ISSN Online: 3006-4708
SOCIAL SCIENCE REVIEW ARCHIVES **ISSN Print:** 3006-4694
https://policyjournalofms.com

The Supervisory Dilemma: Head Teachers' Struggle for Effective Instructional Leadership of Secondary Schools in District Dir Lower, Khyber Pakhtunkhwa, Pakistan: A Management Approach for School Leadership

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DOI: 10.70670/sra.v3i1.285

Abstract

This study aims to find out the issues and challenges of instructional supervision faced by principals of government secondary schools in Dir Lower, Khyber Pakhtunkhwa. A quantitative survey research design was used to conduct this study. Based on literature review five key themes (challenges) were identified. Using these five themes, a 28 items survey questionnaire was developed based on literature review and expert opinion and used to collect data from head teachers regarding the issues and challenges hindering instructional supervision in government secondary schools. Data were collected from 128 head teachers based on total population sampling technique comprising 75 males and 54 females in the district. Factor analysis was conducted to validate the factor structure of the scale. The collected data was analyzed using mean scores, standard deviation, correlation and linear regression analysis. Based on analysis, all the five hypotheses were accepted giving evidence that these challenges such as lack of training, lack of staff, incentives and authority, financial resources and political interference affected the instructional supervision of head teachers of secondary schools in district Dir Lower, Malakand Division. Based on the study it is recommended that there may be proper training for head teachers, provision of staff and financial resources to schools. The head teachers may be empowered to carry out daily school activities without any political interference.

Keywords: Instructional Supervision, Head Teachers, Lack of Training, Lack of Staff, Lack of Incentive and Authority, Lack of Financial Resource, Political Interference on Principals, Secondary Schools, Lower Dir,

Introduction

School heads perform various managerial duties which may help in maximizing overall school performance (Saeed, Shah & Abbas, 2018; Deniz & Erdener, 2020). In the capacity of instructional supervisor, school heads attempt to improve the quality of instruction. They help teachers by providing timely guidance, support, and mentoring (Gunawan, Benty & Wardani, 2023). They also pinpoint the weaknesses and give timely feedback to teachers. This helps improve not only teachers' performance but also has good impact on students' learning outcomes (Ahmad, & Batool, 2018). In the performance of instructional supervisory duties, school heads face varying challenges such as financial issues, parental non-cooperation, and lack of staff cooperation (Emeka & Josephine, 2020). It has been reported that lack of vision, leadership skills, and poor work direction to school are some of the factors and issues that affect school management performance and there is a need for the management staff for ensuring that the following issues should be addressed

properly (Guerra, Baker & Cotman, 2022). There are many issues which principals face or which hinder instructional supervision of school heads such as lack of training, lack of staff in schools affecting not only schools but these have badly affected the performance of head teachers (Nasreen & Shah, 2019). Schools lack financial resources to meet their different academic needs related to examination, admissions, stationery and laboratory (Tulowitzki, 2019; Bello & Olaer, 2020). There is an increased political interference in the domain of government schools in matters of transfers, appointment, and class allocations (Huong, 2020). Research has indicated that one of the major challenges facing head teacher is the induction of new staff (Basillo & Boeno, 2021). Another study found out that there are some other issues faced by head teachers such as salary, monetary support which badly affect the instructional role of teacher and indirectly affect the process of teaching and learning (Ahmad, Ali & Sewani, 2021). There is a consensus among scholars that school heads should work with full coordination for the implementation of the mission of schools and create links among all stakeholders.

Statement of the Problem

There is strong consensus among researchers that school heads perform multifarious types of roles which is complex in nature (Mensah, Esia-Donkoh & Quansah,2020). Based on review of literature, five key challenges were identified such as (lack of training, lack of staff, incentives and authority, financial resources and political interference) which were frequently discussed in the literature as main issues and challenges hindering the instructional supervision of school principals. This study was designed to test these critical hindering issues and challenges which head teachers faced in schools as instructional supervisors in the context of government high schools located in the Dir Lower district of Malakand Division.

Objectives of the Study

The following are the research objectives of this study:

1. To examine the perceptions of secondary school heads about the issues and challenges faced by head teachers in instructional supervision at secondary school level at district Dir Lower, Malakand Division.
2. To find out the correlation among the variables (lack of training, lack of staff, lack of incentive and authority, lack of financial resource and political interference) in the context of secondary schools of District Dir Lower, Malakand division.
3. To examine the effect of (1) lack of training, (2) lack of staff, (3) lack of incentive and authority, (4) lack of financial resource and (5) political interference on principals' instructional supervision in secondary schools of district Dir Lower, Malakand Division.

Conceptual Framework

The conceptual framework work explains the relationship between the variables of this study. It shows the effect of independent variables (lack of training, lack of staff, incentives and authority, financial resources and political interference) on the dependent variable) head teachers' instructional supervision.

