

**UNIVERSITY OF EDUCATION, WINNEBA**

**INSTRUCTIONAL SUPERVISORY PRACTICES OF HEADTEACHERS AND  
THEIR RELATIONSHIP WITH TEACHER INTERPERSONAL RELATIONS  
IN PUBLIC SENIOR HIGH SCHOOLS IN EKUMFI DISTRICT**



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**A dissertation in the Department of Educational Foundations, Faculty of  
Educational Studies, submitted to the School of  
Graduate Studies, in partial fulfilment  
of the requirements for the award of the degree of  
Master of Education  
(Supervision in Education)  
in the University of Education, Winneba**

**DECEMBER, 2022**

## DECLARATION

### Student's Declaration

I, Golda Richardson, declare that this dissertation, with the exception of quotations 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 another degree elsewhere.

Signature: .....

Date.....

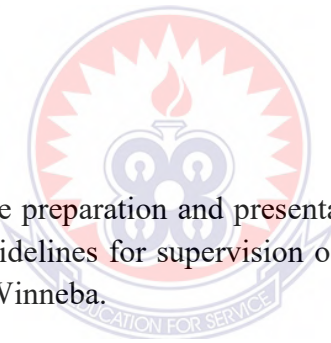
### Supervisor's Declaration

We hereby 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.

Dr. Seth Dade Ansah (Supervisor)

Signature: .....

Date.....



## **DEDICATION**

I dedicate this dissertation to my husband, Mr. Joseph Yaw Dawson, my children, Uriel Ansah Dawson, Noel Takyi Amissah Dawson, Miguel Richardson Dawson, and Jaison Mannoh Dawson as well as the entire Richardson family.



## ACKNOWLEDGEMENTS

This study would not have been successful without the contribution of persons worth commendation. Firstly, I appreciate the support of my supervisor, Dr. Seth Dade Ansah, who guided me and thoroughly read the work. I am also grateful to all the lecturers in my department, Department of Educational Foundations, for their tuition and pieces of advice in conducting research. I am equally grateful to Mr. Nelson Amponsah for his inspiration in my most difficult times in conducting this study. Again, I thank the Director of Education, Ekumfi District, for permitting me to carry out the study in the schools. I thank the headteachers and teachers who participated in the study. Finally, I am grateful to my headmistress, Kate Ivy Wilson, for her encouragement in my academic pursuits.

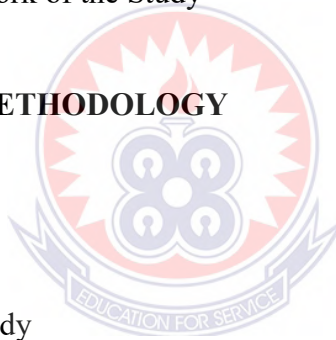


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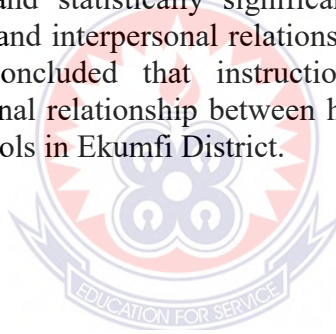
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## ABSTRACT

The purpose of this study was to examine the instructional supervisory practices carried out by headteachers and their relationship with interpersonal relations in public senior high schools in Ekumfi District. The study employed a descriptive survey design where the quantitative approach was followed. Using the stratified random sampling techniques, a sample size of 77 participants comprising five headteachers and 72 teachers was used for the study. A structured questionnaire was used for data collection. The internal consistency approach was used to establish the reliability of the questionnaire. The data were analysed using both descriptive statistics like mean, frequency, standard deviation as well as inferential statistics including t-test, ANOVA, Pearson correlation. The findings revealed that headteachers were rated highest on monitoring punctuality and regularity ( $M=4.45$ ,  $SD=0.644$ ), followed by orientation of new teaching staff ( $M=4.41$ ,  $SD=1.084$ ), checking teacher's professional records ( $M=4.36$ ,  $SD=0.512$ ), holding meetings ( $M=4.30$ ,  $SD=0.872$ ), classroom visits and lesson observation ( $M=4.12$ ,  $SD=0.843$ ), provision of in-service training ( $M=4.04$ ,  $SD=0.691$ ), monitoring timetables ( $M=3.86$ ,  $SD=1.139$ ), and giving feedback to teachers ( $M=3.80$ ,  $SD=0.965$ ). The study further found that the interpersonal relationship between the headteachers and teachers in the schools was high ( $M=4.04$ ,  $SD=0.691$ ). Furthermore, the findings established that there was a moderate and statistically significant positive relationship between instructional supervision and interpersonal relationship ( $r=0.579$ ,  $p<0.05$ , two-tailed). Therefore, the study concluded that instructional supervision was a central determinant of interpersonal relationship between headteachers and teacher practices in public senior high schools in Ekumfi District.



## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the Study

Education practitioners and researchers maintain that education is a vehicle for social and economic development of all nations. Chimezie-Mathew and Assumpta (2022) assert that, education is an agent of imparting knowledge and skills, and inculcating human values which help in personal and professional growth. These scholars add that education is the socio-economic and political pivot of every nation, and it is relevant to the growth of all nations. Okeke (2022) also supports the relevance of education when he argues that it is indispensable in the quest for socio-economic advancement of societies. Education has therefore been identified as instrumental and an agent of national development (Afful-Broni & Ziggah, 2007). To achieve educational aims and provide quality education, the teachers' role has been identified as significant in determining the nature of education received in schools (Gwaradzimba & Shumba, 2010). Therefore, education stakeholders have the responsibility to ensure that teachers perform their tasks to the best of their abilities in their schools so as to offer quality education to students.

For many decades, educators, administrators, and researchers have recognized the role of instructional supervision in achieving education success. Instructional supervision occupies a unique place in the entire education system and it becomes absolutely expedient to give it a prominent attention. In line with this assertion, Aguba (2009) notes that instructional supervision ensures quality assurance in education which aims at preventing quality problems and ensures that the products of the system conform to the expected standards. The position of Aguba (2009) implies that effective supervision in schools is a predictor of quality education offered to students, and

serves as a check mechanism to ensure that the recipients of education meet set criteria. Conversely, poor supervision is an affront to quality education delivery. Therefore, stakeholders need to pay attention to supervision in Ghanaian schools if they desire to promote quality teaching and learning.

Supervision has been identified as a factor to foster cordial relationship among staff to ensure superior performance. Newstrom and Bittel (2002) embrace this claim when they argue that supervision is concerned with cultivating good working and personal relationships so that all employees work towards a more efficient achievement of set goals. Thus, there is a positive correlation between effective supervision and good staff relationship which further buttresses the notion that the quality of the relationship existing in organizations is linked to the nature of supervision provided in the organization. Having realized that good relationship among employees at the workplace is vital for achieving job satisfaction, feelings of security and comforts at work (Du Plessis, Toh & Chen, 2013), it is important that supervision is strengthened in schools so that there will be good relationship among the staff and reap its benefits.

Nakpodia (2006) supports the earlier scholars on the need for instructional supervision when he asserts that instructional supervision in the modern era centres on the improvement of the teaching-learning situation to the benefits of both the teachers and learners, helps in the identification of areas of strength and weaknesses of teachers, follow-up activities that should be directed at the improvement of identified areas of teachers' weaknesses, gives recognition to the teachers, and creates a cordial working atmosphere based on good human relations. In this sense, instructional supervision is seen as a diagnostic tool to examine the entire instructional process, and offer remediation to rectify any anomalies and appreciate the teachers' efforts.

Therefore, instructional supervision provides evidential data that help to take measures to forestall future occurrence of errors that are likely to derail attempts at effective teaching and learning. Accordingly, headteachers are expected to carry out instructional supervision to evaluate the entire teaching processes and take appropriate actions.

Instructional supervision is an essential aspect of educational management as it enhances the quality of educational organizations, and draws together disconnected elements of instruction into whole-school actions (Glickman, Gordon & Ross-Gordon, 2007). Here, instructional supervision is perceived as a glue that fastens the various constituents in education into a unified whole. It is in this viewpoint that Glickman, Gordon & Ross-Gordon's (2010) description of supervision as a "glue" of a successful school holds true. Due to its binding activity, instructional supervision serves as lifeblood of educational institutions. Likewise, ineffective supervision is capable to disengage the elements that are required to work together to accomplish goals.

Literature has accumulated evidence to confirm that instructional supervision improves academic performance of students. Okendu (2012) substantiates this view when he observes that supervision of instruction aims at enhancing teaching and learning through proper guidance and planning, and devising ways of improving teachers professionally and thereby helping them to release their creative abilities so that the instructional process is improved and well-articulated. In pursuant of this argument, Sergiovanni and Starratt (2007) posit that when a school's instructional capacity improves, teaching improves leading to improvements in student performance. Stakeholders who are increasingly holding school headteachers

accountable for the results of their students are keen on instructional supervision (Zepeda, 2003) because they believe effective supervision will translate into good student performance. Indeed, there is evidence in Ghana that one of the characteristics of successful private schools was the presence of strong leadership manifested through supervision of teachers' work (Ankomah, 2002). Therefore, students' performance is a by-product of instructional supervision, and the level of performance is contingent on the quality of the supervision.

For schools to be effective, they need to look for opportunities to increase the professional development and job performance of teachers for the betterment in managing the teaching and learning process, and these can be achieved through supervision (Arong & Ogbadu, 2010). Other education practitioners uphold the view that supervision of teachers is one of the functions of educational institutions, and offers opportunities for schools as a whole to improve teaching and learning, and the professional development of teachers (Arong & Ogbadu, 2010). Instructional supervision provides opportunities for teachers to update and sharpen their instructional competencies to facilitate effective teaching and learning. Owolabi and Edzii (2000) therefore conclude that without supervision, teachers are most unlikely to deliver the desired quality of teaching.

Like instructional supervision, educational theorists are convinced that interpersonal relationship is significant in determining education success. Interpersonal relationship has been a focus of research during the last decade in organizations due to the conviction that it has implications for the individuals and the organizations in which the relationships exist and develop. Previous studies conducted in this respect have indicated that interpersonal relationships directly affect an employee's ability to work

and produce. According to Chen, Mao, Hsieh, Liu and Yen (2013), good relationship among employees at the workplace is vital for achieving job satisfaction, feelings of security and comforts at work. Consistent with this claim, it could be said that good interpersonal relationship in educational institutions is crucial to heighten job satisfaction, assurance of job security and comfort among tutors in schools. Conversely, poor relationship at the workplace breeds job dissatisfaction, insecurity, and discomfort among the employees.

Lee and Park (2006) enumerate the benefits of interpersonal relationships such as the creation of more cohesive work groups, more satisfied and committed employees, greater productivity, greater goal attainment, increased positive feelings about the organization, better job performance, and the prevention of employee turnover and employee desire to leave the company. In line with these, it is concluded that interpersonal relationship results in both tangible and intangible benefits to organizations which ultimately have positive sway on organizational success.

Complementing the findings of Lee and Park (2006) and Chen et al. (2013), other researchers (Crabtree, 2004; Morrison, 2004) discovered positive effects of interpersonal relationship on organizational outcome and employee performance particularly in relation to job stress, employee attitude, critical and creative thinking, job involvement, commitment and turnover intentions which are determinants of organizational effectiveness. Corroborating this finding, Ismail and Hong (2011) and Shahid (2012) established in their studies that poor relationship with colleagues in the interpersonal is a major job stressor that has the potential to affect the health of the employees. On turnover, Jackson and Mathis (2006) noted that organizations that are unable to retain their employees have to spend lots of money and other resources to

attract, recruit and train new employees which makes recruiting new employees more expensive than retaining the existing ones. Instead of dealing with issues of stress, turnover, and organizational behavioural challenges in isolation, collegial interpersonal relationship could resolve all these in a single framework.

