

UNIVERSITY OF EDUCATION, WINNEBA
COLLEGE OF TECHNOLOGY EDUCATION

HEAD TEACHERS SUPERVISORY PRACTICES AND IT'S INFLUENCE ON TEACHER
PERFORMANCE IN THE JUNIOR HIGH SCHOOLS IN PUBLIC BASIC SCHOOLS IN THE
TIKROM CIRCUIT OF THE EJISU DISTRICT



HAGAR ADOA

DECEMBER, 2020

UNIVERSITY OF EDUCATION, WINNEBA
COLLEGE OF TECHNOLOGY EDUCATION

HEAD TEACHERS SUPERVISORY PRACTICES AND IT'S INFLUENCE ON TEACHER
PERFORMANCE IN THE JUNIOR HIGH SCHOOLS IN PUBLIC BASIC SCHOOLS IN THE
TIKROM CIRCUIT OF THE EJISU DISTRICT



**A Project Report in the Department of Educational Leadership, Faculty of Education and
Communication Sciences, submitted to the School of Graduate studies, University of
Education, Winneba in partial fulfillment of requirements for award of the Master of Arts
(Educational Leadership) degree**

DECEMBER, 2020

DECLARATION

STUDENT'S DECLARATION

I, HAGAR ADOA, declare that this thesis, with the exception of quotation and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for degree elsewhere.

SIGNATURE:.....

DATE:.....



SUPERVISORS DECLARATION

I here declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of dissertation as laid down by the University of Education, Winneba.

NAME: DR. PHILIP OTI-AGYEN

SIGNATURE:.....

DATE:.....

ACKNOWLEDGEMENT

I am very grateful to the Almighty God who made it possible for me to be able to go through this course successfully. I am also appreciative and grateful to Dr. Philip Oti-Agyen my supervisor for his patience time and effort in helping me write this project work.

I also thank Mad. Vivian Serwaa Amaniampong the teaching assistance for her constructive criticisms that really helps me in completing this dissertation.



DEDICATION

To my children Blessing Akolgo, Joshua Akolgo, Miracle Adelawine and my sister Elizabeth Adoahi and my husband Thomas Akolgo.



TABLE OF CONTENT

DECLARATION	iii
ACKNOWLEDGEMENT	iv
DEDICATION	v
TABLE OF CONTENT	vi
LIST OF TABLES	x
ABSTRACT	xi
CHAPTER ONE	1
1.0 Introduction	1
1.1 Background to the Study	1
1.2 Statement of the Problem	4
1.3 Purpose of the Study	5
1.4 Research Objectives	5
1.5 Research Questions	6
1.6 Significance of the Study	6
1.7 Delimitations of the Study.....	7
1.8 Limitations of the study.....	7
1.9 Operational Definitions of Terms	8
1.10 Organization of the Study	8
CHAPTER TWO.....	10
LITERATURE REVIEW.....	10
2.0 Introduction.....	10
2.1 Concept of Instructional Supervision.....	10

2.2 Synopsis of School Supervision in Ghana	12
2.3 The Purpose of Instructional Supervision (School Supervision)	14
2.4 Qualities of Good Instructional Supervisor.....	16
2.5 Head Teachers’ Instructional Supervision Practices.....	16
2.6 Instructional Supervisory Approaches	17
2.6.1 Classroom Visit /Clinical Supervision	17
2.6.2 Peer Supervision.....	21
2.6.3 Cognitive Supervision	21
2.6.4 Mentoring.....	22
2.6.5 Self-Reflection	22
2.6.6 Portfolios	22
2.6.7 Collegial Instructional Supervision.....	23
2.6.8 Informal Supervision.....	24
2.6.9 Self- Directed Supervision	24
2.6.10 Developmental supervision.....	25
2.7 Attitude of Teachers towards Supervisory Approaches	26
2.8 The Role of the School Head in Supervision	27
2.9 The Concept of Teacher Performance.....	28
2.10 The relationship between Instructional Supervisory Practices and Teacher Performance	29
2.11 Relationship between Instructional Supervision and Quality of Teaching and Learning.	29
2.12 Empirical Studies on Instructional Supervision and Teacher Performance	31
2.13 Challenges faced by Head teachers in performing their Supervisory Roles	32

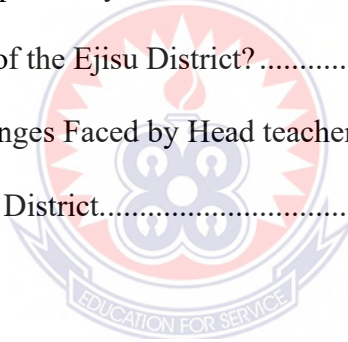
CHAPTER THREE.....	38
RESEARCH METHODOLOGY	38
3.0 Introduction.....	38
3.1 Research Design.....	38
3.2 Population.....	39
3.3 Sample and Sample Techniques.....	40
3.4 Research Instruments	41
3.5 Validity and Reliability of the Instrument	42
3.5.1 Validity.....	42
3.5.2 Reliability.....	42
3.6 Data Collection Procedure	43
3.7 Data Analysis Procedures	44
3.8 Ethical Considerations.....	44
CHAPTER FOUR.....	46
FINDINGS AND DISCUSSIONS OF THE STUDY.....	46
4.0 Introduction.....	46
4.1 Demographic Characteristics of Respondents.....	46
4.1.1 Gender of Respondents	46
CHAPTER FIVE.....	77
SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS	77
5.0 Introduction	77
5.1 Summary of the study	77
5.2 Conclusion.....	78

5.3 Recommendations	79
5.4 Suggestions for further study	80
REFERENCES.....	81
APPENDIX A	90
APPENDIX B	95



LIST OF TABLES

3.1 Population of Teachers/Head teachers in Tikrom Circuit.....	40
4.1.1 Gender of Respondents	46
4.1.2 Distribution of Respondents by Age.....	47
4.1.3 Distribution of Respondents by Level of Education.....	48
4.2 Prioritization of Supervisory Approaches practiced by Head teachers in Junior High Schools in Tikrom Circuit of the Ejisu District.....	49
4.3: Attitude of Teachers towards Supervision in Basic Schools in Tikrom Circuit of the Ejisu District?.....	53
4.4 Influence of Head Teachers Supervisory Practices on Teacher Performance in public Basic Schools in Tikrom Circuit of the Ejisu District?	63
4.5: Respondents Views on Challenges Faced by Head teachers in Public Basic Schools in the Tikrom Circuit of the Ejisu District.....	71



ABSTRACT

The purpose of the study was to examine the influence of head teachers supervisory practices on the performance of teachers in public Basic Schools in the Tikrom Circuit of the Ejisu District. Descriptive research design using the mixed method approach was adopted for the study. Census sampling technique was used to select a sample size of 142 respondents for the study comprising of 14 head teachers and 128 teachers. Questionnaire and interview were the data collection instrument for the study. The quantitative study was analysed with descriptive statistics such as frequencies and percentages whereas thematic approach was used to analyse the qualitative data. The study revealed that the clinical supervision was the mostly used supervisory practices by head teachers in the Tikrom Circuit followed by mentorship, peer supervision, informal supervision developmental supervision and cognitive supervision. The study further revealed that teachers have positive attitude towards supervision as majority of them disagreed or strongly disagreed to the statements concerning their negative attitude toward supervision. However, some of the respondents still believed that supervision is a fault finder. The study also revealed that both head teachers and teachers believed that supervision helps to improve classroom instruction and instil discipline among teachers. Regarding the challenges, the study revealed that: workload of head teachers, inadequate relevant training programs to update head teachers on supervision roles among other factors hinder supervision activities in the study area. The study recommends that Ghana Education Service (GES) through the Ejisu District directorate of education should intensify its support services by organising regular refresher courses and workshops on supervision for head teachers and newly appointed head teachers to equip them with the requisite supervisory skills.

CHAPTER ONE

1.0 Introduction

This chapter described the Background to the study, followed by Statement of the Problem. The Purposes of the study, Research objectives, Research questions, Significance of the study have also been explained. Again, Delimitation, Limitation, Organization of the study and Definition of Key Terms have been discussed.

1.1 Background to the Study

Education has been edged upon as being the best tool for national reforms in the socio-economic and political arena in any country (Cichon, Behrendt, & Wodsak, 2011). Globally, the governments of various countries on a continuous basis are aimed at funding schools to ensure that they have instructional materials and teaching personnel besides providing an environment that is conducive to both the learner and the teacher (Glickman, 2004). In this arrangement, the Education for All policy was implemented in 2000 (Nishimura , Ogawa, Sifuna, Chimombo, Kunje , Ampiah, Byamugisha, Sawamura, 2009). This policy posits that all school going age children should have access to school. In order to satisfy this human right based condition, international stakeholders in education made an explicit insertion of achieving universal primary education as part of the Millennium Development Goals (MDGs 2).

Again, in order to support the poor to achieve this goal, the social protection floors (SPF) was instituted by United Nations (UN) in Rio de Janeiro, dubbed Rio+20 were also brought on board. These SPFs seek to guarantee access to nationally defined baskets of essential goods, services and income transfers that ensure that people are not hungry, do not suffer from treatable illness, do not remain uneducated, do not have to resort to the use of unsafe water, and do not

remain homeless (Cichon, Behrendt, & Wodsak, 2011). It is based on this idea that people who have access to social assistance are lifted out of poverty and can produce literate society to become productive to their economies (Cichon, Behrendt, & Wodsak, 2011). As part of the implementation of the SPFs, social protection interventions were also instituted. These social protection interventions cut across various fields such as education, health, environmental protection, capacity building among others. Accordingly, many countries have implemented some of these social protection interventions. For instance, Ghana has implemented about forty-four social protection interventions. Among these interventions are the capitation grant (waiver of school fees) for basic schools, the implementation of school feeding programs, distribution of free text books and uniforms, the national health insurance scheme, the free maternal care policy, the disability fund, the Livelihood Empowerment Against Poverty (LEAP) etc. All these programs are aimed at reducing poverty and promoting human capital development. The net effect is the improvement in access to social services such as education, health, employment among others. Among the social services, education is one of the social programs that have a positive distributed effect on livelihood. Many arrangements have been made to ensure access to quality education in Ghana.

Among such arrangements is the training of teachers at the various colleges of education, provision of incentives for rural teachers in remote areas, provision of logistics, institution of school supervision mechanisms, provision of in-service training for teachers among others. All these have a direct effect on teaching and learning. School supervision as a tool for quality education has gained attention worldwide in recent times. This is perhaps due to the magnitude of investment nations have put into education. Many scholars have defined supervision in diverse ways. According to Sergiovanni and Starratt (2007), supervision is a set of activities and role

specifications designed to influence instruction”. Similarly, Egwunyenga (2005), also stated that, “supervision is the phase of school administration which focuses primarily on the achievement of the appropriate instructional expectations of the educational system” (p. 45). School supervision is an essential tool that gives avenue to criticism, remedial measures and improvement in the educational process. School supervision uses strategies and methodologies to improve on academic performance of schools. Supervision is critical in the development of any educational program in both developed and developing countries. Many sub-Saharan African countries have prioritized school supervision as an essential ingredient in teacher and pupils development principally due to some identified problems. For instance, in Ethiopia, supervision of instruction in the school system was prioritized in schools due to very large classes, an increase in the numbers of basic schools, deteriorating quality of education services delivery, shortage of certified teachers and among other (Panigrahi, 2012). These factors led to academic problems which provide strong evidence of the need for supervision. Supervision in schools benefit both the teachers and learners, reveals the strengths and weaknesses of teaching and learning, ensures responsibility and accountability, creates a cordial working atmosphere based on good working associations. School supervision assesses the extent to which the educational objectives and targets have been met using empirical data (Landers & Myers, 1997). With this, trend analysis of academic performance can be matched with the degree of supervision to inform policy decision. This study therefore seek to find out the influence of head teachers supervisory practices on the performance of teachers in public Junior High Schools in the Tikrom Circuit of the Ejisu District.

1.2 Statement of the Problem

Education is seen as the central pillar in development, a reason why the sustainable development goals, (SDGs 4) aim to ensure inclusive and equitable quality education and promote life-long learning opportunities for all by 2030 (UNDP, 2016). A closer look at all the goals and targets reveals that, school supervision is crucial in achieving these goals. According to Figueroa (1998), effective school supervision should result in growth and learning by the teachers and the transfer of knowledge to pupils. In order for educational institutions to achieve their goals, a device for continuous assessment of the activities of the educational centre, such as, teaching and learning has to be instituted. In Ghana, the Ministry of Education through its decentralized body, the Ghana Education Services (GES) is responsible for the role of school supervision.

Under the GES, other decentralized Units such as the Monitoring and Evaluation Division, the Regional and District Offices are in charge of school supervision. It is their duty to ensure that, education policies are put into practice (Appiah, 2009). There are other stakeholders in education, which includes; governmental and non-governmental organizations such as civil society organizations (CSOs), international donors, Parent's Teachers Association (PTA) and School Management Committees (SMCs). These stakeholders in education have alerted that academic performances of schools have declined. This means, the expected quality of Education has not been achieved (Esia-Donkoh & Ofosu-Dwemena, 2014; Addo-Adeku, Opare, & Banini, 2003). Many factors have been identified as the causes of poor academic performance. These factors range from school factors, teacher factors, pupils' factors, home based factors, school supervisory factors among others (ISSER, 2008; Neagley & Evans, 2001).

Available literature also reveals that, effective school supervision may improve the teachers' professional performance, improve the general output of pupils in the schools, and secure quality of education. Many researchers such as Sergiovanni and Starratt (2007) have noted that, school supervision potentially improves classroom practices, and contributes to student success through professional growth and improvement of teachers. The study by Nnebedum and Akinfolarin also (2017) revealed among others that there is a high positive correlation between classroom observation techniques (supervision) and teachers' job performance in secondary schools in Ebonyi State. Even though some research outcomes have been recorded on the importance of school supervision, it appears not much has been seen from the lens of head teachers supervisory practices and its influence on teaching and learning in the junior high schools in the Tikrom Circuit of the Ejisu District of Ghana. This study is therefore designed to find out head teachers supervisory practices and its influence on the performance of teachers in public junior high schools in the Tikrom Circuit of the Ejisu District.

1.3 Purpose of the Study

The purpose of the study was to find out the influence of head teachers supervisory practices and its influence on the performance of teachers in public Basic Schools in the Tikrom Circuit of the Ejisu District

1.4 Research Objectives

The specific objectives of the study were to:

1. Find out the supervisory approaches used by head teachers in public Basic Schools in the Tikrom Circuit of the Ejisu District
2. Determine the attitude of public Basic teachers towards the supervisory approaches practiced by head teachers Tikrom Circuit of the Ejisu District

3. Examine the perceived influence of public Basic Schools head teachers' supervisory approaches on the performance of teachers in Tikrom Circuit of the Ejisu District.
4. Find out the challenges faced by head teachers in conducting instructional supervision in public Basic Schools in the Tikrom Circuit Circuit of the Ejisu District

1.5 Research Questions

The following research questions were formulated to guide the study

1. What supervisory approaches do head teachers of public Basic Schools in the Tikrom Circuit of the Ejisu District practice?
2. What are the attitudes of teachers towards the supervisory approaches practiced by head teachers in public Basic Schools in Tikrom Circuit of the Ejisu District?
3. What is the perceived influence of head teachers' supervisory approaches on the performance of teachers in public Basic Schools in Tikrom Circuit of the Ejisu District?
4. What challenges are faced by head teachers in conducting instructional supervision practices in public Basic Schools in Tikrom Circuit of the Ejisu District?

1.6 Significance of the Study

The study may be beneficial to education policy makers. It may provide vital information to the education policy makers who could utilize it with the intention of ensuring improvement of instructional supervision in public secondary schools

The study may also be significant to the secondary schools head teachers. It identifies the challenges encountered by the head teachers in their enforcement of instructional supervision and provides appropriate recommendations of how the challenges could be overcome for improved performance.

