

**UNIVERSITY OF EDUCATION, WINNEBA**



**AN EVALUATION OF SUPERVISORY PRACTICES OF SCHOOL  
INSPECTION SUPPORT OFFICER (SISO) IN SOCIAL STUDIES  
LESSONS IN SENIOR HIGH SCHOOLS IN THE NANUMBA  
DISTRICT OF GHANA**



**MASTER OF EDUCATION**

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**A dissertation submitted to the School of Graduate Studies in partial  
Fulfilment of the requirements for the award of the degree of  
Master of Education  
(Social Studies Education)**

**Department of Social Studies Education  
Faculty of Liberal and Social Sciences Education**

**OCTOBER, 2025**

## DECLARATION

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

Signature: .....

Date: .....

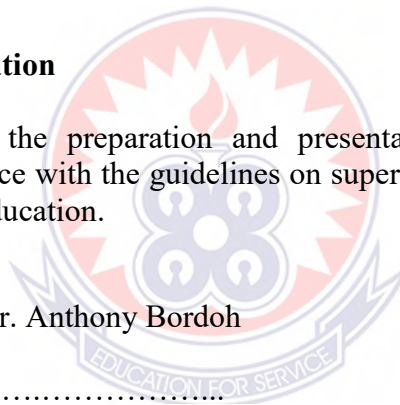
### Supervisor's Certification

I hereby certify that the preparation and presentation of the dissertation were supervised in accordance with the guidelines on supervision of dissertation laid down by the University of Education.

Name of Supervisor: Dr. Anthony Bordoh

Signature: .....

Date: .....



## **DEDICATION**

This project work is dedicated to my family



## ACKNOWLEDGEMENT

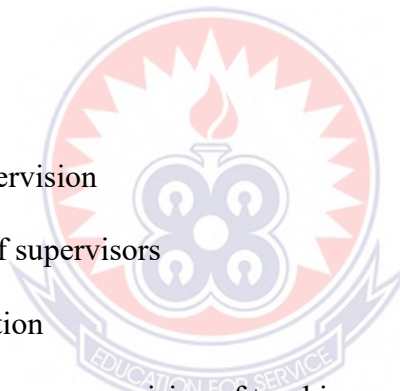
Firstly, I thank God for His blessings and guidance throughout my studies. I am also grateful to my supervisor, Dr. Anthony Bordoh, for his suggestions and corrections, which greatly helped me in preparing this research project. I thank the teachers and headmasters of Bimbilla SHS, Wulensi SHS, and Nakpayili Community Day SHS, as well as School Inspection Support Officer (SISO) in the Nanumba District of Ghana for attending to the questionnaire and interview guide of the study.



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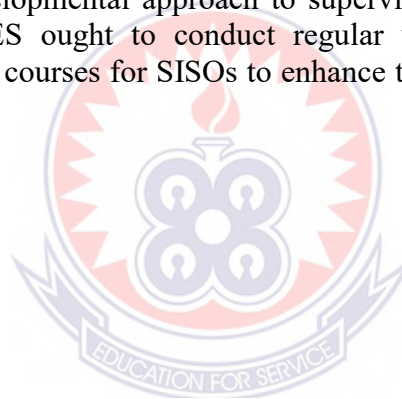
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## ABSTRACT

This study was carried out to evaluate supervisory practices of School Inspection Support Officer (SISO) in Social Studies lessons in Senior High Schools in the Nanumba District of Ghana. Mixed method was used in the study. A sample of 61 teachers, 52 teachers and 27 teachers were selected from Bimbilla SHS, Wulensi SHS, and Nakpayili Community Day SHS, respectively. Eight (8) SISOs were also chosen for the study, with data collected through both closed and open-ended questionnaires. Thematic analysis, mean and standard deviation was used for the analysis. From the study, the supervisory practice that recorded the highest rating was effective timetable is plan for school, followed by proper storage and effective usage of school supplies, equipment and textbooks are ensured, and SISOs inspect teachers' instructional practices for errors. The teachers agreed that there is inadequate budget for the supervisory programme. Moreover, the teachers agreed that there are frequent curriculum changes. According to the study, teachers perceive supervision mainly as a way to identify faults instead of a tool to enhance the instructional process. It is recommended that the Nanumba District Directorate and GES should provide SISOs with the tools (evaluation instruments, transportation) they need to support frequent and successful school visits. It is further recommended that SISOs should adopt a collaborative and developmental approach to supervision rather than a fault-finding model. Moreover, GES ought to conduct regular workshops, in-service training sessions, and refresher courses for SISOs to enhance their interpersonal, pedagogical, and supervisory skills.



## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background

Since education is regarded as the cornerstone of global growth, it is acknowledged as the solution to the socioeconomic advancement of all societies. In fact, there are others who contend that education's vital role in the growth of both society and individuals cannot be undermined (Torani et al., 2019; Apostu et al., 2022). Research supports the claim that education is crucial for both national and individual development since it is an investment that yields both social and private benefits and advancement (Chankseliani et al., 2021; Singh et al., 2022). This suggests that education is essential to the prosperity of any country. Therefore, a nation is more likely to develop if a greater number of its citizens have access to education. Consequently, countries worldwide are focused on improving education standards. This concern is supported by research indicating that the rising demand for high-quality education has made educational reforms essential, and that emerging nations' strategic plans to boost their economy depend heavily on attaining high-quality education (Mereku, 2019; Mbithi et al., 2021).

To put it simply, education is a weapon or a tool that every human being should acquire in order to navigate this complicated world. Without it, a person might get lost in the darkness or live without going blind (Hanushek & Woessmann, 2023). It is the single largest business in a nation like Ghana and is the most important tool for political survival, social mobilization, academic advancement, and successful national development (Anyidoho, 2018; Asiedu-Akrofi, 2022). As essential component of development, education affects a country's socioeconomic progress and the standard of living for its citizens.

Since teachers are a vital part of delivering education, their supervision and instruction have an impact on the quality of education (Timm & Barth, 2021). Ensuring teachers are properly monitored is a major priority for a school's success. According to Datnow (2020), a teacher's success in the classroom is defined as their use of instructional strategies, classroom management, curriculum, and planning. Additionally, many scholars think that monitoring might improve classroom practices and raise student accomplishment by enhancing teachers' work performance and professional development (Ofori, 2018; Dignath et al., 2022). Creating a high-quality, proactive educational system to promote the development of communities and the nation requires educational stakeholders to monitor activities continuously, ensuring consistent positive outcomes (Hoque et al., 2020). Therefore, robust supervision systems are necessary as a requirement for effective and high-quality education (Sumarmi & Sudadi, 2023). Giving teachers continuous support and supervising classroom instruction are two of the best ways to raise and preserve the standard of education (Adeoye, 2023).

Supervision provides teachers with guidance on improving their teaching skills through various activities, including training courses, seminars, educational workshops, and classroom visits that meet their (teachers) needs (Datnow, 2020; Hoque et al., 2020). Supervision entails watching, assisting with and supervising self-evaluation, assessing, giving feedback, and learning new skills and information through modeling, training, and solving problems together (Susanti et al., 2020; Fosu-Ayarkwah et al., 2022). Sunaryo (2020) states that supervision equally emphasizes teachers and students by promoting continuous communication between supervisors and instructors to improve teaching and learning activities. It is important to view supervision as a conscious endeavour to improve each educational institution's results.

The role of Circuit Supervisors, now known as School Improvement Support Officers (SISOs), at the district level of Ghana's education system, responsible for school supervision, is recognized by the education reform introduced through the Education Act 778 of 2008. To visit schools on a regular basis, the SISOs are positioned at the circuit level. The responsibilities of the SISOs include providing in-service training for instructors (teachers), keeping an eye on teachers to make sure they are teaching the schoolchildren correctly, and reporting to the metropolitan or district education directorate (Nkonkonya et al., 2022). In Ghanaian schools, SISOs serve as the immediate supervisory representatives of the teaching and learning process, following the headmasters who manage daily supervision across various pre-tertiary institutions.

The SISOs are allocated to groups of schools, in contrast to head masters whose supervisory responsibilities are restricted to particular schools. They move from school to school in various settings, sometimes in different geographical locations, to oversee both the head masters and the classroom teachers. The SISOs are expected to visit every school at least twice throughout a term, and occasionally more frequently, if necessary, in a specific school (Nomah et al., 2022). They therefore provide the functional area directors with updates on the condition of classrooms, staffing, enrollment, and the overall climate of schools. They are required to pinpoint the obstacles to successful teaching and learning on each visit and, if feasible, offer immediate fixes for any problems they encounter (Nomah et al., 2022).

To establish a baseline of teaching practices in targeted schools, the National Schools Inspectorate Authority (NaSIA) used Part "A" of its Inspection Evaluation Framework (IEF) to inspect a sample of 1,000 schools across all sixteen regions of Ghana. The criteria for assessing a school's performance during an inspection are detailed in Part "A" of the IEF (NaSIA, 2021). Among the 10,842 teachers in these schools, 2496-

about 23%- were absent at the time of inspection. Regarding school leadership, which evaluates how effectively schools are managed, 680 schools, or 68%, received an unsatisfactory rating. In addition, 668 representing 66.8% of the schools inspected had their overall quality of teaching and learning rated as unsatisfactory. This was based on lesson observations, which evaluate the teaching of science, math, and English by evaluating both the teacher's teaching skills and the students' learning act. In order to make sure senior leadership teams and headteachers are following the rules and regulations established by NaSIA, the study recommended that the Ghana Education Service (GES) leadership ensure that SISOs regularly perform evidence-based inspections, utilizing NaSIA's Inspection Evaluation Framework (NaSIA, 2021).

## **1.2 Statement of the Problem**

The government, parents, and other education stakeholders are very concerned about Ghana's declining education levels (Ofori, 2018; Ashun, 2022). The Nanumba District Senior High Schools (SHS) are in the same predicament. The majority of people believe that supervisors' subpar work is the root of the issue (Dewodo et al., 2020; Graham, 2022).

This is consistent with the report by Yeng et al. (2022), which unequivocally stated that the shortage of individuals with the necessary rank and/or intellectual background for employment as SISOs is the main issue ailing Ghana's school inspection system. A careful examination of how teachers and students view the teaching and learning process in the classroom raises important questions about the level of supervision in the district's SHS. This is a result of students' subpar performance in Social Studies, which needs to be improved. The majority of students in the Nanumba District do poorly in Social Studies during the West Africa Senior Secondary School Certificate Examination (WASSSCE). For example, in 2021, only 508 out of 1316 candidates

who took Social Studies passed, representing 38.6%; in 2022, only 442 out of 1251 candidates passed, representing 35.3%; and in 2023, the district had 1286 candidates, but only 372 of them were passed, representing 32.3% (Nanumba District Education Office, 2024).

The attitudes of teachers and students toward academic work are not very noteworthy. In the district, students play throughout class hours, and classes rarely begin on schedule. Many early class hours are lost by teachers who commute from far places. It is necessary to examine the general carelessness with which head masters, teachers, and students approach teaching and learning of Social Studies. This issue has made it necessary to evaluate the supervisory practices of SISOs in teaching and learning of Social Studies in SHS in Nanumba District.

The necessity to evaluate how well Ghana Education Service School Inspection Support Officers' supervision methods enhance the quality of instruction in Senior High Schools in the Nanumba District is justified. This is because social studies play a special role in helping students develop their civic skills, sense of national identity, and critical thinking. In contrast to science or math, social studies have a direct impact on students' attitudes, values, and democratic engagement. In contrast to subjects that are examination-driven, it Social Studies receive less concentrated supervisory attention despite its significance. Therefore, assessing social studies supervision aids in determining if teachers receive enough professional assistance to meet the field's larger goals of education and nation-building.

### **1.3 Research objectives**

The objectives of the study include to:

1. assess the perceptions of SISOs and teachers on the role of supervision in teaching and learning of Social Studies in Nanumba District
2. determine supervisory practices in Senior High Schools in Nanumba District
3. identify the challenges hindering effective supervision of Social Studies in Senior High Schools in Nanumba District
4. propose strategies to improve supervision on teaching and learning of Social Studies in Senior High Schools in Nanumba District

### **1.4 Research questions**

The research questions include:

1. What are the perceptions of SISOs and teachers on the role of supervision in teaching and learning of Social Studies in Nanumba District?
2. What are the supervisory practices in Senior High Schools in Nanumba District?
3. What are the challenges hindering effective supervision of Social Studies in Senior High Schools in Nanumba District?
4. What are propose strategies to improve supervision on teaching and learning of Social Studies in Senior High Schools in Nanumba District?

