INSTRUCTIONAL LEADERSHIP PRACTICES AND STUDENTS' ACADEMIC ACHIEVEMENT:A STUDY OF PUBLIC SECONDARY SCHOOLS

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Abstract

The present study aims to identify the instructional leadership practices and students' academic achievement in public secondary schools. The study was survey and descriptive in nature. The quantitative as well qualitative (QUAN-QUAL) method was adopted for the proposed study. Population of the study comprised of head teachers and secondary school teachers of Multan district. Twelve (12) head teachers and eighty (80) secondary school teachers were sample of the study. The cluster random sampling technique was adopted for the study. The questionnaire was used for data collection from the respondents. The validity of research tools were ensuring through expert opinion and the reliability of research tools were calculated through Charon Batch Alpha. Findings of the study indicated that majority of the participants responded positively to the statements that the instructional strategies are developing academic achievement and the effect of instructional supervision strategies on academic achievement is positive at secondary school level students.

Keywords: *Instructional Leadership, Academic Achievement, Public Secondary Schools.*
Introduction

Education is regarded as the most effective tool for putting countries on the path to development and advancement. Since every country has an educational system that instills fear in the minds of its citizens through the false notion that they can become superpowers by amassing sufficient knowledge across a variety of fields, it helps to maintain international harmony (Wanzare, 2012). Higher secondary schools are crucial to our educational system.

Education is the first and foremost requirement for all the other fields of nation. A teacher is the institution's chief pilot. Therefore, it is crucial for every country to implement teacher training programs to create qualified educators who can shape the next generation. Teachers who are brilliant, skillful, quality, and competent are essential to forming the next generation. These days, education is a worldwide enterprise. Today, education is thought to be the most efficient method for placing nations on the path to growth and progress. It helps to maintain international unity since every nation has an educational system that instills fear in the minds of its population by feeding them the lie that they may become superpowers by accumulating enough knowledge across a range of subjects. High school education is essential to our educational system.

The primary and most important necessity for all other sectors in the country is education. The institution's chief pilot is a teacher. To develop qualified educators who can influence the future generation, it is essential that every nation undertake training programs. Teachers that are outstanding, skilled, quality, and competent are required.

Education is a process that helps people become more self-aware. It is an essential tool for the development of human resources and a prerequisite for long-term socioeconomic expansion. It is more than just giving children instruction; rather, it is a significant social process that promotes the mental, physical, ideological, and moral growth of the younger generation and equips them with the knowledge and skills they need to understand their roles in practical life. Giving students the knowledge, abilities, attitudes, and competences they need to serve both themselves and society at large is one of the widely accepted goals of education Supervision is defined as a leadership role that unites administration, curriculum, and instruction and combines learning-related activities (Usman, 2015; Kosar et al., 2024; Ansari et al., 2025; Riaz et al., 2026). QASOs and school administration use instructional supervision, according to (Wanzare, 2012; Ahmad et al, 2025), as a quality control strategy to keep an eye on how students are being taught and how they are learning. In order to make sure that administrative rules and procedures are followed and that loyalty to the higher authority is maintained, it is a method of reviewing the work of others. The French language, authority continues to be used to carry out activities related to school monitoring and inspection (SAMUEL, 2014). The Minister for Education can always determine where each instructor is due to the much centralized system of deletion and the detailed oriented style of instructions. Control of classrooms was assigned to Her Majesty's Inspectors. In England in 1839 and were required to provide reports on their evaluations of the educational standards at such institutions. Initially, their responsibility was to evaluate the government's performance of its educational obligations these inspectors were given duties to raise the standard of instruction at schools and generally enhance education throughout time as a result of extensive educational reforms. In this regard, oversight in education following the Educational Reform was meant to direct and enhance).In Nigeria, initial instructional supervision was implemented through external inspection. Unskilled supervisors performed the act of supervising. Their formal education in supervision ethics, theory, or practice was minimal to nonexistent. Up until In 1967, missionaries were all in super control just before government took all over the control of the schools. (2012) Alimi, Olatunji, Akifolarin and Ayandonja. The educational system, the neighbourhood in which the school is located, the admissions and grading policies of the school, as well as the expectations of the students and parents, the challenges that teachers confront in their jobs and how the school administration handles those challenges, and the way that discipline in the classroom is upheld are all examples of external variables (RENTILEI, 2022; Riaz et al., 2025; Arshad, Mehmood, Ahmad, 2025; Rashid et al., 2026). Educational research has given a lot of attention to the impact of instructional supervision practises on academic success in secondary schools. Supporting instructors, strengthening teaching strategies, and eventually increasing student results all depend on effective instructional supervision. This chapter gives a general review of the subject, emphasising the value of instructional supervision and how it affects academic performance. The research aims, research questions, importance of the study, scope and limits, research methods, and thesis structure are all presented in the introduction.

