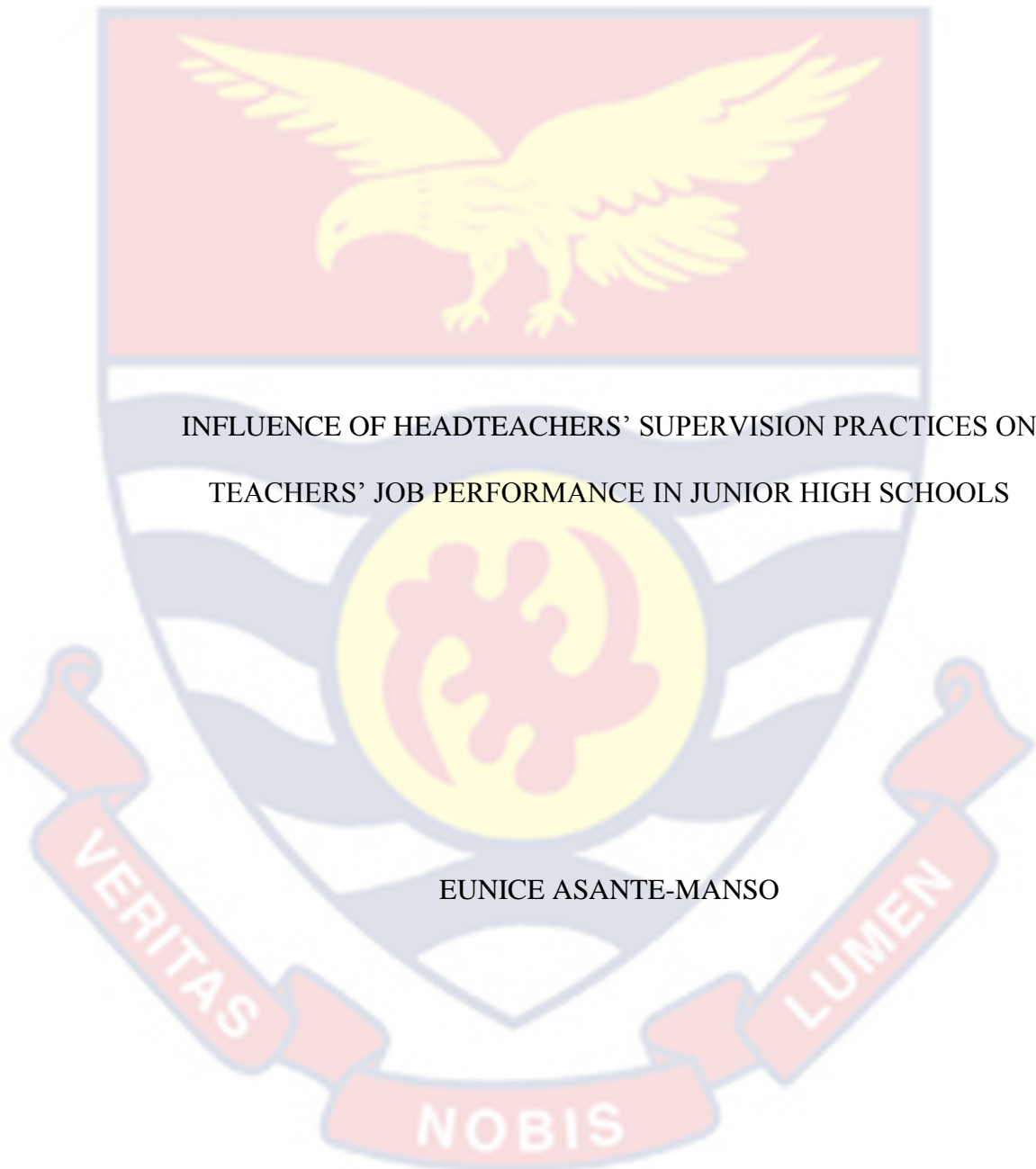


UNIVERSITY OF CAPE COAST



INFLUENCE OF HEADTEACHERS' SUPERVISION PRACTICES ON  
TEACHERS' JOB PERFORMANCE IN JUNIOR HIGH SCHOOLS

EUNICE ASANTE-MANSO

2023

UNIVERSITY OF CAPE COAST



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BY

EUNICE ASANTE-MANSO

Thesis submitted to the Department of Business and Social Sciences  
Education of the Faculty of Humanities and Social Sciences Education of the  
College of Education Studies, University of Cape Coast, in partial fulfilment  
of the requirements for the award of Master of Philosophy Degree in Social  
Studies

JUNE 2023

## DECLARATIONS

### Candidate's Declaration

I hereby declare that this thesis is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature..... Date.....

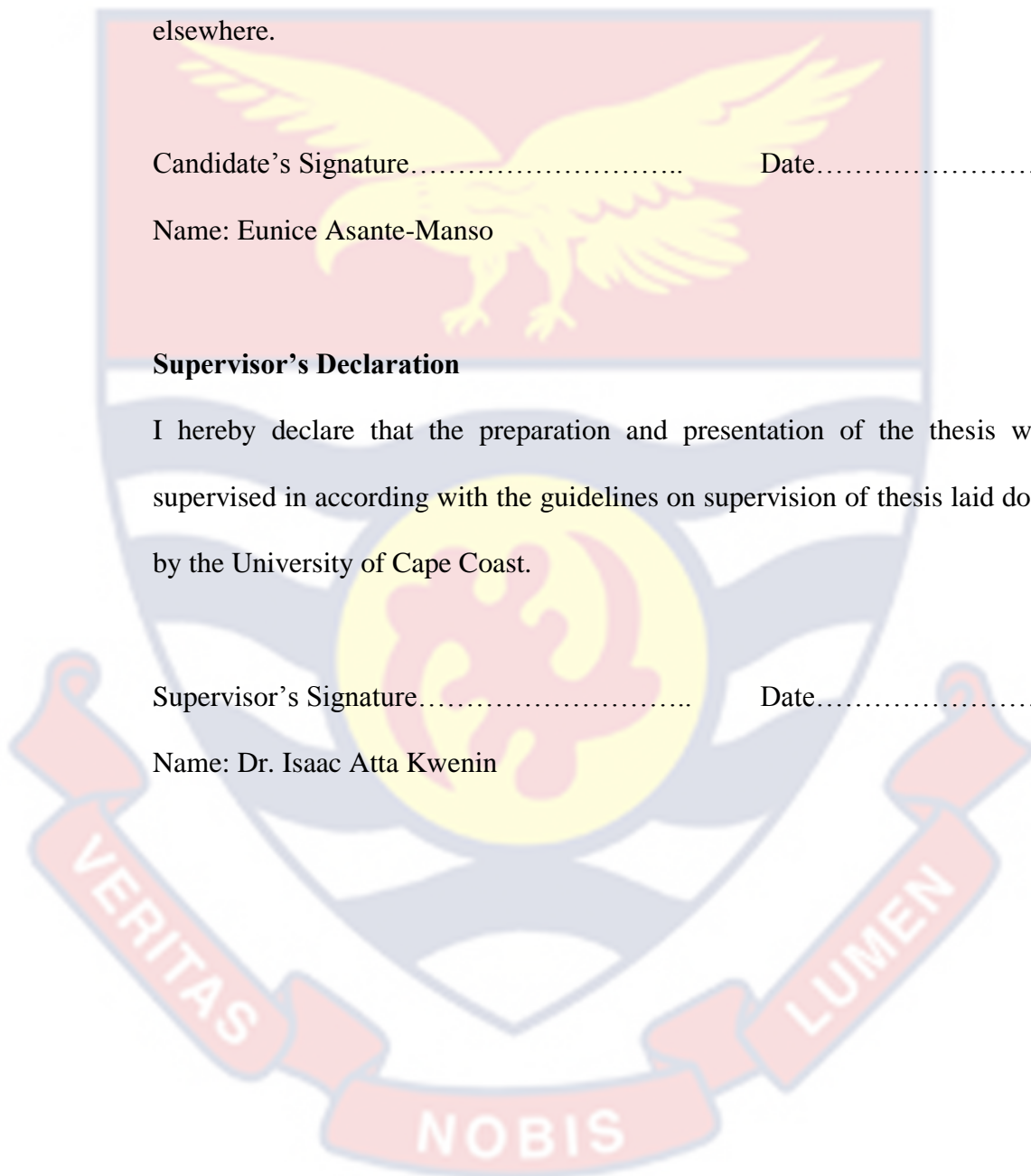
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### Supervisor's Declaration

I hereby declare that the preparation and presentation of the thesis were supervised in according with the guidelines on supervision of thesis laid down by the University of Cape Coast.

Supervisor's Signature..... Date.....

Name: Dr. Isaac Atta Kwenin



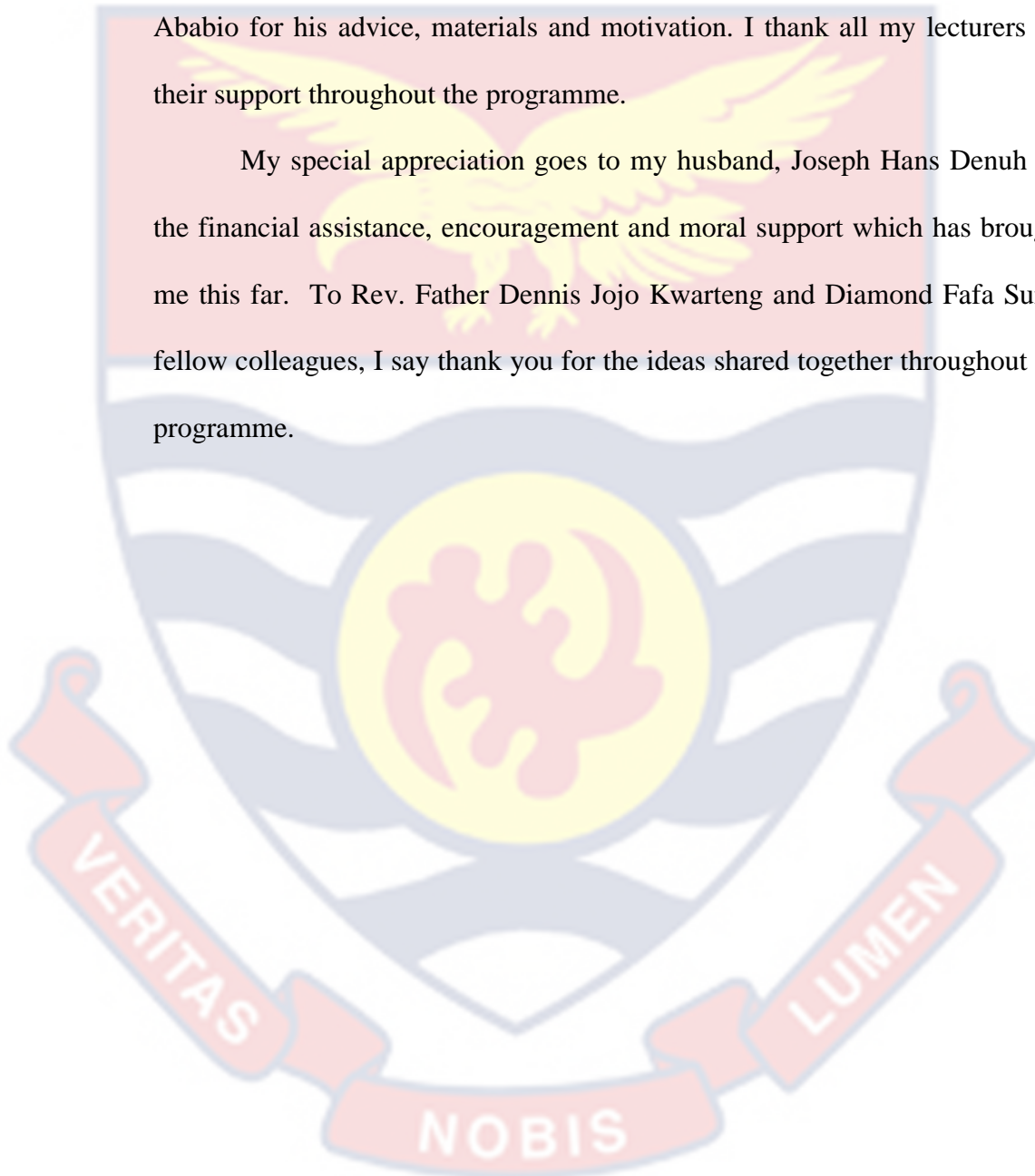
## ABSTRACT

The study examined how headteachers of public junior high schools in Ghana's Western North Region's Sefwi Wiawso Municipality supervise their staff members and how it affects their performance. The concurrent mixed-method design was used in the investigation. The survey included two hundred and twenty-three (223) respondents, including 191 teachers and 32 headteachers. Teachers were chosen at random, whereas headteachers were chosen on purpose. Data were gathered using two sets of standardized questionnaires, as well as an interviewing guide. In contrast to thematic analysis, which was utilized for qualitative data, descriptive statistics (frequency, percentages, means, and standard deviation) were employed to analyze the quantitative data. It was discovered that headteachers' supervisory functions in the schools are well-understood by both teachers and headteachers. Finally, the survey showed that the headteachers believed there weren't enough resources available to them to perform their oversight duties in the schools. We came to the conclusion that good headteacher supervision techniques support instruction and learning. The biggest obstacles to effective headteacher oversight are also financial constraints. The Ministry of Education was advised to support headteachers in strengthening their supervision techniques. This might be accomplished by giving school improvement support officers the authority to make frequent school visits in order to assist headteachers.

## ACKNOWLEDGEMENTS

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My special appreciation goes to my husband, Joseph Hans Denuh for the financial assistance, encouragement and moral support which has brought me this far. To Rev. Father Dennis Jojo Kwarteng and Diamond Fafa Sunu, fellow colleagues, I say thank you for the ideas shared together throughout the programme.



**DEDICATION**

To my lovely family



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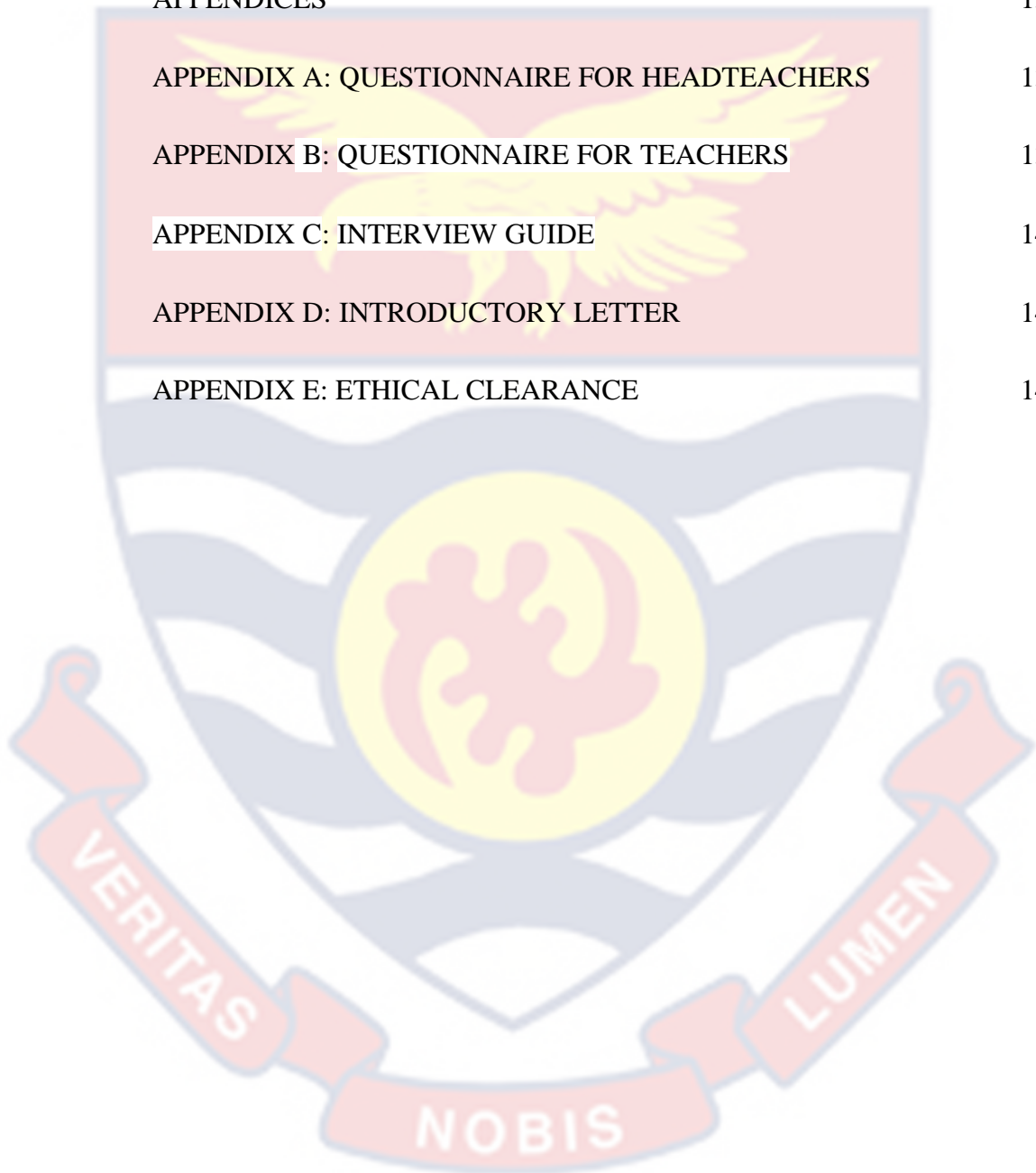
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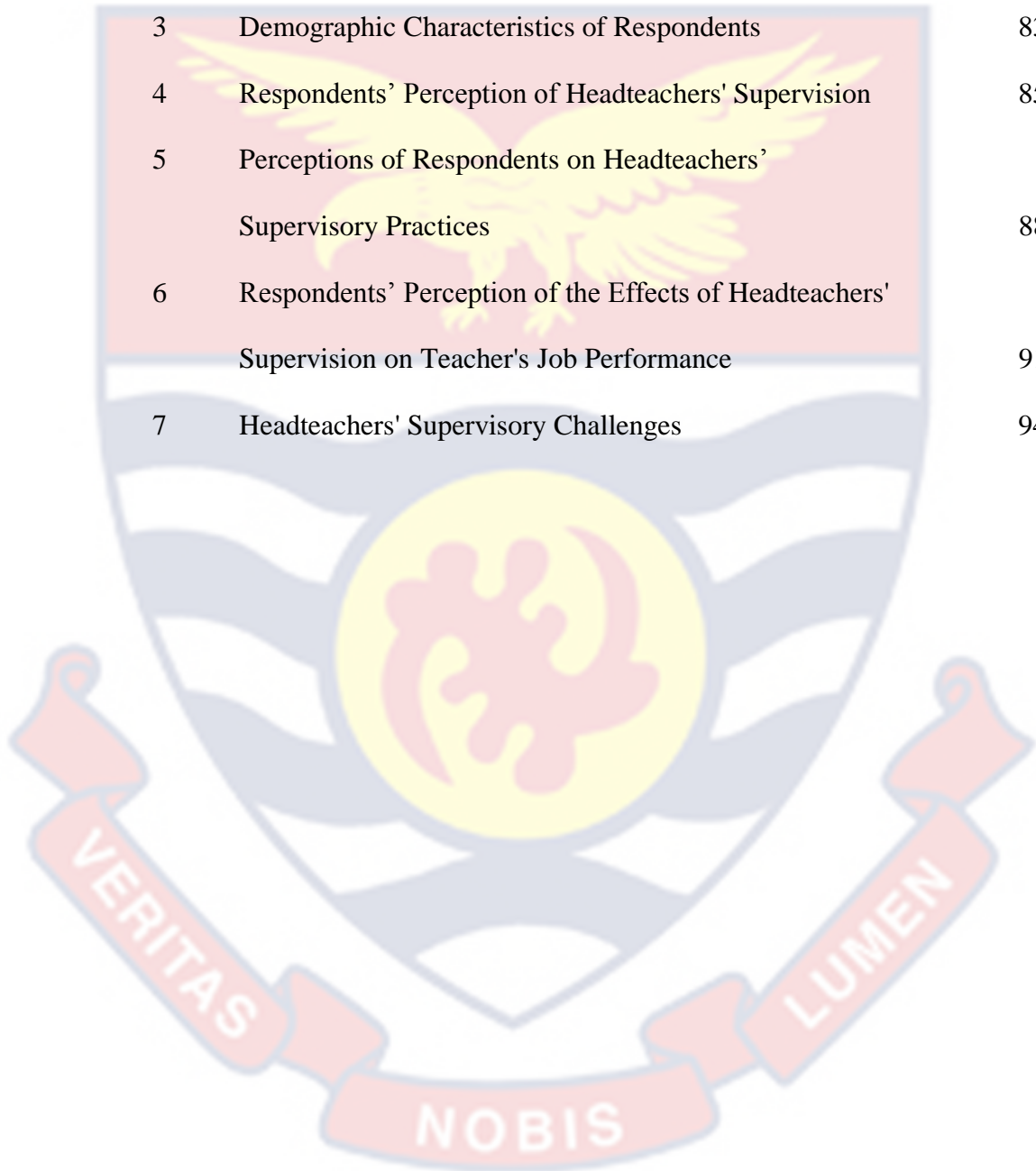
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## CHAPTER ONE

### INTRODUCTION

Supervision is key in ensuring the optimal performance of people in every activity. In the educational setting, supervision is done both internally and externally. The headteachers of Schools are responsible for internal supervision, commonly referred to as instructional supervision. Since headteachers are the ones who deal with teachers on a daily basis, their supervision should be of a quality that guarantees teachers' performance. However, personal observation by the researcher has revealed the suffering of teacher performance indicators such as improving students' performance, preparation and use of lesson notes, regularity and punctuality in the schools. Every stakeholder involved in education should be concerned about the supervision methods used by headteachers in order to guarantee that teachers carry out their tasks effectively. The impact of headteachers' supervision methods on teachers' work performance at junior high schools (JHS) in Ghana's Western North Region must thus be examined.

#### **Background to the Study**

Education is known to play a significant role in the development of societies and the economy of any country. It is a fundamental human right of all citizens in any country and also the agent of transformation for individuals and society. The provision of access to education, has been a priority in many countries in the world (UNESCO, 2007). The quest for quality education cannot be completed without supervision of the educational system the best input is given by teachers, into the educational system. Teachers are the key implementers of any educational policies, reforms, and innovations. They

should, therefore, be considered the keystones to any approach to developing a formidable educational system. This, therefore, presupposes that the smooth functioning of any educational system, is contingent on the efficacy of teachers. The efficacy of these teachers partly rests on the supervision they receive and the training that they go through (Kramer, Blake & Alba, 2005). Thus, how effective a teacher is, largely depends on the kind of education he/she passes through as a student and the effectiveness of supervision at his/her workplace. So, to ensure that teachers are at their optimal performance in schools, they should be given an equal and regular chance for growth and development both morally and professionally through quality supervision.

Supervision in the educational field has undergone many social political and economic changes. For instance, natives were chosen to oversee the teaching and learning process at schools in colonial New England. Different academicians from different backgrounds have varied ideas on what supervision is. Okumbe (2007) portrays supervision as “the engine oil that lubricates the supervision engine” (p. 182). According to Sergiovanni and Starratt (2002), supervision is an interaction between instructors and supervisors solely focused on enhancing teaching and learning, which in turn will undoubtedly enhance learning and increase students' academic performance. In the context of social studies, supervision entails the process of ensuring that the curriculum is being implemented effectively and supporting those who are doing so (Oghuvbu, 2007). As a result, supervision is meant to assist the teaching and learning of social studies in classrooms, and a lack of it may result in underprepared teachers and disgruntled pupils.