### **1.5 Significance of the study**

As SISOs enhances the supervision process in schools, it is important to look at how the instructional supervisory practices of SISOs affect the professional development of SHS teachers in Nanumba District. Additionally, this study would be important to a number of people and groups. The study's conclusions will be useful in determining the frequency and advantages of supervision in Nanumba District. Additionally, the

study would assist SISOs and other education stakeholders in keeping up to speed on the advantages of efficient school supervision for successful teaching and learning. The study's findings will also assist the GES in implementing efficient policies and programs that will enhance SISOs' expertise in fostering efficient school supervision in Nanumba District. Furthermore, the results of this study will be important in providing sufficient literature for stakeholders and other educators to use in order to make well-informed decisions and conduct efficient school supervision.



## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1 Theoretical review

##### 2.1.1 Scientific management theory

The scientific management theory has a significant impact on a supervisor's duty to boost an organization's production. As the originator of scientific management theory, Kamete (2014) has been recognized for his contributions. Four essential tenets of scientific management were established by the author. He believes that in order to ensure that the scientific management method is applied correctly, managers should take full responsibility for hiring, training, and developing staff members; the management should collaborate with staff to ensure the proper application of the scientific management method; finally, they should become as involved in their work as possible. A system for staff supervision, incentive through the piece system, and work technique improvement, are all components of scientific management (Kamete, 2014). For schools to function effectively, scientific management theory is essential.

A key result of scientific management theory in education was recognizing the professional qualities of teachers. These traits were specifically identified and compiled inside a specific framework. The purpose of educational principles and guides is to familiarize teachers with specifics related to their work and teaching techniques while also giving them the tools they need to accomplish desired outcomes. To make sure that teaching methods are being implemented successfully, supervisors and teachers should work closely together. Teachers can get educational guidelines and the most effective teaching methods through instructional supervision. Competent teachers can also conduct performance evaluations of their students (Waring, 2016).

A principal's responsibility is to use a variety of strategies to make sure teachers fulfill the standards. Ireh (2016) asserts that because the scientific management theory concentrates on sustaining a consistent improvement in the institutions, one of its advantages is increased productivity. There is improved teamwork and productive collaboration between the supervisor and the instructors, both of which contribute to better job performance. It improves organizational efficiency and standardizes teaching and learning methods, materials, equipment, and tools by using scientific selection and training procedures. Because they can raise their degree of knowledge and competency, the staff gain from the scientific training and growth. The scientific hypothesis has the drawback of being a costly system because it requires a substantial financial investment. The management is in charge of standardization, employee training, planning department, and setting up a work study, all of which cost a lot of money. The manager is in charge of overseeing staff members and making plans for all of their actions. Employees suffer from this since they are less creative and their work becomes boring and repetitive as a result of doing the same things over and over again, which lowers their motivation levels (Thakral, 2015).

Supervisory practices in Senior High Schools within Nanumba District could be enhanced through the implementation of scientific management theory. This theory emphasized standardization, efficiency, and organized procedures. It aids in determining whether senior high school supervision practices are effective, methodical, and in line with best practices that improve teacher effectiveness and instruction. It also provides a lens through which to examine the ways in which checklists and supervising practices affect the caliber of social studies instruction.

### **2.1.2 Collegial supervision theory**

Encouraging teacher collegiality is a crucial step in assisting schools in making positive changes (Wiyono et al., 2021). Grimmatt and Crehan (2014) described collegial supervision as a high level of collaboration among teachers and between teachers and supervisors. It is characterized by particular conversations, cooperation, shared work values, and mutual respect related to teaching and learning. It is impossible for school heads and supervisors to operate independently; school heads cannot enjoy overseeing everything else without also supervising teachers. Collegial processes are suggested as alternatives for teacher supervision by a number of supervision authority (Warlizasusi et al., 2020).

According to Eriksson (2019), teachers who participate in collegial supervision regularly monitor one another, offer helpful criticism of their teaching, and have frequent, ongoing, and more specific conversations about their methods. Teachers can collaborate to develop, create, investigate, assess, and prepare instructional materials under collegial supervision. Teachers assist one another while taking turns acting as clinical supervisors in collegial supervision. However, Strieker et al. (2016) contends that in order for instructors to take on the role of supervisors (peers), they must be trained and experienced. Eriksson (2019) asserts that compared to other types of supervision, involvement necessitates significantly more training in information gathering, conferencing, and other supervisory procedures. The author claims that teachers must get the right training in order to be clinical supervisors, and that training requires experience and time. Wiyono et al. (2021) Maintained the hypothesis that the most telling sign of staff dedication and suitability for professional work is their willingness to have their work reviewed and evaluated by other qualified

professionals, despite potential drawbacks of this model due to the need for group work.

Collegial supervision theory is relevant and applicable to how SISOs and teachers perceive the role of supervision in Social Studies teaching and learning. This theory posits that supervision is a collaborative process grounded in professional communication and mutual respect. The impact of supervision on improving Social Studies education is assessed by examining teachers' and SISOs' perceptions of the supervisory relationship, including whether it is participatory, hierarchical, or supportive.

### **2.1.3 Systems Theory**

Ludwig Von Bertalanffy's systems theory of organizations, which he developed in the early 1950s, also served as the basis for this investigation. The system theory describes a system as a group of items or components that collectively form a whole or a complex unity. This unity consists of many often diverse parts that are all governed by the same plan or function (Buchanan, 2020). In order to achieve a desired result, it consists of thinking about the entire group, operation, task, or problem and its interacting sub-parts. It also includes examining, choosing, putting into practice, and verifying the alternative optimal, component part, functions, or sequence (Mburu, 2017). Schools are social systems where two or more people cooperate and work together to achieve shared objectives.

According to Mburu (2017), this description is helpful since it outlines a number of crucial characteristics of schools, including their goal-directedness, human composition, ability to achieve goals through coordinated effort, and interaction with the outside world. since it's nearly impossible to conceive of a social system, such as a school, that does not interact with its environment, social systems theory usually

focuses on open systems. Mburu (2017) believe that an educational institution is an open system that obtains resources (inputs) from the environment and converts (process) them to produce goods (outputs). Burnham (2018) asserts that the system theory sees the entire educational institution as a collection of intricately linked and interdependent components.

The systems theory postulates that parents, students, teachers, and supervisors are among the many stakeholders in education. There is a close relationship and mutual reliance between the supervisee and the supervisor. Group members of an organization must cooperate with one another and be aware of one another's actions. Each component contributes to the total, and the system fails if any one of them does not fulfill their share. The supervisor sometimes also serves as an administrator. The supervisor sometimes performs administrative tasks such as organizing schoolwork, allocating responsibilities to instructors, creating school rules and regulations. They perform supervisory duties when they visit the classroom, monitor the work of the instructors, and review their work logs (Mbogo et al., 2020).

To increase educational quality and accomplish national, school and personal goals as well as educational objectives, the supervisor should collaborate with the instructors in instructional monitoring (Abakan et al., 2021). To guarantee quality in education, which is demonstrated by increased student academic performance on national tests and good teacher job performance, they must successfully carry out their supervisory responsibilities as quality assurance agents. Since schools are organizations and supervisors play a crucial role in enhancing institutional development and classroom instruction, the systems theory is applicable to the study.

The systems theory is relevant and applicable to challenges hindering effective supervision of Social Studies in Senior High Schools. The theory sees schools as complex systems with interactions between all of its components, including teachers, students, SISOs, resources, and policies. According to this theory, effective supervision can be hampered by inefficiencies or malfunctions in any area of the system, including communication, administrative support, or resource allocation. It offers a framework for viewing challenges as systemic problems rather than isolated ones.

#### **2.1.4 Goal setting theory**

Edwin Locke, who established goal setting theory, believed that individuals and organizations achieve better results when they set more ambitious goals. Similarly, an organization or individual's performance declines if the goals are simple. Five key principles enhance goal setting effectiveness, as outlined by Clements & Kamau (2018): task complexity, feedback, commitment, challenge, and clarity (Connors, 2021). Connors (2021) defines clarity as a measurable, well-defined objective that can be accomplished within a certain timeframe and goal-setting process. Challenge refers to setting goals that are sufficiently difficult to motivate both individuals and organizations toward success. Committed organizations or individuals intentionally work to achieve their objectives, which makes these goals more achievable. Feedback provides insights into progress toward objectives. Both organizations and individuals can adjust their goal-setting strategies based on feedback. Additionally, defining procedures and phases helps manage task complexity, thereby facilitating goal achievement (Cheng, 2023).

Setting objectives can be accomplished by rigorously implementing each guideline and making sure that every goal takes the principles into consideration. Education encompasses a variety of objectives, such as professional goals, performance goals, academic goals, and organizational goals (Kalita, 2017). The school's charter establishes the organizational goals, which provide the institution its strategic orientation (Camp, 2017). The school's expectations for pupils' academic performance are the specific emphasis of the academic goals. The principal and teachers should establish their own professional and personal goals to boost performance and achieve them. The aim of performance management for teachers is to motivate them to accomplish their objectives (Nuwagaba et al., 2022). According to goal setting theory, staff can identify what needs to be done and estimate the effort required by setting goals. They tend to assess their performance based on the level needed to reach these goals. When expectations aren't met, they are encouraged to exert more effort to close the gap and attain the target (Burns et al., 2021). Instead of only delegating tasks to the teachers, supervisors ought to include them in goal-setting and decision-making. The rationale is that people are more devoted to decisions in which they have a say.

The goal setting theory is relevant and applicable to propose strategies to improve supervision on teaching and learning. According to the theory, performance is driven by goals that are precise, unambiguous, and attainable. In order to ensure that supervision is goal-driven and has quantifiable objectives for enhancing Social Studies teaching and learning outcomes, it promotes the development of strategies that foster a shared vision between SISOs and teachers.

## **2.2 Perceptions of SISOs and teachers on the role of supervision in teaching and learning**

Teachers used to view themselves as instruments that could be rigorously scrutinized to make sure they followed the rules and guidelines established by their superiors. Although some teachers now recognize the benefits of supervision, this perception has been observed over time and persists among educators. For example, Imamah and Churrahman (2022) discovered that participants in their study on new high school teachers' perspectives highlighted the importance of supervision for their professional growth and future careers. The participants agreed that to become effective educators, they needed to develop and improve as new teachers. According to Chaula (2023), some teachers increasingly perceive supervision as an essential component of management.

If the supervisors are fair and democratic, they see the value in the entire program. Gordon (2023) demonstrates that while teachers expressed generally favourable perception about the three supervisory approaches—directive, non-directive, and collaborative—they responded less favourably to non-directive supervision than to directive and collaborative supervision. The author suggests that these teachers might be unfamiliar with having decision-making authority. According to Zohriah et al. (2022), the majority of teachers were found to be pessimistic, portraying supervisors as bureaucratic administrators and the current supervision as a bad experience. Zohriah et al. (2022) concluded that current teacher supervision does not support professional growth or improve teaching quality. They proposed that some negative views on supervision arise because many supervisors lack subject-matter expertise and cannot recognize sector-specific issues.

Because supervision has typically been skewed toward evaluation or inspection, research conducted in Zimbabwe by Hoque et al. (2020) discovered that many teachers dislike or are even afraid of being observed or evaluated. Because supervisors were perceived as inspectors who came to the instructors' classroom to uncover faults, thus, the teachers appeared to have a negative perception of supervision.

According to Ashun (2022), the "unqualified, ambivalent relation of teachers to supervisors" is one of the primary elements influencing the effectiveness of supervision. Teachers would rather address the observation with their supervisors. Collegial rather than dictatorial relationships are expected between supervisors and teachers. According to Enchill (2023), if the supervisor treats them properly during supervisory activities and provides them with security by defending their decisions, teachers may view supervision as a beneficial activity.

When asked about the usefulness of different professional support sources, teachers rated visits by various inspector categories as the least helpful (Nurhuda et al., 2023). These sources were ordered from most to least important: discussions with colleagues, pedagogical meetings, personal reading, principal support, model lessons, and in-service training (Nurhuda et al., 2023).

