

PRACTICES AND PROBLEMS OF SUPERVISION AT ELEMENTARY LEVEL IN DISTRICT BHAKKAR

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ABSTRACT

Supervision is an important aspect of performance management and effectiveness of an organization. This study was conducted to assess the practices and problems of supervision at elementary level in district Bhakkar. To conduct the study, descriptive survey design was employed. Random sampling technique was used to select the sample. The population of the study was all 197 elementary schools and 64 supervisors from district Bhakkar. From population, 16 supervisors and 50 head teachers were selected for the study conveniently. The data collected through questionnaires were analyzed by calculating mean and standard deviation through SPSS v.21. Consequently, the main findings of this study were as follows: The major problems that affect supervisors while implementing supervision. Supervisors were not given adequate facility to manage transportation, while visiting schools for the purpose of supervision. Supervisors are overburden with tasks and lack of access to many schools for visit. Furthermore, the study found that they were not rewarded and encouraged if they perform well. Department takes disciplinary action against them when they cannot achieve targets. Supervisors are facing the problem of lack of means of transportation especially those that have to go to the rural areas. Based on the findings, it was recommended that a supervisor must be trained to perform their duties efficiently. Recommendations can also be made for the provision of required facilities to the supervisory staff that may ultimately impact their work of supervision. Official human resource policies may be developed to recognize the efforts and an incentive system may be introduced to acknowledge and motivate the supervisors.

Keywords: Quality education, Supervisors, Education, Department.

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INTRODUCTION

The terms “up” and “see” are used to describe supervision [3]. Supervision is needed to make sure that educational programs are equal and effective. Promoting teaching and learning in schools are essential. Verification, research, discovery, monitoring, correction, inspiration, orientation, diagnosis, and improvement are all part of the process [14]. If schools require quality education to increase the quality of education in our schools, school supervision should be prioritized. With monitoring, teachers become more competent and effective, parents are content with their children’s performance, which encourages them to try harder to meet standards, and the purpose of education is to achieve in the long run [5].

Supervisors are viewed in the school environment as a process of observation, discussion, and decision-making by principals and educational process supervisors. Education oversight is not a one-dimensional idea. Concerns are not the most significant considerations. Supervisors experience difficulties and obstacles in fulfilling their supervisory jobs, which significantly lower their efficacy and their overall impact on what happens in schools and classrooms. Some of these issues are financial, social, departmental, and educational in nature. Adu *et al.* (2014) defines “monitoring” as the systematic application of supervisory principles resolution in education to attain a sustainable level of success. The systematic control of the end of public education, on the other hand, is a full tool that is dependent on the internal structure of the school. This decreases the supervision of school personnel, structures, equipment, laboratories, and ancillary facilities, allowing you to present a suitable product for the school system.

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nature. Many challenges are well-recognized in the educational system. Many of them are not, such as a lack of guidance for supervisors, limited time for supervision, teacher attitudes, implementation of supervision reports, feedback and supervision, supervisors must be professionals, recruitment for supervision, motivation supervisors, negative attitudes toward supervision, a lack of cooperation between teachers and supervisors, transportation provision, financial crises, and so on. However, the major role of school supervisors is to ensure that high standards are maintained and that schools are run in compliance with established regulations and legislation. Real-world observation, educational assessments, lectures, surveys, and checklists could all be used to accomplish this. This will increase the quality of education in the Bhakkar community’s primary schools. In actuality, it is a study to uncover the difficulties and practices of elementary school supervision in the district of Bhakkar.

According to 14, it is a concerted effort by selected school authorities to provide leadership to teachers and other improvement workers [4]. Stated in his article on supervision that they supervise the process of enhancing education by working with people who work with students, the counseling process, sharing, and encouraging teachers to enhance their performance in class. It is also regarded as a good and promising process: Primarily educational, developed, and aimed to assist the individual in advancement. It is considered that schools would not improve unless teacher training is enhanced. Adequate supervision by supervisors determines the quality of teacher education. The school’s mission is to oversee the promotion and development of supportive teaching and learning environments that can benefit society.

According to 3, the supervisory process in Pakistan is characterized by the concept of inspection. Supervisors have a superior attitude toward teachers. Due to this tendency, the goal of school monitoring has been decreased, causing instructors to become disillusioned and demoralized. Teachers are treated as slaves and inferiors by their superiors. Teachers have become distrustful and discouraged as a result of this

trend. Instead of providing constructive feedback for improvement, the supervisors irritate the teachers, and no improvement occurs. The essential concepts of educational supervision include: Planning, dialectical relationship, diversity, purpose, code of conduct, safe and healthy environment, as well as its strategies and styles.

