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THE IMPROVEMENT OF SECONDARY SCHOOL INSPECTION  
IN LAHORE DIVISION (PAKISTAN)

By

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SECONDARY SCHOOL INSPECTION

Khan

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## ABSTRACT

After Independence, the aims of education in Pakistan changed. The number of schools increased rapidly without the provision of adequate facilities and qualified staff. Very little was done in Lahore Division to modify school inspection to cope adequately with the changed circumstances. Consequently, inspection is not realizing its purpose fully. This study has been undertaken to investigate the causes of inefficient inspection and to suggest improvements to make it effective and useful.

With the help of the questionnaires to the teachers, the headmasters, and the inspectors of secondary schools in Lahore Division together with library research and the writer's own experience, efforts have been made to explore the causes of the ineffectiveness of the prevailing system of inspection and to find out possibilities of improvement.

At present, the philosophy of inspection in Lahore Division is authoritarian and the methods are autocratic. The headmasters and the inspectors are not always the most suitable persons due to the faulty method of appointment. Class visits are mainly done to rate teachers and not to guide them.

The prevailing philosophy and practices are opposed to the modern concept and methods of inspection which emphasize democratic and cooperative efforts. Class visitations according to modern

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The prevailing philosophy and practices are opposed to the modern concept and methods of inspection which emphasize democratic and cooperative efforts. Class visitations according to modern

concepts are utilized to study local situations with a view to improve teaching and learning situations. The principles of democratic leadership, integration and coordination, cooperation, flexibility, planning and scientific method serve as guides to the inspectors in the formulation of their policies and programs.

Some of the suggestions made are as follows:-

1) The recruitment to the post of inspector should usually be made by selection through the Public Service Commission.

2) The appointment of the headmasters may also be made through selection by a duly constituted board within the Education Department, and not merely on the basis of the length of service.

3) The salary scale of the headmasters should be basically the same as that of English Teachers with an additional monthly allowance commensurate with the increased responsibilities.

4) At least, three deputy inspectors should be added to the present strength.

5) The headmasters should not be expected to carry a regular teaching load in case the number of teachers in the school exceeds 15, and one assistant should be provided if this number is more than 20.

6) The inspector may be designated as Consultant.

7) The inspectors should follow the democratic philosophy and methods, with faith and confidence in the ability of the teachers to create a healthy atmosphere and utilize their utmost potential.

8) The results of class visits should be discussed with the

teachers, and evaluation of the students should also cover social and moral development.

9) The inspectors should hold at least M.A., B.Ed. degrees, preferably with teaching experience in the secondary schools.

10) There should be a regular in-service training program for the teachers, the headmasters, and the inspectors.

11) The decentralization and delegation of powers and responsibilities to Local Bodies and the Managing Committees of Private schools should be planned by stages.

12) The inspectors should encourage interaction between schools and the local communities.

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## CHAPTER I

### INTRODUCTION

#### The Problem and Its Importance

Before Independence, the objectives of education served certain purposes. "The system then was created to produce government servants who under the superior service operated the State."<sup>1</sup> Those aims could no longer meet the needs of the country after Independence. The Qaid-e-Azam, founder of Pakistan in his message to the first educational conference soon after Independence said:

The importance of education and the right type of education, cannot be over-emphasized. Under foreign rule for over a century, sufficient attention has not been paid to the education of our people and if we are to make a real, speedy and substantial progress we must earnestly tackle this question and bring out educational policy and programme on the lines suited to the genius of the people, consonant with our history and culture and having regard to the modern conditions and vast developments that have taken place all over the world.... Education does not merely mean academic education.... At the same time, we have to build up the character of our future generation. We should try, by sound education, to instil into them the highest sense of honour, integrity, responsibility and selfless service to the nation.<sup>2</sup>

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<sup>1</sup>Government of Pakistan:, Ministry of Education, Report of the Commission on National Education, The Manager of Publications, (Karachi, 1960), p.5.

<sup>2</sup>Government of Pakistan:, National Planning Board, The First Five Year Plan, The Manager of Publications, (Karachi, 1957), p.542.

Supervision is one of the means for the realization of educational objectives, and it occupies a strategic position among the means. It not only coordinates other means but evaluates them also. Means are to a large extent determined by the aims. With the change in the objectives of education, the nature and methods of supervision were expected to be modified accordingly. But there seems to be no appreciable amount of change in the attitude of inspectors. They still operate as functionaries of the foreign power rather than as co-workers in a process of vital importance.

At the time of Partition of India, all the Hindu and Sikh teachers migrated to India. On the other hand, the number of muslim teachers who migrated to Pakistan was comparatively less. The obvious result was the gap which had to be filled in by untrained teachers. The gap was so great that even after about thirteen years, it still remains large, as is evident from Table I. Under such conditions, added responsibility has fallen on the inspectors.

TABLE I

NUMBER OF BOY'S SECONDARY SCHOOLS,  
ENROLLMENT AND NUMBER OF TEACHERS IN LAHORE  
DIVISION DURING THE LAST FOUR YEARS

	1955-56			1956-57			1957-58			1958-59			
	Govt.	Local Body	Pri-vate	Govt.	Local Body	Pri-vate	Govt.	Local Body	Pri-vate	Govt.	Local Body	Pri-vate	Total
No. of Schools	17	40	75	17	42	80	17	42	84	19	44	87	150
Enrollment	13102	20273	53538	12682	20999	58346	12527	20181	62753	12981	19402	66195	98578
Teachers Trained	375	466	967	366	489	1120	407	537	1080	472	609	717	1798
Teachers Untrained	19	186	403	28	250	427	2	219	438	9	120	288	417

Source: Statistical Officer. Directorate of Education, Lahore Region.

Not only there was an increase in the number of untrained teachers, but also in the number of schools and in overcrowding in the existing schools. The situation has been summarized by the Commission on National Education:

Since 1947, the position has very much worsened. In addition to the overcrowding of existing schools, new schools have sprung up, most of which lack qualified staff or adequate facilities. This ill considered expansion has lowered educational standards. The needs of the existing schools have in consequence grown desperate. At the same time there has been a mushroom growth of schools run by local bodies many of them established in the full knowledge that the money to maintain them could not possibly be found. Some of these schools are without one trained graduate, and matriculation classes are being taught by people who have gone no further than Intermediate.<sup>3</sup>

The increase in the number of schools and in the lack of financial means and personnel increased the responsibilities of the inspectional staff. The added responsibilities, demanded an increase in the number of inspectors as well as an improvement in their competencies. But very little has been done in both of these directions, and inertia has continued to exert such pressure as to defy any change and initiative. Moreover, recent research in the field of supervision has brought to light that authoritarian philosophy cannot be pursued with advantage in a democratic country. Only slight changes in the attitudes and methods of inspectors are noticeable. Administrative duties continue to claim more of the time of the inspectors at the cost of supervisory functions. It is

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<sup>3</sup>Government of Pakistan, Ministry of Education, Report of the Commission on National Education, (Karachi, 1960), p.134.

feared that inspection is not fulfilling much useful purpose, and hence this study has been undertaken to know the causes and suggest improvements.

### Methods of Study

1. Data received from the Office of the Regional Director, Lahore, and the Inspector of Schools, Lahore Division have been critically analysed.

2. Library research has been done to obtain enlightenment on the modern concept of inspection and practices prevalent in some of the more advanced countries.

3. The writer's own experience for about five years as a teacher and about six months as Assistant Inspector has been utilized.

4. Questionnaires<sup>4</sup> were sent to the inspectors connected with the supervision of secondary schools, and headmasters and teachers of these schools in Lahore Division to know their reactions and opinions about the prevailing system of inspection in the Division and to obtain suggestions for its improvement.

There are 150<sup>5</sup> high schools spread in the four districts of the Division. Seventy-five questionnaires were sent to headmasters and one hundred and fifty to teachers. All the high schools in the Division can be divided into three categories, namely: Government

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<sup>4</sup>For questionnaires, see Appendix.

<sup>5</sup>See Table I.

schools, Local Bodies' schools, and Private schools. Local Bodies' schools are those which are run by either District Boards or Municipal Boards. Private schools are run by local managing committees. In order to make the sample more representative, it has been taken by random sampling technique from each category of schools in each district.

It may be pointed out that 66.7 percent of questionnaires have been returned by the teachers, 46.7 percent by the headmasters, and 50 percent by the inspectors. The samples returned are definitely not fully representative of the samples sent. But since the respondents were not required to identify their names or the names of their institutions, it is hoped that no systematic factor has prevented some of the respondents from answering the questionnaires. However, this relatively small percentage of responses throws much light on the problem. The questionnaires have been analysed in Chapter IV.

#### Delimitations

This study has been limited only to the boys' secondary schools in the Lahore Division of West Pakistan.



## CHAPTER II

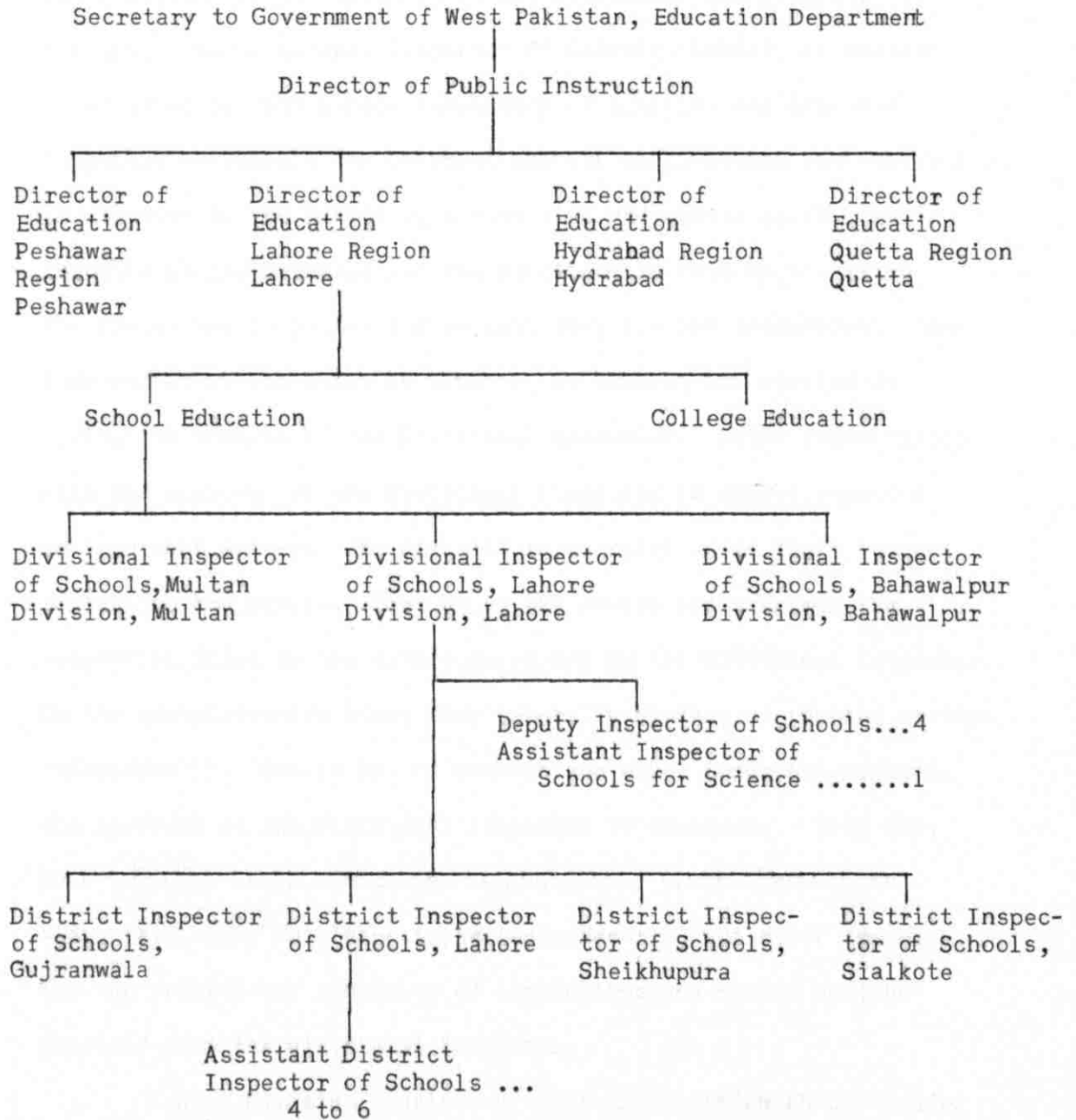
### THE PREVAILING SYSTEM OF INSPECTION IN LAHORE DIVISION

#### Set Up of the West Pakistan Education Department

It seems useful to locate the place of the divisional inspectorate in the structural organization of the provincial education department. This will help in appreciating the role which it plays and the conditions under which it discharges its responsibilities and obligations. It is important to know its position since it is mainly concerned with the inspection of high schools which is the chief concern of this study.

The administrative head of the provincial education department is the Secretary to the Government of West Pakistan, Education Department. Next in the echelon of authority is the Director of Public Instruction. The whole province is divided into four regions each of which is headed by a Director of Education. Each region is further subdivided into divisions and each division into districts. The divisional and district heads are designated as Divisional Inspector of Schools and District Inspector of Schools, respectively. Heads of offices at all levels are assisted by deputies, assistants and other

government officials. The following diagram will depict the organizational set up more clearly:-



Lahore Division

As has already been noted, the inspection of high schools falls within the jurisdiction of the Divisional Inspectorate of Schools. The Divisional Inspector of Schools, Lahore, at present, is assisted by four Deputy Inspectors of Schools, one Assistant Inspector of Schools for Science, and one Audio-visual Aid Instructor, in addition to the necessary ministerial and menial staff. The function of the Deputies and the Assistant is that of assisting the Divisional Inspector and as such they are not independent. Any independent action taken by them is, of course, interpreted as having the consent of the Divisional Inspector. Prior consultation with and approval of the Divisional Inspector is always expected on important matters. No definite rules exist as to their responsibilities and powers. They enjoy the powers and shoulder the responsibilities to the extent delegated by the Divisional Inspector. On the administrative side, they generally dispose of routine matters independently. But on policy matters and other important matters, the approval of the Divisional Inspector is necessary. They can, however, give their advice and suggestions. On the inspection side, they carry out inspections independently, but prior approval for the program and schedules of inspections and visits must be obtained from the Divisional Inspector.

Lahore division consists of four districts which are headed by four District Inspectors of Schools and helped by Assistant District Inspectors. Educational officers at district headquarters,

are chiefly concerned with elementary education.

### Selection and Appointment of Inspectors

The Divisional Inspector of Schools is gazetted class I in the salary scale of Rs.<sup>6</sup> 600-1150 per mensem. He enjoys high social prestige and has the same service conditions which class I officers in other departments enjoy. Two methods of appointment are in vogue. One is the recruitment through the Provincial Public Service Commission. In this case, the post is advertised through the press by the Public Service Commission and necessary qualifications and other conditions of service are shown. Anybody having the required academic and professional qualifications and fulfilling other requirements, if any, can compete. The other method, which is usually practised is by promotion from class II officers on the basis of seniority-cum-fitness basis. Class II officers include District Inspectors, Deputy Inspectors, Headmasters of high schools and normal schools and some officers working at Regional or Provincial Headquarters. The salary scale of class II is Rs.250-20-550 E.B.<sup>7</sup>-25-750 per mensem. The Assistant Inspectors of Schools are in a salary scale of Rs.250-15-355. Deputy Inspectors as well as Assistant Inspectors may be appointed in one of the ways mentioned above. Whether the appointment is by direct selection or through service seniority, or through the Public Service Commission, they are generally

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<sup>6</sup>Rs. (Rupees) 4.76 = One American Dollar.

<sup>7</sup>E.B. stands for Efficiency Bar.

selected from English teachers<sup>8</sup> and headmasters of private or Local Bodies schools. These headmasters in turn, are also selected or promoted from the category of English teachers.

Thus English teachers form the nursery from which headmasters of high and normal schools, District and Deputy Inspectors and Assistant Inspectors are selected. It seems worthwhile to mention that no special course or examination is required at any stage of promotion. The promotion is solely on the basis of seniority of service, barring adverse service record. The basic qualifications required for an English teacher, are Bachelor's Degree with a degree in teaching. The salary scale of an English teacher is Rs.130-10-200 (E.B.)-10-250 (S.G.)<sup>9</sup>-15-355.

An English teacher starting with minimum qualifications in government service gets an initial pay of Rs.130 per month, in addition to usual allowances. An English teacher starting with M.A., B.T. qualifications receives four advance increments, i.e. Rs.170. If a teacher starting with minimum qualifications obtains the Master's Degree through subsequent study after one year of service, he gets three advance increments, and after two years, two advance increments up to four years of service. After four

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<sup>8</sup>This is a category of teachers in high and normal schools who are competent to teach English in addition to other subjects. They are usually university graduates and hold teaching degrees.

<sup>9</sup>S.G.. stands for Selection Grade, about 15% of the posts of the ordinary scale of Rs.130-10-250 are selection grade posts. English teachers from this ordinary scale are promoted to selection grade ~~just like~~ ~~scale~~ on the basis of seniority-cum-fitness basis.

years of service, no advance increment is given. The starting pay of an English teacher in Local Bodies' schools is Rs.110 per month. There is no fixed scale in private service but authorities in this service are to a certain extent guided by scales available in government service and Local Bodies' service.

