

## **Ascertaining the Upshot of Supervision and Visit Report on Teachers' Efficiency**

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### **Abstract**

Supervision is akin to the process of meta-evaluation for the improvement of educational process and it is also used to monitor teachers' performance in public schools. As figure of public schools is increasing day by day, it is evident that multiple approaches such as mentoring, inspection, supervision and monitoring are being employed by administration to handle the problems of school personnel for example, teachers' absentees, missing approach of professionalism, depletion in teaching quality, to strengthen the performance, competence of educators and to boost the quality of public schools. The main consideration of this study is just a supervision, which is acknowledged as an administrative tool of assessment and accountability use to sustain and uplift the performance of teachers in school. The core objective of this study is "to analyze the impact of supervision and visit report on teachers' efficiency". Simple random sampling technique was used in selecting 371 teachers of secondary schools from tehsil Bahawalpur. The scholar gathered teachers' feedback about "the impact of supervision and visit report" on a self-designed questionnaire, of five points Likert scale. Meanwhile teachers' responses were also gathered by inducing two open ended questions about strength and weaknesses of supervision. The reliability of the research tool was 0.915, which was measured by using Cronbach alpha. The mean scores and measures of dispersion were calculated using SPSS, version 17. The independent sample t-test and One-way ANOVA was applied to analyze the data. According to findings supervision can help teachers to develop professionalism. The teaching style can be improved if supervisor uses the technique of motivation while there may be create certain questions/issues on visit report and supervision if used non-professionally.

**Keywords:** *supervision, visit report, accountability, quality*

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## Introduction

According to 18<sup>th</sup> constitutional amendment, education is now considered as a provincial subject for administration and supervision of school system. The Department of education has been undergoing some changing in line with the National Educational Policy of 2017, which emphasis on the improvement in quality of education through reforms by introducing curriculum change, improving textbook and modifying instructional material and method, applying innovation in teacher training, system of examination, method of assessment, monitoring and supervision. According to this policy, instead of traditional system of accountability, a novel mechanism should be introduced in school education department and this is possibly attained through supervision by participating focal persons of administrative wing such as DEO, Dy DEO, etc. The district government, headed by EDO, which is liable for supervision and management of primary, elementary and secondary schools to improve quality of education in schools (Ali, 2000).

Supervision is the process that helps in stimulating, guiding, and advising school personnel for better quality. Supervision is also known as the process of accountability, which is used for quality assurance in school. The academic improvement in schools is the general purpose of supervision. The basic idea of supervision is the effective teaching that contributes in students' learning, and must be positive in nature. According to Ogakwu (2010), the core objectives of supervision are modification of educational objectives, professional growth of teachers, preparation of instructional material, enhancing pedagogical skills and evaluation. For betterment of teaching learning process, according to Shah (2009), supervisor can performs seven important responsibilities, like assessment of attendance record, improving quality of education, school management, curriculum, information management, students' achievement and appreciation.

The main issue in supervision revolves around the design or mood of administrative visits, having a critical question. Are these visits should be planned or surprised? In planned visits, information is given in advance to the head of schools which is a prerequisite of detailed visit and the supervisors check the attendance record, lecture demonstration, lesson planning, cleanliness of school, and available facilities in institution, financial record, civil work, and minutes of the meetings with the school personnel and for surprise visits, the head of the institutions are not informed in advance. The principal purpose of surprise visit is to verify the submitted report about the school progress and to discriminate between ideal and practical situation (Shah, 2009).

To make the supervision process effective and efficient different types of models are being used all around the world. One of them is *clinical model*, which is frequently used for supervision. Tanner and Tanner (1987) state that *clinical supervision* is performed in normal classroom setting and used to gather data from teaching learning process directly

to improve instructions. It is a class support system used to provide assistance in order to improve classroom instruction and to cultivate teacher's professional behavior. Next model is Glickman (1981) *developmental model*. In this model, focus is on the development of independent thinking ability among teachers to bring improvement in instruction. This focuses is on directive, non-directive and collaborative styles of solving instructional problems. Directive style is used for teachers having low commitment and abstract ability. Non-directive style is suitable to those who have high commitment and abstract thinking. The collaborative supervision style is useful for teacher with mixed ability group.