Dewodo et al. (2019) found that teachers preferred male heads, perceiving them as more proactive, while female heads were seen as more considerate. Additionally, Kumari (2021) reported that teachers and principals emphasized the importance of supervisors adopting modern ideas and supervisory methods during supervision.

Teacher educators' supervising techniques were examined by Sunaryo (2020). To gather data, they employed a survey questionnaire. According to their findings,

supervisors felt very positively that the teachers were meeting the goals of clinical supervision. Olssen, 2020) employed questionnaires and interview schedules in his critical analysis of supervisory practices. To get data, he employed random sampling. According to his research, a sizable portion of teachers agreed with the idea that teachers should have regular supervision. While some supervisors treated teachers with kindness and friendliness, others continued to intimidate and harass them. As one got farther away from the education office, the frequency of supervision dropped (Olssen, 2020). He recommended conducting further research on the effectiveness of head teachers supervising teachers compared to office-based officers overseeing teachers.

Winarno et al. (2021) used questionnaires to collect data on teachers' opinions about the administrative practices of primary head teachers. They employed random sampling for their study. The findings indicated that teachers with higher professional ratings held more positive views of head teachers' monitoring. There was no significant difference in attitudes towards supervision among teachers with varying teaching experiences. However, teachers with the highest academic degrees tended to view supervision more negatively. The study also revealed that female teachers generally had more positive opinions regarding the supervisory behavior of head teachers.

Livers et al. (2022) carried out a very similar study on the supervisory roles of primary school head teachers. He made use of surveys. He discovered that neither the head teachers' nor external supervisors' oversight helped the instructors. There is a need to close this knowledge gap because the literature mentioned above says nothing about perception of supervisors and teachers in Nanumba District secondary schools' perception about supervision.

## **2.3 Supervisory practices**

The purpose of the school inspection is to keep an eye on how education is being delivered and whether the curriculum is being followed, including creating lesson notes and adhering to the standards established to ensure high-quality instruction (Nkonkonya et al., 2022). There are many facets to supervision in education – internal and external supervision. However, the external supervision has oversight authority over internal supervision. SISOs are primarily responsible for this kind of supervision. Both external and internal supervisors are responsible for listening, giving praise, building trust and respect, planning and conducting lesson observations, making informal visits, asking questions, providing suggestions, offering feedback, modeling lessons, facilitating professional development, and encouraging collaboration (Mensah et al., 2020; Graham, 2022).

### **2.3.1 Listening and praise**

One of the duties of supervisors is to hear and listen to the needs of teachers. Supervisors should pay attention to teachers' problems and make an effort to help them whenever they could (Nasution et al., 2022). Praising teachers has been demonstrated to have a major impact on their efficacy, motivation, and self-esteem (Gordon, 2023). By encouraging instructional methods, taking risks, and being innovative and creative, praise encourages teachers to act reflectively. In both pedagogical leadership and instructional leadership, praising teachers is an essential role of supervisors (Sunaryo, 2020).

### **2.3.2 Respect and trust**

Research indicates that teachers trust and have confidence in supervisors who are well-informed and possess expertise in instruction (Hoque et al., 2020). To effectively support teachers, supervisors should be knowledgeable in both subject matter and

instructional techniques. It is essential in the supervisory process that teachers believe in the supervisor's ability to assist them with their teaching methods (Adeoye, 2023). The authors emphasize that supervisors should be trusted to aid with curriculum planning, boost morale, and provide instructional support. They also recommend that supervisors engage in open dialogue and honesty with teachers. Furthermore, they suggest that supervisors be "master teachers" with practical knowledge of curriculum and methodology. Similarly, Imamah and Churrahman (2022) argue that supervisors must demonstrate through evidence that they have the necessary information and skills for making critical decisions about their actions and approaches. In their view, credentials alone do not generate trust; rather, it is the practical application of those credentials that counts. The authors also note that teachers tend to confide in supervisors they trust. Supervisors who discuss teachers' performance and teaching methods either openly or covertly with others risk losing trust from teachers. According to Yeng et al. (2022), continuous participation in in-service training allows supervisors to provide meaningful support, guidance, and assistance to teachers, thereby fostering trust in the supervisor.

### **2.3.3 Observe lessons**

Supervisors play a crucial role in observing lessons, serving as a vital means to assess teachers' content knowledge and instructional skills. These observations enable supervisors to identify areas where teachers need support and to provide targeted assistance for instructional improvement. During visits, it is essential for supervisors to focus on the specific observations agreed upon in the pre-observation conference (Adeoye, 2023). This focus helps ensure that supervisors stay on track and maintain objectivity throughout the process.

#### **2.3.4 Informal visits**

One of the key responsibilities of SISOs is to improve the quality of teaching and learning in schools, often achieved through school visits (Ampofo et al., 2019). Several scholars suggest that supervisors who regularly walk through classrooms make a lasting impact on the school environment (Awortwe et al., 2023). These visits are often unscheduled and serve to keep teachers alert, enabling them to maximize instructional time and seek support when necessary. Furthermore, informal visits motivate teachers to improve their teaching strategies and manage their time more effectively (Mensah, 2022; Adu et al., 2024).

#### **2.3.5 Questioning**

Proponents of clinical supervision, such as Chaula et al. (2024), suggest that supervisors use questioning techniques to help teachers improve their teaching methods. To assist teachers in planning lessons, implementing effective strategies, and making educational decisions, supervisors should ask thoughtful questions during pre-observation meetings, classroom observations, and post-observation discussions (Brock et al., 2021). Alam et al. (2021) note that questioning can be integrated at any stage of the supervisory process, including student assessment, teaching, choosing instructional materials, and lesson planning.

#### **2.3.6 Providing suggestions**

Making recommendations to direct instruction is another supervisory technique that studies have found to be beneficial (Suriagiri et al., 2022). Teachers can use suggestions as a guide when selecting from a variety of lesson plans, classroom management techniques, and instructional techniques. According to Fendi et al. (2021), supervisors offer recommendations that aim to enhance teachers' abilities and

perspectives. The authors point out that recommendations foster a positive work atmosphere and inspire creativity and innovation.

### **2.3.7 Feedback**

One of a supervisor's main responsibilities is to visit classrooms and provide teachers feedback. Teachers who receive feedback are better able to consider what truly transpired throughout the teaching-learning process. When delivered honestly, feedback should guide instructional improvement, rather than being a formality (Jacob & Solomon, 2021). In a similar vein, feedback, whether verbal or written, formal or informal, should emphasize observations rather than viewpoints. According to Adeoye (2023), teachers' behaviour is reflectively informed by feedback, which leads to them putting new ideas into practice, experimenting with different teaching methods, responding to the diversity of their students, making more thoughtful plans, and improving their attention.

### **2.3.8 Promoting collaboration**

According to research, supervisors should give teachers the time and chance to work together to enhance their teaching techniques and abilities (Suleiman et al., 2020). According to Mamo and Nigussa (2019), collaboration is a methodical process wherein teachers analyse and apply their classroom practices in order to enhance instruction.

According to the author, official teams need to have time to convene throughout the school year and on weekdays. Researchers have hypothesized that encouraging teachers to collaborate with one another is a key strategy for improving schools since interactions among teachers have an impact on one another's actions (Terra & Berhanu, 2019). Collaboration, according to Brock et al. (2021), leads to reflective behaviour, efficacy, self-esteem, and teacher motivation, such as

creativity/innovation, instructional variety, and risk taking. When inspectors and teachers collaborate to address the system's current problems, school inspectors generally have a positive impact on the educational system (Livers et al., 2022). According to Winarno et al. (2021), school inspections enhance staff cooperation and public recognition that the school is essentially on the right track, improve staff morale, and give inspectors a better basis for discussing the school's development with headmasters. In order to improve teaching and learning, Enchill (2023) suggested cooperative supervision, in which teachers actively engage with other teachers and supervisors while observing and analysing their behaviours.

### **2.3.9 Modelling lessons**

Lesson presentation, according to research, can enhance teachers' teaching methods (Nomah et al., 2022). Supervisors support teachers individually and in groups through demonstration lessons, guiding both experienced and novice teachers. During classroom observations, supervisors may adopt effective methods from teachers and share them for others to implement. Research shows that supervisors help teachers improve their teaching styles with lesson demonstrations (Dewodo et al., 2019). Yeng et al. (2022) note that school inspections enable teachers to better understand classroom dynamics, identify their strengths and weaknesses, learn how to address their shortcomings, and focus on professional development aligned with the actual needs of teachers and the school. By putting in place a methodical monitoring and assessment procedure, inspectors will accomplish the aforementioned successes (Yeng et al., 2022). The inspectors' ability to influence classroom work and raise student standards is a result of their sense of purpose, clarity of thinking, and awareness of what is happening. This allows them to get the most out of teachers and school administrators (Nasution et al.,

2022).

### **2.3.10 Professional development**

Teachers are equipped with expertise as a kind of professional development through symposia, conferences, workshops, and as well as the distribution of material about instruction (Zohriah et al., 2022). To ensure teachers stay informed about the latest teaching methods, supervisors are tasked with providing in-service training and promoting attendance at conferences and seminars (Zohriah et al., 2022). Mbawala and Hermanto (2023) indicate that teachers' professional development greatly enhances their abilities, knowledge, and skills, ultimately benefiting student learning. According to Mereku (2019), supervisors should not ignore teacher assessment since it presents chances to improve the lives of both students and teachers.

### **2.4 Challenges hindering effective supervision**

Supervision in secondary schools within Nanumba District encounters several challenges. However, the researcher cannot specify the exact issues hindering the progress of supervision and affecting the quality of instruction and learning because no research has been conducted to identify these specific problems. Previous studies have indicated that supervisors face various obstacles in their instructional supervision roles. The following discusses some of these difficulties faced by supervisors during the implementation of instructional supervision practices.

#### **2.4.1 Staffing**

Among the issues that has been noted has to do with the number of employees in the schools (Zguir et al., 2021). The most significant resource in a school is its human capital. Sumarmi and Sudadi (2023) state that competency and the quantity of employees required to provide services to the client are crucial factors to take into account when evaluating staff capacity. Headmasters and some supervisors have had

to attend class lessons instead of conducting classroom observations because of staffing shortages in public secondary schools. For example, in Kenya, teacher recruitment is carried out in response to demand and concurrently with financial resources (Jonyo & Jonyo, 2019). This suggests that some positions might go vacant because of a shortage of funding. This ultimately impacts the quality of education since a shortage of teachers may make it impossible for supervisors to oversee instruction.

Obiweluzor et al. (2013) investigated the function of supervision and inspection in Nigerian education. They found that limited time for supervision exercises, inadequate funds for the supervision process, inadequate staffing or shortages of supervisors, and insufficient formal training on supervision were the main challenges facing supervision.

#### **2.4.2 Workload**

Another problem has to do with the amount of work supervisors have to do every day (Haris et al., 2018). For example, head masters are regarded as inspectors, managers, administrators, supervisors, and leaders. Thus, they act as the primary reflecting point in the school's action plan and are considered "teacher of teachers" (Wanjiku, 2022). According to studies, these obligations present difficulties for headmasters in carrying out their daily administrative and management tasks, including supervising instruction. Numerous studies have discovered the difficulty caused by an excessive number of administrative tasks (Banoğlu, 2019; Mbogo et al., 2020). However, these studies do not clarify how headmasters handled the workload issue or how they balanced it with supervision.

Osei et al. (2020) examined the challenges affecting school supervision and reported that circuit supervisors face a number of difficulties, including irregular school visits, poor allowance, poor incentives, and poor remuneration. The remaining challenges were uncooperative attitudes from headmasters and teachers, sporadic in-service training, and inadequate logistics and educational resources (Osei et al., 2020). Additionally, strategies to enhance supervision were proposed, including efficient cooperation between supervisors and teachers, improved allowance and incentives for supervisors, regular supervision, professional training for supervisors, provision of logistics and materials, and sufficient funding.

The study of Nkonkonya et al. (2022) revealed that challenges affecting effective supervision were lack of higher qualification of supervisors, workload of supervisors, and lack of logistics such as motor and fuel, raincoats, and safety boots. The remaining challenges were the absence of circuit-level SISO offices where teachers could easily find them in an emergency, and lack of transport network to schools in remote areas (Nkonkonya et al., 2022).