Role and responsibilities of supervisors/Deputy District Education Officer by the government of Punjab school education department in Financial Management, Budget, Cash Book Maintenance, Collection and distribution of Free Text Books, Audits of Account, Grant of Leave, Performance Evaluation Reports, Inquiries/Taking disciplinary action, Pension Cases, Correspondence and record keeping, as well as Role and responsibilities of Supervisors/Assistant Ed.

Assistant Education Officers (AEOs) are mobile administrators and managers inducted by the School Education Department, Government of Punjab, who are responsible for efficient and effective supervision, maintaining discipline, and providing support to schools through coaching and managing performance of all schools assigned to them by their respective CEOs/DEOs. They must also ensure that each school develops an annual school improvement plan and that teachers attend all mandatory training programs. An AEO's schools are collectively referred to as a markaz, and an AEO is evaluated based on the overall performance of his or her markaz across a set of specified access, equality, quality, and governance measures. The first educational advisor is the supervisor. Teachers must be given professional advice by their supervisors. It must provide concrete and helpful guidance to instructors to improve educational quality in schools.

Many countries throughout the world have attempted to restructure school supervision to increase educational quality. The urge for this rearrangement stems from frustration with the effectiveness of recent monitoring and the trend for greater school autonomy. Indeed, the ability of schools to use their autonomy is dependent on the support services, on which they can rely, and supervision can be useful in guiding their decision-making and use. A core principle is the sensible use of resources to increase educational quality. While this restructure is incredibly successful, their entire study allows for a better understanding of what may be accomplished in a particular situation.

Monitor the presence of teachers, ensuring that all teachers present and teach effectively in each class. Ask the school to keep a record of teachers' sheets and try to have the teacher-student report at 1:40. The use of textbook guides and teachers encourages freedom, keeping track of the lessons delivered by the Taleemi calendar. Provide a friendly atmosphere that helps to learn. Ensure that funds are spent according to NSB guidelines/manual and adequate classroom learning materials. Furthermore, ensure that children's pre-school education rooms are attractive to children. Visit all schools at least twice a month and complete the activities outlined in the AEO checklist during the visit.

To make, new visits planned in schools based on the enrollments and learning outcomes described in the monthly data packages obtained from PMIU organize extracurricular activities such as sports competitions, form Qirat scientific or national recitals, Bazam-e-Adab and organize award distribute ceremonies and celebrate national days in schools in their markaz.

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areas that, when effectively overseen, have the potential to improve the quality of basic education. Departmental heads have the ability to supervise educational activities due to their collected knowledge, skills, and talents in the specific field, as well as the comprehensive education system gained through long-term services/experience. As a result, the department heads will be responsible for the following supervisory functions: Coordinating supervisory activities in their respective departments and evaluating teachers' performance; arranging on-the-job orientation; and socialization programs for newly assigned teachers in their respective departments.

Initiating and encouraging group engagement in the design, implementation, and decision-making of instruction, as well as the evaluation of instructional results, and choosing, organizing, and making available teaching materials; encouraging teachers to conduct research to improve and develop the subjects they teach as well as methods of teaching such subjects, and encouraging staff members to hold regular meetings to conduct periodic evaluations of their activities and seek solutions to instructional problems. Organizing model teaching programs for novice instructors and staff members by mimicking senior department staff members and coordinating evaluation to the department curriculum and organizing workshops, conferences, seminars, and so on to address recognized curriculum difficulties.

The following is a summary of past studies linked to the study's topic matter, which is systematically demonstrated due to the chronological sequence: Ali (1998) conducted research on the major issues that supervision and support services are currently experiencing in terms of organizational structures, overall management, and daily operations; these services have a good impact on the quality of learning and teaching processes. Wilcox's (2000) study, "Making School Visits More Effective." Despite its lengthy and prospective history, the reasoning for this study has created a critical evaluation of the nature of the inspection to the accurate audit route that might have a favorable influence on schools, as it is reasonable latest.

Statement of the problem

The study was designed to explore the practices and problems of supervision at elementary schools in district Bhakkar and to analyses the role and responsibilities of supervisors to improve the quality of education.

Objectives of the study

The objectives of this study were as follows:

1. To identify the various supervisory practices
2. To identify the role of supervisors in ensuring quality at elementary level
3. To examine the problems of supervision at elementary level in district Bhakkar.

Significance of the study

The study may help supervisors identify their supervisory practices' faults and strengths and then motivate them to devote more time and effort to implementing effective supervisory activities in the primary schools. It may assist in identifying and resolving supervision difficulties. This study may also be useful to other academics who want to undertake additional research in the area of supervision for effective learning and teaching.

METHODS

This is quantitative study that used survey to collect the data from respondents. The population of the study was all supervisors and head teachers in elementary schools district Bhakkar. Convenient sampling technique was used to select a sample of 16 supervisors and 50 head teachers. A five point Likert scale was designed to know the supervisory practices and role of supervisors in provision of quality education at elementary schools.

Data analysis

SPSS 21 was used to analyze the data. Descriptive statistics include the mean and standard deviation was calculated.