Other models of supervision are *inspectional model, production model, and supervisory model*. The genuine purpose of all these model is to investigate the educational system, input or output system of school, and teachers' behavior within or outside the class which have direct or indirect profound impact on students learning or behavior development (Behlol, Yousuf, Parveen, & Kayani, 2011). To bring certain advancement/development in education, progress in school, efficiency in teachers' performance and transparency in teaching-learning process the administration can practice any model or can devise an eclectic model of supervision in public schools (Tanner & Tanner, 1987).

A supervisor can performs multi-dimensional roles such as, coordinator, planner, consultant, group leader, organizer, evaluator, motivator, technician, manager, team builder, problem solver, information absorber, decision maker, communicator, morale booster, confidence creator, and conflicts resolver, etc. but the basic task is to enhance quality (Zepeda & Ponticell, 1998). In fact, supervisor has numerous traits and responsibilities for evaluating school or teachers and one has to perform those tasks with set rules and in a candid way because in case of serious judgment, accountability would be valid, accurate, realistic, original and impressive. Its impact on teachers' efficiency would be reformist, evolving or productive otherwise it will be counterproductive (De Grauwe, 2007).

After official visits of educational institutes, a supervisor prepare and submit an evaluation report to the higher authorities based on certain observations and guidelines about teachers' performance, students' results and school progress (Akhtar, Akhter, Ramzan, & Tabassum, 2016). Some issues/problems, which are identified during visits, need quicker response and unresolved issues are referred to the concerned line departments of EDO or DEO at the district or tehsil level. School visit report has both positive and negative effects on teachers' performance. If the report is in favor of teacher having appreciating words, then it boosts the confidence of teachers while a negative feedback can suppress the teachers' morale and sentiments. Moreover it helps to improve infrastructure, traditional teaching & learning material and method, which may affect academic environment.

To keep in view all the former worthy debate, current study is designed for ascertaining the upshot of supervision and visit reports on teachers' efficiency. In upcoming discussion with data and its finding, it will be revealed whether supervision and visit reports have prolific or undesirable impact on teachers' performance.

### Objectives and Hypotheses

The study revolves around two objectives i.e. to analyze the role of supervisors' visits in relation with the improvement of teaching quality and to find the effects of visit report on female and male teachers. The central hypothesis of study states that supervision and visit report have great contribution in enhancing quality of education and it has positive influence on teachers' performance.

### Research Methodology

Since, study is descriptive in nature. Therefore, a self-developed questionnaire based on 40 close and 2 open ended statements was administered for data collection. All statements were about different factors i.e. importance of supervision, responsibilities of administrative officers, psychological effects of supervision on teachers' personality, impact of administrator's visit report on school personnel, opinion about action taken and personality of a supervisor and current practices of administrative visits in public schools. However, in present research work only those statements are discussed which have data about supervision and visit report. Tool was designed on a five-point Likert scale of agreement. A proper score is given to each point, maximum score 5 is given to strongly agree and minimum 1 score is given for strongly disagree statements. Reliability of research tool was calculated through Cronbach's Alpha, which is 0.915. Population of this project is comprised of 1440 teachers of 48 government high schools of Bahawalpur. A sample of 371 teachers, by using random sampling technique was picked. The collected data was analyzed using SPSS-17 version. To describe the data set, mean, standard deviation, t-test and ONE-WAY ANOVA were used as inferential statistics. Explanation and graphical representation of open ended questions were shown by applying pie chart and percentages were analyzed through SPSS.

### Result and Discussion

Table-1 Role of supervision in improving teaching Quality.

S.No	Question	Gender	Mean	S. D	t-test	Sig
1	Upgrade classroom management	M	3.63	1.160	-2.156	.000
		F	3.88	.924		
2	Progress in students' class result.	M	3.54	1.245	-2.129	.000
		F	3.80	.987		
3	Improvement in teaching style.	M	3.47	1.242	-2.315	.001
		F	3.76	1.026		
4	Increase Students' attendance.	M	3.53	1.189	-1.685	.029
		F	3.73	1.052		
Male =190			Female=146			

Table-1 illustrates respondents' views about role of official visits in improving teachers' efficiency. A significant difference can be observed between gender groups in all tabulated statements. The respondents were agreed that their classroom management is enhanced, percentage of class result is increased, teaching style became creative and students' attendance is improved grace of supervision. The mean score also support these statements. However female respondents were more agreed than male respondents as indicated by the difference in mean score. The 't' value also show a significance level i.e.  $p < .05$ .