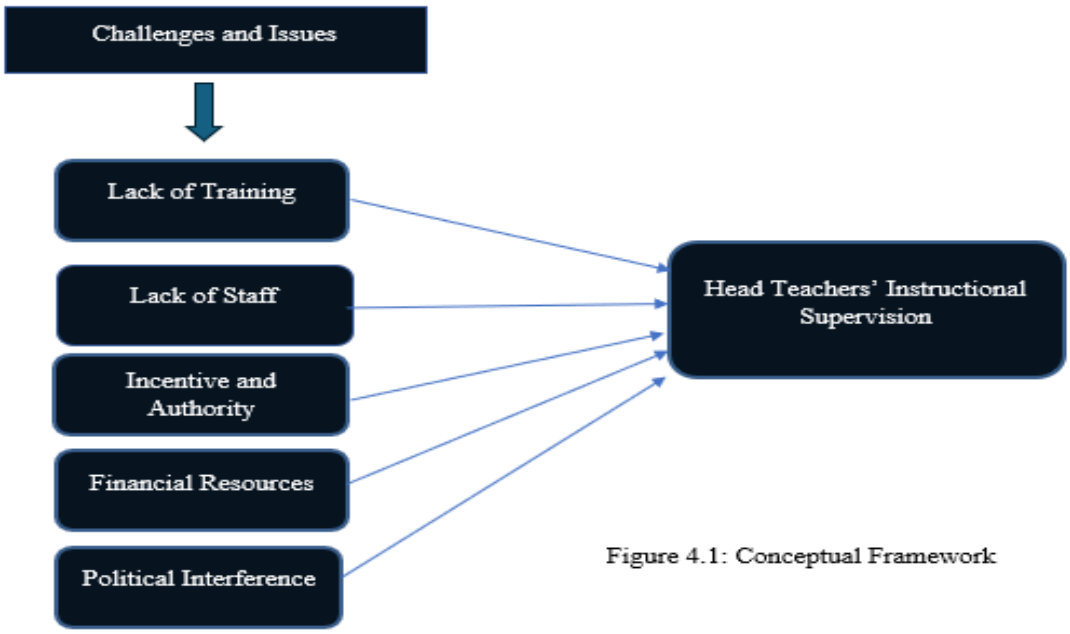

Figure 4.1: Conceptual Framework

Research Hypotheses

1. H_{01}. *There is an effect of lack of training on instructional supervision of head teachers at secondary schools.*
2. H_{02}. *There is an effect of lack of staff on instructional supervision of head teachers at secondary schools.*
3. H_{03}. *There is an effect of lack of incentives and authority on instructional supervision of head teachers at secondary schools.*
4. H_{03}. *There is an effect of lack of financial resources on instructional supervision of head teachers at secondary schools.*
5. H_{05}. *There is an effect of political interference on instructional supervision of head teachers at secondary schools.*

Delimitations

Due to time, resources and geographical limitations, the study is delimited to government secondary schools in district Dir Lower Malakand division in Khyber Pakhtunkhwa. Furthermore, data was collected only through quantitative instruments.

Literature Review

Instructional Supervision

Instructional supervision is defined as the ongoing, continuous and collaborative activity to improve instruction. It contains guiding, assisting, sharing ideas and facilitating teachers in effective teaching (Mwanzia & Kalai, 2022). Through instructional supervision the heads of schools attempt to create opportunities for teachers to improve their learning of students and enhance their own quality of teaching (Handler, Zhang, Pang, Nguyen, Iskols, Nolan-Tamariz & Ginty, 2023). According to various scholars, supervision involves different concepts. The most common definition is overseeing an individual or group of people in a transparent and organized manner to achieve the desired objective (Bondar & Shestopalova, 2020). According to empirical research, instructional supervision can improve many facets of teachers' work, including their pedagogical abilities, subject-matter expertise, and classroom management strategies (Brandon, Hollweck, Donlevy & Whalen, 2018). This can help them better meet the academic needs of their students. The origins of instructional monitoring can be traced to the more than three centuries-old

systems of school inspection. From the 19th century, the supervision system was widely used in Europe and America, (Honig & Rainey, 2020). The traditional monitoring system's main objective is to regulate teachers' behavior in classrooms (Deniz & Erdener, 2020). The public acknowledgement of the poor student learning outcomes brought on by traditional supervision models led to major improvements in the supervision process being adopted in several North American and European countries starting in the second half of the 20th century. The new reforms were designed to make sure that school monitoring assisted in assessing and enhancing educational quality (Tesfaw & Hofman, 2014). Evidence from nations with the best educational systems, including Finland, Canada and Korea, demonstrates that effective instructional supervision can result in positive changes in most teachers' tasks, including the development of their pedagogical abilities, subject-matter expertise, and classroom management strategies (Usman, 2015).

Researchers claim that due to Nigeria's declining educational system's poor quality, which fosters more anxiety than contentment, effective educational oversight in the 21st century is in doubt (Emara, Gaite, Kibuuka & Asiimwe, 2024). The critical issues and difficulties with educational supervision in secondary schools in Nigeria are reflected in the low level of language proficiency among teachers and students, as well as the appalling academic achievement, pitiable skill development, and general incompetence of secondary school dropouts from educational institutions. According to Hanshi and Mosomi, (2023) the two angles from which an understanding of the educational system can be viewed: internal (inside the system) and external (within the framework of frequent checks and balances by rival authorities (Omar & Kisige, 2023). The instruction supervisor will take a democratic stance to enhance teachers' services while avoiding an authoritative stance. Instructional supervision is a group effort that involves a variety of actions that have been preplanned for the improvement of the teaching-learning process and processes. The main goal of monitoring is to foster peace among instructors and other staff members, not to identify faults, condemn, sentence, or convict anyone. All staff members realize their goals by collaborative efforts and collaboration with a bond of strong working relationships, and supervision is a component of management processes associated to attempts to mentor or advise day-to-day activities and enterprises to stimulate group work or increase teamwork (Honig & Rainey, 2020). Kuviyo, Piliyesi & Kanga (2022), have conducted a study indicating that the leadership approach adopted by head teachers had repercussions on student achievement, employee well-being, and the overall school atmosphere. The research also revealed that robust leadership encompassing personal conduct, interpersonal relationships, and reinforcement contributed to enhanced student performance. Another study by Cansoy (2019) demonstrated that a supportive leadership style had a positive influence on student performance, with leadership styles also affecting instructors' job satisfaction. In school leadership programs, diverse learning modes, such as project work, action research, coaching, and mentoring, supplement cognitive approaches. Regardless of the mode, the experiences and practices of school leaders remain pivotal. (Hallinger, Hosseingholizadeh, Hashemi & Kouhsari, 2018). Effective professional learning for adult leaders aligns with job-embedded, instructionally focused, collaborative, supportive, and ongoing characteristics (Cochran-Smith and Lytle, 1999). The Benchlearning program expects participating principals to implement reforms reflecting their daily leadership challenges, emphasizing the vital link between practice and theory in professional development (Maisyaroh, Budi Wiyono, Hardika, Valdez, Mangorsi & Canapi, 2021). Leadership learning should not only focus on skills but also involve metacognitive reflection, enabling leaders to comprehend the implications of new knowledge for their identity and school leadership (Christensen, Siegel Robertson, Williamson & Hunter,2013). External learning from projects, like Benchlearning, is influenced by autonomy, a critical factor demonstrated in empirical studies across various organizational types (Hackman and Oldham, 1980; Kirkman et al., 2004). Autonomy plays a pivotal role in project-based learning cycles, fostering identification of relevant knowledge and subsequent transfer to the home organization (Iroegbu & Etudor-Eyo, 2016). The

