

Head Teachers' Instructional Supervisory Practices and Teachers' Motivation in Teaching

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Abstract

The study determined the relationship between Government Secondary school head teachers' instructional supervisory practices and teachers' motivation in teaching. The study was correlational and survey technique was used for data collection. The population of the study was all the male and female head teachers and teachers working in the Government Secondary schools of District Sargodha. Multistage sampling technique was used to select the research participants from 75 randomly selected Government high schools of tehsil Sargodha, 75 head teachers and 225 teachers were selected on availability basis. Two self-developed questionnaires one for head teachers and other questionnaire for teachers pertaining were used. After pilot testing, Cronbach alphas reliability of both the questionnaires were 0.720 and 0.886 respectively. Descriptive statistics and Pearson r correlation were used to analyze the data. The conclusions were that majority of the head teachers were using excellent instructional supervisory practices and majority of the teachers had excellent or good motivation level. There was positive and moderate relationship between head teachers' instructional supervisory practices and teachers' motivation. It was recommended that DSD should arrange trainings for the head teachers to improve their inspection skills.

Keywords: instructional supervision, Head teachers' supervisory practices and Teachers' motivation

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Introduction

Teachers are considered as one of the most faithful sources in the success of educational process in schools. As the teachers have to produce the well learned students that depends upon their teaching performance. So, the teachers need to be well trained and highly motivated. Any increase in teachers' motivation would contribute in improvements in their performance. In schools, teachers are not fully independent; they have to work under the guidance of Head teacher. Head teachers supervise the teachers in instructions for better performance. Head teachers may also motivate the teachers to do their best. Teachers' performance increased by improving the head teachers' instructional supervisory practices (Jiyang, Hongbiao, & Boylan, 2016). Similarly, according to Rahabav, (2016) supervisors should come forth and have to make the decisions to improve the quality of teaching in their teachers.

Head teachers play a vital role in designing, preparing, implementing, directing and leading process for the unity of all programs and power sources (Pont, 2020). A head teacher as a manager should utilize his/her vision and brain power to achieve the desired objectives towards the progress of the school (Day, & Sammons, 2016). Supervision of instructions is a component of general supervision that a head teacher is to carry out within a school. All over the world, the quality of supervision is preferred for the improvement of educational process and supervision in school plays pivotal role in this regard (Wahyu, 2020). Instructional supervision's primary function is the improvement of instruction. The Head teachers' functions include giving direction, combating routine and encouraging good initiatives, improvement of teacher's professional status, the adoption and diffusion of better techniques and the meaning of progressive programs of action (Wambu, & Fisher, 2015).

In school education, teachers have an active role in the learning process and it is only possible when they are encouraged by their supervisors (Chen, 2015). Teachers need to play an active role in promoting the potential abilities of students, for example, to make the students to acquire righteous knowledge; to become capable creator and self-accountable with the help of his supervisor (Johnson, 2017).

The problems related to instructional supervisory practices always play a key role in success or failure of an education system (Terra, & Berhanu, 2019). School improvement is the major concern of head teachers' instructional supervision while schools can improve when teachers are developed professionally and learn that what they have to do and why to do (Ampofo, Onyango, & Ogola, 2019). One of the major

function head teachers is to develop school for better achievement of students. Head teacher can set the learning at high pace through motivating the teachers and students to perform at their best (Nawaz, & Yasin, 2015). As the head teacher is also responsible for teachers' better performance, their commitment and motivation. Instructional supervisory practice of head teachers indirectly or directly motivates the teachers be competent (Ghavifekr, & Ibrahim, 2014). As it is described by the Seebaluck, & Seegum, (2013) that one of major causes of failure of school is teachers and students' low motivation. In other words, school achievements may depend upon the teachers' job satisfaction and motivation. Moreover, teachers who are not self-motivated will not be able to motivate their students to learn (Johnson, 2017). So, it can be said that teachers' performance will be higher if their motivation will be stronger (Shikalepo, 2020). Hence the study was opted to investigate the association between instructional supervisory practices of head teachers and teachers' motivation.

Literature Review

Instructional supervision is considered to be a continual process that targets to improve teaching by providing intended facilities to the teachers. According to Shanka, & Thuo, (2017) it is seen that through many years, the field of supervision has been suffering from the conflicts among teachers and their supervisors. Day, & Sammons, (2016) mentioned that skills of a Head of Department as an instructional leader is the most vital thing in the success of a department. In comparison to other departments, in the field of education, while achieving the targets, teachers get higher level of stress which ultimately lowers their motivation level (Harmsen, Lorenz, Maulana, & Veen, 2018). At the school level, supervision, and providing support and guidance to the teachers is usually included in the duties of school's management. The school management is also responsible for upgrading the teachers' teaching performance, motivate them and raise their morals (Yunus et al., 2012). According to Robina, David, and Madriaga (2015) following are the factors of instructional supervisory practices.