Table-2 Effects of visit report on school personnel.

S. No	Questions	Gender	Mean	S. D	t-test	Sig
1	Feelings of liability.	M	3.41	1.247	-2.269	.003
		F	3.70	1.116		
2	Diversion from actual goal.	M	3.56	1.253	-1.229	.255
		F	3.73	1.235		
3	Suggestion to improve teaching.	M	3.69	1.133	-.291	.991
		F	3.73	1.154		
4	Authority to accept or reject the results of visit report.	M	2.89	1.414	2.060	.067
		F	2.59	1.295		
Male =190			Female=146			

Table-2 indicates the impact of administrative visits report on the performance of school personnel. The respondents support the statements as indicated by mean scores. They feel liable and their attentions may divert from the actual goal, which is an adverse effect of visit report. Third statement indicates that visit report provides useful suggestion to teachers for improvement in their teaching styles. Fourth statement shows that teachers have no choice to accept or reject the views of visit report. The 't' value point out insignificant difference as  $p > .05$  in all statements except first statement.

Table-3 Role of supervision in improving teachers' efficiency with insignificance difference.

S.No	Statements	Academic qualification	A	DA	UD	F value	P value
1	Upgrade class management	BA/BSC	24.4%	4.2%	1.2%	2.108	.064
		MA/MSC	38.1%	6.0%	6.5%		
2	Betterment in students' result	BA/BSC	22.0%	7.2%	0.6%	.563	.729
		MA/MSC	35.1%	7.8%	7.7%		
3	Improvement in teaching.	BA/BSC	20.3%	7.5%	2.1%	.691	.631
		MA/MSC	34.5%	7.8%	8.3%		
4	Increase Students' attendance	BA/BSC	22.3%	6.0%	1.5%	.992	.422
		MA/MSC	34.2%	11.3%	5.1%		

Table-3 shows the results on role of supervision in improving teachers' efficiency and F-value using ANOVA test and p-value at 0.05 levels of significance. Respondents of

different qualification are agreed that supervision plays a significant role in improving their teaching efficiency. Supervision is a supportive activity and is often used as an appraisal technique for personnel and system. Answerability about duties through supervision keeps them struggling to achieve the goals. So, grace of supervision their classroom progress, students' attendance has improved, teaching styles became creative and percentage of class result is increased.

Table-4 The effects of visit report on the performance of school personnel with significance difference.

S.No	Statements	Academic qualification	A	DA	UD	F value	P value
1	Diversion from actual goal.	BA/BSC	18.4%	7.2%	4.2%	3.028	.011
		MA/MSC	36.6%	8.7%	5.4%		

Table-4 shows the effects of visit report on teachers' performance and score of F-value using ANOVA and p-value at 0.05 levels of significance. According to the above-mentioned statement in table 4, most of the teachers are agreed that supervision report, written by an administrative, diverts their attention from actual goal. This is because favorable, admirable and appreciated remark can automatically make a teacher joyful and enhances his/her confident but on the contrary, evaluator's hard remarks complain, criticism, vilification will lower down their morale, confident, courage and energy of educator.

Table-5 The effects of visit report on the performance of school personnel with insignificant difference.