autonomy principle applies not only at the individual level but also at the group level, where freedom and independence facilitate shared understanding and action (Mary MacNeil, 2004). Supervision methods, such as acting and drama (Edwards, 2010), and artistic techniques (Sturgis, Shiflett & Tanner, 2017), can enhance the efficiency of supervision. Effective supervision entails attention to the interaction and relationships among supervisees, following a task-centered structure (Ladany, Mori & Mehr, 2013), promoting communal learning in functional group supervision (Henderson, 2009). The Universal Design for Instruction (UDI) aims to teach all students, incorporating predictive planning and inclusive teaching strategies (McGuire et al., 2006; Samuels, 2007). Universal Design for Learning (UDL) principles guide curriculum planning to meet diverse student needs (Meo, 2008), encompassing collaboration, technological integration, and differentiated teaching methods in UDL-modeled classrooms (Mukoro & Ogheneovo,2013; Evans et al., 2010). Supervision serves as the focal point, aligning individual and organizational goals, employing checklists and rating scales for monitoring and evaluating teachers' presentations. It is a multifaceted, collaborative effort between teachers and administrators, requiring diverse roles to enhance student learning (Amaechi, 2020). Recommendations for change will be developed based on survey and investigation findings (Iroegbu & Etudor-Eyo, 2016). Addressing the common issues of regularity, continuity, and quality in instructional supervision, Ebele and Olofu (2017) and Allida et al. (2018) recommend more periodic and regular supervision, not just based on felt needs. Adequate funding and capacity building for both teachers and principals are emphasized. In the realm of instructional assessment in the 21st century, a framework based on higher-order thinking skills is recommended (Akib & Muhsin, 2018). This aligns with the three key traits of assessment, emphasizing insight into student learning, a broader range of skills assessment, and student involvement in the assessment process for a learning experience (Price, Pierson, and Light, 2011). Online assessment or e-assessment is advocated to meet the demands of 21st-century skills (Gordon, 2019; Khairil and Mokshein, 2018).

Types of Instructional Supervision

Clinical Supervision

Clinical supervision describes the learning of new ideas from experienced teachers to improve their ability to teach in a classroom environment. There will be a mentor teacher, so they will have successful experience in the classroom. It is also an inquiry pattern to encourage inexperienced and reflective analysis of supervisor method and develop and test hypotheses to identify effective ways in following steps, such as instructional supervisor sharing his own point of view to have proper lessons and thoroughly checking his lesson plan. The second step is posting observation, which opens the opportunity for an instrumental supervisor to discuss his/her observation with the teacher and provides some good suggestions in the lesson. Directive supervision supervising and leading teachers have less visual thinking expertise or have no interest in teaching. Teachers who are facing problems have fewer decision-making ideas or how to respond to a problem, so supervisors will help.

Differentiated Supervision

Differentiated supervision determine the level of experience, effectiveness and professional behavior of the teachers, as well as the intensity and timing of the formal observation process. This behavior acts as a teacher-mentor, mostly through a teacher-centered approach. A supervisor can only help on a case-by-case basis, and needs-based assistance. Makin, Abdullah and Shafee (2018) suggested four different types of training. Intensive or Focused Development (a special way of providing clinical supervision or guidance) focuses this approach on a compact group of teachers who experience or face difficult situations in any teaching process. It also contains eight parts of cycles and several observations. The instructional leader and teacher set benchmarks based on personal and organizational factors that influence teachers' performance.

Three different types of help are offered by the instructional leader in developmental supervision:

1) Directive
2) Collaborative
3) Non-directive

Teachers with little conceptual understanding, knowledge, or dedication to their subject will be matched with direct support. Early career teachers frequently struggle to assess situations, identify problems, and respond to issues because they haven't developed the necessary abilities. Under close supervision, the instructional leader acts as an authority in charge of the teacher's writing objectives. When working with collaborative support, teachers with a moderate level of abstract thinking, knowledge, and dedication (Al-Kiyumi & Hammad, 2020).

Contextual Supervision

Contextual supervision coordinates supervisory approaches with a teacher's level of development or readiness to accomplish a certain instructional activity (Ralph, 2005). Teachers' confidence and competency determine readiness levels. Competence refers to a teacher's knowledge, abilities, and capacity to accomplish a certain activity, whereas confidence refers to the teacher's level of self-assurance, readiness, motivation, interest, and excitement. Contextual supervision necessitates that the instructional leader uses a variety of leadership methods to accommodate the teacher's developmental level of teaching. The contextual approach gives four quadrants for the instructional leader to assess the teacher's readiness and confidence (Ralph, 2005). The first quadrant was designated as having high confidence but low competence. The teacher is enthusiastic about teaching but does not fully understand the content. The instructional leader assigned the teacher minimal support and high task (Madudili, 2021). Karim, Kartiko, Daulay and Kumalasari (2021) defined administrative monitoring as a process by which the instructional leader monitors the teacher's classroom with brief, unannounced visits. Selecting the most effective educational supervision approach can be challenging due to the diversity of models available. Many educators aim to create a comprehensive model that combines various supervisory elements, incorporating essential principles of effective administration. These supervision models can range from developmental and integrated strategies to differentiated and context-specific approaches. This study describes and analyzes some supervised approaches to compare the advantages and limitations of each model (Karim, Kartiko, Daulay & Kumalasari, 2021).

Issues and Challenges to Instructional Supervision

Different issues have been identified in the context of this study which affects the instructional of head schools' teachers.

Lack of Training

Research has highlighted the importance of training management and teachers to achieve the overall goals of education in a more effective way. Studies have highlighted that trained schools' managers are able to provide opportunities for all members of the school community to build their capacity and participate in important school decisions. They can effectively allocate resources and manage school operations to ensure a safe and productive learning environment and engage parents and community members in the educational process and create an environment where community resources support student learning, achievement and well-being. This implies that instructional leadership needs professional training and development opportunities frequently to play a pivotal role in creating a conducive learning atmosphere in schools (Lorensius, Anggal & Lugan, 2022).