Literature Review

"Review of the literature summarize and evaluate the text of writing of the definite theme, and provide frame work to think about the possible consequence of innovative study" (Ahmad et al., 2023). It "may only be a clear overview of the sources, in an organizational pattern, and its function is to estimate and summarize the previous writings linked to current topic" (Ahmad et al., 2024). This part includes readings from other researchers' writings. The subtopics include; strategies used by head teachers to raise academic achievement; teachers' attitudes towards supervision and learner achievement; the extent to which instruction supervision has influenced academic achievements; and techniques used by head teachers to

improve instructional leadership in their schools (Olima, Ajowi, & Onditi). The conceptual framework comes last.

History of Supervision

As a discipline of education, supervision predates formal education. A managerial tool for secondary school principals is supervision. Teachers' ability to enhance their teaching methods is supported by instructional supervision. Students' academic success is guaranteed with effective and pertinent education. Teachers are encouraged, supported, and motivated to instruct the pupils well thanks to the instructional monitoring that the principals provide. Principals play a key role in ensuring that instructors implement their instruction in a way that advances the objectives of the school. By providing teaching resources, supporting the ongoing professional development of instructors, and keeping an eye on pupils' academic achievement, principals carry out instructional oversight. They also establish the academic requirements for their schools. For some time, educational experts have been interested in how schools might be improved through instructional supervision. The history of instructional supervision has led to its understanding and explanation. Slowly, in connection to the academics of the institution, supervision developed as a unique practice (Olayinka, 2016; Iqbal et al., 2023; Riaz et al., 2024; Bibi et al., 2025). In the USA, supervision started out as an external inspection procedure. During this time, one or more local residents were chosen to oversee the instructors' lessons. Later, superintendents were hired to visit schools to check that teachers were teaching according to the established curriculum and that pupils could recall their teachings. The proliferation of schools, which made it challenging for superintendents to visit every school, caused as 22 shift in this pattern. When internal supervision was implemented, principals were given control for overseeing schools. At this point, the instructor was prioritized over instruction and student learning. Principals made choices based on what they saw at the event without consulting or supervising the instructor. Rather than improving teaching and learning, their major focus was on school management. This sort of supervision, also known as administrative inspection, was employed when efficiency orientation replaced administrative inspection in the monitoring process. The goal of the orientation was to enhance student teaching and learning. The old examination techniques were gradually abandoned. Because instructional supervision promotes interactive, collaborative, and motivating opportunities for instructors to improve classroom instruction, traditional techniques left a void in this study. The age of cooperative group effort began when supervisors first provided a congenial environment, and solid interpersonal ties were the catalyst. The teamwork improved everyone's sense of responsibility for classroom education. When several academics began researching supervision in the 1960s, a new approach to controlling supervision emerged. The administration and practice of instructional monitoring in schools has been substantially enhanced by this strategy. The expansion of research led to the creation of the scientific technique for teacher evaluation. This kind of supervision came to be associated with many types of clinical supervision, including coaching, collegial supervision, and unbiased classroom observation. Clinical supervision, however, was not utilized for a very long period. The reason for this is because it became time-consuming and labor-intensive (The unpopularity of clinical supervision leaves a void that this present study fills with 23 other types of monitoring, such visits to classrooms and checking teachers' credentials). The Kenya supervision's growth path was essentially the same. The majority of school inspections were external (The school Inspectors occasionally went to the schools. They were primarily responsible for identifying and correcting errors made by instructors while doing their tasks. The interconnection between teachers and inspectors was often tense because teachers saw it as a policing activity. A small number of inspectors found it challenging to visit every school as the number of schools grew. It was subsequently desired to have internal monitoring, and

the Principals took on a crucial supervisory role in their respective schools (Republic of Kenya, 1980). The primary responsibility for instructional supervision fell to the principals in an effort to raise the standard of education. The effectiveness of school supervision in enhancing secondary school teaching and learning has been studied by a few academics. The majority of studies have focused on the elements of staff development, school improvement, and instructional supervision. In order to complete the process of internal supervision, the current study examined instructional supervision and students' academic performance.