The study results will also inform all stakeholders in education to initiate new policies and programmes that will update the skills of educational supervisors in supervision which can go a long way to improve supervision their practices.

The study may be significant to other researchers who are interested in carrying out studies in related areas. It would provide literature for scholars who are interested in general knowledge about the instructional supervision practices in Public Junior High Schools in Ejisu District . To the researchers, the study would provide a benchmark for literature to conduct other studies that would be suggested for further research.

1.7 Delimitations of the Study

The study was delimited to head teachers supervisory practices and its influence on teaching and learning in Public Basic Schools in Tikrom Circuit of the Ejisu District. It would have been better if the study had covered at least other Circuits in the areas in the Region. This would have made it clearer for a better picture on the influence of head teachers supervisory practices on teaching and learning across the Region. The results may therefore not be generalized to all the basic schools in the Ejisu District of Ashanti Region.

1.8 Limitations of the study

The fact that this study was conducted during official school working hours means that there was no adequate time to conduct the study. However, the researcher sought permission from the school administrator for more time in order to enable a conclusive study be carried out. There was also an encounter with respondents who were uncooperative and unwilling to provide the data for the study. To overcome this limitation, the respondents were assured of their confidentiality, privacy and anonymity of their identity.

Again, the sample used for the study was not large enough to permit meaningful generalization of the influence of head teachers supervisory practices on teaching and learning in public basic schools in the Tikrom Circuit of the Ejisu District.

1.9 Operational Definitions of Terms

Effectiveness: How well the instructional supervision practices conducted are in producing the desirable educational outcomes.

Head Teacher: A teacher appointed by the Teachers Service Commission (TSC) and entrusted with the overall instructional supervision functions of a given school.

Instructions: The strategies for teaching and learning utilized by a teacher to facilitate classroom lessons.

Instructional Supervision: A set of activities conducted with the intention of making learning and teaching better for the learner.

Instructional Supervision Practices: The various activities conducted by the headteachers with the intention of making learning and teaching better for the learner.

Supervisor refers to any person such as head teacher, deputy headteacher, experienced teacher, inspector of schools or any other qualified person entrusted with direct supervisory responsibilities to oversee subordinates and help them improve school and classroom instruction.

1.10 Organization of the Study

This study is organized into five chapters. The first chapter contains the introduction part which consists of, the background of the study, statement of the problem, the research objectives, research questions, significance of the study, delimitation and limitations of the study and definition of key terms. The second chapter brings to fore review of related literature pertinent to

the research. The third chapter deals with the research methodology that incorporates, research design, population, sample size and sampling technique, Instrument for data collection, data collection procedure, pilot testing, validity and reliability, methods of data analysis and ethical considerations. The fourth chapter is concerned with the analysis and interpretation of data and discussion on important issues. Whereas chapter five presents summary of findings, conclusions and recommendations of the study.



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

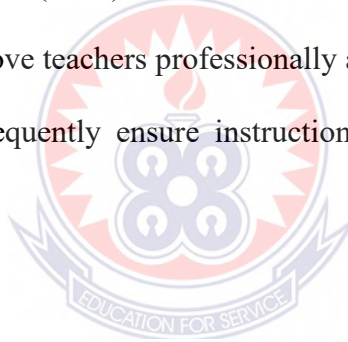
This chapter reviews literature related to the study. Major issues discussed included: Concept of Instructional Supervision, Synopsis of School Supervision in Ghana, The Purpose of Instructional Supervision (School Supervision) , Qualities of Good Instructional Supervisor, Head Teachers' Instructional Supervision Practices, Instructional Supervisory Approaches, Attitude of Teachers towards Supervisory Approaches, The Role of the School Head in Supervision, The Concept of Teacher Performance, The relationship between Instructional Supervisory Practices and Teacher Performance, Relationship between Instructional Supervision and Quality of Teaching and Learning, Empirical Studies on Instructional Supervision and Teacher Performance, Challenges faced by Head teachers in performing their Supervisory.

2.1 Concept of Instructional Supervision

The concept of supervision can be traced back to the origin of public education, a period when young states used it establish a common culture and language (De Grauwe, 2007). During this time, supervision gradually emerged as a practice that is distinct in connection with professional, cultural, academic and institutional dynamics which have for a long time generated the schooling agenda. Much of school supervision history describes as a series of unrelated and disjointed events (Glanz, 2010). The concept of supervision was originally introduced in order to improve the teaching and learning situation through professional growth and development of the teachers and educators (Glanz, 2010). Supervision is meant to improve the performance in work in any context. It should be used to enhance effective methods of teaching as well as contribute to

professional growth and development of the teachers (Blumberg & Weimer, 2008). The concept of supervision has been defined differently by various scholars (Olembo et al., 1992). From an educational view point, Zepeda (2007) conceptualizes supervision as process that is ongoing and which is meant to improve instructions and professional development. Waweru (2004) defines supervision as “the process of working with and through others in a more humane understanding to achieve to the greatest extent possible a quality education for all students”. On the other hand, Olembo et al. (1992) define supervision as that phase or dimension in education administration that is associated with the improvement of instructional effectiveness. The key denominator among the various definitions and views on supervision is that it is aimed at developing better quality of education. According to (Glickman, 2004) supervision is “the school function that improves instruction through direct assistance to teachers, curriculum development, in-service training, group development and action research”. The primary goal of school supervisory practices is improving instruction of teaching and learning (Archibong, 2012). Opportunities arising from supervision make it possible for the teachers to be moulded through a deeper study of classroom interactions and instructional activities in order to perform teaching duties in accordance with their professional code of conduct. Supervisors ought to help the personnel being supervised to realize their potential in the course of conducting supervisory exercise (Jahanian & Ebrahimi, 2013). It is important the supervisor monitors the teachers’ work, queries the teachers on why they use certain teaching methods and later provide them with information on best practices in teaching which would hence improve the educators in their teaching practice. The practice of supervision offers an opportunity to both the supervisors and teachers to work harmoniously in improving student learning (Aseltine, Faryniarz, & Rigazio-Digilio, 2006). Inadequate school supervision has inimical implication on the students’ output academically as

well as challenges to the realization of educational objectives (Usman, 2015). Consequently, it would be prudent to ensure that wide ranging instructional supervisory techniques are adopted in order to achieve quantitative and qualitative delivery of service by the teachers (Usman, 2015). The concept of supervision is two-fold where on one hand it serves to improve the professional growth and development of the teachers while on the other it is tied to improving the students' performance. It can thus be premised that supervision function is a manifestation of instructional leadership (Okumbe, 2006). Instructional supervision and process aids in the improvement of teaching and learning as well as the academic performance among students. This is premised on the fact that instructional supervision enhances teaching and learning through proper planning and guidance. Furthermore, Okendu (2012) asserts that through supervision of instruction, new ways are devised that aim to improve teachers professionally and as a result help them to unleash their creative potential and consequently ensure instructional process is well articulated and improved.



2.2 Synopsis of School Supervision in Ghana

Until the implementation of the 1987 Educational Reform Programme, pre university education took 17 years to complete (primary schooling 6 years, 4 years middle schooling, 5 years secondary school and 2 years sixth form. However, with the implementation of the 1987 reforms, pre-university education is now 12years (6years of primary schooling, 3years of Junior High School and Senior High School each. The major reason for this shift and reduction in number of years of schooling was to encourage every school going child to have a free education (FCUBE). The old systems produced adult graduates who were already matured. For the new system to match up to the old system, supervision was recommended as one of the major pillars.

In developing countries including Ghana, there are levels of school supervision (De Grauwe, 2001). In Ghana, the Ministry of Education is the highest level in-charge of Education, followed by the Ghana Education Service, then the Regional Education Offices, the District Education Offices and finally the local bodies. However, principally, supervision of schools in Ghana, particularly the basic schools, has generally been the responsibility of the Ghana Education Service (GES Act 506 of 1998) as stated by Mankoe, (2007). Other bodies undertake unofficial supervision in schools. These bodies are stakeholders, such as, the traditional authorities, the school management unit, the religious bodies, the Parent Teachers Association and Non-Governmental Organizations. At the basic school level, school supervisors from the Ghana Education Service, such as, circuit supervisors, do conduct instructional supervision for newly appointed teachers. The aim of this school supervision for the new teachers is to confirm their ability to teach after a period of teaching in the classroom and to develop their understanding of classroom life. They therefore provide the necessary guidelines and support to the teachers. Teachers and head teachers who are due for promotion are also made to go through this teaching sessions to prove their merit for the new grade been sought for (Circuit Supervisors' Handbook, 2002). Supervision is not only for confirmation of new teachers or as a guarantee for the acquisition of new grade in promotion but it is a continuous process to ensure that, there are no deviations in teaching and learning delivery. Supervision covers lesson notes preparation and delivery of lessons. The lesson notes are inspected by the respective heads of schools and occasionally inspected by other external bodies who have a stake in the educational sector.

Supervisors also organize in-service training to enhance professionalism for teachers and head teachers on the job. According to Mankoe (2007), supervision builds and nurture teachers' motivation and commitment to teaching, to the school. Realizing all these purposes largely

depends on the quality of supervisory practice and effective supervisory methods. This practice of heads of school undertaking supervision has been mandated by the Ghana Education Service. At, the District level, other bodies such as the District Education Oversight Committees (DEOCs), School Management Committees (SMC's), the District Teacher Support Teams (DTSTs) are also watch dogs to teaching and learning delivery in schools. These bodies unofficially check the time by which teaching and non-teaching staff report to school, the use of instructional period, and the examination outcome of the schools. The Ghana Education Service has therefore empowered these bodies to be agents of the supervisory processes in the Schools (Mankoe, 2007).

2.3 The Purpose of Instructional Supervision (School Supervision)

In any context, supervision is regarded as a tool for upgrading teachers' performance in school organization. Currently, people view supervision in different prospective. For example Pierce and Rowell (2005), describe supervision as progressive process, intended to standard as well as upgrade a personality's success of the inspiration, independence, self-consciousness, and talented required to helpful wide-ranging the job .The major reasons for instruction supervision is to enhance classroom instruction, improve, and upgrade the professional development of teachers. One of the vital components of instructional supervision is the aim that, the duty of supervision is to guide the finest welfare of the client (Fleming and Steen, 2004). According to Pearson (2009), the core duty of head teacher as supervisor in school is to advance teaching and learning through effective supervision. Pearson continued that instructional supervisors must look out for teacher's output of work, question them and empower them to employ different teaching techniques to deliver information). Mankoe (2007) states that school supervision has many purposes to the extent that teaching and learning are involved. These purposes include

ensuring that minimum standards are met and that the teachers are equipped geared towards the accomplishment of the overall purposes and educational platforms as well as helping teachers grow as persons and professionals. According to Mankoe (2007), the purposes of supervision are;

- Supervision for quality control. Heads of school are responsible for monitoring teaching and learning in their school and so by visiting in the presence or in the absence of teachers, touring the school, talking to students and getting to know their problems. Supervision for professional development. Head teachers assist teachers to nurture and expand their acknowledgement aim at teaching effectively, upgrading their elementary teaching abilities, as well as increasing their understanding
- Supervision for teacher's motivation. Supervision builds and nurtures teacher's inspiration and obligation to teaching, to the overall schools aims and to the educational platform as defined by schools. The achievement of those purposes however depends on the quality of supervisory practices and effective supervisory system.

Makoe (2007) further categorized the purposes of supervision in schools as follows:

Seek to improve teaching and learning methods, seek to create a physical, social and psychological climate or an environment which is favorable for learning and ensuring adequate teaching and learning.

2.4 Qualities of Good Instructional Supervisor

A supervisor in his own capacity is regarded as an instructional leader. He is expected to perform functions and to fulfill the expectations, aspirations, needs and demands of the society in which he/she operates. For a supervisor to be successful; he/she needs to possess certain qualities that will put him over those under his supervision; He/she must be true to his own ideals at the same time flexible, loyal, and respectful of the beliefs, right and dignity of those around him; In the same vein, he/she must be strong willed, consistent and fair in his dealings with other people; He/she must be prepared for opposition but should handle opposition without malice; In the final analysis, a good supervisor must be honest, firm, approachable, ready to help people solve their problems and maintain a relaxing atmosphere that would encourage, stimulate, and inspire people around him to work harmoniously. Finally, the supervisor must be up-to date in his knowledge of psychology of learning and principles of education since such knowledge greatly influences the effectiveness of instruction as (Dipaola & Hoy, 2013).

2.5 Head Teachers' Instructional Supervision Practices

The head teachers are bestowed with the duty of supervising the teachers in their respective schools and seeing to it that they carry out their responsibilities effectively (Fitzgerald, 2011). There are numerous and endless supervisory practices that head teachers can perform in the effort to improve teaching-learning and consequently impact on students. Hence, instructional leadership should be directed to several areas including scheduling of teaching and learning activities, adherence to curriculum requirements and ability of teaching staff, supplying of teaching and learning materials and equipment, and formulation of rules and regulations governing students' and teachers' conduct to ensure instructional competence by facilitating teachers' professional and academic growth (Dipaola & Hoy, 2013). Sule, Eyiene, & Egbai

(2015) notes that it is incumbent upon the head teachers to develop as well as maintain the competence of their juniors. The competence, according to Sule et al. (2015), is developed and maintained through instructional supervisory practices such as moderating marking schemes, moderating examination question papers, micro-teaching, workshops, conferencing, demonstration, classroom observation, checking teachers' regularity in class, teachers' punctuality, pupils' notes, schemes of work, lesson notes among others. It is worth noting that in order to conduct these tasks, the school principals ought to have adequate supervisory capacity and as well encourage their teachers to utilize their talents where necessary so as to improve instructional procedures at the end. On the other hand, Charles, Chris, & Kosgei (2012) identify supervisory practices that they ought to perform such as ensuring strict teacher adherence to the curriculum, good teacher-student relationship, proper teacher use of teaching aids and backups, summary of major points at the end of the lesson, use of voice variation, previous knowledge revision, well structuring of lessons, early lesson planning and that they are regularly observed.

2.6 Instructional Supervisory Approaches

Adopting different supervisory approaches is essential because it gives choices to teachers as well as administrators of schools (Kutsyuruba, 2003). The widely-used approaches to instructional supervision (formative evaluation) are categorized as clinical supervision, collaborative supervision (peer coaching, cognitive coaching, and mentoring), self-reflection (self-directed development), professional growth plans, and portfolios (Alfonso & Firth, 1990; Clarke, 1995; Poole, 1994; Renihan, 2002; Sergiovanni & Starratt, 2007).

2.6.1 Classroom Visit /Clinical Supervision

Haileselassie, (2004), quoted clinical supervision refers to face to- face contact with the supervisor and the teacher intent of improving instructions an increasing professional growth.

The supervisor takes its principal data from the events of the classroom. The analysis of this data and the relationship between teacher and supervisor from the program, procedures and strategies designed to improve the students learning and improving the teachers classroom behavior.

Sergiovanni (1998:225) expresses clinical supervision as follows:

“The purpose of clinical supervision is to help teachers to modify the existing patterns of teaching in ways that make sense to them. Evaluation is, therefore, responsive to needs and services of the teacher. It is the teacher who decides the course of a clinical supervisory cycle, the issues to be discussed and for what purpose... The supervisor’s job, therefore, is to help the teacher select goals to be improved and teaching issues to be illustrated and to understand better her or his practice. This emphasis on understanding provides the avenue by which more technical assistance can give to the teacher; thus, clinical supervision involves, as well, the systematic analysis of classroom events”.

Clinical supervision as a process for developing responsible teachers who were able to evaluate their own instruction, who were willing to accept criticism and use it for change, and who knew where they were headed in their own professional growth. According to, (Beach and Reinhartz, 2000) indicated “if schools are to improve the quality of instruction, it will be at the local building with the teacher at the heart of the improvement process (productivity through people)”. The focus of clinical supervision is on formative evaluation, which is intended to increase the effectiveness of ongoing educational programs. According to, (Goldhammer, Anderson, & Karjewski, 1983).) proposed the following five-stage process in clinical supervision.