The positive link between interpersonal relationship and employee retention has implications on organizations. Ali (2009) noted that lack of retention has tremendous impact on direct cost (expenditures incurred on the selection, recruitment, induction and training of new employees) and indirect costs (costs of learning, reduced morale and pressure on the existing employees) which could bring destruction to the organizations. However, Wong and Heng (2009) revealed that a 5% increase in retention can lead to a 10% reduction in costs, and a similar increase in retention can further result in substantial productivity increases to as much as 65%. With these revelations, there is proof that good interpersonal relationship could predict the retention of educators and positively impact the success of schools.

Extant research findings documented that good interpersonal relationship inspires employees to support each other in the work. Hamilton (2007) validates this assertion that amiable interpersonal relationship motivates employees to render benevolent behaviours by providing fellow workers with assistance, guide, support, advice, feedback and suggestions on various professional matters. In educational institutions, it is expected that tutors exchange ideas where more experienced individuals provide support to colleagues with the aim of attaining educational goals, and this could be accomplished when there is a good interpersonal relationship.

Studies have established that instructional supervision is linked to interpersonal relationship between the supervisor and supervisee (Peter, Gitonga, & Kubai, 2021;



Stephanou & Athanasiadou, 2020). It is deduced from this finding that, when headteachers perform their instructional supervisory roles effectively, it leads to good interpersonal relationship between the headteacher and the teachers. Therefore, headteachers are expected to perform their instructional functions effectively so as to build a good interpersonal relationship with teachers. However, the issues of concern to this study include: 1) What instructional supervisory practices do headteachers carry out in their schools? 2) To what extent do headteachers' instructional supervisory practices relate with interpersonal relationship between headteachers and teachers? This study is carried to provide answers to these concerns.

## **1.2 Statement of the Problem**

Ideally, education stakeholders expect that good interpersonal relationships exist between instructional supervisors and teachers in educational institutions so as to ensure the realization of educational goals. Stephanou and Athanasiadou (2020) call for favourable interpersonal relationship in schools because it promotes good health and joy among staff as it reduces stress. These scholars further stress that interpersonal relationship in schools helps to improve the learning outcomes of students. The fact is therefore established that, interpersonal relationship is a crucial determinants of education success, hence it should be strengthened in schools.

However, incidents in senior high schools in the Ekumfi District appears to suggest that there is a challenge with interpersonal relationship in the schools. For instance, Nyarkoh (2020) reported a conflict between the headteacher and teachers of Ekumfi T.I Ahmadiyya Senior High School. According to the report, the clash occurred due to disagreements over the sharing of extra duty allowance where the teachers expressed discontent on the amount allocated to them. The timely intervention of the District

Director of Education and the District Chief Executive to prevent the situation from worsening into violent clashes. Another incident of conflict was reported by Donkor (2022) in J.E.A Mills Senior High School. It was reported that the headteacher and teachers were engaged in near scuffle in a staff meeting. The report indicated that the disagreement ensued due the teachers accusing the headteacher of intimidation and threats of transfer. This incidence drew the attention of the District Director of Education and other education officers who intervened to restore peace.

Even though no known empirical studies have been conducted to investigate the effects of these conflicts in the schools, available studies elsewhere established that poor interpersonal relationships could affect academic performance of students, increased attrition among teachers, and teacher stress. For instance, Chimezie-Mathew and Assumpta (2022) established that poor interpersonal relationship reduces academic performance of students. Reports on the West African Senior Secondary Certificate Examination revealed that, senior high schools in the Ekumfi District recorded a pass rate of 56.8% and 57.3% in 2020 and 2021 WASSCE respectively (Ekumfi District Examination Unit, 2022). This implies that 43.2% and 42.7% of the candidates failed in WASSCE in the two years respectively. Like other jurisdictions where interpersonal relationship led to low academic achievement, the performance of the students in the examination in the Ekumfi District could be attributed to the kind of interpersonal relationship in the schools even though there are no research findings to sustain this claim.

Due to the increased incidence of conflicts in senior high schools in Ghana, there has been a call to incorporate peace education in the curriculum (Ghana News Agency, March 2022). This includes teaching peace as a subject in the curriculum, formation

of peace clubs, and peace ambassadors which would serve as peace advocates. However, there is empirical evidence that instructional supervision promotes interpersonal relationships in schools (Peter, Gitonga, & Kubai, 2021; Stephanou & Athanasiadou, 2020). The question is “what is the relationship between instructional supervision and interpersonal relationship in senior high schools in the Ekumfi District? This question serves as the basis for this study.

### **1.3 Purpose of the Study**

The purpose of the study was to examine the instructional supervisory practices carried out by headteachers in Senior High Schools in the Ekumfi District and their relationship with interpersonal relationships with the teachers.

### **1.4 Research Objectives**

The objectives of the study were as follow:

1. to determine the instructional supervisory practice(s) of headteachers in senior high schools in the Ekumfi District.
2. to investigate the level of interpersonal relationships between headteachers and teachers in senior high schools in the Ekumfi District.
3. to examine the relationship between headteachers’ instructional supervisory practices and teacher interpersonal relationship in senior high schools in the Ekumfi District.

### **1.5 Research Questions**

The research questions for the study were:

1. what are the instructional supervisory practices of headteachers in senior high schools in the Ekumfi District?

2. what is the level of interpersonal relationships between headteachers and teachers in senior high schools in the Ekumfi District?
3. what is the relationship between headteachers' instructional supervisory practices and teacher interpersonal relationship in senior high schools in the Ekumfi District?

### **1.6 Research Hypotheses**

The following hypotheses were tested in the study:

- H<sub>01</sub>: There is no statistically significant difference between male and female headteachers in their supervisory practices in senior high schools in the Ekumfi District.
- H<sub>1</sub>: There is a statistically significant difference between male and female headteachers in their instructional supervisory practices in senior high schools in the Ekumfi District.
- H<sub>02</sub>: Age does not statistically significantly differentiate headteachers in their instructional supervisory practices in senior high schools in the Ekumfi District.
- H<sub>2</sub>: Age statistically significantly differentiates headteachers in their instructional supervisory practices in senior high schools in the Ekumfi District.
- H<sub>03</sub>: Academic qualification does not statistically significantly differentiate headteachers in their instructional supervisory practices in senior high schools in the Ekumfi District.
- H<sub>3</sub>: Academic qualification statistically significantly differentiates headteachers in their instructional supervisory practices in senior high schools in the Ekumfi District.

### **1.7 Significance of the Study**

This study hopes to contribute to effective implementation of instructional supervisory practices of headteachers, and improve the interpersonal relationship between the headteachers and the teachers. It is hoped that the study findings will make headteachers to be aware of their instructional supervisory practices and reinforce those practices that are most likely to enhance interpersonal relationships in the schools. To the teachers, the findings of the study would throw more light on the instructional supervisory practices that headteachers are expected to carry out in their schools to boost their interpersonal relationships. This will encourage the teachers to be cooperative during instructional supervision for better results. It is also hoped that the findings of the study will inform the Ekumfi Education Directorate of the Ghana Education Service on areas of supervision that require attention in designing programmes for internal supervision in the schools. It is anticipated that the directorate will use the results of the study to design effective in-service programmes for headteachers and teachers on matters of instructional supervision and interpersonal relationships. Finally, it is the hope of the researcher that the findings of the study will benefit the pupils in their performance through improved headteachers' instructional supervisory practices and interpersonal relationships in the schools.

### **1.8 Delimitation**

This study was delimited to headteachers' instructional supervisory practices and interpersonal relationships in public senior high schools in Ekumfi District 2022 academic year. The headteachers were used in the study because they play a key role in the instructional supervision of their schools, and the teachers were involved because the study focused on the interpersonal relationship between the headteachers

and teachers through instructional supervision. Therefore, private senior high schools were not included in this study.

### **1.9 Limitations**

This study was carried out in public Senior High Schools in the Ekumfi District. Therefore, it is difficult to generalize the findings to the entire senior high schools in the Central Region of Ghana. The report of the study is based on the self-report of the participants by using a structured questionnaire. Therefore, it would be difficult to probe further the information provided.

### **1.10 Organization of the Study**

The study is organized into five chapters. The Chapter One contains the introductory part which consists of the background of the study, statement of the problem, objectives of the study, research questions and hypotheses, significance of the study, delimitation of the study, and organization of the study. Chapter Two contains review of related literature pertinent to the research. Chapter Three dwells on the research methodology that includes the research design, population, sample and sampling technique, instrument for data collection, procedures of data collection, methods of data analysis, and ethical consideration. Chapter Four is concerned with the analysis and interpretation of data and discussion of the results. Finally, Chapter Five presents the summary of findings, conclusions and recommendations of the study.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### 2.0 Introduction

This chapter delves into the review of related literature on instructional supervision practices and interpersonal relationship. The chapter entails the theoretical and empirical reviews based on the topic. Sources of literature include both primary and secondary sources. The purpose of the literature review is to provide the theoretical and empirical understanding of supervision and interpersonal relationship, and examine the relationship between these variables.

#### 2.1 Meaning of Supervision

Literature has documented several definitions of supervision. According to Sullivan and Glanz (2009), supervision is a “process of engaging teachers in instructional dialogue for the purpose of improving teaching and increasing student achievement” (p. 4). These authors argue that the main focus of supervision is to improve instruction and student learning. According to these scholars, instructional supervision is a formative process which involves observation and dialogue focused on improving learning for all students. From the perspective of the above authors, supervision involves the participation of the supervisor and the supervisee in a discussion directed at improving learning outcomes of students. In this case, students’ performance becomes a measure for assessing the effectiveness of supervision.

Supporting the previous definition, Mankoe (2007) sees supervision is a function of a person who, either through working with other supervisors, school heads or others at the central office level, work together to contribute to improvement of teaching and the implementation of the curriculum. This definition suggests that supervision

connotes a relationship between two or more parties who are engaged in a dialogue for the purpose of enhancing effective teaching and learning experiences of learners. Deductively, there cannot be a supervisor without a supervisee, and the supervisor is considered as a more experienced person who has the capacity to assist the supervisee(s) to improve their instructional delivery. Therefore, headteachers are expected to possess adequate knowledge and skills in instructional matters so as to help their teachers for improved instruction.

In their conception of Beach and Reinhartz (2000), supervision of instruction is viewed as a process that focuses on instruction by developing teachers' skill so as to improve their performance. Sergiovanni and Starratt (2007) further explain that the focus of this improvement could be on a teacher's knowledge, skills, and ability to make more professional decisions or to solve problems better. These authors have pointed out that supervision is purposively directed at teachers to hone their capacities to make informed decisions and boost performance. Here, teachers become the focus of supervision with the conviction that an improvement in teachers' performance will lead to progress in learning.

Supervision is conceived as a collaborative process in which teachers and supervisors engage in instructional dialogue through critical reflection in order to align teacher behaviour in the classroom with practices best suited to promote student learning and achievement (Glickman, Gordon, & Ross-Gordon, 2007). In supporting the above position, Nolan and Hoover (2008) define instructional supervision as “an organizational function concerned with teacher growth, leading to improvement in teaching performance and greater student learning” (p. 6). Similarly, supervision is



described as an act of working professionally with teachers to determine what works best in the classroom and what needs to be improved (Zepeda, 2007).

The general consensus in the literature is that instructional supervision has the goal of improving practice, improving student learning and achievement, reflection, and improving the overall school. These goals can be achieved when teachers learn with and from one another (Harrison & Killion, 2007). In other words, most of instructional supervision definitions focus on the improvement of instruction and teachers' professional development, and thus will in turn result enhanced students' academic performance. This study adopts Beach and Reinhartz's (2000) definition which states that instructional supervision is a process in education with the primary purpose to support and sustain all teachers in their goal of career-long growth and development, which ultimately results in quality instruction. Such growth and development rely on a system that is built on trust and is supportive of teachers' efforts to be more effective in their classrooms. In this process, the head teacher is seen as the supervisor while the teachers are the supervisees.

