

Principals' Supervisory Practices and Challenges for Instructional Improvement

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Abstract

The purpose of this study was to explore the principals' supervisory practices and challenges for instructional improvement. To address this purpose, three basic research questions were raised. The study is supported by different reviews of related literature that were collected from various sources and properly organized sequentially. Then the challenges that inhibited the effective implementation of instructional supervision are presented in this study. To achieve the objective of the study and see the actual facts and practices in the existing situation, a qualitative research method with inductive analysis was employed. Six principals and fifteen teachers were selected using the semi-structured interview questions. The results revealed that most supervisory practices done by principals in this study are classroom visitation and feedback, checking teachers' reports and instructional performance, and supporting necessary resources for facilitating instructions. One of the main challenges faced by principals during supervision is the uncooperative attitudes of teachers. These challenges were overcome by the principals through building trust and discussion with teachers, explaining the purpose and benefits of cooperation and including them in decision-making processes. Overall, this study concludes that the supervisory practices of school principals could not only help teachers in their instruction but also in their learning, professional development and student academic achievement.

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