### **2.4.3 Attitude to supervision**

The elements that can present difficulties have been linked to the teachers' attitudes on instructional supervision (Darishah et al., 2017). daud et al. (2018) found that teachers generally hold a negative view of instructional supervision, which makes them less likely to consider its advice seriously. Wanjiku (2022) supports this claim as well, pointing out that new teachers have more conflicting feelings about supervision. Compared to more experienced teachers, teachers with less experience have a more negative opinion of practice supervision as a result of the evaluative procedures. However, Kurka and Berhanu (2019) holds a different view. The majority of teachers, according to the author, have a favourable attitude on instructional supervision. They

have no problem showing the supervisor their work records for review, which motivates the teacher to provide advice when required (Kurka & Berhanu, 2019). This investigation was important to determine with whom the study would be in accord because of the two literary disagreements.

#### **2.4.4 Qualification of supervisors**

The effectiveness of instructional supervision is also influenced by the supervisors' professional backgrounds (Nkonkonya et al., 2022). Their professional credentials must either surpass or, at the very least, be comparable to those of the other teachers. In the absence of the necessary professional credentials, instructional supervision would be difficult. In a study of four African countries, Danquah (2019) found that although some supervisors did not have formal professional credentials, they possessed many years of experience. This was because they entered the teaching field when qualification requirements were minimal. Despite having a wealth of teaching expertise, Sunaryo (2020) linked the supervisors' professional credentials to the subpar instructional supervision techniques in these nations.

#### **2.4.5 Lack of delegation**

One issue with instructional supervision has been identified as the head masters' or supervisors' unwillingness and incapacity to assign the supervisory responsibilities to senior teachers, department heads, and subject panels (Apolot et al., 2018). Even when there is sufficient staffing, classroom observation is neglected (Gordon, 2023). This circumstance undercuts the core of headmasters' and supervisors' duties regarding instructional supervision.

## **2.5 Strategies to improve supervision of teaching and learning of Social Studies**

Several strategies can enhance the supervision of Social Studies teaching and learning in Senior High Schools. Here are some examples:

### **2.5.1 Conferencing**

Cogan and Goldhammer's post-observation conference is a crucial component of the strategies to improve supervision of teaching and learning. According to empirical data, this approach gives supervisors the chance to give teachers comments and recommendations about lessons they have seen (Awortwe et al., 2023; Livers et al., 2022; Suriagiri et al., 2022). Teachers' sense of security, efficacy, self-esteem, and motivation may all benefit from nonjudgmental feedback that is not characterized by fault-finding (Winarno et al., 2021). Teachers are encouraged to think on their performance and reassess their methods in order to enhance student learning when they get feedback that focuses on classroom behaviour.

Theorists and empirical studies recognize collegial meetings—where teachers collaborate to discuss and decide on instruction—as a vital part of instructional supervision (Kumari, 2021; Brock et al., 2021). These researchers also suggest that suggestions from supervisors during post-observation discussions significantly boost teachers' reflective behaviors, their thought processes, and their instructional planning. Collaboration among teachers and between teachers and supervisors can foster the development of learning communities within schools. Additionally, these meetings are believed to motivate teachers to reflect, innovate, and take risks. The team then explores new strategies to implement in classrooms, aiming to improve instruction and ultimately enhance student learning (Enchill, 2023).

### 2.5.2 Provision of facilities

Contemporary supervision researchers, like Ampofo et al. (2019) and Ashun (2022), have highlighted the benefits of providing teachers with professional literature to guide their instructional practices. Beyond the training that supervisors will undergo, there is an immediate need for support tools and resources to aid practical application. Additionally, databases are essential for planning and tracking supervision activities (Chaula, 2023). They also need access to journals, bulletins, and the internet. Supervisors are also expected to support teachers with current challenges regarding instruction and professional literature. According to Sunaryo (2020), supervisors in their study routinely gave their teachers access to professional literature about cutting-edge and practical teaching techniques. Weekly staff meetings were used by supervisors in private and government secondary schools that took part in Olssen (2020) study to inform teachers on the latest educational initiatives. Teachers in that study also had access to pertinent journals, professional publications, and literature. Literature about contemporary teaching methods and subject knowledge is widely available online in journals, bulletins, and databases in this age of rapid technological development.

Livers et al. (2022) discovered that by providing their teachers with literature on instructional techniques, the principals who took part in their study improved their reflective behaviour. In less developed nations, supervisors and teachers have limited access to such resources. Computers, let alone internet connections, are frequently unavailable in schools in impoverished nations. It is therefore somewhat challenging for supervisors in developing nations to search the internet and databases for pertinent teaching resources and make them available to their teachers (Brock et al., 2021; Enchill, 2023). In a similar vein, the majority of schools lack access to newsletters,

journals, and education bulletins that address contemporary concerns regarding supervision and teaching methods. Because they act as practice reference materials, supervision manuals and guides can potentially improve supervision procedures (Gordon, 2023). In a similar vein, education journals, bulletins, and newsletters give supervisors up-to-date information about instructional practices and content that they can share with the teachers under their supervision (Imamah & Churrahman, 2022).

### **2.5.3 Continuous professional development**

Nurhuda (2023) explains that continuous professional development (CPD) involves individuals striving for ongoing growth in their skills and knowledge beyond initial training. This concept, previously called "in-service training" or INSET in the teaching sector, emphasized delivery over outcomes. Likewise, CPD is regarded as the professional growth teachers achieve by gaining experience and systematically analyzing their teaching practices (Olssen, 2020). In more detail, supervisor professional development refers to the advancement in a supervisor's career that comes from expanding their experience and methodically analysing their supervisory role (Mensah, 2022). In addition to casual experiences like reading professional journals and viewing academic documentaries on television, professional development encompasses formal experiences like attending seminars, mentorship, and professional gatherings (Winarno et al., 2021). It is discovered that in order to adapt to the world's quick changes, supervisors must constantly plan and carry out their professional growth. To address efficiency, relevance, quality, and equality in supervision, Dignath et al. (2022) pointed out that supervisor development is a crucial component in implementing significant reforms.

#### **2.5.4 In-service training**

According to Datnow (2020), in-service training is instruction received while performing one's job. The evaluation can be completed independently or with the assistance of mentors, coaches, or supervisors. Despite using tools from formal training, the activities are frequently casual. In-service training is primarily a form of on-the-job training usually provided to new employees within a company. Teachers should regularly participate in in-service training on new developments in the educational system to stay current with the latest methods and trends. These desired elements of modern supervision would then be familiar to all professional teachers, and they would be more likely to implement them, potentially improving instruction and student learning (Graham, 2022; Nomah et al., 2022; Susanti et al., 2020). According to these researchers, these programs often teach teachers new concepts regarding instructional supervision. The training broadens teachers' knowledge and skill sets, improves their capacity for reflection, and stimulates their creativity. Without in-service or pre-service training, supervisors often rely on their past experiences with previous supervisors and their existing knowledge of administration and pedagogy. This can lead to inconsistent practices among supervisors within the same education system and increase the risk of stagnation rather than innovation and progress. Despite their belief in the importance of regular training, supervisors are rarely provided with in-service or pre-service development opportunities, regardless of how they are recruited or promoted (Nkonkonya et al., 2022).

#### **2.5.5 Supervision training**

In order to guarantee that high standards of instruction and learning are met, teachers are essential in offering leadership and direction to their subordinates. In order for this to occur, supervisors must be adequately prepared through the use of strategies to

ensure that teachers receive the support and direction they need to enhance their practices. In this sense, "supervision strategies" refers to methods or techniques that supervisors employ to help senior teachers comprehend and carry out their supervisory duty in an efficient manner. One of the several causes of inadequate supervision in schools, according to research conducted in other nations, is supervisors' lack of training (Nasution et al., 2022; Yeng et al., 2022). According to Adeoye (2023), this deficiency is a challenge for supervisors and has a negative impact on teachers' professional growth.

Mohammed (2015) looks into how education inspectors work with the curriculum in Nigeria's public secondary schools in Bauchi State. The study combined elements of a quantitative and qualitative methodology. Five school inspectors were chosen by purposive sampling, while 113 teachers from public secondary schools were chosen through simple random sampling. According to the survey, teachers benefited from the professional assistance that school inspectors provided to principals and teachers.

The effectiveness of supervisors in ensuring the quality of education in Tanzania's Shinyanga region was examined by Kabati (2017). Documentary evaluations, interviews, and questionnaires were used to gather data. According to the results, school inspections help to enhance instruction and learning. The study also showed that suggestions and comments from inspection reports and recommendations are helpful in improving students' performance on schoolwork. The study also discovered that following up improve teachers' productivity and the way the inspection was carried out.

A study by Terra and Berhanu (2019) found that instructional supervisors did not offer teachers consistent or adequate support for curriculum development and professional growth. The research emphasized the need for teachers to receive

training on the importance of instructional supervision and pedagogical issues. It also revealed that supervisors spend more time on administrative tasks than on academic responsibilities. According to the research, instructional supervisors encountered a variety of difficulties that affected how well supervision was carried out. These included issues with choosing and designating the best candidates for instructional supervisors, supervisors' lack of proper training, excessive workloads, insufficient materials, insufficient facilities, insufficient fundings, absence of supervision guides, and teachers' resistance to supervision because they did not understand its significance (Terra & Berhanu, 2019).

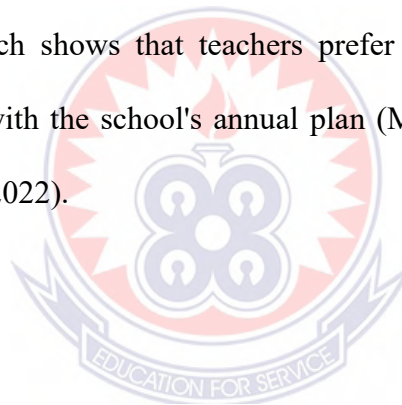
#### **2.5.6 Induction**

An organized and encouraging approach of acclimating a new employee to an organization is called induction. Induction situations arise when teachers transfer to a new workplace or when the most experienced teacher is promoted to a new job and responsibility (Suleiman et al., 2020). The development of a well-designed programme to acquaint a new hire with the company (the school system as a whole) is included in induction programmes. Additionally, a formal tour of the organization's buildings is provided, along with information on its operations, structure, and his position and how it relates to other positions within the company. For a new hire to work efficiently, they must be properly introduced to the company (the educational system).

According to Fendi et al. (2021), induction programmes are a way to greet and acquaint new hires with the company while also educating them on pertinent facts that would enable them to perform their jobs well. According to Terra and Berhanu (2019), induction programmes are a methodical way to integrate new hires into the organization's operations, technology, procedures and culture in order to maximize

the teaching and learning process. According to Nomah et al. (2022), an induction programme helps new hires adjust to their new work surroundings by transferring ideas, knowledge, feelings, and a sense of belonging. According to Winarno et al. (2021), induction is the most important and essential type of training that a new hire should receive after receiving a job offer.

Effective induction programs are timely, well-organized, and engaging, leaving a strong first impression of the company. When properly executed, the induction helps new employees establish essential relationships within their team and across the organization, giving them the best possible start. For incoming teachers, understanding supervision rules and procedures through induction is especially important. Past research shows that teachers prefer training and induction as key methods to integrate with the school's annual plan (Mbogo et al., 2020; Nasution et al., 2022; Yeng et al., 2022).



## **CHAPTER THREE**

### **RESEARCH METHODS**

#### **3.1 Research paradigm**

The study objectives define the philosophical presuppositions that guide a research design, which in turn dictate whether qualitative or quantitative research methodologies would be most appropriate (Kivunja & Kuyini, 2017). Both the interpretivist (inductive) and positivist (deductive) paradigms will be employed for the current study.

##### **3.1.1 Positivism**

According to positivism, data/information that can be verified can be collected through sensory experiences and analyzed using logical and mathematical techniques (Rehman & Alharthi, 2016). According to Park et al. (2020), positivism views the social realm similarly to the natural world, which means that social science uses the scientific method to examine experiences and facts. According to Nkonkonya et al. (2022), the majority of school supervision literature on teaching and learning has been influenced by positivism. As noted by Davies and Fisher (2018), positivism emphasizes that reality is "out there," and the researcher should be concerned in figuring out the most efficient and impartial way to gather factual information about reality. According to Alharahsheh and Pius (2020), positivism is usually characterized by quantitative techniques and fact-based measurement. Because of its emphasis on theory testing, the positivist research paradigm has made significant contributions to the fields of supervisions in schools and its effect on teaching and learning, especially in terms of management insights and theoretical implications (Ashun, 2022; Obeng-Afari, 2022; Nkonkonya et al., 2022).