Lack of Staff

Many studies have underscored the lack of proper number of staff at secondary school level, such as clerical personnel, teachers and supervisory staff. Lack of supervisory staff may create various kinds of challenges to the principals in secondary schools. These challenging problems may involve lack of experience or inexperienced teachers with the required skills and abilities and capabilities to cope with the varying duties at school level. Furthermore, due to the lack of staff,

the heads of the schools find no chance for participation in any kind training/seminars to refresh their thoughts and improve their abilities (Warman, Poernomo, Januar & Amon, 2022).

Lack of Incentives and Authority

Delegation of authority and incentives to head teachers to overcome many issues such as student mobilization, teacher absenteeism and so on. For example, for overpopulated students, where there are many students in any school or class, it is very difficult to manage and supervise both teachers and principals. Empowered head teachers may be able to provide quick leadership at the right time. However, similarly, lack of teaching and learning facilities; principals lacked the resources necessary to fulfill their supervisory roles as needed. In improving teaching and learning in their respective schools, the lack of resources has restricted them (Jacob & Solomon, 2021).

Lack of Financial Resources

It has been noticed that lack of financial resource is an important issue faced by school heads. For example, in one study, Mette and Riegel (2018) have clearly underscored the effect of lack of financial support for various activities in schools from the management side and its effect on the instructional supervision of head teachers in schools.

Political interference

Studies have highlighted that there is always interference in the daily routine work of school heads from the political workers. In many studies it has been underscored that due to interference of political leaders in the school domain, the staff and the school heads get harassed and it also affects their performance. Sometimes there are unjustified transfers of staff from one place to another merely on political ground to gratify their own cronies. This situation has damaged the smooth academic progress of schools and development of students.

Methodology

Research Design

The study is based on quantitative design. A questionnaire was developed and applied for data collection. Based on literature review five important issues and challenges were identified which were mostly discussed in the literature. These issues were (1) lack of training, (2) lack of staff, (3) incentives and authority, (4) financial resource and (5) political interference) on instructional leadership of head teachers in secondary schools.

Research Population

The target population of this study constitutes all the head teachers in District Dir Lower. According to the district education office there are a total of 128 head teachers of secondary schools in district Dir Lower.

Research Sample

Total population sampling technique was used to collect data from all the head teachers at secondary schools (n= 75 male) and (n=54 female) in District Lower Dir. It also eliminates any kind of potential bias which may occur in other sampling.

Instrumentation

A survey form includes a set of 28 questions that was developed based on the following five themes identified through literature review (lack of training, lack of incentives and authority, lack of financial resources and political interference). These issues and challenges were frequently discussed in literature. The questionnaire was designed on a five-point Likert scale ranging from Strongly Agree (5), Agree (4), Neutral (3), Disagree (2) and Strongly Disagree (1). The questionnaire consisted of three parts. The first part of the instrument was comprised of

demographic characteristics of the participants such as gender, academic qualification, professional qualification, and administrative experience. The second part of the instrument was comprisedof19 statements representing the five issues and challenges hindering head teachers' instructional supervision. The last part consisted of 9 items representing head teachers' instructional leadership.

Reliability of the Instrument

The reliability or inter-item consistency of the questionnaire was checked through Cronbach' alpha test. Cronbach alpha is the most popular method used in social science research to find out the reliability of scales. The values of reliability of the instrument are shown in Table 3.1.

Table 3.1 Reliability of the Instrument

S. No	Name of scale	N of Items	Alpha
1	Issues and Challenges Scale (ICS)	19	.712
2	Instructional Supervision (ISP)	09	.813
3	Overall	28	.791

Table 3.1Shows the dependability of the sub-scales. (ICS=.712) and (ISP= .813) and the overall reliability (.791) of the questionnaire. The values fall in the acceptable range of .70.

Validity of the Instrument

The questionnaire's credibility and appropriateness were verified by conducting a literature review and seeking expert input. (Yoshida, Conti, Yamauchi & Iwasaki, 2014). In this regard, three subject experts were engaged to initially review the content of the questionnaire and the items selection. Moreover, the construction validation of the questionnaire was ensured based on factor analysis. Exploratory factor analysis was used to discover the factor arrangement within the proposed structure of six factors, each consisting of 28 items. Principal Component Analysis (PCA) was used to determine the factorial structure of the 28 items questionnaire based on the collected data.

Data Collection

The data was collected from the respondents based on the 28 items questionnaire. The questionnaire was distributed among the respondents. All the ethical and coddle formalities was obtained from the relevant education authority and principals.

Data Analysis

The collected data underwent analysis using both descriptive and inferential statistical methods. The descriptive statistics (frequency distribution, percentages, mean and standard deviation) were used to explain degree or level of agreement or disagreement in the perceptions of respondents about the effect of independent variables(issues and challenges such as lack of training, lack of staff, lack of incentives and authority, lack of financial resources and political interference) on the dependent variable (head teachers instructional supervision) in secondary schools of district Dir Lower, Malakand division. Moreover, the inferential statistics (simple linear regression analysis was used to test the effect of independent variables (lack of training, lack of staff, lack of incentives and authority, lack of financial resources and political interference) on the dependent variable (head teachers' instructional supervision) in the high schools.

Demographic Data

The demographic information analysis are below.

Table 4. 1 Demographic Profile of Participants

Variables	Frequency	Percentage
Gender		
Male	75	58 %
Female	53	41.4 %
Total	**128**	
Age		
36-40	10	7.8 %
Above 40	118	92.1 %
Total	128	
Qualification		
Master /Bachelor	117	91.4 %
MPhil	11	8.5 %
PhD	00	
Experience		
5-10 years	50	39 %
11-15 years	40	31.2 %
16-20 years	21	16.4 %
Above 20 years	17	13.2 %
Total	**128**	
Designation		
Head Teacher	128	
Deputy head teacher	00	

Table 4.1 shows that out of the total respondents (128),75 were male head teachers and 53 were female head teachers. In terms of qualifications, 117 were having master's qualification and 11 were having MPhil qualifications. In terms of experience, 50 were between 5-10 years' experience, 40 students were between 11-15 years' experience, 21 students were between 16-20 years' experience and 21 were above 20 years' experience. In terms of designation, all the respondents were head teachers.