According to Craliwe (2001), supervision is considered a significant component of the teaching profession. The author believed that supervision is a cogent tool in ensuring quality education. That is, supervision ensures that the stipulated rules and regulations of education as a profession as laid down, are fully observed by all education staff. In support of Craliwe, De Grauwe (2001) observed that in most cases stakeholders rely strongly on supervision to predict and monitor the success and quality of Schools. Dickson, Woodard, Canas, Ahamed, and Lockton (2011) shared a similar view that through supervision, teachers are professionally developed and it results in an enhancement of the teaching and learning process, which eventually enhances students' academic achievement. Given this, Lockton argued that monitoring is one of the reliable signs of high-quality instruction. He also emphasized that in order to enhance teaching and learning at different stages of the educational ladder, supervision is presently used by all educational institutions. Adu, Akinloye and Olaoye (2014) asserted that supervision within the educational context may be internal or external. The internal supervision is done by headteachers. So, it is not an understatement for Juevesa, Rapatan, Galigao and Juevesa (2020) to assert that a major function of a headteacher, is the supervision of instruction. This suggests that internal supervision is done by headteachers of Schools. The aim of headteacher's supervision is to enhance the quality of education through teaching and learning and to provide guidance for pedagogical and administrative tasks that are largely focused on enhancing the teaching-learning process. (Ankomah & Hope, 2011; Kirui, 2012)

Studies (Sergiovanni & Starratt, 2002; Koranteng, 2013; Ghavifekr & Ibrahim, 2014; Esia-Donkoh & Ofosu-Damenah, 2014; Obakpolo & Osakwe,



2015) also revealed instructional supervision has improved teachers' attitudes, classroom ethics, behaviour, and student's academic success. This is because supervision and instructional supervision enhance instructors' performance and professional development (Blasé & Blasé, 1999; Sullivan & Glanz, 2000; Starratt & Sergiovanni, 2002; Baffour-Awuah, 2011). Aguba (2009) contends that supervision of the teaching process ensures that the standard of education that is being expected is met, minimizing challenges that may affect the quality of education. The author also emphasized the need of monitoring in ensuring that educational outcomes reach the required standards.. Similarly, Tesema and Abeshu, (2014) asserted that among the several objectives of instructional supervision, the most important one is the improvement in the quality of the educational system through enhanced performance of Schools. This, therefore, buttresses the fact that instructional supervision is very significant for quality assurance in education. This means that supervisors' view of their role as instructional leaders, is paramount to ensuring an effective educational system by promoting effectiveness in teachers' job performance.

In light of the foregoing, Nasongo & Musungu (2008) suggested that schools that have high performances are those schools whose headteachers conduct a lot of instructional supervision. This implies that the kind and frequency of supervision carried out in a particular school has an immediate impact on behavior, practices, and output of teachers and to a large extent, on students' academic success (Wabuko, 2016). There is, therefore, the need for effective supervision in the 21st-century educational system like Ghana to ensure that teachers perform their job optimally to bring about improvement in the quality of education.

According to Hwang, Bartlett, Greben, and Hand (2017), teachers' work performance refers to the tasks they complete in classrooms to meet educational objectives. It might also be seen as the tasks carried out by a teacher within a specific time in a school system to meet the objectives of the institution (Wabuko, 2016). It is when a teacher can complete a task within a stipulated period. Such tasks may include being able to cover a specific syllabus, regular attendance, classroom supervision, examination supervision, and many more. To a larger extent, optimal teachers' job performance is necessary for the attainment of effective learning, which is key to the success of every educational program. Mills (1997) asserted that teacher performance is directly affected by supervision. By focusing on the educational setting, it is implied that there is a connection between teachers' work performance and the instructional oversight provided by headteachers. Nzabonimpa (2009) agreed that supervision affects teachers' job performance by serving as a tool for assisting teachers in enhancing their control and instruction in the classroom; assisting instructors in improving their behaviour and teaching methods in the classroom and school as a whole.

Based on the linkage between instructional supervision otherwise known as headteachers' supervision and teachers' job performance, it is imperative to ensure that the supervision that is carried out by headteachers is of utmost quality at all times to bring about higher teacher job performance. However, educational pioneers and leaders have different perspectives, views, and beliefs on how the instructional supervision process ought to be conveyed.

Perception as a concept is concerned with the process through which a person organizes and interprets sensation in order to have a meaningful experience of the world (Chester & Quilter, 1998 as cited in Agormedah, Ansah,

Betakan & Parker, 2019). Individual differences in perception make it possible for what a headmaster or teacher seems to be very different from what others see and what is actually happening. However, teachers' and headteachers' perceptions play an exceptionally foremost function in instructional supervision and classroom practices (Roschelle, Penuel & Abrahamson, 2004 as cited in Agormedah et al., 2019). Thus, the opinions of teachers and headteachers' regarding their perception of instructional supervision have gained researchers' attention over the past years. Research studies on the issues of headteachers' instructional supervision and teachers' job performance have been conducted in order to gain public opinion on the subject.

Studies (Berger & Andolina, 1976; Zepeda & Ponticell, 1998) revealed teachers perceive supervisors as individuals who come to find faults with their teaching. Thus, supervision is perceived as a fault-finding activity. Also, a study by Tshabalala (2013) revealed teachers hold positive perceptions, beliefs, and attitudes toward supervision. Koranteng (2013) discovered that many teachers viewed internal supervision as more beneficial than external supervision for promoting effective teaching and learning. Muoka (2007) stated that the adoption of new instructional supervision strategies is effective in assisting headteachers in improving their practices. Therefore, school heads should carry out instructional supervision by adopting alternative approaches. Nzabonimpa (2009) found that headteachers adopt practices such as classroom visits, and checking of teachers' pedagogic documents as a practice of teacher supervision. Similar practices were found by other researchers (Kerubo, 2010; Mwendia, 2018; Esia-Donkoh & Baffo, 2018; Ngemunang, 2018)

Despite the adoption of different approaches by headteachers in supervising, studies have still revealed the activity to be challenging to headteachers. Challenges include material resources, professionalism, employee supervision, and interrelationships. The head teacher lacks the necessary skills to carry out the supervisory process which creates challenges. In Tanzania, the most significant problems with supervision are a lack of funding, a lack of space for supervisors' offices, and a shortage of support personnel (Grauwe, 2001). The challenges surrounding instructional supervision conveyed that headteachers' supervision should undergo a careful and watchful assessment and analysis to identify the causes of these challenges. Thus, efforts should be made to improve the supervision that is done by headteachers.

In Ghana, the education authorities are very interested in providing and improving adequate and satisfactory supervision of school teaching. The primary objective of the Ministry of Education (MOE) has always been to oversee excellent teaching. In order to increase the standard of education in Ghana, the MOE and the Ghana Education Service have been collaborating to make sure that teachers—who are crucial elements in the delivery of high-quality education—are properly used (Akyeampong, 2002; Mankoe, 2007, as quoted in Agormedah, 2015).

However, for now, it is not known, the extent to which Junior High School (JHS) headteachers have updated and implemented the MOE/GES teaching and supervision policies and arrangements as well as what teachers and headteachers think about the supervision of teaching in JHS Schools; the methods used by headteachers in fulfilling their supervisory functions; the

challenges they have in this area and how monitoring affects teachers' effectiveness. Though there is empirical evidence from studies on the above issues mentioned, Sefwi Wiawso Municipality has several Junior High Schools and in all these Schools, there seems to be no empirical study on the above important topic. Though there are public opinions from the above empirical evidence, one cannot solely base on only public opinion to make a judgment. Further, based on a shred of unofficial evidence, the researcher realized that a number of explanations have been put forth for the JHSs' poor performance in both internal and external examinations, including the end-of-term exam and the Basic Education Certificate Examination. (B.E.C.E). One of such reasons was that those JHSs had some laxity in the supervision of their instructional process.

There is a knowledge gap regarding the headteachers' supervision of junior high school teachers, hence, the aim of this study was to examine the impact of key supervisory practices on the performance of JHS teachers in the Sefwi Wiawso community in the North West region of Ghana.

### **Statement of the Problem**

A casual survey of the attitudes of principals and teachers of selected boarding schools in the Sefwi Wiawso municipality prompts serious reflection on the level of oversight in primary schools in the municipality. Most of the supervisors, including the headteachers still employ archaic methods of supervision (veranda supervision, and so on) in their supervision practices in the schools they visit. Effective management oversight is hindered by resistance to change, multitasking, poor communication, supervisory attitudes and beliefs, and a lack of technical expertise (Encanto, 2021). Because of this, most teachers

don't value their supervision. It is also clear that most teachers have developed a negative attitude towards supervision and therefore do not use such exercises. Hence, there is laxity in headteachers' instructional supervision due to their familiarity with most of the teachers. According to Ampofo, Onyango and Ogola (2019), such attitudes prevent headteachers from inspecting documents used in education, including lesson plans, schemes of work, and lesson notes. Based on the researcher's opinion, this is a threat to maintaining above-average student performance.

Besides, the researcher as a circuit supervisor in the area has observed from time to time that, teachers do not go to school early, some also fail to prepare lesson notes as well as ineffective use of instructional periods. This observation corroborates the finding of Ampofo, Onyango and Ogola (2019) that school principals poorly supervised the preparation of lessons by teachers and their teachers did not discuss and present suggestions for improvement because school principals did not devote enough time to this activity. The inability to maintain discipline and engage in extracurricular activities was also noted by a Council researcher.

Previous research, such as Zikanga, Anumaka, Tamale & Mugizi (2021), in a study on the link between important supervisory practices and teacher performance in Uganda, it was discovered that supervisory actions and support were meaningful and had a beneficial effect on teachers, but supervisory communication did not. Their study focused specifically on supervision behaviours, support and communication but not the overall perception and/or the supervision practices adopted by the headteachers. Additionally, the study's authors only utilized a quantitative technique, but a qualitative approach may

have helped them gain more in-depth replies on the topic they were researching. In additional studies by Owan and Agunwa (2019) and Nwosu (2017), teachers from the Nigerian Calabar Education Zone were also used, and it was found that principals' communication skills were significantly correlated with teachers' job performance at public secondary schools in the Ikenne Local Government Area of Ogun State. With just quantitative approaches employed to gather data, this study solely looked at the communication component of supervision.

Furthermore, it is unknown the common supervision practices adopted by headteachers in schools in the Sefwi Wiawso Municipality because it appears there was little or no research to examine the perceived effects of the supervisory practices of headteachers on teachers' performance. It is precise because of this problem that the researcher choose the Sefwi Wiawso Municipality to investigate the impact of the headteachers' supervision practices on the performance of public Junior High school teachers. Moreover, it appears very few empirical studies have been conducted on headteachers' supervisory role and teachers' performance in Ghana and none has been conducted in the Sefwi Wiawso Municipality hence the need for this study to fill that gap in the literature.

### **Purpose of the Study**

The objective of this study was to investigate the influence of the supervisory practices of headteachers of the public Junior High Schools of the

Municipality of Sefwi Wiawso, in the Western North Region of Ghana, on the performance of the teachers. Specifically, the research sought to:

1. describe the perception of teachers about headteachers' supervision practices in Junior High Schools in the Sefwi Wiawso Municipality.
2. explore the supervisory practices adopted by the headteachers in Junior High Schools in the Sefwi Wiawso Municipality.
3. examine the perceived effects of headteachers' supervision practices on teachers' job performance in Junior High Schools in the Sefwi Wiawso Municipality.
4. identify the challenges headteachers face in performing their supervisory duties in Junior High Schools in the Sefwi Wiawso Municipality.

#### **Research Questions**

The study was guided by the following questions:

1. How do headteachers and teachers perceive headteachers' supervision practices in junior high schools?
2. What supervisory practices are adopted by the headteachers in Junior High Schools?
3. How do headteachers' supervision practices affect teachers' job performance in junior high schools?
4. What are the challenges that headteachers face in performing their supervisory duties in the Junior High Schools in the Sefwi Wiawso Municipality?



### Significance of the Study

First and foremost, the study added to the existing literature by bringing to light the issue concerning the supervisory role of headteachers as found in the Sefwi Wiawso Municipality. The findings would also help the Sefwi Wiawso Municipal Education Directorate in the planning and monitoring of supervision in the municipality. That is, when it comes to the supervision process, it will provide information on the financing, supply of equipment, teaching and learning resources, and gaps where teachers need training. This will ultimately lead to an improvement in staff competency and the overall performance of the schools in the municipality.

Furthermore, the study would provide useful data to the Assistant Director in charge of supervision (AD supervision) when it comes to drawing an action plan for external supervisors. The findings of the study would also draw his attention to the weaknesses of the supervisors hence providing training needs for them. Headteachers will also be informed of the areas in which teachers need re-enforcement.

Finally, teachers could gain from the study by gaining the knowledge that their headteachers' supervisory responsibilities include encouraging and supporting them. The research would inform teachers on what to anticipate from their headteachers and encourage them to seek out such services on their own in the event that their headteachers neglect to provide them. The academic success of students would be enhanced due to improved and better approaches to teaching employed by their teachers due to the effective supervisory role of headteachers. Both teachers and students would be able to cover the syllabus on time.

### **Delimitation**

The Sefwi Wiawso Municipality in the Western North Region was the geographic delineation for the research, which included all public junior high schools there. The study's primary foci were teachers' perceptions of headteachers' supervision techniques, those techniques themselves, how teachers were perceived to be affected by these techniques in terms of their job performance, and the difficulties that effective instructional supervision in schools faced.

### **Limitations**

The study encountered some resistance from headteachers as well as teachers hence, some might have been tempted to provide ideal replies rather than describing the issue as it is and/or happenings in their schools due to poor perception of research and fear of victimization by officials in the Municipality. The researcher, however, assured them of anonymity and that they should be sincere with their answers.

### **Operational Definition of Key Terms**

The following terms were defined in the study:

**Supervision:** This is defined as the relationship between the supervisee and the supervisor, in which each has a recognized contribution to the process yet within the confines of a clearly defined individual role..

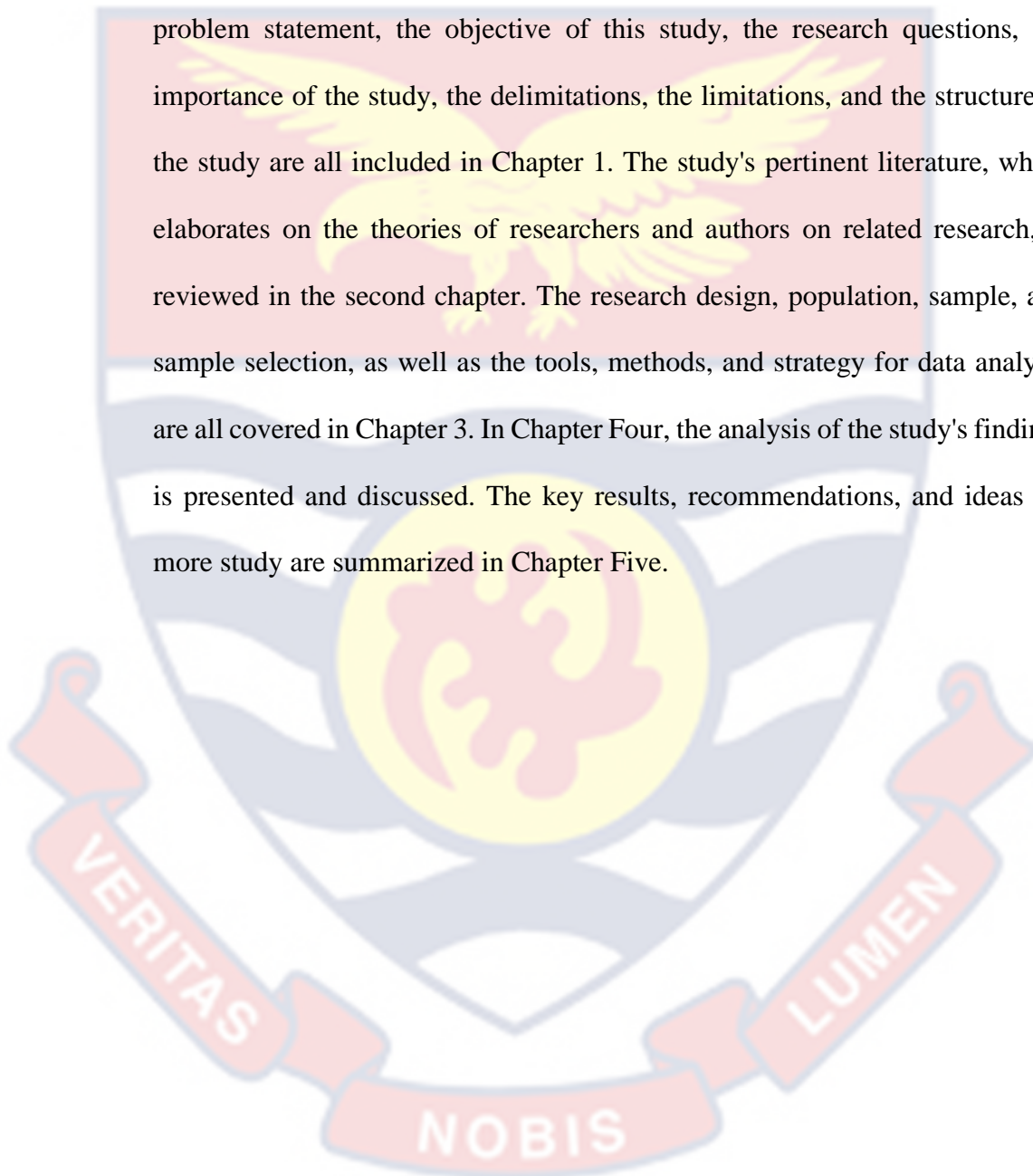
**Teachers' job performance:** This refers to the extent to which the actions or efforts of teachers in schools helps to achieve educational goals.

**Teachers:** A junior high school teacher is referred to here, whether they are male or female.

**Clinical supervision:** This is the practice of overseeing classroom education in order to enhance professional development.

### **Organisation of the Study**

There are five chapters in the research. The background of the study, the problem statement, the objective of this study, the research questions, the importance of the study, the delimitations, the limitations, and the structure of the study are all included in Chapter 1. The study's pertinent literature, which elaborates on the theories of researchers and authors on related research, is reviewed in the second chapter. The research design, population, sample, and sample selection, as well as the tools, methods, and strategy for data analysis are all covered in Chapter 3. In Chapter Four, the analysis of the study's findings is presented and discussed. The key results, recommendations, and ideas for more study are summarized in Chapter Five.



## CHAPTER TWO

### LITERATURE REVIEW

#### Overview

A review of relevant literature on the study objectives is included in the chapter. This was done under the theoretical issues, empirical and finally the conceptual review. The empirical evaluation was done on purpose to compare the findings of this research to those of other relevant studies to either corroborate or refute early researchers' conclusions. In conducting this review, the study variables that were of utmost importance were discussed.

#### Theoretical Review

The Symbolic Interactionism theory set by Blumer (1969) guided this investigation. The scientist views this theory as the best explanation for how and why educational administration methods can affect how well an educator carries out their duties. Interactionism, in Blumer's view, is a technique of getting meaning from social interactions. He continued by emphasizing the use of symbols in interaction and communication. Additionally, he argued that conversation and engagement with other people are crucial for realizing one's own perspective about themselves as perceived by others.

Supervision is also a process that involves interaction between two individuals that is the supervisor and the supervisee. It is therefore a social interaction. The supervision process starts from the pre-conference observation, classroom observation, and the analysis up to the post-conference observation. According to Blumer (1969, p. 2), the structure of symbolic interactionism is based on the following central premises:

1. People take action on things (including humans) due to their meaning for things.
2. These interpretations are developed through interpersonal communication.
3. Through the process of interpretation, these meanings are controlled and modified, and eventually the meaning motivates individuals to act by making changes.

Interviewees are expected to share their previous regulatory experience in this study, and they believe that regulation has value and significance. When interviewees share their experiences, they are participating in the communication process, generating meaning and being prompted to take action.

Hunsaker and Hunsaker (2009) proposed that interaction might be defined as the technique of communicating with a person with the ultimate goal of evoking a consequence of a behavior change. They went on to claim that communication and interaction may be defined as the concept or practice of influencing someone's behaviors and inactions with the express intention of altering that person's mindset. Given that perspective is the fundamental idea in symbolic interaction theory, the supervisory viewpoint of public junior high school teachers will be given careful consideration.

Similar to this, Glanz, Shulman, and Sullivan (2007) described instructional supervision as an interaction between headteachers and teachers that takes the shape of an instructional dialogue and has the primary objective of enhancing both the instructional process and students' academic progress. Similar to Glanz, Archibong (2008) defined instructional supervision as a series of planned actions carried out with the intention of enhancing the educational

process and enhancing student achievement. Aguba (2009) added the definition of instructional supervision as a deliberate collective endeavor carried out to enhance teaching and learning. He emphasized once more that it is a service project meant to improve teachers' performance.

This theory is included in the study since management is required to connect with staff members in order to obtain input on a variety of topics in every organization. These contacts might take several forms, including meetings where workers are questioned about their working circumstances. In the long term, decision-making is based on the employee input. Headteachers are therefore expected to watch teachers and provide them with feedback on their performances in the context of a school environment. Headteachers have the chance to learn the motivations behind the conduct of their staff during these meetings, and if necessary, they can make suggestions. Based on the evaluations from the head teachers, supervision is predicted to be effective in bringing out the best in the teachers.

It is the goal of every organization or business to maximize production, profit, and efficiency. As a result, each head teacher uses a variety of monitoring tactics to make sure that their staff members are capable of performing their jobs. There isn't a preference for one hypothesis over another. A theory or model that best describes or applies to each scenario is required. According to the contingency hypothesis, a variety of contextual circumstances influence which management strategy is most effective for a given labour force. As a result, seasoned business leaders are familiar with a variety of supervisory techniques and how to apply each technique in a certain circumstance. The theories that have been used over the years include the following.

### **Theory X**

Douglas McGregor developed this theory in the 20th century. It is thought to be theory of Y's exact opposite. According to the theory X, people do not enjoy working by nature and only do it when they feel compelled to. A theory X manager will emphasize monitoring and reinforcing his workers more as a result of this notion. Theory X's central tenet is that workers will become complacent once it becomes easy for them to get away with anything. This implies that a manager is responsible for making sure that both the regulations and policies of the company are followed by his or her employees and also ensure that they are productive.

### **Theory Y**

Also developed by Douglas McGregor, Theory Y is based on the foundation that workers, by nature, love to work finding great satisfaction in their work or careers. The manager's role here as a supervisor is to act or be a teacher or facilitator. A manager who wants to apply the theory Y would therefore seek to provide an enabling work environment that will make employees feel motivated to work.

### **Theory Z**

The theory Z was developed by several individuals based on the inadequacies of both theories X and Y. It was first developed by Maslow in 1969 (Maslow, 2000) and also the 3D theory by Reddin in 1970 and currently by Quchi in the 1980s which he named the Japanese Supervision. The main idea behind theory Z is that when employees are provided with a career and a career development plan, they tend to develop an inner satisfaction with their jobs and devote themselves completely to the company. Some may even stay for life.

Theory Z ensures that the employee's output is involved in the supervision process. This theory advocates those responsibilities are shared between the employer and the employee and also the organisation should ensure that all of Abraham Maslow's needs are taken care of and just a few of them as identified with theories X and Y.

### **Maslow's Hierarchy of Needs**

Very significant to supervisors is Maslow's hierarchical theory of needs. According to Maslow, everyone has five distinct personal needs in order. That is, one cannot be fulfilled without fulfilling the basic ones. The first layer is the physical need which he explained consists of food and water. The second stage is also termed the safety needs. Such needs he listed as safety needs are insurance and job security. The third level of needs after the safety needs are the social needs. He further explained that social needs include recognition by family and friends. The next level is what he termed as the self-esteem needs which he said included dignity and reputation. The last stage or level is what Maslow termed as self-actualization need. This he said can only be attained when all the others are satisfied. This included one's achievement and identity. Supervisors who are therefore familiar with the theory of needs by Abraham Maslow fully understand that one's their employee's physical needs are not properly met; they cannot focus on the needs of others that are their customers. So, satisfying each level of need is therefore important for employees if you want them to focus on their job and ensure High performance.

The above-stated theories bring to the book how important supervision with the stated objectives is to employers and helps employees to work



diligently and adequately within a stated time work frame. The study was guided by the Clinical supervision model and the Developmental supervision model.

### **Clinical Supervision Model**

The clinical paradigm of supervision was used to facilitate the review.