### **3.1.2 Interpretivism**

Although positivism does not typically involve studying the social world through the scientific method due to its complexity, the interpretivist paradigm has been employed in research on school supervisions and the role of SISOs (Nkonkonya et al., 2022). Bell et al. (2022) argue that interpretivism suggests the social world can only be understood and interpreted from the perspectives of the individuals involved, as perceived by the researcher. Ngwenya (2020) highlights that, in interpretivism, reality is understood through active engagement and interpretation, acknowledging its dynamic and evolving nature, which includes a wide array of subjective realities or social acts that need interpretation. Furthermore, Mubuuke et al. (2020) state that interpretivism considers the multiple interpretations of reality as parts of scientific knowledge.

Unlike positivism, which measures quantitative data numerically, interpretivism uses qualitative research methodologies (Kivunja & Kuyini, 2017). Rather than using numerical data, whose analysis in quantitative research produces empirical results, interpretivism, according to Junjie and Yingxin (2022), entails gathering rich, extensive, and verbal data that leads to empirical discoveries. Furthermore, interpretivism may need the researcher inducing the event being studied (Ryan, 2018).

### **3.2 Research approach**

In research, data can be either qualitative or quantitative. To enrich the depth of data in this study, both approaches—known as mixed methods—were employed (Bryman, 2017). Bryman emphasizes that using both methods enhances the overall robustness of the analysis. The study will utilize the quantitative method in one section and the qualitative method in another.

### 3.3 Research design

Research design is a framework that directs the research approach, encompassing data collection and analysis techniques (Siedlecki, 2020). According to Dawadi *et al.* (2021), a research design helps researchers to make logical connections between empirical data, the study's goals, and its conclusion. This include identifying a research problem, investigating the problem through data collection and analysis, and formulating conclusions and suggestions in light of the data analysis findings. There are a number of research design, which include cross-sectional design, experimental design, case study design, survey research design, and longitudinal research design.

This study uses a cross-sectional research design. Three features distinguish cross-sectional studies: they do not have a time dimension; groups are selected by prevailing differences rather than random allocation; and they rely on prevailing differences rather than changes after an intervention (Setia, 2016). Rather of measuring a process of change, the cross-sectional design can only quantify differences among a range of persons, phenomena, or subjects (Kesmodel, 2018).

#### 3.3.1 Study participants

The study participants comprise all the Social Studies teachers in public SHS in Nanumba District and all the SISOs in the same district. There are three public SHS in the district, which comprise Bimbilla SHS, Wulensi SHS, and Nakpayili Community Day SHS. These public SHS has 162 teachers and 8 SISOs. These personnel will serve as the study participants. Nakpayili Community Day SHS, Bimbilla SHS, Wulensi SHS were selected for the study as they reflect schools serving rural and semi-urban communities, where challenges such as staffing and limited infrastructure may influence instructional delivery and supervision.

### 3.3.2 Sample size

Due to small number of the SISOs, they will not be sampled, however, all the SISOs will be selected for the study. A sample of 61 teachers, 52 teachers and 27 teachers will be selected from Bimbilla SHS, Wulensi SHS, and Nakpayili Community Day SHS, respectively. The number of teachers from the various schools were selected using Yamane

(1967) formula.

Yamane formula: 
$$n = \frac{N}{1+N(e)^2}$$

Where,

N denotes teacher population

e denotes margin of error (95 percent confidence level), and n denotes sample size.

**Table 1: Sample selection from the selected schools**

Schools	Total population	Sample size
Bimbilla SHS	72	$n = \frac{72}{1 + 72 (0.05)^2} = 61$
Wulensi SHS	60	$n = \frac{60}{1 + 60 (0.05)^2} = 52$
Nakpayili Community Day SHS	30	$n = \frac{30}{1 + 30 (0.05)^2} = 27$
<b>TOTAL</b>	<b>162</b>	<b>140</b>

### **3.3.3 Sampling technique**

Sampling is the process of selecting a sufficient number of components or subjects from a study group. It involves various methods, such as convenience, purposive, simple random, systematic sampling, and snowballing (Naderifar et al., 2017; Wohlin et al., 2022). For this study, the simple random sampling technique was used to determine the sample size because it gives each component an equal chance of inclusion. This method is appropriate for both quantitative and qualitative research due to its simplicity, cost-effectiveness, and speed.

### **3.3.4 Data collection**

Since primary data reflects respondents' original opinions on supervisory practices in teaching and learning, it will be collected from teachers and SISOs in the district. Mainly, data will come from a questionnaire sent to teachers. The questionnaire will feature closed-ended questions based on a five-point Likert scale. Chosen for its convenience to busy individuals like teachers, the questionnaire is simple to complete, especially since all targeted respondents are literate and capable of understanding the questions. It will be divided into five sections: the first gathering demographic data; the second focusing on supervisory practices in SHS in Nanumba District; the third capturing perceptions of SISOs and teachers on supervision's role; the fourth identifying challenges hindering effective supervision; and the fifth proposing strategies to improve supervision of teaching and learning in SHS in Nanumba District. Given the small number of SISOs, data from them will be collected through an interview guide.

### **3.3.5 Validity and reliability**

According to earlier research by Cohen et al. (2017), ensuring the correctness of all question items involves eliminating conflicts and vague or ambiguous statements. Professional and peer reviews will facilitate this process. First, the research supervisor will review the data collection instrument to correct errors and add any additional information needed for the study. Reliability, which assesses how well a data collection tool measures what it is intended to, is a key focus (Sürücü & Maslakci, 2020). It also ensures that other researchers can use the same tool in similar studies. To evaluate reliability, a Cronbach Alpha test—an internal consistency reliability measure—is employed. An alpha value of 0.7 or higher is generally considered acceptable (Malhotra, 2015). Consequently, the study will pre-test the questionnaire with 30 teachers.

### **3.3.6 Data analysis**

Two types of data analysis will be employed in the study - thematic and descriptive analysis. The qualitative data that will be collected with interview guide will be transcript, coded and analysed using thematic analysis. The quantitative data that will be collected with closed-ended questionnaire will be cleaned, edited, coded and analyzed using SPSS, employing descriptive statistics like standard deviation, mean, percentages, and frequencies.

## CHAPTER FOUR

### RESULTS AND DISCUSSION

#### 4.1 Demographic characteristics of respondents

The demographic profile of the respondents is presented in this subsection of the chapter. The respondents comprised teachers and SISOs. table 2 shows the demographic characteristics of the teachers, while Table 3 presents the demographics of the SISOs.

Table 2 indicates that 56 teachers, or 40.0%, were aged 41-50 years. Thirty-five respondents (25.0%) were between 31 and 40 years, 29 (20.7%) were aged 21-30 years, and 20 respondents (14.3%) were in the 51-60 years age group. Majority (74.3%) of the teachers were males while minority (25.7%) were females. In terms of educational qualification of the teachers, a little over half (52.9%) had bachelor's degree, and only 7 (5.0%) had postgraduate degree. Moreover, while 63 (45.0%) had taught for more than 20 years, 32 (22.9%) had taught for less than 10 years.

In regards to the SISOs, 5 of them representing 62.5% were between 51 – 60 years and 3 of them representing 37.5% were between 41 – 50 years. No SISO was below 41 years. The male respondents of the SISOs were 75.0% and the female respondents were 25.0%. While 62.5% of the SISOs had bachelor's degree, 37.5% had postgraduate degree. Half of the SISOs had worked for 5-10 years, with only 12.5% worked for more than 10 years (Table 2).

**Table 2: Demographic profile of the teachers**

<b>Profile</b>	<b>Frequency</b>	<b>Percentage (%)</b>
<b>Age</b>		
21-30 years	29	20.7
31-40 years	35	25.0
41-50 years	56	40.0
51-60 years	20	14.3
<b>Gender</b>		
Male	104	74.3
Female	36	25.7
<b>Educational Level</b>		
Diploma	59	42.1
Bachelor's degree	74	52.9
Postgraduate degree	7	5.0
<b>Teaching experience</b>		
Less than 10 years	32	22.9
11-20 years	45	34.1
More than 20 years	63	45.0

**Table 3: Demographic profile of the SISOs**

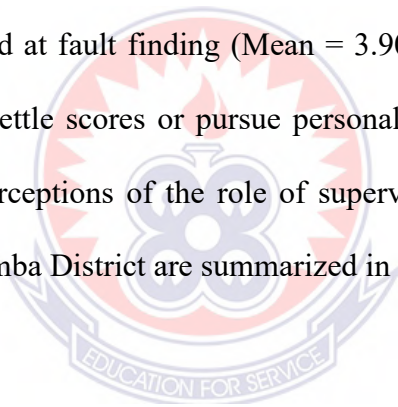
<b>Profile</b>	<b>Frequency</b>	<b>Percentage (%)</b>
<b>Age</b>		
21-30 years	0	0.0
31-40 years	0	0.0
41-50 years	3	37.5
51-60 years	5	62.5
<b>Gender</b>		
Male	6	75.0
Female	2	25.0
<b>Educational qualification</b>		
Diploma	0	0
Bachelor's degree	5	62.5
Postgraduate degree	3	37.5
<b>Working experience as SISO</b>		
Less than 5 years	3	37.5
5-10 years	4	50.0
More than 10 years	1	12.5

#### **4.2 Perceptions of SISOs and teachers on the role of supervision in teaching and learning of Social Studies in Nanumba District**

This part of the study explores how SISOs and teachers perceive the role of supervision in the teaching and learning of Social Studies in Nanumba District. Teachers' views on supervision range from 3.68 to 4.19, with an overall mean perception of 4.03 (see Table 4). This suggests that teachers generally have a positive

outlook on supervision. Specifically, teachers regard their SISOs as educational partners (Mean = 4.19; SD = 0.76), believe supervision enhances teachers' attitudes, achievements, and behavior (Mean = 4.15; SD = 0.90), and feel it helps identify instructional challenges, improve lesson plans, and set success criteria (Mean = 4.12; SD = 0.75).

Additionally, teachers agreed that supervision plays a key role in making instructional improvements (Mean = 4.10; SD = 0.81). They believe supervision helps monitor teachers' instruction to ensure it includes effective teaching elements (Mean = 4.06; SD = 0.83) and involves teachers in collaborative inquiry aimed at improving instruction (Mean = 4.05; SD = 0.83). However, teachers were neutral about supervision being aimed at fault finding (Mean = 3.90; SD = 1.02) and its potential use by supervisors to settle scores or pursue personal agendas (Mean = 3.68; SD = 1.08). The teachers' perceptions of the role of supervision in teaching and learning Social Studies in Nanumba District are summarized in Table 4.