Collaboration: The main objective of supervising the instruction is to improve educational measures and school success and to strengthen democratic work, student success, teacher's development, and educational equality among the students is only possible in collaboration with the students. The teacher's viewpoint depends on some factors, such as teacher's requirements, monitoring, mutual trust and cooperation between teachers and head teachers (Day, & Sammons, 2016). Similarly, Shanka,

& Thuo, (2017) discussed that to meet the professional needs of teachers, help, trust and cooperation by the head teachers is necessary and performance may be enhanced by advising and helping the teachers by collaboration.

Professional Development: Schools are the main places where children and youth go through formal educational process. Improvement of students' learning is the major purpose of a school. According to Sheng, & Basaruddin, (2014) better teaching improves student performance. The role of head teacher cannot be minimized in the promotion of school performance. Head teachers monitoring is one of the works that help teachers for professional development and improvement in teaching learning process (Chen, 2015).

Leadership Skills: Leadership skill of school head teachers is often the key factor of difference between effective and ineffective schools (Laila, 2015). With good leadership skills, school head teachers can encourage teachers to promote positive school environment with high quality teaching learning process; educational and non-academic activities; two-way communication; accountability; teacher-student relations; Knowledge of behavior; and relationship between schools and community (Lee, & Li, 2015).

Assistance and Support: The support given by head teachers, other teachers to their colleagues and the commitment of the teachers are linked to the improvement in quality of education (Darishah, Daud, & Omar, 2017). It can be concluded that supervision of instruction is directly linked with the commitment of teachers.

Oversight Responsibility: Instructional supervision is one of the ways through which school administrators try to achieve the quality performance and results. It is the quality control tool in the school system that focuses primarily on achieving the proper expectations of the society from the school (Cedefop (2015)). Teachers need the necessary help in implementing instructional programs. Therefore, principal or head teacher of the school need to be involved in the process of educational programs through the supervision of teachers' teaching (Fessehatsion, 2017).

Inspection: It is one of the principal's tasks that examine teachers and students at school (Ampofo, Onyango, & Ogola, 2019). Earlier the school principal as supervisors was tagged as inspector and they were responsible to interact directly with teachers to guide them for their instructions and performance (Comighud, Futralan, & Cordevilla, 2020).

Hindrances: Hindrances are also part of monitoring. Supervisor and supervision can see conflicts. Conflicts can hinder the partners positively or negatively. It depends upon Head teachers' wisdom that he passes or uses conflicts. It is important for supervisors to learn techniques

to manage conflict productively, as this can result in increased satisfaction level of teachers; help for better results, and reduce obstacles in monitoring (Wilkinson, 2016).

Teacher Motivation: It is defined as the process that initiates, guides, and maintains goal-oriented behaviors (Cherry, 2016). Motivation can be intrinsic or extrinsic.

Intrinsic Motivation: Intrinsic motivation effects at the time of performance of work. It provides satisfaction during the performance of the work. Linet (2012) concluded that a teacher who is intrinsically motivated can perform better than the expectations. It can be concluded from the discussion of Nyambegera, & Gicheru, (2016) that praise, designation of power, delegation of authority and responsibility, competition and participation in the decision-making process are the examples of intrinsic motivation. Intrinsic rewards to the responsibility, success, recognition and the work itself will have elongated term and have deep influence on motivation.

Extrinsic Motivation: It is the type of motivation in which the teachers are motivated at external level. Head teachers may motivate them by giving rewards, incentives, paying promotions and other benefits for motivation of teachers. Teachers' motivation is enhanced by the supervisory practices of head teachers and it helps in better students' performance (Esia-Donkoh, & Baffoe, 2018).

It can be said that a motivated teacher is energetic and has positive behavior. He works for and design classroom activities to achieve the goals. He leads curiosity and creativity among the students.

Objectives of the Study

The objectives of the study were to:

1. Determine the instructional supervisory practices of head teachers managing government secondary schools.
2. Ascertain the motivation level of secondary school teachers in teaching.
3. Establish the association between head teachers' instructional supervisory practices and teachers' motivation in teaching.

Methodology

The study was correlational and data was collected using survey technique.

Population and Sampling: According to the feasibility of time, resources and financial constraints this study was delimited to all the

Government secondary schools of district Sargodha. All the male and female head teachers and Secondary School Teachers of all the government Secondary schools of Sargodha were taken as population. Multistage sampling was carried out. First of all, among all the tehsils of district Sargodha, Tehsil Sargodha was selected purposively as it has a greater number of government secondary schools than others. Using random sampling 75 (50% of total population of 150) Government Secondary Schools were selected. Then all the head teachers (75) and three senior teachers from each selected school 225 in total were selected on availability basis.