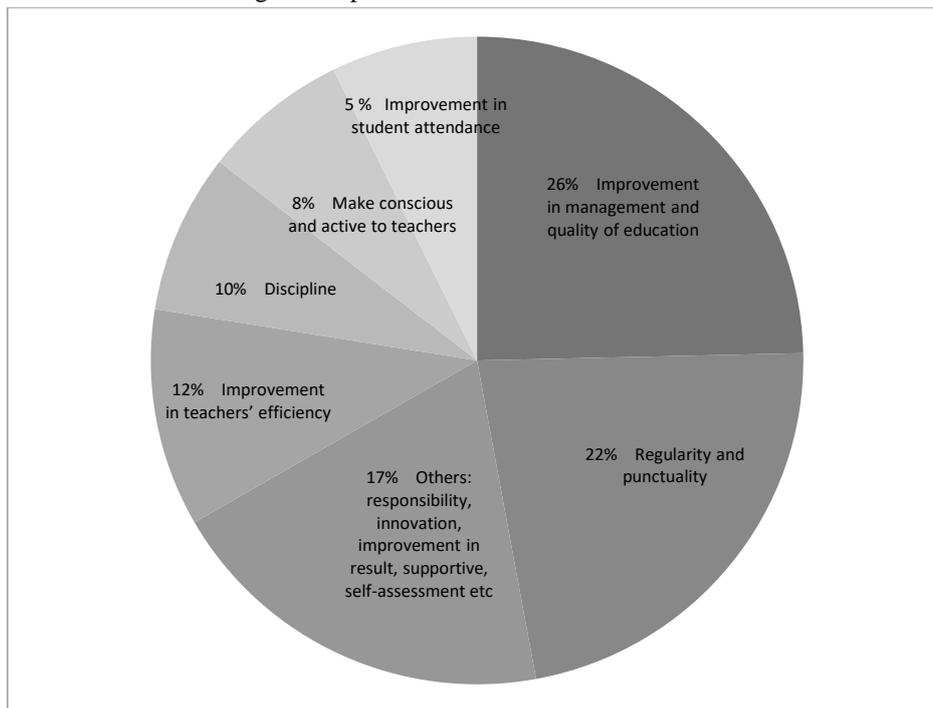
Sr.No	Statements	Academic qualification	A	DA	UD	F value	P value
1	Feelings of liability.	BA/BSC	20.9%	6.6%	2.4%	.988	.425
		MA/MSC	24.2%	10.7%	5.7%		
2	Suggestions to improve teaching.	BA/BSC	23.2%	5.4%	1.2%	.836	.524
		MA/MSC	37.5%	10.4%	2.7%		
3	Authority to accept or reject the results of visit report.	BA/BSC	11.6%	14.6%	3.6%	.466	.801
		MA/MSC	19.1%	25.0%	6.5%		

Table-5 shows the effects of visit report on the performance of school personnel using F-value ANOVA and P-value at 0.05 levels of significance. Regarding the results of above table, respondents of various qualifications indicate that visit report has both positive and negative effects on their performance. It is particular to mention that mostly teachers having Master's Degree as their qualification. A good number of respondents are agreed that in case of negative result of visit report they feel liable as the figures of first statement indicate. According to the result of second statement, respondents are agreed that through good recommendation of evaluation report, teaching has improved.

But the result of the third statement shows that school teachers have no authority/ right to accept or reject the visit report.