### The Headmaster as a Teacher

As the very title suggests, headmaster is basically considered as head teacher. Almost all headmasters are required to carry some teaching load. This load is heavier in the case of headmasters of private schools. Headmasters of Local Bodies' schools carry a lighter load than private schools' headmasters. The load of headmasters of public schools is the lightest. It may not, however, be inferred, that the rules of the Education Department provide for this variation. Managing committees of private schools in an effort to save money demand a heavier teaching load from the headmasters. The same tendency is pronounced in Local Bodies' schools but to a lesser degree. The teaching load of an English teacher according to departmental regulations should vary from 25 to 27 hours per week and the teaching load of a headmaster should vary from 10 to 15 hours per week, irrespective of the number of students and teachers in the school. In many private schools, headmasters are required to carry the normal load of an English teacher.

### The Headmaster as an Administrator

It is not easy to distinguish between the administrative and the supervisory duties of headmasters. Administrative duties may include dealing with matters of the school plant, disciplinary actions involving pupils, extracurricular activities, office routine, etc. Supervisory functions are generally neglected in favour of administrative activities, because no immediate danger of undesirable reactions is involved in the former. Moreover, the present organization was established under the British rule, when the improvement of instruction was subservient to administrative success which consequently became an end in itself.

### The Headmaster as a Supervisor

The main aim of supervision as is well known, is the improvement of teaching directly. The duties involved are many but some of the most important are:-

- (i) Visiting classes to observe teaching.
- (ii) Interviewing teachers and planning with them.
- (iii) Leading educational discussions at teachers' meetings.
- (iv) Giving lectures on instructional problems at teachers' meetings.
- (v) Providing teachers with extensive instructional material.
- (vi) Giving and arranging for demonstration lessons.

Very few meetings of the staff are held to discuss purely

the improvement of instruction. These are mostly held from the administrative point of view. Class visits by headmasters are seldom and in most cases, supervision is limited to the checking of educational daily or weekly diaries of the teachers. Demonstration lessons are sparingly arranged and lectures on instructional problems, new techniques and research are given only infrequently. Most of the time of headmasters is spent on teaching and administration. Since many headmasters draw their authority from their positions rather than personalities, they are inclined to give more importance to administration.

Since promotion to headmastership is mainly on the basis of service seniority, many headmasters are not capable enough to provide the necessary initiative, leadership and planning. No course or training in the principles of supervision and administration is given at the time of appointment as headmasters, whereas specific professional preparation on the part of the individual who aspires to fill this post successfully, is necessary.

Some headmasters personally take care of minor matters that ought to be delegated and the result is that more important duties suffer. Whatever insufficient amount of inspection is carried out, it is done on ill-defined standards, without definite purpose and fails to utilize the results of inspection. Class visits are made mainly with a view to check on discipline. Many headmasters hesitate to enter classes of more qualified teachers.



### The Philosophy of Inspection

No conscious philosophy is pursued, but elements of authoritative philosophy are easily discernable. Most of the present staff have served under British rulers. Since they have worked in autocratic environments and have been governed autocratically, they find it difficult to change. They generally give in to inertia. Henry Clay Lindgren writing about characteristics of authoritarian climate states:

Communication is difficult: Workers do not obtain prompt hearing for their grievances. Management communicates to the workers only through the chain of command. Relations between supervisors and workers are 'dehumanized'. The worker who desires to make suggestions for the improvement of the product or its processing has trouble in getting his idea considered.... Supervisors serve primarily as inspectors or "snoopers". Job functions are very specifically and rigidly laid down, and nothing is left to individual discretion.<sup>10</sup>

Superior officers, due to their position of superiority think that they can find and know positive answers to educational problems, and they often impose them by autocratic methods upon teachers. Teachers who refuse to follow are threatened with loss of pay, loss of job and other privileges. They might sometimes be accused of insubordination. The methods of inspectors often resemble the methods employed by a typical teacher in a traditional

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<sup>10</sup>Henry Clay Lindgren, Psychology of Personal and Social Adjustment, American Book Company, (New York, 1953), pp.268-269.

classroom. According to John A. Bartky, "Autocratic supervision implies that the highest official in the chain of command knows the answers and that it is his obligation to pass these absolutes on to his subordinates. Their behaviour shall be not to reason why, but to do and die."<sup>11</sup>

The climate of authoritarianism seems to be changing but at a snail's pace. The change seems to be more rapid and noticeable in those who receive education abroad in a democratic country.

#### Methods of Inspection

a) Checking of accounts of schools. As has already been pointed out the inspection staff that deals with inspection of schools directly consists of one Divisional Inspector, four Deputy Inspectors, one Assistant Inspector and one Auditor. The Auditor inspects the accounts of Private and Local Bodies' schools to ascertain that grants given to those schools and that students' funds are legitimately spent. He also checks some of the students' funds such as the medical fund in government schools. He carries out the auditing independently, but prior approval concerning the schools to be inspected and the schedule is to be obtained from the Divisional Inspector. He is not authorized to take any action independently, as a result of auditing. He submits his report to the Divisional

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<sup>11</sup>John A. Bartky, Supervision as Human Relations, D.C. Heath and Company, (Boston, 1953), pp.14-15.

Inspector who may or may not take any action. Government grants and some of the funds such as the sports fund, the library fund and the scouting fund in government schools are audited by officials from the Accountant General's Office. Similarly some of the funds and grants in Local Bodies' schools are checked by the staff of the Examiner, Local Fund Accounts. The officials from both the Accountant General's Office and that of the Examiner, Local Fund Account, send a copy of their audit reports to the Divisional Inspector as well as to the Director of Education of the region concerned. The Accountant General is autonomous and operates under the Central Government. The Examiner, Local Fund Accounts operates under the Provincial Ministry of Local Self Government.

The creation of specialized agencies does not, however, debar education inspectors from checking accounts of the schools. They are authorized to do so, but they generally tend to neglect this aspect, unless there is some complaint or suspicion about the school. Shortage of time, partly accounts for this negligence.

b) Academic inspection. Casual 'visits'<sup>12</sup> are made at any time of the year, but the regular 'inspection season' starts from October when the schools reopen after the summer vacation.

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<sup>12</sup>Locally, 'visit', generally means that the classes are not visited. Visits are mostly done to check on school discipline, to see that the books available in the school are the same as prescribed by the Department of Education or in connection with some inquiry or complaint.

This season extends up to the end of January or the middle of February, because in March, annual examinations of different classes are held in all the schools. Schools are not disturbed during the examinations. Inspectors generally divide themselves into three parties. Two parties consist of two Deputy Inspectors each and the third consists of the Divisional Inspector and Assistant Inspector. The formation of parties depends upon the discretion of the Divisional Inspector. In September, the inspection staff decide about the schools to be inspected or visited during the year, because it is not possible to inspect or visit all the schools every year, due to the shortage of staff, and time and poor means of communication and transport. Some of the guiding principles in the selection of schools to be inspected or visited during a particular year are:-

- (i) The last inspection report on the school.
- (ii) The standard of teaching in the school as measured by the external examination.
- (iii) The location of the school and the means of transport available.

As a result of such considerations, there are some schools which are yearly inspected and some which might not be inspected for three or four years. After the selection of schools to be visited or inspected, tentative programs of tours are made and approved by the Divisional Inspector. The programs are so devised, as to ensure the presence of one party at a time in the office to

dispose of office routine. Copies of tentative programs are sent to headmasters seven to ten days in advance to enable them to make different records available.

Before entering the school, inspectors decide about the classes to be visited by each and subjects to be inspected by each, and they generally adhere to this division of labour.

On receiving the information about inspection, the headmaster would call a staff meeting and convey the news to them. He would also ask them to make an announcement to the students. During the meeting, the headmaster would impress upon the teachers the necessity and importance of completing all the records, checking of students' written work carefully and such other matters which are generally examined by the inspectors. He may call upon two of the most senior and efficient teachers to examine the accounts and records kept by different teachers and report accordingly to him at least two days before the scheduled date of inspection. Teachers would also prepare copies of the syllabus of subjects taught by them, showing how much of the syllabus has been covered and the tentative program about the hitherto uncovered portion of the syllabus. They would ask the students to prepare beautiful charts or to get them prepared by other people. Petty repairs in buildings and furniture would be completed. Students would be asked to put on neat and clean clothes on the day of inspection. Some schools go to length of prescribing a definite colour of dress for that day. Some of the charts and maps which

were never used during the whole of the year and were saved for this day would be displayed on the walls of classrooms. The party of inspectors generally arrive one night before the day of inspection of schools away from the centre and on the same day in local schools. Arrival time in distant schools depends upon the location of the school and availability of the means of transport. The headmaster of the school, with his most senior teachers would receive the party and sometimes these are garlanded. If the party arrives before time, inspectors would take some rest. On the day of inspection, the most senior inspector would stay with the headmaster for some time to make a general round of the school and for general discussion with him about the school. Other inspectors would rush to the classrooms according to their preplans. Movements of inspectors are carefully noted by the teachers. In the words of W.H. Burton,

All teachers are familiar with the stir, created by the appearance of a supervisor. How quickly the news spreads through the building, sometimes through the medium of innocent-appearing messages carried by pupils, sometimes by no apparent means at all. Such a scurrying and cleaning up ensues, such as erasing of blackboards, such a preparation of special work! How carefully the time is calculated so that the best work can be in progress when the door opens.<sup>13</sup>

On entering the class, students would stand up. The teacher would offer his seat to the inspector. Even if there are

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<sup>13</sup>William H. Burton, Supervision and the Improvement of Teaching, D. Appleton and Company, (New York, 1924), pp.405-406.

two chairs, the teacher would remain standing. The inspector would ask for the schedule of the syllabus covered and would start inspection either by asking oral questions or by giving written exercises. He may undertake that himself or ask the teacher to do so. While students are doing written exercises, he would check the written work of the students to see how much written work they have done and whether the teacher has examined and corrected it. Throughout class inspection, he would continue seeking some clarifications, some explanations from the teacher, showing displeasure sometimes and giving suggestions accordingly. He would seldom smile during inspection and would address teachers and students in authoritarian and dogmatic way. He would note down some strong and weak points to be mentioned in the inspection report. With a few exceptions, demonstration lessons are not given by the inspectors. In this way, he would inspect the subjects of one class or of different classes according to his assignment. After completing class inspection, inspectors might examine some of the accounts and registers, if they wish. Inspection may continue for one or more days. On the last day, the headmaster would present a list of articles to be written off. The inspector would verify the legitimacy of the list by physical verification if possible and would destroy the written off non-consumable articles in his presence. The last item on the agenda may be a show of physical display by the school students. Most of the headmasters insist that the inspection party should be their guests during their

stay but this tendency is generally discouraged by most of the inspectors. Junior inspectors would give their remarks about the classes inspected to the senior inspector who is expected to consolidate them in a general inspection report. The party may take the Log Book<sup>14</sup> of the school with them to write the inspection report in it. The report is generally written in the office of the inspectors and is returned to the headmaster concerned. After the inspection is over, there is generally no meeting or conference between the inspectors and the teachers, either individually or in a group. Although anxious to know the results of the inspection, teachers have to wait till the arrival of the inspection report from the inspectors. The inspectors generally send it after seven or eight days but sometimes may send it even after one month. One copy of the inspection report is kept in the office for record. On receiving the inspection report, the headmasters generally circulate it among the staff. The teachers about whom special remarks have been given in the report would be especially asked by the headmaster to take note of them and act accordingly. Inspection reports generally give weak and strong points with general recommendations such as do this, change this, or add this, etc. This is the general method but slight variations and modifications are expected.

#### The Inspector as an Administrator

The role of the inspector as an administrator lies in the

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<sup>14</sup> Log Book is a kind of notebook maintained by each school in which remarks of inspectors and visitors are entered.



provision and improvement of the educational opportunity. "Educational administration occurs in a school community and consists of facilitating the development of goals and policies basic to teaching and learning, stimulating the development of appropriate programs for teaching and learning, and procuring and managing personnel and material to implement teaching and learning"<sup>15</sup>

Viewed in the light of the above definition, it seems difficult to separate the duties and responsibilities of the inspector as a supervisor and as an administrator. Under the prevailing conditions in Lahore Division, most of the inspectors draw their authority from their positions rather than personality. This is one of the reasons that more time and energy is spent on administrative duties. Out of twelve months, 7 to 8 months are spent almost behind the desk. This may also be due to the reason that administrative functions are of greater visibility and seem to be more urgent, and to the fact that the present administrative organization as previously indicated was set up under the British rule with a view to giving more emphasis and importance to the administrative aspect. The philosophy of authoritarianism operated from the highest educational office down to the classroom situations in the schools. Almost the same philosophy still operates with slight change which is insufficient in view of the changed aims of education.

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<sup>15</sup>Roald F. Campbell, et al., Introduction to Educational Administration, Allyn and Bacon, Inc., (Boston, 1958), p.67.

All administrative situations have a past history.... However much the administrator would like to start anew, these remnants of past situations are real and must be reckoned with. Even the administrator is a product of his past experience and cannot escape some influence from it.<sup>16</sup>

Most of the inspectors are promoted after long service as teachers. Through their service, they form a definite concept of administrative philosophy, but such a concept is generally not adequate and wholesome. They generally maintain status quo. Sometimes they cannot appreciate and harmonize different points of view. The pupils, the teachers, the parents, the managing committees or boards and the state, all have a stake in the school. In general, the inspector as an administrator does not give sufficient attention to the provision and improvement of the educational opportunity.

#### Pre-service Education of Inspectors

All the inspectors have basic qualifications of a Bachelor's Degree in Science or Arts plus a Bachelor's Degree in Education, or their equivalent, and have generally eight to ten years teaching experience. However, Assistant Inspector of Schools for Science has basically only Master's Degree in Agriculture. As has already been noted, the basic qualifications for an English teacher are

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<sup>16</sup>Roald F. Campbell, et al., Introduction to Educational Administration, Allyn & Bacon, Inc., (Boston, 1958), p.17.

also B.A., B.Ed., or B.Sc., B.Ed. or their equivalent. Many inspectors who have got their promotions to present jobs on the basis of service seniority are likely to have the same qualifications. Since the usual method of promotion is on the basis of service seniority, it can be expected generally, that most of the inspectors would have minimum qualifications of B.A., B.Ed., or equivalent. But, in practice, most of the inspectors have more than basic qualifications. It has been noted, however, that in general, inspectors did not improve their qualifications by subsequent study during their service.

#### In-service Training

No regular program, at present, exists for the in-service training of inspectors either within the country or by sending them abroad. In recent years, some of the inspectors have had the chance of receiving training abroad. But such chances are not provided under regular schemes or programs.

#### Some of the Responsibilities of the Divisional Inspector in Relation to Public Schools

- 1) Headmasters of all public high and normal schools in the division are under the direct administrative control of the Divisional Inspector.
- 2) All correspondence addressed to the Director of Education

must pass through the Divisional Inspector who would forward it to the Director with his own remarks and recommendations if necessary.

3) He is authorized to adjust the teachers and clerks of high schools within the division according to need within the total allotment sanctioned for the purpose.

4) He is required to inspect schools, take action on the inspection, or recommend action to the Director of Education.

5) He may recommend the transfer of headmasters within as well as outside the division to the Director of Education.

6) He may recommend the transfer of teachers and clerks outside the division to the Director of Education.

7) He submits confidential reports on headmasters to the Director of Education.

8) He submits annual reports or other periodical returns as may be required by the Director of Education from time to time.

9) He recommends an increase or decrease in annual grants under different heads to the Director of Education.

10) Such other duties as he may be called upon by the Director of Education to do.

11) He recommends for the expansion of schools, opening of new schools or closing of old schools.

Some of the Responsibilities of the Divisional Inspector in Relation to Local Bodies' Schools

1) To make tentative appointments and transfers of headmasters

and teachers subject to the concurrence of the chairman of the Local Body concerned.

2) To inspect schools, take action thereon or recommend action to the Director of Education or the Local Body concerned.

3) To hold inquiries, investigate complaints, take action thereon or recommend to the Local Body concerned.

4) To collect statistics, data or information required by the Director of Education.

5) To recommend recognition of schools subject to the fulfillment of conditions and to recommend withdrawal of recognition.

6) To recommend expansion or closing of existing schools or opening of new schools to the Local Body.

Some of the Responsibilities of the Divisional Inspector in Relation to Private Schools

1) To recommend to the Director of Education and the Board of Secondary Education the recognition or withdrawal of recognition subject to the conditions laid down by the Director and the Board of Secondary Education.

2) To carry out inspections, take action thereon or recommend to Director of Education or the Managing Committee of the School.

3) To give approval to the appointments made in private schools.

4) To hold inquiries or investigate complaints and take action thereon or recommend action to the authority concerned.

#### The Divisional Inspector and the Community

The Divisional Inspector has very limited direct contact with the parents of the pupils. He may deal with the affairs of the pupils through the headmasters, except when some complaint is made against the headmaster by any member of the community. In case of complaint, parents may contact the Inspector directly.

It has already been stated that Deputy Inspectors, or Assistant Inspectors have no independent power or function.

#### Summary

The administrative head of the provincial education department is the Secretary to Government of West Pakistan, Education Department. Next in authority is the Director of Public Instructions. The province is divided into four regions and each region is headed by a Director of Education. The region is divided into divisions and a division into districts. The divisional head is designated as the Divisional Inspector of Schools, and the district head as the District Inspector of Schools.