Exploratory Factor Analysis

The exploratory factor analysis was used to determine the factor structure of the instrument based on Principal Component Analysis (PCA) method to assess the nature of these factors in the context of the present study. However, before factor analysis it is important to determine the suitability of sample adequacy and variable correlations. For this purpose, Kaiser-Meyer-Olkin (KMO) and Bartlett's test of Sphericity were calculated as shown in Table 4 2.

Table 4. 2 KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.771
Bartlett's Test of Sphericity	Approx. Chi-Square	2190.561
	Df	378
	Sig.	.000

Table 4.2 shows that the KMO value .771 and Bartlett's test sphericity at p <.000 were the acceptable ranges for the sample adequacy and to proceed to factor analysis based on the current data of the study.

Table 4. 3 Total Variance Explained for the Instrument

Comp.	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	5.470	19.534	19.534	5.470	19.534	19.534	3.451	12.325	12.325
2	2.468	8.813	28.347	2.468	8.813	28.347	2.865	10.234	22.559
3	2.304	8.230	36.577	2.304	8.230	36.577	2.752	9.829	32.387
4	1.609	5.746	42.323	1.609	5.746	42.323	2.134	7.623	40.010
5	1.408	5.029	47.352	1.408	5.029	47.352	1.685	6.019	46.030
6	1.242	4.436	51.787	1.242	4.436	51.787	1.612	5.758	51.787
7	.996	4.271	56.059						
8	.943	4.082	60.140						
9	.964	3.799	63.940						
10	.914	3.264	67.204						
11	.866	3.093	70.297						
12	.828	2.958	73.256						
13	.743	2.653	75.909						
14	.708	2.527	78.436						
15	.644	2.301	80.737						
16	.606	2.164	82.901						
17	.580	2.071	84.972						
18	.509	1.817	86.789						
19	.492	1.759	88.548						
20	.473	1.689	90.237						
21	.456	1.630	91.866						
22	.425	1.516	93.383						
23	.374	1.335	94.718						
24	.343	1.224	95.942						
25	.325	1.161	97.102						
26	.303	1.081	98.183						
27	.272	.973	99.156						
28	.236	.844	100.000						

Table 4.3 shows the total variance in the perceptions of secondary school principals about the issues and challenges to their instructional supervision at district Dir Lower Malakand division. These issues and challenges were (lack of training, lack of staff, lack of incentive and authority, lack of financial resource and political interference). Based on the 28 items questionnaire, the PCA application retained the 5 factors. The total variance of the scale based on the current data was 51.787.

The first factor 'lack of training,' accounted for 19.534 percent of the overall variance in the measurement. The second component, referred to as 'lack of staff,' contributed 8.813 percent of the total variance in the measurement. The third component, named Lack of incentive and authority' represented 8.230 percent of the total variance in the measurement. The fourth component named ‘lack of financial resources’ shared 5.746 percent of the total variance in the scale. The fifth component named ‘political interference’ shared 5.029 percent of the total variance in the scale.

Table 4. 4 Rotated Component Matrix

	Component					
	1	2	3	4	5	6
LTR1	.456					
LTR2	.726					
LTR3	.630					
LTR4	.715					
LST5		.691				
LST6		.544				
LST7		.703				
LST8		.662				
IA 9			.478			
IA 10			.587			
IA 11			.754			
FRS 12				.555		
FRS 13				.742		
FRS 14				.716		
FRS 15				.635		
POLI16					.570	
POLI17					.736	
POLI18					.477	
POLI19					.458	
ISP 20						.713
ISP 21						.546
ISP 22						.654
ISP 23						.465
ISP 24						.478
ISP 25						.544
ISP 26						.452
ISP 27						.531
ISP 28						.643

Extraction Method: Principal Component Analysis.
Rotation Method: Kaiser Normalization.

Table 4.4 shows that the factor loadings in the scale range between 456 – 754 which were all at an acceptable range being above .40. It shows there is a positive correlation among all the variables in the scale.

Normality Test

This provides analysis of data-based skewness and kurtosis test for ensuring the normal distribution of the data. For this purpose, for skewness should be between (-2 to +2) and kurtosis should be between (-7 to +7) for normal distribution (Hair et al, 2010). This section presents normality evidence for the research instrument. The instrument normality was determined based on values of skewness and kurtosis as shown in Table 4.5.

Table 4. 5 Skewness and Kurtosis Test of Instructional Supervision

	N	Minimum	Maximum	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
LTR 1	128	1.00	5.00	.214	.149	-.898	.298
LTR 2	128	1.00	5.00	-.176	.149	-.839	.298
LTR 3	128	1.00	5.00	-.644	.149	-.011	.298
LTR 4	128	1.00	5.00	-.537	.149	.005	.298
LST 5	128	1.00	5.00	-.572	.149	.025	.298
LST 6	128	1.00	5.00	-.375	.149	1.093	.298
LST 7	128	1.00	5.00	-.489	.149	-.521	.298
LST 8	128	1.00	5.00	-.319	.149	.164	.298
IA 9	128	1.00	5.00	-.910	.149	.808	.298
IA 10	128	1.00	5.00	-.882	.149	1.161	.298
IA 11	128	1.00	5.00	-.958	.149	1.561	.298
FRS 12	128	1.00	5.00	-1.055	.149	1.317	.298
FRS 13	128	1.00	5.00	-.358	.149	.518	.298
FRS 14	128	1.00	5.00	-.234	.149	-.138	.298
FRS 15	128	1.00	5.00	-.938	.149	1.320	.298
POLI 16	128	1.00	5.00	-.748	.149	.702	.298
POLI 17	128	1.00	5.00	-.809	.149	1.072	.298
POLI 18	128	1.00	5.00	-.673	.149	1.140	.298
POLI 19	128	1.00	5.00	-.595	.149	.750	.298
ISP 20	128	1.00	5.00	-.764	.149	1.271	.298
ISP 21	128	1.00	5.00	-.839	.149	1.372	.298
ISP 22	128	1.00	5.00	-.601	.149	.821	.298
ISP 23	128	1.00	5.00	-.816	.149	.859	.298
ISP 24	128	1.00	5.00	-.585	.149	.905	.298
ISP 25	128	1.00	5.00	-.931	.149	1.078	.298
ISP 26	128	1.00	5.00	-.386	.149	.367	.298
ISP 27	128	1.00	5.00	-.632	.149	.743	.298
ISP 28	128	1.00	5.00	-1.166	.149	1.444	.298

Table 4.5 show all the 28 items in the questionnaire: issues and challenges' scale (items =19) and 'instructional supervision's scale (items= 09) was tested for normality based on skewness and kurtosis. The analysis showed that the data approximately meets the criterion for skewness test ranged between -.176 to -.839 and kurtosis ranged between .005 -1.372. These values fall in the acceptable ranges of (± 2), thus giving enough evidence for data normality.