Research Instrument: Two questionnaires were developed; one for head teachers and other for secondary school teachers, as the available instruments were not fulfilling the requirements of this study. The questionnaire for head teachers' instructional supervisory practices included 34 items regarding seven factors i.e. collaboration factor including 5 statements; professional development 5 statements, leadership skills 5 statements, assistance and support factor including 5 statements, oversight responsibility 5 statements, inspection factor 5 statements and hindrances factor including 4 statements. The questionnaire for teachers' motivation included two factors i.e. intrinsic and extrinsic, pertaining 12 statements; 6 for each factor.

The instruments were validated through experts' opinion and pilot study. After incorporating the experts' suggestions, the instruments were administered to 20 head teachers and questionnaires for teachers' motivation were administered to 50 teachers not included in actual sample. The data were analyzed to find out the reliability coefficient Cronbach alpha (α) which was 0.72 for questionnaire about instructional supervisory practices of head teacher and for teachers' questionnaire it was 0.886.

Data collection and Analysis: Data was collected through self-visit; respondents were briefed about the study and were informed them for the secrecy of data and usage only for research purpose. The data were tabulated before analyzing. There was no negative statement in both questionnaires, so reverse coding was not needed to these statements. To analyze the data SPSS software was used. Head teachers' instructional supervisory practices were categorized on the basis of mean scores, the criterion is as follows.

Mean score = less than 2.5 = low or poor	Mean score = 2.5 – 3 = Satisfactory
Mean score = 3.1 – 3.5 = Good	Mean Score = 3.6 – 4 = Very Good
Mean Score = 4.1 – 5 = Excellent	

Similarly, teachers' motivation levels were also categorized on the mean score basis, the criterion is as follows.

Mean score = less than 2.5 = poor
 Mean score = 3.1 – 3.5 = Good
 Mean Score = 4.1 – 5 = Excellent

Mean score = 2.5 – 3 = Satisfactory
 Mean Score = 3.6 – 4 = Very Good

Results

The results from the analysis are presented in the following tables.

Table 1
Instructional supervisory practices of head teachers

Factors	SA f (%)	AG f (%)	UN f (%)	DA f (%)	SDA f (%)	Mean	SD
1. Collaboration	101 26.9%	162 43.2%	30 8%	59 15.73%	16 4.27%	3.69	1.1
2. Professional Development	153 40.8%	187 49.9%	17 4.5%	13 3.5%	5 1.3	4.25	.94
3. Leadership skills	148 39.4%	182 48.5%	22 5.8%	19 5.06%	4 1.06%	4.2	.83
4. Assistance & support	130 34.6%	197 52.5%	23 6.1%	18 4.8%	7 1.86%	4.13	0.85
5. Oversight Responsibility	141 37.6%	208 55.5%	13 3.5%	9 2.4%	4 1.06%	4.26	0.72
6. Inspection	141 37.6%	208 55.5%	13 3.5%	9 2.4%	4 1.06%	4.26	0.7
7. Hindrances	126 33.6%	180 48%	37 9.8%	26 6.93%	6 1.6%	4.05	0.92
8. Overall motivation	940 35.9%	1324 50.57	155 5.9	153 5.8	46 1.75	4.12	.86

Table 1 shows that 70% of head teachers with supporting mean score 3.69 and SD = 1.1, agreed and strongly agreed for collaboration factor of head teachers' supervisory practices. 90.7% of head teachers with supporting mean score 4.52 and SD = 0.9, agreed and strongly agreed for professional development factor; 88% of head teachers with supporting mean value 4.2 and SD = 0.83, agreed and strongly agreed for leadership skills factor; 87% of head teachers with supporting mean score 4.13 and SD = 0.85, showed better response for assistance and support to teachers factor; 93% of Head teachers with supporting mean score 4.52 and SD = 0.69, responded better both for oversight responsibility factor and inspection factor and 82% of head teachers with supporting mean score 4.05 and SD = 0.92, responded better for hindrances factor of head teachers' instructional supervisory practices. Overall 86.6% head teachers

with supporting mean score 4.2 and SD=0.86 agreed and strongly agreed about better instructional supervisory practices.

Table 2
Head teachers' instructional supervisory practices' level

Level	Mean range	Frequency	Per cent	Mean	SD
Poor	Less than 2.5	1	1.3%	4.52	.704
Satisfactory	2.5 – 3	0	0%		
Good	1.01 – 3.5	3	4.0%		
Very good	3.51 – 4	26	34.7%		
Excellent	4.01 – 5	45	60%		
Total		75	100.0		

In table 2 it is showed that overall 60% of head teachers with mean score 4.52 and SD = .704 claimed excellent level of instructional supervisory practices while 34.7% of the head teachers responded for very good instructional supervisory practices, whereas only 4% head teachers' response was for good level of instructional supervisory practices.