## **2.2 Purpose of Instructional Supervision**

Researchers have attached various purposes to instructional supervision, but the ultimate goal is to improve instructional practice for the benefit of student learning. Glickman, Gordon and Ross-Gordon (2007) confirm this when they noted that instructional supervision is primarily concerned with improving classroom practices for the benefit of pupils irrespective of what may be involved either curriculum development or staff development. Therefore, the purpose of supervision is to ensure that there is quality learning for students. Beach and Reinhartz (2000) stressed that the focus on instructional supervision is to provide teachers with information about their

teaching with a view to enhance instructional skills that enable them to improve performance. To these authors, supervision is meant to offer teachers evidence on their teaching so that they will improve their instructional capacities and heighten their performance. Even though Beach and Reinhartz (2000) do not state explicitly that supervision is to improve students' learning, this purpose is embedded in their idea as improvement in teaching and teacher performance lead to good student performance.

Another purpose of instructional supervision is professional development. This is explained by Nolan and Hoover (2008) that instructional supervision is a way to support professional growth and competency and has been identified as an integral component of staff development. In the same vein, Zepeda (2007) opine that the purpose of supervision is to promote growth, development, interaction, fault-free problem solving, and a commitment to build capacity in teachers. Thus, the purpose of supervision is to update the professional competencies of the teachers so that they can perform their tasks as expected. This position hints that teachers are required to keep abreast with emerging pedagogical knowledge so as to function appropriately in the classroom, and supervision comes handy in this role. To achieve this, headteachers as instructional leaders are expected to constantly be well-informed about new trends in supervision so that they assist their teachers.

Some writers argue that the purpose of instructional supervision is to encourage human relations and teacher motivation and enable teachers to try out new instructional techniques in a safe, supportive environment (Glickman, Gordon & Gordon, 2007). Therefore, motivating the teacher to explore and practice new instructional techniques is the focus of instructional supervision. According to

Sullivan and Glanz (2009), supervision is meant to provide a mechanism for teachers and supervisors to increase their understanding of the teaching-learning process through collective inquiry with each other. They further indicated that the purposes of supervision are improving instruction; fostering curriculum and staff development; encouraging human relations and motivation; and encouraging action research and supporting collaboration. When teachers learn with and from one another, they can focus on what most directly improves students' learning (Harrison & Killion, 2007).

The literature has shown that there are various purposes of supervision of instruction. However, there is consensus in the literature that instructional supervision has the purpose of improving practice, improving student learning and achievement, teacher professional development and motivation, ensuring cordial relationship among staff, and improving the overall school. It also involves an opportunity for teachers to experiment new instructional strategies and share ideas.

### **2.3 Models of Supervision**

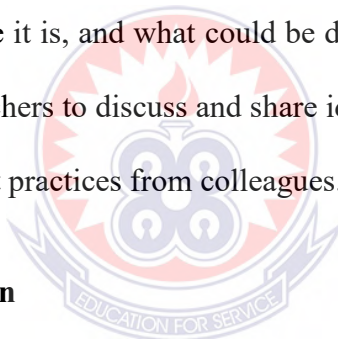
Researchers and instructional supervision experts have identified different models that supervisors apply to supervision. Glickman (1990) admonishes that when selecting a supervisory model, it is imperative that the supervisor considers the teacher's level of experience in instructional practices, their developmental level, and the contexts within which a supervisor works. The following supervision models are discussed below.

#### **2.3.1 Peer Supervision**

Sergiovanni and Starratt (2007) explain that in peer supervision teachers agree to work together for their own professional development. Here, teachers engage in supervisory tasks by visiting each other's classes to learn and to provide help, critique

each other's planning, examine together samples of student's work and to assess the quality of teaching and learning that students receive (Sergiovanni & Starratt, 2007). In peer supervision, teachers work entirely with colleagues to bring about instructional improvement by visiting each other in the classroom.

However, Sergiovanni and Starratt (2002) note that peer supervision extends beyond classroom observation. It provides a setting in which teachers can informally discuss problems they face, share ideas, help one another in preparing instructional practices and provide support to one another. In this case, headteachers are not directly involved, but they help by allocating time for them to help each other, arranging schedule to allow them to work together, and participating in conversation about what is going on, how effective it is, and what could be done. In this model of supervision, there is autonomy for teachers to discuss and share ideas on pertinent issues that affect their work, and adopt best practices from colleagues.



### **2.3.2 Clinical Supervision**

According to Sullivan and Glanz (2005), clinical supervision is:

*Focused upon the improvement of instruction by means of systematic cycles of planning, observation, and intensive intellectual analysis of actual teaching performance in the interest of rational modification (p. 107).*

It involves to face-to-face contact with teachers not only to improve instruction in the classroom, but also to enhance professional growth, and it emphasizes teacher-supervisor relationship and collaborative work between the supervisor and supervisee (Sergiovanni & Starratt, 2007). According to Glanz (2006) the fundamental premise of clinical supervision is to open up channels of communication; provide feedback to

teachers about their teaching in an objective, non-judgmental manner; and to dialogue about teaching and learning.

According to Thomas (2011), clinical supervision has five-stages: a preservation conference with the teacher; classroom observation; supervisor's analysis and interpretation of the data collected in the observation, and planning for the post-observation conference with the teacher; the post-observation conference; and the supervisor's analysis of the post-observation conference.

In the pre-observational conference with the teacher, the supervisor develops a relationship with the teacher to be supervised. Pre-observational planning conferences should identify teacher interests and concerns, make the teacher comfortable with the process, and reinforce that the purpose of the observation is improvement of instruction (Sullivan & Glanz, 2009). The supervisor will determine, through a collaborative process with the teacher, the most appropriate observational tool to use during the classroom visit. At the classroom observation stage, the supervisor observes the teacher in the classroom setting, implementing the lesson discussed in the pre-observational meeting and collects the data agreed upon during the pre-conference. The supervisor is required to record descriptions rather than interpretations of the events that take place during the observation and at the end of the observation, he will remind the teacher the time for the post-observational meeting and he give a copy of the observational tool when appropriate (Glickman, 2002).

The third stage of clinical supervision process is data analysis and interpretation. During this stage the supervisor analyses the collected data and organizes it into an understandable format to present to the teacher. At the post-observation conference, the teacher looks at the data and, with the assistance of the supervisor, draws

conclusions from it. The final stage is post-observation conference analysis, in which the teacher and supervisor develop a plan of action for the next cycle of supervision. Thomas (2011) explains that clinical supervision is cyclical, therefore the stages repeat at regular intervals. Pawlas and Oliva (2008) notice that in clinical supervision, there is consultation between the teacher and the supervisor, the focus is the classroom, and feedback is provided by the teacher and supervisor in a mutual and understanding manner. Therefore, clinical supervision is democratic in principle and practice.

### **2.3.3 Developmental Supervision**

The developmental model postulates that teachers progress through different stages or levels continuing to develop more complex skills requiring supervisors to adopt different styles, strategies and approaches at the advancing levels (Bernard & Goodyear, 2009). To this end, Glickman, Gordon and Ross-Gordon (2007) identified four approaches, namely directive control, directive informational, collaborative and nondirective style that can be utilized to best meet the needs of the teacher. In the directive approach, the supervisor has all the control and teachers must follow the process set by the supervisor (Sullivan & Glanz, 2005). In a non-directive approach, supervisors view teachers as capable of analysing and solving their own instructional problems, and it is employed when a teacher or group of teachers possess most of the knowledge and expertise about an issue and the supervisor's knowledge and expertise is minimal (Glickman et al., 2007). For directive informational approach, the supervisors set goals for teachers and offer a list of alternatives for achieving the goals (Sullivan & Glanz, 2005). The collaborative approach to supervision is designed to help beginning teachers and those who are new to a school or teaching environment with the appropriate support from more experienced colleagues. These colleagues

have a professional responsibility to lend appropriate types of support when the need arises (Kutsyuruba, 2003).

#### **2.4 Theoretical Framework of the Study**

This study was guided by the differentiated supervision theory. Sergiovanni (2009) notes that “a differentiated system of supervision which is more in tune with growth levels, personality characteristics, needs and interests, and professional commitments of teachers is needed” (p. 281). Glathorne (2000) further explains that differentiated supervision is an approach to supervision where teachers are given options on the kinds of supervisory methods they would like to adopt. This model assumes that all teachers should involve themselves in teacher evaluation, staff development and informal observations to improve instruction, regardless of their experience and competence. From the description of differentiated supervision, it could be said that it is not a different type of supervision model, but rather the use of an approach based on the preferences of the supervisee and its appropriateness. Therefore, Glathorne (2000) states that this model involves clinical supervision, cooperative development and self-directed development aimed at working towards teacher’s growth.

The differentiated supervision is considered for the study because the researcher recognizes the diversity of the teachers, so a one-size-fit-all approach to supervision might not be appropriate. The teachers have different levels of experience, personal traits, academic background, and work in varied social contexts. With this understanding, it is pertinent that the teachers are provided an opportunity to choose from a number of approaches that could be effective in their peculiar setting and situations. The researcher concludes that all models of supervision are relevant in

particular situations, so the supervisor (head teacher) needs to be abreast with each model so that they could be adopted when the need arises.

## **2.5 Meaning of Workplace Relationship**

Organizational theorists have offered their definitions of workplace relationship. Sias (2009) explains workplace relationship as those interpersonal relationships in which individuals are involved in the course of performing their jobs. It could be inferred from this definition that workplace relationship entails social networking among people who work together in an organization. Therefore, workplace relationship is an intra-organizational phenomenon that glues the employees together in a mutual relationship. According to Bajaj, Sinha and Tiwari (2013), workplace relationship is defined as a relationship between an employer or the representative manager and employees aimed towards maintaining commitment, morale and trust so as to create productive and secure workplace environment. From the perspective of Bajaj et al. (2013), workplace relationship connotes an employer-employee connection to create a congenial work climate and boost enthusiasm and esteem among the individuals.

On their part, Trenholm and Jensen (2008, p. 296) describe workplace relationship as a “jointly created worlds of shared meaning”. This asserting implies that workplace relationship is the construction of the social actors in an organization emanating from their common values and beliefs. One strand of argument from this explanation of workplace relationship is that since it is socially constructed, it could undergo changes as the values and belief systems of the individuals are modified and refined over time. Besides, the concept of workplace relationship suggests a horizontal relationship where power distance between the superiors and subordinates is removed. Therefore,



there is participation in the operations of the organization by all organizational members.

Berman, West, Maurice and Richter (2002) support the previous definition when they posit that workplace relationship is a “nonexclusive voluntary workplace relations that involve mutual trust, commitment, reciprocal liking and shared interests and values” (p. 218). This position indicates that workplace relationship is an all-encompassing phenomenon where all the individuals in the organization are involved. Besides, the definition implies that the relationship is a willing compliance of the individuals as opposed to compulsion because the values that bond the members together must be shared by all the members. Accordingly, individuals cannot be coerced into a workplace relationship since their values might be inconsistent with that of other organizational members. Berman et al. (2002, p. 218) further explain that workplace relationship is a phenomenon that is beyond mere behaviours engaged in friendly ways among people in an organization; rather there should be “trust, liking, and shared interests or values” rather than being only mutual acquaintances. In this regard, workplace relationship entails an intimate affection among the individuals unlike the situation among casual friends.