Roles of Instructional Supervisor

Principals are the main educational supervisors. Their primary responsibilities are carried out inside the educational setting to enhance classroom learning. A successful administrator promotes, supports, and rewards teachers in order to promote student learning. The main goal of instructional supervision is to enhance teaching methods for the benefit of students. To assist and support instructors is the main goal of monitoring. Sturge, Krajewski, and Love (2011) looked at the obligations of supervisors. More than 100 research reports, publications, and articles were examined. They found that teachers prefer getting hands-on help to boost pupils' learning chances. This assumes that principals have a wide range of duties and that occasionally priorities might become confused. 24 The supervisors' job is to assist and train the personnel so they can follow directions in the classroom. Teachers also require bolster-up in relation to class directive. Participants in the sample of professors said that supervisors ought to value relationships and act as advisors to teachers. Despite having a lot of administrative responsibilities, principals must constantly prioritize instructional supervision in order to provide better results. Although the function of the principals is discussed in this study, there is no connection to the academic achievement of the students. The current research introduces the role of the principal's supervision and how it affects students' academic progress to this field of study. The ministry of education assigns principals to the position of instructional supervisor. The issue that schools in Kenya must deal with is the continued use of conventional supervision techniques. Educational documents have frequently pointed out to the new approach offered by Quality Assurance Standards Officers (QASO). The new supportive and pleasant strategies appear to be subordinate to traditional supervisory techniques. Principals have not yet adapted to supportive, encouraging, and amiable methods of instructional supervision. The notion makes it difficult to implement modern instructional monitoring practices in classrooms. Principals frequently juggle their administrative and teaching responsibilities. Another stage was to learn what head teachers and government education executives thought about instructional monitoring in schools. The results show that instructional supervision is viewed as a process of checking the compliance with administrative policies and procedures in other people's work. As a result, the majority of research tend to view instructional monitoring as a goal in and of itself. This research aims to include the topic of new synergistic tactics used in school monitoring of instruction. Lack of standardization, dubious supervisory practices, and a lack of resources were identified to be the main issues that frustrated internal monitoring. The approaches the researcher employed—more than 25 convenience methods—were not enough for arriving at the conclusions. Random sampling techniques were utilized in the current study to ensure equitable representation. In order to better understand how principals oversee education in public secondary schools in the Mwala Division of the Machakos District, Muoka (2007) performed a research. Before taking on leadership roles in secondary schools, the research sought to ascertain how much other teachers value and welcome instructional monitoring. The study's secondary goal was to determine if head teachers receive special training for their position in instructional monitoring. 180 instructors, including both male and female teachers, and 15 head teachers, participated in a descriptive cross-sectional survey. The study concluded that principals are proficient at

supervising instruction. It was discovered that implementing new tactics for instructional monitoring is effective and enhances principals' practices. It was discovered that the principals carried out instructional tasks such staffing, consulting with instructors, inspiring teachers, and program orientation. The study was interested in seeing how Muokas' (2007) conclusions might connect to students' academic performance. Teachers experienced different difficulties than those mentioned by (Nyagosia, Waweru, & Njuguna, 2013). The teachers had a large workload and insufficient learning materials. The results were in direct opposition to those of (Njogu, 2020), who discovered that principals do not oversee education in public secondary schools. The passage of time might be the cause of this transformation. The purpose of the current study was to determine how academic accomplishment of students and instructional supervision relate to one another. Kerubo (2010) did research on how the performance of public primary schools in the Dagoretti District's Kenya Certificate of Primary Education (KCPE) affected by the instructional supervision of the head teacher. The study looked at how much the head teachers approved of lesson plans, work records, and schemes of work. The Dagorretti District's primary level was where this study was carried out. Although Kerubo's study and the present study were closely related, the current study focused on 26 public secondary schools and was conducted in the Nandi North District of Nandi County. Three different types of devices were employed in the study to gather data for triangulation. Among the challenges found to face the head teachers were heavy workload and poor relationship.

Effectiveness of Principal's Instructional Supervisory Role

An essential to achieving the objective of any function is effectiveness in that role. The degree to which principals are effective in their job as instructional supervisors in determining student academic progress. In high-performing schools, principals use a variety of tactics and emphasize those that have a positive impact on teachers' classroom instruction. Slowly, principals are learning which of the three instructional supervision strategies—direct, collaborative, and non-directive—work best for teachers. The effectiveness of principals' duties as instructional supervisors was examined in the conversation that followed. The results of research by Blaise and Blaise (1999) demonstrated that processes including inquiry, reflection, investigation, and experimentation were present in productive principal-teacher relationships. Instead of amassing fixed teaching techniques and methodologies, these processes assisted teachers in developing repertoires of flexible options. In order to encourage introspection and professional development, principals spoke with teachers. The survey also discovered that effective administrators appreciated the 30 discussion that encouraged teachers to reflect on their professional practices and learn to think critically. The interaction that the principals employed included making ideas, providing criticism, modelling, seeking counsel and opinions, and offering praise. This in-depth research demonstrates how respect for teachers as professionals who, along with the administrators, investigate the most effective teaching strategies for pupils, go hand in hand with instructional oversight. The research focused on the features of cooperation where all instructors work together as colleagues and help one another grow professionally with the aim of enhancing instruction. The study's sample of instructors was collected from rural, suburban, and urban areas. Teachers from elementary and junior high schools were chosen at random. The responders were in their middle years and had taught for at least 11 years. Permanent and part-time employees made up the sample's teachers. The respondents had degrees ranging from a bachelor's to a doctorate, as well as master's and specialized degrees. The efficiency of the principal's instructional supervisory duties was the variable that was emphasized here, which left a gap in the study. The goal of the current study was to determine how the instructional supervision responsibilities of principals affect students' academic achievement. Numerous studies show that the majority of instructors find collaborative activities, respectful, engaging personal counsel, and effective teaching and