The methods of selection or appointment of inspectors are two. Either they are promoted on the basis of service seniority-cum-fitness, or recruited through the Public Service Commission.

Although the duties of headmasters as inspectors are very important, yet headmasters are inclined to give more time and energy to teaching and administration. Inspectors too attach more importance to the administrative aspect of their responsibilities. The philosophy of inspection is still authoritarian. There is no regular program for the in-service training of the inspectors.

Prevailing practices of inspection and attitudes of the teachers, the headmasters and the inspectors to the existing conditions have further been analyzed in Chapter IV which deals with the analysis of the responses to the questionnaires.

## CHAPTER III

### THE MODERN CONCEPT OF INSPECTION

#### Qualifications of Supervisors<sup>17</sup>

Academic. The modern concept of supervision implies more emphasis on the guidance of teachers. Guidance cannot be restricted to 'how to teach' only. Without knowing 'what to teach', it is impossible to guide in the methods of teaching. Supervisors are often required to give demonstration lessons, and unless they know the contents, they cannot demonstrate methods. Secondary school supervisors cannot remain contented with superficial knowledge in any branch of learning. They are to deal with and guide the teachers, many of whom are graduates of the university. They are not only to guide in professional areas, but also in the latest developments in academic subjects. If the supervisor is not ahead of the teachers, he will lose their confidence and will not be able to discharge his obligations and responsibilities properly. Wherever available, the Master's Degree is desirable for necessary competence but in any case, qualifications below the Bachelor's Degree are

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<sup>17</sup>The words supervisors and inspectors have been interchangeably used in the thesis.



insufficient. Obviously, preference should be given to a person having better academic qualifications, other things being equal.

Professional. It is not enough that the prospective teacher knows the material he is going to teach. It may be true that many untrained teachers can teach well, and that many of the methods and principles of good teaching discovered as a result of recent research were known and even used in the distant past. But these were the result of long experience of trial and error and were used without knowing their bases. Practice without theory becomes blind following. At this time, when a huge body of knowledge has been added by recent research, the acceptance of scientific hypotheses and principles as starting points is more conducive to efficiency. Research in human and social sciences has produced an accumulated knowledge which may be an asset and a tool for every teacher. No good teacher can do without having sufficient insight into different fields of psychology, sociology, curriculum construction and its improvement, administration, and the art of teaching. It appears that in order to enable a teacher to appreciate all these fields, he should at least possess the Bachelor's Degree in Education. Supervisors who are teachers of teachers must not only have a working knowledge in all of these fields but they need a deeper insight into them and into the special areas of supervision, human relationships, and counselling and guidance.

Due to the rapid advance in the body of knowledge on account of intensive and extensive research, it is humanly impossible to grasp all the knowledge even in a single branch. Thus, the most

important qualification is that a supervisor should have the desire and inclination to seek knowledge and remain in touch with the latest developments in the fields of his concern.

Teaching experience. It is necessary for the supervisor to have practical familiarity with classroom procedures. Practice of teaching during training is not sufficient. Practice in actual conditions in schools is needed by prospective supervisors to appreciate the difficulties of the teachers and be able to give effective guidance. It is difficult to prescribe any definite length of teaching experience due to individual differences, previous background and training and the nature of experience. In many cases lengthening the term of experience does not necessarily improve either teaching or supervisory ability. Still, it seems worthwhile for the supervisor to have had training experience for three to five years.

Personal qualifications. In addition to the above qualifications, the supervisor should be physically fit to the extent that he can discharge his duties efficiently. He should be courteous, tactful, firm but fair. Moreover, he should be emotionally matured and should be able to stimulate others to do a very effective type of work. A successful supervisor takes interest in people and can get along with them. He has the ability to organize, make plans, solve problems and delegate authority wisely.

## The Philosophy of Supervision

Need for philosophy. The need for a philosophy is well explained in the following statement:

Teaching is certain to be without direction unless the teacher has a philosophy of education which guides her teaching activities. The philosophy of education has ethical and moral, sociological and psychological aspects. Similarly a teacher of teachers must have a philosophy of supervision which sets his ultimate goals and which determines the means by which these ends may be achieved.<sup>18</sup>

Much friction and inefficiency can engender, if the supervisor does not possess a broad, well conceived philosophy. This lack may result in instability of organization, inconsistency in policies and practices, and friction among members of the staff. No one can do his best unless he knows that his efforts are in accord with the underlying philosophy of the system.

Kind of philosophy. Authoritarian, autocratic supervision seems to have no place in countries which desire to emphasize creativeness, self expression, initiative, originality and self-direction in their citizens, and thus insure their full development, their happiness, and the progress of the country. A supervisor cannot usefully employ a philosophy of autocracy, if the country chooses democracy as its philosophy. Similarly, fully democratic supervision will not be very successful, at least at the start, if

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<sup>18</sup>John A. Bartky, Supervision as Human Relations, D.C. Heath and Company, (Boston, 1953), p.53.

the country is autocratically ruled and the same philosophy pervades the whole system.

... we must stress that the aim and philosophy of education and hence of supervision must reflect the aims and aspirations of the social order within which the school operates. The process must emerge from the same source.<sup>19</sup>

Democratic and autocratic supervision cannot be confused because they often lead to different implications.

### Contrast in Supervision

<u>Autocratic</u>	<u>Democratic</u>
1. "Authority stressed	1. Cooperation stressed
2. Few Leaders	2. Many leaders
3. Imposed from above	3. Derived from below
4. Teachers inspected and criticized	4. Teachers respected as equals
5. Based on stern management	5. Based on human relations
6. Self expression hampered	6. Creativity encouraged
7. Supervisors dominant	7. Teachers dominant". <sup>20</sup>

### Methods of Supervision

The methods of visits and conferences with the teachers are determined to a great extent by the purpose and aim of the visit.

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<sup>19</sup>Rose Schneideman, Democratic Education in Practice, Harper & Brothers, (New York, 1945), p.3.

<sup>20</sup>Fred C. Ayer, Fundamentals of Instructional Supervision, Harper & Brothers, (New York, 1954), p.22.

The supervisor is called upon to confer with all sorts of teachers who are working under varying conditions. Teachers may range from dull to highly intellectual persons. They may be trained or untrained, socially mature or immature, professionally and economically secure as well as insecure. Differences in the temperaments and personalities of the teachers, particular circumstances operative at the time of visit or in the immediate past, as well as the training, the experience, the temperament and passing mood of the supervisor are all involved in multiplying the difficulties of the most important part of the supervisor's work, namely, visiting and conferring with the teacher. So, no definite and rigid method and policy can be laid down, though a general policy can be delineated.

The entrance into the classroom should be as inconspicuous as possible, causing a minimum of disruption in the work going on. The visitor should then stand or sit in such a position as may afford a good view of what is going on, at the same time, attracting as little attention as possible. An unobtrusive seat behind the class in most cases is a good place. He should at once observe the conditions of ventilation, lighting and cleanliness. He should, then proceed to observe the pupil motivation, methods used to stimulate interest, questions asked to provoke thinking, audio visual aids used, their variety and effectiveness. He should also note the attitude of the teacher and of the students, class order and the way the teacher guides the activity. It is also important

to observe whether the teaching is suitable to the mental level of the pupils, to their background and previous experiences, its relation to actual life situations and whether the goals of the lesson have been attained. If there is a need, the supervisor may put some questions to the class after the lesson is over and after taking permission from the teacher. Taking of notes by the supervisor in the classroom while teaching is going on often disturbs and embarrasses teachers. It should be avoided as much as possible. If there is need, a demonstration lesson may be arranged. Except when absolutely impossible, a demonstration lesson should be the next regular lesson and not a special illustrative lesson chosen at random. All demonstration lessons should be thoroughly discussed in detail with the teacher or teachers.

When the visit is over the supervisor should meet the teacher, if he is free, preferably with the principal to discuss the matters arising out of the class visit. It is better, if the supervisor starts with the strong points of the lesson to elicit cooperation and confidence. The supervisor should encourage the discussion of the teacher's difficulties and arriving at some suggestions or modifications, the teacher should be asked to try and report their results to the supervisor. The supervisor should have a discussion with the principal of the school, separately, to know his difficulties, needs in respect of staff, finances and other means.

It is essential that the accounts and the stores of schools

be regularly checked. If, however, separate agencies have been created for this purpose, provision should be made to harmonize and coordinate inspection of accounts, stores and academic aspects. All of these are means and should contribute to the achievement of the end which is the proper education of children and youth.

As has been already indicated, definite methods of inspection cannot be laid down due to variations in situations. However, certain principles which can serve as guides in selecting techniques, whether dealing with classroom teaching or general administration of the system, are given below. Principles are more fundamental. Not only they govern the operation of techniques but make possible their refinement and extension. It will not be very difficult for the supervisor to work out his own minor, every day techniques through intelligent use of these principles.

### Principles of Supervision

Democratic leadership. Leadership is derived not from power under the law but from the situation by proving ability in dealing with the problems. The supervisor does not impose his whims but arrives at conclusions through free and frank discussion and cooperation with teachers. "It means sharing responsibility for achieving a successful outcome rather than throwing the weight of authority behind a wrong judgment."<sup>21</sup>

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<sup>21</sup>Kimball Wiles, Supervision for Better Schools, Prentice-Hall, Inc., (New York, 1951), p.46.

Teachers should have freedom from the fear that mistakes will jeopardize their position and status.

... leadership is fostered by: creating a permissive atmosphere in which the individual feels secure enough to make his unique contribution; offering an opportunity to assume responsibility in program development; and encouraging the full use of creative ability in the teaching process.<sup>22</sup>

In the words of Rose Schneideman,

Democracy in a school starts in the administrative office, not in the classroom, and the atmosphere it creates radiates down the line to the youngest child. This pace can only be set by the authorities, because their influence is felt throughout the building and out in the community.<sup>23</sup>

Cooperation. "Cooperation does not mean participation in an activity to attain a certain goal, but it also implies the development of self respect and of the feeling of responsibility on the part of the teacher, so that he may feel that he is a co-worker and not a slave."<sup>24</sup>

Cooperation assumes that the best solution of any problem is not known to any single person but it can be known through mutual help and discussion. Even if the supervisor believes in the superiority of a particular method or technique, he does not

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<sup>22</sup>Ibid., p.61.

<sup>23</sup>Rose Schneideman, Democratic Education in Practice, Harper & Brothers, (New York, 1945), pp.421-422.

<sup>24</sup>Class Notes for Education Course 213, American University of Beirut, 1958-59, p.32.



hand it down to the teacher dogmatically. He suggests and advises him to try that method and report the results. In this way, the teacher feels that he is participating in an experiment and would willingly undertake it. If on the other hand, the supervisor finds a defect in the teacher's methods and points it out directly and bluntly, and emphasizes the superiority of his own, he may elicit antagonism and discourage initiative.

The types of leadership and cooperation already discussed not only raise teacher's morale, but also encourage creativity and develop a sense of responsibility on his part, so that he might be able to solve his own problems and attempt improvement in all the aspects of the teaching-learning process.

The scientific method. This method focuses attention upon getting the facts, upon determining the situation as it exists and upon diagnosis, so that the supervisor's judgment should be free from bias and prejudice. The supervisor should use the scientific method not only in making decisions, but also in determining needs, examining resources, planning procedures and evaluating results. Gross blunders can be avoided through knowledge and use of the scientific method. In emphasizing the importance of this method, A.S. Barr and his colleagues point out.

Uncontrolled subjective judgments, sentimental or even temperamental judgments and conclusions give way to controlled subjective judgments, to objectively determined facts, to reasonable standards and principles.... The rejection of scientific conclusions on the basis of

one's "experience", or because one's opinions are different, is childish.<sup>25</sup>

Integration and coordination. This principle assumes that the organization of the system is so planned as all the members of the system work as coordinated parts rather than individuals. It does not, however, mean that individuals should lose their identities. It signifies that every individual cooperates with his associates and coordinates his work with the larger program. The supervisor should coordinate the functions of the different parts so that one common aim and purpose dominates every phase of the system. According to Edmonson and his colleagues:

Extreme individualism, dominating personalities, and difficult eccentricities give way to the success of the larger and more important program of the entire school.... This will engender on the part of every teacher a feeling of proprietorship in the school.<sup>26</sup>

The purpose of education is the development of the child as a whole, not any one aspect. All the activities in the school are directed towards this purpose. If different activities exist in separate compartments and become an end in themselves, without any regard to others, the purpose of education is defeated. Supervision cannot overlook the balanced development of the child. The school functions and activities are not to be coordinated

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<sup>25</sup>A.S. Barr, et al., Supervision, Appleton-Century-Crofts, Inc., (New York, 1947), p.57.

<sup>26</sup>J.B. Edmonson, et al., The Administration of the Modern Secondary School, The Macmillan Company, (New York, 1953), p.61.

within the school only, but the supervisor should see that they are also related to the needs of the community and the nation.

Flexibility. This principle implies that rules, procedures and standards should be readily adjustable to meet the requirements of changing conditions. Not only that each individual is different from the other but the same individual may react in different ways to the same stimulus at different times. On the one hand, in order to guide teachers effectively, the supervisors must be thoroughly aware of pupil differences and the flexible techniques adapted to the individual and group situations, and on the other, they are to adjust supervision to meet individual needs of the teachers who are even more different in their physiques, mentalities, abilities, temperaments and personalities. F.C. Ayer, explaining the principle of flexibility has stated:

The increased interest in freedom and creativity that developed in the second quarter of the twentieth century together with the growing knowledge of individual differences, gradually gave rise to a belief that prescriptive standards of instruction and rigid programs of supervision prevent initiative on the part of teachers and do not permit the kinds of teaching best adapted to the developmental needs of the children. Out of this belief first came the idea of flexibility as a corollary of planning, an idea slowly but eventually to develop into the concept of flexibility as a guiding principle.<sup>27</sup>

Flexibility is not to be taken as an end in itself, it is always desirable to the extent which promotes favourable development

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<sup>27</sup> Fred C. Ayer, Fundamentals of Instructional Supervision, Harper & Brothers, (New York, 1954), p.373.

and progress. It is an adjustment of an arrangement or method to create a more favourable environment for individual growth and social improvement. It further provides that

- (i) the teachers should be provided with a variety of instructional aids and materials,
- (ii) the objectives, standards and procedures can be so modified as to fit different schools and communities,
- (iii) the growth needs, personal desires and instructional worries of individual teachers should be known to the supervisor,
- (iv) overemphasis of norms, goals and prescriptive measures should not become stereotyped,
- (v) a premium should be placed on constructive deviations.

Flexibility is possible in the variations of different activities and aspects of teaching and supervision to different degrees, but the important principle is that reason should rule.

Planning. One of the chief characteristics of human intelligence and special ability is foresight and anticipatory planning. It differentiates mankind from all other levels of animal life. Though, sometimes luck or opportunity plays a part, yet success in this world is far more often due to planning for the future. Group planning is a fundamental principle of supervision. A.S. Barr and his colleagues say:

Supervisory leaders who do not develop with their groups plans of some sort are: (1) towering mental geniuses capable of managing complex affairs and groups,

(2) autocrats, (3) hopeless incompetents or (4) politically secure appointees who do not have to care whether they exercise leadership or not.<sup>28</sup>

Emphasizing the importance of careful planning in supervision, F.C. Ayer writes:

The difference between the outcomes of good planning and poor planning are so evident in all aspects of individual and group projects that it might seem unnecessary to stress the need for careful planning in a field so complicated as instructional supervision.... A vast amount of supervision is being conducted in a haphazard manner in which the plans are seldom locally developed, rarely well conceived, and practically never reduced to written form. Such haphazard plans do not serve effectively to guide practice or permit current or subsequent evaluation.<sup>29</sup>

H.P. Adams and F.G. Dickey have emphasized this principle in the following words:

Supervision is a carefully planned technical service designed to improve the learning situation for children. Without planning, time and energy will be wasted or frittered away. Planning is both necessary and desirable because most supervisory activities stem from the needs of a situation in which many participate.<sup>30</sup>

Effective planning in educational supervision, is always a cooperative enterprise. Some information is also indispensable for successful and realistic planning. The supervisor must know the

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<sup>28</sup>A.S. Barr, et al., Supervision, Appleton-Century-Crofts, Inc., (New York, 1947), p.123.

<sup>29</sup>F.C. Ayer, Fundamentals of Instructional Supervision, Harper & Brothers, (New York, 1954), pp.328-329.

<sup>30</sup>H.P. Adams and F.G. Dickey, Basic Principles of Supervision, American Book Company, (New York, 1953), p.3.

backgrounds of the community, the teachers, and the pupils, and he must know the philosophy of the school and the physical facilities available in it. Supervisory planning should be an expression of the combined thinking of teachers, supervisors, administrators, pupils, community members and all other elements interested and involved in the situation. Such a program should be derived from the situation and based on the facts.