The clinical supervision paradigm was first applied by Cogan and Goldhammer of Harvard University in the 1960s, and it has since continued to be used at the University of Pittsburgh and other institutions. However, the complete application of the clinical supervision paradigm only became apparent in the 1970s, following the publication of the seminal works by Goldhammer and Cogan in 1969 and 1973, respectively (Miller & Miller, 1987). As recorded by Glickman et al., (2001 p.324), Congan's clinical supervision of 1973 and Goldhammer's book, additionally named clinical management of 1969, are distributions coming about because of their pioneer works prompting the advancement of the clinical supervision model. Goldhammer and Cogan acquired the expression "clinical supervision" from the clinical calling, where it has been in need for quite a long time, to portray an interaction for consummating the specific information and abilities of instructors (Okafor, 2012).

Clinical management is a beneficial cycle that anticipates working on customers' excellent abilities. Clinical supervision was depicted by the model's creators Goldhammer (1969) and Cogan (1973) as a continuous cycle in which the most experienced expert will lead their less experienced supervisees. In instruction, clinical supervision is up close and personal contact between the administrator and the educator to improve and upgrade education and expand the instructors' expert. Pajak (2003) likewise depicted clinical management to

include an educator getting data from a noticed partner in the instructors' presentation and who fills in as both a mirror and a sounding board to empower the instructor to basically look at and potentially adjust their expert practice.

The definition implies that clinical management is a phase of educator supervision, which draws information from direct perception of showing occasions, and includes up close and personal association among management and instructors in the investigation of practices and educators' training exercises to advance instruction. The definitions further suggested that the supervision is done to work on the instructors' presentation in the educational setting. The management which is done predominantly by the headteacher may likewise affect the performance of the teachers. In this case, headteachers are taken as experienced in the field of supervision and are deployed to monitor the activities of teachers in the schools as well as the classrooms. Thus, this study sampled headteachers with five or more years of professional experience.

In the evaluations of Acheson and Gall (1997), clinical management relies upon an insight that educators might welcome an authoritative style focused on their benefits and expectations. Similarly, in order for this type of supervision to function, head educators must invest a significant amount of time working with specific educators to focus on advocacy concerns or topics that genuine instructors have identified and about which they need more information. As a result, the manager needs excellent plans, data collecting, and assessment techniques, as well as remarkable interpersonal skills, to support his or her efforts (Goldhammer, Anderson, & Krajewski, 1980).

Clinical supervisors are employed by headteachers with the intention of enhancing teachers' expert presentations and improving the sufficiency of their

information (Acheson & Gall, 1997; Grimmett, 1981). Clinical supervision is a fantastic example of a professional turn of events, and its goal is to help teachers alter current instances of teaching in ways that seem right to them (Kruskamp, 2003). The supervisor's job is to assist the instructor in choosing improvement goals and to give instructions on how to educate and develop their practices. The emphasis on understanding provides the path through which the teacher can receive more specialized assistance.; along these lines, clinical supervision includes, efficient examination of classroom occasions. According to Hyrkas (2005) and McMahon & Patton (2000), clinical supervision increases teachers' solitary awareness, unique and expert talents, and fearlessness, which increases their work fulfilment and lowers their degrees of hierarchical burnout. In addition to improving teaching effectiveness and assessing student learning in the classroom, clinical supervision promotes teachers' professional development by aiding them in achieving the highest level of "self-realization," as indicated by Maslow's Hierarchy of Needs. The most distinctive aspect of clinical supervision is the direct pressure it exerts on the teacher director association and its focus on enhancing the expertise of teachers (Aydin, 2005). In addition, Okafor (2012) emphasized the key contrast between the clinical supervision model and other, more. Conventional forms of teacher supervision. Is that the instructor and the headmaster discuss and agree upon the focus for the perception, also known as the area of fixation on the perception. .For instance, if the director notices that the issue is the layout of the exercise plan but the instructor planning is the main point of the perception, the director's reference point has already been constrained. That would suggest that the employer and teacher are prepared to discuss the explicit and often requested

facts. This would then form the basis for a cordial partnership in which the employer helps the teacher develop strategies for enhancing their performance in upcoming planning-related tasks.

Variables hindering satisfactory and great planning are looked for concerning the teacher himself/herself or some other thing and potential arrangements commonly proposed and followed up. This thought of the shared connection between the director and the instructor is unequivocally examined by Cooper (1984) when he takes note that, clinical supervision depends on the recommendation that the connection between headteacher and teacher is common and that the two work together as associates instead of in a manager subordinate relationship.

The benefits of this model are that it diminishes a significant part of the uneasiness typically connected with classroom perception or examinations by the headteacher. If the destinations are clearly stated prior to perception and the strategy for information gathering is examined in a fully participatory manner by all important entertainers during this pre-perception period, there would be no privilege insights about the thing the headteacher is doing which can put the teacher off-balance and consequently counterproductive in its ideal impact. Everything functions better in an environment and climate free from pressure and general uncertainty. Analysts (Goldhammer, 1969; Cogan, 1973) described the model with five stages which can be adjusted by the necessities of the teachers and the director and the fifth face is nevertheless a scrutinising of the four stages. These stages incorporate; Pre-perception interview, Classroom perception, Analysis and system interview, Conference stage, and post-gathering perception. The stages are momentarily portrayed later in the chapter.

### Developmental Supervision Model

Formative supervision served as the second hypothetical technique for developing the review. Glickman et al. established and pioneered this management paradigm in 1998. According to Hoque, BtKenayathulla, Subramaniam, and Islam (2020), formative management is the process of producing a smart educator who successfully models personal development through a combination of communitarian methodologies. Every single model of formative supervision is continually evolving, sometimes in fits and starts, other times in development sprays and examples (Leddick, 1994). We encourage traits and development areas by combining our experiences and genetic predispositions. The goal is to clarify and acknowledge the growth needed for the future. Accordingly, it is common to constantly recognise new spaces of development in a long-lasting learning measure. Intrinsic in Developmental Supervision is the presumption that since instructors work at different degrees of calculated agreement, capacity, and adequacy, they should be managed in manners reliable with their requirements (Strieker, Adams, Cone, Hubbard, & Lim, 2016).

The assumption suggests that each teacher is seen as an original person who has acquired a degree of professional growth distinct from his or her peers. Therefore, the supervisor must select a strategy that will add to the professional growth that each teacher has already acquired. As a result, depending on the situation and the teacher's specific needs for professional growth, supervisors may use a variety of leadership philosophies. As a result, the theory's influence on this thesis has allowed researchers to examine the methods headteachers use to oversee teachers in their institutions. The headteachers' orientation, as well

as their leadership style and what they thought was appropriate, are anticipated to have an impact on these behaviours.

As a result, according to Glickman et al. (2001), the formative model employs synergistic, nondirective, and order movements that depend on the formative levels of individual instructors. Teaching for personal growth is a goal of formative management, according to Glickman (1990). Therefore, the administrative goals should increase educators' skills and motivate them to develop higher-level reflection (Glickman, 1990). In this paradigm, instructors are responsible for improving their subject-matter expertise. According to this approach, administrators who supervise teachers must cooperate with them on their appropriate level and professional growth needs and must provide their subordinate instructors the freedom to take responsibility for their own professional progress.

### **Concept of Supervision**

Supervision is a process of making sure that things go according to plan. It is an act of giving teaching and support to ensure that the laid down rules are adhered to achieve the stated objectives. Supervision in Schools is done to enhance teacher performance in their instructional delivery to improve or maximise students' learning. This ensures quality delivery in the teaching process. According to Bolin and Panaritis, as cited in Bays (2001), the basic concern of supervision is for the benefit of pupils. He further explained that it should help improve the instructional process in the classroom so that students will benefit no matter what. Still, on the definition of supervision, Musaaazi, (2002) explained that as part of the duties of supervisors, they are to guide, a direct, coordinate, budget, advise, evaluate, and support in-service training of

newly trained or novice teachers and also create an enabling and stress-free climate for them to feel secure.

A division of UNESCO, the International Institute for Educational Planning (IIEP), stated that there are two separate categories of supervision processes but they go hand in hand. The first one is a task that is to evaluate and direct and the second part is providing advice and assistance to teachers (UNESCO, 2007). The statement explains that "although the ultimate objective of in-school supervision is to improve the teaching/learning processes in the classroom, in practice it must cover the whole range of activities taking place in the school: from the most administrative ones (eg. ensuring that records are properly completed) to purely pedagogical ones" (UNESCO, 2007, p. 16).

### **Historical Perspective of Supervision**

Supervision is an area of instructional practice, it didn't plummet out of the sky fully formed, with clearly depicted jobs and obligations (Glickman, 1985). The slow development of supervision as a distinct activity can be compared to the institutional, academic, social, and professional factors that have typically produced the perplexing tutoring program (Starratt, 1997). It is said that supervision can be followed as far back as AD70 during the Israelites' mass migration from Egypt under the authority of Moses (Tetty, 2011). The inspection was the term that was used to describe supervision. In pilgrim New England, supervision of teaching started as a course of outside review: at least one neighbourhood resident was delegated to investigate both what the educators were instructing and what the understudies were realising, the assessment topic was to remain immovably implanted in the act of management (Sergiovanni & Staratt, 1998). This led to the direct control of teachers.

Supervision, as a term, over the years has taken over the term inspection but, in some cases, both terms are used together.

Similarly, the idea and practice of supervision have evolved steadily over the years. (Oliva & Pawlas, 1997; Glickman, Gordon & Ross-Gordon, 2004). Before the 20<sup>th</sup> century teachers could be dismissed if they did not go by an agreed way of teaching. This was buttressed by a study that was conducted by Oliva and Pawlas (1997). Currently, there has been a shift from the old form of supervision that was seen as authoritative where supervisors were seen on a fault-finding mission to a more consultative type where the teacher and the supervisor interact to find out the best way to increase teacher efficacy. Sullivan and Glanz (2000) clearly stated that teachers were supposed to be held responsible for their actions in the classroom and that the supervisors often referred to as expert inspectors were to monitor and ensure that there is efficiency in the part of teachers. Daresh (2006) asserted that the definition made inspectors at that time very unpopular.

To ensure accountability and effectiveness in our educational system, inspection and supervision need to be taken seriously. Much attention needs to be focused in their direction. Both terms are normally used differently in different countries. Tyagi (2010) confirmed to this fact by defining inspection as a top-to-bottom hierarchical strategy focused on reviewing and assessing the teaching and learning in schools for improved progress by adhering to a set standard. On the other hand, he defined supervision as a method of giving education, support, and ongoing evaluation to assure growth in the professional development of instructors as well as quality in the teaching process.



De Grawue (2007) further asserted that certain nations have created distinct words for supervision or education. The author continued by bringing up the instances of Malawi and Uganda. While Uganda has also embraced the phrase "teacher development advisor," Malawi uses the word "education methods advisor." According to Alemayehu (2008), subject area supervision in Ethiopia has the following main aims: to provide and suggest better pedagogical approaches to enhance learning; to review and report programs; to monitor and guide teachers in schools; to organize teacher professional programs; and to supervise the use of teaching and learning resources.

The arrival of Governor Guggisberg to Gold Coast in 1919 additionally helped in transforming training, and from that point, forward officials with shifting status had been examining Schools (Kwamena, Brassard, & Wright, 1983). In fulfilment of Ghana's autonomy, missionary Schools selected ministers, catechists, and other pastorates as Education monitors. They were accused of the obligations of giving prospectuses, timetables, and other coordination to the prepared teachers in the networks. They likewise assisted the undeveloped instructors with developing their techniques for educating through show exercises. With the speed-up advancement plan for instruction in 1951, some training officials examined Schools in Ghana. From 1963 and 1974, head instructors were authoritatively selected to deal with the investigation in Schools. By 1975, supervision had gotten one of the significant duties of the Ghana Education Service (GES) in Ghana. As indicated by Kwamena et al. (1983) the Education Reforms of 1987, accompanied another brand of directors who were assigned Circuit Monitory Assistants (CMA). They investigated Schools and revealed straightforwardly to the priest of Education about

circumstances in Schools and the accessibility of instruction and learning materials. In addition, the execution of the Dzobo board of trustees' report in 1987 was an endeavour to rebuild the arrangement of training in the country as a method of affecting quality.

Likewise, the change achieved the Free Compulsory Universal Basic Education (FCUBE) which was intended to give great quality training to all offspring of school-going age at the fundamental level. The primary destinations of the change (FCUBE) were the accompanying; - improving the nature of instructing and picking up, improving productivity and execution in essential Schools, and expanding survey and investment. For these destinations to be accomplished, the public authority of Ghana and the Ministry of Education ran various courses and workshops for all District Directors, Assistant Directors in supervision, Circuit chiefs, and Heads of Schools in 1996, with the perspective of preparing them to procure the applicable information and abilities to work proficiently to upgrade scholastic execution of students. Likewise, to enhance the norm of schooling in the country through supervision.

Throughout the years along these lines, the method of supervision had improved from the kind which depicted the boss as a character who was dreaded, controlled all undertakings, and who all instructors were to comply undoubtedly, into an all the more well-disposed regarded sharing, and co-usable individual (Tettey, 2011). The previous method of supervision was named, "conventional supervision" and the latter "clinical supervision". In Ghana over a time years, the clinical supervision approach had been created to change the inefficient example of correspondence and supervision in the schools. Considering the educational reform, a few courses and workshops were held for

circuit supervisors, headteachers and other timetable workplaces of schooling in the Eastern Region, Ashanti Region, and in different areas of the nation in 2001. USAID and Ghana Education Service (GES) supported these courses. Additionally, an establishment of different bodies had been set up to see to exercises in Schools. These bodies incorporate the accompanying; District Education Supervision Committee (DEOC), and the School Management Committee (S.M.C), District disciplinary councils have additionally been shaped in the different areas to manage undisciplined instructors.

### **Models of Supervision**

A model is the foundation of the Monitoring and Evaluation Division of the Ministry of Education, which has been made answerable for the appraisal, assessment, and supervision of schools. Moreover, the arrangement of circuit supervisors and the headteachers like the basic school coordinates are required to help in observing and checking the exercises that go on in schools to advance viable instructing and learning. Likewise, for great scholastic execution of learners to increase the expectation of instruction in the country. In this manner, a definitive point is to help improve supervision in schools. The different strategies that are utilised when administering is partitioned into clinical supervision, peer instructing, psychological training, tutoring, self-reflection, proficient development plans, and portfolio management (Sergiovanni & Starratt, 2007; Zepeda & Kruskamp, 2007). At the point when various strategies for supervision are completed, it gives teachers, executives, and the school choices (Kutsyuruba, 2003).

## Clinical Supervision

Sergiovanni and Starratt (2007) defined clinical supervision as a "face-to-face contact with teachers with the intent of improving instruction and increasing professional growth" (p. 23). Similarly, Kutsyuruba (2003) also defined clinical supervision as a process that is sequential, cyclic, and systematic. He further explained that it also involved personal or face-to-face contact between teachers and supervisors with the sole purpose of enhancing teachers' instructional prowess. On the purpose of clinical supervision, Snow-Gerono (2008) believes that it helps guide and assist teachers and it improves teachers' ability to be self-evaluated. That is, it enables them to be able to supervise themselves even without the presence of a supervisor. As Sergiovanni and Starratt (2007) assert that clinical, supervision is cyclical. This is depicted in Figure 1.

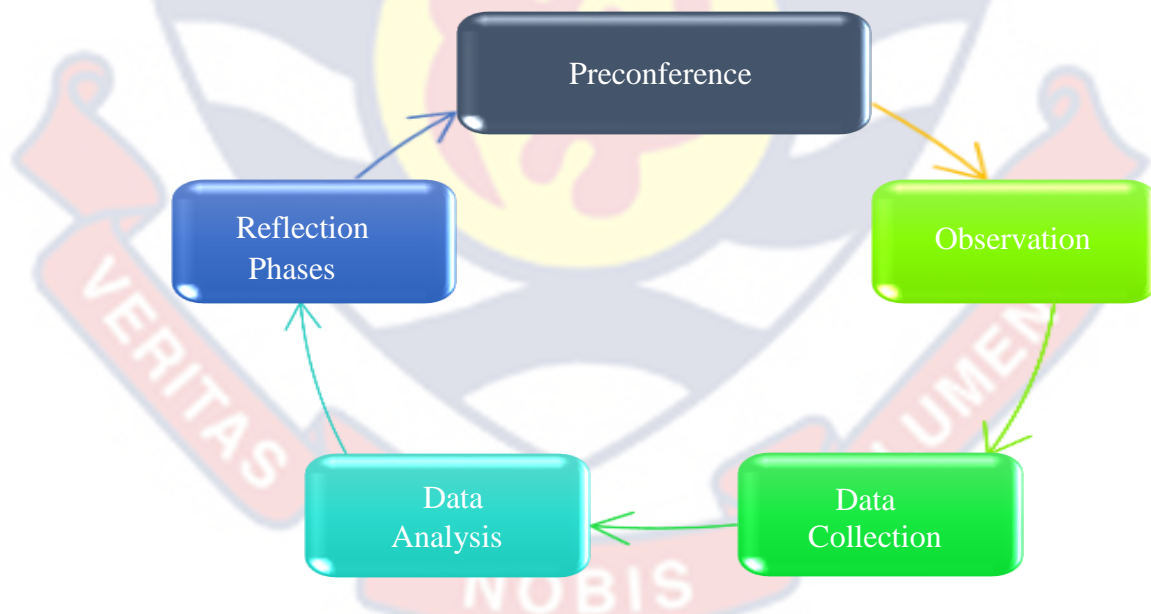


Figure 1: Clinical Supervision Model

Source: Sergiovanni and Starratt (2007)

With Clinical supervision, the supervisor is seen as a person who has rich experiences and is ready to assist and guide teachers than a person who is

an expert whose main aim is to judge teachers. The design of clinical supervision has been arranged into five phases clinically prepared by Goldhammer (1969) that targets assisting the instructor with distinguishing as well as explaining issues and getting information from the director, to assist the teacher with creating arrangements. The headteachers' objective of clinical supervision is to create and improve the education-learning circumstance to support the student and for the improvement of the expert capability of the teacher (Tettey, 2011). Considering this, the chief clinically analyses the instructing issue of the teacher and they commonly focus on the practical advanced examination of the education with the view to build up a solid general connection between the instructor and headteacher. The headteacher additionally helps the instructor exercise arrangement and screens his genuine study hall execution. The instructor consequently can adjust the current examples of instruction as indicated by the necessities and wants of the students. Clinical supervision works in the teacher as a self-idea. It is more conscious, result situated, and majority rule:

1. Pre-observation: The teacher and the supervisor meet and deliberate on methods for gathering information on the conduct of the teachers and pupils with a focus on the area to be watched. The instructor could advise the supervisor to pay attention to how they utilize the board or how they ask questions, for instance. In this manner, the supervisor is completely informed of the lesson plan, goals, and areas that need to be addressed prior to the start of class from the perspective of the teachers.
2. Observation: Here, the goal is to observe the lecture as it was prepared during the pre-observation phase. In this phase, class interaction is the

main focus. The pre-observation meeting was followed by the supervisor attending the class and collecting the data. He thereby plays the role of a spectator. Notes, recordings, and movies can all be used for the data collecting.

3. Analysis and Strategy: reconstructing the observed events, evaluating the lesson in light of the teacher's objective and pedagogical standards, and developing a plan of action to assist his teachers are the goals in this particular case.
4. Supervisory conference: Providing feedback is the goal in order to better teaching in the future
5. Post-Conference Analysis: A detailed discussion of the observed class takes place at this meeting between the teacher and the supervisor, who also establishes a plan of action for improvement. In order to avoid coming out as non-judgmental, the supervisor must use caution. An improvement plan should emerge from the post-conference, which was discussion-rich. The post-conference is crucial because it offers the instructor unbiased feedback on how well his or her instruction is currently going by identifying and resolving instructional issues.

Goldhammer (1969) considered clinical supervision to be the most current strategy of educational supervision and subsequently recognized the motivation behind clinical supervision as to help create and improve the instructing and learning circumstance to serve the student to refine the expert skill of the teacher. Likewise, to assist instructors with changing existing examples of educators as needed by them. In clinical supervision, both the boss and the teacher expect to be educational specialists, with the instructor recognizing his

solidarity. Additionally, the benefits of clinical supervision provide the headteacher the opportunity to be more intuitive than a dictator, more just than a control freak, more teacher-focused than supervision-focused, more concrete than doubtful, more objective than abstract, and more involved than haphazard.

When we get clinical supervision, we support a face-to-face partnership between the director and the instructor, the active participation of the instructor in the three-stage supervision measure, and the use of actual homeroom data for the inquiry. Through the use of such a methodology, we are able to critique instruction with specificity, identify and address educational problems, assist teachers in developing lesson plans, advance more effective teaching, and help instructors foster a positive outlook toward the never-ending expert turn of events (Wallance, 1991).

The majority of instructors who require an improvement in their instructional supervision are new teachers and veteran teachers who are under clinical observation. Sergiovanni and Starratt (2007) assert that clinical supervision assessment is more formative than summative. They believe that this strategy enables freshly licensed instructors to get more experience and hence enhance their performance during the teaching process. They said that clinical supervision places a strong emphasis on teachers' professional growth, which would subsequently improve instructors' classroom performance and boost students' academic success. The acts of clinical supervision at present in the schools empower the headteachers to perceive instructors as individuals who have the drive and assets to take care of their issues. This subsequently watches out for item self-coordinated teachers. In Ghana over a time years, the clinical

supervision approach had been created to change the inefficient example of correspondence and supervision in the schools.

### **Collaborative Supervision**

According to Burke and Fessler (1983), the collaborative method to monitoring places a strong emphasis on teachers. The goal of the collaborative approach to supervision is primarily to make sure that freshly qualified teachers who are inexperienced in a school environment are supported and mentored by their more seasoned colleague teachers. That is, these colleague teachers use their ethical and professional expertise to support the new and young individuals in the teaching profession (Kutsyuruba, 2003). Here it means teachers who need collaborative support should therefore seek assistance and teaching from their experienced colleagues and other sources to reach improvement. The main constituents of the collaborative approach that are vital for newly trained teachers are, mentoring, cognitive coaching, and peer coaching (Sergiovanni & Starratt, 2007; Sullivan & Glanz, 2005; Kutsyuruba, 2003).

### **Peer Coaching**

Peer coaching, according to Sullivan and Glanz (2000), is when teachers support one another in developing their pedagogical expertise or in implementing new curriculum or workshop information. Coaching in this sense refers to practice and feedback that is gained from teacher training workshops/sessions. Here supervision becomes more efficient when supervisors follow a team approach. That is the supervisor should meet and interact with a group of teachers amidst a supportive climate to ensure effective communication and decision-making. According to Sergiovanni and Starratt's (2007) theory, coaching's main goal is to foster a collaborative atmosphere



among instructors so that they may preserve the belief that "when we learn together, we learn more, and when we learn more, we will more effectively serve our students." This means that peer coaching creates the chance for newly trained teachers to develop new teaching techniques through collaborative efforts, frequent feedback, and participatory decision-making. (Bowman & McCormick, 2000; Sullivan & Glanz, 2000). Previous studies indicated that most newly trained teachers rated their fellow teachers who coached them as very effective and competent. This means that this approach is very significant (Kutsyuruba, 2003).

### **Cognitive Coaching**

Costa and Garmston (1994) defined cognitive coaching as a non-judgmental process that is implemented during a planning conference, observation, and reflecting conference. The main difference that exists between peer coaching and cognitive coaching is that the former is focused on curriculum innovations while the latter is also directed at enhancing practices that are already existing (Joyce & Showers, 2002). Beach and Reinhartz (2000) gave a deeper description of cognitive coaching. When a teacher is paired with another teacher, a teacher pairs with a supervisor, or a supervisor is paired with another supervisor, as he put it. It's vital to remember that peer supervision is used when two teachers take on the same responsibilities or hold the same positions. According to Costa and Garmston (1994), there are three basic goals of cognitive coaching, and they are as follows: (1) facilitating the formation of trustworthy relationships and keeping them intact; (2) encouraging progress toward both autonomous and independent behavior; and (3) stimulating learning. During the practice of cognitive coaching, teachers learn from one

another, create and establish trust among themselves, and motivate each other to reach a level where they can monitor, analyse and evaluate their instructional performance.

