

# EFFECT OF HEAD TEACHERS' SUPERVISION QUALITY ON TEACHERS' PERFORMANCE IN PUBLIC PRIMARY SCHOOLS IN AFGHANISTAN

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## ABSTRACT

The aim of this study was to examine the effect of head teacher supervision quality on teacher performance in public primary schools in Afghanistan. The objectives of the present study were to explore: teachers' perceptions regarding the quality of their head teachers' supervision and how this supervision affects their teaching performance. The overarching objective was to determine the effect of head teacher supervision on teachers' performance in public primary education of Afghanistan.

The target population for this research comprised 25791 male primary school teachers across three provinces: Kabul, Maidan Wardak, and Logar. A stratified random sampling technique was employed to select a sample of 600 male teachers, of whom 521 participated in the study. Data collection was conducted using two developed questionnaires for this research. The first questionnaire assessed teachers' perceptions of the quality of head teacher supervision, while the second focused on teachers' own performance.

The results of this study showed high levels of teaching competence, classroom management. Among the supervisory practices, supervision and evaluation emerged as the strongest predictors and significantly increased all aspects of teacher performance. Leadership and communication showed a moderate positive effect, especially on teaching competence and classroom management (Ali, A et al., 2024). Professional development also significantly contributed to improving teaching competence, classroom management, assessment practices, and professional commitment. In contrast, instructional supervision had a relatively weak positive effect relative to other supervisory practices and was not statistically significant for teaching competence and classroom management. Overall, head teachers' supervisory practices explained a moderate portion of the variance in teacher performance, indicating that while supervision plays an important role, other factors also influence teacher effectiveness.

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## INTRODUCTION

Monitoring the teacher's work in the school is one of the duties of the educational institutions, based on which they provide professional training opportunities according to the teacher's needs (Sarjivani & Starat, 2006).

The quality of teachers plays a key role in the success of education and the duties are such as planning learning activities, adapting and implementing curricula, evaluating students' achievements, evaluating outcomes and working to enhance the learning experience. Their success and quality in the educational system depend on the role of managers as supervisors, trainers and leaders (Aqib, 2010:82, Rifa'i & Assingkily, 2021). Capable principals, as supervisors and teacher supporters, can motivate teachers and encourage them to show better performance in the teaching and learning process (Sadulloh, 2011).

Educational supervision is the supervision within the school carried out by the school leadership (principals, heads of department and head teachers) in order to guide, evaluate and support teachers. The development and improvement of the learning process in school is a sustainable and top-down process whose main purpose is to control, evaluate and improve the learning process in order to guide teachers and support them to improve learning outcomes (Kutsyoruba, 2003; Arung & Ogbado, 2010).

Educational supervision is the process of guidance; monitoring and professional support of teachers carried out by principals and head teachers and it plays a pivotal role in the quality of learning in schools. Effective supervision plays an important role in the achievement of educational goals. Supervision identifies the strengths and weaknesses of the teaching process, including teaching methods, creating a suitable learning environment that promote students' academic and social development, and focus on professional support for teachers (Regassa & Mamo, 2024).

By observing the teaching process in classes and sharing their experiences and opinion, supervisors encourage teachers to adjust and improve their teaching methods according to the need and interest of students. The aim of

supervision is not only to evaluate the teaching process but also to support teachers in teaching effectively (Gordon, 2019).

In addition to professional support, supervision also focuses on school accountability. Supervisors compare the teaching process in the school with the curriculum objectives and curriculum standards and ensure its alignments. Supervision identifies problems. Supervision is a purposeful process that focuses not only on teacher performance but also on school performance (Fabunmi et al., 2025).

Supervision focuses not only on the classroom but also on teacher performance and commitment, motivating teachers to deliver quality teaching. Supervision enhances the credibility of schools and increases parents' confidence in the high quality of schools. Supervision is a management system that integrates the teaching and learning process to provide a platform for teachers and students to grow through quality teaching (Fabunmi et al., 2025).