**Table 4: Perceptions on the role of supervision in teaching and learning**

Perception on supervision	Mean	SD
Supervision enables supervisors to witch-hunt and settle scores with teachers	3.68	1.08
Teachers see their SISOs as partners in education	4.19	0.76
Supervision aims at fault finding	3.90	1.02
Supervision enables the teacher to detect instructional problems, improve plans and criteria for success	4.12	0.75
Teachers and SISOs share the duty for instructional improvement during supervision	4.01	0.80
Supervision is to involve teachers in mutual inquiry aimed at the improvement of instruction	4.05	0.83
Supervision has primary role for instructional improvement decision	4.10	0.81
Supervision monitors teachers to determine if their instruction includes the elements of effective instruction	4.06	0.83
Supervision improves teachers' attitude, achievement and behaviour	4.15	0.90
<b>Composite mean</b>	<b>4.03</b>	<b>0.86</b>

**Likert scale:** 1 = Strongly disagree, 2 = Disagree, 3 = Indifferent, 4 = Agree, 5 = Strongly agree, SD = Standard Deviation

To supplement the quantitative data with qualitative results, the SISOs were interviewed on their perception of supervision. From the interview, a SISO was asked on their primary role on teaching and learning of Social Studies in Senior High Schools. The SISO mentioned that:

*–As a SISO, my primary role is to allocate resources to Senior High Schools, serve as expert of curricula activities, and also staff and motivate teachers. Moreover, SISOs are responsible for corrective action in Senior High Schools, monitor and implement new educational policies in Senior High Schools, as well as design and*

*conduct in-service training sessions for Senior High Schools teachers (SISO 1)”.*

In complementation, another SISO explained the roles of SISO on teaching and learning of Social Studies in Senior High Schools. She stated that:

*“The primary roles of SISOs are to inspire teamwork and collaboration in Senior High Schools, organize extra curricula activities and co-curricular activities to build confidence in students and teachers, and to detect and report the weakness and strength of students to appropriate stakeholders, not forgetting constructive and objective criticism of teachers (SISO 4)“.*

The SISOs were further asked on how supervision impact the performance, the frequency they conduct supervision, and activities involved in the supervision. One of the SISOs reported that:

*I would not say that supervision has had momentous impact on teachers and student performance, however, there has been some improvement. What we expected has not been achieved but once there has been some sort of improvement, we are confident that we will achieve our desire purpose. The frequency of visits is at times determined by resources available, but we manage to at least visit once a term. During the visits, we design TLM for use in the Senior High Schools, advise teachers on lesson plans preparation, and also recognize brilliant but needy pupils and make recommendations for support (SISO 7)“.*

Collegial supervision theory explains how both SISOs and teachers view supervision as integral to teaching and learning Social Studies. It highlights that supervision is a collaborative process rooted in professional communication and mutual respect. The theory also indicates that supervision is most effective when it is participatory, hierarchical, and supportive in improving Social Studies education. These findings align with prior research. For example, Imamah and Churrahman (2022) noted that new high school teachers valued supervision for their professional growth and future development. They agreed that to become effective teachers, they needed continuous development. Similarly, Chaula (2023) reports that some teachers increasingly see supervision as a vital element of school management.

When supervisors are fair and democratic, they recognize the importance of the entire program. Gordon (2023) found that teachers generally viewed the three supervisory approaches—directive, non-directive, and collaborative—positively, but they responded less favorably to non-directive supervision compared to the other two. He suggests this might be because these teachers are not used to having decision-making power. Zohriah et al. (2022) reported that most teachers viewed supervision negatively, seeing supervisors as bureaucratic administrators and experiencing supervision as a poor experience. Their study concluded that the current supervision does not support teachers' professional growth or improve teaching quality. They also noted that part of the negative perception arises because many supervisors lack subject-matter expertise and cannot identify issues specific to their sector.

Because supervision has typically been skewed toward evaluation or inspection, research conducted in Zimbabwe by Hoque et al. (2020) found that many teachers detest or even fear being supervised. Because supervisors were perceived as inspectors who came to the instructors' classroom to uncover faults, thus, the teachers appeared to have a negative perception of supervision. According to Enchill (2023), if the supervisor treats them properly during supervisory activities and provides them with security by defending their decisions, teachers may view supervision as a beneficial activity.

Teacher educators' supervising techniques were examined by Sunaryo (2020). According to their findings, supervisors felt very positively that the teachers were meeting the goals of clinical supervision. Olssen, 2020) employed questionnaires and interview schedules in his critical analysis of supervisory practices. According to his research, a sizable portion of teachers agreed with the idea that teachers should have regular supervision. While some supervisors treated teachers with kindness and

friendliness, others continued to intimidate and harass them. As one got farther away from the education office, the frequency of supervision dropped (Olssen, 2020).

Winarno et al. (2021) used questionnaires to collect data on teachers' opinions about primary head teachers' administrative practices. Their findings indicated that teachers with higher professional grades generally had a more positive attitude toward head teachers' monitoring. However, teachers with varying teaching experiences showed no difference in their attitudes toward supervision. Additionally, those holding the highest academic degrees tended to have negative views about head teachers' supervision.

### **4.3 Supervisory practices in Senior High Schools in Nanumba District**

This subsection discusses the supervisory practices in Senior High Schools in Nanumba District. According to teachers, these practices range from a low of 2.64 (disagreed) to a high of 4.11 (agreed), with an overall mean of 3.84 (see Table 5). This indicates that teachers are generally neutral regarding supervisory practices in these schools.

The supervisory practice that recorded the highest rating was effective time table is plan for school (Mean = 4.30; SD = 0.70), followed by proper storage and effective usage of school supplies, equipment and textbooks are ensured (Mean = 4.11; SD = 0.72), and SISOs inspect teachers' instructional practices for errors (Mean = 4.08; SD = 0.78). Other supervisory practices that the teachers agreed were sanctions and reprimands are administered as appropriate (Mean = 4.04; SD = 0.80), SISOs make informal visits to classrooms (Mean = 4.03; SD = 0.81), punctuality of staff to school is ensured (Mean = 4.01; SD = 0.89), and SISOs tell teachers on what he or she has to do to improve teaching (Mean = 4.00; SD = 0.90). However, the teachers disagreed that learners' exercises are checked by the SISOs (Mean = 4.00; SD = 0.90).

**Table 5: Supervisory practices in Senior High Schools**

Supervisory practices	Mean	SD
Holds staff meetings effectively and regularly	3.80	1.02
Staff are involved in decision making	3.95	0.85
Responsibilities are delegated to staff	3.64	1.01
Effective timetable is plan for school	4.30	0.70
Proper storage and effective usage of school supplies, equipment and textbooks are ensured	4.11	0.72
Sanctions and reprimands are administered as appropriate	4.04	0.80
Punctuality of staff to school is ensured	4.01	0.89
Check learners' exercises	2.64	1.18
End of term/year reports are submitted to the District Education Office through the SISO	3.55	1.12
SISOs tell teachers on what he or she has to do to improve teaching	4.00	0.90
SISOs encourage teachers to be innovative and creative in teaching	3.89	0.95
SISOs work as a team with teachers to overcome issues on teaching	3.68	1.03
SISOs accept disagreement from teachers while discussing	3.82	1.01
SISOs listen and accept teacher's submissions for improvement	3.65	1.10
SISOs inspect teachers' instructional practices for errors	4.08	0.78
SISOs ensures that teachers have sufficient teaching-learning materials	3.91	0.94
SISOs make informal visits to classrooms	4.03	0.81
Provision of in-service workshops to teachers to develop their skills	3.96	0.95
SISOs assist teacher facing difficulties in implementing educational curriculum	3.85	0.98
<b>Composite mean</b>	<b>3.84</b>	<b>0.93</b>

**Likert scale:** 1 = Strongly disagree, 2 = Disagree, 3 = Indifferent, 4 = Agree, 5 = Strongly agree, SD = Standard Deviation

The teachers were indifferent on end of term/year reports are submitted to the District Education Office through the SISO (Mean = 3.55; SD = 1.12), responsibilities are delegated to staff (Mean = 3.64; SD = 1.01), SISOs listen and accept teacher's submissions for improvement (Mean = 3.65; SD = 1.10), SISOs work as a team with teachers to overcome issues on teaching (Mean = 3.68; SD = 1.03).

From the interviews, the responses of the SISOs confirmed the quantitative data obtained from the teachers. The SISOs were asked to indicate administrative supervisory practices they ensure. One of the SISOs stated that:

*The administrative supervisory practices that I and other SISOs ensure in Senior High Schools in this district include involving teachers in decision-making, planning effective time table with the teachers, ensuring that teachers attend class regularly and are punctual during classes hours, as well as reprimanding and sanctioning of teachers when necessary. We do not take delight in reprimanding teachers, but when the need arises, we have no other choice than to put the teachers on the right way (SISO 8)‘‘.*

Another SISO explained the curricular supervisory practices they ensure. He mentioned that:

*‘‘The curricular supervisory practices ensured in this district are many. Nonetheless, the most important include assisting teachers to analyse the educational curricular content, assisting teachers who has difficulty in implementing the educational curricular, and instructing teachers to effectively execute the educational curricular (SISO 5)‘‘.*

In addition to the curricular supervisory practices and administrative supervisory practices, the SISOs further highlighted on the instructional supervisory practices. On the instructional supervisory practices, one of the SISOs mentioned that:

*‘‘The instructional supervisory practices ensured in this district are good for both the teachers and their students. For instance, the SISOs suggest to teachers on how they should teach, inspect teachers’ instructional practices for mistakes/errors, assist teachers to get solution for challenges they face in their instructional practices, assess classroom instructional practices of the teachers, and ensure that teachers have sufficient teaching and learning materials (SISO 3)‘‘.*

The scientific management theory underpins the supervisory practices in Senior High Schools in Nanumba District can benefit from the application. The theory has determined that senior high school supervision practices are effective, methodical, and in line with best practices that improve teacher effectiveness and instruction. One of the duties of supervisors is to hear and listen to the needs of teachers. Supervisors should pay attention to teachers’ problems and make an effort to help them whenever they could (Nasution et al., 2022). In a related study, Sunaryo (2020) reported that by

encouraging instructional methods, taking risks, and being innovative and creative, praise encourages teachers to act reflectively. Hoque et al. (2020) also found that teachers trust supervisors who are knowledgeable and skilled in instruction. To effectively support teachers, supervisors should be well-educated in both subject matter and instructional techniques. It is essential in the supervisory process that teachers believe in the supervisor's ability to assist them with their teaching methods (Adeoye, 2023). The authors argue that supervisors need to be trusted to aid with curriculum planning, boost morale, and provide instructional support. They also suggest that supervisors should be open to dialogue and honest communication with teachers. Lastly, they suggest that supervisors should be "master teachers" with practical knowledge of the curriculum and methodology. According to Yeng et al. (2022), the supervisor's ongoing participation in in-service training enables him or her to offer teachers helpful support, guidance, and assistance, which in turn builds teachers' trust in the supervisor.

Supervisors primarily observe lessons to assess teachers' content knowledge and instructional skills, providing necessary support for improvement. Adeoye (2023) emphasizes that during these visits, supervisors should focus on the observations agreed upon in the pre-observation conference. This approach helps ensure they stay focused and objective throughout the process.

The current study's results expand on Ampofo et al. (2019), who identified that SISOs play a key role in improving teaching and learning quality through school visits. Several academic theories suggest that supervisors who frequently observe classes leave a lasting impact on the school environment (Awortwe et al., 2023). These visits are usually unannounced, aiming to keep teachers alert, optimize instructional time, and offer support when necessary. Moreover, informal visits have motivated teachers

to improve their teaching practices and increase time-on-task (Mensah, 2022; Adu et al., 2024).

Making recommendations to direct instruction is another supervisory technique that studies have found to be beneficial (Suriagiri et al., 2022). Teachers can use suggestions as a guide when selecting from a variety of lesson plans, classroom management techniques, and instructional techniques. According to related study from Fendi et al. (2021), supervisors offer recommendations that aim to enhance teachers' abilities and perspectives. The authors point out that recommendations foster a positive work atmosphere and inspire creativity and innovation.

One of a supervisor's main responsibilities is to visit classrooms and provide teachers' feedback. Teachers who receive feedback are better able to consider what truly transpired throughout the teaching-learning process. In the study of Jacob & Solomon (2021), they reported that when delivered honestly, feedback should guide instructional improvement, rather than being a formality. In a similar vein, feedback, whether verbal or written, formal or informal, should emphasize observations rather than viewpoints. According to Adeoye (2023), teachers' behaviour is reflectively informed by feedback, which leads to them putting new ideas into practice, experimenting with different teaching methods, responding to the diversity of their students, making more thoughtful plans, and improving their attention.

According to related study, Suleiman et al. (2020) underlined that supervisors should give teachers the time and chance to work together to enhance their teaching techniques and abilities. Collaboration, according to Brock et al. (2021), leads to reflective behaviour, efficacy, self-esteem, and teacher motivation, such as creativity/innovation, instructional variety, and risk taking. When SISOs and teachers collaborate to address the system's current problems, school inspectors generally have

a positive impact on the educational system (Livers et al., 2022). According to Winarno et al. (2021), school inspections enhance staff cooperation and public recognition that the school is essentially on the right track and improve staff morale. In order to improve teaching and learning, Enchill (2023) suggested cooperative supervision, in which teachers actively engage with other teachers and supervisors while observing and analysing their behaviours.