learning strategies. However, conventional practices are still used in certain ways in the majority of educational institutions. The Supervisors focus on rules and their observances at their various levels. (Musungu & Nasongo, 2008). Teachers detest managers' "know it all" attitude. New methods of cooperation, teamwork in planning for instructional supervision activities, and the use of more interactive techniques to provide feedback to instructors of teaching and learning are being used in schools where instructional supervision is successful. The academic achievement of the kids is enhanced under such circumstances. The current study, which looked at the principal's instructional supervision responsibilities and how they affect students' academic progress, was inspired by this notion. 31 Comparing private schools to government or public schools, it has been determined that private schools do better in internal supervision. These schools' principals concentrate on and handle their own educational oversight. (Musungu & Nasongo, 2008; Arshad, Ahmad & Zafar, 2025) looked at how leaders of public and private organizations see the importance of giving instructors instructional supervision. The study looked into how school-level principals may enhance the teaching-learning process and offer instructors efficient professional development. The study's foundation was survey research. Both document analysis and interviews were used to collect data. Interviews and open-ended questions were also employed. Delhi and Uttrakhand, two Indian states, provided the study's sample. Four districts were included in the sample since two districts from each state were chosen. 47 senior secondary schools in urban and rural areas provided the information and statistics. Seven private-aided schools, 23 private schools, and 17 government-managed schools were all included in the sample. According to the report, practically all of the district's government school administrators gave regular recommendations for academic advancement. The pieces of advice included vague suggestions that certain teachers should better their teaching. The lack of the supervisor as a source of information and a supporter resulted from the Education officers' perception of supervision as a diagnosis. Private school administrators, on the other hand, devoted more time to teaching. With regard to their educational requirements, they provided instructors with advice and assistance. Teachers at private schools were required to abide by a code of behavior, which aided in improving instruction and student development. The findings of study demonstrate that government-mandated school inspections are not in favor of instructional monitoring in classrooms. Teachers need innovation and supervisory assistance to enhance teaching and learning. While instructional activities were found to be practiced by Principals in private schools the denouement result of the instructional supervision is not addressed. By identifying the 32 instructional supervisory duties of principals and how they affect students' academic achievement, the researcher aimed to close this gap. Therefore, the goal of this study was to complement earlier research on the issue of instructional supervision in secondary schools. Principals that are competent, have extensive experience, and have undergone in-service leadership training are effective instructional supervisors. In Kenya's Kajiado North District, Moraa (2010) examined the efficacy of instructional monitoring by secondary school head teachers for curriculum implementation. The goal of the study was to determine how much training principals in Kajiado receive in order to perform instructional supervision. She also intended to define the administrative tasks that the principals' instructional oversight entails. Both a descriptive survey and a naturalistic design were employed by the researcher. We employed questionnaires, interviewing techniques, and tools for document analysis. 191 schools were included in the sample. A district Quality Assurance and Standards officer, 10 administrators, 80 instructors, 100 pupils. When the students' academic progress was not taken into account, the study did not reveal the criteria that were utilized to determine if instructional monitoring was effective. The new research fills a vacuum left by previous studies that did not consider how much instructional supervision affects students' academic progress. Furthermore,

according to (Makau, Ronoh, & Tanui, 2016), there is no connection between students' academic achievement and the principal's review of lesson plans, teachers' lesson plans, and the assurance that assignments are marked and corrected. This contradicts (Makau et al., 2016) findings, which showed a connection between students' academic progress and teachers examining their lesson plans, lesson notes, and students' work. However, there is a correlation between students' academic progress and instructors' inspection of students' work records, lesson attendance, and teachers on duty reporting at the end of the week. Inspection of instructors' work records, lesson attendance, and weekly reports are important instructional activities since exams may be challenging for students 33 who don't comprehend what is taught, cover the curriculum, and exhibit discipline. The results of the investigations are supported by the researcher. With 62 secondary schools as the sample, the researcher utilized a descriptive survey approach. The study involved 30 schools with head teachers who had been in that position for at least three years. There were 627 teachers in the district overall, and 396 were chosen at random to take part in the research. Different professional levels of instructors made up the sample of educators. The Teachers' Service Commission employed all of the educators. The population was fairly represented in this study, and participants' various characteristics were covered. The pupils were included as respondents in the current study, which employed a mixed methodology. Due to triangulation and extra respondents who were not included in the prior research, this study aimed to offer something new.