Pre-observation Conference

Accordingly the pre-observation conference (behavior system) provides an opportunity for the

supervisor and the teacher to establish relationship mutual trust and respect. The teacher and supervisions get to know each other as fellow professionals. So that it is essential to the establishment of the foundation for the observation and analysis of teaching. This approach is most suitable because the expertise, confidence, and credibility of the supervisor clearly outweigh information, experience, and capabilities as cited by (Glickman et al, 2003). To sum up, the main objective of pre observation conference should focus on establishing teachers' acceptance and agreement. To this end, teachers together with their supervisors have much opportunity in discussing and deciding on the purpose, criteria, frequency, procedures, instruments and follow up activities prior to the actual classroom observation. Classroom

Observation

In this stage the supervisors observe the teacher at work during formal lesson. Observation creates opportunities for the supervisor to help her/his test reality, the reality of his/her own perceptions and judgments about teaching. To this end, (Acheson and Gall, 1997) agree that the selection of an observation instrument will help sharpen the teachers thinking about instruction. Indeed (Goldhammer, Anderson, & Karjewski, 1983) proposes, "If supervisors were to spend more of their energy in the classroom visits followed by helpful conference, we believe that teacher would probably have more friendly attitudes toward supervision". There is no other equally important choice than classroom visits for the betterment of instructions. Classroom observation is a valuable means to obtain firsthand information and experience of the classroom atmosphere.

Analysis of the Observations

As soon as the observation has been conducted, the supervisor organizes their observation data into clear discipline for feedback to the teacher. Collect, analyze, and present data gathered

during classroom observations for post observation conferences, with the goal of strengthening instruction to improve student achievement (Glickman, 2004 and Zepeda, 2007).

Post-observation Conference

In this stage the major purpose of supervisor is to give feedback to the teacher about the teachers performance. Research demonstrates that teachers are likely to change their instructional behaviors on their own after their classroom has been described to them by a supervisor. Whether or not any positive change occurs depends on the quality of feedback that is provided.

Post-conference Analysis

The final phase in the clinical model is an evaluation of the process and outcome. It is a means of self-improvement for the supervisor. It is the time when the supervisor assesses the nature of communication during conference, the effectiveness of the strategies used, the role of the teacher during the conference and the extent to which progress was made on the issue that were discussed. In supporting this stage, the supervisor must see his role as trying to help teachers achieve purpose in more effective and efficient way. Many of instructional supervisors do not use this as a means of inputs for themselves for the next stage of clinical supervision and did not evaluate the all processes that have been conducted before. So, from the researchers' point of view, supervisors should tip out the main gaps from what have been observed and conduct further study on the improvement of specified gaps. In this case, it is possible to argue that clinical supervision is a supervisory approach which helps to improve the professional practice of teachers so that they can meet the professional standards set by the school community.

2.6.2 Peer Supervision

Peer Supervision is a supervisory approach where teachers in a school of the same status (novice with novice or experienced with experienced) work in pairs or small groups collaboratively. They observe each other's teaching and learn from one another to improve upon their performance (Beach & Reinhartz, 2000). This implies that they are able to improve their teaching practice and/or carry out new teaching skills needed to carry out knowledge gained through faculty or curriculum development (Sullivan and Glanz, 2000).

The fundamental principle from Peer Supervision according to Sergiovanni and Starratt (2007) is to collaboratively build a community where teachers learn together to learn more, and to learn more to be efficacious in performance. This approach polishes members' instructional accomplishments through a cordial relationship, participatory and immediate feedback (Sullivan & Glanz, 2000) enhancing innovation in curriculum and instruction.

2.6.3 Cognitive Supervision

Cognitive in the arena of instructional supervision is an approach that has to do with mediated thinking of one's teaching performance. Cognitive coaching is an effective means of developing sound professional relationships that lead to enhanced professional performance. It involves two or more professionals of different status with the higher ranked or the experienced one serving as a mediator for the less experienced one to be supervised and his or her own thinking. To Costa and Garmston et al (1994), Cognitive supervision is non – judgmental process. They further suggest that this approach is built around a planning conference, observation, and a reflecting conference. In this approach, members learn from each other, build common trust, and encouraged one another for a higher degree of autonomy, thus, the ability to self-monitor, self-evaluate, and self-analyze (Garmston, Linder & Whitaker, 1994).

2.6.4 Mentoring

Mentoring is another approach of instructional supervision. It is equal non – judgmental and collaborate model where a mentor (experienced teacher) works with a novice (inexperienced) to study and find possible solutions to improve teaching and learning process. It is to help both parties learn more of their functions (Sergiovanni & Starratt, 2007) to enable them understand how teaching unfolds taking into consideration contemporary issues. This approach indeed enhance teacher performance as assisting a colleague teacher, one is also able to improve upon.

2.6.5 Self-Reflection

This approach of instructional supervision comes as a result of the fact that educational system is changing. Due to this reason, it is ethically and professionally prudent for a teacher to embrace the responsibility of reflecting on the trending issues in the sector as a result of the change. The underlying factor is that in self – reflection approach, a teachers plans for his/her professional growth in learning (Glatthorn, 1990). This approach is also conducive and perfect for teachers who wants to work on their own or who because of scheduling or other difficulties, are unable to work cooperatively with other teachers (Sergiovanni, & Starratt, (2007).It is also necessary for teachers according to Glatthorn, (1990) as they can take charge of their own profession growth, setting and ensuring to achieved those set goals that will enhance their classroom performance.

2.6.6 Portfolios

Portfolios is another form of supervisory approach where a teacher takes his/her own evaluation process (Kutsyuruba, 2003) by keeping and recording his/her instructional activities. Glatthorn, (1990) define this approach as a type of supervision where a teacher compiles all arti

facts, testimonials and reproductions that represent the teacher's work output and professional growth. This approach allows the teachers to evaluate their teaching practice and knowledge base from the collections of his/her work.

From the above approaches, it could be inferred according to Glickman that the various instructional supervisory approaches could be grouped into three simplified models namely: non – directive, collaborative and directive. The Non – directive model employs supervisors to be more listening, unbiased and encourage teachers when it comes to their decision making. The collaborative model inspires supervisor to be equal with the teacher in planning, presenting and interacting in a friendly manner to avoid superior and subordinate relationship. On the side of directive, the model propose to supervisors to be the determinant and facilitators of standards of teachers' behaviors by modelling, directing and measuring performance level.

2.6.7 Collegial Instructional Supervision

Collegial supervision is one of the instructional models of supervision. This has been one of the most preferred models by many educationalists. Several authors in the field of supervision propose collegial processes as better options for supervision of teachers (Glatthorn, 1990; Sergiovanni, & Starratt, 2007; Sullivan & Glanz, 2000). For instance, Glatthorn (1990) has described how collaborations with peers coaching, professional dialogue, curriculum development, mentoring, peer observation and feedback has contributed to teachers' development in lessons delivery. In this model, the supervisor's role is to be actively involved in the teachers work from the lesson notes preparation, determining the content of what is to be taught and through the teaching delivery. Getting actively involved can also be in the form of research works with the teachers (Gebhard (1990). For instance, Gerhard, as cited in Cogan, intimates that, teaching is mostly a problem-solving process that may require a sharing of ideas

between the teachers and the instructional supervisors. Collegial supervision is preferred because it fosters and promotes trust and helps to bring out quality supervision.

2.6.8 Informal Supervision

Informal supervision as the name implies is not structured like the clinical and collegial supervision. The informal supervision has no specific laid down procedural standards. These types of supervision are adhoc in nature. Since they are unplanned, issues to be supervised are not pre-determined and the issues are situational as they depend on the current state of affairs when the supervisor visited. Again due to the fact that the supervision was situational, the supervisor gets to know the natural state of the teacher in the classroom. Informal supervision comprises of informal meetings between supervisors and teachers. This may take the form of many unofficial visits to teacher's classroom, conversation with teachers about their work, and sometimes during extra curriculum activities. Some informal supervision end up interacting with pupils to know their mind sets and expectations. In fact, in an informal supervision, no appointments are fixed and the supervisor's visit to the classrooms are unannounced (Panigrahi, 2012).

2.6.9 Self- Directed Supervision

Self- directed supervision also called goal-setting or performance-objectives model is mostly initiated by the teacher. Sergiovanni and Starratt, (2007) have asserted that, self-directed supervision is one of the current models of supervision. In this method, the teachers set goals for their own professional development and present the plan for achieving these goals to their supervisors. Haynes, Corey and Moulton, (2003) and Lambers, (2000) have stated that a self-directed or person-centered supervision assumes that, the supervisee has the ability to effectively develop. In this model, the supervisor is not seen as an expert, but rather serves as a

“collaborator” in the work of the supervisee. The supervisor’s role is therefore to provide an environment in which the teacher can be opened to his/her experiences. Time schedule is the principal factor in self-directed supervision. Over an agreed length of time, both the supervisor and the teacher meet to review the achievements per the goals set. The outcome of the evaluation meeting will determine the nature of the new goals to be set. In line with the self-directed supervision, Fanselow (1990) as cited by Gerbhard (1990) goes further to indicate that, teachers in this category of supervisory techniques observe others teaching and discuss their own teaching with them indicating that, such teachers also do self-exploration.

2.6.10 Developmental supervision

Glickman, Gordon and Ross-Gordon (2003) are the proponents of this model. According to them, the supervisor selects an approach that will meet the needs of each teacher with respect to their developmental level. The idea of this model is that, individuals develop differently as reported by Leddick, (1994). The focus of this model is therefore on how the supervisor changes strategies as the supervisee gains experience. The end result of developmental model of supervision is that, it affords the opportunity for the teacher to use his/her previous knowledge and skills to produce new ideas. Again, Glickman, Gordon, and Ross (2003) further explained that, in developmental supervision, the supervisor offers three categories of assistance: directive, collaborative, and nondirective. By their categorization, teachers with low conceptual thinking are put under directive supervision. Again, teachers who have been noted as having limited interest and low commitment to their teaching are also put under directive supervision. New teachers have development problems relating to decision-making, problem identification and definition. Such teachers have limited ways of responding to problems and hence directive supervision places the supervisor as the expert to help the teacher overcome those limitations.

The collaborative approach is meant for teachers who are able to think a bit in abstract terms and are committed to teaching. In this method, both the supervisor and teacher set the goals to be achieved, means of achieving those goals and the indicators that should occur for everyone to know that those goals have been achieved. Teachers who think abstractly and are extremely committed to teaching are supervised under the non-directive. According to Glickman, Gordon and Ross-Gordon, (2003), the nondirective method offers the opportunity for the teacher to manage his/her own goals. Further reading reveals that, the supervisor takes on more passive role in the entire supervisory process. These supervisors in the non-directive supervision play submissive roles such as listening, clarifying, encouraging, and providing clues to problems (Leddick, 1994).

2.7 Attitude of Teachers towards Supervisory Approaches

According to Kramer et al., (2005) instructional supervision can influence a teacher's performance positively or negatively depending on how teachers and head teachers view it. Supervision can inspire or disappoint regarding teacher's attitude (Kramer et al., 2005). Torburg (1998) further elaborates and affirms that supervisory approaches practiced by head teachers of senior and junior high schools provide the key significance towards work performance among teachers. However, teachers in both senior and junior high schools still see supervision as having negative and positive connotations. Most teachers still perceive supervision as a fault finding strategy to penalize non – performing teachers. They try to avoid supervision as much as possible because to them they never know when the things a supervisor sees will be used against them. More worrying, teachers dislike supervision according to Torburg, (1998) because they are skeptical thinking that supervision will not make much of a different of their teaching therefore approaching supervision with contradictory expectations, feeling that their supervisors'

suggestions indicate that the supervisor is 'boosting them around' when the supervisor criticizing them, they wonder how they can be expected to track down and use so many resources (Torburg, 1998).

In his study, De Grauwe (2001) came out with several perceptions teachers give to supervision. Some include prevented them from being creative in teaching; maybe they will be bound in a routine-like responsibility that their teaching plans become tiresome due to regular supervision by head of school.

In their studies, Kutsyuruba (2003) and Zepeda (2007), expressed that teacher's attitude and satisfaction to instructional supervision rest on several factors and among them is the choice of supervisory approach adopted by the supervisor based on the instructional needs of the teacher. Torburg (1998) also affirms this believing that teachers' perception and attitude toward instructional supervision is highly influenced by the various supervisory approaches head teachers employ.

2.8 The Role of the School Head in Supervision

Junior high school supervision rest on the shoulders of the head teacher. The head teacher serves as the internal supervisor and most supervise teachers in order to meet the educational goal of the school. The supervisor in this case the head teacher according to Mankoe (2007) is described as a person who has the responsibility for getting the teachers to carry out the plans and policies of the management. According to Adeel (2010), the head teacher as a Supervisor is responsible for some or all of the following:

1. Mentoring or providing for mentoring of beginning teachers to facilitate a supportive induction into the profession.
2. Bringing individual teachers up to minimum standards of effective teaching

3. Improving individual teachers' competencies, no matter how proficient they are deemed to be.
4. Working with groups of teachers in a collaborative effort to improve student learning.
5. Relating teachers' efforts to improve their teaching to the larger goals of school wide improvement in the service of quality learning for all children.
6. Working with groups of teachers to adapt the local curriculum to the needs and abilities of diverse groups of students, while at the same time bringing the local curriculum in line with state and national standards.

To achieve the roles, the head teacher is to exhibit various approaches in order suit teacher individuality.

2.9 The Concept of Teacher Performance

In general, the term performance is an act of accomplishing a given task (Griffin, 1993). In the educational setting, teacher performance is determined by how a teacher is able to perform the academic duties such as timely syllabus coverage, correct pedagogical skills, school and class regular and punctual attendance reflecting in the academic performance of students since the performance of a teacher is linked to the academic prowess of students (Okumbe 2007). There is no doubt that in ensuring quality education, the teacher performance need to improve appropriately. It is therefore necessary to consider teacher performance determinants such as the head teachers 'instructional supervisory approaches.

2.10 The relationship between Instructional Supervisory Practices and Teacher

Performance

Teacher's performance refers to the action and behaviors of teachers that affect the goals of an institution. Instructional supervision entails those activities designed to improve instruction in an institution, Wiles (2000). From the above two descriptions, there is a clear evidence that there is a positive connection between the teacher's performance and instructional supervision. Gerumi (2002) in his study used mathematics to establish the link. According to the study, there was quite a small link between teacher's performance and instructional supervision. In a related studies, Sergiovanni and Starratt (2007) sees supervision as an effort to assist teachers in developing and improving their knowledge, teaching skills and the ability to make decisions. Zepeda (2007) also add up indicating that there is a close relationship with instructional supervision through a variety of instructional supervision approaches including clinical supervision, peer evaluation, cognitive coaching, mentoring, and others.

Theoretically, instructional supervision program is one of the steps in enhancing the performance of teachers. However, in practice, until now there are teachers who have not yet realized the importance of supervision. There are still many teachers who consider that the supervision is carried out to look for errors in teachers, so there are also teachers who feel feared when supervised. Head teachers also adopt little approaches of supervision to make supervision more effective.