#### **4.4 Challenges hindering effective supervision of Social Studies**

The challenges hindering effective supervision of Social Studies is presented in this subsection of the results. From the five-point likert scale, the challenges hindering effective supervision of Social Studies ranges from 3.49 (indifferent) to 4.32 (agreed) with composite mean challenge of 4.00. This implies that the teachers agreed to the challenges confronting them as far as effective supervision is concerned. With mean of 4.32 and standard deviation of 0.70, the teachers agreed that there is inadequate budget for the supervisory programme. Moreover, with mean of 4.25 and standard deviation of 0.76, the teachers agreed that there are frequent curriculum changes. From the study, teachers see supervision as a fault-finding mechanism rather than a means to improve instructional process recorded mean of 4.20 and standard deviation of 0.71 (Table 6).

The teachers identified additional challenges, including the absence of clear supervision guidance in the curriculum (Mean = 4.16; SD = 0.74), limited support from higher authorities for supervisors (Mean = 4.15; SD = 0.72), teachers' reluctance to seek instructional support and advice (Mean = 4.13; SD = 0.75), and inadequate training for supervisors (Mean = 4.09; SD = 0.78).

**Table 6: Challenges hindering effective supervision of Social Studies**

Challenges	Mean	SD
Teachers resist supervision because they lack awareness	3.59	1.20
Teachers take instructional supervision for granted	3.82	1.04
Teachers do not like objective feedback about classroom observations	3.90	1.01
Teachers do not cooperate with supervisors during supervision	3.86	1.05
Teachers see supervisors as enemies rather than helpers to improve upon their professional career	3.49	1.16
Teachers are not cordial and do not communicate freely during instructional supervision	4.04	0.83
Teachers do not readily avail themselves for instructional support and advice	4.13	0.75
Teachers see supervision as a fault-finding mechanism rather than a means to improve instructional process	4.20	0.71
There is no clear-cut supervision instruction in the curriculum	4.16	0.74
Frequent curriculum changes	4.25	0.76
The school curriculum is too difficult to supervise	3.96	0.86
There is no support system from higher officials for supervisors	4.15	0.72
There is lack of right training for supervisors	4.09	0.78
There is inadequate budget for the supervisory program	4.32	0.70
Delayed release of supervision funds and facilitation	4.06	0.81
<b>Composite mean</b>	<b>4.00</b>	<b>0.87</b>

**Likert scale:** 1 = Strongly disagree, 2 = Disagree, 3 = Indifferent, 4 = Agree, 5 = Strongly agree, SD = Standard Deviation

During the interview, the SISOs reported challenges similar to those mentioned by the teachers. From their perspective, these challenges were categorized into instructional, curriculum, and physical/material issues. Concerning instructional challenges, one of the SISOs explained that:

*We are faced with a number of challenges but among them that worries me is that some of the teachers instead of seeing supervision as a way to enhance instructional practices, they rather regard supervision as a fault-finding mechanism. As a result, they do not readily avail themselves for instructional support and advice. This affects cooperation during instructional supervision. Thus, the*

*teachers do not like objective feedback and constructive criticisms (SISO 6)‘‘.*

In terms of the curricular challenges as well as the physical and material challenges, one of the SISOs also stated that:

*‘‘In regards to the curricula challenge, I will say that there is no clear-cut supervision instruction and some of the teachers lack the necessary comprehension of the curriculum. In terms of the physical and material challenges, there are a lot, but I will say the most important ones. These include lack of adequate funds for supervision, lack of the necessary support, delay in release of funds for supervision, insufficient and irregular training for supervisors, and time consuming and tiresome of supervision. Before I forget, let me add this, the supervisors have other duties than supervision. Thus, it is difficult to assist all teachers who need help to improve instruction practice (SISO 2)‘‘.*

The systems theory supports challenges hindering effective supervision of Social Studies in Senior High Schools. From the study, the theory sees schools as complex systems with interactions between all of its components, including teachers, SISOs, resources, and policies. According to the theory, effective supervision can be hampered by inefficiencies or malfunctions in any area of the system, including communication, administrative support, or resource allocation. The most significant resource in a school is its human capital. Sumarmi and Sudadi (2023) state that competency and the quantity of employees required to provide services to the client are crucial factors to take into account when evaluating staff capacity. Head masters and some supervisors have been compelled to attend class lessons at the expense of conducting classroom observations due to the issue of insufficient staffing levels in public secondary schools. Obiweluzor et al. (2013) investigated the function of supervision and inspection in Nigerian education. They found that limited time for supervision exercises, inadequate funds for the supervision process, inadequate staffing or shortages of supervisors, and insufficient formal training on supervision were the main challenges facing supervision.

Osei et al. (2020) examined the challenges affecting school supervision and reported that circuit supervisors face a number of difficulties, including irregular school visits, poor allowance, poor incentives, and poor remuneration. The remaining challenges were uncooperative attitudes from head masters and teachers, sporadic in-service training, and inadequate logistics and educational resources (Osei et al., 2020).

The study of Nkonkonya et al. (2022) revealed that challenges affecting effective supervision were lack of higher qualification of supervisors, workload of supervisors, and lack of logistics such as motor and fuel, raincoats, and safety boots. The remaining challenges were the absence of circuit-level SISO offices where teachers could easily find them in an emergency, and lack of transport network to schools in remote areas (Nkonkonya et al., 2022).

The elements that can present difficulties have been linked to the teachers' attitudes on instructional supervision (Darishah et al., 2017). According to research by Daud et al. (2018), teachers have a negative attitude about instructional supervision and are therefore unlikely to take any advice that comes from it seriously. Wanjiku (2022) supports this claim as well, pointing out that new teachers have more conflicting feelings about supervision. Compared to more experienced teachers, teachers with less experience have a more negative opinion of practice supervision as a result of the evaluative procedures. However, Kurka and Berhanu (2019) holds a different view. The majority of teachers, according to the author, have a favourable attitude on instructional supervision. They have no problem showing the supervisor their work records for review, which motivates the teacher to provide advice when required (Kurka & Berhanu, 2019).

The effectiveness of instructional supervision is also influenced by the supervisors' professional backgrounds (Nkonkonya et al., 2022). Their professional credentials must either surpass or, at the very least, be comparable to those of the other teachers. In the absence of the necessary professional credentials, instructional supervision would be difficult. In a study of four African countries, Danquah (2019) discovered that while some of the supervisors lacked professional credentials, they had years of experience. This was explained by the fact that they joined the teaching profession when there were few criteria for qualifications. Despite having a wealth of teaching expertise, Sunaryo (2020) linked the supervisors' professional credentials to the subpar instructional supervision techniques in these nations.

#### **4.5 Strategies to improve supervision on teaching and learning of Social Studies**

This subsection outlines strategies to enhance supervision of Social Studies teaching and learning. The average ratings for these strategies range from 4.02 to 4.34, with an overall mean of 4.18. This suggests that teachers generally agree with the proposed strategies to improve supervision in this area.

The strategy that recorded the highest rating was classroom observations should be followed by actionable recommendations (Mean = 4.34; SD = 0.70), adequate teaching and learning materials should be provided for Social Studies instruction (Mean = 4.30; SD = 0.72), SISOs should focus on both teacher performance and student learning outcomes (Mean = 4.22; SD = 0.73), and teachers need more professional development opportunities specific to Social Studies (Mean = 4.21; SD = 0.74).

Additionally, teachers indicated strong agreement that workshops on curriculum updates should be held frequently for Social Studies teachers, with a mean of 4.16 and a standard deviation of 0.76. They also concurred that SISOs should regularly review

lesson plans and teaching methods, reflected in a mean of 4.16 and a standard deviation of 0.76. Furthermore, teachers agreed on the need for a clear standard for evaluating Social Studies instruction, with a mean of 4.15 and a standard deviation of 0.80 (Table 7).

**Table 7: Strategies to improve supervision on teaching and learning**

<b>Strategies to improve supervision</b>	<b>Mean</b>	<b>SD</b>
Regular in-service training to enhance Social Studies teachers' instructional skills	4.10	0.72
Workshops on curriculum updates should be organized frequently for Social Studies teachers.	4.18	0.75
Classroom observations should be followed by actionable recommendations	4.34	0.70
Teachers need more professional development opportunities specific to Social Studies	4.21	0.74
SISOs should regularly monitor lesson plans and teaching methods of Social Studies teachers	4.16	0.76
SISOs should focus on both teacher performance and student learning outcomes	4.22	0.73
SISOs should involve teachers in setting supervision goals	4.09	0.81
There should be a clear standard for evaluating Social Studies instruction	4.15	0.80
Adequate teaching and learning materials should be provided for Social Studies instruction.	4.30	0.72
Education authorities should regularly evaluate and revise supervision policies	4.02	0.78
<b>Composite mean</b>	<b>4.18</b>	<b>0.75</b>

**Likert scale:** 1 = Strongly disagree, 2 = Disagree, 3 = Indifferent, 4 = Agree, 5 = Strongly agree, SD = Standard Deviation

From the interview, the SISOs were asked on strategies to improve supervision on teaching and learning from the perspective of instructional, curriculum and physical and material. Among the SISOs, one of them stated that:

*To improve supervision on teaching and learning of Social Studies involves a lot. Among them include adequate learning and teaching materials should be provided for Social Studies instruction and there should be regular in-service training to enhance Social Studies teachers' instructional skills. Among the most important strategies include sufficient budget for supervision. This will ensure regular monitoring of lesson plans and teaching methods of Social Studies teachers (SISO 4).*

The goal setting theory buttresses the propose strategies to improve supervision on teaching and learning. In the study, the theory underlined that performance is driven by goals that are precise, unambiguous, and attainable. In order to ensure that supervision is goal-driven and has quantifiable objectives for enhancing Social Studies teaching and learning outcomes, it promotes the development of strategies that foster a shared vision between SISOs and teachers. In agreement to the findings of the current study, Osei et al. (2020) underlined in their study that the strategies to enhance supervision were efficient cooperation between supervisors and teachers, improved allowance and incentives for supervisors, regular supervision, professional training for supervisors, provision of logistics and materials, and sufficient funding.

The provision of professional literature to guide teachers' instructional practices has been found to be beneficial by contemporary supervision researchers (Ampofo et al., 2019; Ashun, 2022). In addition to the training supervisors will receive, there is an urgent need for support instruments and materials to support practice. They need databases to prepare and monitor the supervision work (Chaula, 2023). Supervisors are also expected to support teachers with current challenges regarding instruction and professional literature. According to Sunaryo (2020), supervisors in their study routinely gave their teachers access to professional literature about cutting-edge and

practical teaching techniques. Weekly staff meetings were used by supervisors in private and government secondary schools that took part in Olssen (2020) study to inform teachers on the latest educational initiatives. Teachers in that study also had access to pertinent journals, professional publications, and literature.

Livers et al. (2022) discovered that by providing their teachers with literature on instructional techniques, the principals who took part in their study improved their reflective behaviour. In less developed nations, supervisors and teachers have limited access to such resources. Computers, let alone internet connections, are frequently unavailable in schools in impoverished nations. It is therefore somewhat challenging for supervisors in developing nations to search the internet and databases for pertinent teaching resources and make them available to their teachers (Brock et al., 2021; Enchill, 2023). In a similar vein, the majority of schools lack access to newsletters, journals, and education bulletins that address contemporary concerns regarding supervision and teaching methods. Because they act as practice reference materials, the existence of supervision manuals and guides has the potential to enhance supervision procedures (Gordon, 2023). In a similar vein, education journals, bulletins, and newsletters give supervisors up-to-date information about instructional practices and content that they can share with the teachers under their supervision (Imamah & Churrahman, 2022).

In-service training is essentially a type of on-the-job training that is typically conducted for new hires in a business. Teachers should receive regular in-service training on new advancements in the educational system to stay up to date on the latest methods and trends. These desired elements of modern supervision would then be familiar to all professional teachers, and they would be more likely to implement them, potentially improving instruction and student learning (Graham, 2022; Nomah

et al., 2022; Susanti et al., 2020). According to these researchers, these programs often teach teachers new concepts regarding instructional supervision. The training broadens teachers' knowledge and skill sets, improves their capacity for reflection, and stimulates their creativity. In the absence of in-service or pre-service training, supervisors may be inclined to rely on their experiences with their previous supervisors over the years, as well as their existing knowledge in administration and pedagogy. In such situations, practices may differ from one supervisor to another in the same education system. There is also the danger of stagnation in practice, instead of innovation and improvement. Supervisors are rarely given in-service or pre-service training, despite their belief that they require regular training regardless of the pattern of recruitment and promotion procedures (Nkonkonya et al., 2022).