The effectiveness and efficiency of the head teacher in the process of evaluating and monitoring the teaching and review process, ensuring the implementation of the curriculum, supporting the professionalism of teachers to improve the teaching process and manage school affairs (Nzabonimpa, 2011 and Dr. Asghar Ali, et al., 2025).

Beach and Reinharts (2000) emphasize that supervision is very effective in increasing performance and improving student learning. Hoy and Forsyth (1986) states that supervision is a systematic process that aligns activities with school goals and identifies and fills gaps. Darsh (2001) argues that supervision plays a fundamental role in effective management and leadership, and in supporting teachers' professional development.

Instructional supervision is a participatory process in which administrators work with teachers to develop their professional skills, encourage dialogue, solve problems, and increase motivation and commitment in teachers to improve the teaching process (Khalid et al., 2022).

Integrating a supportive improvement program and supervision by administrators enhances teachers' professional skills and long-term professional growth (Koenig et al., 2024).

The leadership and facilitation of communication are described as central responsibilities of school principals. In this role, principals act as team leaders and facilitators, drawing connections across subject areas and guiding teachers and learners through meaningful dialogue to enhance problem-solving and strengthen educational quality (IJARIE, 2025).

Effective communication by principals has a positive impact on teacher motivation. Studies have shown that clear and transparent communication styles enhance teachers' self-confidence and encourage their active participation in school activities (International Journal of Scientific Research, 2025).

The leadership style of principals has a direct influence on the learning process in schools. A democratic leadership style fosters effective communication, collaboration, and improved student outcomes, thereby strengthening the overall educational process (Owamaria & Andala, 2022).

There is disagreement about what level of experience mentors should have and how long they have worked with the individual as a mentor (Centre for the Use of Research and Evidence in Education (CUREE, 2005; Davis et al., 2020).

Tesfaw & Hofman (2014) reveal that, there is a weak and moderately positive relationship between head teacher supervisory approach and teacher professional development and the more significant factors for teacher development are teachers attitude and teachers satisfaction. Supervision plays an important role in the professional development of teachers.

The main problems in the educational supervision process are instability, unprofessional and questionable supervision and lack of resources, which cause supervision not to be carried out properly and do not have a good impact on the quality of teachers' work (Wanzare, 2011).

Arifin (2020) found that internal supervision contributed 40.1% to school performance, while external supervision accounted for 50.4%. When combined, internal and external supervision had a total impact of 56.7% on the overall performance of schools.

## METHOD

A cross - sectional survey was used to find out the perception of public primary school male teachers about head teacher supervision quality and its impact on their own performance. A total 600 male public primary school teachers were select by random sampling techniques from 3 provinces of Afghanistan, Kabul, Maidan wardak and Logar (Dr. Asghar Ali, et al., 2025).

Two separate self-developed questionnaires were used as tools for data collection, the first questionnaire was for teachers about their head teacher supervision quality with (28) items and also the second questionnaire was also for teachers about teacher performance with (25) items. The questionnaires comprised closed-ended questions utilizing a five-point Likert scale, where 5 indicated strongly agree, 4 indicated agree, 3 indicated neutrality, 2 indicated disagree, and 1 indicated strongly disagree.

Collected data was coded by researchers and after the cleaning of data, data analysed by Social Package of Social Science (SPSS), descriptive statistics was used for macro and micro view of data, frequency, mean, standard deviation, percentage, Also multiple regression models were used to find out the effect of head teachers supervision on teacher performance in public primary schools of Afghanistan (Dr. Asghar Ali, et al., 2025)..

**Table 1** Head teacher instructional supervision, monitoring and evaluation, communication and leadership and professional development

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Head teacher instructional supervision	521	1.7	5.0	4.52	.50
Monitoring & evaluation	521	2.14	5.00	4.47	.52
Communication & leadership	521	2.33	5.00	4.57	.49
Professional development	521	.83	4.60	3.62	.57

Table 1 showed overall high scores on all four dimensions of head teachers' supervision. Instructional supervision, monitoring and evaluation, and community leadership all have mean values above 4.45, indicating that these supervisory practices are frequently and effectively implemented in schools. Professional development has a slightly lower mean (3.62), showing that although professional development opportunities exist, they are less frequent than other supervisory functions. The standard deviations are relatively small, suggesting that teachers' responses are consistent across the sample of 521 participants.