2.11 Relationship between Instructional Supervision and Quality of Teaching and Learning

School supervision and quality of teaching and learning are positively related. The frequency and quality of school supervision has positive effects on teaching and learning. All things being equal, in schools where there is frequent and effective school supervision, the

quality of teaching and learning is expected to be good and hence performance of pupils are expected to be high (Glickman, 2004). School supervisors apply some basic skills in their field of work. These include communication skills (writing skills), interpersonal skills, constructive criticism skills, appraisal skills among others. These skills are emulated by teachers which are used in their interaction with pupils. These skills may indirectly influence the classroom environment and impact positively on the teaching and learning delivery. School supervision, teaching and learning are associated. One major tool used by school supervisors is the curriculum. Through their constant use of the curriculum, school supervisors are able to identify the check holes in the curriculum, ascertain if the curriculum is suitable in changing living circumstances. In developing curriculum, some in-puts of school supervisors are considered. According to Beach and Reinhartz, (2000), curriculum and instructional supervision are synonymous. Accordingly, the development of curriculum is not complete until the mode of delivery of the content of that subject is satisfied. During pilot stage of new curriculum, school supervisors' in-puts are mostly used to make amends. School supervisors aid teachers in some supervision models. This is done through the selection of topics, the teaching method, and the nature of teaching and learning materials (TLMs) and among others. Some supervisors and teachers therefore work harmoniously right from lesson planning stage to the pupils' evaluation stage. Schools with such good supervision model, are likely to have better school performance. This is because, school supervisors have facilitating skills to provide support to help the teacher to improve on teaching skills.

2.12 Empirical Studies on Instructional Supervision and Teacher Performance

In a study conducted by Simbano (2013) on the influence of the head teachers' instructional supervisory practices on teachers' work performance in Tanzania, it was revealed that majority of teachers had negative attitudes towards supervision irrespective of majority of head teachers strongly agreeing to the fact that supervision benefits teachers on improving their teaching performance. On the type of instructional supervisory approach used by these head teachers, many employ the clinical supervisory approach as they pay unofficial visits to classes when teachers are teaching to verify teachers' lesson attendance, take an opportunity to meet with teachers after classroom supervision to have a discussion on what has been perceived and finally advising teachers on how to improve their teaching techniques after supervision.

In another research done by Effiong (2006) on supervisory practices of private and public junior high schools of the Cape Coast Metropolis, the finding brought to bear that in spite of head teachers engaging in supervision, there is the need to restructure supervision by incorporating elements of supervision thus adopting the appropriate supervisory approach to enhance teacher performance.

The study by Nnebedum and Akinfolarin (2017) revealed among others that there is a high positive correlation between classroom observation techniques and teachers' job performance in secondary schools in Ebonyi State. The study further revealed that there was a significant relationship between principals' demonstration techniques and teachers' job performance in secondary schools in Ebonyi State.

Eze (2006) in his study discovered that the principals as supervisors found little or no time to practice teaching demonstration and providing other supervisory services for instructional improvement. In a survey study of perception and actual performance of

instructional supervision by the principals of selected secondary schools in Kaduna State of Nigeria, Effiong (2006) concluded that the principals had a high and positive perception of instructional supervision but that their performance of instructional supervision was not above average.

2.13 Challenges faced by Head teachers in performing their Supervisory Roles

Problems of Instructional Supervision According to, (Bernard and Goodyear, 1998) stated that a supervisor will not be able to carry out instructional evaluation effectively if he/she is not well qualified and trained in techniques of evaluation; a sound update knowledge of the subject matter, a good organizing skill, and ready to accept teachers idea and interest. Scholars, (Danielson and McGreal, 2000) cited limited supervisors experience and a lack of skills as being problems in teacher supervision. He also reported that supervisors did not have enough training in providing constructive feedback while maintaining relationships. According to, (Cogan, 1973), one of the most important factors that affect supervision effectiveness is the ‘unclarified, ambivalent relation of teachers to supervisors’. He goes on to say that “... teachers as a whole saw the supervisors job as to effectively bar himself from many areas of direct action with the teacher out of fear of arousing resentment and distrust.

Other challenges affecting head teachers in their supervision roles may range from material resources, professionalism, management of staff and inter-relationship.

Overload of work of head teachers

The major challenge facing head teachers as instructional supervisors is lack of time for instructional supervision as a result of overload of work caused by many other responsibilities that head teachers carry out in schools. Combining supervision with other duties is a situation where head teachers by virtue of their position, are administrators, financial managers and

instructional supervisors. Such head teachers have relatively little time for supervision of instruction. When a choice is to be made between administrative and pedagogical duties, the latter suffers (De Grauwe, 2001). De Grauwe contends that supervisors may focus their attention to administration rather than pedagogy, because they have much power over administrative decisions. De Grauwe (2001) conceives the situation to be worse in developing countries than the developed ones, because the latter (developed countries) can offer to employ several staff (e.g. administrative as opposed to pedagogic supervisors), so that the work load of each officer becomes less heavy and responsibilities become much clearer. In the US, a respondent in Rous' (2004) study indicated that she would have liked her supervisor's opinions on how to deal with certain children's behavior but she (the supervisor) did not have time. Other participants in the same study reported that their supervisors were not seen in their classrooms enough. In a similar study in a rural public school district in the US, Bray (2001) found that principals performed duties in the areas of management, administration and supervision. She described the separation of these functions as "artificial" activity for the principals she observed, as they moved from one type of activity to another constantly throughout the day. Bays observed that administrative and management issues took much of the principals' time and energies and this detracted them from providing constant direct supervision to teachers. In Ghanaian public primary schools, head teachers perform a magnitude of tasks, and those in remote and deprived communities combine their supervisory roles with full-time teaching and visiting pupils in their communities (Oduro, 2008). In such situations, supervisors may not be able to sufficiently supervise instruction. Carron and De Grauwe (1997) observed that countries such as Spain, France and Guinea which separate administrative duties from pedagogical supervision do not experience such problems. Thus combining administrative and supervisory duties is a challenge to instructional supervision.

Teachers' negative attitudes to supervision

The way and manner that teachers react to supervision of instruction is another concern to supervisory practices. If teachers, who are the direct beneficiaries of instructional supervision, have a negative attitude towards the practice, the whole process will not yield the desired results. This is because; supervision which aims at providing assistance, guidance and support for teachers to effectively provide instruction thrives on co-operation respect and mutual trust. Some teachers see supervision as a tool used by administrators to control and intimidate them. This nation makes teachers feel unsafe and form of supervision. Ayse Bas (2002) found in Turkish private primary schools that some teachers who participated in his study felt supervision was an intrusion into their private instructional practices. Teachers in his study bemoaned that principals' intrusive monitoring and physical presence changes the 'setting' in the classrooms which resulted in false impressions. According to the teachers, there was always an element of stress and ever reaction on the part of teachers and students during classroom observations.

Negative Approach to Supervision

By Some Supervisors-Fault Finding Supervisors in Ayse Bas's (2002) study (Turkish private primary schools) used controlling and intimidation approaches in their supervisory practices. The teachers confided in the researcher that they lived in a state of fear in a state of fear and frustration of dismissal due to the system's summative nature. This is supportive of Oliva and Pawlas (1997) perception that some school supervisors or inspectors, as they are called in other countries, continue to fulfill their tasks with an authoritarian approach. Some respondents in Rous's (2004) study in the US expressed feelings of fear and disappointment, which were associated with the use of criticism by the instructional supervisors. The supervisor's criticisms were reported to have stifled the teachers' use of innovative practices.

Inadequate training of instructional supervisors

Another issue of concern as far as challenges to instructional supervision are concerned is whether supervisors are given enough training to function properly in their practice. Carron and De Grauwe (1997) expressed little about that advisers, inspectors and other such staff need regular training, but they seldom receive it. They believe that whatever pattern of recruitment and promotion procedures, supervisors needs regular training but they are seldom provided with pre-service or in-service training.

Lack of knowledge and experience on the part of head teachers

Another obstacle to instructional supervision in the public basic schools is lack of knowledge and experience. De Grauwe (2001) that both qualifications and experience seemed important in the selection of supervisors but at the basic level many of the most experienced teachers did not have strong academic background because they entered the teaching profession a long time in the past when qualification requirements were low. He indicated however that apart from Tanzania the situation in the other African countries has now improved, and supervisors (including head teachers) have strong background and qualifications which are higher than the teachers they supervise. In most counties, head teachers are appointed on the basis of seniority and experience (De Grauwe, 2001) and by virtue of their position as heads, they automatically become the instructional supervisors at the school level. It would be proper for supervisors to possess higher qualifications in the form of degrees and diplomas; and longer years of training experience than the teachers they supervise. Such supervisors would have sufficient knowledge and experience in both content and pedagogy to be able to confidently assist, guide and support their teachers. In Ghanaian basic schools, if two persons have the same qualification, the one with longer years of

teaching experience is appointed to head the school and automatically becomes the instructional supervisor. The Ghana Education Service regards academic qualifications such as degrees and diplomas, necessary for supervisory positions but most basic school head teachers (instructional supervisors) hold Teachers' certificate 'A' post – secondary or post-middle. The issue of concern is when a young degree holder from University is posted to a school to work under the supervision of a relatively older and experienced supervisor with lower qualifications. The former (the young degree holder) may not have the opportunity to try his or her new ideas if the supervisor uses a directive approach. In such situations, the supervisor may want to suggest or direct the teacher as to what he/she should do and how it should be done. Innovation in instructional practices will be stifled and the status quo in both instructional strategies and supervisory practices will be the norm.

Interference of SMC and PTA Members the Work of Head Teachers

Kweku (2014) in his study on Attaining School and Educational Goals: Duties of Head teacher of public basic schools in Ghana revealed that head teachers who were interviewed in the central region pointed out power dynamics and role conflict between them and SMC and PTA members as a challenge. From the data that univgathered from the interview, the power dynamics are sometimes collusive. With this, the head teachers interviewed, attributed to situations where most members of SMC in schools, especially those in rural areas, are not well educated and as such do not have the technical knowledge on financial administration. This is reflected in a comment from one of the head teachers that: I almost always have difficult times with some members of my SMC in agreeing on issues, especially those that bother on finances of the schools sometimes thus misunderstanding lead to serious conflicts which make the administration of the school a challenging one. You see, since most of them are not well

educated and do not have the technical knowledge on managing school finances, they always think the head teacher manipulates to embezzle school fund (a male head teacher, Ochiso).



CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter highlights the methodology employed for the study. It includes the research design, population, sample and sampling techniques, instrument used, reliability and validity of the instrument, data collection procedure, data analysis and ethical considerations.

3.1 Research Design

Burns and Grove (2011) define a research design as “a blueprint for conducting a study with maximum control over factors that may interfere with the validity of the finding. Polit et. al. (2001) also define a research design as “the researcher’s overall strategy for answering the research question or testing the research hypothesis”. Research design also describes how the study is conducted. It indicates the general plan, what happens to the subjects and which method of data collection are used in order to generate empirical evidence to answer research questions (McMillan & Schumacher, 2006).

The researcher adopted a descriptive survey design to establish the opinions and knowledge about the perceptual influence of head teachers instructional supervisory practices on teachers performance in public basic schools in the Tikrom Circuit of the Ejisu District. Orodho (2008) continues that descriptive survey is a method of collecting information by interviewing or administering a questionnaire to a sample of respondents. Also Creswell (2003) defined the descriptive survey method as one which looks with intense accuracy at the phenomena of the moment and then describes precisely what the researcher sees. In a study like this, the researcher’s task according to Borg and Gall (1996) is to understand the strengths and

weaknesses, analyse any particular situation in the light of those strengths and weaknesses, and then select the appropriate approaches on the basis of that analysis.

Also the mixed method approach involving qualitative and quantitative approaches was adopted so that things and phenomenon could be seen from different angles in order to make clear conclusion. This approach is a type of educational research in which the researcher decides what to study, asks specific and narrow questions, collects numeric data from participants and analyse these numbers using statistics so that the entire research could be conducted in an unbiased and objective manner

3.2 Population

Population is the group of individuals that the researcher generalizes his findings to (Kusi, 2012). In a similar way Kumekpor (2002) also defined population as the total number of all units of the phenomenon to be investigated that exists in the area of investigation. In the view of Borg and Gall (2007) a target population is the total sum of members of the real population or a set of people, events or objects to which a research wishes to generalize the results of the study.

The target population of this study was all teachers and head teachers in public basic schools in the Tikrom Circuit of the Ejisu District. To help the researcher to ascertain the appropriate sample size for the study, an updated list of all teachers in the Tikrom Circuit was obtained from Ejisu District Education office. The population of teachers and head teachers in public basic schools in the Tikrom Circuit of the Ejisu District is indicated in table 3.1

Table 3.1 Population of Teachers/Head teachers in Tikrom Circuit

S/N	NAME OF SCHOOL	NO. OF HEAD TEACHERS AND TEACHERS
1	Tikrom M/A Primary	8
2	Tikrom M/A JHS	14
3	Achiaa Tawiah M/A Primary	8
4	Achiaa Tawah M/A JHS	12
5	Adarko Jachie M/A Primary	8
6	Adarko Jachie M/A JHS	15
7	Asaman M/A Primary	8
8	Asaman M/A JHS	10
9	Okyerekrom R/C Primary	8
10	Okyerekrom R/C JHS	12
11	Darul Islamic Primary	8
12	Darul Islamic JHS	12
13	Baworo M/A Primary	8
14	Baworo M/A JHS	11
	TOTAL	142

Source: Field data, 2020

3.3 Sample and Sample Techniques

Kusi (2012) defines sample as a subset of the population of interest, it is the chosen group of all the subjects of the population that the researcher wishes to know more about. Further, Gall and Borg (2007) defined sampling as a technique used for selecting a given number of subjects from

a target population as a representative of the population in research. The sample technique used for the study was census sampling technique. According to Creswell (2005) census sampling is used when all members of the population are studied and this ensures a better coverage than sample surveys. In this study the census sampling was considered appropriate because the population was not vast, not equal as well as heterogeneous and due to the level of accuracy the study seeks to achieve. There was also enough time for the researcher to engage in this technique to collect the data. To this regard, all the one hundred forty-two (142) teachers and head teachers in the Tikrom Circuit were used for the study. Out of the one-hundred and forty-two (142) participants fourteen (14) were head teachers and one hundred and twenty-eight (128) were teachers.

3.4 Research Instruments

The study employed questionnaires and interview guide as the main instruments to collect data for the study. Questionnaire according to Mugenda and Mugenda (2003) is commonly used to obtain important information about the population with each item in the questionnaire addressing a specific objective. The questionnaire was used in the study because the population was literate and it was a convenient instrument to collect large amount of data in shorter period of time (Orodho, 2009). The questionnaire was focused on collecting data on head teacher's supervisory practices and perceived teacher performance from public basic schools teachers in the Tikrom Circuit of the Ejisu District. The questionnaire was divided into five (5) sections with each section addressing a research problem. The first section had to do with the demographic background of the respondents, bringing to bear their gender, age and level of educational qualifications. The second section sought to answer questions on supervisory approaches used by head teachers. Section C dealt with the attitudes and perceptions of teachers towards instructional supervisory approaches used by head teachers, the next section looked at the perceived influence

of supervisory approaches employed by head teachers on teacher performance. The last and final section dealt with the challenges that are faced by head teachers in conducting instructional supervision practices in public basic schools in Tikrom Circuit of the Ejisu District. Further, an interview guide was developed to solicit information from the head teachers, which covered the same areas and content of information as that of the questionnaire.

3.5 Validity and Reliability of the Instrument

Efforts were made in this study to ensure credibility in terms of validity and reliability which are important at every stage of research work.

3.5.1 Validity

According to Orodho (2004) content validity is concerned with establishing whether an instrument measures what was intended to measure. To ascertain content and face validity, the questionnaires and the interview schedules were presented to my supervisor and some panel of lecturers in the department of educational leadership of the University of Education, Winneba, Kumasi Campus who are authorities in the area of educational leadership to peruse. The contents and impressions of the instrument were improved based on the experts advice and comments. The questionnaire and interview schedule items were modified to relate to the relevant research questions

3.5.2 Reliability

Kombo and Tromp (2006), define reliability as a measure of how consistent the results from a test are. An instrument is reliable when it can measure a variable accurately and consistently and obtain the same results under the same condition over a period of time. To test reliability of the instrument the questionnaire was pilot-tested on 20 teachers selected through simple random

sampling at Domeabra D/A basic school and the test retest technique was used to achieve this purpose. This test retest method involved administering the same instrument 20 (questionnaire) twice to the same group of respondents. The retest was done after a time lapse of one week. The scores from both testing periods were correlated to determine their reliability using Pearson's Product Moment correlation co-efficient. Where N = Number of respondents X = Scores from test one Y = Scores from test two. A correlation coefficient, which may range from -1.00 to +1.00, shows the size and direction of a relationship between two sets of scores. After the pilot study the instrument yielded a reliability coefficient of 0.7 which was considered as adequate and appropriate according to Best and Kahn, (2006).