Song (2005) highlights the dissimilarity between workplace relationship and other types of relationships when he opines that workplace relationship is distinct from general types of friendship because workplace relationship is focused on friendship that occurs in the workplace. This assertion suggests that the code of conduct of members may differ from one organization to another because the goals of each organization are dissimilar. In this way, the kind of relationship that exists in educational institutions senior high schools in the Ekumfi District would be different

from that of a financial institution. Kroll (2010) adds that workplace relationship is where two or more people come together with a significant purpose leading to an authentic relationship that facilitates a real dialogue to occur that goes beyond the ordinary relationship. Thus, there is communication among the actors of the organization to attain organizational goals. In this relationship, employees obtain assistance or advice, feedback, recommendation or information on various work-related matters from their co-workers and gain feelings of security, comfort, and satisfaction with their job at work (Dotan, 2007; Hamilton, 2007). These claims suggest that employees derive benefits from the positive workplace relationships that lead to the realization of organizational goals and personal gratification.

The literature reviewed has revealed key concerns on the meaning of workplace relationship. Firstly, workplace relationship takes place in the workplace. Secondly, it is the construction of the organizational members connected in a social network. Thirdly, the relationship is sustained by shared values and trust, and promoted through voluntary involvement. Based on this understanding, this study conceptualizes workplace relationship as the interpersonal relationship that is socially constructed by the individuals in an organization and persists through shared values and beliefs.

## **2.6 Kinds of Workplace Relationship**

Scholars have provided varied typologies of workplace relationship. For instance, Drew and Ehrich (2010) identify three dimensional models of workplace relationship which include transpersonal, intrapersonal and interpersonal relationships. According to these authors, transpersonal relationship involves knowledge of and engagement with the external environment. In educational institutions, transpersonal relationship occurs between members of the school community and other stakeholders outside the

school community such as parents, policy makers, and the government. Drew and Ehrich (2010) explain intrapersonal relationship as building the individual capabilities of leaders to sharpen their effectiveness of leadership in order to succeed in complex environments. It could be deduced from this description that intrapersonal relationship is a personal matter, and focuses on the leadership development of the leader. Interpersonal relationship refers to people's involvement and collaboration in the management process of an organization. Based on these interpretations, the interpersonal type of relationship in Drew and Ehrich's (2010) model is consistent with the position of this study which considers workplace relationship as the relationship of individuals in an organization.

In the views of Sias (2009), workplace relationship is a multi-dimensional concept. This author identified leader-member relationship, co-worker relationship, customer relationship, and romantic relationships. Other theorists like Basford and Offermann (2012) also identify co-worker and employee-supervisor relationships as components of workplace relationships. They advance that employee-supervisor relationship is based on the position in the hierarchy of authority while co-worker relationship is flat without any formal authority.

Deutsch (2011) proposed a bi-model notion of interpersonal relationships: psychological orientation and interdependence. According to Deutsch (2011), psychological orientation refers to the motivational and moral backgrounds involved in a situation that serves to guide an individual's behaviour and responses in that situation. It could be inferred from this view that the inner dispositions and orientations of the individual influence the kind of relationship that is created in the workplace. Furthermore, Deutsch (2011) describes interdependence as the perception

of the strength of a relationship, whether the relationship is cold, distant, shallow or superficial just like the relationship in casual friendship. In this case, an analysis of the opinion of the organizational members in the strength of the relationship needs to be done in workplace relationship discourse.

In educational contexts, Singh (2014) provided the kinds of relationship that pertain in schools. These include teacher-teacher, teacher-student, teacher-principal, student-student, student-principal, and principal-student relationships. Walsh (2005) observed that principal-teacher relationships vary among schools and even among teachers in the same school. McEwan (2002) also noted that principal-tutor relationship is crucial because teachers who see principals as facilitators, supporters, and reinforcers are more likely to feel personally accountable for student learning.

The teacher-student relationship is one of the important components of workplace relationship in educational settings. Spilt, Koomen and Thijs (2011) argue that teacher-student relationship is the foundation of the social context in which learning takes place through school engagement and academic motivation. Additionally, teacher-student relationship ultimately promotes a “sense of school belonging” and encourages students to “participate cooperatively in classroom activities” (Hughes & Chen, 2011, p. 278). The perspectives of the earlier authors confirm that teacher-student relationship is critical and required for student learning to occur, and to promote keen participation of the students in school activities. Therefore, it could be concluded that a positive teacher-student relationship is a good predictor of students’ academic attainment. The literature has provided evidence to support the view that workplace relationship is complex and multifaceted. It includes the relationship that exists between leaders and their subordinates and among co-workers. In these

relationships, there is a shared linkage among the individuals so as to accomplish set goals.

## **2.7 Supervisory Practices of Headteachers**

A review of literature has revealed several supervisory practices of the head teacher. Okumbe (1999) identified lesson observation as one of the major supervisory practices of the head teacher. He adds that instructional practices involve such activities as helping in the formulation and implementation of schemes of work, evaluating and overseeing modification of instructional programs and delivering instructional resources. However, Gaziel (2007) established that majority of principals neither make visits to classrooms to observe teachers' lessons or give feedback to teachers after class observations.

In their study in Kenya, Musungu and Nasongo (2008) found out that the head teacher's instructional practices included checking lesson books, schemes of work, records of work covered, and attendance. Samoei (2014) discovered that most of the principals check schemes of work, teachers' record of work and protect student's instructional time through punctuality. Besides, the findings of Sabitul and Ayandoja (2012) revealed that principals check teachers' punctuality, and check and keep teachers' instructional records. Southworth (2002) supports this when he stated that checking records deals with headteachers' weekly plans and pupil's work, and reviewing test data, and he observed that the head teacher can facilitate change through checking school records by providing legitimate, descriptive feedback for the teacher to consider and reflect upon. Panigrahi (2012) also found that headteachers focused more on work records than on practical work done by teachers.

In-service training is one of the supervisory practices of headteachers. In-service training in the form of workshops, conferences, and symposia, as well as distributing literature about instruction equips teachers with expertise as a form of professional development (Kramer, Blake & Alba, 2005). It is therefore the responsibility of supervisors to provide teachers with in-service training sessions as well as encourage them to attend workshops and conferences to bring them abreast with time in their instructional practices (Kramer et. al., 2005). These scholars found that headteachers mostly carry out in-service training in their schools. According to McNeil and Dull (2005), the major supervisory practices are assistance to individual teachers in determining more appropriate instructional objectives for the pupils in a specific classroom so as to improve the curriculum; planning and implementing a well-established in-service training program; aiding in goal definitions and selections at local, state and federal level; and working closely with administrators to establish roles that are expected of consultant who are outside the school. Among these practices, the above researchers discovered that in-service training dominated headteachers' supervisory practices. On orientation of new staff, Samoei (2014) observed that 66.7% of headteachers always orient new teaching staff in their schools. In another study, Muoka (2007) observed that principals carry out inductions of staff and orientation of school programme.

## **2.8 Level of Interpersonal Relationship in Schools**

The level of interpersonal relationship has become an issue of concern to education stakeholders. Therefore, several researchers have investigated the level of interpersonal relationship at different educational levels. Empirical studies have established that interpersonal relationship in educational institutions is not encouraging. In Nigeria, for instance, Bolarinwa (2002) discovered a moderate level

of interpersonal relationship which showed that the this was below expectation which resulted in ineffective teaching and learning in the schools. In another study from Nigeria, Adeyemi (2011) observed that the level of interpersonal relationship was moderate. Out of the 240 respondents, 92 respondents representing 38.3% reported that interpersonal relationship in the schools was moderate while 87 respondents (36.3%) rated the level of interpersonal relationship as low. The findings further showed that more than half of the respondents claimed that interpersonal relationship was at a moderate level while 68 of the respondents, representing 28.3% reported that interpersonal relationship in the school was at a low level.

In Malaysia, Selamat, Samsu and Kamalu (2013) investigated the levels of interpersonal relationship between heads and teachers in Klang District. The findings revealed that 91.9% showed low level of interpersonal relationship, and 8.1% of respondents showed moderate level of interpersonal relationship. In another study conducted in Mogadishu, Ali, Dahie and Ali (2016) showed that there was high level of interpersonal relationship among the staff and heads. The results above revealed that there are conflicting results on the level of interpersonal relationship which suggests that further investigation into this issue is required.

## **2.9 Personal Factors that Affect Instructional Supervision**

Researchers have investigated the effect of age, gender, experience, and academic qualification on instructional supervision. Bennett, Gottesman, Rock and Cerullo (1993) discovered that gender affects instructional supervision. This result implied that instructional supervision is contingent on whether they are male or female. However, Martin and Harsh (2005) found that instructional supervision the same for male and female supervisors, and that male supervisors do not fare any better than

female supervisors on their instructional supervisory practices. Confirming this finding, Afolabi (2013) observed that there is no significant difference between male and female heads on their instructional supervisory practices. Bishay (1996) discovered that instructional supervision was influenced significantly by gender, age, academic qualification, and years of teaching experience. However, on the influence of age on instructional supervision, Afolabi (2013) revealed that there was disparity in school heads' instructional supervision, and that older heads practiced better instructional supervision than younger heads. Departing from the findings of Bishay (1996), Afolabi (2013) found that there was no significant difference between experienced and inexperienced heads on their instructional supervisory practices. Based on these conflicting results, this study investigated the effect of age, gender, and academic qualification on the headteachers' instructional supervision.

## **2.10 Relationship between Instructional Supervisory Practices and Interpersonal Relationship**

Researchers have documented the relationship between supervisory practices and interpersonal relationship. In a study conducted by Ghavifekr and Ibrahim (2014), it was established that Head of Departments' supervisory practices related to the interpersonal relationship and subsequently led to their job performance. This finding supported that position of Yukl (2010) that an instructional leader must have the competency and ability to encourage and build good interpersonal relationships with subordinates so as to work together to achieve and perform better. Therefore, headteachers who can maintain good interpersonal relationships with their teachers will develop the sense of motivation in them and encourage them for better performance.



In another study, Wenzare (2012) discovered that supervisory practices significantly relate with interpersonal relationship. He concluded that school heads are expected to establish the right interpersonal relationship with their staff through instructional supervisory role. The heads are expected to use supervisor-teacher friendly methods moving away from the traditional method of control and authoritarianism to a more cooperative and collaborative practices. With these results, headteachers are expected to intensify their supervisory practices such as lesson observation, orientation of new staff, monitoring punctuality and regularity, checking school records, and conducting in-service training. However, it is not clear whether these instructional supervisory practices of headteachers relate with interpersonal relationship with teachers in the Ekumfi District. Therefore, this study was carried out to fill this gap.

### 2.11 Conceptual Framework of the Study

There are three variables in this study as shown in Figure 2.1.