Evaluation. Evaluation is the basic function of supervision. It involves more than the objective measurement of pupils' achievement. Desirable changes can only be made on the basis of the situation and the program. It should result in the improvement of the persons, processes and products involved. The effectiveness of other supervisory activities depends on it because without an exact notion of the strengths and weaknesses of present practices, the supervisor cannot plan and bring about effective and desirable changes. Evaluation is not restricted to the intellectual, social and moral growth of the students but it also takes into consideration causative factors such as the efficiency of the teachers, desirability of methods, curricula and other factors involved in the process. The aim and importance of evaluation have been stated by Kimball Wiles in the following words:

Evaluation is the process of making judgments that are to be used as a basis for planning. It consists of establishing goals, collecting evidence concerning growth or lack of growth toward goals, making judgments about the evidence, and revising procedures and goals in the light of judgments. It is a procedure for improving the

product, the process, and the goals themselves.<sup>31</sup>

To be effective, the supervisor should know the techniques of evaluation, their values and limitations. He who ignores evaluation is ignorant of the direction of the process and the place he occupies in the process.

### Relations of Supervisors and Teachers

Both the supervisors and the teachers are means which the community has employed for the proper education of their children and youths. But the nature of their duties have similarities as well as dissimilarities. Although the aim for both is the same but procedures and methods employed by each are different. The teachers deal with the children directly while the main job of the supervisor is helping and guiding teachers for the attainment of goals. As both are means, they are equally interested in the process and in securing ultimate goals. Since, the supervisor's function is to help and guide teachers, it can only be done if he helps in the creation of a favourable climate for teaching and learning situations through personal relationships and professional guidance.

Personal relationships, by building morale. "Morale is the emotional and mental reaction of a person to his job."<sup>32</sup> Although

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<sup>31</sup>Kimball Wiles, Supervision for Better Schools, Prentice-Hall, Inc., (New York, 1951), p.248.

<sup>32</sup>Ibid., p.39.

it is difficult to measure morale in isolation, yet it can be observed by the way, a man acts. The supervisor should always strive to build the morale of teachers because a teacher with high morale tries to do his best. Kimball Wiles has reported:

Industry has found a positive correlation between low morale and a high rate of absenteeism and tardiness. Loafing, taking excessive time away from the task at hand, and constant bickering are signs of dissatisfaction with the job. Cheerfulness, promptness, enthusiasm, dependability, and cooperativeness are indications of high morale.<sup>33</sup>

A teacher who is emotionally disturbed cannot do his job efficiently. Much of his attention will be devoted toward the reduction of that tension. In order to establish a good emotional climate for teaching and learning situations, it is important how the teacher feels about himself. If he feels inadequate, superior, or rebellious, he cannot successfully create a wholesome emotional climate in which the pupils feel they belong, accept others and help each other - a climate which is very important for effective learning. Low morale cuts down production in all areas. If the morale of teachers is low, they cannot live up to their potential ability. High morale is built up by ensuring that the job provides the satisfaction which the individual wants. What a teacher wants from his job is difficult to determine, but the general requirements of teachers have been analyzed by Kimball Wiles in the following words:

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<sup>33</sup>Ibid., p.39.



During a four year investigation of this problem conducted by the writer, one thousand members of twenty five discussion groups of graduate students studying supervision listed most frequently the following job satisfactions as the ones they want as teachers: security and a comfortable living; pleasant working conditions; a sense of belongingness; fair treatment; a sense of achievement and growth; recognition of contribution; participation in deciding policy; and opportunity to maintain self respect.<sup>34</sup>

It is not always possible for the supervisor to satisfy all individual requirements due to his own legitimate limitations, and sometimes, he cannot even take an active part in the attempts of teachers to improve conditions owing to circumstances beyond his control. The important thing is that a supervisor should explain his own limitations. Any supervisor who does not satisfy teachers runs the risk of being rejected by the group and of the formation of counterleadership.

The supervisor should have faith in himself and the teachers.

It is very important that the supervisor should have faith in himself.

As Kimball Wiles states:

Psychology contains much evidence that scapegoating and the desire to belittle or to hurt others come from feelings of insecurity. When people are sure of themselves, of their ability to meet situations, of the value of their ideas and purposes, of their value as persons, they do not feel a constant need for having other people tell them that they are important, valuable, and worthy.<sup>35</sup>

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<sup>34</sup>Ibid., p.40.

<sup>35</sup>Ibid., p.87.

When a person is not confident of himself, he will always be on guard. Insecurity and lack of confidence in a supervisor may be due to:

- (a) lack of knowledge about his functions and duties,
- (b) lack of adequate education and training,
- (c) a preconceived but false idea of the job and its dignity,
- (d) assumption of unnatural formality.

The supervisor should also have faith in the worth and potentialities of the teachers. He should believe that each teacher has a valuable contribution to make, provided a suitable atmosphere is created. The teachers will increase their effectiveness, if the supervisor demonstrated confidence in them and respects them for their contributions. They will grow in a type of environment in which they are accepted as worthwhile and important persons. The teachers may have their individual problems which require individual study by the supervisor. He may have to probe into their backgrounds, and special abilities and motives. Even a study of off-the-job circumstances is useful for helping teachers. H.C. Lindgren emphasizes this point in the following words:

The most obvious fact about the interrelationship of emotional adjustment and job adjustment is that there is a tendency for off-the-job problems to affect on-the-job adjustment and for on-the job frustrations to affect off-the-job relationships.<sup>36</sup>

It is very important that the supervisor should help teachers build up their feelings of self worth by respecting their opinions,

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<sup>36</sup>Henry Clay Lindgren, Psychology of Personal and Social Adjustment, American Book Company, (New York, 1953), p.259.

giving explanations for decisions, and avoiding such comments as may belittle their personalities and work. Acceptance of teachers also means showing courtesy to them. The supervisors are also bound by the code of behaviour, and any deviation from it, requires apology or explanation. If the supervisor places himself above the code of behaviour, he may encourage the same tendency in teachers when they deal with students, which will adversely influence learning and growth. Desirable human relations cannot be promoted by simply demanding or requesting them. They are built by living and working in ways which promote good human relations.

An important tool of the supervisor is that which means wisdom in the application of sympathy, considerateness, fairness, and firmness. Through tact one can avoid causing tension, worry and hatred unnecessarily.

Promoting group harmony and work. One of the functions of the supervisor is to release the potential ability and power of the group it serves. He should create such relationships with and among the staff which secure the greatest amount of productivity. Group work has been found to be more productive, as Kimball Wiles states:

The whole is greater than the sum of its parts. If a number of individuals are able to coordinate their efforts and work as a team, they can accomplish much more than the same individuals working separately.<sup>37</sup>

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<sup>37</sup> Kimball Wiles, Supervision for Better Schools, Prentice-Hall, Inc., (New York, 1951), p.132.

Group work not only increases productivity, but also helps its members in the attainment of such characteristics as cooperation, broadmindedness, sympathy and considerateness. W.H. Burton and L.J. Brueckner say:

Group process is not merely another "trick" in administration or supervision. It is the basic method of democracy. Participation and interaction do far more than develop good solutions to problems; they affect profoundly the individuals themselves. Each person in contributing affects not only the problem and its setting, not only other persons; each affects himself as no other experience can. He develops the personal-social-moral traits of the socialized individual.... Modern psychology shows that not only are problems solved as well or better through group process, but that the basic attitudes and interactive behaviour patterns are probably learned only in this way.<sup>38</sup>

Group process is not to be taken as an end in itself, it is desired for the greater productivity and for the development of other personal, social and moral characteristics. All these are not automatically ensured by the group process. Group characteristics cannot be attained by idle gossip. Ignorant group members, pooling their ignorance will not achieve anything. Four times zero is still zero. A group is not a random collection of persons. It is the duty of the supervisor to conduct the group meetings in such a way as to derive maximum benefit. Disinterested, unharmonized and uninformed group members will not achieve anything. Even willing and informed members may develop prejudices, bitterness and other antisocial characteristics, if the group is not conducted

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<sup>38</sup>William H. Burton and Leo J. Brueckner, Supervision; A Social Process, Appleton-Century-Crofts, Inc., (New York, 1955), p.177.

properly.

Professional help and guidance. One of the basic functions of the supervisory staff is to help teachers in the continuation of their professional growth. The problem is now especially pressing, when scientific research is discovering many useful skills and abundant knowledge, and moreover, as W.H. Burton and L.G. Brueckner state:

Since it obviously is not possible for any teacher training institution to prepare its graduates to deal competently, intelligently, and skillfully with all the technical aspects of the work of the teacher included in the analysis, it necessarily becomes the responsibility of those in charge of school systems to provide additional training when the need arises.<sup>39</sup>

The spirit and work of the supervisor should be such as to encourage and to provide for the professional growth of the teachers. The supervisors can act sponsors or guides in seeking out professional activities of real merit, planning ways and means of pursuing them and bringing the results of the research and investigation back to the school for profitable use. An in-service program is needed by any type of teacher whether he is old or new, trained or untrained, dull or superior. There are different types of in-service programs. One or more can be organized according to the need and situation but it is important to bear in mind that any program should not develop into stereotyped dull routine, and before organizing a program, the need for it should be felt by all those who are to

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<sup>39</sup>Ibid., p.536.

participate in it. Some of the important ways in which in-service programs can be organized are the following:-

- 1)"Preschool conferences at the beginning of the school year, primarily for new teachers.
- 2) Observations of prepared lessons, films etc. and discussions.
- 3) Intervisitation.
- 4) Methods to discuss problems, methods, materials, etc.
- 5) Conferences with faculty, groups, individuals.
- 6) Workshops of many different types.
- 7) Excursions".<sup>40</sup>

#### Relations of Supervisors and Headmasters<sup>41</sup>

The headmaster is the delegated representative of the education department and leader of the professional staff of the school. Describing the importance of the headmaster, J.T. Wahlquist and his colleagues write:

It has been said that an army can be no better than its sergeants. The battle plans of the general staff must be carried out on the firing line through the leadership of these subordinate officers. A parallel can be drawn with the functions of school principals. The success or failure of the planned program as it operates in an individual school unit depends largely upon the leadership of the school principal.<sup>42</sup>

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<sup>40</sup> Ibid., p.536.

<sup>41</sup> The words headmaster and principal have been used interchangeably in the thesis.

<sup>42</sup> John T. Wahlquist, et al., The Administration of Public Education, The Ronald Press Company, (New York, 1952), p.265.

The headmaster or principal is responsible for interpreting and administering the general policies of the head of the department and other high authorities. He keeps them informed about the problems and needs of his school and the manner in which the program is functioning. He also conveys to them the advice and recommendations of the teachers. The relation of the principal to his school unit which he heads can be compared to the inspector's relations to the school system under his jurisdiction. His authority should be commensurate with his responsibilities. He should have the authority and freedom in the administration of the school, of course, within the general policies and the programs of the Education Department. The second important consideration is that there should not be by-passing of the line of authority. Higher authorities should not deal directly with matters which are the responsibility of the headmaster. Information and instructions to teachers from the higher authorities, which include the divisional inspector of schools also, should be conveyed through the headmaster. Likewise, matters and decisions concerning the school should not be implemented, without the knowledge of the headmaster.

The type of relationships between the headmaster and the inspectors determines to a considerable degree the success or failure of the principal and the school program. Cordial relations will enhance the prestige of the headmaster in the eyes of school teachers and other subordinates, and this will give him the necessary confidence and courage to do his job effectively.

The responsibilities of the headmaster entitle him to a voice in the making of policies, affecting his school. The headmaster's opinions and advice should carry great weight in the appointment and transfer of the teachers of his school. He should enjoy the necessary freedom and encouragement for creativity and initiative; otherwise he will fall prey to the stereotyped dull routine to avoid risks and may manage his staff in the same manner.

As a supervisor, his opinions and judgments should not be taken lightly, because he is in a more strategic position to evaluate the process, operative in the school due to his close and immediate contact.

When due to some reasons, higher authorities have lost confidence in the headmaster, it is evident that matters have reached a stage where replacement of those who are at fault, becomes necessary.

### The Supervisor and the Community

The schools are not created by the community to provide jobs for the teachers and the supervisors or to provide tasks to keep children out of mischief. The community opens and supports schools to perpetuate and improve its culture and values. Since the community opens schools to teach its children what it deems significant, it has the right and obligation to see that teachers are teaching in a way which will lead to the achievement of the



desired ends. In this sense, every individual in the community is a supervisor. He has the right to protest if the school does not attain the goals and purposes. But, instead of every individual exercising his right, the community creates the specialized job of inspectors to exercise these rights and interpret the programs and policies to the teachers, set up by the community. Some of the other aspects in which the school is related to the community are the following:-

- a) The curriculum of the school utilizes community resources and problems.
- b) The school draws upon the community for many types of assistance and aids to make teaching more effective.
- c) The school tries to safeguard school children and youths from detrimental community influences.
- d) The program of the school is evaluated in terms of improved community habits and accomplishments.
- e) The school draws upon the community as a source of data and information to illustrate materials being studied.
- f) Existing school facilities are used by the community if such use does not interfere with the regular school program.
- g) The community has important values, ideas and concepts that can be significant levers of action.
- h) The school must help its students towards success in their current living, provide appropriate learning activities in terms of their previous experiences and help them to adjust satisfactorily

to the situation in which they are going to be placed.

These relations require that the school must study its community if it is to function effectively. Moreover, the school is one of the many educational agencies in the community; it cannot be taken as the only educative influence affecting children and youths in the community. The school and the supervisor have to look into all these aspects of the community. Some of the other practices which the supervisor should adopt are the following:-

- a) The supervisor should assist teachers in making a survey of the community resources.
- b) He should utilize community leaders in formulating the school program.
- c) He should help teachers study pupils' homes and community background.
- d) He should know the problems, resources, and agencies of community life.
- e) He should determine which resources are appropriate for school utilization.
- f) He should promote and contribute parent-teacher association.
- g) He should analyze adult activities of the community to guide objectives of classroom instruction.
- h) He should organize school activities which contribute directly to community improvement.
- i) He should cooperate with other welfare agencies in the community.
- j) He should protect and support teachers and supervisors

against unjust community restrictions and demands.

k) He is to arrange for safe transportation of pupils and teachers on field trips.

If the supervisors are to perform their functions efficiently, they cannot afford to be ignorant of such factors as values, systems, social stratification, power structures and the physical setting. Sometimes, the principal as head of the most comprehensive and effective youth serving agency, has to take an active part in initiating and integrating activities of different agencies. Without the necessary information and knowledge about the community, the school program will be based upon various assumptions that may not be sound, and it might not achieve the desired objectives.

### Summary

The modern concept of supervision advocates that the supervisors should always be better qualified than the teachers. Only then, they can guide and help teachers effectively. Even if it is difficult to get supervisors better qualified than teachers, in no case, they should be less qualified. The important thing is that they must have the inclination and desire to seek knowledge and remain in touch with the latest developments in the field. It is always necessary that they should have teaching experience of three to five years in actual school situations.

Supervisors must have their philosophy of supervision, which should be in harmony with the overall educational program.

A philosophy is necessary for guidance and evaluation. The methods of supervision should vary with the purpose and situation, but the aim should be to help and guide teachers to make teaching more effective. It is difficult to prescribe definite methods of supervision for all situations but principles of democratic leadership, cooperation, the scientific method, integration and coordination, flexibility, planning, and evaluation should serve to guide the methods of supervision.

The supervisors should strive to build a high morale among the teachers by having confidence in their worth, and contributions, and by providing necessary job satisfactions. This will not only improve the quantity of work but the quality also. Group work is highly desirable for its contributions toward the quantity of the work and the social, personal and moral values.

Since it is difficult for the training institutions to provide their trainees with knowledge and skill that will always remain adequate and for all situations, it is the duty of the supervisory staff to provide professional inservice help and guidance. The relations between the headmasters and the supervisors should always be cordial. The supervisors should uphold the dignity and worth of the headmasters to encourage teachers' cooperation with them. Moreover, the supervisors should always try to relate their program, as far as possible, to the community's facilities and resources about which they should have the necessary information. In this way, learning will become more meaningful and effective.

## CHAPTER IV

### STATISTICAL ANALYSIS OF THE QUESTIONNAIRES

This chapter is devoted to the analysis and interpretation of the questionnaires mentioned in the first chapter. The analysis and interpretation are presented in three sections A, B, and C dealing with the analysis of the questionnaires sent to the teachers, headmasters and inspectors, respectively. For the present study, significance has been determined at .05 level. Any result called "significant" is a result sufficiently biased so that pure chance sampling factors could produce it only 5 times in 100 such experiments when in fact no real population disproportion exists.

The two tests used are the chi-square test for significance of disproportions in more than two categories, and the binomial test for testing whether 2-category disproportions may be said to indicate true disproportions in the population represented by the sample.

#### Section A - Teachers' Responses

This questionnaire has been answered by one hundred teachers, which is 66.7 percent of the total number sent.

The first three items of the questionnaire seek information about the age, qualifications, and experience of the teachers. The information is given in the following three tables:

TABLE II

## THE TEACHERS' AGES AND THEIR DISTRIBUTION

Age in years:	18-20	21-23	24-26	27-29	30-32	33-35	36-38
No. of teachers:	1	7	13	13	21	12	4
Age in years:	39-41	42-44	45-47	48-50	51-53		
No. of teachers:	9	7	5	7	1		= 100
							Average age = 33.6 years

The second item deals with the qualifications of the respondents. The information is given in Table III:-

TABLE III

## QUALIFICATIONS OF THE TEACHERS

Qualifications:	Matri- culation S.V.	F.A. or F.Sc.	F.A.,C.T. or F.Sc.,C.T.	B.A. or B.Sc.	B.Sc.,B.T. or B.A., B.T.	M.Sc. (Agri)	M.A.,B.T. or M.Sc.,B.T.
No. of teachers:	23	2	6	8	46	1	14
							<u>Total</u> = 100

S.V. = Senior Vernacular, one year of training in education, generally beyond matriculation.