Statement of Problem

Supervision is seen as the phase of the school administration that deals primarily with the achievement appropriate results of educational services are those that are chosen while taking into account law, order, inspection, having visitors, or supervision. This method places a strong emphasis on the necessity of encouraging teachers' professional growth in order to enhance supervision. In order to enhance the working environment and solve challenges impacting schools, supervision aids in the development of initiatives. Teachers are expected to perform their roles according to set standards either by external agency or the school management The head teacher, who is the teacher's superior, is required to check that the teachers are following the rules and procedures in order to uphold authority and strive towards academic success. As a result, there is a need for strict supervision of the teachers. The clinical supervisors in schools are the head teachers, and in their capacity as leaders, they serve as the hub around which every academic and administrative decision made by the school is based.

Research Objectives

The objective of this study was.

1. To identify the instructional strategies used by head teachers at secondary schools
2. To find out academic achievement at secondary schools
3. To determine the effect of instructional supervision strategies on academic achievement at secondary schools

Research Questions

Research questions of the study are given below

1. Which instructional strategies used by head teachers at secondary schools?
2. Which strategies used by head teachers for developing academic achievement at secondary school?
3. What is the effect of instructional supervision strategies on academic achievement at secondary school?

Research Methodology

Research methodology is the systematic and theoretical blueprint of a study. It justifies why specific methods were chosen and explains how they align with the research aims (Ahmad,

Yousaf & Riaz, 2026; Yousaf et al., 2026). As the study was of descriptive nature; so, survey methodology was considered appropriate and used for its compliment

Research Design

"Design of the research comprises of the whole procedure which is conducted research" (Ahmad, et al., 2022, p524). The data was collected from different schools of Sukkur city. Especially in secondary high schools. Data was collected from high secondary school teachers on questionnaire, by filling the checklist and. The teaching practices and learning styles were compared to the demographic variables like area, gender, school level, teacher experience and trained teacher. Checklists were used to get the information about the strategies and techniques used by head teacher/instructional supervisor at secondary level. Observation sheet also used to verify the teaching practice and learning styles with the demographic variables. It helps in validating the collected data form schools

Population

Population of this study was:

- All the teacher of secondary school
- All instructional supervisor of secondary school

Sampling and Sample

Sample of the study was as follows

- 12 public secondary schools head teachers
- All teachers of public secondary school teachers

Research Tools

After extensive literature review questionnaire and checklist were developed. For content validity questionnaire and checklist were presented in front of the departmental graduate research committee. After experts' suggestions tools were modified for pilot testing. Questionnaire was piloted. The reliability of the tool was Cronbach alpha 0.76. The data was collected from different schools in the district of Sukkur. The researcher personally visited the secondary school,. Data was collected from secondary school teachers on a questionnaire. Material for secondary learners was observed by filling in the checklist to confirm the validity of the data.

Pilot Study

To ensure validity and reliability pilot study was conducted. Questionnaires along with research synopsis were presented to experts, teachers, field researchers and class fellows for their opinions to make questionnaires valid. For the purpose of reliability researcher uses questionnaires for teacher, Observation sheet and checklist to collect reliable data from both ends of the population

Data Collection

A questionnaire was used to collect information. Questionnaire was individually handed and collected from the school principal, higher secondary school teachers
The questionnaires were individually handed and collected from the head teachers, Secondary school teachers

Data Analysis

Note

LA (Level of Agreement), SA (Strongly agree) A (Agree) D (Disagree) SD (Strongly Disagree)
STD (Std. Deviation) M (Mean) UN(Undecided)

Table 01 Techniques

No	Statement	LA	SA	A	UN	D	SD	STD	M
1		F	6	0	0	5	1	1.14	4.25

No	Statement		LA	SA	A	UN	D	SD	STD	M
	I supervise teachers as they teach.	%	50.0	0	0	41.7	8.3			
2	I provide relevant information to educators so they may advance their technological abilities.	F	6	6	0	0	0		0.52	4.50
		%	50	50	0	0	0			
3	I allow teacher collaboration in teaching to enhance academic improvement.	F	6	5	0	1	0		0.89	4.33
		%	50	41.7	0	8.3	0			
4	I check the records of work of my teachers.	F	7	3	0	2	0		1.14	4.25
		%	58.3	25	0	16.7	0			
5	I check lesson plans of my teachers.	F	0	6	0	6	0		1.04	3.00
		%	0	50	0	50	0			
6	I allow teachers to practice collegial supervision in enhancing academic achievement	F	6	0	5	1	0		1.16	3.92
		%	50	0	41.7	8.3	0			