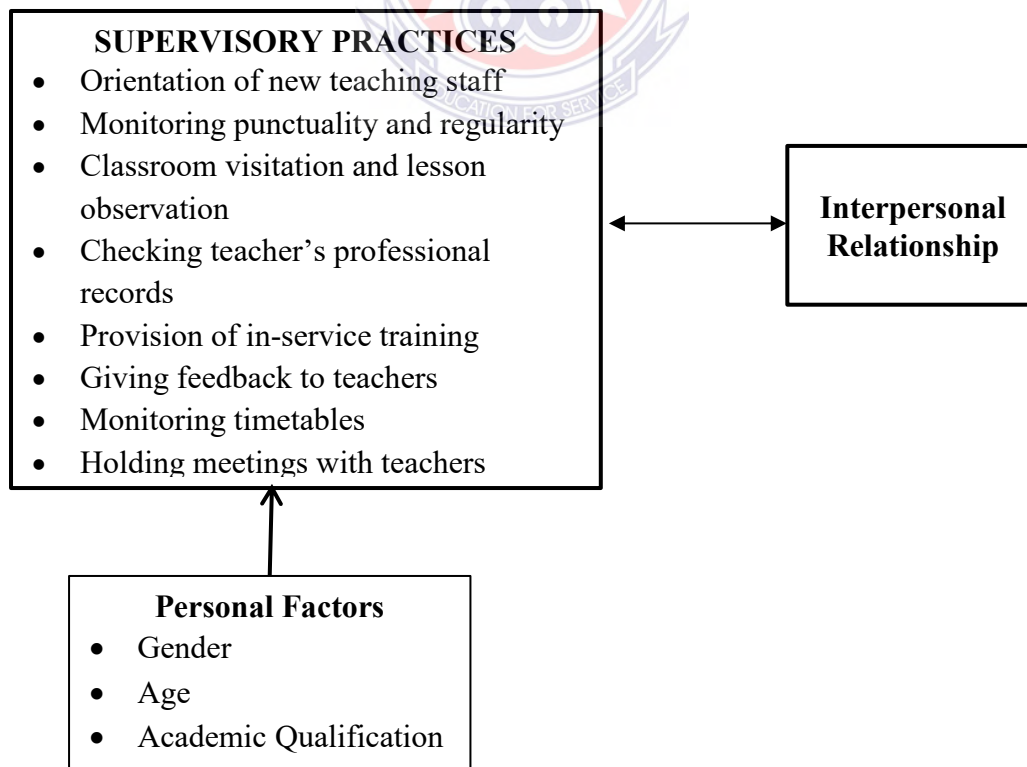


Figure 2. 1 Research Conceptual Framework  
Source: Designed by Researcher, 2022

Supervisory practices and personal factors constituted the independent variables while interpersonal relationship was the dependent variable. The supervisory practices included orientation of new teaching staff, monitoring punctuality and regularity, classroom visitation and lesson observation, checking teacher's professional records, provision of in-service training, giving feedback to teachers, monitoring timetables, and holding meetings with teachers while the personal factors include gender, age, and academic qualification. From Figure 2.1, the researcher intends to investigate the relationship between instructional supervisory practices and interpersonal relationship, and the extent to which personal factors such as age, gender, and academic qualification affect instructional supervisory practices.



## CHAPTER THREE

### Methodology

#### 3.0 Introduction

In this chapter, the methodology adopted in the study is discussed. The chapter entails a discussion on the research design adopted and the rationale for the choice of the design, population and sampling procedures, instrument for data collection and its validity and reliability. It also delves into issues of data collection procedure, data analysis procedure as well as ethical considerations.

#### 3.1 Research Design

A research design is described as a plan or blueprint for conducting research (Babbie & Mouton, 2008). According to Welman, Kruger and Mitchell (2005), it is the overall plan that guides the selection of respondents of a study as well as the means of data collection and analysis. Therefore, a research design is viewed as a plan in which certain research methods and procedures are connected together to acquire a reliable and valid data for analyses and conclusions. The research design thus provides the researcher with a clear research framework, guides decisions relating to methods to generate data, interpretation, and conclusions.

The descriptive survey research design was used for the study. This design obtains information about the occurrence, distribution, and interrelations of variables within a population where data are usually gathered through self-reporting (Polit & Beck, 2008). This description of the descriptive survey design was in line with the purpose of the study which sought to describe the instructional supervisory practices of headteachers, and to examine the relationship between these variables and interpersonal relationship between the headteachers and teachers through self-report

of the respondents. Mugenda and Mugenda (2009) support the use of the descriptive survey design in education research when they observe that it is arguably the best method available to social scientists and other educators who are interested in collecting data for the purpose of describing a population which is too large to observe directly.

Therefore, this study adopted a quantitative approach where research involves statistical analysis and relies on numerical evidence to draw conclusions or hypothesis (Veal, 2006). In this study, data on supervisory practices, interpersonal relationship, and demographic factors were collected in the form of numbers for statistical analysis. Burns and Grove (2011) also note that the numerical data collected in the quantitative research is used to examine relationships between variables. In the same vein, the data collected in this study was used to investigate the relationship between headteachers' instructional supervisory practices and interpersonal relationship. Based on these views, the researcher considered the quantitative approach as most appropriate to ascertain the relationship between variables by using statistical analyses, and will facilitate the process towards finding answers to the research questions and hypotheses.

### **3.2 Population of the Study**

A research population refers to all the elements that meet the criteria for inclusion in a study (Burns & Grove, 2011). The population is the entire group of people the researcher wishes to obtain knowledge from, and to whom the findings of a study are generalized. In this study, the population was all headteachers and teachers in public senior high schools in the Ekumfi District. However, the target population which is a group that a researcher is interested in gaining information upon which generalization

and conclusions can be drawn subsequently (Creswell, 2009) was made up of headteachers and teachers who had worked in their present schools for at least one year. The target population was 255 comprising 5 headteachers and 250 teachers from 5 senior high schools in the Ekumfi District.

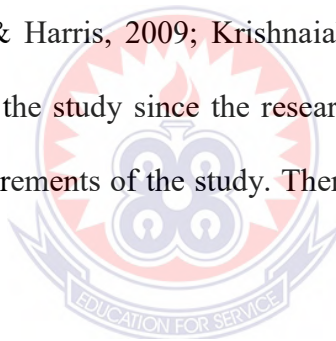
### **3.3 Sample and Sampling Procedure**

A sample refers to a portion of a population selected for the study and from whom information needed for the study is obtained (Awoniyi, Aderanti & Tayo, 2011). Therefore, a sample is a subsection of the population chosen to represent the population in a study. All the headteachers and teachers who were selected to participate in the study constituted the sample of the study. A sample size of 77 participants composed of 5 headteachers and 72 teachers was used for the study. This sample size constituted 30% of the target population (255). The sample size was appropriate for the study based on the suggestion of Asamoah-Gyimah and Duodu (2007) that a sample size of 10% to 30% of the population is representative in quantitative studies. 30% of the target population was considered in estimating the sample size because quantitative studies require large sample size for the purpose of generalizability (Newman, 2006).

Sampling is a process of selecting a number of individuals from a population such that the chosen group has elements representative of the characters found in the entire population (Orodho, 2009). He further contends that sampling is necessary because one can learn about a large group by studying a portion of the members. Akinade and Owolabi (2009) recount the advantages of sampling such as to ensure that there is no bias or subjectivity in the selection process; it helps the researcher to work with

reasonable size of elements since it is difficult to do so with the entire population; and it saves time spent on each research as well as reduces cost of research operations.

The census sampling and stratified random sampling strategies were used to select the sample for the study. Census sampling involves collecting information from each and every person of interest (Babbie, 1990). According to Black (2007), census sampling is most appropriate in research because it eliminates sampling error and enhances the representativeness of the sample than any probability sampling techniques. This sampling strategy was used to select all the headteachers for the study because of their relatively small number. The researcher was aware of the challenges associated with the census sampling technique in terms of time and high cost (Black, Asafu-Adjaye, Khan, Perera, Edwards & Harris, 2009; Krishnaiah & Rao, 1988). However, these challenges did not affect the study since the researcher adequately prepared to meet the time and money requirements of the study. Therefore, all the 5 headteachers were selected for the study.



Popoola (2011) describes the stratified random sampling as a method in which the heterogeneous population is first stratified by dividing it into a set of mutually exclusive sub-populations (strata), and thereafter random samples are then selected from each stratum for a study. Scholars like Proctor, Allan and Lacey (2010) maintain that the use of probability sampling in quantitative research reduces errors and biases in the study. Firstly, a sampling frame was drawn which is a list of members of the research population from which a random sample may be drawn (Gill & Johnson, 2002). The teacher population was put into two strata by sex, and a proportionate sampling procedure was followed to select each stratum so that the sample resembles the population. The male population was 56% and the remaining 44% was for the

females. Therefore, out of the 72 teachers to be selected, 40 males and 32 females were selected respectively.

### **3.4 Instrument for Data Collection**

The structured questionnaire was used for data collection. A questionnaire is a method of data collection that asks participants to give written or verbal replies to a written set of questions (Parahoo, 2006). The questionnaire was preferred because it can be used to generate large amounts of data from large samples over a short period of time (Orodho, 2009). Besides, the choice of the questionnaire was informed by Parahoo's (2006) view that it is suitable to collect information on attitudes, knowledge and experience of people. This study investigated the perception of headteachers and teachers on instructional supervisory practices and interpersonal relationships in the schools which made the questionnaire an appropriate tool for data collection.

Other researchers prefer the use of the questionnaire to other instruments because it is less expensive, do not consume a lot of time in their administration and allow respondents freedom to bring out their views and feelings independently and hence there was no opportunity for interviewer bias (Kombo & Tromp, 2006). These authors add that structured questionnaire is useful in collecting numeric data that are suitable for statistical analysis. Furthermore, the questionnaire is flexible to use and could be used to gather information concerning almost any topic, and from a large or small number of people (Olatokun & Igbinedion, 2009). Questionnaires were therefore appropriate for this study based on the above strengths. The items in the questionnaire were structured questions since they are close-ended questions which require the respondents to choose between appropriate options (Shiu, Hair, Bush & Ortinau,

2009). Therefore, the respondents were limited to choose from the options provided in questionnaire.

The questionnaire was made up of three parts. The first part collected information on the personal characteristics of the respondents such as gender, age, academic qualification, and experience. The second part was the Headteachers Instructional Supervisory Practices Questionnaire (HISPQ) which contained items on the supervisory practices of the headteachers measured on a 5-point Likert scale such that 5=Always, 4= Often, 3=Sometimes, 2=Rarely, and 1=Never. The instructional supervisory practices questionnaire was adapted from Ayeni and Akinfolarin (2014), and modifications were made in the original questionnaire to suit the Ghanaian context. The HSPQ had three items each for orientation of new teaching staff, monitoring punctuality and regularity, classroom visitation and lesson observation, checking teacher's professional records, organizing in-service training, giving feedback to teachers, monitoring timetables, and holding meetings with teachers, students and parents.

The second part of the questionnaire the Interpersonal Relationship Questionnaire (IRQ) which gathered information on the interpersonal relationship between the headteacher and the teachers in the schools. This part of the questionnaire was self-constructed which was measured on a 5-point Likert scale such that 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, and 5=Strongly Agree. The respondents were required to select only one option of an item to represent their perception.

### **3.5 Pre-testing of the Instrument**

Pre-testing of research instruments has been described by Gerrish and Lacey (2006, p. 538) as “A preliminary study carried out before the full research to test out data



collection instruments and other procedures”. The pre-test was meant to check out any problems which may arise in the course of data collection and correct them before the actual study began. According to Jones and Rattray (2010), pre-testing of questionnaires is used to check their validity and reliability. These were the focus of the pre-testing in this study. The pre-test was carried out in public senior high schools in Ajumako-Enyan-Essiam District, involving 8 participants which is in line with Cooper and Schilder’s (2011) suggestion that 10% of the sample is adequate in a pre-test.

### **3.5.1 Validity**

Validity is the extent to which research instruments measure what they are intended to measure (Oso & Onen, 2011). This study checked the face and content validity of the questionnaire. Face validity ensures that the questionnaire appears to measure the concept being investigated (LoBiondo-Wood & Haber, 2010). This was assessed by getting colleagues on the master’s programme to scrutinize the questionnaire to see if the questions appeared to be relevant in measuring the variables of the study, clear and unambiguous as outlined by Jones and Rattray (2010). The colleagues helped in identifying and correcting grammatical and typographical errors, ambiguities, and relevance of the items in measuring the variables outlined in the study.

Content validity ensures that there are enough relevant questions covering all aspects being studied, and that irrelevant questions are not asked (Polit & Beck, 2010). These scholars suggest that content validity is determined through expert judgement experts. The questionnaire was submitted the supervisor who checked that the questions reflected the concepts being studied and that the scope of the questions was adequate.