Matriculation= Generally ten years of schooling.

F.A., F.Sc. = Faculty of Arts or Sciences (Intermediate), generally twelve years of schooling.

C.T. = Certificate in Teaching, one year of training after Intermediate.

B.T. or B.Ed.= Degree in Teaching or Education, one year of training beyond graduation from the University.

In the third item, the teachers were asked to report the length of their service. The information is given in Table IV:-

TABLE IV

THE LENGTH OF TEACHING EXPERIENCE

No. of years	: 0-2	3-5	6-8	9-11	12-14	15-17	18-20	21-23	24-26
No. of teachers:	9	24	21	15	13	5	5	2	2
No. of years	:27-29	30-32	33-35						
No. of teachers:	0	3	1						Average = 9.7 years

In view of this average, teachers' views may carry weight. Only six of the respondents have reported that they have four to ten years clerical experience in an office, in addition to the teaching experience. It seems that most of the teachers decide about entering into this profession directly after completing their education.

Question 4

If the inspection is cancelled, I feel

	<u>Number of Responses</u>
(a) relieved and happy	44
(b) indifferent	41
(c) disappointed	15

Comparing items (a) and (c), the response of the teachers is significantly in favour of item (a). It is possible that teachers do not expect much help from the inspectors. Rather, they have to make unnecessary and elaborate arrangements for the inspection. To them this entails worry and waste of time. Thus if the inspection is cancelled the great majority are either relieved or indifferent to its value.

Question 5

Under the existing system of inspection, the inspection

	<u>Number of Responses</u>
(a) is always constructive	6
(b) is sometimes constructive	44
(c) is not fully worth the money,	83
energy and time spent on it)	39
(d) is a waste of money, time & energy	11

Items (b) and (c) in the above question almost carry the same sense and direction. If these are merged together, a significant majority of the teachers report that inspection is sometimes constructive.



Because no systematic philosophy of inspection is followed, what is done becomes a personal matter of the inspector. It is possible that certain inspectors are guided by more enlightened views of inspection and produce a good impression on the teachers.

Perhaps fear of inspection, motivates certain teachers to do more work. Question 5 was further examined by asking the respondents why they have answered as they did. The reasons given by the respondents may be grouped in the following table:-

<u>Reasons in Favour</u>	<u>Number of Responses</u>
1) The inspectors, sometimes, suggest better methods of teaching	16
2) The fear caused by inspectors is an incentive for teachers to do more work	18
<u>Reasons Against</u>	
1) The inspectors only find faults and point out weaknesses	17
2) The inspectors do not guide and help	29
3) The inspectors are incompetent and not acquainted with modern methods of education	19
4) The inspectors are indifferent to teachers' difficulties	14
5) The inspectors produce harassment among teachers	5

Number of Responses

- 6) Inspection is not creative.
- The inspectors give more attention  
to matters of routine, formality  
and show work 7
- 7) The inspectors are not honest, dutiful,  
and decent in their behaviour 6
- 8) Visits are rare 2
- 9) No reason 13

The most frequent response is that inspectors do not guide and help.

Question 7

For the improvement of instruction and in the discharge of other professional responsibilities

Number of Responses

- (a) I need a great deal of help from  
the inspector 29
- (b) I need only a little help from the  
inspector 42
- (c) I do not need any help from the  
inspector 29

The evidence regarding the need for help is non-significant. It is possible that during professional training, prospective teachers get an idea that the job of the inspector is to help teachers in the improvement of instruction. But after a few years

of service, the notion and conception about the inspectors is changed. Most of the inspectors have either the same qualifications as teachers or less. Although some of the inspectors are better qualified than teachers, yet very few show their superiority in knowledge and technique by giving helpful suggestions for improvements. If they give suggestions which are rather in the form of dogmatic directions, the teachers become frustrated and convinced that they do not need any help from the inspectors.

#### Question 8

The reports of the inspectors are based

	<u>Number of Responses</u>
(a) always on insufficient evidence	25
(b) more often on insufficient evidence	48
(c) seldom on insufficient evidence	19
(d) never on insufficient evidence	8

The respondents are significantly biased in the direction that the reports of the inspectors are generally based on insufficient evidence. Inspection is generally held once a year and each class is examined for 15 to 20 minutes. Moreover, teachers are generally not given a chance to give explanation for their weaknesses and faults. Under such circumstances, the evidence on which reports are based is considered insufficient by the teachers.

Question 9

I participate in discussions with the inspectors and express my views freely

	<u>Number of Responses</u>
(a) always	9
(b) sometimes	22
(c) seldom	29
(d) never	40

The evidence significantly indicates that teachers generally do not participate in the discussions with the inspectors. Most probably, the inspectors do not encourage discussions according to a democratic philosophy of inspection. They might be considering that they are superiors, and that teachers being inferior cannot contribute any useful and constructive ideas or suggestions. It is also possible that they do not have sufficient time at their disposal and therefore, they treat inspection as a matter of routine aimed at rating teachers. It is also possible that they do not have confidence in themselves and do not want to enter into any discussion.

Question 10

If the inspector finds a defect in my methods of teaching, he

	<u>Number of Responses</u>
(a) gets angry	67
(b) does not take any action	11

	<u>Number of Responses</u>
(c) suggests another teaching method	22
(d) others (please specify)	Nil

Evidence is significantly biased in favour of (a) which indicates that the inspectors generally get angry when they find any defect in the teachers' methods of teaching. Probably the inspectors limit themselves to the pointing out of weaknesses and faults of the teachers, and they might believe that manifestation of anger is a sufficient corrective measure. It is also possible that they do not care to go deep into the causes of defects and weaknesses and hence cannot give good suggestions.

#### Question 11

The prevailing method of inspection

	<u>Number of Responses</u>
(a) cares only for the academic aspect of the students	62
(b) cares more for the academic aspect of the students than for their balanced development	18
(c) cares more for the balanced develop- ment of the students (such as physical, moral, social etc.) than for the academic aspect	10
(d) cares only for the non-academic aspect of the students	10

The sample shows significant bias in favour of the tendency

of the inspectors to give most of their attention to the academic development of the students than for their balanced development. Probably, the aim of the prevailing inspection is to rate teachers in this respect. The easy way of doing so is to give an exercise to the students for working out and to grade the teachers accordingly on the basis of this result. On the other hand, it is possible that the inspectors do not have sufficient time at their disposal to test all the aspects of the students' development.

Question 12

I would prefer if the inspector

	<u>Number of Responses</u>
(a) remained in my class for a longer time	18
(b) remained in my class for a shorter time	40
(c) did not enter my class at all	42

It is clear that the teachers wish that the inspectors should not enter their classes or that they should curtail their visits. It may be due to the reasons mentioned before that inspectors only point out weaknesses and find faults without any constructive remedies. An authoritarian atmosphere prevails during inspection and any other meetings between inspectors and teachers. Such factors make the situation very tense and teachers wish that such situations should not be created, and if inevitable they should be of shorter duration.

Question 13

When the inspection is over, I feel

	<u>Number of Responses</u>
(a) a trying experience is over	69
(b) no particular reaction at all	22
(c) that I have been sympathized with and helped	9

The evidence from the responses points out that inspection is generally considered by the teachers as a trying experience. It is probably due to the undemocratic philosophy of inspection, whereby the inspector considers himself a boss, and that the aim is not to help and sympathize but to grade and criticize.

Question 14

The after-effects of inspection on my class discipline are

	<u>Number of Responses</u>
(a) good	15
(b) no particular effect	68
(c) bad	17

The evidence shows significantly that inspection does not leave either a bad or a good effect on the class discipline. It is the personal experience of the writer that the same impersonal and autocratic relationships exist between the students and the teachers. Even if the inspectors point out some weaknesses of the

teachers before the class, the students dare not take advantage of the event to humiliate the teachers later. Although the students regard inspection as the examination of the teachers, yet they consider themselves responsible in contributing to the failure or success of the teacher. They think that weaknesses and faults in the academic achievements are mostly due to their weaknesses. The teachers also often induce that feeling in them.

Question 15

It is in my interest, if the inspector

	<u>Number of Responses</u>
(a) knows about my abilities but not my weaknesses	67
(b) knows about both my abilities and my weaknesses	22
(c) knows about my weaknesses but not my abilities	11

The respondents are significantly biased in preferring that the inspector may know only their abilities and not their weaknesses. One of the possible reasons is that the majority of the teachers do not possess adequate abilities. Even, if the teachers have abilities their weaknesses are taken note of by the inspectors not to help and guide but to criticize. If the inspectors try sympathetically to remove the weaknesses, their approach and method might not be disliked by the teachers.



Question 16

Under the prevailing conditions, the best attitude in dealing with the inspector is (please check one)

	<u>Number of Responses</u>
(a) to say 'yes' to whatever he says	75
(b) to disagree where I think he is wrong	24
(c) to accept nothing he says	1

The teachers report themselves significantly in favour of an attitude, in dealing with the inspector, to say 'yes' whatever he says. Probably the inspectors are not sufficiently broad minded, and are irritated if their ideas or suggestions are discussed and challenged by the teachers. They are not inclined to allow any change or modification in their suggestions or directions.

Question 17

About how many times per year is your class visited by

- (a) the headmaster?
- (b) the inspector?

The teachers report the number of visits per year of the headmaster as ranging from zero to twelve. The average is four times in a year. Inspectors' visits per year vary from zero to two times but the average comes to 0.75.

Question 18

The average time spent during each visit

- (a) by the headmaster was \_\_\_\_\_ minutes, approximately  
 (b) by the inspector was \_\_\_\_\_ minutes, approximately.

The responses of the teachers indicate that the average time spent by the headmaster on each visit ranged from one to twenty minutes. The average comes to be twelve minutes per visit. The average time spent by the inspector during each visit, as reported by the teachers, ranged from one to forty minutes. The average of the responses comes to be 15 minutes per visit.

#### Question 19

The inspector gives me suggestions for improvement

	<u>Number of Responses</u>
(a) by personal interview only	9
(b) through inspection reports only	71
(c) through personal interview as well as inspection reports	11
(d) (Any other please specify)	
i. does not give any suggestion	5
ii. no response	4

A significant majority of the respondents report that suggestions are given only through inspection reports. It is difficult to estimate to what extent such suggestions are useful, but the experience of the writer indicates that these are of a general nature and often refer to the school as a whole.

Question 20

Please write here any other comments or suggestions you would like to make to improve the prevailing system of inspection.

In response to this question, teachers have given suggestions which are grouped below.

	<u>Number of Responses</u>
(1) The inspectors should be sympathizers, democratic and constructive.	24
(2) There should be a change in the attitude of the inspectors.	21
(3) The inspectors should be better qualified and more competent.	14
(4) The inspectors should hold individual and group meetings after class visits.	26
(5) Inspections should be carried out more frequently.	11
(6) The inspectors should be honest, broad-minded, cool-headed, helpful, keen educationists and not vindictive.	7
(7) There should be set standards of evaluation of the teachers; it should not be merely personal whim of the inspector.	3
(8) Inspectors should not visit classes, but should only visit schools to help the headmasters.	3

Number of Responses

(9) The inspection should be more often and of longer duration.	6
(10) No response.	27

Section B - Headmasters' Responses

This questionnaire has been answered by 35 headmasters who form 46.7% of those to whom it was sent. Their responses are presented in the following pages.

TABLE V

## AGES OF THE HEADMASTERS AND THEIR DISTRIBUTION

Ages in years	:	26-30	31-35	36-40
Number of headmasters:		2	0	4
Ages in years	:	41-45	46-50	51-55
Number of headmasters:		6	15	7
Ages in years	:	56-60		
Number of headmasters:		1		Average age = 45.1 years

TABLE VI

## QUALIFICATIONS OF THE HEADMASTERS

Qualifications	:	B.A., B.T. or B.Sc., B.T.	M.A., B.T. or M.Sc., B.T.	B.A., M.A. (Ed.)
Number of headmasters:		22	11	2

TABLE VII

TOTAL NUMBER OF STUDENTS, TEACHERS AND SECTIONS  
IN SCHOOLS WHOSE HEADMASTERS RESPONDED

<u>Local Body Schools</u>			<u>Private Schools</u>			<u>Government Schools</u>		
<u>Students</u>	<u>Class Sect.</u>	<u>Teachers</u>	<u>Students</u>	<u>Class Sect.</u>	<u>Teachers</u>	<u>Students</u>	<u>Class Sect.</u>	<u>Teachers</u>
611	10	22	533	10	16	750	16	33
793	13	26	413	9	21	500	12	16
600	15	20	816	16	28	800	14	22
1250	25	15	635	10	14	400	8	13
412	9	16	500	11	16	301	8	12
1427	27	42	1200	21	28	778	17	24
300	10	15	409	10	14	515	12	18
550	10	16	745	19	33	<u>298</u>	<u>7</u>	<u>21</u>
800	12	21	1150	14	26	4342	94	159
950	14	25	560	11	18	Average number of students		
721	11	20	1322	22	35	in a Government School = 542.8		
<u>333</u>	<u>10</u>	<u>17</u>	1025	18	24	Average number of students		
Total	8747	166	255	820	13	19	in one section = 46.2	
Average number of students			690	13	16	Average number of students		
in one Local Body			<u>307</u>	<u>7</u>	<u>10</u>	per teacher = 27.3		
School = 729.0			11125	204	318			
Average number of students			Average number of students in					
per section = 52.7			one private school = 741.7					
Average number of students			Average number of students					
per teacher = 34.3			per section = 54.6					
			Average number of students					
			per teacher = 36.1					

TABLE VIII

## CLASSIFICATION OF SCHOOLS

Government Schools	=	8
Local Body Schools	=	12
Private Schools	=	<u>15</u>
Total		35

Question 6

How many times was your school visited by the inspectors from April 1958 to March 1959?

The responses are as follows:-

<u>Number of Visits</u>		<u>Number of Schools</u>	
No visit	=	11	
One visit	=	12	
Two visits	=	8	
Three visits	=	2	
<u>Four visits</u>	=	<u>2</u>	
Total 42	=	35	Average number of visits per school = 1.20

The average number of visits in one year as reported by the teachers in previous section is 0.75. It is possible that during certain visits the inspectors do not visit the classes. They limit themselves to discussions with the headmasters. Such visits have not been reported by the teachers, whereas they have been reported by the headmasters.

Question 7

The purposes of the visits as reported by the headmasters are as follows:-

<u>Purpose of the Visit</u>	<u>Number of Visits</u>
(a) To see only the school building	1
(b) General inspection	26
(c) Inquiry	4
(d) Accompanied foreign delegates	2
(e) In connection with school recognition	3
(f) Surprise visits	2
(g) To congratulate the headmaster on the good result in the external examination	1
(h) Only to get Travelling Allowance	1
(i) To see only the wheat crop in the school farm	1
(j) To check the prescribed books in the school	1

Question 8

The average number of inspectors during each visit as reported by the headmasters is 2.76 with minimum of one and maximum of six.

Question 9

The approximate average time spent by each inspector for each visit in the school as reported is 4.57 hours, with a minimum of half an hour and a maximum of 24 hours.

TABLE IX

## APPROXIMATE DIVISION OF WORKING TIME OF THE HEADMASTERS

(Figures are in percentages)

TEACHING		ADMINISTRATION		SUPERVISION	
Time in percentages	No. of head-masters	Time in percentages	No. of head-masters	Time in percentages	No. of head-masters
25-29	4	5-9	1	10-11	4
30-34	5	10-14	0	12-13	0
35-39	2	15-19	0	14-15	2
40-44	7	20-24	1	16-17	2
45-49	0	25-29	1	18-19	3
50-54	2	30-34	2	20-21	3
55-59	0	35-39	10	22-23	0
60-64	0	40-44	2	24-25	5
65-69	0	45-49	0	26-27	0
70-74	0	50-54	3	28-29	1
75-79	0	55-59	1	30-31	0
80-84	0	60-64	1	32-33	0
85-89	0			34-35	1
90-94	2			36-37	0
				38-39	0
				40-41	1
Average Percentage = 42.0		Average Percentage = 38.5		Average Percentage = 19.8	

Note:- Thirteen out of thirty five headmasters have divided their working time in a way which does not make a total of 100%. So thirteen responses have been excluded.



Question 11

Are you satisfied with this division of time?

	<u>Number of Responses</u>
Yes	26
No	9

A significant majority are satisfied with the division of time reported in Table IX. It seems they do not appreciate the role of supervision to which they only give about 19.8% of the working time.

Question 13

Are you required to teach under departmental regulations?

	<u>Number of Responses</u>
Yes	35
No	Nil

All the respondents report that they are required to teach under departmental regulations. This question may seem obscure to the non-Pakistani reader. It is felt that respondents understood it to mean: (Are you, as headmaster, required by the regulations of the Education Department, to teach classes yourself?).

Question 14

If 'yes' how many hours per week?

It is feared that this question has been misunderstood by the respondents. They have probably taken it to mean the number of hours they are teaching now. The minimum load for a headmaster is probably ten to fifteen hours a week. The range of teaching as reported by the headmasters varies from 10 to 30 hours a week.