**Table 2** Teacher Performance: Teaching Competence, Classroom Management, Assessment and Evaluation, and Professional Commitment

	N	Minimum	Maximum	Mean	Std. Deviation
Teaching competence	521	.000	5.00	4.70	.41
Classroom management skills	521	.000	5.00	4.65	.55
Valid N (listwise)	521				

Table 2 indicated very high levels of teachers' performance across all four domains. Teaching competence, classroom management, assessment and evaluation practices, and professional commitment all have mean scores above 4.60. This suggests that teachers perceive themselves as competent, effective in classroom control, strong in assessment practices, and highly committed to their profession. The low standard deviations again indicate high agreement among respondents.

**Table 3** The effect of head teachers' instructional supervision on teaching competence

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.982	.160		24.8	.000
	Head teacher instructional supervision	.161	.035	.196	4.56	.000
	R=0.196 <sup>a</sup>	R <sup>2</sup> =.039	Adj. R <sup>2</sup> =0.037	F=20.838	Alpha=0.000	

a. Dependent Variable: Teaching competence

Table 3 showed the model which indicates a significant positive relationship between instructional supervision and teaching competence ( $\beta = .196$ ,  $t = 4.565$ ,  $p < .001$ ). The unstandardized coefficient ( $B = .161$ ) suggests that one-unit increase in head teacher instructional supervision, teaching competence increases 0.161 units. The model explains 3.9% of the variance in teaching competence ( $R^2 = .039$ ), which, although modest, confirms that instructional supervision plays a meaningful role in enhancing teachers' teaching competence. The F-value ( $F = 20.838$ ,  $p < .001$ ) further indicates that the model is statistically significant overall. These results imply that when head teacher provide clear instructional guidance, support, and feedback, teachers' teaching competence improves accordingly.

**Table 4** The effect of head teacher monitoring and evaluation on teachers' teaching competence

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.11	.14		22.2	.000
	Monitoring & evaluation	.35	.03	.448	11.4	.000
	.448 <sup>a</sup>	.201	.199	F=130.578	Alpha=0.000	

a. Dependent Variable: Teaching competence

Table 4 showed the regression which indicate that head teacher monitoring and evaluation has a strong and significant positive effect on teachers' teaching competence. The standardized coefficient ( $\beta = .448$ ) shows that monitoring and evaluation is a strong predictor of teaching competence. The unstandardized coefficient ( $B = .356$ ) suggests that one-unit increase in monitoring and evaluation practices, teachers' teaching competence increases 0.356 units. The effect is statistically significant ( $t = 11.427$ ,  $p < .001$ ), indicating a robust relationship. The model accounts for 20.1% of the variance in teaching competence ( $R^2 = .201$ ), which is a substantial contribution, demonstrating that monitoring and evaluation activities carried out by head teacher play an important role in improving teaching competence. The model is statistically significant overall ( $F = 130.578$ ,  $p < .001$ ). These findings imply that when head teacher regularly observe teaching, provide feedback, and evaluate classroom performance, teachers' teaching competence improves significantly.

**Table 5** The effect of head teacher communication and leadership on teachers' teaching competence

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.160	.154		20.487	.000
	Communication and leadership	.339	.034	.406	10.108	.000
	.406 <sup>a</sup>	.164	.163	F=102.162	Alpha=0.000	

a. Dependent Variable: Teaching competence

Table 5 explained the results that head teacher communication and leadership has a strong and significant positive effect on teachers' teaching competence. The standardized coefficient ( $\beta = .406$ ) indicates that communication and leadership is a powerful predictor, contributing substantially to improvements in teaching competence. The unstandardized coefficient ( $B = .339$ ) means that one-unit increase in communication and leadership practices leads to a 0.339-unit increase in teachers' teaching competence.