### 3.5.2 Reliability

Reliability is a measure of the degree to which a research instrument yields consistent results after repeated trials (Mugenda & Mugenda, 2009). Polit and Beck (2010) suggest that reliability of instruments for quantitative research focuses mainly on stability and consistency. In this study, the reliability of the questionnaire was determined through stability which is the degree to which it produced similar results after being administered twice using the test-retest approach. The questionnaire was pre-tested in Mando Senior High School in the Ajumako-Enyan-Esiam District. The questionnaire was administered on two occasions, two weeks apart and the results compared using the Pearson coefficient on the two sets of data for each part of the questionnaire. As a rule of thumb, Cooper and Schilder (2011) recommended that 10% of the sample size is appropriate in a pre-test. Therefore, the pre-test involved 23 respondents. The findings of the study are presented in Table 1.

**Table 1: Pearson Correlation Coefficients**

<b>Variables</b>	<b>Pearson coefficient (r)</b>
Orientation of new teaching staff	0.857
Monitoring punctuality and regularity	0.894
Classroom visitation and lesson observation	0.878
Checking teacher's professional records	0.853
Provision of in-service training	0.839
Giving feedback to teachers	0.882
Monitoring timetables	0.895
Holding meetings	0.865
Interpersonal relationship	0.843

Source: Fieldwork Data (2022)

Based on the suggestion of Jones and Rattray (2010) that good reliability is indicated by a coefficient greater than 0.80, the researcher concluded that the questionnaire was reliable.

### **3.6 Data Collection Procedure**

Before data collection, the researcher had an introductory letter from the Department of Educational Foundations, University of Education, Winneba, and applied to the District Director of Education in the Ekumfi District for permission to conduct the study. Having secured approval, the researcher visited the selected schools, explained the purpose of the study to the headteachers and teachers, and sought their consent. The researcher personally administered the questionnaire to the respondents who filled and return them immediately. The presence of the researcher in the schools during data collection helped to clarify any issues that arose. The completed questionnaires were placed in envelopes and sealed.

### **3.7 Data Analysis Procedure**

According to Orodho (2009), data analysis is the process of systematically searching and arranging field notes, data and other materials obtained from the field with an aim of increasing understanding and enable one to present them to others. Therefore, the purpose of data analysis is to derive meaning from the data collected in a study. The filled in questionnaires were checked to identify those that were either poorly answered or not answered at all. The questionnaires were coded, and entered Statistical Product for Service Solutions (SPSS) version 26.00. Coding involves assigning numerical values to the data which would be entered into SPSS for analysis. The data was then explored to identity missing data which were corrected using descriptive statistics such as frequencies and percentages.

In analysing the demographic factors, descriptive statistics like percentages and frequencies were used. The mean and standard deviation were also used to describe the variables so as to provide answers to research question one. Independent samples

t-test and one-way between groups ANOVA were used to provide answers to research question two, and the study's hypotheses. The Pearson correlation was used to examine the linear relationship between instructional supervisory practices and interpersonal relationship. Correlation coefficients were calculated to check the intensity and direction of the correlations. According to Polit and Beck (2010), the values of these coefficients can range from +1.00 for a positive relationship through 0.00 to -1.00 for a negative relationship, and the degree of the relationship was determined using Devore and Peck's (1993) cut-off points. According to Devore and Peck (1993), coefficients less than 0.5 represent a weak relationship, coefficients greater than 0.5 but less than 0.8 represent a moderate relationship, and coefficients greater than 0.8 represent a strong relationship.

### **3.8 Ethical Considerations**

According to Saunders, Lewis and Thornhill (2012, p. 680), research ethics is "The standard of the researcher's behaviour in relation to the rights of those who become the subject of a research project, or who are affected by it". In this study, the researcher ensured informed consent, access, anonymity, and confidentiality. Informed consent was obtained from each participant before the study, after they had received adequate information, briefing and understanding of what participation in the study entailed as suggested by Bowling (2002). Participants were informed of their right to voluntary participation and the right to withdraw from the study at any time without incurring a penalty (Burns & Grove, 2011). This was done when the researcher visited the schools and explained the purpose of the study to the participants.

Access demands that all gatekeepers must be informed about the research taking place in their jurisdictions (Saunders et al., 2012). These authors further noted that a gatekeeper can initially be used to get access to other respondents. In line with the access requirement, the researcher obtained permission from the Director of Education in the Ekumfi District prior to the commencement of the study. Then, approval was also sought and granted by the headteachers of the selected schools.

Confidentiality is maintained by not disclosing the information provided during the study to any other parties without consent from the participants (Parahoo, 2006). The author suggests that to ensure confidentiality, all information obtained within the study should be stored securely. This was done when the filled-in questionnaires were sealed in envelopes, and data in SPSS were secured with a password.

Confidentiality is maintained by not disclosing the information shared to any other parties, without consent and by avoiding attributing information in the findings which would identify the participants (Parahoo, 2006). In this study, codes were assigned to the participants to ensure anonymity.

## CHAPTER FOUR

### FINDINGS AND DISCUSSION

#### 4.0 Introduction

This chapter is devoted to data analyses and presentation of results. The chapter is presented in three subsections. Section one presents and discusses the response rate while the second section examines the demographic composition of the sample. The data presentation on the research questions and hypotheses as well as the discussions are done in the third section.

#### 4.1 Response Rate

Sixty-nine (69) questionnaires out of the 75 distributed to the respondents were filled and returned, representing a return rate of 92%. This return rate was realized because some of the respondents did not return the questionnaire after several attempts were made to retrieve them. However, this response rate was adequate for the study based on the suggestion of Mugenda and Mugenda (2003) that a 50% response rate is adequate, 60% good and above 70% rated very good. The response rate obtained in this study was very good.

#### 4.2 Demographic Characteristics of Respondents

The demographic characteristics of the respondents were examined, and the results are shown in Table 2. It is observed from Table 2 that more than two-thirds of the respondents were teachers (n=54, 78.3%) while the remaining 5 respondents representing 21.7% were headteachers.

**Table 2: Demographic Characteristics of Respondents**

<b>Variables</b>	<b>Categories</b>	<b>Frequency</b>	<b>Percent</b>
Gender	Male	43	58.1
	Female	31	41.9
Age	Less than 30	13	17.6
	30 to 39	28	37.8
	40 to 49	17	23.0
	50 and above	16	21.6
Academic Qualification	Bachelor's Degree	54	73.0
	Master's Degree	20	27.0
Marital Status	Single	30	40.5
	Married	39	52.7
	Divorced	5	6.8
Work experience	1-4 years	16	21.6
	5-8 years	12	16.2
	9-12 years	17	23.0
	13 and above	29	39.2

Source: Fieldwork Data (2022)

The results revealed that majority of the respondents were males (n=54, 78.3%) as compared to females (n=15, 21.7%) whereas most of the respondents were 30-39 years (n=26, 37.7%) than those 40-49 (n=16, 23.2%), 50 and above (n=15, 21.7%), and those less than 29 (n=12, 17.4%). The composition of the respondents based on academic qualification has shown that the proportion of those who had Diploma was highest (n=35, 50.7%) than those who had SSSCE/WASSCE (n=18, 26.1%), Bachelor's degree (n=14, 20.3%), and master's degree (n=2, 2.9%) while more than half of the respondents were married (n=35, 50.7%) than those who were single (n=29, 42.0%) and divorced (n=5, 7.2%). The distribution of the respondents by experience revealed that 28 respondents representing 40.6% had 13 and above years of experience, 16 respondents (23.2%) each had 1-4 and 9-12 years of experience, and 9 respondents representing 13.0% had 5-8 years of experience.

The demographic distribution of the respondents indicated that data were collected from respondents drawn from various backgrounds which eliminated bias in data

collection. The demographic factors were used to determine the extent to which they influenced instructional supervisory practices among headteachers.

### 4.3 Findings and Discussion

#### **Research Question One - What are the instructional supervisory practices of headteachers in senior high schools in the Ekumfi District?**

This research question examined the instructional supervisory practice(s) among headteachers in senior high schools in the Ekumfi District. The instructional supervisory practices involved in the study included orientation of new teaching staff, monitoring punctuality and regularity, classroom visitation and lesson observation, checking teacher's professional records, provision of in-service training, giving feedback to teachers, monitoring timetables, and holding meetings with teachers. Descriptive statistics like mean and standard deviation were used to analyse the data, and the results are presented in Table 3.

**Table 3: Instructional Supervisory Practices of Headteachers**

<b>Instructional supervisory practices</b>	<b>Mean</b>	<b>Std. Deviation</b>
Monitoring punctuality and regularity	4.45	0.644
Orientation of new teaching staff	4.41	1.084
Checking teacher's professional records	4.36	0.512
Holding meetings	4.30	0.872
Classroom visits and lesson observation	4.12	0.843
Provision of in-service training	4.04	0.691
Monitoring timetables	3.86	1.139
Giving feedback to teachers	3.80	0.965

Source: Fieldwork Data (2022)

The information in Table 3 revealed that the headteachers practiced all the instructional supervision outlined in this study. However, the findings showed that



headteachers were rated highest on monitoring punctuality and regularity (M=4.45, SD=0.644), followed by orientation of new teaching staff (M=4.41, SD=1.084), checking teacher's professional records (M=4.36, SD=0.512), holding meetings (M=4.30, SD=0.872), classroom visits and lesson observation (M=4.12, SD=0.843), provision of in-service training (M=4.04, SD=0.691), monitoring timetables (M=3.86, SD=1.139), and giving feedback to teachers (M=3.80, SD=0.965). Based on the 5-point Likert scale used where the mean score is 3.0  $(1+2+3+4+5 \div 5)$ , the findings established that the headteachers' practice of instructional supervision was above average for all the functions outlined in this study. However, monitoring punctuality and regularity was dominant among the headteachers while giving feedback to teachers was least practiced in the schools.

This study finding conflicts with Okumbe's (1999) which revealed that lesson observation was the most prevalent instructional supervisory practice of heads. The findings of this study also contradict Gaziel's (2007) finding where it was established that majority of principals neither make visits to classrooms to observe teachers' lessons. However, the findings of this study agree with Sabitul and Ayandoja (2012) and Samoei (2014) finding that most of supervisors checked teachers' record of work and monitor teachers' punctuality, and check teachers' instructional records. The study further concurs with Samoei (2014) that orientation new teaching staff in their schools was a key instructional supervisory practice among heads.

### **Research Question Two – What is the level of interpersonal relationships between headteachers and teachers in senior high schools in the Ekumfi District?**

In this researcher question, the researcher investigated the level of interpersonal relationship between headteachers and teachers in their schools. Descriptive statistics

like mean and standard deviation were used to analyse the data, and the findings are presented in Table 4.

**Table 4: Level of Interpersonal Relationship**

<b>Interpersonal Relationship</b>	<b>Mean</b>	<b>Std. Deviation</b>
Overall interpersonal relationship	4.04	0.691
Headteachers' perception of interpersonal relationship	3.80	0.775
Teachers' perception of interpersonal relationship	4.10	0.662

Source: Fieldwork Data (2022)

The findings in Table 4 showed that, the overall interpersonal relationship between the headteachers and teachers in the schools was rated at 4.04 (SD=0.691). However, the perception of the teachers on interpersonal relationship in the schools was higher (M=4.10, SD=0.662) than the perception of the headteachers on interpersonal relationship (M=3.80, SD=0.775). Considering the 5-point Likert scale of the questionnaire used in data collection where the mean score is 3.0 ( $1+2+3+4+5 \div 5$ ), the findings showed that the interpersonal relationship that existed between the headteachers and teachers was above average. Therefore, the researcher concluded that the level of interpersonal relationship between the headteachers and teachers in senior high schools in the Ekumfi District was high.