The departmental regulations according to the experience of the writer do not provide for so much variation from school to school. It is probable that due to deficiency in the teaching staff, headmasters have to carry extra load. The average teaching load as reported is 16 hours per week. The teaching load of an English Teacher is 25 to 27 hours per week and that of a Vernacular Teacher<sup>43</sup> is 27 to 30 hours per week.

Question 16

In the matter of transfer and appointment of teachers for my school, I am consulted

	<u>Number of Responses</u>
(a) always	12
(b) sometimes	6
(c) seldom	8
(d) never	9

The evidence is insignificant. The headmasters of the private schools have closer and more direct relations with the Managing Committees, as compared to the Local Body Schools and Government Schools. They are often consulted in such matters. Since the dismissal and appointment of headmasters and teachers is mostly in the hands of the Managing Committees, these keep only those headmasters who enjoy their full confidence. The dismissal is by

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<sup>43</sup>This category of teachers are competent to teach all the subjects up to the eighth grade except English. They are generally matriculates and have received one year of training in education.

more difficult and elaborate procedures in Government Schools and Local Body Schools. The relations between the headmasters and the appointing authorities in these schools are more impersonal and indirect. Under such circumstances, the headmasters of these categories of schools are seldom consulted. Moreover the personal influence and relations of the headmasters with the higher authorities carry some weight in such matters.

Question 17

In your opinion, is it necessary for the headmaster to visit classes?

	<u>Number of Responses</u>
Yes	33
No	2

A highly significant majority report in favour of the necessity of visiting classes.

Question 18

Do you visit each class of your school?

	<u>Number of Responses</u>
Yes	20
No	15

The evidence is insignificant. Perhaps, even if most of the headmasters feel the necessity of visiting classes, they carry such a heavy load of teaching or administration or both as would induce them to neglect the visiting of classes.

Question 19

If 'yes' approximately how many times per year do you visit each class for the purpose of inspection?

Those who have reported 'yes' in question 18 say that their visits per year for each class vary from one to four times. The average is 1.5 visits.

Question 20

The average time spent by you in each class on each visit is \_\_\_\_\_ minutes, approximately.

The duration of visits of the headmasters to the classes ranges from 5 to 20 minutes, and the average time per visit is 14 minutes.

Question 21

Do you give suggestions to teachers for the improvement of teaching after each visit?

The same twenty respondents who report in question 18 that they visit classes, also give suggestions for the improvement of teaching, but the response is statistically insignificant.

Question 22

Do you give talks to teachers as a group on educational matters?

	<u>Number of Responses</u>
Yes	35
No	Nil

The evidence is highly significant in indicating that the headmasters generally give talks to teachers on educational matters.

Question 23

If 'yes' how many times per year?

The number of times ranges from 2 to 5 times per year, and the average is 2.4 times a year. Since educational matters cover a very wide range, the exact nature of the talks cannot be ascertained, but the frequency of such talks is so small that it is feared that such talks are generally given on some special occasions such as imminence of inspections, the opening of the school year, or some unusual matters.

Question 24

Under the existing system of inspection, the inspection

	<u>Number of Responses</u>
(a) is always constructive	3
(b) is sometimes constructive	25
(c) is not fully worth the time, energy, and money spent on it	5
(d) is a waste of time, energy and money	2

The evidence is significantly biased in favour of the opinion that inspection under the existing system is sometimes constructive. The reasons for the views in question 24 are the

subject of question 25, and are classified below:-

<u>In favour</u>	<u>Number of Responses</u>
(a) The fear of inspection is an incentive for Managing Committees and teachers to do more work	3
(b) Some inspectors give good sugges- tions	5
<u>Against</u>	
(a) The inspectors are not familiar with the local conditions of the school	4
(b) They are not highly qualified	7
(c) They do not discuss the faults and weaknesses with the teachers	15
(d) No response	8

The frequency under (c) above is noteworthy.

#### Question 26

In this question, the headmasters were asked to give sugges-  
tions for the improvement of inspection. Their responses are  
classified below:

	<u>Number of Responses</u>
(a) The inspectors should be guides and not only critics	13
(b) The inspectors should give model lessons	8

	<u>Number of Responses</u>
(c) The inspectors should be better qualified	5
(d) The inspectors should have free discussions with the teachers and the headmasters	14
(e) No response	9

Items (a) and (d) above are closely related, and the frequencies relating to them indicate present needs.

#### Section C - Inspectors' Responses

Three inspectors out of six have responded to this questionnaire. Two are 46 years old, while the third is 40 years old. One is M.A., B.T., the second is M.A., B.Ed., and the third is M.Sc. (Agri). The three of them are Assistant Inspectors of Schools.

One of them has been holding the present post for the last seven years, one for the last two years and the third for the last two months. As for experience, one had teaching experience in a school for sixteen years and served for two years as headmaster of a school in addition to his experience as inspecting officer for two years. Another had two years teaching experience in a college and fifteen years experience as Editor of Textbooks, in addition to experience in his present post for two months. The third had teaching experience of only six months in a college prior to his appointment

to the present post seven years ago. All of them are in the salary scale of Rs. 250-15-355.

One of them has reported that 150 high schools, approximately 3000 teachers, and 75000 students are under his jurisdiction. One has only given the number of schools under his jurisdiction as 150, while the third has not answered this question.

Two of them have reported that they are giving 50 percent of their time to administrative duties and 50 percent to academic matters. The third devotes 60 percent to the administrative functions and 40 percent to academic matters. All of them are satisfied with this division of time.

Question 11

The prevailing system of inspection needs

	<u>Number of Responses</u>
(a) complete change	Nil
(b) great modifications	Nil
(c) considerable modifications	2
(d) slight modifications	Nil
(e) no change	1

Question 12

How much time do you spend in each class visited by you?  
\_\_\_\_\_ minutes, approximately.

One of them gives approximately one hour for each class visit and the other two give half an hour.



Question 13

How many times per year, on an average do you visit each school?

One of them reports that on an average, he visits each school once in three years, another once in two years, and the third has not responded to this question.

Question 14

Are you able to visit all teachers during each visit?

- (a) Yes
- (b) No.

Two of them answered 'yes' while one said 'no'.

Question 15

What percentage of the schools under your jurisdiction do you inspect

- (a) three times or more a year \_\_\_\_\_%
- (b) two times a year \_\_\_\_\_%
- (c) once a year \_\_\_\_\_%
- (d) less than once a year \_\_\_\_\_%

Two of them have checked (d) while the third did not check any.

Question 16

In case you do not inspect all the schools in one year, the possible reasons are:

- (a) shortage of staff

- (b) shortage of time
- (c) shortage of T.A.<sup>44</sup> or D.A.<sup>45</sup> allotments
- (d) urgency of administrative duties
- (e) certain schools need no inspection
- (f) any other reason (please specify)

Two of them have checked all the reasons given in the question, while the third checked only (a) and (b). No response was given under (f).

Question 17

Please check as many as you like.

For the improvement of inspection, it is necessary

- (a) that inspectors should be given special training
- (b) that the number of schools and the number of teachers per inspector should be reduced
- (c) that better conditions of service should be provided to inspectors
- (d) any other (please state)

Two of them think that all the three provisions mentioned in the question are necessary for the improvement of inspection, while the third reports that only (a) and (b) are necessary.

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<sup>44</sup>T.A. stands for Travelling Allowance.

<sup>45</sup>D.A. stands for Daily Allowance.

Question 18

Approximately what percentage of time, devoted to inspection is spent on

- (a) Government schools \_\_\_\_\_%
- (b) Local Bodies' schools \_\_\_\_\_%
- (c) Private schools \_\_\_\_\_%

One of them spends 10 percent of the time on Government schools, 45 percent on Local Bodies' schools and 45 percent on Private schools. Another gives 20 percent, 40 percent and 40 percent of the time to these schools respectively. The third did not answer this question. The difference in the proportion of time devoted to different categories of schools is perhaps due to the difference in the number of schools (evident from Table I) under each category.

Question 19

I give suggestions to each teacher

- (a) immediately in front of the students
- (b) outside the class
- (c) only through inspection reports
- (d) in some other way (please state) \_\_\_\_\_

Two of the inspectors have reported that they give suggestions to each teacher immediately in front of the students, outside the class and through inspection reports. The third gives suggestions in front of the students and by giving demonstration lessons.

Question 20

Do you find time to talk to teachers of a school as a group on methods of teaching and other professional matters?

Two of them say 'yes' and the third says 'no'.

Question 21

To be able to help teachers satisfactorily what do you think the number of teachers per inspector should be?

One of them believes it should be 500 teachers, the other mentions 400 teachers, while the third does not respond to this question.

Question 22

In my opinion, the general conditions of high schools in Lahore Division are

- (a) improving
- (b) deteriorating
- (c) not changing.

Two of them opine that conditions are improving while the third reports that they are deteriorating.

In question 23, the respondents were asked to give the possible reasons for their view in question 22. One has not given any reason.

The reasons given by the other two are quoted below:

"Instructional and extra curricular activities both are improving. Just with the passage of time, happy rivalry and guidance of the present state leadership".

"Frequent Educational Seminars and regular courses".

#### Question 24

Please express your opinion about the standard of education by giving priority numbers (please use 1 for the best)

- (a) Government schools
- (b) Local Bodies' schools
- (c) Private schools.

All of them have graded the schools in the order given in the question.

#### Question 25

The control of the Education Department over private schools

- (a) is more than sufficient
- (b) is sufficient
- (c) is insufficient
- (d) is negligible

All of them think that the control is insufficient.

In the next question, the inspectors were asked to give their opinion about the control of the Education Department over Local Bodies' schools. All of them again report that the control is insufficient.

Question 27

The title of the 'Inspector' should

- (a) remain as such
- (b) be changed to 'Supervisor'
- (c) be changed to 'Education Officer'
- (d) (any other preferable title, please state)

All of them like to be designated as 'Education Officer'. One of them, however, has also suggested 'Divisional Educational Commissioner' as another alternative.

Question 28

In order to be successful, the inspector should discuss personal and professional problems of the teachers with them

	<u>Number of Responses</u>
(a) always	1
(b) sometimes	2
(c) seldom	Nil
(d) never	Nil

Question 29

The best method of inspection is

- (a) to observe the class while the teacher is teaching
- (b) to give a test to students
- (c) a combination of (a) and (b)
- (d) any other method (please specify)\_\_\_\_\_

Two of them think that a combination of (a) and (b) is the best method, and the third regards (b) as the best method.

### Question 30

Please check as many as you like.

Responsibility of the inspector is limited to

- (a) the headmasters
- (b) the teachers
- (c) the students
- (d) the community

One of the three regards the responsibility of the inspector is limited to the community, the other limits it to the headmasters, and the third limits it to the headmasters, the teachers, and to the community.

Lastly, the inspectors were asked to give their comments or suggestions for improving the prevailing system of inspection.

One of them has not given any suggestion, the other two recommend increase in the inspectional staff.

The comments on some of the responses will be made in the following pages.

### Summary

In chapter II, it was stated that the philosophy of inspection is authoritarian, and this has been substantiated by the response of the teachers. They report that inspection is a trying experience

and under the prevailing conditions, the best attitude in dealing with the inspectors is to say 'yes' to whatever they say. They have also significantly indicated that they generally do not take part in discussions with the inspector. It may be concluded, as hypothesized earlier, that the prevailing relations of teachers with inspectors are those of inferior and superior persons. This was further supported by one of the most frequent suggestions for the improvement of existing inspection, that inspectors should be sympathizers, democratic and constructive and that there should be a change in the attitude of the inspectors.

It was also stated earlier that there were no discussions after inspections. This has also been borne out by the most frequent suggestion by the teachers and the headmasters that the inspectors should hold free discussions with the teachers and the headmasters, and also by the opinion of two out of three inspectors that the teacher's personal and professional matters should not be discussed with him always.

Another hypothesis formed in chapter II that with a few exceptions, demonstration lessons are not given, is supported by the response of the teachers to question 19 in the questionnaire. A significant majority report that suggestions are given through inspection reports only. Only one of the three inspectors reports that he gives suggestions by demonstration lessons.

It was also indicated in chapter II that the prevailing system of inspection cares more for the academic development than



for the balanced development of the students. This has been supported by the significant response of the teachers.

An earlier statement was made that visits to the classes were infrequently made by headmasters. The teachers report that, on an average, their classes are visited four times in a year by the headmasters, and the average time spent is twelve minutes per visit. Sometimes, these visits are made for the purpose of checking on discipline only, and sometimes, they may be simply to find faults, as one of the headmasters has written in the questionnaire, "only those classes whose Incharges are not my 'yes' men".

Fourteen minutes are not sufficient for the appraisal of teaching.

On an average, 80.5 percent of the working time of the headmasters is spent on teaching and administration, and only 19.8 percent on supervision, and a significant majority are satisfied with this division of time. Thus, not only less time is spent on supervision but also the headmasters generally underestimate the importance of supervision. This may be due to the prevailing practice, as reported in chapter II, that no special training is given at the time of appointment as headmasters or as inspectors. The average proportion of time devoted for academic matters, by the three inspectors is 43.3 percent. Even if all of this time is taken to be spent on supervision, it is still meagre when viewed in the light of their inability to visit every school even once in a year, as reported by them.

All of the inspectors report that they give suggestions to the teachers in front of the students, but the nature of the suggestions cannot be ascertained from this response. If viewed in the context of the most frequent criticism by the teachers that inspectors do not guide and help, and they only find faults and point out weaknesses, what inspectors consider suggestions are not considered suggestions by the teachers. Moreover, that a significant majority of the teachers feel relieved and happy at the cancellation of inspection indicates that the teachers do not expect much use out of it, and it is considered only as a necessary evil. The group talks given by the headmasters are on an average only 2.4 times a year, which may be considered insufficient in view of the wide range of possible topics of such talks.

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

#### The Appointment of Inspectors<sup>46</sup>

It may be recalled that appointment to the post of inspector is made either on the basis of service seniority or by direct recruitment through the Public Service Commission. The usual procedure, however, is the former. It is held that

(a) it is easy to follow, as there is little need for the appointing authority to show and defend the basis of appointment,

(b) the procedure is stabilized and everybody knows where he stands,

(c) the stimulus of promotion continues to provide motivation and interest in the job,

(d) it encourages submissiveness and obedience on the part of subordinates and thus promotes smooth running,

(e) since promotion is made after many years of experience in different capacities, the inspector becomes better qualified to do his job efficiently.

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<sup>46</sup>Unless otherwise specified, the word inspector stands for any inspecting official connected directly with the secondary schools in Lahore Division.

The objections, however, are as follows:-

(a) It seems illogical to hold that every teacher who happens to be most senior is suitable for the job of inspector. Many good teachers might not prove themselves equally successful inspectors. To deprive students of a highly competent teacher by making out of him a mediocre inspector is not conducive to efficiency. At the time of appointment, candidates should be tested against sharply defined criteria for the job of inspector. The present procedure is based on the principle of least resistance.

(b) In most of the cases, submissiveness and obedience are demanded at the cost of initiative and creativity which are vital for success. Thus it produces "yes men".

(c) It does not encourage talented teachers to put forth their best. The stimulus to become eligible is lacking. The teachers know that even work of very high quality would not bring their promotion nearer.

(d) Although, it is true that experience under actual conditions provides better skills and knowledge to do the job satisfactorily, yet merely lengthening the term of experience does not necessarily improve either teaching or supervisory ability. Experience has no monopoly on success.

With the development of a comprehensive training program for administrative officers and of a more definite conception of the responsibilities of the superintendent of schools, there has been less emphasis upon the need of long years of experience as a teacher.<sup>47</sup>

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<sup>47</sup>Walter S. Monroe, Ed., Encyclopedia of Educational Research, The MacMillan Company, (New York, 1952), p.14.

While commenting on the method of promotion, the Commission on National Education observes:

Since 1936, the policy-adopted under democratic pressure of filling all posts through promotion and the lowering of the salary scales at the higher levels - has brought about a general deterioration in the quality of administrative personnel.<sup>48</sup>

It is recommended, therefore, that recruitment to the job of inspectors be made through the Public Service Commission. All those who have at least five years teaching experience in the secondary schools should be eligible to compete, provided they are otherwise qualified. The method would also draw competent persons from private and Local Bodies' schools, who are denied this chance under the seniority basis. Teaching experience for more than five years or experience in any other capacity may be regarded as additional qualification but should not be substituted for any other academic and personal qualifications considered necessary for the job. If, however, it is impossible to recruit a person with five years teaching experience in secondary schools, he may be given extensive field training, immediately after appointment, to provide him with some background for the job.

#### The Appointment of Headmasters in Public Schools

The posts of headmasters are also usually filled on the basis of seniority.

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<sup>48</sup>Government of Pakistan, Report of the Commission on National Education, (Karachi, 1960), p.314.

In consequence, it has become the practice for headmasters to be appointed when they are on the verge of retirement and when they have neither the time, the energy, nor the inclination to exert a positive influence.<sup>49</sup>

The teachers who manage to get the minimum of satisfactory reports are almost sure of their promotion. They continue to put in work of barely satisfactory standard and prefer smooth sailing. Moreover, once their promotion is made, they almost become sure of continuity, as, in practice, it is difficult to degrade the headmaster from gazetted class II to the ordinary non-gazetted scale of a teacher. Their former laxity as teachers tends to be perpetuated.

