructional supervision on student achievement, while Leithwood and Jantzi (2008) found that principals' involvement in curriculum management and staff development enhances academic performance. Similarly, Robinson et al. (2008) demonstrated that feedback and recognition of teachers' efforts significantly boost teaching quality and overall school improvement.

Recommendations

- **Prioritize Instructional Management:** Principals should focus more on instructional management in both public and private schools to enhance the teaching and learning process.
- **Strengthen Teacher Professionalism:** Principals can elevate teacher professionalism by implementing strong and effective instructional supervision practices.
- **Develop Remedial Mechanisms:** Governments, educators, and policymakers should establish a remedial system within schools to address instructional challenges and improve student outcomes.
- **Enhance Feedback Mechanisms:** Providing constructive feedback to both teachers and students is crucial for improving academic performance.
- **Promote Capacity Building:** Educational leaders should support ongoing professional development for teachers through regular seminars and workshops.
- **Foster Collaboration:** Encourage teamwork and collegiality among teachers and principals to create a supportive and conducive learning environment.

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