This finding conflicts with Bolarinwa (2002) and Adeyemi's (2011) findings which showed a moderate level of interpersonal relationship. The findings also disagreed with Selamat et al. (2013) which established low level of interpersonal relationship between heads and teachers in Klang District. However, the findings concur with Ali et al. (2016) which showed that there was high level of interpersonal relationship among the staff and heads. The point is made that the headteachers in Ekumfi District

had high interpersonal relationship with their teachers which is crucial in ensuring the realization of educational goals.

**Research Question Three - What is the relationship between headteachers' instructional supervisory practices and teacher interpersonal relationship in senior high schools in the Ekumfi District?**

The third research question sought to investigate the relationship between instructional supervisory practices and interpersonal relationship in senior high schools in Ekumfi District. The researcher employed the Pearson product moment correlation to analyse the data, and the findings are presented in Table 5.

The findings in Table 5 showed that, there was a moderate and statistically significant positive relationship between instructional supervision and interpersonal relationship ( $r=0.579$ ,  $p<0.05$ , two-tailed). Also, the findings established that there was a moderate and statistically significant positive relationship between orientation of new staff and interpersonal relationship ( $r=0.597$ ,  $p<0.05$ , two-tailed). Contrarily, there was a weak and positive relationship between monitoring punctuality and regularity and interpersonal relationship which was not statistically significant ( $r=0.113$ ,  $p>0.05$ , two-tailed). The findings further showed that there was a moderate and statistically significant positive relationship between classroom visitation and lesson observation and interpersonal relationship ( $r=0.585$ ,  $p<0.05$ , two-tailed). It is established that there was a moderate and statistically significant positive relationship between checking teacher's professional records and interpersonal relationship ( $r=0.590$ ,  $p<0.05$ , two-tailed). Again, the results revealed that there was a moderate and statistically significant positive relationship between provision of in-service training and interpersonal relationship ( $r=0.600$ ,  $p<0.05$ , two-tailed). The findings also indicated

that there was a moderate and statistically significant positive relationship between giving feedback to teachers and interpersonal relationship ( $r=0.536$ ,  $p<0.05$ , two-tailed). Additionally, the findings pointed out that there was a moderate and statistically significant positive relationship between monitoring timetables and interpersonal relationship ( $r=0.533$ ,  $p<0.05$ , two-tailed). Finally, the findings revealed that there was a moderate and statistically significant positive relationship between holding meetings with teachers and interpersonal relationship ( $r=0.557$ ,  $p<0.05$ , two-tailed). Based on these findings, the researcher concluded that, except monitoring punctuality and regularity, the general instructional supervision as well as the other practices of instructional supervision significantly related to interpersonal relationship in the schools.

**Table 5: Correlation Matrix between Instructional Supervisory Practices and Interpersonal Relationship**

	1	2	3	4	5	6	7	8	9	10
1. OIS	1									
2. ONTS	0.595* (0.000)	1								
3. MPR	0.579 (0.000)	0.169 (0.150)	1							
4. CVLO	0.560* (0.000)	0.260* (0.025)	0.001 (0.998)	1						
5. CTPR	0.521 (0.000)	-0.221 (0.059)	0.206 (0.078)	0.023 (0.848)	1					
6. PIT	0.346* (0.000)	0.197 (0.092)	0.113 (0.339)	0.485* (0.000)	0.190 (0.105)	1				
7. GFT	0.588* (0.000)	0.302* (0.009)	0.125 (0.287)	0.300* (0.009)	0.013 (0.912)	0.136 (0.249)	1			
8. MT	0.653* (0.000)	0.589* (0.000)	0.083 (0.480)	0.246* (0.035)	-0.126 (0.286)	0.233* (0.045)	0.349* (0.002)	1		
9. HM	0.586* (0.000)	0.436* (0.000)	-0.142 (0.228)	0.472* (0.000)	-0.093 (0.431)	0.457* (0.000)	0.187 (0.111)	0.566* (0.000)	1	
10. IR	0.579 (0.000)	0.597* (0.000)	0.113 (0.339)	0.585* (0.000)	0.590* (0.000)	0.600* (0.000)	0.536* (0.000)	0.533* (0.045)	0.557* (0.000)	1

Source: Fieldwork Data, 2022

**Note:** IS (Instructional supervision); ONTS (Orientation of new teaching staff); MPR (Monitoring punctuality and regularity); CVLO (Classroom visitation and lesson observation); CTPR (Checking teacher's professional records); PIT (Provision of in-

*service training); GFT (Giving feedback to teachers); MT (Monitoring timetables); HM (Holding meetings with teachers); IR (Interpersonal relationship)*

The finding agrees with Ghavifekr and Ibrahim's (2014) finding which established that heads' instructional supervisory practices related positively with interpersonal relationship. Again, the findings of this study are in line with Wenzare's (2012) findings which discovered that supervisory practices significantly relate with interpersonal relationship. These findings imply that when heads practice their instructional supervisory tasks effectively, it will engender good interpersonal relationships with the teachers. Therefore, instructional supervision is a key determinant of interpersonal relationship between the heads and the teachers.

### **Hypothesis 1**

H<sub>01</sub>: There is no statistically significantly difference between male and female headteachers in their supervisory practices in senior high schools in the Ekumfi District.

H<sub>1</sub>: There is a statistically significantly difference between male and female headteachers in their instructional supervisory practices in senior high schools in the Ekumfi District.

To provide answers to this hypothesis, the researcher employed the independent samples t-test. The findings are presented in Table 6.

**Table 6: T-test Results for Gender and Instructional Supervision**

Instructional Sup.	Gender	Mean	Std. Dev.	Std. Error Mean	Levene's Test for Equality of Variances		t-test for Equality of Means		
					F	Sig.	t	df	Sig. (2-tailed)
Orientation of new teaching staff	Male	4.44	1.053	0.161	0.348	0.557	0.339	72	0.736
	Female	4.35	1.142	0.205					
Monitoring punctuality and regularity	Male	4.42	0.731	0.112	0.705	0.404	-0.428	72	0.670
	Female	4.48	0.508	0.091					
Classroom visitation and lesson observation	Male	4.21	0.675	0.103	0.821	0.368	1.054	72	0.295
	Female	4.00	1.033	0.185					
Checking teacher's professional records	Male	4.35	0.529	0.081	0.064	0.800	-0.315	72	0.754
	Female	4.39	0.495	0.089					
Provision of in-service training	Male	4.07	0.704	0.107	0.502	0.481	0.426	72	0.671
	Female	4.00	0.683	0.123					
Giving feedback to teachers	Male	3.88	0.851	0.130	0.682	0.357	0.906	72	0.368
	Female	3.68	1.107	0.199					
Monitoring timetables	Male	3.95	0.999	0.152	0.220	0.651	0.786	72	0.434
	Female	3.74	1.316	0.236					
Holding meetings with teachers	Male	4.42	0.763	0.116	0.332	0.566	1.420	72	0.160
	Female	4.13	0.991	0.178					

Source: Fieldwork Data, 2022

In Table 6, the findings showed that the p-value of the Levene's test for each instructional supervisory practice was greater than the alpha level of 0.05. Therefore, the researcher concluded that the assumption of equality of variance for each variable was achieved.

The findings further showed that the differences in orientation of new teaching staff [ $t(72)=0.339$ ,  $p>0.05$ , 2-tailed), monitoring punctuality and regularity [ $t(72)=-0.428$ ,  $p>0.05$ , 2-tailed), classroom visitation and lesson observation [ $t(72)=1.054$ ,  $p>0.05$ , 2-tailed), checking teacher's professional records [ $t(72)=-0.315$ ,  $p>0.05$ , 2-tailed), provision of in-service training [ $t(72)=0.426$ ,  $p>0.05$ , 2-tailed), giving feedback to teachers [ $t(72)=0.906$ ,  $p>0.05$ , 2-tailed), monitoring timetables [ $t(72)=0.786$ ,  $p>0.05$ , 2-tailed), and holding meetings with teachers [ $t(72)=1.420$ ,  $p>0.05$ , 2-tailed) based

on gender were not statistically significant. These findings implied that gender did not account for differences in the practice of instructional supervision in the schools. Therefore, the null hypothesis was accepted while the alternative hypothesis was rejected.

## **Hypothesis 2**

H<sub>02</sub>: Age does not statistically significantly differentiate headteachers in their instructional supervisory practices in senior high schools in the Ekumfi District.

H<sub>2</sub>: Age statistically significantly differentiates headteachers in their instructional supervisory practices in senior high schools in the Ekumfi District.

In determining the effect of age on the instructional supervision, a one-way between groups ANOVA was used, and the results are presented in Table 7. The ANOVA results in in Table 7 revealed that there were no statistically significant differences in the headteachers' instructional supervisory practices in relation to orientation of new teaching staff [F (3,70)=0.982, p>0.05], monitoring punctuality and regularity [F (3,70) =0.463, p>0.05], classroom visitation and lesson observation [F (3,70) =0.861, p>0.05], checking teacher's professional records [F (3,70)=0.563, p>0.05], provision of in-service training [F (3,70)=1.076, p>0.05], giving feedback to teachers [F (3,70)=1.550, p>0.05], monitoring timetables [F (3,70)=0.672, p>0.05], and holding meetings with teachers [F (3,70) =2.010, p>0.05] due to age. Therefore, the null hypothesis was accepted while the alternative hypothesis was rejected.

**Table 7: ANOVA Results for Age and Instructional Supervision**

<b>Instructional supervision</b>	<b>Age</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>F</b>	<b>Sig.</b>
Orientation of new teaching staff	Less than 30	4.31	.855	.982	.407
	30 to 39	4.68	.819		
	40 to 49	4.24	1.348		
	50 and above	4.19	1.328		
	<b>Total</b>	<b>4.41</b>	<b>1.084</b>		
Monitoring punctuality and regularity	Less than 30	4.31	.480	.866	.463
	30 to 39	4.54	.508		
	40 to 49	4.29	.985		
	50 and above	4.56	.512		
	<b>Total</b>	<b>4.45</b>	<b>.644</b>		
Classroom visitation and lesson observation	Less than 30	4.00	1.000	.861	.466
	30 to 39	4.25	.518		
	40 to 49	4.24	1.033		
	50 and above	3.88	.957		
	<b>Total</b>	<b>4.12</b>	<b>.843</b>		
Checking teacher's professional records	Less than 30	4.31	.480	.687	.563
	30 to 39	4.29	.460		
	40 to 49	4.41	.618		
	50 and above	4.50	.516		
	<b>Total</b>	<b>4.36</b>	<b>.512</b>		
Provision of in-service training	Less than 30	3.85	.801	1.076	.365
	30 to 39	4.14	.591		
	40 to 49	4.18	.636		
	50 and above	3.88	.806		
	<b>Total</b>	<b>4.04</b>	<b>.691</b>		
Giving feedback to teachers	Less than 30	4.31	.630	1.550	.209
	30 to 39	3.64	1.162		
	40 to 49	3.71	.588		
	50 and above	3.75	1.065		
	<b>Total</b>	<b>3.80</b>	<b>.965</b>		
Monitoring timetables	Less than 30	4.15	1.068	.672	.572
	30 to 39	3.86	1.079		
	40 to 49	3.94	1.249		
	50 and above	3.56	1.209		
	<b>Total</b>	<b>3.86</b>	<b>1.139</b>		
Holding meetings with teachers	Less than 30	4.08	1.038	2.010	.120
	30 to 39	4.46	.637		
	40 to 49	4.53	.514		
	50 and above	3.94	1.237		
	<b>Total</b>	<b>4.30</b>	<b>.872</b>		

Source: Fieldwork Data (2022)



### Hypothesis 3

H<sub>03</sub>: Academic qualification does not statistically significantly differentiate headteachers in their instructional supervisory practices in senior high schools in the Ekumfi District.

H<sub>3</sub>: Academic qualification statistically significantly differentiates headteachers in their instructional supervisory practices in senior high schools in the Ekumfi District.