### **Mentoring**

Sullivan and Glanz (2000) explained mentoring as an act in which a teacher with much experience agrees and provides teaching and assistance to other colleagues. According to Sergioivanni and Starratt (2007) mentoring is a form of peer supervision helping newly trained teachers to get accustomed to their new environment, learn new pedagogical skills, and have an understanding of the real issues a teacher will have to face and deal with in a real classroom setting. Sullivan and Glanz (2000) listed some duties as the responsibilities of a mentor. They are as follows: mentors work collaboratively with newly trained teachers, help new teachers with effective pedagogical skills, sharing experiences in distinct areas with other colleagues. The mentor does not badly criticize or judge their mentees but rather they act as guides or facilitators to ensure that the instructional process is improved. The deliberations, discussions, suggestions, and interactions between mentors and the mentees are held or supposed to be confidential. By assisting each other, the mentors are also able to recognize their problems and adopt new ways or strategies to deal with them. So, when it comes to mentoring both parties' benefit. That is both mentors and mentees.

### **Self-Reflection**

The world in which we live is always evolving, and this is also true of the educational sector. Teachers ought to be capable of self-evaluation, adoption, and adaptation to this dynamic environment. In order for them to take

part in group reflection exercises including peer coaching, cognitive coaching, mentoring, and self-evaluation activities (Kutsyuruba, 2003). A process whereby a teacher carefully and thoroughly plans his/her professional development in teaching is what is termed self-direction (Kutsyuruba, 2003).

This is highly recommended for teachers who like to work alone or due to some circumstances are not able to work with other colleagues. Sergiovanni and Starratt (2007) believe that this approach when adopted leads to optimum use of time. They also see it as less costly and not demanding.

### **Portfolios**

A great and more efficient way for teachers to improve their pedagogical skills and supervision is through their self-evaluation practices (Kutsyuruba, 2003). On such self-evaluation practices, Painter (2001) stressed that practices such as the teaching portfolio will help teachers to able to do more self-evaluation practices. He, therefore, defined a teaching portfolio as that kind of supervision where a teacher collects artefacts, reproductions, testimonials, and student work that serves as indicators or measures of a teacher's abilities and growth. Similarly, Zepeda (2003) also defined a portfolio as a record of progress that contained a collection of artefacts over some time. The goal of creating a portfolio, according to Sergiovanni and Starratt (2007), is to gather artifacts, recordings, photo essays, cassettes, and other resources that serve to reflect a certain element of the classroom program and instructional activities.

### **Professional Growth Plans**

When an individual or a teacher set, a long-term teaching goal with intended activities, which they carry out, it is what is termed a Professional growth plans Fenwick (2001). Here teachers reflect on and evaluate their

teaching goals by creating and establishing plans for achieving them. Concerning professional growth as a supervisory approach, teachers identify the particular skill they want to enhance. From there they put out a plan to improve it. In planning they consider, where to get the needed knowledge, the type and kind of workshop to attend, the literature to read and a set of activities to carry out. Here Fenwick (2001) indicated that professional growth plans “could produce transformative effects in teaching practice, greater staff collaboration, decreased teacher anxiety, and increased focus and commitment to learning” (p. 12).

### **Perceptions of Supervision Practices**

As indicated by Ajzen (1991), an individual's purpose to show a specific activity is intently attached to three factors: 1) the singular's mentalities toward the conduct, 2) emotional standards concerning the conduct, and 3) the person's apparent social control. Notwithstanding, Bargh (1982) expected that subliminally handled social sources of info could impact human social conduct. Ferguson and Bargh (2004) found that social data, when drawn in through discernment, may shape and drive complex human practices naturally, in any event, when the members are uninformed of how or why these practices are happening. The expression “automaticity” is broadly used to describe these wonders (Bargh & Williams, 2006). As per Leonardo da Vinci, “all of our insight has its beginnings in our discernments” (Gordon, 2005, p. 137). Discernments have been characterised as a causal connection between an individual and her/his outer world at one point on schedule (Whitehead, 1929); the outcome of an encounter given to the faculties (Price, 1932); and as more

than an outcome or response, yet as an interaction (Price, 1932). Insights change continually because of the idea of a cycle-based definition (Nessier, 1976).

Preparing reactivates prior social perspectives, which can straightforwardly affect conduct. As per this review, instructive experts might participate in administrative practices dependent on a bunch of assumptions of the instructive experts in their setting. Discernments can give understanding into individuals' convictions, and instructors might support social strategies to educational observation over basic execution assessment on a rating scale. Besides, given Ferguson and Bargh's (2004) hypothesis and crafted by different analysts, one could sensibly presume that schooling educators' conviction frameworks might show a premium in being a functioning member in exercises that could prompt a further developed informative management measure for the general improvement of instructing and learning inside the all-out training program.

In an examination led by Marquit (1968), the administrative techniques of secondary school administrators and the educators they supervised were evaluated. Directors and instructors were gotten some information about their points of view on educational supervision. Chiefs would in general view themselves as showing chosen administrative practices more often than the instructors they administered in Marquit's (1968) assessed composite improvement insight score. In an investigation of Canadian educators' inclinations on who ought to manage them, Bouchamma (2005) found that instructors supported supervision by the school head over self-appraisal, peer assessment, and understudy assessment, with no assessment being the most unsupported. Thobega and Miller (2003) found in an enumeration investigation of

horticultural training educators in Iowa that, while the relational way to deal with supervision was not a valuable indicator of fulfilment or expectation to stay in instructing, instructors getting cooperative management revealed a somewhat higher, measurably critical degree of occupation fulfilment contrasted with those directed utilizing different techniques.

Educators have communicated grave stress over the shortfall of checking from administrators. Around 20% of Iowa educators were not officially noticed instructing in their study halls for a total scholastic year, and half had not gone to a pre-perception workshop (Thobega & Miller, 2003). Moreover, Zepeda and Ponticell (1998) assessed the points of view of 114 rudimentary and secondary educators in Oklahoma and Texas to decide instructors' impressions of informative supervision encounters. Instructors were approached to talk about their “best” and “most exceedingly awful” encounters with informative checking as a feature of their exploration. There were explicit informative administrative practices noticed. “Undeniably more examination from various settings assessing instructors' view of supervision is required,” Zepeda and Ponticell closed (p. 71).

Today, instead of being viewed as an approach or perspective that examines whether the administrations gave agreed to the still-undetermined rules and analogs, supervision is perceived as providing chiefs and educators at various levels who work in administration and instruction with new information in their field, as well as strong direction assistance and fulfilling the states of current direction (Sanli & Altun, 2015).

### Available Supervision Practices Used by Headteachers

Secondary school directors have a scope of models for overseeing instructors available to them (Nolan & Hoover, 2008). Whichever model is utilised, these managers take part in (or neglect to participate in) an assortment of informative administrative strategies. Nonetheless, Blase and Blase (1999) contended that there are only a couple of depictions of educational administrative strategies. Course reviewing is a kind of supervision that attempts to explore and assess the capacities of instructors corresponding to each other, the techniques they utilise, their capability in utilizing them, and the understudies' degrees of development. Scholastic hours are reviewed, yet additionally, how he/she carries out the educational program, the ability with which he/she gets ready inquiries, the tests that he/she deals with, the schoolwork that he/she appoints and the consideration that he/she pays to revise it, the degree of information and ability, the accomplishment with which he/she coordinates understudies toward individual examinations, and the exercises that happen all through class (Taymaz, 2002).

The primary responsibilities of school principals are educational leadership (Basar, 2000) and staff evaluation (Donmez, 2002). As an educator, the school manager must routinely watch and participate in classroom instruction (Balci, 2005). In this scenario, school principals can monitor education by visiting the teacher's class informally at designated periods. However, the intention of these evaluations is not to catch teachers off guard or to disrupt classes; rather, the purpose of these evaluations is to improve education (Peterson, 1995).

In general, the supervisor's primary duty is to assist others in becoming more efficient and effective at performing given activities. Apart from this broad duty, supervisors in the school system also fulfil the following duties (Sutoyo et al., 2017):

1. **Instructional leader:** One of the most critical supervisory responsibilities is instructional leadership: The supervisor directs other teachers' instruction to maximize their effectiveness. Additionally, they assist teachers in planning and implementing an effective instructional plan. Supervisors must adapt to the demands of their subordinates and their unique situations, rather than pursuing a normative style of leadership. By promoting professional development for all teachers, instructional leaders enhance the quality of education. Supervisors should be adaptable to any situation and keep a positive relationship with their staff;
2. **Monitoring student development:** A supervisor monitors students' progress toward regulatory agency-established standards and assists in the preparation of various forms of education. Before teachers begin planning lessons or teaching, supervisors ensure that they are employing information from several reliable and appropriate sources. Supervisors ascertain whether instructors are making effective use of the numerous evaluation procedures available to aid in the preparation of relevant education;
3. Supervisors ensure that teachers prepare and keep adequate, as well as accurate, records of their students' development. This would entail the regular and systematic recording of meaningful data reflecting students'



progress on specific concepts and abilities connected to the grade-level requirements for each subject they teach;

4. ensuring the availability of teaching-learning materials;
5. Provide advise on the suitability of the currently employed teaching-learning materials;
6. evaluating staff levels;
7. offering advise on the school climate;
8. Provide advise on the availability and quality of advising and support services available to teachers;
9. promoting curricular innovation and change;
10. safeguarding teachers' welfare.

### **Effects of Headteachers' Supervision Practices**

Supervision can be viewed as the process of determining if an organisation's operations are consistent with the principles and norms established per acknowledged aims. The overarching goal of supervision is to ascertain the degree to which an organisation's objectives are being met, to take required steps to ensure superior results, and to continuously improve the process (Aydin, 2005). Supervisors are critical in achieving educational objectives and implementing inspectional aspects aimed at improving human resources. Because supervisors have a direct influence on and assessment of the educational system, they play a vital role in educational organisations (Aküzüm & Zmen, 2013).

The purpose of supervision in schools is to integrate many elements that contribute to educational effectiveness into the overall school mechanism. In other words, when teachers accept shared educational goals for students, they

complete each other's education, and supervisors collaborate with teachers in the same way that teachers collaborate with students, ensuring that school goals are reached (Aksu & Aaolu, 2014). A manager responsible for implementing management procedures in schools must also conduct process and outcome assessments as part of the evaluation process. To accomplish its objectives, the organisation must conduct a systematic assessment of educational achievement. Naturally, it can be updated with lesson supervisions that enhance instruction. In this scenario, the manager's ability to supervise lessons requires some amount of knowledge and experience. Effective supervision will also result in effectiveness in educational activities. Effective supervision will necessitate the acquisition of information and interpersonal abilities. These are accomplished through technical supervisory activities that directly support teachers, such as curriculum development, career development, group development, and action research, as well as cultural chores that facilitate change, manage differentiation, and educate society (Aksu & Aaolu, 2014).

Additionally, one of the most critical aspects of monitoring is obtaining accurate information regarding the teacher's effectiveness. Supervisors who have been properly taught understand how to collect the necessary data; successful data collection procedures entail much more than simply observing what is seen and recorded (Aydin, 2005). One of the primary prerequisites for schools to educate their students is effective management. Supervision is a critical component of excellent management, as supervision is a critical activity. In the final management phase, supervision is the manager's responsibility. If the organisation becomes too large or certain jobs exceed the manager's competence, supervisors might be assigned roles to assist the manager with

supervisory responsibilities. Even in this case, the manager should not delegate all supervisory responsibilities to the supervisors.

Moreover, the school principal is responsible for supervising all aspects of the school (Yilmaz, 2009). Currently, the purpose of these short-term visits, which may consist of one whole class or ten to fifteen minutes of observation, is to encourage teachers for the class, monitor education, identify areas that require support, and stay updated about educational activities at the school (Yilmaz, 2009). Today, education supervision is a critical component of making the school a more effective learning environment (Sergiovanni & Starratt, 1993) and achieving the educational system's goals (Başar, 2000). To have a direct impact on schools' ability to fulfil their essential educational aims, supervision must regularly monitor their outcomes and efficiency and take steps to ensure that they continue to improve (Memduhoglu, 2012).

### **Challenges faced by Headteachers in performing their Supervisory Roles**

Headteachers, like other administrators, encounter numerous obstacles in carrying out their teaching responsibilities in schools. The difficulties span from material resources to professionalism, employee management, and interpersonal relationships.

### **Overload of Work of headteachers**

The primary difficulty that headteachers have as instructional supervisors is a lack of time for instructional supervision as a result of the work overload produced by the numerous other obligations that headteachers have in schools. Combining supervision with other responsibilities occurs when headteachers serve as administrators, financial managers, and instructional supervisors by their position. These head instructors have a limited amount of

time available for instructional supervision. When administrative responsibilities are prioritized over educational responsibilities, the latter suffers (De Grauwe, 2001). De Grauwe argues that supervisors may prioritize administration over pedagogy because they wield significant administrative authority.

De Grauwe (2001) accepts that the circumstance is more awful in developing nations than in nations that are still developing because the last mentioned (developed nations) can present to utilise different staff (for example regulatory instead of educational directors), lessening the responsibility of each official and explaining liabilities. In the United States, a responder to Rous' (2004) review noticed that she would have needed her manager's contribution on the most proficient method to manage explicit youngsters' conduct however didn't have the opportunity. Other review members demonstrated that their bosses were not noticeable enough in their talks.

Head educators at Ghana's public elementary schools satisfy an assortment of obligations, and those in far-off and hindered networks consolidate their administrative obligations with full-time instructing and seeing children in their towns (Oduro, 2008). Administrators might not be able to satisfactorily direct teaching in such settings. Carron and De Grauwe (1997) featured those countries, for example, Spain, France, and Guinea don't have such troubles since they isolate regulatory obligations from educational management. Consequently, informative supervision faces a test in shuffling regulatory and administrative obligations.

### **Teachers' negative attitudes to supervision**

The way instructors respond to the supervision of teaching is one more worry to administrative practices. On the off chance that educators, who are the immediate recipients of educational management, have a negative disposition towards the training, the entire interaction won't yield the ideal outcomes. This is because; management targets giving help, direction and backing for educators to successfully give teaching blossoms with co-activity regard and shared trust. A few educators consider supervision to be an instrument utilized by managers to control and threaten them. This country causes educators to feel hazardous and type of supervision. Bas (2002) found in Turkish private grade schools that a few instructors who took an interest in his review felt supervision was an interruption into their private informative practices. Educators in his review moaned that chiefs' nosy checking and actual presence change the 'setting' in the homerooms, which brought about misleading ideas. As per the instructors, there was consistently a component of stress and every response concerning educators and understudies during study hall perceptions.

#### **Negative approach to supervision by some supervisors-fault finding**

Supervisors in Bas's (2002) study (Turkish private primary schools) employed controlling and intimidating supervisory techniques. Teachers admitted to the researcher that they lived in fear of dismissal due to the system's summative nature. This corroborates Oliva and Pawlas's (1997) assertion that certain school supervisors or inspectors, as they are referred to in other countries, continue to exercise authoritarian authority in the performance of their duties. Rous's (2004) study in the United States found that some respondents experienced fear and dissatisfaction when instructional supervisors

used criticism. According to reports, the supervisor's critiques restricted the teachers' utilization of creative approaches.

### **Inadequate training of instructional supervisors**

The question of whether supervisors have the necessary training to carry out their jobs proficiently is another issue to be concerned with in terms of issues with instructional supervision. The fact that advisors, inspectors, and other such personnel need continual training yet seldom obtain it was not mentioned by Carron and De Grauwe (1997). They contend that no matter how recruiting and promotion processes are set up, supervisors still need continual training and yet seldom receive pre- or in-service training.

### **Lack of knowledge and experience on the part of headteachers**

Another impediment to supervision in public instructional schools is a lack of expertise and experience. According to De Grauwe (2001), while both qualifications and experience appeared to be significant in selecting supervisors, many of the most experienced instructors lacked a solid academic foundation and entered the teaching profession when there were little prerequisites for qualifications. Aside from Tanzania, he saw that the circumstance has worked in other African nations, and directors (counting head educators) presently have a more grounded foundation and capabilities than the instructors they manage. In most districts, head instructors are delegated based on rank and experience (De Grauwe, 2001), and they naturally become educational administrators at the school level by their status as heads.

Directors' ought to have further developed degrees and recognitions, just as more long stretches of preparing experience, than the educators they regulate. Such chiefs would have adequate material and academic information

and experience to unquestionably help, lead, and back their instructors. In Ghanaian elementary schools, if two up-and-comers have a similar capability, the competitor with the longest period of showing experience is named top of the school and naturally turns into the educational administrator. Scholarly capabilities, for example, degrees and confirmations are viewed as essential for administrative jobs by the Ghana Education Service, yet most fundamental school head instructors (informative bosses) hold a teachers' declaration 'A' post-secondary or post-centre.

The difficulty arises when a young university graduate is assigned to a school to work under the supervision of a supervisor who is significantly older and more experienced but has inferior qualifications. If the supervisor takes a directive approach, the former (the young degree holder) may be unable to test his or her fresh ideas. In such instances, the supervisor could want to suggest or instruct the instructor on what to do and how to accomplish it. The status quo for instructional strategies and supervisory procedures will prevail, preventing innovation in instructional methods.

### **Inadequate financing**

The term "policy resources" refers to the potential value of a policy during its execution. School supervisors are the primary resource in the area of education supervision. School supervisors require resources to carry out their duties. One of the primary concerns about supervision resources is the funding for education supervision implementation. Even though legislation governing the employment of school supervisors is well defined, funding for supervision implementation remains a significant concern (Sofu, Fitzgerald & Jawas, 2012). Numerous school supervisors lament the lack of an operational budget, forcing

them to use their funds. They anticipate that after completing school monitoring, they will receive a refund from schools to cover at the very least the transportation costs associated with attending school (Berita Express, 2016).

### Conceptual Framework

This research aimed to explore how headteachers' supervisory roles affect their teachers' performance in public Junior High Schools in the Sefwi Wiawso Municipality. Thus, to achieve the aim of the study, this section provides the conceptual framework depicting the relationship between the research variables. The conceptual framework as shown in Figure 2 was adapted from Jared (2011) and modified to reflect the objectives of the current study.

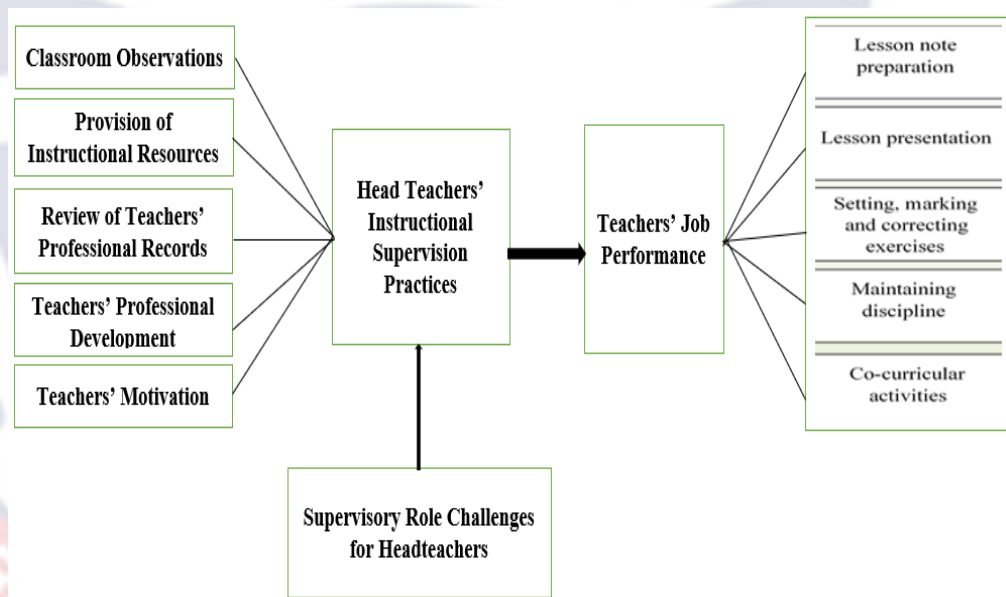


Figure 2: Conceptual framework

Source: Jared (2011)

In order to explain how the dependent and independent variables used in the study are related to one another, the author built her own construct, which is shown in Figure 2. The study mainly uses three variables. The dependent variable is teachers' job performance, whereas the independent variable is the



teachers' supervision roles and practices and the challenges faced by them in executing their supervision practices. Teachers' job performance comprises.

The dependent variable in the study is the teachers' job performance in the school. Job performances are measured by teachers' lesson note preparation, lesson presentation, maintaining discipline in the classrooms, and engaging in co-curricular activities. The foregoing elements define the teachers' job performances in the schools. Even though there might be other activities (variables) to proxy the teachers' job performances in the schools, the researcher deemed these variables included in the current study appropriate to address the issue under study.

Furthermore, headteachers' supervision roles and practices, and the challenges faced by them in executing their supervision practices are the independent variables used for this study. The independent variables consist of classroom observation, provision of instructional resources, review of teachers' professional records, teachers' professional development and teachers' motivation. This means that headteachers' supervision roles and practices encapsulated only the above-mentioned concepts in this framework. However, the perceptions of people are individualistic (headteachers and teachers) hence, it is not captured in the framework even though it is one of the main objectives of the study.

### **Empirical Review**

#### **Perception of Headteachers towards Supervision**

Oliva (1993) unequivocally accepts that the result of a supervision interaction is ordinarily dictated by how instructors see supervision in schools. Additionally, a few investigations have shown that recently prepared teachers

and tenderfoots have a negative mentality towards supervision due to its evaluative methodology. Their negative disposition is because they fear that their deficits and limits will spread the word to their partner teachers and the school's organisation. The negative disposition towards supervision makes them consider themselves people who come to discover flaws in their instruction (Olive, 1993; Blumberg, 1980; Zepeda & Ponticell, 1998). Because of individual contrasts, a few teachers are very little concerned when it comes to being managed by an outer individual.

In auxiliary Schools in Entebbe Municipality, Wakiso District, Uganda, Nzabonimpa (2011) examined the effects of headteachers' general and instructive administrative methods on instructors' task execution. His investigation revealed that little general and instructional monitoring is common in auxiliary schools. Additionally, the investigation's findings showed that several faculty members believed there was no oversight in auxiliary schools since, despite some of them having been in school for over ten years, they had never received a study hall directive from the headmaster.

Karagu (1982) in his examination of the view of instructors on headteachers' supervision of teaching; found that teachers are considered fruitful to be teachers as the individuals who are committed, have predictable data on school programs, and we're excited about instructors as individuals. They were in like manner open, kind, obliging, and willing to misuse instructor's excellent capacities and give them a proposal in decision making in the schools.

A study by Ileri (2011) on teachers' impression of head instructors' informative supervision rehearses in open auxiliary Schools in Lari District, Kenya, discovered that the instructors do not care for being administered by the

headteachers since they believe they are self-propelled, mindful and roused, henceforth when undertakings are clear it is not important to be straightforwardly managed as they feel threatened. The instructors considered them a teacher as barging in their work and a deficiency discovering exercise.

To decide the impacts of instructors' qualities and their impression of headteachers' informative supervision, various variables were cross-organized with instructor's discernment towards supervision, age, instructive level, and professional training were found to impact teachers' insight towards head instructors' educational supervision. In addition, his examination uncovered that the age, scholastic capability and training experience of the headteachers influenced the administrative act of the headteacher. Notwithstanding, there was no proof of the sexual orientation of the instructor affected insight towards informative supervision in auxiliary Schools.

Additionally, Jairo and Jepchumba (2012) led an examination on elementary teachers' impression of headteachers' educational plan supervision in grade Schools in Nigeria, they discovered throughout their inquiry that head instructors did not involve teachers in the defining of the school purpose or identify them with the management of educational programs. They weren't pervasive across the entire school complex, either. Information was gathered through surveys. Two schools in the neighboring Kapsabet Division participated in a pilot project to improve the reliability of exploration equipment that employed a test-retest methodology. A connection coefficient of 0.71 was acquired. Information was broken down utilizing enlightening measurements including implies, standard deviation, rates, and frequencies.

In another investigation by Koranteng (2013) on partners' perceptives on the adequacy of supervision in Junior High Schools in the Okai Koi Sub-metropolitan region, Accra, it was uncovered that numerous instructors saw interior supervision as assisting with advancing compelling educating and learning more than outer supervision. His examination included 220 respondents. His information was gathered through surveys and was broken down utilizing basic rates. The spellbinding overview was the exploration condense utilized for the examination.