Table 1 reflects that few head teachers perceived that they are not aware of supervisory role effectiveness, while table reflected that majority of head teachers agreed that while performing supervisory role, they prefer cooperative attitude, responsibility, facilitating others, quality of feedback provision, record management, and guide others. Results in table also showed that head teachers responded neutral and unsure for motivation, financial management aspects in supervisory practices, and ownership of supervisory tasks. Further, Table 1 represents that head teachers agree that they face problems of task management, lack of training opportunities to act as supervisor, prompt feedback, and task orientation. It was also revealed that head teachers are agreed that there is less motivation from organization and appreciation or reward are missing for us if we perform the supervisory task well.

Table 2 represents that majority of supervisors perceived that they are aware of effectiveness of supervisory practice and role and while performing supervisory role, their attitude is cooperative, they feel responsibility and motivation. Table also reflected that they show ownership of supervisory task and they are providing quality feedback, their record management and guidance practice are also a part of their supervisory role. The table reflects the problems that supervisory staff

Table 1: Supervisory practices and problems of the head teachers

| Supervisory Practices (Head Teachers) | n | Mean | SD |
|---------------------------------------|----|------|------|
| Awareness of effectiveness | 50 | 2.3 | 1.22 |
| Cooperative attitude | 50 | 4.00 | 1.05 |
| Responsibility | 50 | 3.88 | 0.09 |
| Motivation | 50 | 3.09 | 0.08 |
| Facilitating | 50 | 4.00 | 1.07 |
| Ownership of supervisory task | 50 | 3.39 | 1.03 |
| Financial management | 50 | 3.23 | 0.09 |
| Feedback quality | 50 | 4.03 | 0.09 |
| Record management | 50 | 4.09 | 1.1 |
| Guidance | 50 | 4.44 | 1.2 |
| Problems (faced by head teachers) | | | |
| Task orientation | 50 | 2.98 | 1.07 |
| Prompt feedback | 50 | 3.01 | 1.10 |
| Training opportunities | 50 | 3.39 | 1.31 |
| Task management | 50 | 3.93 | 1.21 |
| Motivation by organization | 50 | 4.00 | 1.09 |
| Appreciation | 50 | 4.45 | 1.08 |

Table 2:

| Supervisory Practices (Supervisors) | n | Mean | SD |
|-------------------------------------|----|------|------|
| Awareness of effectiveness | 50 | 4.2 | 1.8 |
| Cooperative attitude | 50 | 4.1 | 1.09 |
| Responsibility | 50 | 4.8 | 0.07 |
| Motivation | 50 | 4.0 | 0.08 |
| Facilitating | 50 | 4.0 | 1.1 |
| Ownership of supervisory task | 50 | 3.7 | 1.3 |
| Financial management | 50 | 3.6 | 1.2 |
| Feedback quality | 50 | 4.1 | 0.09 |
| Record management | 50 | 4.09 | 1.2 |
| Guidance | 50 | 4.4 | 1.2 |
| Problems (faced by head teachers) | | | |
| Task orientation | 50 | 4.08 | 1.07 |
| Prompt feedback | 50 | 4.01 | 1.10 |
| Communication | 50 | 4.39 | 1.31 |
| Task management | 50 | 4.93 | 1.21 |
| Motivation by organization | 50 | 4.00 | 1.09 |
| Appreciation | 50 | 4.15 | 1.08 |

face is that they face a problem of task orientation and prompt feedback. Communication, motivation, and appreciation by organization are lacking.

CONCLUSIONS

The study's findings revealed that supervisors are better knowledgeable of their supervisory position and procedures than head instructors. The findings also revealed that supervisors believe that they are aware of the success of their supervising practice and position, and that when performing their supervisory duties, they have a cooperative attitude, a sense of responsibility, and a sense of motivation. The table also shows that they take ownership of their supervisory tasks and provide excellent feedback; their record keeping and guidance practice are also part of their supervisory job. The survey also concluded that both supervisors and head instructors think that they encounter challenges that are practically identical in nature, specifically encouragement, and motivation supplied by the company, for which they work.

RECOMMENDATIONS

Based on the study's findings, the following recommendations are made: Head instructors should be highly oriented and knowledgeable of the actions and relevance of supervision and now is the moment to implement overall new techniques to assure the quality of education in schools. For improved performance, elementary school principals should attend the training session. The report also gave recommendations for supervisors to ensure that they develop and maintain a positive image in the eyes of instructors, students, and the general public. A supervisor must be willing to bear responsibility for his actions and organizational activities at all times. The study also suggested that managers appreciate the worth and dignity of their subordinates as human beings. The study also suggested that a further in-depth research investigation on other parts of this notion could yield more comprehensive results. Future researchers should investigate the current challenges and practices of elementary school supervision in the district of Bhakkar for this aim.

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