3.6 Data Collection Procedure

The researcher presented an introductory letter approving the research work from the Department of Educational Leadership, University of Education-Winneba, Kumasi Campus to seek permission from Ejisu District Education Office to conduct the study. The District Education Officer then introduced the researcher to the head teachers of the various schools. The head teachers also introduced the researcher to the teachers and days were set aside for the data to be collected. The researcher then visited the various schools and homes of the teachers who were not available in schools on the approved dates and briefed the sampled population about the study after which the questionnaires were administered. The whole data collection took two weeks. However, an extension of one week was given to participants who could not complete the questionnaire to do so. All the 128 questionnaire given out were retrieved given a response rate of 100 percent. The interview of the head teachers were than in their respective offices. Each interview session took about 20 to 30 minutes and the consent of the head teachers were sought

as the interview session was recorded. After the interview session the audio recording was played back to the hearing of the head teachers to confirm what they said.

3.7 Data Analysis Procedures

According to Kelinger (1964), data analysis is categorizing, ordering, manipulating and summarizing of data to get answers to research questions. Data in the research instruments were edited after collection, to identify and minimize errors. Coding was done by assigning numerals so that the responses could be put into limited number of categories. The quantitative data was analyzed using descriptive statistics formulae provided by the statistical packages for social science 21 windows. The analyzed results were tabulated appropriately using frequency distribution and sample percentages to illustrate the responses to the questionnaires (Gall, Borg and Gall, 1996). The qualitative interviews were recorded. The data collected were transcribed and edited. The transcription was compared with the audio recording to check for accuracy and deviations. When this was done, the researcher applied thematic analyses to the qualitative data. The outcome of the qualitative data was used to shape and throw more light on the results from the quantitative data. These were in the form of comments and discussions and they were analysed thematically

3.8 Ethical Considerations

Ethical clearance was obtained from the Ejisu District Education office. Permissions were sought from administrators and the heads of institutions and Heads of departments of the selected schools used for the study before actual data collection. The consent of all the participants was sought before the administration of the questionnaire and personal interviews. The participants were made to understand that being part of the study is entirely voluntary. Their decision not to avail themselves for interview or unwillingness to answer any question or termination of the

interview was duly acknowledged and taken into consideration by the investigator. To obtain consent of the respondents, a detailed explanation on the purpose and objectives of the study was explained, after which respondents were required to complete the questionnaire.



CHAPTER FOUR

FINDINGS AND DISCUSSIONS OF THE STUDY

4.0 Introduction

This chapter describes the findings and discussions of the data that were gathered through the administration of questionnaire and interview from the respondents. For easy reading and understanding the quantitative data have been presented in frequency tables and percentages. The qualitative data were analysed based on themes.

4.1 Demographic Characteristics of Respondents

The demographic characteristics of the respondents which included their gender, age, educational qualification and teaching experience are shown below.

4.1.1 Gender of Respondents

The study sought for the gender of the respondents. The Result is given below.

Table 4.1.1 Gender of Respondents

Gender	No. of Head teachers	(%)	No. of Teachers	(%)
Male	9	64	73	57
Female	5	36	55	43
Total	14	100	128	100

Field data 2020

The result from the above table indicates that majority of the teachers (57%) were males while 43% of the respondents were females which mean that more males participated in the

study than their female counterparts. Similarly, majority of the head teachers were males representing a high percentage of 64%. The relatively low number of females in junior high schools in the Tikrom Circuit is an indication of gender imbalances in schools which may be due to some limited opportunities for female education in the past.

Table 4.1.2 Distribution of Respondents by Age

Age	No. of Head teachers	(%)	No. of Teachers	(%)
20-30	-	-	23	18
31-35	-	-	34	27
36-40	4	29	49	38
Above 40	10	71	22	17
Total	14	100	128	100

Field data, 2020

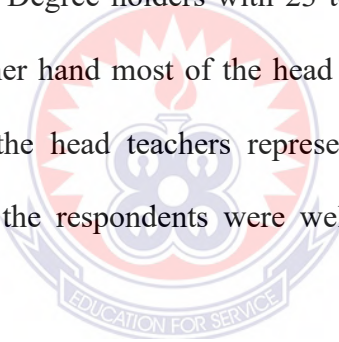
According to the table above, 23 teachers representing 18% were found to be within the age bracket of 20 to 30 years, 27% and 38% were within the age range of 31-35 years and 36 – 40 years respectively. Nevertheless, few 17% of the teachers were found to be above the age of 40 years. This result implies that most of the teachers were young, active and perhaps were aware of their head teachers supervisory practices and approaches. On the part of the head teachers, it was observed from the above table that most of them 71% were found to be above the age of 40 years indicating that they were matured and well abreast with issues relating to educational supervision.

Table 4.1.3 Distribution of Respondents by Level of Education

Level of Education	No. of Head teachers	(%)	No. of Teachers	(%)
Bachelors	6	43	105	82
Masters	8	57	23	18
Total	14	100	128	100

Field data, 2020

The above table indicates the level of education of the respondents used in the study. The data gathered indicated that out of the 128 teachers who participated in the study, 105 representing (82%) were Bachelor Degree holders with 23 teachers representing (18%) having their Master's Degree. On the other hand most of the head teachers 8 representing (57%) had their Master's Degree and 6 of the head teachers representing (43%) had their Bachelor's Degree. This was a sign that all the respondents were well educated and thereby proficient participate in the study.



RESEARCH QUESTION ONE: What supervisory approaches do head teachers of public Basic Schools in the Tikrom Circuit of the Ejisu District practice?

In order to gain insight into the most preferred approaches to supervision by head teachers at the study area, the researcher asked teachers to indicate which supervisory approach is practiced more often in their respective schools by their heads. The responses are indicated in table 4.2.

Table 4.2 Prioritization of Supervisory Approaches practiced by Head teachers in Junior High Schools in Tikrom Circuit of the Ejisu District

Supervisory Approaches	Frequency	Percentage
Clinical Supervision/ Classroom Visit	73	57
Mentorship	45	35
Peer /Collegial Supervision	7	5
Informal Supervision	3	2
Developmental Supervision	-	-
Cognitive Supervision	-	-
Total	128	100

Field data, 2020

The findings of the study revealed that clinical supervision was the most frequently used supervisory approach in junior high schools in the Tikrom Circuit of Ejisu District as 73 of the teachers representing 57% attested to that. Again, 45 of the teachers representing (35%) also confirmed that mentorship was the most frequently used supervisory approach, practiced by their head teachers. Further, 7 of the teachers representing (5%) indicated that the mostly used supervisory approach by their head teachers was peer supervision. Moving on, few of the teachers (3) representing (2%) indicted that informal Supervision was practiced by their head teachers. However, none of the respondents (teachers) indicated that developmental and cognitive supervision were practiced by their head teachers in their respective schools.

The findings of these study are in consistent with Glatthorn (1990) Sergiovanni, & Starratt, (2007) Sullivan & Glanz, (2000). They asserted that clinical supervision is the most frequently used supervisory practices by principals of institution because of its positive impact

both on teacher performance and students academics. According to them clinical supervision can increase the success of students through developing the instructional process. It succeeds that by improving the instructional behaviours of teachers by means of the observation of a qualified supervisor in class

Again, a study conducted by Simbano (2013) on the influence of the head teachers' instructional supervisory practices on teachers' work performance in Tanzania revealed that clinical supervision was mostly practiced by head teachers in their schools . Simbano (2013) continued that these head teachers pay official visits to classes when teachers are teaching to verify teachers' lesson attendance, take an opportunity to meet with teachers after the lesson to have a discussion on what the head teacher perceived during the lesson and finally advised the teacher on how to improve their teaching techniques and skills.

The head teachers who were interviewed also admitted to the fact clinical supervision was the most commonly used frequently type of instructional supervisory approach they practice in their various schools as indicated by the teachers in the quantitative data. One of the head teachers specifically indicated that:

As the head of this school supervision is one of my core responsibilities, I practice a lot of supervision types but the most prevalent one is clinical supervision. what I do is that I ask my teachers to bring their lesson notes for discussions, then we checked the objectives together to see if its in line with the topic under discussion. After that I go to class with them and observe their teaching after the teaching I sit down with them and ask them the challenges they faced during teaching. Together we identify the challenges they encountered while teaching and then find the appropriate solutions to them

Another head teacher who indicated she uses clinical supervision more frequently in her school had this to say:

I normally engage in clinical supervision because of its benefits to the teacher. I do this by going to the staff common room, talk to the teachers, go through their lesson notes. Sometimes I sit at the office, call my teachers one by one if there are corrections or suggestions, that they need to do. The choice of clinical supervision is good because most at times I give the teachers feedback after observing their lessons and lesson notes which also help them to effect those changes. Then I also ask their views on what could be done to make their teaching better. For the other supervisory approach like the mentorship I sometimes do it but not often'

A different head teacher also shared a similar opinion as others by stating:

'Supervision is something I do all the time, it is not anything new. As you know there are various ways you can use to supervise teachers and students in the school, but what I most of the time use is the clinical supervision because I have tried other supervisory approaches but to I think that clinical supervision is better, since I started using it, it has yielded a positive results in my teachers. I also see that because I give teachers the opportunity to identify their own mistakes and improve upon it, it increases their performance as they learn from it'

Another, head teacher indicated a different opinion by indicating that he uses both the mentoring and peer supervision. He specifically said that:

'For me I believe in peer supervision and mentoring because when I use it yields positive results and my teachers also like it. The reason being that it gives my teachers room and opportunity to learn from more experienced colleagues, share ideas with especially beginning teachers to improve their teaching'

It can be concluded that other studies conducted erstwhile outside Ghana have preferred collegial/peer supervision model, (Beach & Reinhartz, 2000), it is not out of place for divergent views in Ghana as clinical supervision model has emerged as the most preferred supervisory approach in Ghana according to this study.

RESEARCH QUESTION TWO: What are the attitudes of teachers towards the supervisory approaches practiced by head teachers in public Basic Schools in Tikrom Circuit of the Ejisu District?

In this research question, an attempt was made by the researcher to find out the attitude of teachers towards supervisory approaches employed by their head teachers. The responses they gave are indicated in 4.3.



Table 4.3: Attitude of Teachers towards Supervision in Basic Schools in Tikrom Circuit of the Ejisu District?

Attitudes of Teachers towards Instructional Supervision	Strongly Agree	Agree	Disagree	Strongly Disagree
	N (%)	N (%)	N (%)	N (%)
Regular Supervision puts fear in teachers which hinder their performance	-	12 (9)	64(50)	52(41)
Teaching plans and activities becomes tiresome due to regular supervision	18(14)	12(9)	68(53)	30(23)
Supervision inhibit teacher creativity and innovation	16(13)	14 (11)	60(47)	38(30)
Supervision intimidates teachers in their work	23(18)	18(14)	55(43)	32(25)
Supervision is a fault finding activity	24(19)	20(16)	36(28)	48(38)
Supervision is a process of promoting professional growth and student learning	62(48)	47(37)	12(9)	7(5)

Field data, 2020

Table 4.3 indicates that 50% and 41% of the teachers disagreed and strongly disagreed respectively to the statement that teachers were to be supervised and that supervision hinders their performance and productivity. A few of the teachers thus 12% agreed to this statement. This finding thus contradicts a study conducted by Simbano (2013) on teachers attitudes towards head teachers instructional supervision. Findings of his study revealed that most teachers feared

being supervised because it might lead to disciplinary actions. This contradictory finding of this study and the literature could be attributed to the fact that perhaps teachers orientation on supervision is gradually becoming optimistic as indicated by, Effiong (2006). Effiong (2006) also indicated that the most important factor that determines supervision process results is highly influenced by teachers' attitude towards supervision in schools.

The head teachers who were interviewed also gave a similar view on the fact that teachers are not afraid of being supervised as exist in the olden days but rather they embraced it with so much happiness. One of the head teachers specifically said this:

'I have been in the teaching field for quiet number of years now before I became a head teacher I was teaching and I quiet remember when were teachers we used to fear supervision to some extent but now I can say that the trend has changed Now supervision is something normal for teachers and they take it cool'

Another head teacher also indicated that

'My teachers are not afraid of supervision, any time I informed them that there was going to be supervision they embraced it with gladness because they were aware that supervision has become part and parcel of teaching and learning activity. In fact supervision in no way hinder their work output'

Again, most of the teachers representing 53% and 23% disagreed and strongly disagreed that supervision by head teachers makes teaching plans and activities tiresome. However, 14% and 9% of the teachers strongly agreed and agreed to that statement. The implication is that public basic school teachers at Tikrom Circuit do not see supervision as being tiresome activity affecting teaching and learning activity.

The head teachers who were interviewed were also in agreement with the opinion of the teachers that supervision does not in any way make their teaching plans and activities tiresome. One of the head teachers said this

'I don't in any way see supervision as burdened teachers and making their work tiresome. The reason why I am saying this is that before I conduct supervision I inform my teachers in order to schedule themselves so that it does not affect them in any way so I don't see how supervision should become a source of burden to teachers'

Another head teacher also share a similar view that

'When I embark on supervision I use few minutes and hours to go through the supervision process and procedures and make sure that teachers do not use that as an excuse to do their own activities but continue with their teaching activities and learning process. During supervision process teachers do not do much activities which can make them feel extremely tired affecting their teaching activities'

Another head teacher also indicated that

Supervision is not an activity that takes a lot of time to do and I believe teachers are aware of the things they are expected to be supervised on. So any time I am supposed to supervise I tell them to prepare ahead of time and once they get prepared ahead of time the supervision moves on smoothly

A different head teacher also intimated that:

‘To me I don’t think supervision should be seen as an activity that take long and that could affect teachers teaching plan and activities , thus why I believe that teachers should be informed ahead of time to plan ahead of time, this I do and I think it really helps them.’

These findings from the teachers and head teachers contradict a study done by Dhinat (2013) on perception of teachers towards instructional supervision. The study revealed that teachers have several perceptions towards supervision of which some include preventing them from being creative in teaching because they think they will be bound in a routine-like responsibility that their teaching plans become tiresome due to regular supervision by head of school.

Further, a higher percentage of the teachers 47% and 30% disagreed and strongly disagreed to the statement that regular supervision by head teachers prevents teachers from being creative and innovative in their teaching and learning activities. However, a few of the teachers indicted otherwise as indicated in table 4.3. This finding is in consistent with the views of the head teachers. One of them indicated that:

‘I think supervision will rather make teachers creative and innovative rather than stifling their creativity and innovation. Am saying this because when I conduct supervision I don’t impose things on my teachers but I asked them to do reflective practice to reflect and assess their own teaching and

come out with the various ways and means to improve their teaching this I think is a form of innovativeness and creativity'

Another head teacher also indicated that

'Supervision is an activity which is conducted to make sure that teachers are doing the right thing in the classroom and to ensure that students are performing very well. So as teachers are taken through supervision they gain knowledge skills and the necessary attitudes to teach effectively and these repertoire of skills enriches their creativity and problem solving skills'

Another head teacher also shared his view on whether supervision inhibits the creativity and innovativeness of teachers. He had this to say

'To me supervision is something that we cannot do away with as human as we are if there are no supervision teachers will relax and things will fall apart. Supervision, I see to be something that makes teachers critical thinkers because sometimes after I have conducted supervision I sit with my teachers one on one and ask them to think about their teaching and bringing out with areas for improvement and things the school can also do to improve their teaching and I tell they are able to come out important things that we employ to run the school. So supervision puts teachers on their toes to always about think new ideas that could enrich the school.'