Moreover, Esia-Donkoh and Ofosu-Damenah (2014) additionally explored the impacts of instructive supervision on the proficient improvement of public fundamental teachers in Winneba, Ghana. Their investigation utilized the illustrative study plan and a poll was utilized to assemble information from respondents. Their investigation discovered that the teachers saw instructive supervision as emphatically affecting their expert advancement as far as creating an experience; educational plan, showing techniques and materials; study hall the board; qualities of students; and evaluation. They likewise see instructive supervision as assisting with distinguishing the necessities of teachers and appropriately, planning proficient improvement exercises.

In an examination directed by Danquah, Baidoo, Dankwah, and Acheampong (2018) on headteachers' and supervisees' view of educational supervision; it was uncovered that a larger part of the directors and instructors had an inspirational outlook about informative supervision as essential schools. Two exploration questions guided their investigation and a quantitative worldview was utilised to examine information, while the graphic review was utilised to break down shut and opened finished inquiries. One hundred

respondents that involved 30 headteachers (head instructors and their partners and head of offices) and 70 supervisees (teachers) from ten fundamental Schools in the Central District of Ghana were chosen for the study.

### **Headteachers' Supervisory Practices**

When supervision is done regularly in Schools, it leads to an effective teaching and learning process in such a school. It happens so because supervision enhances the skills and creativity of teachers, which ultimately improves the instructional process (Arong & Ogbadu, 2010). Supervision is, therefore, an essential part of the success equation of school. On the issue of how supervision improves the quality of education, Okendu (2012) posited that teachers become too creative and innovative when they are supervised. That is through supervision they are guided on methods that will enhance their professional skills and experience. This then makes them able to vary their approaches to suit the need in the classroom. From the discussion above, it is very clear that the goal of supervision is to improve teacher performance, improve the teaching and learning environment, boost students' academic performance, and help the school achieve its general goals and aims. This can only be attained in Ghana when teachers and supervisors collaborate to guide and assist each other.

To ensure that there is quality in the teaching being practised in our various schools, the government and bodies concerned should put instructional supervision on top of the education agenda. As discussed earlier different scholars have identified several models of supervision that supervisors can adopt and apply to beef up their supervisory approaches. Such models are peer

supervision, clinical management, formative management, and separated supervision hypothesis which all have been clarified completely in the writing examined previously. During the supervision process, it is very important to consider the experience of the teacher, how developed they are, and the situation or climate in which the supervisor is going to work (Glickman, 2002).

The Headteacher's initiative mirrors a firm faith in teacher determination and tact, non-compromising and developing situated relations, and sincere and genuine interest. Teachers are not compelled to educate in restricted manners nor are they condemned by their informative chiefs. At the point when this is put unexpectedly, discoveries recommend that powerful informative pioneers ought to keep away from prohibitive and threatening ways to deal with instructors; headteacher control should offer a route to the advancement of collegiality among teachers.

A study by Muoka (2007) to examine the methods used by administrators to oversee instruction in open discretionary schools in the Mwala Division of the Machakos District. Before taking on the organization in optional schools, the study's goal was to determine how much different teachers embraced and enjoyed instructional supervision. Again, the goal of the study was to determine if head teachers are specifically equipped for the task of illuminating management. The edifying cross-sectional outline was used and 180 educators and 15 head instructors both male and female teachers participated. The assessment found that bosses are convincing in finishing instructive management. The choice of new philosophies of instructive management was found to be fruitful and assisted with working on the demonstrations of the chiefs. The bosses were found to finish useful activities,

for instance, staffing, counselling with educators, the motivation of instructors, and the bearing of the school program.

Okumbe (1998) he continues, "Instructive practices" include elements like aiding in the creation and implementation of work plans, assessing and supervising a shift in educational responsibilities, and dispersing educational resources. The personnel was organized and coerced via a variety of activities, which also included motivating and assisting instructors in their educational endeavors and informing the community about school initiatives. These helpful exercises are done to energize and motivate the teachers so they may improve the direction of their review corridor.

Gaziel (2007) led exploration in auxiliary schools in Israel on rethinking the connection between the head's informative/instructive administration and understudy accomplishment in secondary Schools. The examination needed to discover how regularly the chiefs put their time into various informative exercises and whether they impact understudies' accomplishments. Gazel utilised quantitative methodology where instructors who shaped the example were arbitrarily chosen. The information was gathered from a self-report poll that was created by Hallinger (1985). The investigation discovered that auxiliary school chiefs contribute a portion of their energy and time to their educational jobs.

As indicated by the instructors' reports, headteachers look after permeability, screen understudy execution, arrange the educational program and advance scholarly norms. This investigation additionally discovered that chiefs dismissed assessing teaching, giving motivations to instructors/understudies, and advancing teachers' expert turn of events. The investigation found that there

was a huge connection between educational initiatives and understudies' accomplishments.

A comparable study by Kerubo (2010), the head teacher, focused on the Kenya Certificate of Primary Education (KCPE) administration in open primary schools in the Dagoretti District. The supplementary school level was chosen by the flow scientist. According to the exam, the administrative tasks that the head instructors conduct the most frequently involve planning and maintaining track of instructional activities. The investigation found that the administrative tasks that call for the headteacher to guide students closer to home are the ones that are least frequently carried out. Direction exercises include aiding teachers with the organization of lesson plans, observing exercise schedules, visiting teachers in the classroom to observe instruction, and assisting teachers in identifying trouble spots in the implementation of educational programs.

An examination directed by Dewodo, Agbetorwoka, and Wotordzor (2019) to explore the issues of school supervision at the fundamental school level in the Hohoe Municipality of Ghana uncovered those two sorts of supervision techniques (inside and outside) were discovered to be being used in Schools in the Hohoe Municipality however not simultaneously. It was likewise uncovered that Headteachers verified exercise designs but never regulated exercise conveyance. The examination suggested that every single administrative system (inside and outer) ought to be received because both are fundamental techniques for successful supervision. In addition, it is suggested that headteachers ought to follow up with the study halls to manage the exercise conveyance, which shapes a significant piece of the educating and learning measure. Their investigation utilized a graphic study technique and the example



size of the examination was 200. The instrument utilized for their information assortment was a survey and the information was dissected utilising frequencies and percentages.

Nzabonimpa (2009) analyzed the impact of headteachers' general and educational administrative practices on instructors' work execution in auxiliary Schools in Entebbe Municipality, Wakiso District, Uganda. From his investigation it was uncovered those headteachers, generally in private auxiliary Schools; do not do educational supervision but they do some casual homeroom visits. They are somewhat broad and casual supervision to the detriment of informative or formal supervision. In addition, their research revealed that 64.3% of head instructors often examine their teachers' educational records as a form of teacher oversight, whereas 57.1% of head instructors only sometimes pay their instructors a visit when study hall teaching.

### **Perceived Effects of Headteacher Supervision on Teachers' Job Performance**

There is a lot of literature that has thrown light on the connection that exists between supervision and the performance of teachers. Poor supervision in Ghana's basic schools has been cited for students' poor academic outcomes (Oduro, 2008). Kageha (2008) shares similar sentiments as previous authors that have been discussed above. He posited that there is a link between supervision and motivation.

Nzabonimpa (2009) inspected the effect of general and instructive administrative methods of head teachers on teachers' performance at auxiliary schools in Entebbe Municipality, Wakiso District, Uganda. His investigation revealed that secondary schools frequently employ little general and educational

monitoring. Additionally, it is revealed by the examination findings that head instructors lack knowledge of their expected set of duties, are not provided with support to practice educational supervision, and struggle with finishing tasks created by headship and teaching at the same time. Due to the fact that some of the instructor members have been teaching for more than 10 years without ever being subject to the headteacher's supervision, the examination findings also revealed that for certain instructor members, monitoring is non-existent in auxiliary schools. The examination discoveries in like manner show a moderate relationship between secondary school head instructors' administrative practices and teachers' work execution.

Yukl (2010), therefore, asserts that for supervision to be successful, the supervisor needs have the abilities and expertise to support instructors in achieving the intended aim. This assumes that instructors would always perform well under monitoring when they are most motivated. Wanzare (2012)'s analysis showed there is an important relationship that exists between supervisory practices and motivation. He further went on to state that supervisors need to make available the right reinforcement techniques through their role as supervisors. It is expected that they use the modern form of supervisory approaches that are more collaborative and flexible while deviating from the old and archaic style of supervision that was characterized by fear and authority.

Ghavifekr and Ibrahim (2014) directed a review on the sort of connection that exists between supervision and instructor execution. From the review, it was uncovered that the supervision interaction completed by the head

of offices had a positive relationship with the inspiration of educators and their presentation in the study hall.

In a review directed by Obakpolo and Osakwe (2015) on supervision as a determinant of Public Secondary School instructors' adequacy in the Central Senatorial District of Delta State. It was uncovered that there was a huge connection between educators' management and their showing viability additionally there was a critical connection between instructors' instructive capability and their instructing adequacy. The concentration again uncovered a huge connection between educators' showing experience and their instructing adequacy. At long last, it was inferred that supervision is a crucial and basic component of educating viability. The review utilized a correlational exploration plan. An example of 997 instructors was used for the review. The exploration instrument utilized for information assortment was the poll named instructors' supervision and educators' viability (TSTE) survey. The information gathered was broken down utilizing basic rates for the socio-segment information and straightforward relapse and relationship insights for the exploration questions and speculations.

Also, Ikegbusi, Eziamaka and Nonye (2016) led a review on the effect of supervision of teaching on instructor viability in secondary Schools in Nigeria. From their review, it was uncovered that both inner and outer supervision of teaching positively affects instructor viability in secondary Schools. Their review used a relative overview research approach. The population in the study was determined by the 3,197 government-recognized secondary school teachers in Enugu South Local Government Area of Enugu State. Through the use of a proportionately determined arbitrary testing

procedure, one teacher representative out of 905 was chosen. For information gathering, a fully approved, expert-created poll with a reliability rating of 0.85 was used. The information was examined using the mean and t-test.

One more review directed by Ekaette and Eno (2016) on head instructors' informative supervision and educators' viability uncovered a huge contrast in educators' adequacy dependent on study hall perception, investigation/system, post-meeting examination, and post-examination gathering. Instructors in Schools where informative management was sufficient were more powerful than those that had deficient educational supervision. The ex-post facto configuration was utilized in doing this review. 200 and one instructor and 14 head educators were drawn from the number of inhabitants in 1,105 educators and 14 head educators individually to take an interest in the review.

### **Challenges Headteachers Face Supervising Instruction in their Schools**

Directors like different headteacher have several difficulties when performing their instructional duties in the classrooms. The difficulties include those related to physical resources, cleaning prowess, chiefs of staff, and interpersonal interactions. The difficulties are made worse by the head teachers' lack of abilities to complete supervision estimations. Creating and carrying out supported educational initiatives and instruction might be difficult for enlightening supervisors. Several scholars have also researched and indicated that there are certain barriers to supervision in schools. The results of those several studies that were conducted on the processes of instructional supervision in Schools revealed that various supervisory methods were not used and the supervisors involved were not aware of it, consistent and frequent training

programs for the various supervisors were lacking and also supervisors studied did not adequately observe teachers' classroom performance to monitor their progress (Million, 2010). In Ike-Obiona (2007) it was also noticed that headteachers at primary Schools had no or scanty experience to enable them to carry out effective supervision. Moswela (2008) also asserted that the school climate and circumstances in which the supervision process takes place are most times unfriendly and intimidating for teachers.

Wenzare (2010) led an examination on educational Supervision in open secondary Schools in Kenya. The study examined the challenges surrounding internal educational supervision procedures. The test employed a hybrid approach. Dynamic secondary educators, assistant principals, and top government education officials made up the populaces. 200 public secondary schools were used as an example. The sample included 136 teachers and 56 headteachers who were given surveys to complete. We visited with 11 top government school officials, 5 teachers, and 5 headteachers. The perfect member was number 213. The serious issues found to disappoint the acts of informative supervision were those related to supervision rehearses, educational headteachers, criticism and follow-up, as well as the attitude teachers have toward supervision.

When headteachers fail to exercise consistency and competence in their educational supervision, they will undoubtedly deal with a variety of problems. Because administrative skills are not naturally developed, a lot of assistance, feedback, and follow-up are required. The responders provided evidence of a lack of consistency and refined ability. Informative headteachers needed administrative abilities and capabilities. The discoveries saw that input and

follow-up help on the administrative issue was inadequate. The instructors now and then do not have a climate to impart informative worries to headteachers since they are not generally accessible. The examination upheld some of the investigations on difficulties of informative supervision. Nonetheless, the utilization of one technique for research was not adequate for the examination that gives an impression of an enormous populace.

Neaglely and Evans (1970) found a there is a clear negative correlation between instructors' confidence in their managers and how rigidly those managers uphold bureaucratic regulations. Although there are probably several instances of good supervisory behavior, Mosher and Purpel (1972) assert that "a common response of teachers to supervision might be expressed as the suspicion that supervision is quite ineffective and at worst a harmful form of interference with the work of the teacher" (page 2). The biggest barrier to efficient and morale-boosting supervision in Botswana, according to Grauwe (2001), is a lack of office space and transportation for the supervisors. He claims this limits the supervisors' ability to supervise and support teachers. A critical topic has drawn the attention of policymakers and education experts: how teachers see supervision. Since they are seen as the ones who implement education at the grassroots level and are the focus of the majority of this heightened supervisory effort, teachers' attitudes about supervision are of the highest significance.

The primary issues with supervision in Tanzania include a lack of funds, a shortage of office space for supervisors, and a lack of support staff. Due to a lack of support staff, there are several difficulties when producing reports or even organizing seminars for teachers. Despite the fact that there is a lot of work

being done in the field, supervisors are typically idle and lack sufficient funds for travel and transportation (Grauwe, 2001).

In addition, Alkarni (2014) examined potential barriers that would prevent secondary school head teachers in the Municipality of Tabuk from effectively leading their schools. He claimed that despite a widespread lack of quality in the educational environment, the head teachers at Tabuk's auxiliary schools are battling a variety of problems that leave them without the drive to carry out their duties as head teachers.

Similarly, Nthenya (2012) looked at the leadership and HR management issues that secondary school head teachers in Kenya's Nzau District-Makueni County encountered. The key elements influencing the rethinking and construction of educators were a lack of responsibility for learning and preparation and protection from change. Teachers and caretakers received comparable financial rewards, which led to a typical level of inspiration. The adapting strategies used by head teachers included weekly staff meetings, open forums for discussion, encouraging collaboration and self-motivation among educators to achieve goals, creating a PTA fund to encourage the staff, giving duplicate copies of the teacher code of conduct to the teachers for disciplinary purposes, offering medical teaching outside of school hours to fill the schedule. The exploration plan for this review was an unmistakable study. The objective populace for the review was all the 45 head educators in Nzau District while the inspecting configuration utilized was purposive and all the head instructors took an interest in the review. The instrument for gathering information for the review was a survey with both open and shut things. The information gathered was examined by the utilisation of spellbinding insights. Recurrence, rate tables,

and diagrams were utilized to introduce the information. The information gathered was examined utilizing Statistical Product for Service Solutions (SPSS) program variant 23.0.

Omondi (2019) examined the challenges of educational supervision on the professional progress of teachers at open auxiliary Schools in Nairobi and Kajiado Counties, Kenya. In both Nairobi and Kajiado Counties, there were insufficient resources for training educators, and there weren't enough teachers, according to their analysis. Gichu, Kibaara, and Njagi (2017) also conducted an assessment of the challenges experienced by head teachers at open auxiliary schools in Nyeri South Sub County, Nyeri County, Kenya. Discipline, teachers' attitudes, a powerless foundation, students' unwillingness to complete duties, and uncooperative parents were among the primary challenges identified by their review in enhancing and maintaining High intellectual performance. The most generally referenced issues experienced by head educators in keeping up with High degrees of discipline in their Schools were High enrolment of understudies, illicit drug use, and High openness to TVs and recordings.

### **Chapter Summary**

This chapter presented a review of the extant literature on the supervision practices adopted by headteachers in schools. Since teachers contrast in their favoured style of supervision, how they see supervision can influence the nature of training either fortunate or unfortunate (Beach & Reinhartz 2004). However, few studies on supervision practices adopted by headteachers in schools were conducted in Ghana, specifically, in the Sefwi Wiawso Municipality. Despite what is generally expected, there is a scarcity of exploration or observational writing examining how teachers see supervision.



This had caused a knowledge gap in this field hence this study was conducted to fill this gap of inadequate geographical representation and to add to the body of knowledge in the field of headteachers' supervision in general.



## CHAPTER THREE

### RESEARCH METHODS

#### Overview

The goal of this study was to examine how headteachers' supervision techniques affected teachers' job performance at public Junior High Schools in Ghana's Western North Region. This chapter describes the research methods used in the study, the study's design, demographic, sample and sampling techniques, instruments, instrument validity and reliability, data collecting processes, data processing and analysis, and ethical issues.

#### Study Area

This study was conducted in the Sefwi Wiawso Municipality. The Sefwi Wiawso District was established by Legislative Instrument (L.I) 1386 on November 23, 1988, under PNDC Law 207, and was replaced by Local Government Act 493, 1993. Under Legislative Instrument, (L.I) 2015 (Sefwi Wiawso District Assembly, 2010 - 2013 Medium Term Development Plan), In March 2012, it received municipal status. The Municipality of Sefwi Wiawso is situated between latitudes 6° 0' N and 6° 30' N and longitudes 20° 45' W and 20° 15' W in the northernmost region of the Western Region. Its neighbors are Wassa Amenfi West to the south-east, Juabeso and Bia to the west, Aowin-Suaman to the south, the Brong Ahafo Region to the north, and Bibiani-Anhwiaso-Bekwai district to the east. The Municipality is largely rectangular and covers 1011.6 square kilometers, about 7% of the Western Region's total land area. Western Region's Sefwi Wiawso serves as its municipal capital. According to the Ghana Statistical Service's (2014) estimate, 68,362 people, or 71.5% of the population, are literate. Male literacy rates are greater than female

literacy rates (78.5% vs. 64.6%, respectively). The municipality was chosen because many headteachers there implemented supervisory procedures, but it appears that little to no research has been done there to determine how these practices affect teachers' performance. The municipal map of Sefwi Wiawso is shown in Figure 3.

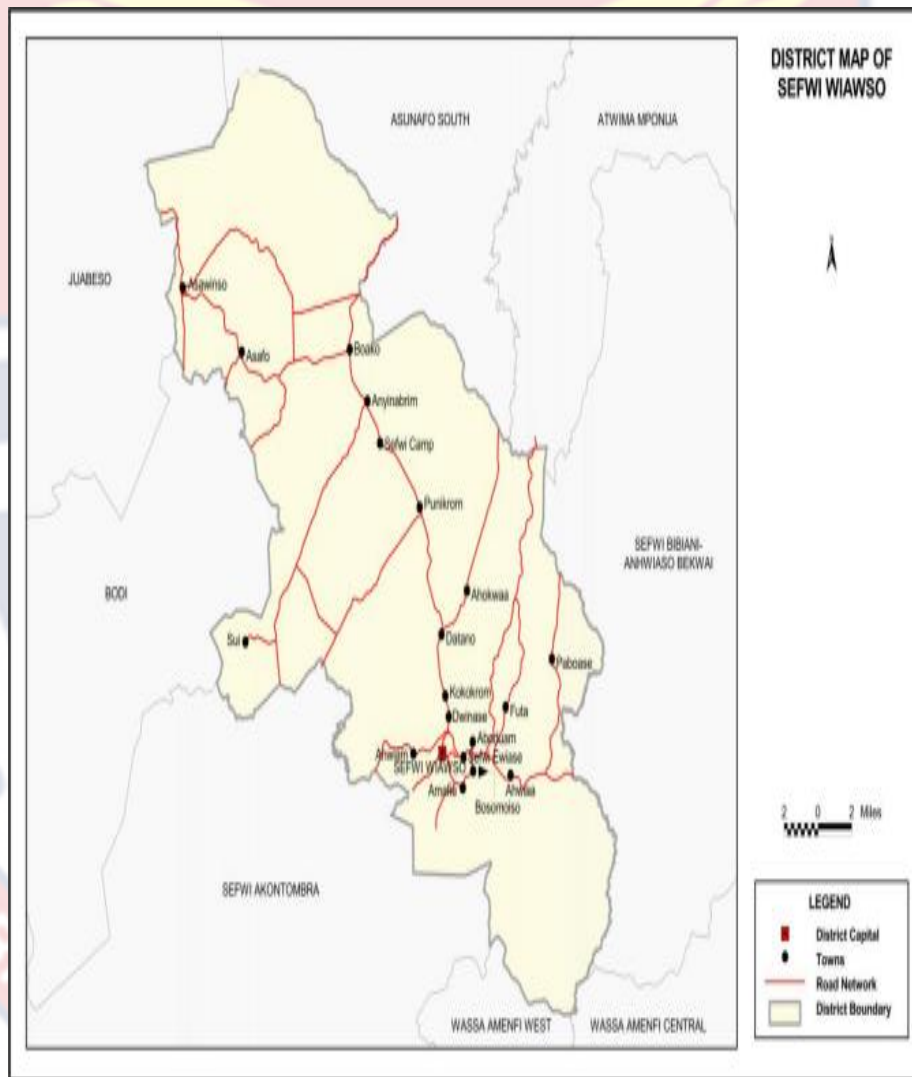


Figure 3: District map of Sefwi Wiawso

Source: GSS (2010)

### Research Design

In order to evaluate the impact of headteachers' supervision methods on teachers' job performance in schools, Johnson and Onwuegbuzie (2004) claimed

that the concurrent mixed-method design was used in this study. Johnson and Onwuegbuzie (2004) asserted that the mixed methods approach to research provides researchers with an alternative to believing that the quantitative and qualitative research approaches are incompatible and, as a result, their associated methods "cannot and should not be mixed" (p.14) However, when using a mixed methods approach, researchers use methodologies from qualitative and quantitative research approaches to gather and analyze data for a single study (Creswell, 2003; Tashakkori & Teddlie, 2003; Johnson & Onwuegbuzie, 2004).

Nevertheless, by employing concurrent mixed-methods for this study, the researcher was able to address the study's defined research questions by collecting and analyzing narrative data in addition to the numerical data that is typically used in quantitative research. As an illustration, researchers may conduct an interview with open-ended questions to gather narrative, or qualitative data, then distribute a survey with closed-ended questions to collect numerical, or quantitative, data. Thus, it is prudent to collect quantitative data from the headteachers and the teachers. However, the collection of qualitative data from the headteachers made it possible for them to give in-depth information about their views as well as the kinds of supervision practices, they adopt and what informed their adoption of such practices.

In using this design, the researcher collected both qualitative and quantitative data for the study. Questionnaires and interview data were collected at the same time by the researcher. The use of concurrent mixed-methods approach allows for the intentional blending of qualitative and quantitative approaches. Integration can happen at different phases of the research process

(Andrew & Halcomb, 2009). The study's integration took place ideally during the data collection, data analysis, and data interpretation phases of the thesis. The researcher intended to use this mixed-method approach to gain a better and broader knowledge of the issue under investigation. This combined technique approach enables a far deeper and broader knowledge of the headteachers' supervision practice being investigated than what would be possible with a single method alone (Greene, 2007).

The researcher was able to gather both quantitative and qualitative data simultaneously (concurrently) using this method. Since it allowed for the use of many methodologies (questionnaires and an interview procedure) to look at the effects of headteachers' instructional supervision practices on teachers' job performance, the researcher believed it was suitable for the study. To confirm, cross-validate, or verify conclusions on the subject of the research, a variety of techniques were used, including the use of survey and interview data. This enabled one approach's weakness to be overcome by fusing it with another's strength. To better comprehend this design and to enable the researcher to collect data from a variety of sources for triangulation and complementarity, the concurrent mixed-method was adopted (Creswell & Clark, 2007). This approach used the qualitative results to validate the quantitative results. The questionnaire administration and additional headteacher interviews consumed a lot of the researcher's time, hence it was time-consuming.