Descriptive Analysis

In this section, a presentation of descriptive data (mean, standard deviation) is given based on the data collected from the respondents. The analysis addresses the research objective No 1 "The perceptions of the participants about the issues and challenges hindering instructional supervision of principals' in secondary schools at district Dir Lower, Malakand Division".

Table 4.6 Mean and Standard Deviation of Principal' Instructional Supervision

Variables	N	Minimum	Maximum	Mean	Std. Deviation
LTR 1	128	1.00	5.00	3.417	.8571
LTR 2	128	1.00	5.00	3.541	.8010
LTR 3	128	1.00	5.00	3.375	.9445
LTR 4	128	1.00	5.00	3.515	.8565
LST 5	128	1.00	5.00	2.778	1.142
LST 6	128	1.00	5.00	3.845	.9450
LST 7	128	1.00	5.00	3.428	.7894
LST 8	128	1.00	5.00	3.642	.7244
IA 9	128	1.00	5.00	3.917	.8199
IA 10	128	1.00	5.00	3.563	.7948
IA 11	128	1.00	5.00	4.142	.9408
FRS 12	128	1.00	5.00	3.424	1.141
FRS 13	128	1.00	5.00	3.657	.9434
FRS 14	128	1.00	5.00	3.342	.9354
FRS 15	128	1.00	5.00	3.860	.7418
POLI 16	128	1.00	5.00	3.594	.7822
POLI 17	128	1.00	5.00	3.654	.7726
POLI 18	128	1.00	5.00	3.530	.7530
POLI 19	128	1.00	5.00	3.597	.7961
ISP 20	128	1.00	5.00	3.590	.7328
ISP 21	128	1.00	5.00	3.733	.7423
ISP 22	128	1.00	5.00	3.609	.7146
ISP 23	128	1.00	5.00	3.018	.9374
ISP 24	128	1.00	5.00	3.578	.7290
ISP 25	128	1.00	5.00	3.315	.8229
ISP 26	128	1.00	5.00	3.481	.8910
ISP 27	128	1.00	5.00	3.575	.7397
ISP 28	128	1.00	5.00	3.537	.8012

Lack of training (LTR), lack of staff (LST), lack of incentives and authority (IA), lack of financial resources (FRS) political interference (POLI), instructional supervision (ISP)

Table 4.6 shows that all the responses of the participants to the 28 items questionnaire have high mean score which ranges between 3.315 - 4.142 and standard deviation which ranges between 7.146 – 1.141. All the individual items scored in the questionnaire based on the perceptions of the participants provide evidence that majority of the respondents agreed that all the five issues and challenges such as 1) lack of training (LTR), 2) lack of staff (LTS), 3) lack of incentives and authority (IA), 4) lack of financial resources (FRS) and 5) political interference (POLI) affected instructional supervision (ISP).

Correlation Analysis

This section provides analysis of data based on the perceptions of head teachers regarding research objective No 2. "To find out the correlation among the variables (lack of training, lack of staff, lack of incentive and authority, lack of financial resource and political interference) in the context of secondary schools of District Dir Lower, Malakand division". The analysis was based on simple linear correlation Pearson r correlation coefficient as is shown in Table 4.7.

Table 4.7 Correlations among the Variables

		LTR	LST	IA	FRS	POLI	ISP
LTR	Pearson Correlation	1					
	Sig. (2-tailed)						
LST	Pearson Correlation	.205**	1				
	Sig. (2-tailed)	.001					
IA	Pearson Correlation	.240**	.504**	1			
	Sig. (2-tailed)	.000	.000				
FRS	Pearson Correlation	.104	.360**	.258**	1		
	Sig. (2-tailed)	.091	.000	.000			
POLI	Pearson Correlation	.267**	.150*	.298**	.205**	1	
	Sig. (2-tailed)	.000	.014	.000	.001		
ISP	Pearson Correlation	.241**	.198**	.201**	.270**	.543**	1
	Sig. (2-tailed)	.000	.001	.001	.000	.000	

***. Correlation is significant at the 0.01 level (2-tailed)*

Table 4.5 shows the correlation results between the variables of the study. The findings showed that instructional supervision (ISP) of head teachers had statistically significant correlation with Lack of training (LTR) (r= .241**, Sig.= 0.000), lack of staff (LST) (r=.198**, Sig. 0.001); lack of incentives and authority (IA) (r=.201**, Sig.= 0.001), lack of financial resources (FRS) (r=.270**, Sig.0.000) and political interference (POLI) (r=.543**, Sig.0.000).

Regression Analysis

The result was achieved based on linear regression statistical analysis. The research objective No 3 of this study "To examine the effect of the issues and challenges such as (1) lack of training, (2) lack of staff, (3) lack of incentive and authority, (4) lack of financial resource and (5) political interference on principals' instructional supervision in secondary schools of district Dir Lower, Malakand Division" are addressed.

Table 4.5 Effect of Lack of Training on Head Teachers' Instructional Supervision

Model	Sum of Squares	Df	Mean Square	R	F	Adjusted R^2	Sig.
Regression	246.193	1	246.193	.241	16.227	.054	.000[b]
Residual	4005.345	264	15.172				
Total	4251.538	265					

a. Dependent Variable: Instructional Supervision

b. Predictors: (Constant), Lack of Training

Table 4.8 shows that the independent variable '*lack of training'* is a mild predictor (R =.241) of dependent variable '*instructional supervision'* of head teachers in secondary schools. This indicates that lack of training has a slight effect on the head teachers' instructional supervision in Malakand division, Khyber Pakhtunkhwa. Moreover, .054 percent of the variance in the

perceptions of the participants showed that they slightly agreed that lack of training influenced head teachers' instructional supervision. Thus, based on the analysis, the hypothesis "There *is an effect of lack of training on instructional supervision of head teachers in Malakand Division*" was accepted. Hence, it was confirmed that lack of training influenced head teachers' instructional supervision in Malakand division, Khyber Pakhtunkhwa.