The independent samples t-test was employed to answer this hypothesis, and the results are presented in Table 8.

**Table 8: T-test Results for Academic Qualification and Instructional Supervision**

Instructional Sup.	Qualification	Mean	Std. Deviation	Levene's Test for Equality of Variances		t-test for Equality of Means		
				F	Sig.	t	df	Sig. (2-tailed)
Orientation of new teaching staff	Bachelor's Degree	4.28	1.220	.386	.589	-1.684	7	.096
	Master's Degree	4.75	.444				2	
Monitoring punctuality and regularity	Bachelor's Degree	4.43	.690	.337	.563	-.437	7	.663
	Master's Degree	4.50	.513				2	
Classroom visitation and lesson observation	Bachelor's Degree	4.02	.901	.001	.974	-1.753	7	.084
	Master's Degree	4.40	.598				2	
Checking teacher's professional records	Bachelor's Degree	4.35	.482	3.609	.061	-.357	7	.722
	Master's Degree	4.40	.598				2	
Provision of in-service training	Bachelor's Degree	4.07	.696	.046	.831	.683	7	.497
	Master's Degree	3.95	.686				2	
Giving feedback to teachers	Bachelor's Degree	3.78	.984	.955	.332	-.284	7	.777
	Master's Degree	3.85	.933				2	
Monitoring timetables	Bachelor's Degree	3.85	1.156	.001	.980	-.160	7	.873
	Master's Degree	3.90	1.119				2	
Holding meetings	Bachelor's Degree	4.22	.945	.542	.464	-1.222	7	.226
	Master's Degree	4.50	.607				2	

Source: Fieldwork Data (2022)

The findings in Table 8 showed that there were no statistically significant differences in the supervisory practices of the headteachers, especially in relation to orientation of new teaching staff [ $t(72) = -1.684, p > 0.05, 2\text{-tailed}$ ], monitoring punctuality and regularity [ $t(72) = -.437, p > 0.05, 2\text{-tailed}$ ], classroom visitation and lesson observation [ $t(72) = -1.753, p > 0.05, 2\text{-tailed}$ ], checking teacher's professional records [ $t(72) = -.357, p > 0.05, 2\text{-tailed}$ ], provision of in-service training [ $t(72) = .683, p > 0.05, 2\text{-tailed}$ ], giving feedback to teachers [ $t(72) = -.284, p > 0.05, 2\text{-tailed}$ ], monitoring timetables [ $t(72) = -.160, p > 0.05, 2\text{-tailed}$ ], and holding meetings with teachers [ $t(72) = -1.222, p > 0.05, 2\text{-tailed}$ ] based on academic qualification. Therefore, the null hypothesis was accepted while the alternative hypothesis was rejected.

The findings on the hypotheses agree with the study of Bennett et al. (1993), Bishay (1996) and Afolabi (2013) which indicated that gender, age, and academic qualification did not differentiate among heads in terms of their instructional supervision. The study therefore concluded that these personal factors do not matter in discussing the differences in instructional supervision in the Ekumfi District.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.0 Introduction

This chapter presents the summary and the conclusions of the study. Moreover, it contains the recommendations based on the study findings and areas for further study. The chapter is organised in five sections. Section one provides a summary of the study by highlighting the major components of the study. The second section highlights the major findings of the study while the third section presents the conclusions derived from the findings. In the fourth section, the recommendations of the study are presented, while suggestion for further studies is outlined in the fifth section.

#### 5.1 Summary of the Study

The study examined the instructional supervisory practices carried out by headteachers and their relationship with interpersonal relationship in the Ekumfi District. The study used a descriptive survey design to collect quantitative data for the study through the use of structured questionnaire. All the headteachers and teachers in public senior high schools in the Ekumfi District served as the population of the study. Using the census and stratified random sampling techniques, a sample size of 77 participants comprising 5 headteachers and 72 teachers was used for the study. The data were analysed using both descriptive (mean, frequency, standard deviation) and inferential (t-test, ANOVA, Pearson correlation) statistics.

## 5.2 Major Findings of the Study

The major findings of the study included:

- i. The results for research question one revealed that the headteachers practiced all the instructional supervision outlined in the study. However, the study established that the headteachers rated highest on monitoring punctuality and regularity, followed by orientation of new teaching staff, checking teacher's professional records, holding meetings, classroom visits and lesson observation, provision of in-service training, monitoring timetables, and giving feedback to teachers.
- ii. The findings showed that the interpersonal relationship that existed between the headteachers and teachers was high.
- iii. These findings further established that there was a significant positive relationship between instructional supervision and interpersonal relationship. The findings also showed that except monitoring punctuality and regularity which did not relate significantly with interpersonal relationship, all the instructional supervisory practices had a significant positive relationship with the interpersonal relationship between the headteachers and the teachers.
- iv. The study indicated that gender, age, and academic qualification did not affect the instructional supervision of the headteachers.

## 5.3 Conclusions

This study attempted to investigate the instructional supervisory practices of headteachers and how they relate with interpersonal relationship that existed between the headteachers and the teachers in the Ekumfi District. The results presented showed a positive relationship between the instructional supervisory practices of headteachers and interpersonal relationship. Besides, except monitoring punctuality

and regularity, all the supervisory practices such as checking teacher's professional records and the provision of in-service training correlated significantly with interpersonal relationship. It is therefore important for headteachers to intensify the execution of their instructional supervisory tasks so as to maintain good interpersonal relationship. Furthermore, the study revealed that the interpersonal relationship between the headteachers and teachers was high. It is therefore expected that headteachers pay attention to their instructional supervisory practices to achieve optimum interpersonal relationship with their staff in the quest of boosting the effectiveness of the school.

#### **5.4 Recommendations**

Based on the findings of the study, the following recommendations are made:

In line with the finding that the headteachers practiced several instructional supervisory tasks in the schools, it is recommended that the Ghana Education Service through the Ekumfi Education Directorate should organize in-service training for the headteachers to enable them enhance their instructional supervisory practices in their schools.

Consistent with the finding that the interpersonal relationship between the headteachers and teachers was high, it is recommended that the Ekumfi Education Directorate of the Ghana Education Service should organise refresher programmes to orient and support the headteachers and teachers in public senior high schools to maintain and improve good relationships in the schools.

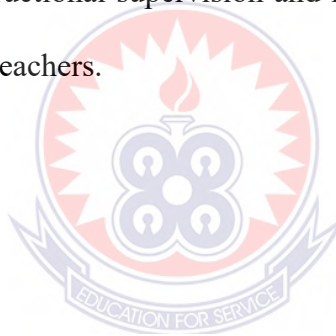
Having established that there was a positive relationship between headteachers' instructional supervisory practices and interpersonal relationship, it is recommended that the Ekumfi Education Directorate should encourage the headteachers to balance

the practice of instructional supervisory tasks that are most likely to enhance interpersonal relationship between them and the teachers.

Based on the finding that age, gender, and academic qualification did not affect headteachers' instructional supervisory practices, it is recommended that the selection criteria of headteachers should be based on competence rather than personal factors if the headteachers are expected to carry out supervisory tasks effectively.

### **5.5 Suggestion for Further Studies**

This study was conducted in the Ekumfi District, therefore, it is suggested that other further studies are conducted in the Central Region so as to investigate the relationship between instructional supervision and interpersonal relationship between the headteachers and the teachers.



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## APPENDIX ONE

UNIVERSITY OF EDUCATION, WINNEBA

DEPARTMENT OF EDUCATIONAL FOUNDATIONS

### QUESTIONNAIRE FOR HEADTEACHERS

This questionnaire contains questions that describe instructional supervisory practices and interpersonal relationship. This questionnaire is strictly for an academic exercise, and you are please requested to provide accurate and frank information that will assist the researcher in obtaining the correct data for this exercise. Your responses will be treated in strict confidence. You are please requested to circle (0) a number that best describes your view. Thank you.

#### PART ONE

**Instruction: Please tick (✓) as appropriate**

1. Head teacher  Teacher
2. Sex: Male  Female
3. Age: Less than 29  30 to 39  40 to 49  50 and above
4. Academic Qualification:  
SSSCE/ WASSCE  Diploma  Bachelor's Degree  Masters
5. Marital Status: Single  Married  Divorced  Widow
6. How many years have you been a head? 1-4  5-8  9-12  13 and above

**PART TWO**

**Instructions:** On a scale of 5 – 1, rate your views on the following statements

(Please rate EVERY option according to the scale).

S/N	Statements	Never	Rarely	Sometimes	Often	Always
1.	I occasionally visit learning periods in classroom					
2.	I make visits to the classroom to observe teacher's lessons					
3.	I check on the teaching learning aids used by the teacher in classroom					
4.	I check on teachers' lesson notes					
5.	I evaluate teacher's lesson plan					
6.	I check on records of work covered by teachers					
7.	I assist teachers to discuss classroom problems and find solutions to them					
8.	I organize demonstration lessons for teachers					
9.	I assist teachers in the preparation of teaching and learning materials					
10.	I ensure that teachers record the arrival and departure times in the attendance book					
11.	I come to school early to check punctuality of teachers					
12.	I reward teachers for punctuality and regularity					
13.	I take new teachers round the school compound and show them the school's facilities					
14.	I educate new teachers on their duties in the school					
15.	I educate new teachers on the customs and traditions of the school's community					
16.	Teachers in this school are well-motivated					
17.	The working environment at this school is adequate for the teachers					
18.	I lead this school by example					
19.	Teachers in this school are well-managed					

**APPENDIX TWO**  
**UNIVERSITY OF EDUCATION, WINNEBA**

**DEPARTMENT OF EDUCATIONAL FOUNDATIONS**

**QUESTIONNAIRE FOR TEACHERS**

This questionnaire contains questions that describe instructional supervisory practices and interpersonal relationship. This questionnaire is strictly for an academic exercise, and you are please requested to provide accurate and frank information that will assist the researcher in obtaining the correct data for this exercise. Your responses will be treated in strict confidence. You are please requested to circle (0) a number that best describes your view. Thank you.

**PART ONE**

**Instruction: Please tick (✓) as appropriate**

1. Head teacher  Teacher
2. Sex: Male  Female
3. Age: Less than 29  30 to 39  40 to 49  50 and above
4. Academic Qualification:  
SSSCE/ WASSCE  Diploma  Bachelor's Degree  Masters
5. Marital Status: Single  Married  Divorced  Widow
6. How many years have you been teaching? 1-4  5-8  9-12  13 and above

**PART TWO**

**Instructions:** On a scale of 5 – 1, rate your views on the following statements

(Please rate EVERY option according to the scale).

S/N	Statements	Never	Rarely	Sometimes	Often	Always
1.	My head teacher occasionally visits learning periods in classroom					
2.	My head teacher makes visits to classroom to observe teacher's lessons					
3.	My head teacher checks on the teaching learning aids used by the teacher in classroom					
4.	My head teacher checks on teachers lesson notes					
5.	My head teacher evaluates teacher's lesson plan					
6.	My head teacher checks on records of work that I cover					
7.	My head teacher leads us to discuss classroom problems and find solutions to them					
8.	My head teacher organizes demonstration lessons for us					
9.	My head teacher assists us in the preparation of teaching and learning materials					
10.	My head teacher ensures that I record the arrival and departure times in the attendance book					
11.	My head teacher comes to school early to check punctuality					
12.	My head teacher rewards us for punctuality and regularity					
13.	My head teacher takes new teachers round the school compound and show them the school's facilities					
14.	My head teacher educates new teachers on their duties in the school					
15.	My head teacher educates new teachers on the customs and					

	traditions of the school's community					
16.	I am well-motivated in this school					
17.	The working environment at this school is adequate for me					
18.	My head teacher leads me by example					
19.	I am well-managed in this school					