Table 1 represents Techniques of Instructional Supervision. According to data 27.7% respondents agreed and implementing the teaching techniques and 43.05% respondents strongly agree while 20.83% of the respondents disagreed and 6.95% of the respondent are undecided with the above-mentioned theme. Overall, 70.75% of the respondents agree with the statement. Mean value 4.041 shows inclination towards agreed and standard deviation 0.98 supported the

Results

Table 2 Techniques part 2

No	Statement		LA	SA	A	UN	D	SD	STD	M
7	I check syllabus coverage of my teachers	F	6	6	0	0	0		0.52	4.50
		%	50	50	0	0	0			
8	I arrange activities to train my teachers	F	5	6	1	0	0		0.65	4.33
		%	41.7	50	8.3	0	0			
9	After visiting a class, I have a conversation with the teacher	F	4	6	0	0	2		1.40	3.83
		%	33.3	50	0	0	16.7			
10	I share moral stories with teachers to help them in teaching	F	6	6	0	0	0		0.52	4.50
		%	50	50	0	0	0			
11	I guide them properly how to teach both active and slow learners.	F	7	5	0	0	0		0.51	4.58
		%	58.3	41.7	0	0	0			

Table 2 part 2 represents Techniques of Instructional Supervision. According to data 48.34% respondents agreed and implementing the teaching techniques and 46.66% respondents strongly agree while 0% of the respondents disagreed and 3.34% of the respondent are undecided with the above-mentioned theme. Overall, 95% of the respondents agree with the statement. Mean value 4.348 shows inclination towards agreed and standard deviation 0.72

supported the
Results

Table 2: Strategies part 2

No	Statement		LA	SA	A	UN	D	SD	STD	M
12	The teachers in my school have access to all the reference	F	1	4	1	5	1		1.24	2.92
		%	8.3	33.3	8.3	41.7	8.3			
13	The books are required to cover the syllabus	F	6	6	0	0	0		0.52	4.50
		%	50	50	0	0	0			
14	I mentors/ models and supervise my teachers	F	6	6	0	0	0		0.52	4.50
		%	50	50	0	0	0			
15	My school has enough teaching aids to enable better instruction of teaching process.	F	0	3	0	6	3		1.14	2.25
		%	0	25.0	0	50.0	25.0			
16	I manage and develop teachers through seminars, workshops, off job seminars and school based development programs	F	6	6	0	0	0		0.52	4.50
		%	50	50.0	0	0	0			
17	I provide positive feedback about observed lessons	F	6	6	0	0	0		0.52	4.50
		%	50	50.0	0	0	0			

Table 2 represents Strategies of Instructional Supervision. According to data 43.05% respondents agreed and implementing the teaching strategies and 15.2% respondents strongly agree while 1.38% of the respondents disagreed and 1.3% of the respondent are undecided with the above-mentioned theme. Overall, 58.25% of the respondents agree with the statement. Mean value 3.86 shows inclination towards agreed and standard deviation 0.74supported the results.

Table 2 : Strategies part 2

	I provide positive feedback about observed lessons	%	50	50.0	0	0	0		

Table 2 represents Strategies of Instructional Supervision. According to data 43.05% respondents agreed and implementing the teaching strategies and 34.71% respondents strongly agree while 8.33% of the respondents disagreed and 1.509% of the respondent are undecided with the above-mentioned theme. Overall, 77.76% of the respondents agree with the statement. Mean value 3.86 shows inclination towards agreed and standard deviation 0.74 supported the results.

Findings

Followings were the findings of the study:

1. 50% head teachers are agreed that they supervise the teachers during teaching, 8.3% strongly disagreed with statement. That they are supervised during teaching. Standard deviation (1.14) and mean (4.25) of head teacher response

2. 40% head teachers are strongly agreed and 50% agreed that provide relevant information with educators so they may advance their technological abilities. 0% strongly disagreed with statement. That provides relevant information with educators so they may advance their technological abilities. Standard deviation (0.52) and mean (4.50) of head teacher response

3. 39% head teachers are strongly agreed and 41.7% agreed they allow teacher collaboration in teaching to enhance academic improvement. 8.3% disagreed with statement. That they allowed teacher to collaborate in teaching to enhance academic improvement. Standard deviation (0.52) and mean (4.50) of head teacher response