Moreover, a little above half of the teachers 43% and 25% disagreed and strongly disagreed respectfully that supervision by head teachers in no way intimidate in their work. However, some of the teachers thus 23% and 18% strongly agreed and agreed with the statement that supervision done by their head teachers intimidates them. This result therefore implies that the teachers who participated in the study shared diverse opinion as little above half and a little below half responded in diverse ways. Further, the head teachers shared a different opinion to some of the views of the teachers and were in agreement with other as well. One of the head teachers interviewed responded that:

'One thing is that teachers always see supervision as a platform where their heads use to intimidate them or something but it is about time this negative perception is dealt with. You see those who see supervision as intimidating them are the very teachers who will not do the right thing and when you talk about it they feel you are intimidating them that is my view'

Another head teacher also gave a similar view that;

'There is no way supervision should be seen as a source of intimidation to teachers in my case I am a type who is very free with my teachers and when am undertaking supervision I don't shout at them or do anything that warrant intimidation, fear or something am always open and even apologise when am told that I have wrongly stepped on some ones toes.'

Another head teacher also responded that

Clinical supervision is not inspection, it is a liberal activity where supervisors and supervisees jointly work hand in hand to ensure the right thing is done. I rather see supervision as opportunity to strengthen the bond between supervisor and supervisee but not to intimidate any one for anything.

Another head teacher also said that

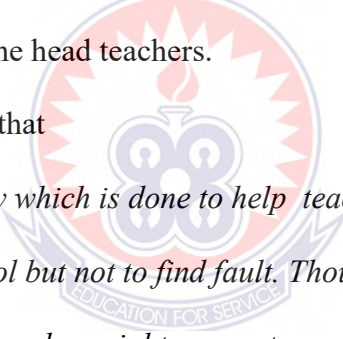
One thing I know is that without supervision, schools cannot achieve its overall goals and objectives. So to achieve school effectiveness supervision should become a part of schooling activities to make sure that teachers and students are working within the general policies and framework that has been set for them, supervision is not an act of intimidation.

Again, most of the teachers representing 38% and 28% strongly disagreed and disagreed respectfully to the statement that supervision is conducted to find faults among teachers whilst 19% and 16% indicated that to them supervision is seen as a fault finding process. The implication of this finding is that public basic school teachers in the study area do not see supervision as a fault finding activity, but rather an activity to help develop the professional career they have chosen for themselves. This findings thus contradict a study conducted by Torburg, (1998).The results of his study revealed that most teachers perceive supervision as a mere fault finding, and as such become sceptical thinking that supervision will not make much of a difference of their teaching therefore approaching supervision with contradictory expectations,

feeling that their supervisors' suggestions indicate that the supervisor is 'boosting them around' and painting the picture that they are not well to do with their task. The contradiction in this current study with that of Torburg (1998) could be attributed to the fact that teachers have been given an orientation about the major roles and benefits supervision plays in ensuring school effectiveness and embracing it as a part of their profession. This contradiction could result from the fact that supervisors have improved massively in the techniques they employed during supervision now compared to some time past.

The head teachers who were interviewed also shared similar opinion to that of the teachers that supervision is not conducted to find fault about teachers but rather for the benefits of the teachers, the school, the society and the nation as a whole. The following include some of the views and assertions indicated by the head teachers.

One of the head teachers indicated that



Supervision is an activity which is done to help teachers improve upon work output in the school but not to find fault. Though in the process of supervision the head teacher might encounter certain fault on the part of the teacher but when these fault are identified the necessary things are put in place to deal with it which end up for their own good and the school as well

Another head teacher also responded that

As for me I see that it is only lazy teachers who don't do what they are supposed to do well and end up going about telling people that supervision is done to find fault on them. But those teachers who does what they are supposed to do and do it well do not complain that

supervision is fault.

A different teacher also said that

Supervision is good but sometimes the way we head teachers go about makes the teachers feel that we only do it to find fault about them which is not the case so I think that head teachers must change the ways and means they approach or conduct supervision which can also help

Finally, when the respondents were asked to indicate their level of agreement and disagreement on whether instructional supervision is a process of promoting professional growth and student learning, majority representing 48% and 34% strongly agreed and agreed whilst a few of them 9% and 5% disagreed and strongly disagreed to the statement. This implies that public basic school teachers at the Tikrom Circuit believe that supervision is conducted to help them improve their professional growth and student learning.

The head teachers also shared a similar opinion as given by the teachers that instructional supervision is conducted to ensure the professional growth of teachers and students. Some of the head teachers had this to say:

'I see supervision as an opportunity for teachers to grow in their field of study because I see supervision as gingering teachers to put on their best since they know definitely they are going to be assessed they go the extra mile in their efforts which indirectly affects students performance'

Another head teacher also commented that

‘ One thing I have observed is that when teachers are supervised they learn from it, because when you identify I fault today they try as much as possible to learn from it so they don’t repeat the same mistake again, this act gradually equip them and improve on the activities they undertake in the classroom ’

A different head teacher also indicated that

I will say it everywhere anywhere that supervision when properly done ensures teachers professional growth and development.

The reason why am saying this is that because of the supervision I embark on I have seen some growth in some of my non performing teachers and I can boldly say with my chest out that such teachers are now performing well

RESEARCH QUESTION THREE: What is the perceived influence of head teachers’ supervisory approaches on the performance of teachers in public Basic Schools in Tikrom Circuit of the Ejisu District?

To answer this research question respondents were asked about their views on the extent to which supervision enhances teacher performance. Their responses are indicated in table 4.4.

Table 4.4 Influence of Head Teachers Supervisory Practices on Teacher Performance in public Basic Schools in Tikrom Circuit of the Ejisu District?

	Strongly Agree	Agree	Disagree	Strongly Disagree
Influence of Supervision on Teacher Performance	N (%)	N (%)	N (%)	N(%)
Frequent supervision helps teachers to improve classroom instruction and administration	60(47)	52(41)	11(9)	5(4)
Supervision instils discipline among teachers and students	68 (53)	45 (35)	15(12)	-
Supervision helps teachers to identify their strength and weakness	70 (54)	41(32)	10 (9)	7(5)
Regular supervision helps reduce teacher absenteeism among teachers	67 (52)	44(34)	17(13)	-
Instructional supervision ensures the professional development growth of teachers	64(50)	41(32)	18(14)	5(4)

Field data, 2020

Table 4.4 indicates that majority of the teachers 47% and 41% strongly agreed and agreed respectfully that supervision helps teachers to improve classroom instruction and administration whereas few of the respondents thus 8% and 3% disagreed and strongly disagreed respectfully to this statement. The head teachers who were interviewed shared a similar views and opinions to what the teachers said .One of the head teacher specifically said that:

“Supervision is important because it creates awareness within

the teachers because they are aware that if they don't do the right thing their supervisors will check on them and that will also put them in a tight corner where you can even be queried.

Another teacher also indicated that

'Supervision makes teachers become committed and serious when he finds out that his/her head is watching him/her and once teachers become committed it leads to improvement in teaching and learning'

Another head teacher also shared a similar view by commenting that:

'Supervision brings about alertness. Everybody is alert. Through supervision everything goes on effectively. When you know the supervisor will come, you will be ready for him/her and learn to do the right thing all the time

Another head teacher also shared a similar view, when he commented that:

'To me I think supervision augments seriousness in both teachers and pupils as teachers are always on the guard that what ever they are doing someone is watching them so why don't we sit up'

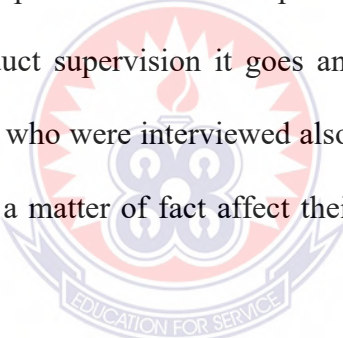
Another head teacher also indicated that:

Supervision brings about effectiveness among teachers and once they are effective its contribute to their professional growth which affects students academic performance

The above outcome of the field work collaborates with the assertion of Mankoe (2007), who highlighted that, supervision builds and nurtures teachers' motivation and commitment to

teaching, to schools overall purposes. Moreover, the research outcome ties in well with the observations of other researchers, such as Aguokagbuo, (2002), Yuguda and Mdyunos, (2015). These researchers had asserted that, school supervision is a method used to advise, guide, refresh, encourage, improve and oversee teachers, seek their collaboration to ensure effective and efficient teaching and classroom management. Lastly, the research results have also confirmed the statement by Nakpodia (2006), who revealed that, supervision in the modern times centres on the improvement of the teaching-learning condition for the benefit of both teachers and learners.

Again, majority of the teachers 53% and 35% strongly agreed and agreed respectfully that supervision conducted by head teachers instil discipline among teachers. However, a few of the teachers thus 12% disagreed that supervision instil discipline among them. This result therefore implies that if head teachers conduct supervision it goes an extra mile in instilling discipline among teachers. The head teachers who were interviewed also agreed to the fact that supervision instil discipline in teachers and as a matter of fact affect their output of work. One of the head teachers had this to say



*'You know human beings. We have people who are genuine.
If there is a supervisor or not they will work; others too they
want people to always tell them what they ought to do, so effective
supervision is always good since it helps all teachers to abide by the
rules and regulations, and also be serious towards our work.'*

Another head teacher also said that

*'Constant supervision keep teachers prepared and will always
want to do the right thing so that their superiors do not
confront them on any issues. This also makes teachers stay focus*

on what they are doing in the school.'

Another head teacher also indicated that:

'Where ever there is discipline output of work is very high and there is high productivity. To me I think one of the ways to make teachers discipline is to constantly supervise what they do so I concord with the fact supervision instil discipline not only among teachers but other staff in the school.'

Another head teacher also commented on the issue that supervision instil discipline among teachers by stating that

Discipline is one of the keys to any organisational success, no organization can achieve its goals when members are indisciplined. As a head teacher one thing I have realised is that constant supervision keeps teachers on the right track, ensures that they constantly adhere to the professional code of ethics surrounding this work. If teachers are doing some of these things then we all know that discipline has become part of them.

Moving on, when teachers were asked whether supervision by their head teachers helps them to identify their strength and weakness, most of the teachers 54% and 32% strongly agreed and agreed respectfully that indeed supervision help them to identify their strength and weakness. Only a few of the teachers thus 9% and 5% disagreed and strongly disagreed to that.

The interview results from the head teachers confirmed the views of the teachers. One of the head teachers in agreement to this specifically indicated that

‘Throughout my life as a professional teacher I have always learnt from my mistakes. Normally what I used to do was that anytime supervisors come around to supervise my teaching I try as much as possible to jot them down points so that I work on it and since that act really helped me I have inculcated this act in my teachers and gradually they are also learning from it’

Another head teacher also commented that

‘Any time I go for supervision I make sure that together with My teachers we try to identify each and every ones strength and weakness. I try to commend on their strength and then give them the opportunity to come out with the various ways and means by which they can address their weakness and challenges and since I started that I have seen my teachers are now working on their weakness and growing professionally’

Another head teacher also indicated that

Everyone has his/ her strength and weakness, and one of the avenues to identify these strength and weakness is through supervision. For instance, if I go for supervision I try as much as possible to commend on the good works of the teachers and help them to overcome some of the areas they need to work on’

These results are also in consonance with the assertion made by (McGreal, 1995; Costa & Garmston, 1994), to them supervision equip teachers in becoming more resourceful, knowledgeable, and skilful professionals in their lesson delivery because they constantly learn from their weakness and take constructive suggestions into consideration.

Further, majority of the teachers 52% and 34% strongly agreed and agreed respectfully that supervision reduces absenteeism among teachers whilst only 13% of the teachers disagreed to this assertion. Again, the responses from the head teachers were in consonance with that of the teachers that supervision makes teachers regular and punctual to school. One of the head teachers said this

'As part of my supervision process / activities, I go to school very early to check the time the teachers come to school and those who don't show up during their lessons and even those who reports to school late by this act of mine it really put pressure on teachers to always be punctual in school and also reporting to school early for morning lessons'.

Another head teacher also said that:

Constantly, I invite teachers who do not come to school regularly and those who report late to school in my office and have a discussion with them , if no tangible reasons are given ,I give them a query letter to respond to which I later put on their file. Since most teachers do not want to be queried they have now become very punctual to school'

Another head teacher also shared a similar view on the fact supervision reduce absentees by stating that

*‘ Continue monitoring of teachers always keep them in school.
You know sometimes I do on announced supervision. Teachers will
be in the classroom teaching and then I will just go in without
their notice and because of this my teachers don ’t know
when I will be in the class and therefore make the conscious effort
to be in class. This I do as head teacher has reduced the rate of
absenteeism among my teachers ’*

Another head teacher also had this to say:

*In my school absenteeism has become a thing of the past unless
the person who absent him/herself has a major issue to take care of
otherwise my teachers are always punctual to school. This I could say
is as a result of constant monitoring and supervising their teaching and
learning activities in the school*

Finally, most of the teachers 50% and 32% strongly agreed and agreed respectfully that instructional supervision help to ensure the professional growth of teachers where as 14% and 4% of the teachers disagreed and strongly disagreed respectfully to the fact that supervision ensures teachers professional growth and development. The head teachers who were interviewed were in agreement with majority of the teachers that supervision ensures teacher professional development. One of the head teachers in agreement to this specifically said that

*‘As teachers are always learning form their weakness in one
way or the other I think they are developing themselves as*

well which enable them to work

Another teacher also indicated that

'Supervision ensures teachers professional growth and development because teachers learn a lot during supervision and this help them to upgrade their knowledge as far as teaching and learning is concern'

Another head teacher also shared her view about the fact supervision ensures teachers professional growth and development by stating that:

Through supervision, teachers strength and weakness are identified.

As the supervisor I encourage them on their weakness and also help them to find the possible ways and means they could overcome these weakness.

This I think is a way of ensuring teacher development

This finding confirms the observation made by some researchers, such as Aguokagbu (2002), Yuguda and Mdyunos, (2015). These researchers asserted that, school supervision is a method used to advise, guide, refresh, encourage, improve and oversee teachers, seek their collaboration to ensure effective and efficient teaching and classroom management as well as ensuring the professional growth of teachers. It could therefore be concluded that supervision conducted by head teachers improve the teaching and learning activities in schools.

RESEARCH QUESTIONS FOUR: What challenges are faced by head teachers in conducting instructional supervision practices in public Basic Schools in Tikrom Circuit of the Ejisu District?

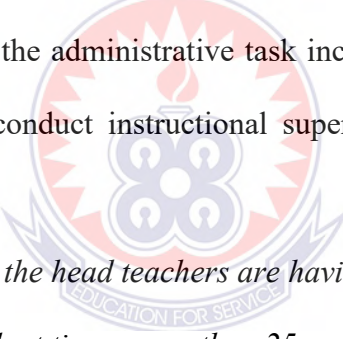
The respondents' views on the challenges faced by head teachers in discharging their supervisory roles are summarise in Table 4.5

Table 4.5: Respondents Views on Challenges Faced by Head teachers in Public Basic Schools in the Tikrom Circuit of the Ejisu District.