The remedy seems to lie in the situation where teachers are not so sure of their promotion on the basis of seniority only, and in the case of reversion of the headmasters to teaching. Therefore, it is suggested that headmasters should be selected from the promising teachers of public, private and Local Bodies' schools with at least five years experience by a duly constituted board within the Education Department. The Divisional Inspector should be one of the members and the Regional Director may act as the chairman of this board.

It is also suggested that the post of headmaster should carry the same salary scale as that of English Teachers. He may be given an additional monthly allowance commensurate with the

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<sup>49</sup>Ibid., p.316.

nature of his duties and responsibilities. So, this allowance will differ according to the type of school, the number of teachers, and the number of students etc. All the schools may be graded into different categories and a headmastership allowance be fixed for each category. In this case, it will be easier for the Department of Education to ask headmasters who do not prove themselves efficient and worthy of their jobs to revert to teaching. They will only be deprived of the additional allowance. This measure would tend to reduce the gap between the headmasters and the teachers, thus promoting democratic participation and cooperation. The headmasters would feel a greater need for relying on their personality, energy, and efforts rather than on their authority. They would resort to wide consultations with colleagues and would not disregard the interest of the group and of the activity itself.

#### The Appointment of Headmasters in Private and Local Bodies' Schools

The appointment of these headmasters may also be made by the board suggested for the appointments of headmasters in Public schools. Selection should, however, be made from the suitable teachers available in all the three categories of schools. Teachers selected from Public schools may be sent on secondment. If a teacher either from a Private school or from a Local Body school is selected for headmastership in a Public school, his lien as a teacher should be kept either in his former institution or in a Public school, according to his option whenever possible.

### Organization and Administration

The salary scale and status of the Divisional Inspector as well as the Deputy Inspectors may be allowed to continue as such, but the Assistant Inspector for Science may be given a status of deputy inspector in the salary scale of Rs.250-20-750 (gazetted class II). His present scale of Rs.250-15-355 is held by many teachers, and all the headmasters of high schools are gazetted class II. The Assistant Inspector is expected to supervise and evaluate teachers and sometimes even headmasters. He may also be required to investigate complaints against teachers and headmasters. His legal status being inferior to headmasters and equal to many teachers, would be a source of embarrassment to him and a hindrance to the efficient performance of his duties. So, for the sake of efficient administration and supervision, it is desired that he may be given a status of class II. Financial implications involved in the change will not be great. It may be asserted that this change will become more imperative, because due to the proposed transfer of Intermediate classes from college education to secondary education<sup>50</sup>, all the lecturers connected with these classes (presently gazetted class II) will also be transferred to the secondary schools.

There are at present, six inspectors who are expected to supervise 2215 secondary school teachers. Assuming that the division of load among the inspectors is equal, each is expected to supervise about 369 teachers.

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<sup>50</sup>Ibid., See pp.18-19.



There is little or no convincing research with respect to the number of persons who can properly be supervised by one individual. The number would obviously vary with the human relations skill of the supervisor and extent of his other administrative obligations, the complexity of the enterprise to be administered, and the ability, training and initiative of the individuals to be supervised... The number that may be adequately supervised is determined by the nature of the communication system necessary to direct and guide the organization and to keep the supervisor informed of the needs of those who are being supervised.<sup>51</sup>

The same author in discussing the teacher load of the principal says:"...it is doubtful whether his teacher load should be permitted to exceed ten or fifteen".<sup>52</sup> "When the number of principals exceeds ten the superintendent will discover that he can no longer adequately supervise them and carry on his other functions in a satisfactory fashion".<sup>53</sup>

The teacher load of each inspector in Lahore Division is too much as compared with the load in more advanced countries. It is especially so due to the following reasons:-

(a) "This organization for conducting primary and secondary education was established primarily to perform administrative rather than educational work".<sup>54</sup>

(b) The divisional inspectorate is also expected to supervise District Inspectors of schools, thus controlling elementary education indirectly.

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<sup>51</sup> John A. Bartky, Supervision as Human Relations, D.C. Heath and Company, (Boston, 1953), p.272.

<sup>52</sup> Ibid., p.274.

<sup>53</sup> Ibid., p.275.

<sup>54</sup> Government of Pakistan, The First Five Year Plan, (Karachi, 1957), p.552.

(c) The means of transport and communications are not satisfactory especially in rural areas.

(d) Local communities in some school areas take little interest in school affairs.

(e) About 19 percent of the teachers are untrained.

The present heavy loads with the attendant conditions have resulted in very infrequent visits of the inspectors as reported by the respondents to the questionnaires. The relations between the teachers and the inspectors have become highly impersonal. Apart from their inability to know each teacher personally, inspectors would not even know the total number of teachers, they are expected to supervise.<sup>55</sup> The need has also been felt by the Planning Board.

The situation has worsened with the rapid increase in the number of schools, without a commensurate increase in the number and quality of inspectional staff or a change in their educational outlook.<sup>56</sup>

It seems, therefore, advisable and necessary that the number of inspectors in Lahore Division should be increased. It is difficult to recommend the standard put forth by John A. Bartky in view of

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<sup>55</sup> Out of three inspectors, the only one who has reported the number of teachers he is expected to supervise, gives an estimate of 3000. Whereas the total number of secondary school teachers in Lahore Division according to the figures available from the Directorate of Education, is 2215 teachers.

<sup>56</sup> Government of Pakistan, The First Five Year Plan, (Karachi, 1957), p.552.

poorer economic conditions prevailing in the country. But it seems reasonable to expect under the present conditions that the teacher load of each inspector should not exceed 250 teachers. If this load is accepted, at least three deputy inspectors should be added.

All the three inspectors who have responded to the questionnaire have indicated that insufficient financial provision for travelling and daily allowances is one of the reasons for infrequent visits. It is recommended that sufficient provision be made, so that the shortage of funds would not stand in the way of efficient supervision.

Under prevailing conditions, supervision of secondary schools is insufficient. On the one hand, visits of the inspectors are rare and on the other, headmasters give on an average only 20.7% of their time to supervision.

It is desired that the headmasters should give about 50 to 60% of their time to supervision. This can only be done if they are allowed sufficient time. It is, therefore, suggested that they may not be required to carry a regular teaching load, if the number of teachers in a school exceeds 15 and that they be provided with one assistant, if this number exceeds 20. The headmasters may be asked to keep a regular record of their supervisory activities. Inspectors should check this record during their visits.

At present, inspectors give 40 to 45% of their time to Private schools. This is insufficient in view of the following reasons:-

(a) Private schools are 52% of the total number.

(b) The percentage of untrained teachers is greater than in other categories of schools.

(c) The average number of students per teacher is greater in Private schools.

Under the present conditions, about 55% of their working time should be spent on Private schools.

### Change of Title

The word inspector has become associated with the prevailing philosophy and methods of inspection. The philosophy and methods of inspection recommended in this chapter, if adopted, are likely to change the concept of inspection and the responsibilities of the inspectors. It is, therefore, desired that the title of inspector be changed "to something that accurately describes the function he is expected to perform".<sup>57</sup> It is recommended that the designation 'inspector' may be replaced by 'consultant'.

### The Philosophy of Inspection

The available evidence has indicated that the philosophy of inspection in Lahore Division is authoritarian. The legal and status relationships between teachers and inspectors are mainly the basis of all behaviour. The best known methods are thought to be in the

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<sup>57</sup> Government of Pakistan, Report of the Commission on National Education, (Karachi, 1960), p.316.

possession of those who are higher in authority. Suggestions are given in the form of directions which give little discretion to the teacher to adjust his methods and techniques according to different situations so that he may provide for the individual needs of the students. Teachers are seldom encouraged to take part in discussions freely and frankly. This leads to repression and frustrations in the teachers, kills their initiative and creativity, and teaching tends to become an almost mechanical process. Such rigidity is likely to endanger the success of teaching and to engender fear and distrust of the inspector. Harold P. Adams and Frank G. Dickey state:

Supervision which depends for its success upon the authority of the supervisor or upon his assumed knowledge of superior teaching methods and techniques leads to a situation which stunts growth.... Initiative, originality, creativity, sincerity, and honesty are developed, rather through encouragement and cooperative assistance.<sup>57</sup>

It is not definitely known why the same philosophy which suited foreign rulers to achieve their ends, continued to be followed after Independence. It may likely be due to inertia or lack of knowledge on the part of inspectors. William H. Burton and Leo J. Bruecknor point out:

The persistence of early theory and practice of supervision until today is prima facie evidence that school leadership is often unaware of large bodies of available knowledge, or when aware of the knowledge prefers instead a comfortable and comforting set of routine.<sup>58</sup>

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<sup>57</sup> Harold P. Adams & Frank G. Dickey, Basic Principles of Supervision, American Book Company, (New York, 1953), p.6.

<sup>58</sup> William H. Burton, Leo J. Bruecknor, Supervision, A Social Process, Appleton-Century-Crafts, Inc., (New York, 1955), p.7.

in the way. Most of the teachers may first react with surprise, but it is hoped that this surprise will be pleasant.

### Methods of Inspection

Under the prevailing conditions, teachers are afraid of inspection. Most of the reasons for their aversion may be sought in the methods and techniques of inspection adopted by most of the inspectors. They observe classes only to rate teachers and fail to clarify the reasons for observing the class situations. The Commission on National Education seems to be aware of practices, when it recommends: "An Inspector should not be a combination of clerk and a policeman, as he is now, but an educationist".<sup>60</sup> The fears of the teachers are not altogether unjustified, because ratings by the inspectors influence considerably increases in salaries or promotions in rank.

The visits to schools are hardly planned. In most cases, inspectors barely know more than the name of the school and the name of the headmaster, they are going to visit. Whereas, if the aim of the visit is the improvement of teaching and learning situations, it is always necessary that relevant information about each teacher should be obtained from his personal files before the visit. There is no use of building up an elaborate filing system, if the information contained in the files is not a part of the inspector's working knowledge. Such knowledge as throws light on the teachers' training,

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<sup>60</sup>Government of Pakistan, Report of the Commission on National Education, (Karachi, 1960), pp.315-316.

interests, experiences, capacities, assistance provided in the past, reaction to such assistance and progress already made in overcoming difficulties can help in gaining insight into the problems which the teachers face. It can especially be useful to the inspectors of Lahore Division, because the time spent on each visit is very short, and they cannot spare much time for individual conferences with the teachers.

Classroom visitation. The proper aim of class visitation is to study the specific conditions and situations in the classroom with a view to suggest improvements. Therefore, all the factors which have direct or indirect effect on the classroom situation should be studied by the inspector. The arrival of the inspector, the place he occupies in the classroom and his departure should be in keeping with the principle that he exists for the sake of pupils and teachers. The inspector should sit in the classroom in such a place as to have a good view of what is going on, and at the same time to be as inconspicuous as possible. If he has to choose between the seats at the rear or in the front, the former seems to be preferable. The inspector who sits at or near the teacher's desk creates a more difficult situation. The teacher is probably more embarrassed and the attention of the pupils shifts from the teacher and the lesson to the inspector. Moreover, taking notes by the inspector will also distract the attention of the pupils and of the teacher more readily. Some of the important factors to be observed are:-

1. Physical conditions. The inspector should check such matters as seating, ventilation, lighting, cleanliness, etc. to be sure that they are adequately provided. These are generally ignored by many teachers, because they become too much absorbed in teaching.

2. Methods of teaching. The inspector should observe the following:

a) Are the pupils motivated and what methods are used to stimulate interest?

b) Does the teacher adapt his teaching to the mental level of the students, to their background and previous experiences?

c) Does he relate his teaching to actual conditions of living?

d) Does he tend to lecture? Is his aim the development of the pupils' potentialities or mere memorization of facts?

e) Does he use appropriate and suitable audio-visual aids effectively?

f) Does he require student activities? Are these worth while educationally?

g) Do the teacher's questions provoke thinking or do they call for mere repetition of the words of the text book?

h) Are the assignments clear?

3. Students' attitudes and reactions.

a) Do they take interest in discussions?

b) Do they show initiative in independent work?



c) Do they maintain order in the class and take care of materials?

4. Testing by the inspector. While testing, the inspector should not limit himself to academic aspects only. He should look into the social and moral development of the students, which is ignored by most of the inspectors at present.

If at a certain point during the lesson or at the end, the inspector finds it advisable to take over the class to ask some questions or to give a demonstration, he should ask permission from the teacher in a loud voice to uphold the pupils' confidence in their teacher, and to let them feel that taking over is in no way a sign of dissatisfaction. Preferably, the inspector should observe all the lesson to form a comprehensive and reliable view for evaluation and for offering suggestions.

Conference after the visit. In accordance with the philosophy of democratic supervision, it is highly desirable that the impressions of the inspector gained from the visit to the class must be discussed individually with the teacher observed. This conference should preferably be held in the presence of the principal of the school. The inspector should better start with the commendable aspect of the teacher's work to win his confidence and cooperation. He should show complete confidence in the ability of the teacher and should avoid such remarks as would make the teacher feel inadequate. Teachers in Lahore Division do not enjoy much social prestige. The inspector should utilize this opportunity to give them recognition

and to enhance their feeling of self respect. "For morale in a service to be good, the individual needs to feel not only that he is respected outside, but also that he matters inside the profession".<sup>61</sup>

The meeting should not give an impression of a superior giving orders to an inferior. Rather, it should be a meeting between two persons equally interested in improving the situation. The teacher should be led to analyze and evaluate his own teaching through skilled questioning. The inspector should show a warm interest and responsiveness to the teacher's problems. His attitude should be one of willingness to listen and understand and of offering cooperation in assisting the teacher to solve his problems. Attention should be focused on achieving agreement based on facts and experimentation rather than on establishing one's personal view. In case of disagreements, the teacher should be asked to try the inspector's point of view for himself and report the results. Records of the conference, particularly of conclusions should be preserved by the participants for later reference and guidance.

Reports of the visits. The nature of reports, at present, which are given at the conclusion of the visit is of a very general nature. There is no use of such reports. Reports of a general nature can be given even without going to the schools. The purpose of the visit is to study the specific situations to suggest specific improvements. It is recommended that reports should be specific in

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<sup>61</sup>V.L. Griffiths, An Experiment in Education, Longmans, Green & Co., (London, 1953), p.75.

accordance with the purpose of the visit.

### Qualifications of Inspectors

It has already been noted that there are many teachers in the secondary schools who have Master's Degrees in their subjects. The number of such teachers is likely to increase with the transfer of Intermediate classes to the schools. Almost all the lecturers who would be shifted to the schools have Master's Degrees.

In order to gain the confidence of the teachers and provide necessary guidance, it is desirable that the inspectors should hold at least a Master's Degree.

On the professional side, they should have at least the Bachelor's Degree in Education. The most important quality of the inspectors is the desire and inclination to continue their growth in professional and academic knowledge.

They must also possess such personal qualities as emotional stability and maturity, tact and sympathy, intelligence, drive, cooperativeness, cheerfulness and reliability.

### In-Service Training Program

In order to facilitate continuity in the professional growth of teachers, headmasters, and inspectors, a regular in-service training program is necessary. This has already been undertaken by the newly established Education Extension Centre at Lahore, but owing to the recency of its establishment, it is difficult to evaluate it.

However, the following suggestions are advanced.

1. The program should cater successfully for the needs of:
  - a) untrained teachers,
  - b) headmasters and inspectors who did not complete special course on educational administration and supervision,
  - c) teachers, headmasters and inspectors who are basically trained but are to be acquainted with the latest developments in the field.
2. The course for the participants under the first two categories may be conducted on seminar pattern with sufficient independent study, discussions and occasional lectures by the specialists.
3. The refresher course for participants under category (c) should be organized on workshop pattern. Its distinguishing feature should be a high degree of responsibility shared by all participants in planning, administering, and evaluating the experience. The program should be flexible and the major part of the direction of the work should be left to the participants. Enough opportunity should be given for free discussions in general meetings and in small interest groups. The entire period should be characterized by informal relations among participants and staff. Facilities for active interchange of ideas, and freedom from rigid schedules and traditional methods of evaluation should be guaranteed. New ideas are more readily accepted when they have been cooperatively conceived than when they have been imposed.

4. A good professional library containing an adequate supply of books, periodicals, and reference material of all kinds is necessary to make the work of the participants meaningful, efficient and effective.

5. The necessary encouragement and facilities should be given by the offices and parent schools of the participants to try and experiment with the ideas and inspirations gained from such courses.

#### Proposed Additional Responsibilities of the Divisional Inspector

In order to improve the standard of education in all the categories of schools, certain measures in the form of additional responsibilities for the Divisional Inspector are recommended.

Public schools. At present, the appointment of teachers in public schools is in the hands of the Regional Director, who is often occupied with more important matters, and appointments are delayed. Such undue delays adversely influence the education of pupils in schools. For the sake of expedition in appointments, and a sounder adjustment of requirements, it is recommended that the responsibility of making appointments may be entrusted to the Divisional Inspector within his division.

Local Bodies' Schools. At present, in addition to elementary education, 44 out of 150 high schools in the Division are run by Local Bodies. The aim of giving Local Bodies this responsibility is to associate the people in the villages and towns with the development of education and local participation in financial responsibility.

But most of the Local Bodies have not been able to manage educational affairs successfully.