### Teachers’ Perception About Supervision

Pie chart-1 Advantages of supervision

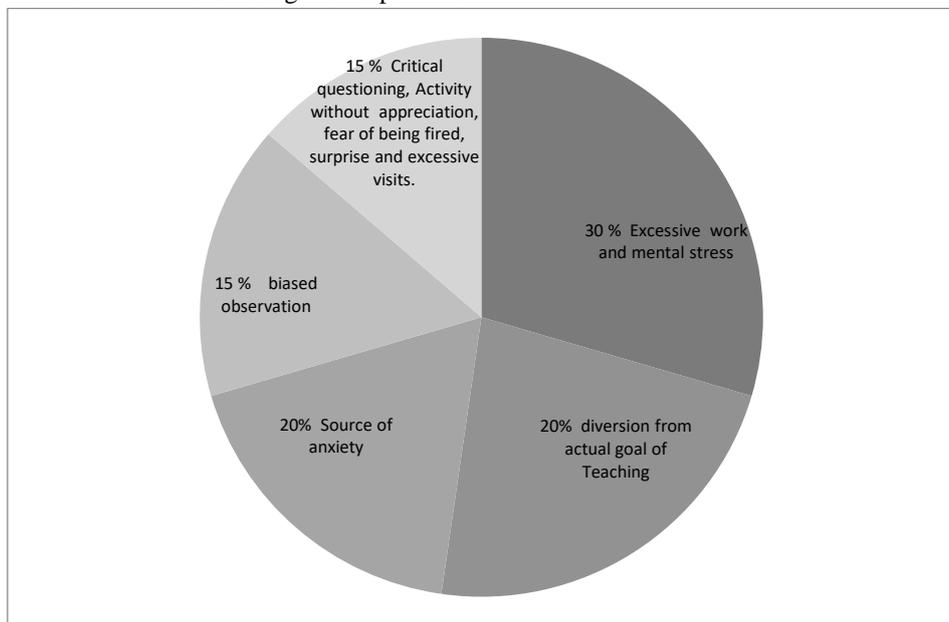


Pie chart-1 shows the percentage of teachers’ perception about the advantages of supervision. According to 26% teachers’ responses, the supervision plays vital role in improving school management and quality of education grace of supervision, school administration and teachers perform their duty accordingly. School resources are used for its development. About 22% of teachers have opinion that supervision plays an important role to develop regularity and punctuality among teachers and students. According to 17% respondents, supervision has transformed school personnel as a responsible individual for their duties, teaching and management. They try their best to realize their assigned tasks in time with a professional manner. Teaching methodology is improving by introducing creative instruction like discussion, presentations, project based learning, problem solving etc. Grace of supervision, students’ achievement score has improved because supervisors conduct monthly test which has good effect on annual exams.

As said by various teachers, supervision is a supportive and healthy activity because it helps to convert the weaknesses of academia into strengths. It is an assessment process which helps teachers to analyze their draw backs, teaching problems, level of competence, professional skills and working performance is assessed by an external eye. Teachers get an idea to prepare lesson plane dairy on the basis of general and specific objectives based on social learning theory. According to teachers, supervision is also a source to produce confidence. When novice teachers join any institution, they feel shyness/hesitation in facing external authorities. Meetings with higher officials provides them confidence. Supervision is a source of guidance for both; head and teachers to improve the school management and instruction. Supervision also helps in achieving institutional and academic goals.

According to 12% respondents, teaching quality has improved, it became progressive and students' interest has increased grace of supervision. It is said by 10% teachers that supervision is the source to maintain the discipline because institutional head and teachers remain active and try to improve the organizational governance. In the view of 8% respondents, supervision makes teachers conscious and active because it is assumed that without supervision, teachers show less responsibility and take a smaller amount of interest in their duties. It is supervision due to which teachers take charge of their work and try to complete it with accuracy and a qualitative way. According to the 5% respondents, with the help of supervision, students' and teachers' attendance is increased which is again a performance indicator of quality.

Pie chart-2 Disadvantages of supervision



Pie chart-2 highlights the percentage of teachers' responses concerning disadvantages of supervision. According to 30 % teachers' perception, the major drawback of supervision is the increase in work load and mental stress. They feel overstretch as they consider supervision as an extra pressurized activity. Because with every visit, teachers work load increase and new responsibilities are assigned to them. As stated by 20% respondents, supervision is an activity of diversion from actual goal. When new responsibilities are assigned, teachers' attention divert from teaching-learning process because they engage in new tasks rather than actual work i.e. classroom teaching, lesson planning etc.

The 20 % respondents considered supervision as a reason of producing anxiety among teachers. The unwanted interference of supervisor produces annoying worries to them. Extra work load and excessive checking make teachers anxious. In case of non-cooperative behavior by supervisor it creates disturbance and difficulties in teaching learning process. According to some other responses, during observation teachers feel hesitation because they can't share their problems frankly with evaluator during official visitors and it is hard to deliver lesson in the presence of supervisor. According to 15% teachers' opinion, biased observation is another issue as visit report presents partial information about teachers' progress. Supervisors give good remarks to their favorite teachers and neglect the struggle of non-favorite teachers.

About 15 % teachers, supervisor's critical questioning about teachers' daily progress, classroom management and students' results create confusion and this makes supervision as a non-motivational and unpopular activity. Sometime supervisor abuse their authority and insult teachers before the class. This is an unacceptable behavior by supervisors, as said by representative teachers. Some supervisors give no appreciation to teachers on their good performance and teaching staff work under the stream of fear of being fired from job. Under the situation of fear, teachers usually remain disturb and it is hard to perform their duty in a vicious environment. Unscheduled supervision makes teachers confused and the excessive visits create disturbance for managerial staff as well. According to teachers' perception, head of institute can supervise well rather than any external or authoritative visitors because a principle has real and actual knowledge about his/her institute, school personnel and students. So, s/he can best supervise rather than any external supervision which is a time consuming process.