The effect is highly significant ( $t = 10.108$ ,  $p < .001$ ), confirming that the relationship is not due to chance. The model explains 16.4% of the variance in teaching competence ( $R^2 = .164$ ), showing that communicative leadership contributes meaningfully to teachers' professional performance. The overall regression model is significant ( $F = 102.162$ ,  $p < .001$ ).

These findings suggest that when head teachers communicate effectively, encourage dialogue, support teachers, and maintain open channels of communication, teachers' teaching competence improves substantially.

**Table 6** The effect of head teacher professional development on teachers' teaching competence

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.771	.108		34.872	.000
	Professional development	.259	.029	.360	8.788	.000
	.360 <sup>a</sup>	.130	.128	F=77.29	Alpha=0.000	

a. Dependent Variable: Teaching competence

Table 6 showed the regression model which indicates that professional development has a statistically significant effect on teaching competence. The value of  $R = .360$  indicates a moderate positive relationship between the two

variables. The  $R^2$  value of .130 shows that professional development explains 13% of the variance in teaching competence, meaning the predictor contributes meaningfully but not overwhelmingly to the outcome variable. The Adjusted  $R^2$  = .128 confirms that the model remains stable even after adjusting for sample size. The overall model is statistically significant, as indicated by the F-value of 77.29 at  $p$  = .000.

### 1. Professional Development

The unstandardized coefficient ( $B$  = 0.259) shows that one-unit increase in Professional Development, Teaching Competence increases 0.259 units. This demonstrates a positive contribution of professional development activities toward enhancing teachers' competence.

The standardized coefficient ( $Beta$  = .360) indicates that Professional development has a moderate positive effect on Teaching Competence when all variables are standardized.

The t-value of 8.788 and the p-value of .000 where  $p < 0.05$  shows that the effect is highly significant statistically.

**Table 7** The effect of head teacher monitoring and evaluation on teachers' teaching competence

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.94	.218		18.0	.000
	Head teacher instructional supervision	.159	.048	.144	3.32	.001
	.144 <sup>a</sup>	.021	.019	F=11.04	alpha=0 .001	

a. Dependent Variable: Classroom Management skills

Table 7 showed the regression model that specifies that head teacher instructional supervision has a statistically significant effect on classroom management skills. The correlation coefficient ( $R$  = .144) indicates a weak positive relationship between the variables.

$R^2$  = .021 showed that head teacher instructional supervision explains 2.1% of the variance in classroom management skills.

The Adjusted  $R^2$  = .019 indicates that the model remains stable even after adjusting for sample size. The overall model is statistically significant with an F-value = 11.04 at  $p$  = .001, showing that the predictor meaningfully contributes to the explanation of classroom management skills.

### 2. Head Teacher Instructional Supervision

The unstandardized coefficient ( $B$  = 0.159) shows that one-unit increase in instructional supervision, classroom management skills increased 0.159 unit. The standardized coefficient ( $Beta$  = .144) indicates that instructional supervision has a positive but weak effect on classroom management skills.

The t-value = 3.323 with  $p$  = .001 where  $p < 0.05$  demonstrates that the effect is statistically significant.

**Table 8** The effect of head teacher Monitoring and Evaluation on teachers' classroom management skill

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.86	.196		14.6	.000
	Monitoring and evaluation	.400	.043	.374	9.19	.000
	.374 <sup>a</sup>	.140	.138	F=84.9	alpha=0 .000	

a. Dependent Variable: Classroom Management skill

Table 8 showed the regression model which shows significant effect of monitoring and evaluation on classroom management skills. The correlation coefficient ( $R$  = 0.374) shows that there is a moderate positive relationship between head teacher monitoring and evaluation and teachers' classroom management skills.

$R^2$  = 0.140 indicates that 14% of the changes in classroom management are due to head teacher monitoring and evaluation.