Owing to continued maladministration, the Governments of various provinces in Pakistan successively took over control from local bodies, except in the former Punjab. However, the teachers of the schools in that region have been petitioning Government year after year to take control into its own hands.<sup>62</sup>

The main reasons seem to be

(a) the dual control of schools by the inspectorate and the local, district and special boards, and the lack of clarity in their respective responsibility and authority, which lead to friction, delay, and frustration in the conduct of school affairs;

(b) the rapidity with which local bodies were given functions they were not prepared to assume.<sup>63</sup>

In view of this situation, it is recommended that control of all the Local Bodies' High Schools should be taken over by the Education Department. The Local Bodies may be expected to cooperate in the provision of school sites, buildings, equipment and a portion of teachers' salaries. The Divisional Inspector may be asked to study the competency and ability of each local body from time to time and to recommend the delegation of certain responsibilities. When responsibilities are given, the role of the inspectorate and the local body must be very clearly defined. In this way, decentralization would be developed by stages.

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<sup>62</sup>Government of Pakistan, Report of the Commission on National Education, (Karachi, 1960), p.182.

<sup>63</sup>Government of Pakistan, The First Five Year Plan, (Karachi, 1957), p.552.

Private schools. Seventy eight high schools forming 52% of all secondary schools in Lahore Division are run by private bodies. Quantitatively, they play an important role in the provision of educational facilities in the division. But the standard of education in these schools is the lowest. The financial position of many bodies is not very sound. Many of them have a profit motive. The majority of the members of certain bodies are either totally illiterate or insufficiently educated. To aggravate the situation, the control of the Education Department is insufficient.

In order to improve the standard of education in private schools, it is suggested that the governing body of each school should be reformed by having half of its members from the existing body and the rest of them should be nominated by the Divisional Inspector. Each managing committee should either be presided over by the Divisional Inspector himself or his representative. The delegation of responsibilities to each committee should be determined according to the ability and need of each instead of having a uniform policy for all the committees.

#### The Inspector and the Community

A school which has a clear conception of its role can hardly do without close and frequent contacts with the society. Many problems of the students are to be traced to their home lives and many of them are to be solved with the help of the parents. In the present state of isolation of schools from society in Lahore Division,

the schools cannot do efficient service to the community.

The development within the young of the attitudes and dispositions necessary to the continuous and progressive life of a society cannot take place by direct conveyance of beliefs, emotions, and knowledge. It takes place through the intermediary of the environment.<sup>64</sup>

The inspector should see that the schools encourage close contacts with members of the community. He may insist that each school should hold parents day once or twice during the season when the majority of the community members are easily available. On such occasions, certain shows and exhibitions may be arranged where different models, charts, and other handicraft products prepared by the students may be displayed. A drama, scouting activities, literary debates etc. can also be arranged. The inspector can avail himself of such opportunities to impress upon community members the necessity of keeping close contacts with the schools.

A regular system of sending results of the different house (internal) examinations to guardians should be introduced.

Most of the responsibility in this connection, lies with the school authorities because many of the parents, especially in rural areas being illiterate are shy of visiting schools or they are not aware of the importance of such visits.

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<sup>64</sup> John Dewey, Democracy and Education, The Macmillan Company, (New York, 1916), p.26.



### Summary

From the previous chapters in which the present conditions of supervision were described and the results of the questionnaires were analyzed, one can note that very few of the principles and methods of inspection now accepted in countries which have made extensive analytical and research studies of the problems of inspection, are followed in Lahore Division. The inspectors adopt authoritarian methods and their main aim is teacher rating to ensure that the learners acquire certain academic skills and a certain body of information. For these reasons and other handicaps already discussed, inspection is not very fruitful, and it will remain so until a radical change is made.

In order to improve the existing conditions of inspection, the need for appointing inspectors and headmasters through selection has been emphasized.

They should adopt a democratic philosophy and such methods and techniques of inspection as would show faith and confidence in teachers. The aim should be the improvement of teaching and learning through cooperative efforts and not through harrassment. Unless teachers are given the opportunity to develop their creativity under sympathetic guidance, their initiative, enthusiasm, and sense of responsibility will never grow.

Inspectors should be adequately qualified to guide teachers in academic and professional fields and to gain their confidence.

APPENDIX

1. Questionnaire to Teachers  
of Recognized High Schools  
in Lahore Division

In case of multiple-choice questions, please put a check mark (✓) against each item, you feel is true.

1. Age \_\_\_\_\_ years.

2. Qualifications:

(a) Academic \_\_\_\_\_

(b) Professional \_\_\_\_\_

3. Length of service

(a) as teacher \_\_\_\_\_

(b) in any other capacity (please specify) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Please check any one of the following:

If the inspection is cancelled, I feel

\_\_\_ (a) relieved and happy

\_\_\_ (b) indifferent

\_\_\_ (c) disappointed

5. Under the existing system of inspection, the inspection

\_\_\_ (a) is always constructive

\_\_\_ (b) is sometimes constructive

\_\_\_ (c) is not fully worth the money, energy and time spent on it

\_\_\_ (d) is a waste of money, time and energy

6. Please give reasons for your view in No.5 above.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. For the improvement of instruction and in the discharge of other professional responsibilities
- (a) I need a great deal of help from the inspector
  - (b) I need only a little help from the inspector
  - (c) I do not need any help from the inspector
8. The reports of the inspectors are based
- (a) always on insufficient evidence
  - (b) more often on insufficient evidence
  - (c) seldom on insufficient evidence
  - (d) never on insufficient evidence
9. I participate in discussion with the inspector and express my views freely
- (a) always
  - (b) sometimes
  - (c) seldom
  - (d) never
10. If the inspector finds a defect in my methods of teaching, he
- (a) gets angry
  - (b) does not take any action
  - (c) suggests another teaching method
  - (d) other (please specify) \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
11. The prevailing method of inspection
- (a) cares only for the academic aspect of students
  - (b) cares more for the academic aspect of the students than for balanced development
  - (c) cares more for the balanced development of the students (such as physical, moral, social etc.) than for the academic aspect
  - (d) cares only for the non-academic aspect of the students

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12. I would prefer it if the inspector

- (a) remained in my class for a longer time
- (b) remained in my class for a shorter time
- (c) did not enter my class at all

13. When the inspection is over, I feel

- (a) a trying experience is over
- (b) no particular reaction at all
- (c) that I have been sympathized with and helped

14. The after-effects of inspection on my class discipline are

- (a) good
- (b) no particular effect at all
- (c) bad

15. It is in my interest, if the inspector

- (a) knows about my abilities but not any weaknesses
- (b) knows about both my abilities and my weaknesses
- (c) knows about my weaknesses but not my abilities

16. Under the prevailing conditions, the best attitude in dealing with the inspector is (please check one)

- (a) to say 'yes' to whatever he says
- (b) to disagree where I think he is wrong
- (c) to accept nothing he says

17. About how many times per year is your class visited by

- (a) the headmaster? \_\_\_\_\_ times
- (b) the inspector? \_\_\_\_\_ times

18. The average time spent for each visit

- (a) by the headmaster was \_\_\_\_\_ minutes, approximately
- (b) by the inspector was \_\_\_\_\_ minutes, approximately

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19. The inspector gives me suggestions for improvement

- (a) by personal interview only  
 (b) through inspection reports only  
 (c) through personal interview as well as inspection reports  
(d) (Any other, please specify) \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

20. Please write here any other comments or suggestions you would like to make to improve the prevailing system of inspection

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Questionnaire to Headmasters  
of Recognized High Schools  
in Lahore Division

1. Age \_\_\_\_\_ years

2. Qualifications:

(a) Academic \_\_\_\_\_

(b) Professional \_\_\_\_\_

3. Total number of students in the school \_\_\_\_\_

Total number of sections of all the classes \_\_\_\_\_

Total number of teachers in your school \_\_\_\_\_

4. My school is

\_\_\_\_\_ (a) a Government school

\_\_\_\_\_ (b) a Local Body school

\_\_\_\_\_ (c) a Private school

5. If your school is private, how much aid will it receive this year from the Government? \_\_\_\_\_ Rs.

6. How many times was your school visited by the inspectors from April 1958 to March 1959? \_\_\_\_\_

7. The purpose of

(a) the first visit was \_\_\_\_\_

(b) the second visit was \_\_\_\_\_

(c) the third visit was \_\_\_\_\_

(d) the fourth visit was \_\_\_\_\_

8. The number of inspectors during

(a) the first visit was \_\_\_\_\_

(b) the second visit was \_\_\_\_\_

(c) the third visit was \_\_\_\_\_

(d) the fourth visit was \_\_\_\_\_

- 2 -

9. The approximate average time spent by one inspector for each visit in my school was \_\_\_\_\_ hours
10. Approximate division of my working time is as follows:
- (a) teaching \_\_\_\_\_%
- (b) administration \_\_\_\_\_%
- (c) supervision \_\_\_\_\_%
11. Are you satisfied with this division of time
- \_\_\_ (a) yes
- \_\_\_ (b) no
12. If you answered 'no' what division in your view would be appropriate
- (a) for teaching \_\_\_\_\_%
- (b) for administration \_\_\_\_\_%
- (c) for supervision \_\_\_\_\_%
13. Are you required to teach under departmental regulations?
- \_\_\_ (a) yes
- \_\_\_ (b) no
14. If 'yes' how many hours per week?
15. The teaching load under departmental requirements of
- (a) an English teacher is \_\_\_\_\_ hours /week
- (b) a vernacular teacher is \_\_\_\_\_ hours /week
16. In the matter of transfers and appointments of teachers for my school, I am consulted
- \_\_\_ (a) always
- \_\_\_ (b) sometimes
- \_\_\_ (c) seldom
- \_\_\_ (d) never
17. In your opinion, is it necessary for the headmaster to visit classes?
- \_\_\_ (a) yes
- \_\_\_ (b) no
18. Do you visit each class of your school?
- \_\_\_ (a) yes
- \_\_\_ (b) no

- 3 -

19. If 'yes', approximately how many times per year do you visit each class for the purpose of inspection? \_\_\_\_\_
20. The average time spent by you in each class on each visit is \_\_\_\_\_ minutes, approximately.
21. Do you give suggestions to teachers for the improvement of teaching after class visits  
 \_\_\_\_\_ (a) yes  
 \_\_\_\_\_ (b) no
22. Do you give talks to teachers as a group on educational matters  
 \_\_\_\_\_ (a) yes  
 \_\_\_\_\_ (b) no
23. If 'yes', how many times per year? \_\_\_\_\_ times
24. Under the existing system of inspection, the inspection  
 \_\_\_\_\_ (a) is always constructive  
 \_\_\_\_\_ (b) is sometimes constructive  
 \_\_\_\_\_ (c) is not fully worth the time, energy, and money spent on it  
 \_\_\_\_\_ (d) is a waste of time, energy, and money.
25. What are some of the reasons for your view in No.24 above?  
 (your brief comments, please)
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
26. Please write below any other comments or suggestions you would like to make to improve the prevailing system of inspection
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



3. Questionnaire to the Divisional Inspector,  
Deputy Inspectors and Assistant Inspector  
of Schools at Lahore

In case of multiple-choice questions, please put a check-mark (✓) against each item you feel is true.

1. Age \_\_\_\_\_ years
2. Qualifications:
  - (a) Academic: \_\_\_\_\_
  - (b) Professional: \_\_\_\_\_
3. Designation \_\_\_\_\_
4. Period during which you have held the present post \_\_\_\_\_
5. Previous experience
  - (a) teaching in a school \_\_\_\_\_ years
  - (b) teaching in a college \_\_\_\_\_ years
  - (c) as headmaster of a school \_\_\_\_\_ years
  - (d) as principal of a college \_\_\_\_\_ years
  - (e) as inspecting officer \_\_\_\_\_ years
  - (f) in any other capacity (please state) \_\_\_\_\_ years
6. Present salary \_\_\_\_\_ Rs/month in the scale of \_\_\_\_\_
7. Number of schools under your jurisdiction with number of teachers and students
  - (a) number of schools \_\_\_\_\_
  - (b) number of teachers \_\_\_\_\_
  - (c) number of students \_\_\_\_\_
8. Approximately what percentage of your time is spent upon
  - (a) administrative duties? \_\_\_\_\_ %
  - (b) academic matters ? \_\_\_\_\_ %

- 2 -

9. Are you satisfied with this division of time

\_\_\_ (a) yes

\_\_\_ (b) no

10. If not what are the limitations which prevent you from making it satisfactory (your brief comments please) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

11. The prevailing system of inspection needs

\_\_\_ (a) complete change

\_\_\_ (b) great modifications

\_\_\_ (c) considerable modifications

\_\_\_ (d) slight modifications

\_\_\_ (e) no change

12. How much time do you spend in each class visited by you?  
\_\_\_\_\_ minutes, approximately.

13. How many times per year, on an average do you visit each school?  
\_\_\_\_\_

14. Are you able to visit all teachers during each visit?

\_\_\_ (a) yes

\_\_\_ (b) no

15. What percentage of the schools under your jurisdiction do you inspect

(a) three times or more a year? \_\_\_\_\_%

(b) two times a year? \_\_\_\_\_%

(c) once a year? \_\_\_\_\_%

(d) less than once a year? \_\_\_\_\_%

Total of percentage 100

16. In case you do not inspect all the schools in one year the possible reasons are: (please check as many as you like)

\_\_\_ (a) shortage of staff

\_\_\_ (b) shortage of time

\_\_\_ (c) shortage of T.A. or D.A. allotments

No.16 (Cont'd)

- \_\_\_ (d) urgency of administrative duties  
 \_\_\_ (e) certain schools need no inspection  
 \_\_\_ (f) any other reason (please specify)

\_\_\_\_\_  
 \_\_\_\_\_

17. Please check as many as you like.

For the improvement of inspection, it is necessary

- \_\_\_ (a) that inspectors should be given special training  
 \_\_\_ (b) that the number of schools and the number of teachers per inspector should be reduced  
 \_\_\_ (c) that better conditions of service should be provided to inspectors  
 \_\_\_ (d) any other (please state) \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_

18. Approximately what percentage of time, devoted to inspection is spent on

- (a) Government schools \_\_\_\_\_ %  
 (b) Local Bodies' schools \_\_\_\_\_ %  
 (c) Private schools \_\_\_\_\_ % Total 100

19. I give suggestions to each teacher

- \_\_\_ (a) immediately in front of the students  
 \_\_\_ (b) outside the class  
 \_\_\_ (c) only through inspection reports  
 \_\_\_ (d) in some other way (please state)

\_\_\_\_\_  
 \_\_\_\_\_

20. Do you find time to talk to teachers of a school as a group on methods of teaching and other professional matters

- \_\_\_ (a) yes  
 \_\_\_ (b) no

21. To be able to help teachers satisfactorily what do you think the number of teachers per inspector should be \_\_\_\_\_ teachers per inspector
22. In my opinion, the general conditions of high schools in Lahore Division are
- \_\_\_\_ (a) improving  
 \_\_\_\_ (b) deteriorating  
 \_\_\_\_ (c) not changing
23. What do you think are the possible reasons for your view in No.22 (your brief comments please) \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
24. Please express your opinion about the standard of education by giving priority numbers (please use 1 for the best)
- \_\_\_\_ (a) Government schools  
 \_\_\_\_ (b) Local Bodies' schools  
 \_\_\_\_ (c) Private schools
25. The control of the Education Department over private schools
- \_\_\_\_ (a) is more than sufficient  
 \_\_\_\_ (b) is sufficient  
 \_\_\_\_ (c) is insufficient  
 \_\_\_\_ (d) is negligible
26. The control of the Education Department on Local Bodies' Schools
- \_\_\_\_ (a) is more than sufficient  
 \_\_\_\_ (b) is sufficient  
 \_\_\_\_ (c) is insufficient  
 \_\_\_\_ (d) is negligible
27. The title of the 'Inspector' should
- \_\_\_\_ (a) remain as such  
 \_\_\_\_ (b) be changed to 'Supervisor'  
 \_\_\_\_ (c) be changed to 'Education Officer'  
 \_\_\_\_ (d) (any other preferable title, please state)

28. In order to be successful, the inspector should discuss personal and professional problems of the teachers with them

- (a) always
- (b) sometimes
- (c) seldom
- (d) never

29. The best method of inspection is

- (a) to observe the class while teacher is teaching
- (b) to give a test to students
- (c) a combination of 'a' and 'b'
- (d) any other method (please specify)

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30. Please check as many as you like.

Responsibility of the inspector is limited to

- (a) the headmasters
- (b) the teachers
- (c) the students
- (d) the community

31. Please write here any other comments or suggestions you would like to make to improve the prevailing system of inspection.

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## 4. COVERING LETTER

American University of Beirut  
Beirut, Lebanon.

December 4, 1959

Dear Sir,

I shall be grateful to you if you will kindly fill in the attached questionnaire and return it to my father as soon as possible at the address given below.

The information asked for in the questionnaire is needed by me for my thesis entitled "The Improvement of Secondary School Inspection in Lahore Division, Pakistan". This is in partial fulfilment of the requirements for the Master's Degree in Education from the American University of Beirut.

It is not necessary for you to mention your name and the name of your school. I need your suggestions and comments about the existing system of inspection and its improvement. Information supplied by you is required for analysis and will be treated as highly confidential.

Encl.

Yours faithfully,

Tanweer Ahmad Khan

Address to which questionnaire  
is to be returned:

Mr. Abdul Ghani Khan  
House No. 537, Mohalla Akbari Masjid  
Toba Tek Singh, District Lyallpur.

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