	Strongly Agree	Agree	Disagree	Strongly Disagree
Challenges face by head teachers in conducting instructional supervision	N (%)	N (%)	N (%)	N(%)
Inadequate teaching personnel as the head teachers attend classes instead of doing supervision leading to work overload	57(45)	44(34)	11(9)	16(12)
Supervisors have not taken relevant training on instructional supervision	48(38)	42(33)	25(20)	13(10)
Supervisors are fault finders rather than assisting teachers improve.	32 (25)	28(21)	39(30)	29(23)
Negative attitude among teachers on instructional supervision	26(20)	24(18)	42(33)	36(29)
SMC/PTA members interfere in the work of supervisors	54(42)	31(24)	28(22)	15(12)

Source: Field data, 2020

The purpose of this research question was to determine the challenges faced by in head teachers in public basic schools in the study area. The study recorded a number of findings relating to problems of supervision in public basic schools in Tikrom circuit of Ejisu District. As observed on the table 45% and 34% of teachers strongly agreed and agreed respectively that the head teachers had work overload. Less than half of them with 9% and 12% disagreed and strongly disagreed accordingly. The finding from this study implies that most of the head teachers were overburdened with many tasks as they combined the administrative work with the classroom activities and could not function well as full instructional supervisors. The analysis of the interview result from the head teachers also reveals similar finding that because of inadequate teaching personnel in some of the schools, the head teachers also have to go to the classroom to teach. The teaching combine with the administrative task increase their work load which affect the rate at which they ought to conduct instructional supervision. One of the head teachers specifically said that:



“Since most of we the head teachers are having our own class or subject to teach at times more than 25 periods a week, it is impossible to provide instructional supervision service to teachers.”

Another head teacher also commented on the same view by indicating that:

It is true that sometimes we are overburdened we so many task and this do not give us the opportunity to fully fulfill our instructional supervision roles.

Another head teacher also said that:

In fact I do so many things in my school, I go to the class to teach when a teacher is on maternity leave or absent him/herself due to circumstances beyond them.

This task coupled with others affects the rate at which I embark on instructional supervision

This finding is in consistent with the assertion of Oduro (2008) that head teachers of public basic schools in Ghana perform magnitude of tasks especially those in the remote and deprived communities who combine their supervisory roles with full time teaching and visiting pupils in their homes.

With respect to the issue of whether the head teachers received relevant training on supervisory skills through in-service training or not, Table 4.3 disclosed that majority of teachers who participated in the study 38% and 33% strongly agreed and agreed to the fact that head teachers have not gone through the regular training as instructional supervisors. The rest of the teachers, 20% disagreed and 10% strongly disagreed to this statement. This means that head teachers in the study area after their appointment, were not given the relevant regular training to refresh or update their supervisory skills. This could lead to a situation where head teachers find it difficult to supervise teachers because there was no difference between the head teacher and the subordinates as far as experience was concerned.

One head teacher who participated in the study was interviewed concerning how often they as instructional supervisors attend in-service training to improve their skills of supervision and he revealed that:

‘ Since I became the head teacher I have never attended any workshop that has to do with supervision instead, all the in-service training that have been organised by the district Directorate are concentrated on classroom teaching methodology. I always rely on my own initiatives and the wisdom of the old head teachers to solve problems that confront me. ’

Another head teacher also indicated that:

'For training on instructional supervision, since I became the head teacher I have received only once even that one was conducted when I was appointed into this position, apart from this one nothing of such nature has been done'

Another head teacher also shared a similar view by stating that:

'Me I rely on the knowledge I received from my bachelors and masters degree to go about with my supervision activities'

This study also sought to get teachers' views on whether instructional supervisors were only interested in finding faults from teachers when discharging their supervisory roles instead of assisting them to improve their instructional skills. 25% and 21 % of the teachers reported to have experienced such unprofessional behaviour of some head teachers. However, majority of the teachers thus 30% and 24% opined that head teachers were rather supporting teachers to improve their instructional skills not to find fault. The finding from this analysis implies that most of the head teachers were not using their position to find faults from teachers but rather to assist teachers to develop professionally. Notwithstanding, some teachers indicated that some head teachers were in the system stifling the progress of teachers by always trying to find fault from the teachers. The responses from the head teachers were similar to that of the teachers they engage in supervision not with the aim of fault finding but rather to improve upon the teaching and learning activities of teachers and to ensure their professional growth. One of the head teachers specifically had this to say:

'Supervision is not to find fault among teachers but rather to ensure the growth of teachers'

Another head teacher also commented that:

'I do supervision with the aim of assisting teachers to improve

the teaching and learning activities not to find fault among them'

In the case of negative perception of teachers about instructional supervision, the study revealed that majority of the teachers 33% and 29% disagreed and strongly disagreed respectfully that teachers had negative perception about supervision done by their head teachers. On the other hand, few of the teachers 20% and 18 % strongly agreed and agreed respectfully that they hold negative perception about their head teachers supervision. The implication of this is that majority of teachers in the study area perceive instructional supervision positively and do not cause any hindrances to the head teachers in performing their supervisory roles. An interview with the head teachers also revealed that most of their teachers embrace supervision as an avenue for work improvement and working towards professional growth.

With regard to SMC/PTA interference in the work of head teachers, majority of the respondents, 42% and 24% of teachers strongly agreed and agreed respectively that PTA and SMC members were interfering in the administrative work of the head teachers. However, 22% and 12% of the teachers disagreed and strongly disagreed to this assertion. The revelation here is that head teachers' administrative work was interfered by members of SMC and PTA. During the interview conducted alongside with the questionnaire, majority of the head teachers lamented on the act. They disclosed that most of the SMC and PTA members were not well educated and by their actions they were rather considered to be agents of conflicts in the schools. One of the head teachers specifically said that:

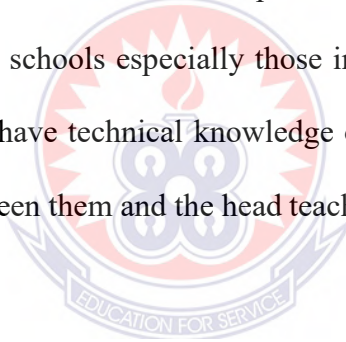
'In my line of duty as the head of this school I have encountered several occasions where SMC and PTA members disagreeing with me on certain vital decision I take in this school together with my teachers but because the school exist in a community sometimes

I do compromise which does not help'

Another head teacher also commented that:

What I know is that the school exist in a community and there should be a cordial relationship between the school and the community because of this some of the PTA and SMC members capitalize on this and always want to impose on us in certain decisions which does not help. In fact this issue really needs to be looked at

This finding is in conformity with the opinion of Kweku (2014) in his study on Attaining School and Educational Goals: Duties of Head teachers of public basic schools in Ghana that most members of SMC and PTA in the schools especially those in the rural and remote area are not well educated and as such do not have technical knowledge on issues relating to administration and as result cause confusion between them and the head teachers.



CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This part of the study deals with the summary of the major findings, general conclusion drawn on the bases of the findings and recommendations which are assumed to be useful to enhance the practices of instructional supervision in the public basic schools of Tikrom circuit of Ejisu district as well as suggestions for further studies

5.1 Summary of the study

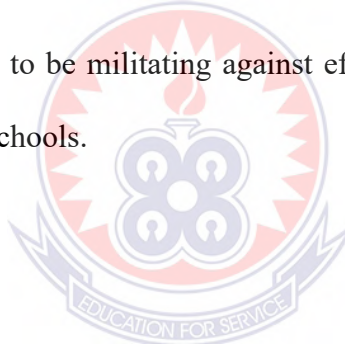
The purpose of the study was to examine the influence of head teachers supervisory practices on the performance of teachers in public Basic Schools in the Tikrom Circuit of the Ejisu District

The specific objectives of the study were to examine the supervisory practices employed by head teachers in the Tikrom Circuit, determine the attitudes of teachers towards head teachers supervisory practices, find out the perceived influence of head teachers supervisory practices on the performance of teachers and to find out the challenges faced by head teachers in conducting instructional supervision.

Descriptive research design using the mixed method approach was adopted for the study. Census sampling technique was used to select a sample size of 142 respondents for the study comprising of 14 head teachers and 128 teachers. Questionnaire and interview were the data collection instrument for the study. The study revealed that the clinical supervision was the mostly used supervisory practices by head teachers in the Tikrom Circuit followed by mentorship, peer supervision, informal supervision developmental supervision and cognitive supervision. The study further revealed that the teachers have positive attitude towards supervision as majority of them

disagreed or strongly disagreed to the statements concerning their negative attitude toward supervision. However, some of the respondents still believed that supervision is a fault finder. The study also revealed that both head teachers and teachers believed that supervision helps to improve classroom instruction and administration, instil discipline among teachers, help teachers to identify their strength and weakness, reduces absenteeism on the part of teachers and ensures professional growth of teachers.

Regarding the challenges that hinder head teachers in the execution of their supervisory roles, the respondents confirmed that: workload of head teachers; inadequate time for supervision; lack of teachers' cooperation during supervision; lack of relevant training programs to update the supervisors' supervisory skills and interference of SMC and PTA executives in the supervisory roles of head teachers were found to be militating against efforts of head teachers in providing effective supervision in the basic schools.



5.2 Conclusion

The following conclusions are made from the findings of the study:

1. The findings of the study have revealed that clinical supervision is the frequently used supervisory approach by head teachers in public basic schools in the Tikrom Circuit of the Ejisu District
2. Again, it can be concluded from the findings that teachers in public basic schools in Tikrom Circuit of Ejisu District hold a positive opinion about supervision with the exception that few of the teachers see supervision as fault finding.
3. It can be concluded that head teachers instructional supervision influence teachers performance in a positive way as supervision helps to improve classroom instruction and

administration, instill discipline among teachers, help teachers to identify their strength and weakness, reduces absenteeism on the part of teachers and ensures professional growth of teachers. . Therefore, it is possible to conclude that teachers were motivated at work through the implementation of various supervisory options. Thus, the contribution of supervisory options for teachers' professional development and the improvement of instruction were significant.

4. Finally, from the results of the study it can be concluded that instructional supervision was negatively affected by many problems; such as: workload of head teachers; the absence of regular in-service training programs to update instructional supervisors' skills; some negative attitude among teachers and interference from SMC and PTA members. As a result of this, instructional supervision to certain extent was not effective to support teachers to improve both their instructional skills and professional development.

5.3 Recommendations

In reference to the summary of the finding and conclusion drawn from the study, the following recommendations are brought to forth.

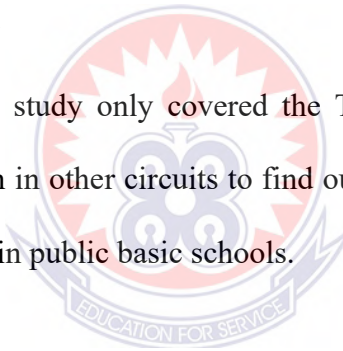
1. Ghana Education Service (GES) through the Ejisu District directorate of education needs to intensify its support services by organising regular refresher courses and workshops on supervision for head teachers and newly appointed head teachers to equip them with the requisite supervisory skills. This is because the breadth and depth of school curriculum keeps on changing and there are always new situations.
2. A periodic orientation workshop should be organised by the Ejisu District Education Directorate to sensitise members of SMC and PTA Executives on their roles in the schools

so that their interference in the administrative and supervisory roles of head teachers will be avoided.

3. The Ministry of Education should make it a point to strengthen external supervision to supervise the works of head teachers in public basic schools in Ghana.
4. Head teachers' workload should be reduced so that they can address both their administrative duties and participate fully in their instructional supervisory roles. This can be done by the government ensuring that staffing in every school meets the required threshold so that teachers in a particular school are not overburdened.

5.4 Suggestions for further study

Further research is needed as the study only covered the Tikrom Circuit of Ejisu district. A similar study should be undertaken in other circuits to find out whether similar challenges affect effective instructional supervision in public basic schools.



REFERENCES

- Addo-Adeku, K., Opare, J. A., & Banini, D. A. (2003). *Quality of basic education in Ghana: An Annotated Bibliography from 1992-2002*. Retrieved on 17/09/2020 from www.ernwaca.org
- Adeel, A. N. (2010). *Concept of supervision*. Retrieved 10/09/2020 from <http://www.asiadell.yalosite.com/education/conceptof-supervision>
- Alfonso, R. J., & Firth, G. (1990). Supervision: Needed research. *Journal of Curriculum and Supervision*, 5(2), 181-188.
- Appiah, M. R. (2009). A Study of Supervision in Rural and Urban Junior High Schools in the Akuapim North District. Retrieved on 17/09/ 2020 from <http://www.ir.ucc.edu.gh/space>.
- Aguokagbuo, C.N. (2002). *Micro-teaching theory and practice* Nsukka: Mike Social press.
- Archibong, F. I. (2012). Instructional supervision in the Administration of Secondary education. *A panacea of quality Assurance: EJGE*, Vol 117.
- Aseltine, J. M., Faryniarz, J. O., & Rigazio-Digilio, A. J. (2006). *Supervision for learning: A performance-based approach to teacher development and school improvement*. Alexandria: ASCD.
- Ayşe Bas, C. (2002). *School-based supervision at private Turkish school: A model*
- Beach, D. M. and Reinhartz, J. (2000). *Supervisory Leadership: Focus on Instruction*. Boston: Allyn and Bacon.
- Best, J.W. and Kahn, J.V. (2006) *Research in Education. 10th Edition*, Pearson Education Inc., Cape Town.
- Bernard and Goodyer, (1998). *The definitions of supervision and relationship with monitoring quality*. London: Oxford University.

- Bray, M. (2001). *School clusters in the third world: Making Them Work* [Electronic version]: UNESCO/UNICEF Cooperative program
- Burns, N., & Grove, S. K., (2011). *Understanding nursing research: building an evidence-based practice*. 5th ed. Maryland Heights, MO: Elsevier/Saunders.
- Blumberg, P., & Weimer, M. (2008). *Developing learner-centered teaching: A practical guide for faculty*. San Francisco: Jossey-Bass Publishers.
- Carron, G., & De Grauwe, A. (1997). *Current issues in supervision: Literature review*. Paris: IIEP-UNESCO
- Charles, T., Chris, K. K., & Kosgei, Z. (2012). The influence of supervision of teachers' lesson notes by head teachers on students' academic performance in secondary schools in Bureti District, Kenya. *Journal of Emerging Trends in Educational Research and Policy Studies*, 3(3), 299–306.
- Clarke, V. B. (1995). Teacher evaluation policy: Impacts study. *The Canadian School Executive*, 14(7), 8-13.
- Cichon, M., Behrendt, C., & Wodsak, V. (2011). The UN social protection floor initiative. Turning the tide at ILO Conference. Yaounde: Department of Global *policy and development* (pp. pp. 1-11). Germany: Friedrich-Ebert-Stifung
- Costa, A. L., & Garmston, R. J. (1994). *Cognitive coaching: A foundation for renaissance schools*. Norwood MA: Christopher Gordon
- Cogan, (1973). *Factors that affect instructional supervision in Netherland*. Paris: IIEPUNESCO.
- Creswell, J.W. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches*. Thousand Oaks, CA: Sage.

- Creswell, J. W. (2005). *Educational research: Planning, conducting and evaluating quantitative and qualitative research*. New Jersey: Pearson Educational Research.
- Dipaola, M., & Hoy, W. K. (2013). *Principals improving instruction: Supervision, Evaluation, and Professional Development*. Charlotte, NC: Information Age Publishing.
- De Grauwe, A. (2007). *Supervision in four African countries: Challenges and reforms*
Paris: IIEP / UNESCO
- De Grauwe, A. (2001a). *School supervision in four african countries: Volume I: Challenges and Reforms*. Paris: UNESCO/International Institute for Educational Planning
- Effiong A. O. (2006). *Principals' supervisory techniques and teachers' job performance in secondary schools in southern senatorial district of Cross River State*. Unpublished M.Ed thesis. Nigeria: University of Calabar.
- Egwunyenga, E. J. (2005). *Essentials of school administration*. Benin City: JECO Publishers.
- Esia-Donkoh, K., & Ofosu-Dwemena, E. (2014). Effects of Educational Supervision on Professional Development: Perception of Public Basic School Teachers at Winneba, Ghana. *Britist Journal of Education*, 3, 63-82.
- Eze, U. E (2006). *Falling standard in education*. *NewsWatch Magazine*, January 18, 10-17.
- Figueroa, M. (1998). Gender privileging and socio-economic outcomes: The case of health and education in Jamaica (1998), *Gender and family in the Caribbean*. 112-27.
- Fleming, I. and Steen, L. (2004). *Supervision and clinical Psychology: Theory, practice and perspectives*. Brunner-Routledge: New York NY 10001
- Fitzgerald, A. (2011). *The importance of technical education and training*. New York: World Bank Group.