Adjusted  $R^2$  = 0.138 also indicates the stability of the model after adjusting for sample size. The overall model is statistically significant with  $F$  = 84.94 at the 0.000 significance level, indicating that monitoring and evaluation have a significant effect on classroom management skills.

### 3. Monitoring and Evaluation

The unstandardized coefficient ( $B$  = 0.400) indicates that a one-unit increase in monitoring and evaluation leads to a 0.400-unit increase in classroom management skills.



The standardized coefficient (Beta = 0.374) indicates a moderate and positive effect, meaning that higher levels of monitoring and evaluation practices are associated with stronger classroom management skills. The t-value of 9.198 and  $p = 0.000$  indicate a highly statistically significant effect.

**Table 9** Effect of head teacher leadership and communication on teachers' classroom management skill

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.869	.213		13.4	.000
	Communication and leadership	.392	.046	.348	8.45	.000
	.348 <sup>a</sup>	.121	.119	F=71.53	Alpha=0.000	

a. Dependent Variable: Classroom management skills

The regression model in table 9 showed that the leadership and communication of school head teachers have a significant effect on classroom management skills. The correlation coefficient ( $R = 0.348$ ) indicates that there is a moderate positive relationship between leadership and communication and classroom management.

$R^2 = 0.121$  indicates that leadership and communication explains 12.1% of the variation in classroom skills, while the adjusted  $R^2 = 0.119$  confirms that the model remains stable after adjusting for sample size.

The overall model with  $F = 71.53$  at  $p = 0.000$  indicates that the model is statistically significant and indicates that leadership and communication significantly contributes to classroom management skill.

## DISCUSSION

This study has examined the effect of head teacher supervision quality on teachers' performance in public primary schools of Afghanistan. A descriptive survey quantitative study design was used to find out the effect of head teacher instructional supervision, monitoring and evaluation, communication and leadership and professional development on teachers' teaching competence, classroom management skills.

The results of this study showed that primary school teachers demonstrated high levels of teaching competence, classroom management skills. The quality of teacher supervision, which examined instructional supervision, monitoring, evaluation, and professional development conducted by head teachers, indicated that head teachers monitor the teaching process, evaluate teachers' instructional practices, and strive to provide professional support. Among these factors, supervision practices, monitoring, and evaluation emerged as the strongest predictors and had a significant effect on teachers' performance. Leadership and communication showed a moderate positive effect on teaching competence and classroom management. Professional development also significantly improved teaching competence, classroom management. In contrast, instructional supervision showed a weak positive effect compared to other supervisory practices and was not statistically significant for teaching competence and classroom management. Overall, school principals' supervisory practices explained a moderate proportion of the variance in teacher performance, indicating that while supervision plays an important role, other factors also influence teachers' effectiveness.

## CONCLUSION

This study shows that school principal supervision has a positive effect on teachers' performance, but this effect varies across different supervisory practices and teacher outcomes. Overall:

Teacher performance indicates that teachers have high levels of teaching competence, classroom management. Instructional supervision had a relatively weak positive effect on teaching competence, classroom management. When considered alongside other supervisory practices in multiple regression, its effect on teaching competence and classroom management was not statistically significant.

Supervision and evaluation emerged as one of the strongest predictors of teachers' performance. It significantly improved teaching competence, classroom management, assessment and evaluation practices, and professional commitment.

Leadership and communication had a moderate positive effect on all aspects of teachers' performance, particularly teaching competence and classroom management.

Professional development significantly increased teaching competence, classroom management, assessment practices, and professional commitment, and showed a moderate positive contribution.

Overall, school principals' supervisory practices explained a moderate portion of the variance in teachers' performance, indicating that although supervision is important, other factors also contribute to teachers' effectiveness. Overall, the findings suggest that structured supervision and evaluation, supportive leadership, communication, and targeted professional development are crucial for increasing teachers' competence and

professional commitment, while instructional supervision alone has a limited impact when other practices are taken into account.

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