## **Discussion**

By grace of accountability via supervision, staff seems to be responsible, dutiful and energetic. When it is evident to public schools' teachers that their work, actions, behavior and enactment will be judged; they become dutiful and work according to rules and regulation. The supervision and visit report have both pleasant and horrible effects on teachers' performance. Advantages of supervision are teachers working has improved, became regular, a clear decline in absentees, improvement in lesson planning

on regular basis, they try to complete syllabus at demarcated time, and in reward they receive certificate or verbal/facial appreciation. These motivational techniques encourage teachers to perform extra work with efficiency. The unpleasant effects of visit report start, when teachers face adverse remarks, either in verbal or in written form. So, teachers may lose their confidence, devotion and energy and this can also divert their attention from actual goal to save the skin. The drawbacks of visit report may affect students' personality, as teacher can show minor interest in curricular and co-curricular activities. They may try to find the paths how to satisfy the external supervisor rather than actual learning which is directly associated with teachers' reflex behavior.

Overall, supervision is a political process of engaging teachers in instructional dialogue for the betterment of academic quality and students' achievement (Sullivan & Glanz, 2005). The excessive checks and unwanted restrictions may damage teachers' creativity and freedom which is an integral part of academia. There should be a difference between a factory worker and a teacher; whose efforts and creative thinking convert an ordinary human being into a refined individual. By introducing the concept of self-assessment and peer review among school personnel, these side-effects can be decreased (Bailey, 1981). Since supervision is a moral action, therefore it must consider respect and moral integrity of both, supervisor and the supervisee (Sergiovanni & Starratt, 2006), as evaluation is not a value free activity. Problems of academia which are neither listened and nor be resolved by the visiting officers, should be fixed or at least noticed before next evaluation. The official visit consumes enough academic time and some evaluators have tiniest professional approach of institutional evaluation. So, visits must be precise, meaningful and the evaluator must be professional or has skilled in his/her field. To keep in view the significance of supervision and visit, following recommendations and suggesting may help to overcome such drawbacks.

### **Conclusion and Recommendations**

In Pakistan, administrators visit schools as an authoritative person; there is fewer chance of pre-and post-conference with teachers regarding their Professional weaknesses, issues of self-assessment, class observation, students' improvement and institutional matters. In public schools, supervisors come with certain objectives like: to check teachers and students' attendance registers, to take a round of classes, knowledge of school progress from principal, and to enjoy wine and dine. They don't have the scope to intervene in complex situation and to solve academic and managerial issue. Evaluators rarely provide/suggest the solution of any problem and they don't have any discretion power to compensate. For an effective supervision it must have the fast-positive and at spot reaction (Sullivan & Glanz, 2005).

While keeping in mind the scenario of official visits it is essential for administrative wings to bring some effective changes to make the process of supervision effective and

result productive. These changing may be: merit based recruitment of administrators and their training before induction, establishment of accountability for supervisory team i.e. culture of meta evaluation etc. (Bolin & Panaritis, 1992). To bring the evolution in the field of education of public schools, education ministry should have to introduce some experiences of advanced countries to make the qualitative progress in teaching learning process (Sergiovanni & Starratt, 2006). Government should introduce administrative policies which are sustainable, applicable and result oriented.

The school visit report, which is written by official evaluator after observation should discuss both strengths and the areas of improvement. This step will help teachers to feel relaxed, confident and contented, because their valuable input is there. But contrary, if the result of visit report is against them, they feel anxious, nervous and liable. In consequences of unwanted remarks of supervisors, teachers might become unkind over student. To get rid of this critical situation, administrators should treat teachers with good behavior and they should give them suggestions to improve their teaching efficiency, classroom management and professional skills rather than scolding and blaming them. Visits report should base on authentic and exact observation having cheering, inspiring and refining remarks. So, we can conclude that effective supervision may help government in improving academic quality of school education department and vice versa. The process of evaluation is a continue process, therefore a struggle should be there to establish an indigenous, sustainable and effective model of supervision for quality enhancement.

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