Table 4. 6 Effect of Lack of Staff on Head Teachers' Instructional Supervision

Model	Sum of Squares	Df	Mean Square	R	F	Adjusted R^2	Sig.
Regression	166.598	1	166.598	.198	10.767	.036	.001[b]
Residual	4084.940	264	15.473				
Total	4251.538	265					

a. Dependent Variable: Instructional supervision
b. Predictors: (Constant), Lack of Staff

Table 4.9 shows that the independent variable '*lack of staff* is a mild predictor (R=.198) of dependent variable '*instructional supervision'* of head teachers in secondary schools. This indicates that lack of staff has a slight effect on head teachers' instructional supervision in Malakand division, Khyber Pakhtunkhwa. Moreover, .036 percent of the variance in the perceptions of the participants showed that they slightly agreed that the lack of staff affected the head teachers' instructional supervision. Thus, based on the analysis, the hypothesis "There *is an effect of lack of staff on instructional supervision of head teachers in Malakand Division*" was accepted. Hence, it was confirmed that lack of staff had a slight effect on head teachers' instructional supervision in Malakand division, Khyber Pakhtunkhwa.

Table 4. 7 Effect of Lack of Incentive and Authority on Head Teachers' Instructional Supervision

Model	Sum of Squares	Df	Mean Square	R	F	Adjusted R^2	Sig.
Regression	171.219	1	171.219	.201	11.078	.037	.001[b]
Residual	4080.319	264	15.456				
Total	4251.538	265					

a. Dependent Variable: Instructional Supervision
b. Predictors: (Constant), Incentive and authority

Table 4.10 shows that the independent variable '*lack of incentive and authority'* is a mild predictor (R = .201) of dependent variable '*instructional supervision'* of head teachers in secondary schools. This indicates that lack of incentive and authority have a slight effect on the head teachers' instructional supervision in Malakand division. Moreover, .037 percent of the variance in the perceptions of the participants showed that they slightly agreed that lack of incentive and authority affected head teachers' instructional supervision. Thus, based on the analysis, the hypothesis "There *is an effect of incentive and authority on instructional supervision of head teachers in Malakand Division*" was accepted. Hence, it was confirmed that lack of incentive and authority had a slight effect on the head teachers' instructional supervision in Malakand division.

Table 4. 8 Effect of Lack of Financial Resource on Head Teachers' Instructional Supervision

Model	Sum of Squares	Df	Mean Square	R	F	Adjusted R^2	Sig.
Regression	309.676	1	309.676	.270	20.740	.069	.000[b]
Residual	3941.861	264	14.931				
Total	4251.538	265					

a. Dependent Variable: Instructional Supervision
b. Predictors: (Constant), Financial Resources

Table 4.11 shows that the independent variable '*lack of financial resources'* is a mild predictor (R = .270) of dependent variable '*instructional supervision'* of headteachers in secondary schools. This indicates that lack of financial resources has a slight effect on headteachers' instructional supervision in Malakand division, Khyber Pakhtunkhwa. Moreover, .069 percent of the variance in the perceptions of the participants showed that they slightly agreed that lack of financial resources affected headteachers' instructional supervision. Thus, based on the analysis, the hypothesis "There *is an effect of lack of financial resources on instructional supervision of head teachers in Malakand Division*" was accepted. Hence, it was confirmed that financial resources had a slight effect on head teachers' instructional supervision in the Malakand division.

Table 4. 9 Effect of Political Interference on Head Teachers' Instructional Supervision

Model	Sum of Squares	Df	Mean Square	R	F	Adjusted R^2	Sig.
Regression	1253.251	1	1253.251	.543	110.349	.292	.000[b]
Residual	2998.287	812	11.357				
Total	4251.538	813					

a. Dependent Variable: Instructional Supervision

b. Predictors: (Constant), Political Interference

Table 4.12 shows that the independent variable '*political interference* is a strong predictor (R = .543) of dependent variable '*instructional supervision'* of head teachers in secondary schools. This indicates that lack of staff has a strong effect on the head teachers' instructional supervision in Malakand division. Moreover, .292 percent of the variance in the perceptions of the participants showed that they strongly agreed that political interference affected head teachers' instructional supervision. Thus, based on the analysis, the hypothesis "There *is an effect of political interference on instructional supervision of head teachers in Malakand Division*" was accepted. Hence, it was confirmed that political interference strongly affected head teachers' instructional supervision in Malakand division.

Discussion and Conclusions

Summary of Findings

Research Objective 1

To examine the perceptions of secondary school heads about the issues and challenges faced by them in instructional supervision at secondary school level at district Dir Lower, Malakand Division. As shown in Table 4.6 that measured responses of the participants based the 28 items questionnaire have high mean score which ranges between 3.31 - 4.14 and standard deviation which ranges between 7.14 – 1.14. The analysis showed that the obtained mean score of the statements are greater than the midpoint 3.00. It means that the respondents of the study agreed or strongly agreed with almost all the statements of the questionnaire the five issues and challenges such as 1) lack of training (LTR), 2) lack of staff (LTS), 3) lack of incentives and authority (IA), 4) lack of financial resources (FRS) and 5) political interference (POLI) affected instructional supervision (ISP).

Research Objective 2

To find out the correlation among the main variables of the study (lack of training, lack of staff, lack of incentive and authority, lack of financial resource and political interference) in the context of secondary schools of District Dir Lower, Malakand division

As shown in Table 4.7 the findings showed that instructional supervision (ISP) of head teachers had statistically significant correlation with *lack of training* (LTR) (r= .241**; Sig.= 0.000), *lack of staff* (LST) (r=.198**, Sig. 0.001); *lack of incentives and authority* (IA) (r=.201**, Sig.= 0.001), *lack of financial resources* (FRS) (r=.270**, Sig.0.000) and *political interference* (POLI)

(r=.543**, Sig.0.000). It means that the instructional supervision of head teacher had significantly positive correlation with all the five issues and challenges.