Table 3
Teachers' motivation

Factors	SA f (%)	AG f (%)	UN f (%)	DA f (%)	SDA f (%)	Total f (%)	Mean	SD
1. Intrinsic Motivation	352 26.07%	642 47.5%	166 12.3%	133 9.8%	57 42.1%	1350 100%	3.81	1.02
2. Extrinsic Motivation	441 32.67%	610 45.17%	121 8.96%	125 9.25%	53 3.93%	1350 100%	3.93	1.04

Table 3 shows that 74% of teachers with favouring mean score 3.81 and SD = 1.02, opined for their intrinsic motivation while 78% of teachers with favouring mean score 3.93 and SD = 1.04, claimed for their extrinsic motivation.

Table 4
Overall motivation level of Secondary school Teachers

Level	Mean range	Frequency	Percent	Mean	SD
Poor	>2.5	6	2.7%	3.65	0.95
Satisfactory	2.5 – 3	19	8.4%		
Good	3.01 - 3.5	61	27.1%		
Very good	3.51 – 4	100	44.4%		
Excellent	4.01 – 5	39	17.3%		
Total		225	100.0%		

In table 4 it is showed that overall 61.7% Government secondary school teachers with mean score 3.65 and SD = 0.95, responded for very good and excellent level of their motivation whereas 27% response was for good level and 8.4% were at satisfactory level while only 2.7% of the teachers opined for their poor motivational level. Overall, according to the teachers' views, majority were at very good or excellent level of motivation.

Table 5
Relationship between head teachers' instructional supervisory practices and teachers' motivation

Variables	N	Pearson r	Sig.
Head teachers' instructional supervisory practices	75	0.525	.000
Teachers' motivation	225		

Table 5 shows that Pearson r value = 0.525 was significant at $p = 0.000 < 0.05$ which shows that there is a significant relationship between head teachers' instructional supervisory practices and teachers' motivation. Pearson 'r' values 0.525 shows a positive and moderate relationship between head teachers' instructional supervisory practices and teachers' motivation.

Discussions

The conclusion that majority of the head teachers were performing excellent level instructional supervision is in line with the study of Esia-Donkoh, & Baffoe (2018) who found that Head teachers of Anomabo Education Circuit Ghana performed instructional supervisory practices above average level.

A conclusion of this study that majority of the teacher had excellent or very good level of motivation is in line with the results of the study conducted by Rashid, & Rana, (2019), who found that teachers had sufficient motivation level to achieve the higher level school educational goals.

It was found that there was a significant relationship between head teachers' instructional supervisory practices and teachers' motivation. This finding was supported by the study of Supriadi (2015), which found that the teachers believe in head teachers' supervisory practices have a significant relationship between head teachers' instructional supervisory practices and teachers' motivation. The positive and moderate relationship between these two variables may lead the teachers' performance towards the good-quality performance. Similarly, about Instructional Supervisory

Practices of Headteachers and Teacher Motivation, Esia-Donkoh, & Baffoe, (2018), found significant positive but weak relationship between the supervisory practices of headteachers and teacher motivation.

Conclusions

The study was carried out to find out the relationship between Government Secondary school head teachers' instructional supervisory practices and teachers' motivation in teaching in the Government Secondary schools of District Sargodha. Conclusions drawn from data analysis and findings are as follows:

- i. Majority of the head teachers' views were that they were performing excellent in instructional supervisory practices and its factors such that professional development, leadership skills, assistance and support, oversight responsibility and inspection factors in government secondary schools. But head teachers were a bit lesser in the collaboration and hindrances factor of instructional supervisory practices.
- ii. According to the teachers' views majority of them had excellent or very good level of motivation. However, a handsome number of teachers have good level of motivation.
- iii. There was a significant, positive and moderate relationship between head teachers' instructional supervisory practices and teachers' motivation. It means that head teachers' instructional supervisory practices motivate the teachers for teaching.

Recommendations

As some head teachers' supervisory practices' factor collaboration and inspection were at a bit lesser so it is recommended that Education department and Directorate of staff development may arrange trainings for the head teachers to improve their instructional supervisory practices. Head teachers would be able to be as the role models worth imitation and would exhibit better collaboration and encourage teachers to do better.

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Citation of this Article:

Ahmad, M., Samee, F., & Khalid. S. (2021). Head teachers' instructional supervisory practices and teachers' motivation in teaching. *Pakistan Journal of Education*, 38(1), 59-72.
DOI: <http://dx.doi.org/10.30971/pje.v38i1.489>