4. 58.3% head teacher is strongly agreed and 25.0% agreed they check the records of works of their teachers. 16.7% disagreed with statement. Standard deviation (1.14) and mean (4.25) of head teacher response

5. 40.5% head teacher agreed they check lesson plan of their teachers. 50% disagreed with statement. Standard deviation (1.04) and mean (3.00) of head teacher response

6. 30.9% head teacher strongly agreed they check lesson plan of their teachers. 8.3% disagreed and 41.7% respondent undecided with statement. Standard deviation (1.16) and mean (3.92) of head teacher response

7. 50% head teacher strongly agreed they check syllabus coverage of their teachers. 50% disagreed with statement. Standard deviation (0.52) and mean (4.50) of head teacher response

8. 41.7% head teacher strongly agreed and 50% agreed they arrange activities to train their teachers. 8.3% respondents are undecided with statement. Standard deviation (1.16) and mean (3.92) of head teacher response

9. 33.3% head teacher strongly agreed and 50% agreed they communicate with their teachers after visiting a class. 16.7% respondents are strongly disagreed with statement. Standard deviation (1.40) and mean (3.83) of head teacher response

10. 50% head teacher strongly agreed and 50% agreed they share moral stories to help them in teaching 0 respondents are disagreed with statement. Standard deviation (0.52) and mean (4.50) of head teacher response

11. 58.3% head teacher strongly agreed and 41.7% agreed they share moral stories to help them in teaching 0 respondents are disagreed with statement. Standard deviation (0.51) and mean (4.58) of head teacher response

12. 8.3% head teacher strongly agreed and 33.3% agreed that their teachers has access of all references in school 8.3% respondents are disagreed and 41.7% disagree and 8.3% with statement. Standard deviation (1.24) and mean (2.92) of head teacher response

13. 9.3% head teacher strongly agreed and 50% agreed that they provide books to cover the syllabus 0% respondents are disagreed with statement. Standard deviation (0.52) and mean (4.50) of head teacher response

14. 50% head teacher strongly agreed and 50% agreed that they supervise their teacher with mentors and models 0% respondents are disagreed with statement. Standard deviation (0.52) and mean (4.50) of head teacher responses

15. 25% head teacher agreed that their school have enough teaching aids for teaching process and (25%+50%)=75% respondents are disagreed with statement. Standard deviation (1.14) and mean (2.25) of head teacher

16. (50%+50%)=100% head teacher agreed that they I manage and develop teachers through seminars, workshops, off job seminars and school based development programs 0% respondents are disagreed with statement. Standard deviation (0.52) and mean (4.50) of head teacher response

17. (50%+50%) =100% head teacher agreed that they provide positive feedback about observed lessons0% respondents is disagreed with statement. Standard deviation (0.52) and mean (4.50) of head teacher response

18. (50%+50%) =100% head teacher agreed that they provide discourage non serious behaviour of teachers 0% respondents are disagreed with statement. Standard deviation (0.52) and mean (4.50) of head teacher response

19. (50%+50%) =100% head teacher agreed that they acquire, organize and appraise their teachers' performance.0% respondents are disagreed with statement. Standard deviation (0.52) and mean (4.50) of head teacher response

20. (50%+50%) =100% head teacher agreed that involve their teachers in decision making.0% respondents are disagreed with statement. Standard deviation (0.52) and mean (4.50) of head teacher response

21. (50%+50%) =100% head teacher agreed that they do classroom visitation/ observation and checks pupils' academic performance.0% respondents are disagreed with statement. Standard deviation (0.52) and mean (4.50) of head teacher response

22. (41.7%+50%) =91.7% head teacher agreed that they treat my teachers equally without favoring particular teachers and 8.3% respondent are undecided and 0% respondents are disagreed with statement. Standard deviation (0.65) and mean (4.33) of head teacher response

23. (50%+50%) =100% head teacher agreed that they incorporate new trends into the learning experiences and 0% respondents are disagreed with statement. Standard deviation (0.52) and mean (4.50) of head teacher response

Conclusion

Majority of head teachers are agreed that they supervise the teachers during teaching, few of head teachers strongly disagreed with statement. That they are supervised during teaching. Standard deviation and mean supported Majority of head teachers are strongly agreed and few of agreed that provide relevant information with educators so they may advance their technological abilities. That provides relevant information with educators so they may advance their technological abilities. Standard deviation and mean supported. Majority of head teachers are strongly agreed and few of agreed they allow teacher collaboration in teaching to enhance academic improvement. That they allowed teacher to collaborate in teaching to enhance academic improvement. Standard deviation and mean supported Majority of head teacher are strongly agreed and few agreed they check the records of works of their teachers. Standard deviation and mean supported Majority of head teacher agreed they check lesson plan of their teachers. Few of disagreed with statement. Standard deviation and mean supported Majority of head teacher strongly agreed they check lesson plan of their teachers. Few of disagreed and some respondent undecided with statement. Standard deviation and mean supported Majority of head teacher strongly agreed they check syllabus coverage of their teachers. Few of disagreed with statement. Standard deviation and mean supported Majority head teacher strongly agreed and few of agreed they arrange activities to train their teachers. Some are