### **Population**

The target population of this study was all teachers and headteachers of JHSs in the 11 circuits in Sefwi Wiawso Municipality. The study's target population also included all of the instructors and heads of public junior high

schools (JHSs) in Ghana's Western North Municipality, Sefwi Wiawso. As shown in Table 1, the accessible population at the time of this study was 448 people, including 382 teachers and 66 headteachers. The study's accessible population consisted of the whole faculty and administration of the 11 JHS circuits in the Sefwi Wiawso Municipality. Only headteachers with five (5) or more years of experience as head teachers were included in the study. This was due to the fact that the researcher believed that these headteachers had a wealth of expertise, necessitating the utilization of their experience in the study. There were 32 of them.

**Table 1: Population Distribution of Respondents**

Circuit	Teachers	Headteachers
Sui	26	4
Bosomoiso	31	6
Dwenase	48	8
Asafo	36	7
Anyinabrim	42	7
Paboase	39	7
Boako	38	7
Wiawso A	29	4
Wiawso B	33	6
Asawinso A	31	5
Asawinso B	29	5
Total	382	66

Source: Educational Supervision Information System (EMIS) Department, Sefwi Wiawso Municipal Education Office.

### Sampling Procedure

The sample size was 32 headteachers and 191 teachers drawn from all the 11 circuits in the Municipality. Krejcie and Morgan's (1970) table for determining sample size was used to select 191 teachers from a population of 382. This was done proportionately from each circuit (see Table 2). On the part of the headteachers', only headteachers who had acquired five or more years of

experience were purposively selected for the study. The researcher saw such headteachers to have rich experience in supervision as a result of five or more years of experience on the job, hence the need to tap their knowledge for the study.

**Table 2: Sample Size Distribution of Respondents**

Circuit	Teachers		Headteachers
Sui	$\frac{26}{382} \times 191$	13	3
Bosomoiso	$\frac{31}{382} \times 191$	15	2
Dwenase	$\frac{48}{382} \times 191$	24	4
Asafo	$\frac{36}{382} \times 191$	18	2
Anyinabrim	$\frac{42}{382} \times 191$	21	3
Paboase	$\frac{39}{382} \times 191$	20	4
Boako	$\frac{38}{382} \times 191$	19	2
Wiawso A	$\frac{29}{382} \times 191$	14	3
Wiawso B	$\frac{33}{382} \times 191$	17	4
Asawinso A	$\frac{31}{382} \times 191$	16	3
Asawinso B	$\frac{29}{382} \times 191$	14	2
Total		191	32

Source: Educational Supervision Information System (EMIS) Department, Sefwi Wiawso Municipal Education Office.

### Data Collection Instruments

Two sets of questionnaires, namely the headteachers' questionnaire and teachers' questionnaire, were used to collect data from headteachers and teachers respectively for the study. Each of the two sets of questionnaires was organised into four (4) sections (A, B, C & D) with an additional section E in the headteachers' questionnaire. Section A of both sets of questionnaires sought

data concerning the demographic characteristics of the respondents. Section B sought data concerning the perception of the respondents towards headteachers' supervision. Section C dealt with the supervisory practices of headteachers in their various schools. Section D considered the perceived effect of headteachers' supervision on teachers' job performance. Finally, Section E sought responses from only headteachers concerning the challenges they face in discharging their supervisory roles.

There were four open-ended and 27 closed-ended questions on the surveys for the instructors, with the closed-ended questions utilizing a five-point Likert-type scale with the following responses: 1 = severely disagree (SD), 2 = disagree (D), 3 = undecided (U), 4 = agree (A), and 5 = strongly agree (SA). The surveys created for headteachers also contained 5 open-ended and 36 closed-ended items created on the aforementioned five-point Likert-type scale. The questionnaire's items were designed such that responders may check off other answers next to the ones they had already selected. The questionnaires for teachers and headteachers had a total of 31 and 41 items, respectively.

The questionnaires were easy to administer. Also, they were relatively cost-effective and saved time as compared to other instruments such as observation guides and interview guides (Kirakowski, 1997). Despite the advantages associated with the use of a questionnaire, the closed-ended questions limited the respondents in expressing their views.

Additionally, an interview guide was used to make up for the questionnaires' shortcomings (see Appendix C). The interview guide, according to Mugenda and Mugenda (1999), gives participants the chance to express themselves freely and without restraint. This made it possible to comprehend



the supervision techniques used by the headteachers and how they affected the effectiveness of the teachers in the Sefwi Wiawso Municipality.

The interview guide was divided into 5 sections with these subsections, Section A (demographic data), Section B (headteachers' perception about supervision), Section C (supervisory practices adopted by headteachers), Section D (how supervision affects teachers' performance), section E (challenges headteachers face during supervision). Aside from the advantages of an interview, conducting an interview was very costly as well as time-consuming.

### **Validity and Reliability of the Instruments**

The supervisor, lecturers, and peers were consulted for professional comments in order to guarantee the face and content validity of the tools. The researcher gave the tools (questionnaires and interview guide) to peers for assessment by other researchers and to the study's supervisor for expert review. Opportunities to discover problems and improve the instruments were provided through consultations with the supervisor, other lecturers, and peers.

To ensure that the items in the questionnaires adequately represented the research themes, a thorough literature review was done. Additionally, pilot research was conducted to assess the validity and reliability of the study instrument in four selected junior high schools in a Bibiani-Ahwiaso-Bekwai municipality close to Sefwi Wiawso Municipality. Thanks to the pilot testing of the instruments, feedback on the comprehensiveness and applicability of the items on them was made available. Thirty people were employed in the pilot test. This was in accordance with Connelly's (2008) suggestion that the pilot

testing sample for a larger parent study be between 10 and 20 percent of the sample size.

The Cronbach's Alpha coefficient was used to assess the instruments' reliability. Since the observed value of 0.94 is higher than 0.70, it is regarded as trustworthy. The standard practice is to aim for dependability ratings of 0.7 or above, as stated by Nunnally and Bernstein (1994).

A pilot test was done at four selected Junior High Schools in Bibiani-Ahwiaso-Bekwai Municipality closer to Sefwi Wiawso municipality. This began on 22<sup>nd</sup> July 2020 to 10<sup>th</sup> August 2020. The researcher chose those schools for the pilot testing because they shared similar characteristics such as with the actual schools selected for the survey. They were similar in terms of academic performance and the calibre of teachers working there. The pilot test of the research instrument was done to confirm that the instrument could adequately address the research questions posed for the study.

#### **Data Collection Procedures**

An introductory letter was obtained from the Department of Business and Social Sciences Education, the University of Cape Coast (See Appendix D) to the selected Junior High Schools for the pilot test. However, for the main data collection, an application for ethical clearance was made to the Institutional Review Board (IRB) of the University of Cape Coast. Ethical clearance was granted on 17<sup>th</sup> December 2020 (See Appendix E). A copy was then sent to the various heads in each school to seek their permission and approval in conducting this study. The researcher then went to the various schools to collect data for the study. The data collection took place from March 2021 to April 2021.

The questionnaires were first distributed to the respondents by the researcher. After the distribution of the questionnaires, the researcher gave them ample time to complete the questionnaire. The process involved the administration of 223 copies of the questionnaire to the respondents in March 2021. All the questionnaires distributed to the headteachers were returned hence the questionnaire rate of return was 100%. However, out of the 191 copies of questionnaires distributed to the teachers, 183 were completed and returned giving a questionnaire return rate of 95.8%.

Immediately after collecting the questionnaire data, the researcher interviewed the headteachers. The interview was conducted in the staff common room and each interview session lasted for 10-15 minutes. The researcher started the data collection (interviews) in March 2021 and ended in April 2021.

### **Ethical Considerations**

The researcher first obtained the agreement of the complete research sample in order to adhere to the ethical criteria of research. For this reason, letters requesting authorization to allow professors to participate in the study were submitted to the leaders of the institutions in question. Second, the researcher protected both confidentiality and anonymity. No information relating to the respondents would be revealed or, for that matter, leaked out without the respondents' prior consent and authority, it was promised to them. Respondents were informed that they might decide not to take part in the study whenever they wanted to do so. When distributing questionnaires throughout the data collection phase, due honesty was employed. The respondents (teachers and headteachers) had the option of completing their questionnaires privately in order to preserve their privacy. When the findings were shared, precautions

were taken to safeguard each participant's confidentiality, anonymity, and privacy. The participants' names were never revealed or made public over the course of the study. This agreed with Maree's (2007) conclusions. The trustworthiness of the study was ensured by the accurate electronic recording of each and every interview. The researcher made sure that the reflection on the interview was accurate by double-checking with the interviewees about their experiences. In this study, dependability was built through extensive and focused interactions with the subjects over the course of three weeks. Again, concise interview questions were asked, every effort was made to minimize subjectivity and biases during the research process, and findings were reported in a transparent manner. Conformability was established by storing the data that was collected and used for interpretation safely so that any interested researcher could access the data and evaluate it.

Additionally, an audit trail was completed by critical readers who were not part of the study team, such as the researcher's supervisor, who was requested to assess the data collection techniques. Given that the research was qualitative and no meaningful generalizations could be drawn, the researcher provided a thorough summary of the findings with enough information for readers to determine whether or not they would be applicable to their own research situation. When applying these findings to their own context (transferability), the reader must carefully consider the parallels between their situations and the context of this study. As opposed to any preconceived notions, the explanation of the results was focused on the tendencies that appeared in the data.

### **Data Processing and Analysis**

Data analysis was performed using IBM Statistical Product for Service Solution (version 23) software using the edited, coded, and keyed-in data obtained from the two sets of surveys. Utilizing descriptive statistics (frequency, percentages, averages, and standard deviation), the data was analysed. Simple frequencies and percentages were employed in descriptive statistics to analyze and present the information provided by respondents in the bio-data part of the questionnaires. Utilizing means and standard deviations, the survey data for each study topic was analyzed. The data collected through the interview guide were examined to take out inconsistencies. This was done by playing the interview recordings over and over until the exact words of the respondents were transcribed accurately. Furthermore, the audio recordings were given to a colleague researcher and the respondents to listen to and confirm that all the texts are transcribed accurately. This was done to make sure that the respondents are not misrepresented and/or misquoted since this might alter the findings of the study. In addition, a thematic procedure was employed to draw out similar themes that emerged from the interviews for each research question. After an accurate transcription of the interview responses, the researcher read through the transcriptions specific to each research question to identify the similarities in their responses. These were used to form the themes on which the conclusions were based.

### **Chapter Summary**

The study examined at how headteacher supervisory procedures affected junior high school teachers' work performance. The study's design, demographic, sample size and sampling methods, instruments, instrument validity and reliability, data collection procedures, data processing and analysis,

credibility, and ethical concerns were all covered in this chapter. The influence of headteachers' supervision techniques on teachers' job performance in schools was assessed in this study using mixed methods, more especially the concurrent mixed-method design. 32 headteachers and 191 teachers from the Municipality's 11 circuits made up the sample size. Data collecting tools included questionnaires and interview guides. With the use of descriptive statistics, the data was examined (frequency, percentages, means and standard deviation).



## CHAPTER FOUR

### RESULTS AND DISCUSSION

#### Overview

The purpose of the study was to determine how headteacher supervisory procedures affected junior high school teachers' work performance. The study employed a concurrent mixed-methods design. Interview guidelines and closed-ended questionnaires were used to gather the data. There are two parts to this chapter. The results of the demographic information gathered from the respondents are shown in the first section, and the results and a discussion of the findings are presented in the last section. A summary of the findings appears at the chapter's conclusion.

#### Demographic Information of Respondents

This section presents the demographic data collected from the respondents. This was necessary as it provides more insight into the data and the characteristics of the respondents.

As at the time of data collection, 183 teachers out of the 191 teachers sampled completed their questionnaires. This gave a response rate of 95.8% and was deemed adequate for the analysis. The results are presented in Table 3.

**Table 3: Demographic Characteristics of Respondents**

Variable	Headteachers		Teachers	
	No.	%	No.	%
Sex				
Male	27	84	125	68
Female	5	16	58	32
Age				
20-25 years	-	-	13	7.1
26-30 years	1	3.3	71	38.8
31-35 years	5	16.7	53	29.0
36-40 years	12	36.7	31	16.9
41+ years	14	43.3	15	8.2
Highest Academic Qualification				
Diploma/HND	1	3.0	101	54.9
B.Ed. Degree	30	94	65	35.7
B.Sc. Degree	1	3.0	4	2.2
MPhil/MA/M.Ed.	-	-	4	2.2
DBE	-	-	1	0.5
BA Degree	-	-	8	4.4
Teaching Experience				
Less than 5 years	-	-	88	48
6-10 years	9	28	60	33
11-15 years	8	25	17	9
16 years and above	15	47	18	10

Source: Fieldwork (2021)

From Table 3, out of the 32 teachers who answered the questionnaires 27(84%) were male teachers while only 5(16%) were females. Likewise, the total number of headteachers who answered the questionnaires was 183 out of which 125(68%) were males and the rest, 58(32%) were females. The age distribution of headteachers and teachers used to achieve the purpose of the study showed that 26(80.3%) of the headteachers were above 35 years which demonstrate that age mostly influences experience counts when appointing headteachers. The result also showed that only 1(3.3%) of headteachers are within the age of 26 to 30 years while the rest 5(16.7%) were between the ages of 31 to 35 years. However, the result showed the opposite of what was experienced concerning the teachers. Thus, 137(74.9%) of the headteachers



were 35 years and below while 31(16.9%) were between the ages of 36 to 40 years while 15(8.2%) are beyond 40 years. This could be speculated that as the teachers gain more experience in the teaching field, they turned to move on to accept higher positions as headteachers and other related positions within the educational sector or move out to take other jobs in different sectors. This may help to explain why there are more young people in the sector as teachers.

The academic qualification of the respondents revealed that the majority of the headteachers 30(94%) have a first degree in education, 1(3%) has a diploma in education and 1(3%) holds degree certificates other than education. This demonstrates that the majority of the headteachers are degree holders about 93.6 per cent adding degrees in education and degree certificates without education qualifications. This is good for our educational system since there more people with at least a degree who are headteachers making decisions for the various Junior High Schools in the Sefwi Wiawso Municipality. On the part of teachers, the results show that 101(54.9%) are diploma or HND holders while 42.3 per cent have at least a degree making up of 65(35.7%) degree holders in education, 8(4.4%) holding Bachelor of Arts degrees and 4(2.2%) each holding a bachelor of science degrees and MPhil/MA/M.Ed. In addition, 1(0.5%) of the teachers within the Junior High Schools in the Sefwi Wiawso Municipality are holding certificates lower than a diploma. The table also showed that 15(47%) of the headteachers have at least 16 years of working experience, while 8(25%) have between 11 to 15 years of working experience implying that adding the two groups 71.9 per cent have at least 11 years of teaching experience as teachers.

In addition, 8(25%) of headteachers have between 6 to 10 years of working experience. This demonstrates that to become a headteacher teaching experience is a necessary condition for such promotion. Finally, the teaching experience of teachers within the Junior High Schools in the Sefwi Wiawso Municipality that were sampled for the study showed that the majority about 81 per cent of teachers within Junior High Schools in the Sefwi Wiawso Municipality have at most 10 years of working experience. This includes; 88(48%) having less than 5 years' experience and 60(33%) having between 6 to 10 years of teaching experience. 18(10%) have more than 16 years of working experience while the remaining 17(9%) have 11-15 years of teaching experience. This result shows that most of the teachers within the municipality have less experience as compared to the headteachers.

#### **Perception of Respondents about Headteachers' Supervision Practices**

The perception of respondents who are headteachers and teachers in the Junior High Schools in Sefwi Wiawso Municipality are presented in Table 4. The questionnaire used the five-point Likert Scale type involving the options "5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, and 1 = Strongly Disagree." Mean and standard deviation were used to analyse the responses to the items. An average mean of 3.0 ( $[1+2+3+4+5]/5$ ) was used as the reference point. Items with mean values below 3.0 are considered as items that the respondents have disagreed with while items with mean values above 3.0 mean that the respondents have agreed to such items. Strongly Agree and Agree were combined to become "agree," while Strongly Disagree and Disagree were combined to form "disagree," for simplicity of understanding and interpretation.

Table 4 summarizes the findings about how teachers and headteachers view their roles as supervisors in their respective schools.

**Table 4: Respondents' Perception of Headteachers' Supervision**

Statement	Headteachers		Teachers	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Is a tool to help promote effective teaching and learning	4.68	0.54	4.50	0.88
Helps develop teaching methods and classroom supervision skills as a teacher	4.65	0.55	4.37	0.74
Is a tool to help identify the needs of teachers and accordingly plan professional development activities	4.61	0.50	4.44	0.63
Helps improve teachers' skills in assessing students	4.52	0.68	4.27	0.75
Helps teachers in the formulation and implementation of schemes of work	4.35	0.66	4.18	0.91
Is a means to reveal teachers' shortfalls and limitations to my colleague teachers and the school administration	1.97	1.28	2.67	1.55
Is an interfering/intruding exercise during teaching	1.94	1.21	2.50	1.22
Is a fault-finding task	1.90	1.25	2.30	1.28
Grand Mean/Standard deviation	3.60	0.83	3.70	1.24

Source: Fieldwork (2021)

*M* = Mean and *SD* = Standard Deviation

Table 4 presents the results of the perception of headteachers and teachers about headteachers' supervision. The results showed that headteachers disagreed with the perception that teachers' supervision was a means to reveal teachers' shortfalls and limitations to their colleague teachers and the school administration ( $M = 1.97$ ,  $SD = 1.28$ ). Likewise, the headteachers sampled disagreed with the perception that teachers' supervision is a fault-finding task ( $M = 1.90$ ,  $SD = 1.25$ ) and an interfering/intruding exercise during teaching ( $M = 1.94$ ,  $SD = 1.21$ ). However, they had agreed that teachers' supervision is a tool to help promote effective teaching and learning ( $M = 4.68$ ,  $SD = 0.54$ ). Additionally, all the 8 items received positive responses from the teachers with headteachers' supervision as a tool to help promote effective teaching and

learning ( $M = 4.50$ ,  $SD = 0.87$ ) receiving the highest responses followed by supervision being a tool to help identify the needs of teachers and accordingly plan professional development activities ( $M = 4.44$ ,  $SD = 0.63$ ). The grand mean of 3.7 reveals that in general, the respondents have agreed on the items and thus have good perceptions about head teacher supervision in the schools. The grand mean of 3.6 and 3.7 respectively reveals that in general, the respondents have agreed on the items and thus have good perceptions about head teacher supervision in schools.

Again, an interview conducted for only headteachers to know their perceptions on supervision in their various schools brought out responses that were similar to the results obtained from the quantitative analysis, one of the interviewees asserted that;

*"Making sure that teaching and learning are effective, I will limit it to education... I would say making sure your subordinates work according to the rules of education." (HT 2)*

*"I think they are the basic duties of a headteacher, it entails taking charge of all things that take place in the school. Right from making sure the school is tidy to the teachers' teaching, all that goes into the teaching, and preparation of lesson notes. They have to improvise where there are not enough TLMs and their actual input, getting to class, you will have to make sure that all these things are taking place. Also, you are in charge of the teachers' welfare, everything that concerns them in terms of their promotion, in terms of activities that would not affect their salary, and other things that will affect their upgrading. All these things fall under the directive and supervision of the head." (HT 4)*

### **Supervisory Practices Adopted by the Headteachers in Junior High Schools**

This research objective sought to identify the supervisory practices that the headteachers in the schools adopt. Both teachers and headteachers are presented with questionnaires to state their experiences. Thus, the questionnaire used the five-point Likert type involving the options "5 = Strongly Agree, 4 =

Agree, 3 = Neutral, 2 = Disagree, and 1 = Strongly disagree.” Mean and standard deviation was used to analyse the responses to the items. An average mean of 3.0  $((1+2+3+4+5)/5)$  was used as the reference point. Items with mean values below 3.0 are considered as items that the respondents have disagreed with while items with mean values above 3.0 mean that the respondents have agreed to such items. For easier understanding and interpretation, Strongly Agree and Agree were merged and classified as “agree” while Strongly Disagree and Disagree were merged and taken as “disagree”.

The results from the analysis of the headteachers' and teachers' perceptions of their supervisory practices are presented in Table 5.

**Table 5: Perceptions of Respondents on Headteachers' Supervisory Practices**

Statement	Headteachers		Teachers	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Vetting of the lesson plan	4.81	.40	4.62	.58
Monitoring punctuality and regularity	4.61	.50	4.47	.62
Provision of in-service training	4.52	.68	4.26	.87
Orientation of new teaching staff	4.48	.68	4.49	.74
Checking teachers' record of work/instructional activities	4.45	.51	4.38	.69
Lesson observation	4.42	.56	4.27	.69
Helping teachers identify problem areas in the curriculum performance	4.32	.79	4.27	.73
Advising and assisting teachers involved in instructional programs	4.26	.68	4.31	.58

Source: Fieldwork (2021)

*M* = Mean and *SD* = Standard Deviation

Table 5 showed the supervisory practices adopted by headteachers. The results indicated that all eight items were answered favorably by the principals of the public junior high schools in Sefwi Wiawso Municipality in Ghana's Western North Region. Thus, the supervisory role of the headteachers with the

Highest responses was vetting the lesson plan ( $M = 4.81, SD = 0.40$ ). This was followed by headteachers performing the roles of monitoring punctuality and regularity ( $M = 4.61, SD = 0.50$ ). However, the least supervisory role performed by the headteachers as revealed by the results was headteachers “advising and assisting teachers involved in instructional programs” ( $M = 4.26, SD = 0.68$ ). Additionally, the result indicated that teachers in the public Junior High Schools in Sefwi Wiawso Municipality in the Western North Region of Ghana have agreed that monitoring punctuality and regularity have provided positive responses to all the supervisory practices listed in the study. Per the results, the majority of the teachers identified headteachers to be practising the supervisory role of vetting the lesson plan most ( $M = 4.62, SD = 0.58$ ) followed by headteachers orienting new staff ( $M = 4.49, SD = 0.74$ ). However, teachers stated headteachers’ provision of in-service ( $M = 4.26, SD = 0.87$ ) education was the least supervisory role.

In the interview section for the headteachers hearing their responses on their supervisory practices, the feedbacks were not different from the quantitative responses agreed with it. Examination of the interview information uncovered that headteachers utilised shifted administrative styles in their schools. The following are extracts from the interview reactions on administrative styles generally utilised by the headteachers:

*“In the fact that I have to make sure teachers come to school early through the time book. They also come on time. Then they have to prepare lesson notes, I also see to it that I mark them. They have to go to class and teach and also as I said by checking their exercise books and other things, I see that they teach and they also give exercise and the children do the exercise.” (HT 5)*

*“To motivate them to submit their lesson notes and other things on time. We have time... I have told them to come up with the day they*

*think...though you can write without teaching so those who bring their lesson notes on time are awarded. Through non-physical rewards..."*

*"I make sure my teachers have their lesson notes up to date, that is, they write their lesson notes. I make sure they prepare effectively for the lesson they are going to teach. by marking their lesson notes weekly and also looking at or inspecting their output of work. When they go to the classrooms too, I make sure teachers mark their registers and then check the number on roll, every roll." (HT 8)*

*"Well, since we are in an organisation, a well-organised institution, we have to be visiting them often. Every day, you have to visit the teacher in the classroom and also go about or go around the school to look out for whatever is happening on campus. it helps them a lot because when...let's say I observe a lesson and there is a problem, we organize an in-service education for them and through this, it has been helping the teachers and improving their skills especially, in the classroom. Since the vetting of the lesson note is more effective, it keeps teachers on their toes to move from topic to topic as it is planned in the termly scheme of work." (HT 7)*

*"First of all, I check the scheme of work. I make sure that the scheme of work is prepared to date. I also check the use of the teaching materials. Some teachers write down the teaching materials they will use but when they are teaching, they don't use them. I make sure that what you write here is what you do in the classroom. I also check the evaluation, and the marks, I check the core point and the activities they are supposed to do. Sometimes, I use a time book to check the teachers to check attendance and reporting time of the teachers."(HT 10)*

### **Perceived Effects of Headteachers' Supervision Practices on Teachers' Job Performance in Junior High Schools in the Sefwi Wiawso Municipality**

This research objective sought to identify the effects of headteachers' supervision practices on teachers' performances. The questionnaire to elicit the responses from the participants was designed for both headteachers and the teachers. Thus, the questionnaire used the five-point Likert type involving the options "5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, and 1 = Strongly disagree." Mean and standard deviation was used to analyse the responses to the items. An average mean of 3.0  $((1+2+3+4+5)/5)$  was used as the reference point. Items with mean values below 3.0 are considered as items

that the respondents have disagreed with while items with mean values above 3.0 mean that the respondents have agreed to such items. For easier understanding and interpretation, Strongly Agree and Agree were merged and classified as "agree" while Strongly Disagree and Disagree were merged and taken as "disagree".

