

# The Practices and Challenges of Instructional Supervision

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## Abstract

The main aim of this study is to study the practices and challenges of instructional supervision in Basic Education High Schools, Paungde Township, Bago Region (West). The specific aims are (1) to study the level of teachers' perception regarding practices of instructional supervisors, (2) to study the challenges that affect instructional supervisors while implementing instructional supervision. Quantitative and qualitative methods were used. The practices and challenges of instructional supervision questionnaire developed by Assefa Ekyaw (2014) for teachers was used for quantitative study. The reliability coefficient of the whole scale of instructional supervisory practices and challenges was 0.882 for questionnaires. 5 principals, 50 subject leaders and 121 teachers in Paungde Township were selected as participants for this study. In this study, the practices of instructional supervision were divided into four dimensions (1) identifying the strengths and limitations of teachers in the classroom in order to design appropriate intervention, (2) designing various interventions to reduce teachers' limitations, (3) gaining professional support from instructional supervisors to improve instructional skills, and (4) liaising schools with various organizations and community groups. There were 10 items in the challenges of instructional supervision. The practices of instructional supervision were moderately high level in all dimensions. The instructional supervisory challenges were moderate in Paungde Township. From the open-ended questions answered by instructional supervisors, it was found that practices of instructional supervision were weak in the dimension of designing various interventions to reduce teachers' limitations and instructional supervisors had moderate challenges because of having big workloads and materials scarcities. There were statistically significant differences among schools in the instructional supervisory practices of identifying the strengths and limitations of teachers in the classroom in order to design appropriate intervention, designing various interventions to reduce teachers' limitations, liaising schools with various organizations and community groups and total instructional supervisory practices.

**Key words:** supervision, instructional supervision

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