Research Objective 3

To examine the effect of the issues and challenges such as (1) lack of training, (2) lack of staff, (3) lack of incentive and authority, (4) lack of financial resource and (5) political interference on principals' instructional supervision in secondary schools of district Dir Lower, Malakand Division. Based on analysis of the data, the five directional hypotheses were tested through a regression analysis method. The result of each hypothesis is given below.

$H0_1$: *There is an effect of lack of training on instructional supervision of head teachers 'at Secondary schools in Malakand Division*

Based on linear regression analysis, the study revealed that the independent variable '*lack of training'* is a mild predictor (R = .241) of dependent variable '*instructional supervision'* of head teachers at secondary schools. This indicates that lack of training has a slight effect on head teachers' instructional supervision in Malakand division, Khyber Pakhtunkhwa. Moreover, .054 percent of the variance in the perceptions of the participants showed that they slightly agreed that lack of training influenced head teachers' instructional supervision. Thus, based on the analysis, the Null hypothesis "There *is an effect of lack of training on instructional supervision of head teachers 'at secondary schools in Malakand Division*" was accepted. Hence, it was confirmed that lack of training had a mild effect on head teachers' instructional supervision at secondary schools in Malakand division.

$H0_2$: *There is an effect of lack of staff on instructional supervision of head teachers' in Malakand Division*

Based on linear regression analysis, the study revealed that the independent variable '*lack of staff* is a mild predictor (R=.198) of dependent variable '*instructional supervision'* of high school principals. This indicates that lack of staff has a slight effect on the head teachers' instructional supervision in Malakand division, Khyber Pakhtunkhwa. Moreover, .036 percent of the variance in the perceptions of the participants showed that they slightly agreed that the lack of staff affected the head teachers' instructional supervision. Thus, based on the analysis, the Null hypothesis "There *is an effect of lack of staff on instructional supervision of head teachers' in Malakand Division*" was accepted. Hence, it was confirmed that lack of staff had a slight effect on head teachers' instructional supervision in Malakand division, Khyber Pakhtunkhwa.

$H0_3$: *There is an effect of incentive and authority on instructional supervision of head teachers' in Malakand Division*"

Based on linear regression analysis, the study revealed that the independent variable '*lack of incentive and authority'* is a mild predictor (R=.201) of dependent variable '*instructional supervision'* of head teachers in secondary schools. This indicates that lack of incentive and authority have a slight effect on of headmaster' instructional supervision in Malakand division, Khyber Pakhtunkhwa. Moreover, .037 percent of the variance in the perceptions of the participants showed that they slightly agreed that lack of incentive and authority affected headmasters' instructional supervision. Thus, based on the analysis, the Null hypothesis "There *is an effect of incentive and authority on instructional supervision of head teachers' in Malakand Division*" was accepted. Hence, it was confirmed that lack of incentive and authority had a slight effect on the head teacher's instructional supervision in Malakand division.

H0_4: *There is an effect of lack of financial resources on instructional supervision of head teachers in Malakand Division*

Based on linear regression analysis, the study revealed that the independent variable '*lack of financial resources'* is a mild predictor (R=.270) of dependent variable '*instructional supervision'* of head teachers in secondary schools. This indicates that lack of financial resources has a slight effect on head teachers' instructional supervision in Malakand division, Khyber Pakhtunkhwa. Moreover, .069 percent of the variance in the perceptions of the participants showed that they slightly agreed that lack of financial resources affected head teachers' instructional supervision. Thus, based on the analysis, the Null hypothesis "There *is an effect of lack of financial resources on instructional supervision of head teachers in Malakand Division*" was accepted. Hence, it was confirmed that financial resources had a slight effect on head teachers' instructional supervision in Malakand division, Khyber Pakhtunkhwa.

H05: *There is an effect of political interference on instructional supervision of head teachers in Malakand Division*

Based on linear regression analysis, the study revealed that the independent variable '*political interference* is a strong predictor (R=.543) of dependent variable '*instructional supervision'* of head teachers in secondary schools. This indicates that lack of staff has a strong effect on of head teachers' instructional supervision in Malakand division, Khyber Pakhtunkhwa. Moreover, .292 percent of the variance in the perceptions of the participants showed that they strongly agreed that political interference affected head teachers' instructional supervision. Thus, based on the analysis, the Null hypothesis "There *is an effect of political interference on instructional supervision of head teachers in Malakand Division*" was accepted. Hence, it was confirmed that political interference strongly affected head teachers' instructional supervision in Malakand division.

Conclusion

The current study's outcomes uncovered the obstacles to instructional supervision that impede the successful execution of supervisory responsibilities. These challenges encompassed difficulties in appointing and designating suitable individuals as supervisors, the absence of supervision guidelines, inadequate budgetary provisions, insufficient facilities and resources, resistance from teachers stemming from limited awareness about supervision, the heavy workloads of principals, and a shortage of proper training for supervisors. Instructional supervisors have a responsibility to perform effective supervisory duties that are primarily focused on academics and have the potential to enhance both teacher professional development and student achievement. This can be realized when supervisors prioritize academic responsibilities that align with their job descriptions. However, based on the results of this study, it can be inferred that head teachers allocate a significant portion of their time to instructional activities which may affect less critical routine administrative duties.

Recommendations

Considering the study's objectives, findings, and conclusions concerning the issues and challenges to instructional supervision in secondary schools in Dir Lower, the following recommendations are put forth to address these challenges and issues in instructional supervision and achieve desired outcomes within the school system:

1. The government may provide training programs for both teachers and school head teachers, with a strong emphasis on the importance of instructional supervision in the school system.

2. The government may resolve the issues of lac of teaching staff in the secondary schools of Dir Lower.
3. Proper incentives may be provided to the head teachers to undertake the additional task of management and leadership in schools.
4. The head teachers may be empowered to take decisions regarding key management n schools.
5. Proper financial support may be provided to the schools for meeting different needs such as laboratory, library and other needs.
6. There is need to stop political interference in school matters. This will help to make the schools independent from external pressure.

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