Table 6 presents the analysis of the perception of the headteachers on the effects of their supervisory practices on teachers' performance in the schools.

**Table 6: Respondents' Perception of the Effects of Headteachers' Supervision on Teacher's Job Performance**

Statement	Headteachers		Teachers	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Teachers can prepare more comprehensive and detailed lesson plans/notes	4.59	0.68	4.43	.74
Teachers' teaching skills are improved	4.55	0.57	4.21	.70
Teachers are motivated to do their best to ensure that teaching-learning becomes more successful	4.48	0.83	4.32	.72
Teachers can manage the instructional time more efficiently	4.41	0.50	4.26	.73
Teachers become punctual and regular in class	4.38	0.49	4.42	.73
Teachers can manage the classroom situation well	4.28	0.70	4.29	.79
Teachers' professional development is enhanced	4.00	1.00	4.25	.67
Textbooks, reference books and other instructional materials are provided	3.90	1.18	3.63	1.33

Source: Fieldwork (2021)

*M* = Mean and *SD* = Standard Deviation

On the perception of headteachers on the effects of supervision on teachers' job performance as presented in Table 6, all the 8 items used for the study received a positive response from the headteachers with supervision helping teachers to prepare more comprehensive and detailed lesson plans/notes ( $M = 4.59$ ,  $SD = 0.68$ ) receiving the highest responses and followed by supervision improving teachers' teaching skills ( $M = 4.55$ ,  $SD = 0.57$ ).



However, the provision of textbooks, reference books and other instructional ( $M = 3.90$ ,  $SD = 1.18$ ) received the lowest positive response from the headteachers. Again, the perceived effects of headteachers' supervision on teachers' job performance indicated that teachers have agreed with the fact that headteachers' supervision motivates teachers to do their best to ensure that teaching-learning becomes more successful ( $M = 4.43$ ,  $SD = 0.74$ ) with teachers reporting that they are punctual in class ( $M = 4.42$ ,  $SD = 0.73$ ) as a result of the head teacher's supervision.

The interview responses of the headteachers on the effects of their supervision on teachers' job performance were not different from the responses of the quantitative data. One head teacher said:

*"What I will say is that, when I first came to the school, I noticed that some teachers use a one-way methodology but I realized that since the world is changing, we also have to change some of our methodologies in teaching. Every Thursday around 1-2 pm, we have an hour break for the teachers while the children are playing. During the break, we gather in one of the classrooms and we share our experiences, where we find difficulties, you also bring it up so that we all share and make use of the important ones. We have achieved a lot practicing this and based on this one, our B. E. C. E results are better now as compared to last four years ago. This has also helped us to shoot our enrollment up."(HT 1)*

This means that headteachers in the various schools adopt several supervisory practice techniques to meet the requirements of the changing world. These supervisory roles of the headteachers have enormous benefits for the teacher and the school as well. As said by one of the headteachers:

*"It helps them a lot because...let's say I observe a lesson and there is a problem, we organise in-service training for them and through this, it has been helping the teachers and improving their skills more especially, in the classroom. Since the vetting of the lesson note is more effective, it keeps teachers on their toes to move from topic to topic as it is planned in the termly scheme of work. Since I have been reading and marking it thoroughly before, whenever I am marking and I come across*

*any error, I will call the teacher and address it to the person. If there is the need for us to gather and correct it all together, we do so. So, this has been helping them a lot. It helps them to be abreast with more information or new...let's say new information or current information and the principles of teaching; In assessing students this helps them to identify the weakness of the kids and then also identify their strengths concerning the subject that they teach in their classrooms” (HT 3)*

### **Challenges headteachers face in performing their supervisory duties in Junior High Schools in the Sefwi Wiawso Municipality.**

A 5-point Likert scale was used to analyze the difficulties that headteachers in Ghana's Western North Region face in carrying out their supervisory responsibilities in the public junior high schools. Thus, the questionnaire used the five-point Likert scale type involving the options “5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, and 1 = Strongly disagree.” In order to analyze responses to the items, mean and standard deviation were employed. An average mean of 3.0  $((1+2+3+4+5)/5)$  was used as the reference point. Items with mean values below 3.0 are considered as items that the respondents have disagreed with while items with mean values above 3.0 mean that the respondents have agreed to such items. For easier understanding and interpretation, Strongly Agree and Agree were merged and classified as "agree" while Strongly Disagree and Disagree were merged and taken as "disagree". This is presented in Table 7.

**Table 7: Headteachers' Supervisory Challenges**

Statement	<i>M</i>	<i>SD.</i>
There are insufficient funds for carrying out supervision roles	3.83	1.29
The negative attitude of some teachers towards supervision makes it stressful for headteachers during supervision	3.33	1.61
There is a lack of consistent and frequent training programs for me to carry out supervision	3.27	1.34
Lack of time for instructional supervision as a result of an overload of work caused by many other responsibilities that headteachers carry out in Schools	3.17	1.49
Teachers are very resistant to change and this makes headteachers' role as supervisors very difficult	2.80	1.42
The lack of adequate and appropriate office accommodation makes me feel reluctant in carrying out my supervision roles	2.77	1.41
There is resistance to supervision by veteran teachers who consider themselves experts as a result of experience	2.71	1.28
School climate and circumstances in which the supervision process takes place are most times unfriendly and intimidating for teachers	2.47	1.43
The number of teachers and classrooms is too many for me to carry out regular supervision	2.37	1.47

Source: Fieldwork (2021)

From Table 7, it can be seen that 4 out of the 9 items used to measure the challenges headteachers encounter in their supervisory roles have received positive statements regarding the unavailability of funds to carry out supervision roles ( $M = 3.83$ ,  $SD = 1.29$ ) receiving the highest responses followed by teachers' negative attitude towards supervision making it difficult for headteachers to carry out supervisory duties ( $M = 3.33$ ,  $SD = 1.61$ ). However, the headteachers disagreed that the number of teachers and classrooms are too many for them to carry out regular supervision ( $M = 2.37$ ,  $SD = 1.47$ ).

Furthermore, face-to-face interviews with the headteachers were used to gather data on these challenges. The most apparent challenges that headteachers reported regarding the supervision of teachers are as follows:

*“Challenging in the sense that as a head teacher, I am also teaching. I also mark so how do I see what others are doing?” (HT 1)*

*“One problem is, at times, some of the teachers take it kindly when you want to confront him or something like that. Some of them feel that they have gotten their certificate and it is not you. at times, they will not take it kindly but being a leader, you have seen how you can talk to the person.” (HT 9)*

*“You see, at times, the problems we normally face are the materials. These days the grants are not coming so when you want to use some TLMs, you buy for the teachers and the headmaster you have to buy it yourself with your own money.”*

*“If I am to talk about my current situation, I would say the workload is more than us. I have a limited staff and if you talk about enrolment in the circuit, my school happens to be the school with the largest enrolment but we have the least number of teachers. This has been making supervising more difficult for me, sometimes; you will meet a class with no teacher, which means you have to take charge of it. And this will not allow you to do your work more effectively.” “Also, we the teachers do not have government-approved books for the subjects we teach so we struggle to get the information we need to teach with.” (HT 5)*

*“Financing the training sessions are challenging sometimes we have to fall on resource persons to organize the training. Apart from that, my subordinates are always ready to be trained but how to get the resource persons to help them is a big problem.” (HT 2)*

## **Discussion**

The goal of the study was to determine how the supervision methods used by headteachers in the junior high schools in the Sefwi Wiawso Municipality impact teachers' work performance. The perspective of both headteachers and teachers on headteachers' supervisory techniques in junior high schools is described in the first objective sort out. Based on the interpretation of the Likert scale's means, the results showed that both teachers and headteachers in public junior high schools in the Sefwi Wiawso Municipality in Ghana's Western North Region disagreed with the idea that teacher supervision served as a way to make other teachers and the school

administration aware of the shortcomings and limitations of individual teachers, as well as a fault-finding task and an intrusive activity during class time. However, they agreed that teachers' supervision is a tool to help promote effective teaching and learning, a tool to help identify the needs of teachers and accordingly plan professional development activities, a means to develop teaching methods and classroom supervision skills in teaching, to help improve teachers' skills in assessing students and a means to help teachers in the formulation and implementation of schemes of work.

These findings opposed the views of Blumberg (1980), Zepeda and Ponticell (1998) and Ireri (2011) who were of the view that teachers have a negative attitude towards supervision due to its evaluative approach. Their negative attitude is because they fear that their shortfalls and limitations will be made known to their colleague teachers and the school's administration. This makes them see the supervisors as individuals who come to find faults with their teaching. The present result showed the opposite where teachers in Junior High Schools in Sefwi Wiawso Municipality rather have optimistic behaviour towards headteacher supervision. The study gained support from the works of Nzabonimpa (2009), Koranteng (2013) and Danquah, Baidoo, Dankwah and Acheampong (2018) whose work postulate a positive behaviour of teachers towards supervision.

Additionally, a study conducted by Unal (2010) states that supervisors (Headteachers) according to their perceptions are those who are knowledgeable in teaching and education, sharing their knowledge with instructors and school principals/directors, guiding staff, assisting them with their tasks, and facilitating their employment. This perception can be beneficial for a supervisor

who seeks to improve leadership, interpersonal relationships, curriculum development, and educational development (Daresh, 2006; Glickman et al., 2004; Sullivan & Glanz, 2000), as well as motivate staff to enhance their current performance (Nolan & Hoover, 2008), and support them in learning while at work (Mone et al., 2011). These findings are consistent with those of Unal and Gursel (2007). Additionally, Owolabi and Edzii (2000) stated that a significant characteristic of a successful school is that someone is accountable for and committed to the supervision process, function, and tasks.

The second goal was to investigate the supervision procedures used by junior high school principals in the Sefwi Wiawso Municipality. Both headteachers and teachers firmly agreed that practices adopted by them to monitor teachers' performance include monitoring punctuality and regularity, lesson observation, helping teachers identify problem areas in the performance of the curriculum, advising and assisting teachers involved in instructional programs, the orientation of new teaching staff, and checking teachers' record of work/instructional activities. But among all the supervisory practices, vetting of lesson plans appeared to be the highest means of supervising teachers. This study is consistent with the finding of Mwendia (2018), Esia-Donkoh and Baffo (2018), Ngemunang (2018) and Dewodo, Agbetorwoka and Wotordzor (2019) whose study agreed that vetting of lesson plan appeared to be the highest means of supervising teachers adopted by headteachers.

Additionally, research has shown that directors (Headteachers) use a variety of methods in their administrative tasks. Thobega (2006) discovered that the chiefs most frequently used non-mandate supervision, which was followed by mandate instructional monitoring (33.3%), shared supervision (28.4%), and

order supervision (3.7%), which was revealed to be the opinion of 34.6% of respondents about their headteachers. Additionally, Thobega and Miller (2008) set up that headteachers were seen to utilize chiefly non-order, collective, and mandate educational styles of formative supervision, yet a couple utilized the mandated style.

In the Ghanaian setting, Junior High School headteachers do shift supervision as a vital part of their regulatory duties pointed toward guaranteeing instructors' performance for acknowledgement of school objectives. Direct supervision jobs of the Junior High School Headteachers incorporate the supervision of everyday instructing and getting the hang of, guaranteeing the adherence of teachers to the educational timetable, working with the arrangement of suitable and sufficient informative conveyance by instructors, guaranteeing timeliness and routineness by both staff and understudies, and giving direct help on fluctuated issues of worry to instructors.

Given the discoveries of this outcome, casual supervision is, for the most part, used by Junior High School Headteachers at the expense of informative supervision whereby the Headteachers utilised changed methods of administering teachers as aforementioned. In line with these findings, Zepeda (2003) opined that supervision could be formal or casual; clinical or some adjustment of the clinical interaction; or it very well might be separated or formative. Asiedu-Akrofi's (1978) study laid out these perspectives that; the Headteachers should vet instructors plan precisely and effectively, hold 73 workforce conferences routinely and proficiently and visits study hall to notice educating and learning exercises consistently. However, to different researchers, supervision rehearses are viewed as workers' exhibition assessment

(Aseltine, Faryniarz & Rigazio-DiGilio, 2006); execution checking (Nampa, 2007) or execution evaluation (Hunsaker & Hunsaker 2009).

It was said during an interview that Headteachers meet with the teachers to discuss and share what was observed. The findings also revealed that the Headteachers also used a community-oriented teaching approach. According to Appiah and Esia-Donkoh (2018), headteachers are seen as crucial to promoting the effective supervision of schools since they are seen as the boss and informative leaders of their schools (Baffour-Awuah, 2011; Glickman et al., 2001). Thus, according to Baffour-Awuah (2011), headteachers of basic schools in Ghana employ supervision to enhance teaching and learning by giving instructors ongoing support and guidance for the good of students.

In the account of Kenya, discoveries of an investigation by Wanzare (2011) on educational supervision through direct supervision rehearses in open auxiliary schools showed that school heads' immediate supervision improves the nature of instructors and instructing, works with understudies' scholarly exhibition and gives the chance to screen teachers' informative work. According to Panigrahi (2012), who focused on the implementation of informative supervision in auxiliary schools in Ethiopia, study hall visits give headteachers the ability to interact with instructors, assess whether teachers are providing sound instruction, and provide feedback to help teachers resolve specific problems through direct supervision drills.

On account of Nigeria, a study by Asiyai (2009) revealed that regular educational supervisory practices of the school head through direct supervision of teachers spurred progress in teacher exercise planning, regular and reliable class involvement, and support in school local area interactions. In the Indian



setting, Tyagi (2010) underscored that immediate supervision makes a stage for the two, instructors and school heads, to utilize their aggregate mastery in self-evaluation of teachers, to distinguish holes in teacher abilities, information and skills to offer the fundamental help required for instructors' expert turn of events. As per Tyagi (2010), the communitarian way to deal with supervision focuses on the expert advancement of teachers to improve their work execution and the outcomes accomplished affirmed and backed these discoveries.

The third objective was to examine the perceived effects of headteachers' supervision practices on teachers' job performance in Junior High Schools in the Sefwi Wiawso Municipality. The result indicated that both teachers and headteachers strongly agree with the fact that headteachers' supervision motivates teachers to do their best to ensure that teaching-learning becomes more successful, teachers' teaching skills are improved and teachers can prepare more comprehensive and detailed lessons plans/notes. They have also shown the same level of agreement in that teachers can manage the classroom situation well, teachers can manage the instructional time more efficiently and teachers become punctual and regular in class and they have a low expectation that headteachers' supervision will improve teachers' professional development and textbooks, reference books and other instructional materials will be provided. The works of Ghavifekr and Ibrahim (2014) and Ekaette and Eno (2016) gave support to this current study from the point of view that supervision affects teachers' job performance by making them more effective. Based on the clinical supervision and the developmental supervision models adopted for this study, the results showed that headteachers act as more experienced teachers who possess skills and abilities to be instilled

in their teachers (less experienced) after the supervision process. Thus, the interactions that go on between the headteachers and the teachers can be seen as one that brings about the sharing of ideas to make informed decisions about the teaching and learning of Social Studies.

Instructors' work execution is characterised as the obligations performed by teachers at a specific period in the educational system in accomplishing school objectives. Concerning this, Adeyemi (2010) characterises teachers' work execution as the capacity of instructors to consolidate important contributions to the improvement of educating and learning measures. Different exploration works including this current examination have shown that Headteachers' immediate and community-oriented supervision of teachers is worried about the progress of the conditions that encompass learning, understudy development and successful instructor job execution in the educational system (Alemayehu, 2008).

A research paper by Ampofo, Onyango and Ogola (2019) affirms that the discoveries in the Ghanaian setting suggest that compelling exercise arranging and exercise conveyance supervision by school Head Teacher is probably going to improve instructor job execution. The investigation reasons that successful school Headteachers' direct supervision will upgrade teachers' job execution in Ghanaian Senior High Schools. Adejumobi and Ojikutu (2013) support this case when they note that instructor work execution is one of the fundamental factors that decides and influences school results which could be estimated through noticing teacher exercises in genuine homeroom showing execution, including exercise arrangement, teacher responsibility, extra-curricular, supervision, successful initiative, inspiration and assurance.

In light of the foregoing, there is evidence that compelling supervision through an assortment of administrative styles by headteachers is pivotal in improving instructors' presentations. Aseltine et al. (2006) in a research study, demonstrated that there is a huge impact applied by observing acts of instructors' presentation in secondary Schools and uncovered that successful chief expects nothing exactly High usefulness and great execution from teachers and execution evaluation (Hunsaker & Hunsaker, 2009). These examination study results are the same as this exploration result and affirm the attestation. Nzabonimpa (2011) as uncovered through the examination, the ramifications are that instructor execution is mostly subject to the supervision of school and study hall teaching then Nambassa (2003), study discoveries brought up that absence of directors and deficient assessment achieves low quality educating and learning in grade Schools. Taking everything into account, headteachers must administer instructors to support quality instructing and learning in Junior High School in the Sefwi Wiawso Municipality.

The final goal was to determine the difficulties headteachers have when carrying out their supervision responsibilities in junior high schools in the Sefwi Wiawso Municipality. The headteachers who were interviewed disagreed that there are too many teachers and classrooms for them to conduct routine supervision that the school environment and the circumstances in which the supervision process takes place are frequently hostile to and intimidating for teachers, and that veteran teachers who regard themselves as experts due to experience resist supervision. The headteachers were undecided as to whether the lack of consistent and frequent training programmes for them to carry out supervision, the lack of time for instructional supervision as a result of an

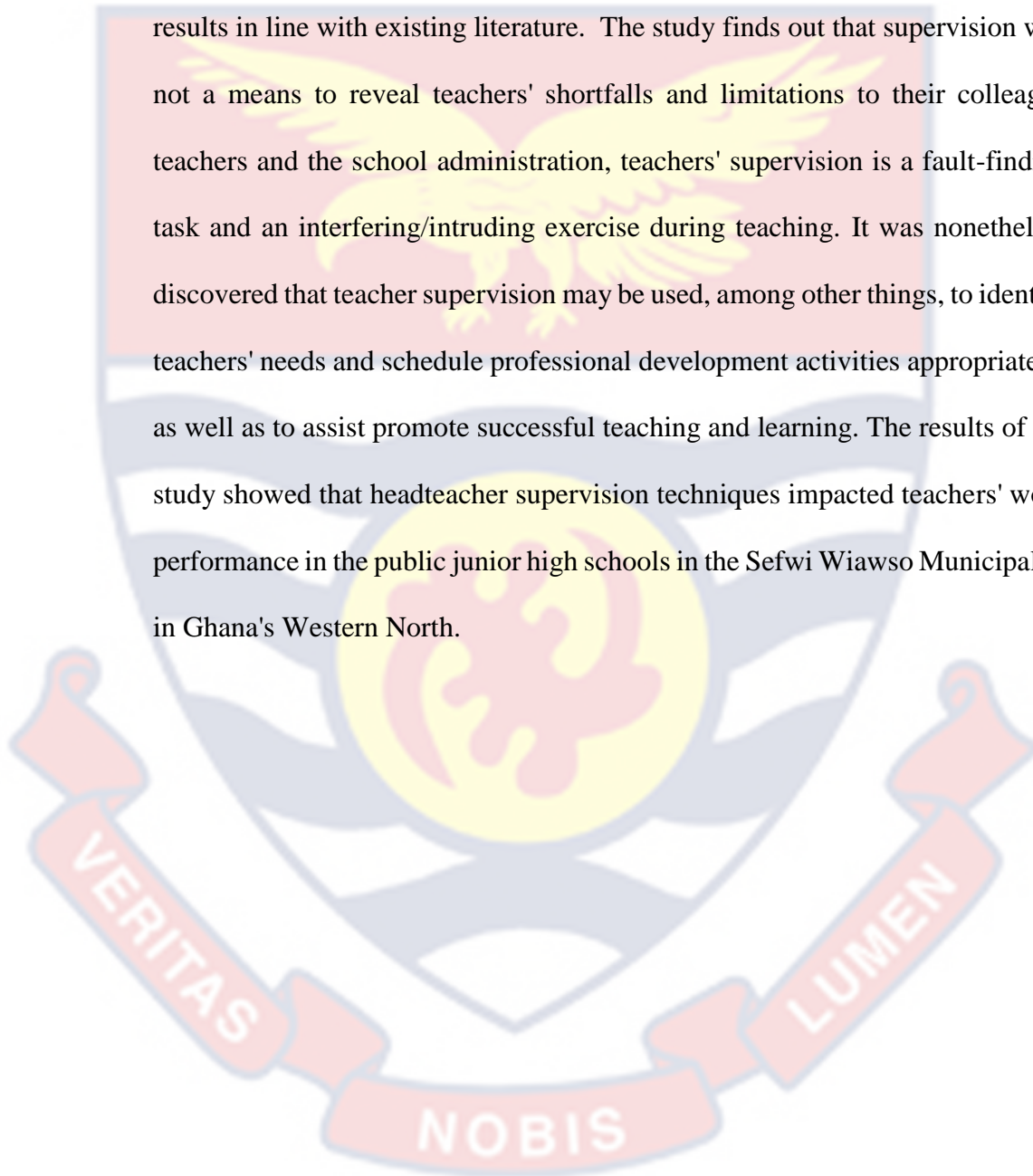
overload of work caused by many other responsibilities that headteachers carry out in schools, the negative attitude of some teachers towards supervision makes it stressful for headteachers during supervision, the lack of adequate and appropriate office accommodation make them feel reluctant in carrying out my supervision roles and teachers are very resistant to change make headteachers role as supervisors very difficult.

Lastly, the headteachers have strongly agreed that there are insufficient funds for carrying out supervision roles. The results of this study are in line with those of Nampa's (2007) study, which found that supervisors encounter a number of difficulties while carrying out their duties, and that many of these difficulties may negatively impact both the overall effectiveness of supervision and classroom instruction. In Tettey's (2011) review on the subject, Supervision in Basic Schools in the New Juaben Municipality of Ghana, The results indicated that 16.7% of the headteachers said that absence of inspiration is a significant issue experienced in supervision, 13.3% ascribed the issue to the shifting framework, larger part 46.7% said the absence of educating and learning materials add to helpless supervision, 10% said the powerlessness of the outer directors to give criticism while the excess 13.3% of the headteachers said there is a lot of responsibility on headteachers.

Concerning this when Headteachers played the administrative job, a greater part said an excessive amount of responsibility on the head teacher is a reason for incapable supervision, some said inspiration is absent, and others too said negative mentalities of certain teachers hinder powerful supervision while the leftover few others said the absence of instructing and learning materials is a reason for insufficient supervision.

## Chapter Summary

This chapter was divided into three sections, where section one presents the demographic information of respondents in the study, followed by the presentation of the results and section three deals with the discussion of the results in line with existing literature. The study finds out that supervision was not a means to reveal teachers' shortfalls and limitations to their colleague teachers and the school administration, teachers' supervision is a fault-finding task and an interfering/intruding exercise during teaching. It was nonetheless discovered that teacher supervision may be used, among other things, to identify teachers' needs and schedule professional development activities appropriately, as well as to assist promote successful teaching and learning. The results of the study showed that headteacher supervision techniques impacted teachers' work performance in the public junior high schools in the Sefwi Wiawso Municipality in Ghana's Western North.



## CHAPTER FIVE

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Overview

The summary of findings, conclusions and recommendations of the study are presented in this chapter. The summary entails a brief description of the purpose of the study, research objectives, research methods adopted, and findings from the data analysis. Conclusions are drawn from the findings of the study and the appropriate recommendations are presented.

#### Summary of the Study

The goal of the study was to determine how headteacher supervision procedures affected the job performance of teachers in the public junior high schools in Ghana's Western North Municipality, Sefwi Wiawso. The study's specific objectives were to: describe teachers' perceptions of headteachers' supervision practices in junior high schools in the Sefwi Wiawso Municipality; investigate the supervisory practices adopted by headteachers in junior high schools; investigate the perceived effects of headteachers' supervision practices on teachers' job performance; and identify the difficulties headteachers encounter in carrying out their supervisory responsibilities. To direct the investigation, the following research questions were developed.