- Gall, M. D., Borg, W. R., & Gall, J. P. (1996). *Educational research: An introduction* (6th ed.). Longman Publishing.
- Garmston, R., Linder, C., & Whitaker, J. (1994). Reflections on cognitive coaching. *Educational Leadership*, 51(2), 57-61.
- Gebhard G. J. (1990). Freeing the Teacher: Supervisory Process. *Foreign language Annals*, 23(6), 23-34.
- Gerumi S. (2002). *Instructional Supervision: its impact on Teachers' and Students' Performance*. Unpublished Masterly Thesis, University of Nueva Caceres, Naga City Gold, H., et al. (1980) Process of Clinical Supervision. Harvard University.
- Glanz, J. (2010). *Paradigm debates in curriculum and supervision*. Modern and postmodern perspectives. Westport: C.T Bergin and carvey
- Glatthorn, A. A. (1990). *Supervisory leadership: Introduction to instructional supervision*. New York, NY: Haper Collins Publishers.
- Glickman, C., D. (2004). Supervisory Belief Inventory: A cautionary Note. *Journal of Curriculum and Supervision*. 29(1); pp-76-87.
- Glickman, C., Gordon , S., & Ross-Gordon, J. (2003). *Supervision and instructional leadership: A developmental approach*. Boston MA: Allyn & Bacon.
- Goldhammer, R., Anderson, R., & Karjewski, R. (1983). *Clinical supervision: Special methods for the supervision of teachers*. New York, NY: Rinehart, and Winston
- Griffins, G. (1993). *School mastery. Straight talk about boarding school management in Kenya*. Nairobi: Lectern Publishers Kenya.
- Hailesilasse Fisshea. (2004). *The status of professional development programmes in Addis Ababa city administration*: Unpublished MA Thesis AAU.

- Haynes, R., Corey, G., & Moulton, P. (2003). *Clinical supervision in the helping professions: A practical guide pacific grove*. CA: Brooks/ Cole
- Jahanian, R., & Ebrahimi, M. (2013). Principles for Educational Supervision and Guidance. *Journal of Sociological Research*, 4(2), 380
- Kerlinger, F. H. (1964), *Foundations of behavioural Research: Educational and Psychological Inquiry*, New York: Holt, Rinehart & Winston..
- Kombo, D. K. & Tromp, L.A. (2006). *Proposal and Thesis Writing: An Introduction* Nairobi: Paulines Publication Africa.
- Kramer, C., Blake, P., & Alba, F. (2005). *A comparison of teacher attitudes toward supervision of instruction in selected high and low performance secondary schools of Puerto Rico*, Unpublished Doctoral dissertation, Dowling College Brookhaven, New York.
- Kutsyruba, B. (2003). Instructional supervision: Perceptions of Canadian and Ukrainian beginning high-school teachers (Master's thesis). Saskatoon: University of Saskatchewan. [Online] <http://library2.usask.ca/theses/available/etd-09052003-134303/>
- Kusi, H. (2012). *Doing qualitative research: A guide for researchers*. Accra-New: Town.Emmpong Press.
- Kumekpor, K. B.,(2002) *Research Methods & Techniques of Social Research*, Ghana, SonLife Printing
- Kweku, A. D., & Eric, O. D. (2014). Effects of educational supervision on professional development: Perception of public basic school teachers at Winneba, Ghana. European Centre for Research Training and Development UK Retrieved on 20/06/2020 from (www.eajournals.org)

- Kweku, A. D., & Eric, O. D. (2014). *Effects of educational supervision on professional development: Perception of public basic school teachers at Winneba, Ghana*. European Centre for Research Training and Development UK Retrieved on 20/06/2020 from (www.eajournals.org)
- Torburg, R. E. (1998). *The Swedish Educational ladders ' handbook*. Behrman House Inc California
- Lambers, E. (2000). Supervision in person-centred therapy. In E. Means and B. Thorne (Eds.). *Facilitating congruence*. (pp. 214-215). London: Sage. Landers
- Landers, T. J., & Myers, J. G. (1997). *Essentials of school management*. Philadelphia: W.S.B Soundes Company
- Leddick, G. R. (1994). *Models of clinical supervision*. Eric Digest: Eric Clearing house on Counselling and Students Services. Greensboro, NC. Lloyd
- Mankoe, J. O. (2007). *Educational administration and management in Ghana* (2nd ed.). Kumasi: Payless Publication Limited.
- McMillan, J. H. & Schumacher, S. (2006). *Research in education: A conceptual understanding*. New York, NY: Harper Collins.
- McGreal, T. L. (1995). *Impact of new evaluation process on teacher involvement and teacher reflection*. A report to the Illinois Association for Supervision and Curriculum Development. The University of Illinois: Campaign.
- Mugenda, O. M. & Mugenda, A. G. (2003). *Research methods: quantitative and qualitative approaches*. Nairobi: African Centre for Technology Studies.
- Nakpodia, E. D. (2006). *Educational administration: A new approach* (2nd ed.). Warri: Endo State, Jonokase Publishers

- Neagley, R. L., & Evans, N. D. (2001). *Handbook for effective supervision of instruction*. Englewood Cliff: NY: Prentice-Hall Inc
- Nnebedum, C., & Akinfolarin A. V. (2017). Principals' supervisory techniques as correlates of teachers' job performance in Secondary Schools in Ebonyi State, Nigeria. *International Journal for Social Studies*, 10, 2455-3220.
- Nishimura , M., Ogawa, K., Sifuna , D. N., Chimombo, J., Kunje, D., Ampiah, J. G., Byamugisha, A., .Sawamura, N. (2009) A Comparative Analysis of Universal Primary Education Policy in Ghana, Kenya, Malawi and Uganda. *Journal of International Cooperation in Education*; 12 (1); 143-158.
- Oduro, G. (2008). *Increased enrolment does not mean quality education* [Electronic version].Ghana News Agency. Retrieved on 4/6/2020 from <http://news.myjoyonline.com/education/200809/20151.asp>.
- Oliva, P. F., & Pawlas, (1997). *Supervision for today's schools*. (5th ed.). New York: On Students Academic Achievement In Public Secondary Schools In Nandi North District Nandi County Kenya. Unpublished MA Thesis, Catholic university, Eastern Africa.
- Okendu, J. N. (2012). The influence of instructional process and supervision on academic performance of secondary school students of Rivers State, Nigeria. *Academic Research International*, 3(1), 332–339.
- Okumbe, J. (2006). *Educational management theory and practice: The Principles and Practices of Educational Management*. Nairobi: University of Nairobi Press.
- Olembo, J. O., Wanga, P. E. & Karagu, N. M. (1992). *Management in education*. Nairobi: Educational Research and Publication

- Orodho, J. A. (2009). *Techniques of writing research proposals and reports in education and social sciences*. Nairobi. Kanezja publishers.
- Panigrahi, M. R. (2012). Implementation of instructional supervision in Secondary Schools, approaches, prospects and problems. *Science, Technology & Art Research Journal*, 1(3), 59-67.
- Pierce, R. A. and Rowell, I. S. (2005). *Effective supervision: A Developmental Approach*. Whitepaper, January 2005, retrieved on 14-06-2020 from http://www.risingsunconsultants.com/images/white_papers/PDFs/Supervision-Short.pdf.
- Pearson, C. (2009). Principles & Theories of Educational Supervision & Leadership. Retrieved on 06/24/2020 from <http://www.ehow.com/info/8149786/principles-theories-educational-supervision-leadership.html#ixzz1PHEIZYo>.
- Pilot. D.F., Beck C.T. & Hungler. B.P. (2001) *Essentials of nursing research: Methods, Appraisal and Utilization*. 5th Edition, Lippincott. Williams & Wilkins, Philadelphia.
- Poole, W. L. (1994). Removing the 'super' from supervision. *Journal of Curriculum and Supervision*, 9(3), 284-309.
- Renihan, P. (2002). *Supervision for the improvement of instruction*. Saskatoon, SK: University of Saskatchewan.
- Sergiovanni, T. J. and Starratt, R. J. (1998). *Supervision: A redefinition* (6th Ed.). New York: McGraw-Hill Companies Inc.
- Sergiovanni, T. J., & Starratt, R. J. (2007). *Supervision: A redefinition* (7th ed.). New York, NY: McGraw-Hill.
- Simbano, M. (2013). Influence of instructional supervision on curriculum implementation in selected north Rift, Kenya Counties Public Secondary Schools *European Journal of*

Education Studies, 49(4), 414-432.

Sullivan, S., & Glanz, J. (2000). *Supervision that improves teaching*. Thousand Oaks, California: Corwin Press.

Sule, M. A., Eyiene, A., & Egbai, M. E. (2015). Instructional Supervisory Practices and Teachers' Role Effectiveness in Public Secondary Schools in Calabar South Local Government Area of Cross River State, Nigeria. *Journal of Education and Practice*, 6(23), 43–47.

UNDP, (2016). Sustainable Development Goals. pp 1-10

Usman, Y. D. (2015). The Impact of Instructional Supervision on Academic Performance of Secondary School Students in Nasarawa State, Nigeria. *Journal of Education and Practice*, 6(10), 160–167.

Waweru, S. N. (2004). *Unpublished open learning Module*. Nairobi: Kenyatta University

Wiles, K. (2000). *Supervision for better schools*. Englewood Cliffs, New Jersey: Prentice Hall.

Yuguda, S., & Mdyunos, (2015) Role of principal Supervision on the relationship between Students' Personnel Services and Academic Achievement in Secondary Schools: A Preliminary Report. *Library Philosophy and Practice (ejournal)* ISSN 1522-0222

Zepeda, S. (2007), *Instructional supervision: Applying tools and concepts* (2nd ed.). Larchmont, NY: Eye on Education.

APPENDIX A

QUESTIONNAIRE FOR RESPONDENTS

My name is **HAGAR ADOA** pursuing a postgraduate programme (Master of Arts in Educational Leadership). This questionnaire is therefore to help me complete a project work intended to explore the head teacher's supervisory practices and its influence on teacher performance in junior high schools in the Tikrom Circuit of the Ejisu District. Your name and school are NOT to be disclosed here as the study is purely for academic purposes and your identity is highly confidential. Thanks for your co-operation.

Please (✓) tick the most appropriate response. Your Confidentiality is ASSURED

SECTION A: Demographic Information

1. Gender:

Female []

Male []

2. Age:

21-30 []

31-40 []

41-50 []

51-60 []

3. Educational Qualification:

Diploma/HND []

Bachelor Degree []

Masters Degree []

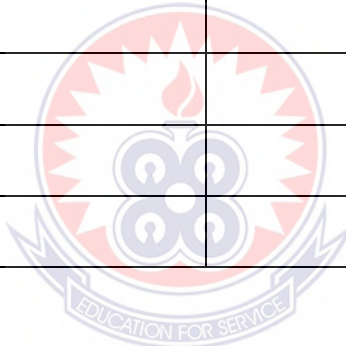


SECTION B**SUPERVISORY APPROACHES PRACTICED BY HEAD TEACHERS IN JUNIOR HIGH SCHOOLS IN TIKROM CIRCUIT**

Tick the appropriate option that corresponds with your answer to the following questions on the supervisory approaches practiced by your head teacher in your school. Respond with options 1 =

Yes 2= No

	Supervisory Approaches	Yes	NO
4	Mentorship		
5	Clinical Supervision/ Classroom visit		
6	Peer /Collegial Supervision		
7	Informal Supervision		
8	Developmental Supervision		
9	Cognitive Supervision		



SECTION C**ATTITUDE OF TEACHERS ON HEADTEACHERS INSTRUCTIONAL SUPERVISION
IN JUNIOR HIGH SCHOOLS IN TIKROM CIRCUIT**

Tick the appropriate option that corresponds with your answer on the attitude **of** teachers towards head teachers instructional supervision in junior high schools in Tikrom Circuit. Respond with 1= Strongly agree, 2=Agree, 3 = Disagree, 4 = Strongly Disagree

	Attitude of teachers towards instructional supervision	Strongly Agree	Agree	Disagree	Strongly Disagree
10	Regular Supervision puts fear in teachers which hinder their performance				
11	Teaching plan and activities become tiresome due to regular supervision				
12	Supervision inhibit teacher creativity and innovation				
13	Supervision intimidates teachers in their work				
14	Supervision is just a fault finding				
15	Supervision is a process of promoting professional growth and student learning				

SECTION D

**INFLUENCE OF HEAD TEACHERS SUPERVISORY PRACTICES ON TEACHER
PERFORMANCE IN JUNIOR HIGH SCHOOLS IN KWADASO CIRCUIT OF
KWADASO MUNICIPALITY**

Tick the appropriate option that corresponds with your answer to the following statements.
Respond with options 1 = Strongly Agree, 2= Agree, 3 = Disagree, 4 = Strongly Disagree.

	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
16	Frequent supervision helps teachers to improve classroom instruction and administration				
17	Supervision instils discipline among teachers and students				
18	Supervision helps teachers to identify their strength and weakness				
19	Regular supervision helps reduce absenteeism among teachers				
20	Instructional supervision ensures the professional growth of teachers				

SECTION E**CHALLENGES ENCOUNTERED BY HEADTEACHERS DURING INSTRUCTIONAL SUPERVISION**

Among the following, which challenges in your opinion, do you think are encountered by head teachers in the performance of instructional supervision? Respond with options 1 = Strongly Agree, 2= Agree, 3 = Disagree, 4 = Strongly Disagree.

	Challenges face by head teachers in conducting Supervision	Strongly Agree	Agree	Disagree	Strongly Disagree
20	Inadequate teaching personnel as the head teachers attend classes instead of doing supervision leading to work overload				
21	Supervisors have not taken relevant training on instructional supervision				
22	Supervisors are fault finders rather than assisting teachers to improve				
23	Negative attitude among teachers on instructional supervision				
24	SMC/PTA members interfere in the work of supervisors				

Thank you for your cooperation

APPENDIX B

SEMI- STRUCTURED INTERVIEW GUIDE FOR HEAD TEACHERS

Thank you for agreeing to be interviewed for this research work on head teachers' supervisory practices and its influence on teacher performance. This research work is purely meant for academic work and you are not under any compulsion to answer a question, you may as well opt out of this study if you wish so. Above all your confidentiality is assured as far as this study is concern

SECTION A: HEAD TEACHERS BACKGROUND INFORMATION

Please may I know your age?

1. What is your highest educational qualification?
2. Please have you received any training on instructional supervision since you assumed this position as head teacher?

SECTION B: SUPERVISORY APPROACHES EMPLOYED BY HEAD TEACHERS

3. Which of the supervisory approaches do you usually practice in your school?
4. Do you have any reasons accounting for your choice of this approach?

SECTION C: ATTITUDE OF TEACHERS TOWARDS HEAD TEACHERS INSTRUCTIONAL SUPERVISION

5. How do you often see the reactions of your teachers during instructional supervision?
6. Do you experience any negative behaviour of your teachers any time you undergo instructional supervision?
7. Can you share with me some of the reactions from you teachers when you undergo instructional supervision in your school?

SECTION D: INFLUENCE OF HEADTEACHERS SUPERVISORY PRACTICES ON TEACHER PERFORMANCE

1. Do you see any change in the performance of your teachers after you have conducted instructional supervision
2. Can you tell me some of the influence of instructional supervision on your teachers performance

SECTION D: CHALLENGES ENCOUNTERED BY HEADTEACHERS DURING INSTRUCTIONAL SUPERVISION

3. Do you encounter any challenge during your instructional supervision roles
4. Could you please share with me some of these challenges?

Thank you for your cooperation