undecided with statement. Standard deviation and mean supported Majority of head teacher strongly agreed and some agreed they communicate with their teachers after visiting a class. Few are strongly disagreed with statement. Standard deviation and mean supported Majority of head teacher strongly agreed and few agreed they share moral stories to help them in teaching Standard deviation and mean supported Majority of head teacher strongly agreed and few agreed they share moral stories to help them in teaching. Standard deviation and mean supported Majority of head teacher strongly agreed and few agreed that their teachers have access of all references in school some are disagreed with statement. Standard deviation and mean supported Majority of head teacher strongly agreed and some are agreed that they provide books to cover the syllabus. Standard deviation and mean Majority of head teacher strongly agreed and some are agreed that they supervise their teacher with mentors and models no one is disagreed with statement. Standard deviation and mean supported Majority of head teacher agreed that their school have enough teaching aids for teaching process and some are disagreed with statement. Standard deviation and mean supported Majority of head teacher agreed that they I manage and develop teachers through seminars, workshops, off job seminars and school based development programs no one is disagreed with statement. Standard deviation and mean supported Majority of head teacher agreed that they provide positive feedback about observed lessons some of respondents is disagreed with statement. Standard deviation and mean supported

Majority of head teacher agreed that they provide discourage non serious behaviour of teachers no one are disagreed with statement. Standard deviation and mean supported Majority of head teacher agreed that they acquire, organize and appraise their teachers' performance.0% respondents are disagreed with statement. Standard deviation and mean supported Majority of head teacher agreed that involve their teachers in decision making no is disagreed with statement. Standard deviation and mean supported Majority of head teacher agreed that they do classroom visitation/ observation and checks pupils' academic performance. Standard deviation and mean supported Majority of head teacher agreed that they treat my teachers equally without favouring particular teachers and some are undecided and no one is disagreed with statement. Standard deviation and mean supported Majority of head teacher agreed that they incorporate new trends into the learning experiences and no one is disagreed with statement. Standard deviation and mean supported Majority of head teacher agreed that they Instructional supervision encourages and facilitates school self-evaluation on instructional matters Standard deviation and mean of head teacher response

Recommendations

On the basis of finding and conclusion following counsels were made.

I. **General:**

- The college principal and college teachers may get honors, raises, and promotions from the government to improve their academic and professional credentials.
- Providing internet facilities to teachers is a vital need of the teachers. Every School teacher should have free asses to the internet so that he/she can get the latest information related to his subject.
- Teaching staffs needs to be influenced and motivate for effective use of Audio-Visual aids by school principal.
- Special certificates recognition prizes and award may be provided on annual.
- There should be provide good and co-operative environment of institutions.
- To develop the motivation among teachers, principal should be make sure weekly meeting with teachers.

II. Research Based:

- To enhance professional development opportunities: Arrange frequent and fruitful professional development meetings for teachers and instructors in charge that emphasize techniques for monitoring instruction. This will give them the information and abilities they need to efficiently oversee and support the teaching and learning processes.

- Encourage collaboration and teamwork among educators and principals to promote a collaborative school culture. Encourage a culture where teachers can cooperate, share best practices, and learn from one another to improve academic attainment. This culture should also include shared accountability for instructional supervision.

- Implement a variety of supervisory approaches: Recognize that many techniques to instructional supervision may be successful for various circumstances and people. Encourage head teachers to use a variety of supervision techniques that are suited to the individual requirements and objectives of teachers and students, such as peer coaching, mentorship, classroom observations, and feedback sessions.

- Provide on-going feedback and support: Establish a system of regular instructor feedback and support to provide continuous support. Based on observations made in the classroom, head teachers should offer helpful criticism, highlighting both areas of success and those that require development. They must to assist instructors in putting good instructional strategies into practise by providing direction and encouragement.

- Involve students in the supervision process: Think about including students in the process of instructional supervision. Ask for their opinions on your teaching methods, the atmosphere in the classroom, and your instructional strategies. The viewpoints of students can offer insightful information about how well instructional supervision tactics work and help pinpoint areas for improvement.

- Foster a positive and supportive supervisory relationship: Establish a relationship between head teachers and teachers that is encouraging and trustworthy. Encourage collaboration, open dialogue, and respect for one another. Head teachers should serve as mentors and offer assistance to teachers as they advance their careers.

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