1. How do headteachers and teachers perceive headteachers' supervision practices in junior high schools?
2. What supervisory practices are adopted by the headteachers in Junior High Schools?
3. How do headteachers' supervision practices affect teachers' job performance in junior high schools?

4. What are the challenges that headteachers face in performing their supervisory duties in the Junior High Schools in the Sefwi Wiawso Municipality?

This study employed the concurrent mixed methods design which allows purposeful integration of qualitative and quantitative methods. Data were collected from all the 32 headteachers as well as 191 out of 382 teachers sampled for the study. Two sets of questionnaires were used to gather the data, which was then modified, coded, and entered into SPSS (version 23) for data processing. Descriptive statistics (frequency, percentages, means, and standard deviation) were used to analyze the data.

### **Key Findings**

The following key findings were drawn from the analysis of the data obtained from the respondents:

1. The study found out that supervision was not a means to reveal teachers' shortfalls and limitations to their colleague teachers and the school administration, teachers' supervision is a fault-finding task and an interfering/intruding exercise during teaching. However, it was revealed that teachers' supervision is a tool to help promote effective teaching and learning, a tool for, among other things, determining teacher needs and designing professional development activities appropriately.
2. It was discovered that vetting of the lesson plan, monitoring punctuality and regularity, and orientation of new teaching staff, among others, are practices adopted by the headteachers to monitor teachers' performance. The study found that the headteachers' practices of supervision made teachers to prepare more comprehensive and detailed lesson plans/notes.

Teachers' teaching skills are improved, and teachers are motivated to do their best to ensure that teaching-learning becomes more successful, among others.

3. Also, the research revealed that the number of teachers and classrooms are too many for headteachers to carry out regular supervision, school climate and circumstances in which the supervision process takes place are most times unfriendly and intimidating for teachers, among others. Furthermore, it was revealed that there are insufficient funds for carrying out supervision roles, negative attitude of some teachers towards supervision makes it stressful for headteachers during supervision.

### **Conclusions**

From the study's findings, both teachers and headteachers have favorable opinions of the ways in which headteachers supervise their staff members in the classrooms. This suggests that headteacher supervision is seen favorably by teachers as a means of enhancing instruction and student learning. Additionally, the current study found that headteachers adopted several supervisory practices in supervising the teachers where vetting of teachers' lesson plans by the headteachers is the highest and most common means of supervising teachers. It can be concluded that headteachers are more conversant with supervising lesson plan as a means of supervision as compared to other modes of supervision. Again, there are several effects of headteachers' supervisory practices on teachers' job performance in the sense that headteachers' supervisory practices aided the teachers to prepare more comprehensive and detailed lesson plans/notes. It shows that there is a direct



and positive relationship between headteachers supervision and teachers job performance. Thus, effective headteacher supervision promotes teachers' job performance.

Furthermore, study revealed that several challenges impede headteachers' smooth supervisory practices. Among these challenges, insufficient funds for carrying out supervisory roles in the schools posed the greatest challenge to headteachers in performing their supervisory roles in the schools. It implies that the insufficient funds might account for headteachers' inability to apply other forms of supervision effectively and regularly, thereby sticking primarily to lesson notes vetting as the predominant mode.

### **Recommendations**

Based on the findings of the study, the study recommends that:

1. The Ministry of Education should encourage headteachers to intensify their supervisory practices since headteachers' supervision promotes effective teaching and learning in the schools. This could be done by empowering the school improvement support officers (SISO) to embark on regular visits to schools, to offer support to headteachers.
2. Headteachers should also employ practices such as classroom observations, monitoring punctuality, and regularity to supervise teachers' performance.
3. Since supervision helps motivate teachers, headteachers should intensify this practice. Thus, lesson observations could be done at least three times a week with timely feedback to teachers to ensure that teaching-learning becomes more successful.

4. SISOs should provide funds, logistics (lesson notebooks, attendance registers, among others), work plans, and other resources (such as textbooks, teaching aids, and other materials) immediately to enable supervisors to carry out their duties as required.

### **Suggestions for Further Research**

The study examined the influence of headteachers' supervision practices on teachers' job performance in junior high schools. Future research should focus on:

1. This study did not include private schools hence future research should specifically consider the influence of headteachers' supervision practices on the performance of teachers in the private basic Schools in Ghana.
2. Other researchers can also consider conducting similar research with the Senior High Schools in Sefwi Wiawso Municipality in the Western North Region of Ghana to utilise more samples to enrich the findings of the study.

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## APPENDIX A

## QUESTIONNAIRE FOR HEADTEACHERS

UNIVERSITY OF CAPE COAST  
DEPARTMENT OF BUSINESS AND SOCIAL  
EDUCATION

## QUESTIONNAIRE FOR HEADTEACHERS

**Dear respondent,**

This research seeks to investigate the influence of headteachers' supervision practices on teachers' job performance in the public Junior High School in Sefwi Wiawso Municipality in the Western North Region of Ghana. Your response shall be treated as purely confidential.

**Instruction:** Please kindly ensure that you answer the following questions to the best of your knowledge. Please tick (√) the box that corresponds with your choice of response or write where applicable.

**SECTION A: Demographic data**

1. Age

- 20-25 years     26-30 years     31-35 years     36-40 years  
 41 years and above

2. Sex:     Male     Female

3. How many years have you been teaching?

- Less than 5years     6-10years     11-15years     16 years and above

4. What is your Highest academic qualification?

- Diploma / HND     B. ED degree     B.A degree

M.Phil/M.A/M.ED

Others (specify) .....

**SECTION B: Perception of respondents about headteachers' supervision  
in Schools**

SD = Strongly Disagree, D= Disagree, U= Undecided, A= Agree, SA= Strongly

Agree

No.	Headteachers' supervision:	SD	D	U	A	SA
5	Is a means to reveal teachers' short falls and limitations to their colleague teachers and the school administration					
6	Is a fault-finding task					
7	Is an interfering/intruding exercise during teaching					
8	Is a tool to help promote effective teaching and learning					
9	Is a tool to help identify the needs of teachers and accordingly plan professional development activities					
10	Helps develop teaching methods and classroom management skills of teachers					
11	Helps improve teachers' skills in assessing students					
12	Helps teachers in the formulation and implementation of scheme of work					

**SECTION C: The supervisory practices adopted by the headteachers**

SD = Strongly Disagree, D= Disagree, U= Undecided A= Agree, SA= Strongly

Agree

No.	Statement	SD	D	U	A	SA
14	Monitoring punctuality and regularity					
15	Vetting of lesson plan					
16	Lesson observation					
17	Helping teachers identify problem areas in the curriculum performance					
18	Advising and assisting teachers involved in instructional programmes					
19	Orientation of new teaching staff					
20	Checking teachers' record of work/instructional activities					
21	Provision of in-service training					

**SECTION D: Perceived effects of headteachers' supervision on teachers' job performance**

SD = Strongly Disagree, D= Disagree, U= Undecided, A= Agree, SA= Strongly Agree

Agree

No.	Through headteachers' supervision	SD	D	U	A	SA
23	Teachers are motivated to do their best to ensure that teaching learning becomes more successful					
24	Teachers' teaching skills are improved					
25	Teachers are able to prepare a more comprehensive and detailed lesson plans/notes					
26	Teachers are able to manage the classroom situation well					
27	Teachers are able to manage the instructional time more efficiently					
28	Teachers' professional development is enhanced					
29	Textbooks, reference books and other instructional materials are provided					
30	Teachers become punctual and regular in class					

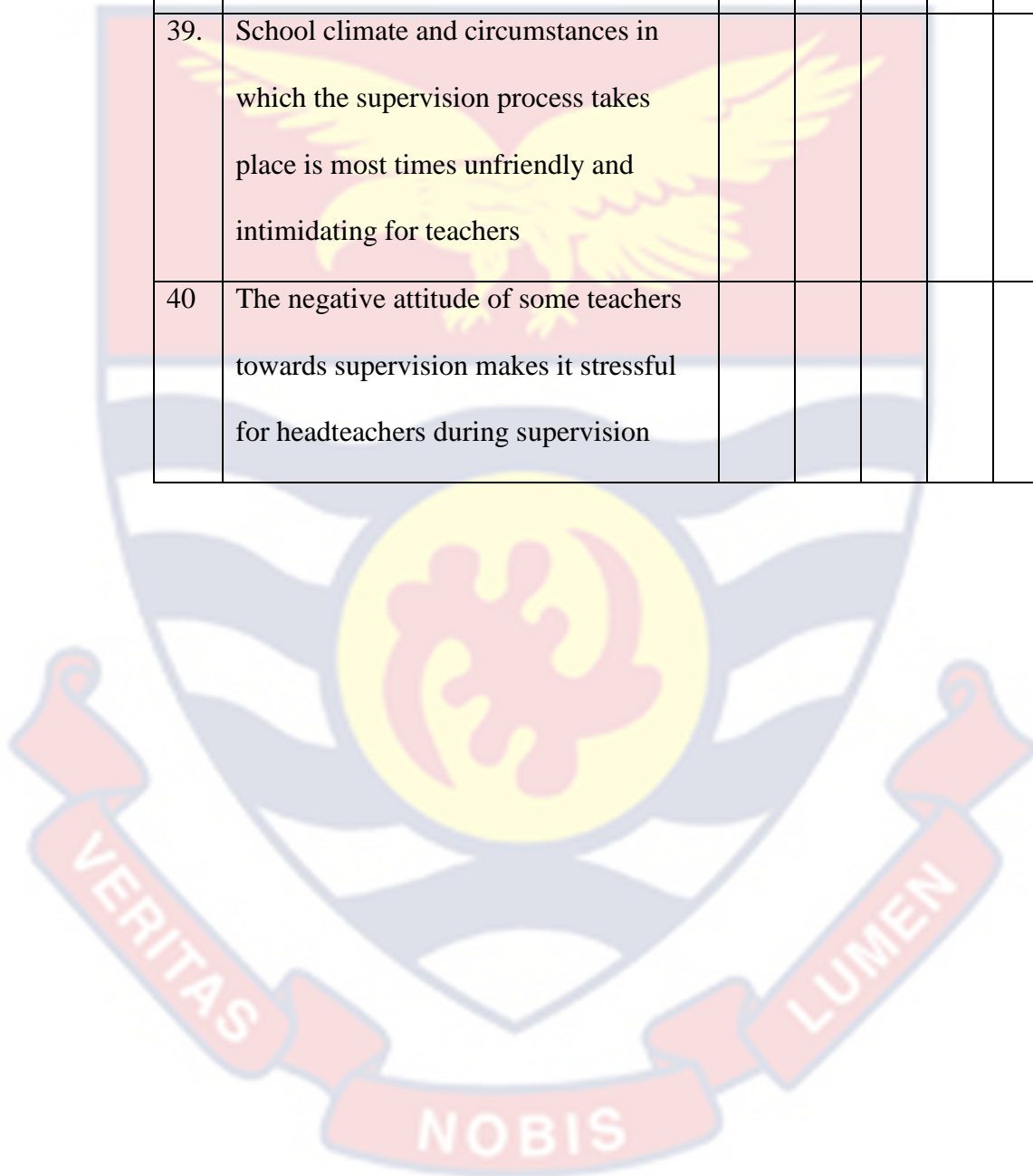
**SECTION E: Challenges facing headteachers in performing their  
supervisory duties**

SD = Strongly Disagree, D= Disagree, U= Undecided, A= Agree, SA= Strongly

Agree

No.	Statement	SD	D	U	A	SA
32	There is lack of consistent and frequent training programmes for me to carry out supervision					
33	Lack of adequate and appropriate office accommodation make me feel reluctant in carrying out my supervisory roles					
34	Lack of time for instructional supervision as a result of overload of work caused by many other responsibilities that principals carry out in Schools					
35	There are insufficient funds for carrying out supervision roles					
36	The number of teachers and classrooms are too many to carry out regular supervision					
37	There is resistance to supervision by veteran teachers who consider themselves experts as a result of experience.					

38	Teachers are very resistant to change and this makes headteachers role as supervisors very difficult					
39.	School climate and circumstances in which the supervision process takes place is most times unfriendly and intimidating for teachers					
40	The negative attitude of some teachers towards supervision makes it stressful for headteachers during supervision					



## APPENDIX B

## QUESTIONNAIRE FOR TEACHERS

## UNIVERSITY OF CAPE COAST

## DEPARTMENT OF BUSINESS AND SOCIAL SCIENCES

## EDUCATION

## QUESTIONNAIRE FOR TEACHERS

**Dear respondent,**

This research seeks to investigate the influence of headteachers' supervision practices on teachers' job performance in the public Junior High School in Sefwi Wiawso Municipality in the Western North Region of Ghana. Your response shall be treated as purely confidential.

**Instruction:** Please kindly ensure that you answer the following questions to the best of your knowledge. Please tick (✓) the box that corresponds with your choice of response or write where applicable.

**SECTION A: Demographic data**

1. Age

- 20-25 years       26-30 years       31-35 years  
 36-40 years       41 years and above

2. Sex:     Male       Female

3. How many years have you been teaching?

- Less than 5years     6-10years     11-15years  
 16 years and above

4. What is your Highest academic qualification?

- Diploma / HND     B. ED degree       B.A degree  
 M.Phil/M.A/M.ED  
 Others (specify) .....

**SECTION B: Perception of respondents about headteachers' supervision  
in Schools**

SD = Strongly Disagree, D= Disagree, U= Undecided, A= Agree, SA= Strongly

Agree

No.	Headteachers' supervision:	SD	D	U	A	SA
5	Is a means to reveal teachers' short falls and limitations to their colleague teachers and the school administration					
6	Is a fault-finding task					
7	Is an interfering/intruding exercise during teaching					
8	Is a tool to help promote effective teaching and learning					
9	Is a tool to help identify the needs of teachers and accordingly plan professional development activities					
10	Helps develop teaching methods and classroom management skills of teachers					
11	Helps improve teachers' skills in assessing students					
12	Helps teachers in the formulation and implementation of scheme of work					



**SECTION C: The supervisory practices adopted by the headteachers**

SD = Strongly Disagree, D= Disagree, U= Undecided, A= Agree, SA= Strongly

Agree

No.	Statement	SD	D	U	A	SA
14	Monitoring punctuality and regularity					
15	Vetting of lesson plan					
16	Lesson observation					
17	Helping teachers identify problem areas in the curriculum performance					
18	Advising and assisting teachers involved in instructional programmes					
19	Orientation of new teaching staff					
20	Checking teachers' record of work/instructional activities					
21	Provision of in-service training					

**SECTION D: Perceived effects of headteachers' supervision on teachers' job performance**

SD = Strongly Disagree, D= Disagree, U= Undecided, A= Agree, SA= Strongly Agree

Agree

No.	Through headteachers' supervision	SD	D	U	A	SA
23	Teachers are motivated to do their best to ensure that teaching learning becomes more successful					
24	Teachers' teaching skills are improved					
25	Teachers are able to prepare a more comprehensive and detailed lesson plans/notes					
26	Teachers are able to manage the classroom situation well					
27	Teachers are able to manage the instructional time more efficiently					
28	Teachers' professional development is enhanced					
29	Textbooks, reference books and other instructional materials are provided					
30	Teachers become punctual and regular in class					

## APPENDIX C

## INTERVIEW GUIDE

## UNIVERSITY OF CAPE COAST

## DEPARTMENT OF BUSINESS AND SOCIAL SCIENCES

## EDUCATION

## INTERVIEW GUIDE FOR HEADTEACHERS

Dear Respondent,

This research seeks to investigate the influence of headteachers' supervision practices on teachers' job performance in the public Junior High Schools in Sefwi Wiawso Municipality in the Western North Region of Ghana.

Your response shall be treated as purely confidential.

**SECTION A: (Demographic Characteristics)**

1. Age
2. Sex
3. Years of teaching
4. Qualification level

**SECTION B: (Respondents' perception about supervision)**

5. How do you see supervision and teaching and learning?
6. How do you see supervision and the assessment of students?
7. In general, how do you see supervision in this school?
8. How important is supervision in this school?

**SECTION C: (Supervisory approaches by headteachers)**

9. What supervisory practices/approaches do you adopt during your supervision?
10. How do you go about supervision in this school?

**SECTION D: (Perceived effects of headteachers' supervision on teachers' performance)**

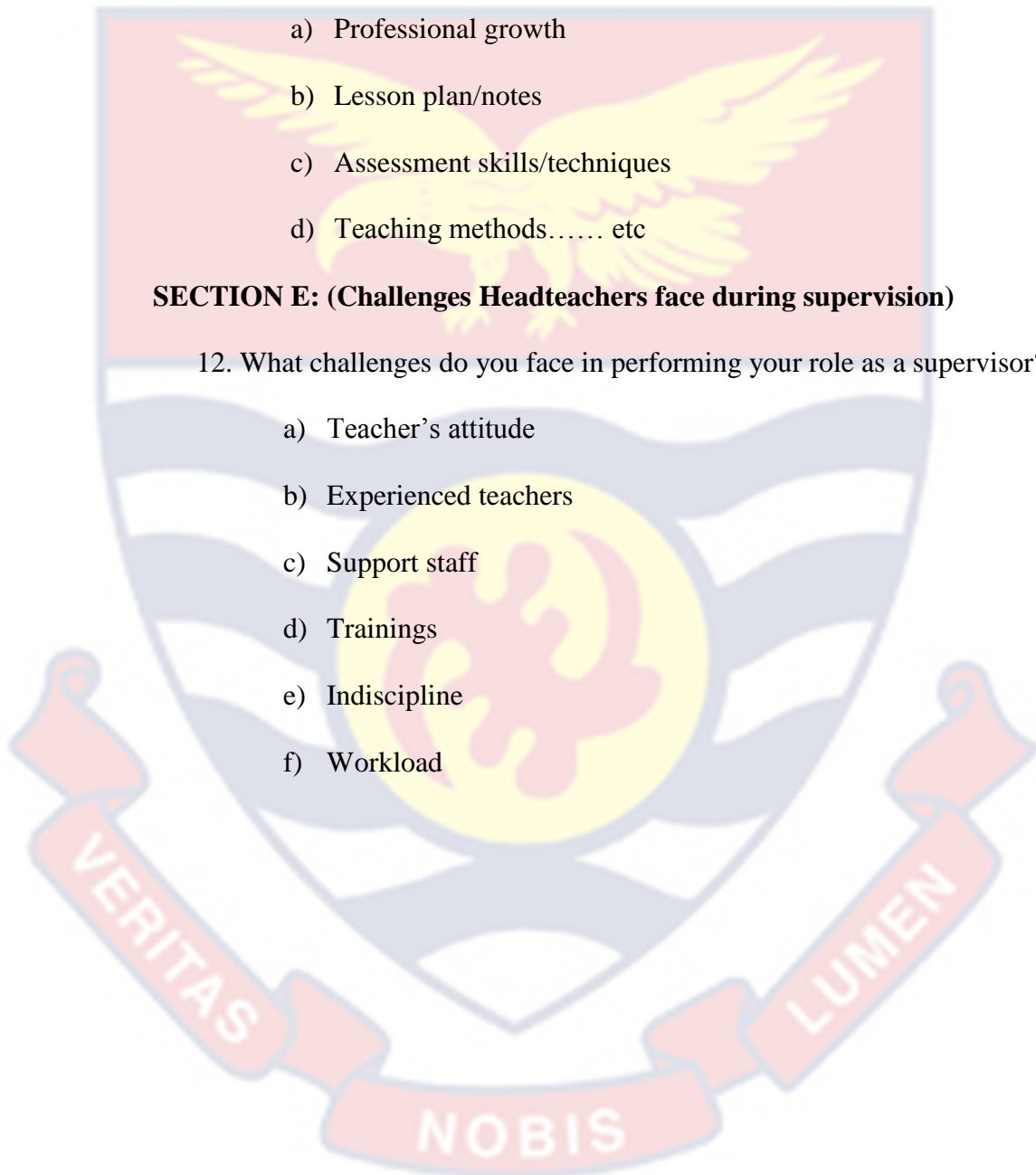
11. How does your supervisory practices and approaches affect teachers' performance?

- a) Professional growth
- b) Lesson plan/notes
- c) Assessment skills/techniques
- d) Teaching methods..... etc

**SECTION E: (Challenges Headteachers face during supervision)**

12. What challenges do you face in performing your role as a supervisor?

- a) Teacher's attitude
- b) Experienced teachers
- c) Support staff
- d) Trainings
- e) Indiscipline
- f) Workload



## APPENDIX D

## INTRODUCTORY LETTER

## UNIVERSITY OF CAPE COAST

COLLEGE OF EDUCATION STUDIES

FACULTY OF HUMANITIES &amp; SOCIAL SCIENCES EDUCATION

**DEPARTMENT OF BUSINESS & SOCIAL SCIENCES EDUCATION**

Telephone: +233-(0)3321 35411 / +233-(0)3321 32480 /3

EXT: (268), Direct: 35411

Telegrams &amp; Cables: University, Cape Coast

Dept. Telephone: 0209408788

E-mail: [dbase@ucc.edu.gh](mailto:dbase@ucc.edu.gh)UNIVERSITY OF CAPE COST  
PRIVATE MAIL BAGDate: 19<sup>th</sup> July, 2021

Our Ref:

Your Ref:

## TO WHOM IT MAY CONCERN

Dear Sir/Madam,

## INTRODUCTORY LETTER

Ms. Eunice Asante-Manso is an M.Phil Social Studies Education student of this Department and as a requirement for the programme, she is working on the research topic: **“Influence of Head Teachers Supervisory Practices on Teachers Job performance in the Junior High Schools in Sefwi Wiawso Municipality”**.

The study is to investigate how headteachers supervision affects teachers' performance in the Sefwi Wiawso Municipality. We would be grateful if you could give her the necessary assistance to enable her complete the research.

In case she flouts any ethical requirement as the study may necessitate, kindly get in touch with her supervisor, Dr. Isaac Atta Kwenin, on 0204445965 or through e-mail [isaac.kwenin@ucc.edu.gh](mailto:isaac.kwenin@ucc.edu.gh). You may also get in touch with the Department on 0209408788 or through [dbse@ucc.edu.gh](mailto:dbse@ucc.edu.gh).

Thank you.

Yours faithfully,

**Dr. Bernard Yaw Sekyi Acquah**  
Head

## APPENDIX E

## ETHICAL CLEARANCE

## UNIVERSITY OF CAPE COAST

## INSTITUTIONAL REVIEW BOARD SECRETARIAT

TEL: 0558093143 / 0508878309  
E-MAIL: [irb@ucc.edu.gh](mailto:irb@ucc.edu.gh)  
OUR REF: UCC/IRB/A/2016/869  
YOUR REF:  
OMB NO: 0990-0279  
IORG #: IORG0009096

17<sup>TH</sup> DECEMBER, 2020

Ms. Eunice Asante Manso  
Department Of Business and Social Sciences Education  
University of Cape Coast

Dear Ms. Asante-Manso,

**ETHICAL CLEARANCE – ID (UCCIRB/CES/2020/96)**

The University of Cape Coast Institutional Review Board (UCCIRB) has granted **Provisional Approval** for the implementation of your research titled **Influence of Headteachers' Supervision Practices on Teachers' Job Performance in the Basic Schools in Sefwi Wiawso Municipality**. This approval is valid from 17<sup>th</sup> December, 2020 to 16<sup>th</sup> December, 2021. You may apply for a renewal subject to submission of all the required documents that will be prescribed by the UCCIRB.

Please note that any modification to the project must be submitted to the UCCIRB for review and approval before its implementation. You are required to submit periodic review of the protocol to the Board and a final full review to the UCCIRB on completion of the research. The UCCIRB may observe or cause to be observed procedures and records of the research during and after implementation.

You are also required to report all serious adverse events related to this study to the UCCIRB within seven days verbally and fourteen days in writing.

Always quote the protocol identification number in all future correspondence with us in relation to this protocol.

Yours faithfully,

A handwritten signature in blue ink, appearing to read 'S. Owusu'.

Samuel Asiedu Owusu, PhD  
UCCIRB Administrator

ADMINISTRATOR  
INSTITUTIONAL REVIEW BOARD  
UNIVERSITY OF CAPE COAST