In a study carried out by Terra and Berhanu (2019), instructional supervisors failed to provide teachers with consistent and sufficient support for their curriculum and professional growth. According to their research, teachers should receive training on the value of instructional supervision and pedagogical matters. The study showed that supervisors devote more of their time to administrative work rather than academic assignments. According to the research, instructional supervisors encountered a variety of difficulties that affected how well supervision was carried out. These included issues with choosing and designating the best candidates for instructional supervisors, supervisors' lack of proper training, excessive workloads, insufficient materials, insufficient facilities, insufficient fundings, absence of supervision guides, and teachers' resistance to supervision because they did not understand its significance (Terra & Berhanu, 2019).

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Summary of key findings**

The summary of key findings is presented in this subsection of the chapter. The summary is based on the study objectives and findings. Thus, the summary of key findings is partitioned into four subsections.

##### **5.1.1 Perceptions of SISOs and teachers on the role of supervision in teaching and learning Social Studies in Nanumba District**

Teachers at Senior High Schools in Nanumba District see their SISOs as collaborative partners in education. They believe supervision enhances teachers' attitudes, achievement, and behavior, and helps identify instructional issues while improving planning and success criteria. Additionally, teachers think supervision mainly guides instructional improvements, monitors for effective teaching components, and involves teachers in joint efforts to enhance instruction. Many teachers remain indifferent about supervision being used for fault-finding or witch-hunting, which could be used to settle scores. The SISOs confirmed these perceptions but disagreed with the idea that supervision serves as a fault-finding tool.

##### **5.1.2 Supervisory practices in Senior High Schools in Nanumba District**

The supervisory practices carried out at Senior High Schools in Nanumba District include planning of effective time table for schools, ensuring proper storage and effective usage of school supplies, equipment and textbooks, and SISOs inspecting teachers' instructional practices for errors. Other supervisory practices were sanctions and reprimands are administered as appropriate, SISOs make informal visits to classrooms, punctuality of staff to school is ensured, and SISOs tell teachers on what he or she has to do to improve teaching. However, the teachers disagreed that

learners' exercises are checked by the SISOs. The teachers were indifferent on end of term/year reports are submitted to the District Education Office through the SISO, responsibilities are delegated to staff, SISOs listen and accept teacher's submissions for improvement, SISOs work as a team with teachers to overcome issues on teaching.

### **5.1.3 Challenges hindering effective supervision of Social Studies**

Several challenges hinder effective supervision in Senior High Schools in Nанumba District. These include an insufficient budget for supervisory activities, frequent curriculum updates, and teachers perceiving supervision as fault-finding rather than a tool for improving instruction. Additional issues involve the absence of clear supervision guidelines in the curriculum, lack of support from higher authorities for supervisors, teachers not readily accepting instructional support and advice, and inadequate training for supervisors.

### **5.1.4 Strategies to improve supervision on teaching and learning of Social Studies**

The strategies to improve supervision on teaching and learning include classroom observations should be followed by actionable recommendations; adequate teaching and learning materials should be provided for Social Studies instruction; SISOs should focus on both teacher performance and student learning outcomes; and teachers need more professional development opportunities specific to Social Studies. The remaining strategies comprise workshops on curriculum updates should be organized frequently for Social Studies teachers; SISOs should regularly monitor lesson plans and teaching methods of Social Studies teachers; and there should be a clear standard for evaluating Social Studies instruction.

## 5.2 Conclusions

After the study, the following conclusions have been drawn.

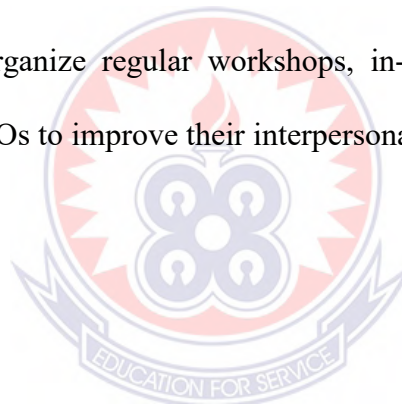
- The SISOs showed a general commitment to their duty, yet numerous inspections lacked subject-specific focus, especially relating to Social Studies pedagogy and content delivery. Supervision was always irregular and not always aligned with the curriculum needs of Social Studies teachers.
- Teachers, school administrators, and SISOs did not work well together, which resulted in gaps in the implementation of supervisory feedback.
- In general, teachers perceived SISOs as administrative monitors rather than instructional leaders, limiting the potential of supervision to influence classroom practices meaningfully.
- Additionally, there was no support for professional development after supervision, and feedback systems were either too general or delayed, which decreased their efficacy. The effectiveness of SISOs' supervisory tasks has been found to be significantly impacted by constraints such heavy workload, lack of resources, and insufficient training in social studies pedagogy.

## 5.3 Recommendations

The recommendations for the study have been partitioned into four in relation to the study objectives, results and conclusions.

1. The Nanumba District Directorate and GES should provide SISOs with the tools (evaluation instruments, transportation) they need to support frequent and successful school visits.
2. Through post-observation talks and peer-learning sessions, Senior High School administrators should cultivate relationships between SISOs and teachers.

3. Administrators of Senior High Schools should set up forums where instructors can discuss and implement supervisory input while planning and executing lessons.
4. A consistent supervision checklist emphasizing curriculum delivery, student involvement, and evaluation procedures should be put into place by the GES and Nanyamba District Directorate.
5. It is recommended that SISOs should adopt a collaborative and developmental approach to supervision rather than a fault-finding model. Thus, supervision should underscore coaching, mentorship, and constructive feedback meant to improve instructional practices.
6. GES should organize regular workshops, in-service training, and refresher courses for SISOs to improve their interpersonal, pedagogical, and supervisory skills.



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## APPENDICES

### UNIVERSITY OF EDUCATION, WINNEBA

#### AN EVALUATION OF SUPERVISORY PRACTICES OF SCHOOL INSPECTION SUPPORT OFFICER (SISO) IN SOCIAL STUDIES LESSONS IN SENIOR HIGH SCHOOLS IN THE NANUMBA DISTRICT OF GHANA

This questionnaire is designed to elicit information to enable the researcher undertake a study for academic purpose. Please your time and energy used in responding to this questionnaire is highly appreciated. Please you are assured that any information given shall be treated with confidentiality and anonymity. Kindly tick/select responses you deem appropriate and provide short and concise answers where necessary. You can withdraw from answering the questions at any point in time.

Thank You.

#### Section I

##### Demographic characteristics

1. Age of the teacher: .....
2. Sex of teacher
  - A. Male
  - B. Female
3. Type of qualification:
  - A. Cert –A”
  - B. Diploma
  - C. Degree
  - D. Masters
  - E. Other [specify] .....
4. Number of years of teaching: .....
5. School: .....



## Section II

### **Perceptions of teachers on the role of supervision in teaching and learning of Social Studies in Nanumba District**

Based on a five-point likert scale ranging from strongly disagree (1) to strongly agree (5), indicate your level of agreement on your perception on role of supervision in Senior High Schools in Nanumba District

**Likert scale:** 1 = Strongly disagree, 2 = Disagree, 3 = Indifferent, 4 = Agree, 5 = Strongly agree

<b>Perception on supervision</b>		1	2	3	4	5
6	Supervision enables supervisors to witch-hunt and settle scores with teachers					
7	Teachers see their SISOs as partners in education					
8	Supervision aims at fault finding					
9	Supervision enables the teacher to detect instructional problems, improve plans and criteria for success					
10	Teachers and SISOs share the duty for instructional improvement during supervision					
11	Supervision is to involve teachers in mutual inquiry aimed at the improvement of instruction					
12	Supervision has primary role for instructional improvement decision					
13	Supervision monitors teachers to determine if their instruction includes the elements of effective instruction					
14	Supervision improves teachers' attitude, achievement and behaviour.					

### Section III

#### **Supervisory practices in Senior High Schools in Nanumba District**

Based on a five-point likert scale ranging from strongly disagree (1) to strongly agree (5), indicate your level of agreement on the following supervisory practices in Senior High Schools in Nanumba District.

**Likert scale:** 1 = Strongly disagree, 2 = Disagree, 3 = Indifferent, 4 = Agree, 5 = Strongly agree

<b>Supervisory practices</b>		1	2	3	4	5
15	Holds staff meetings effectively and regularly					
16	Staff are involved in decision making					
17	Responsibilities are delegated to staff					
18	Effective time table is plan for school					
19	Proper storage and effective usage of school supplies, equipment and textbooks are ensured					
20	Sanctions and reprimands are administered as appropriate					
21	Punctuality of staff to school is ensured					
22	Check learners' exercises					
23	End of term/year reports are submitted to the District Education Office through the SISO					
24	SISOs tell teachers on what he or she has to do to improve teaching					
25	SISOs encourage teachers to be innovative and creative in teaching					
26	SISOs work as a team with teachers to overcome issues on teaching					
27	SISOs accept disagreement from teachers while discussing					
28	SISOs listen and accept teacher's submissions for improvement					
29	SISOs inspect teachers' instructional practices for errors					
30	SISOs ensures that teachers have sufficient teaching-learning materials					
31	SISOs make informal visits to classrooms					
32	Provision of in-service workshops to teachers to develop their skills					
33	SISOs assist teacher facing difficulties in implementing educational curriculum					
34	SISOs lay instructions to help teachers in effectively implementing the educational curriculum.					

**Section IV****Challenges hindering effective supervision of Social Studies in Senior High Schools**

Based on a five-point likert scale ranging from strongly disagree (1) to strongly agree (5), indicate your level of agreement on the following challenges hindering effective supervision in Senior High Schools in Nanumba District.

**Likert scale:** 1 = Strongly disagree, 2 = Disagree, 3 = Indifferent, 4 = Agree, 5 = Strongly agree

<b>Challenges</b>		1	2	3	4	5
35	Teachers resist supervision because they lack awareness					
36	Teachers take instructional supervision for granted					
37	Teachers do not like objective feedback about classroom observations					
38	Teachers do not cooperate with supervisors during supervision					
39	Teachers see supervisors as enemies rather than helpers to improve upon their professional career					
40	Teachers are not cordial and do not communicate freely during instructional supervision					
41	Teachers do not readily avail themselves for instructional support and advice					
42	Teachers see supervision as a fault-finding mechanism rather than a means to improve instructional process					
43	There is no clear-cut supervision instruction in the curriculum					
44	Frequent curriculum changes					
45	The school curriculum is too difficult to supervise					
46	There is no support system from higher officials for supervisors					
47	There is lack of right training for supervisors					
48	There is inadequate budget for the supervisory program					
49	Delayed release of supervision funds and facilitation					

### Section V

#### **Strategies to improve supervision on teaching and learning of Social Studies**

Based on a five-point likert scale ranging from strongly disagree (1) to strongly agree (5), indicate your level of agreement on the following strategies to improve supervision on teaching and learning in Senior High Schools in Nanumba District.

**Likert scale:** 1 = Strongly disagree, 2 = Disagree, 3 = Indifferent, 4 = Agree, 5 = Strongly agree

<b>Strategies to improve supervision</b>		1	2	3	4	5
50	Regular in-service training to enhance Social Studies teachers' instructional skills					
51	Workshops on curriculum updates should be organized frequently for Social Studies teachers.					
52	Classroom observations should be followed by actionable recommendations					
53	Teachers need more professional development opportunities specific to Social Studies					
54	SISOs should regularly monitor lesson plans and teaching methods of Social Studies teachers					
55	SISOs should focus on both teacher performance and student learning outcomes					
56	SISOs should involve teachers in setting supervision goals					
57	There should be a clear standard for evaluating Social Studies instruction					
58	Adequate teaching and learning materials should be provided for Social Studies instruction.					
59	Education authorities should regularly evaluate and revise supervision policies					

**UNIVERSITY OF EDUCATION, WINNEBA**  
**AN EVALUATION OF SUPERVISORY PRACTICES OF SCHOOL**  
**INSPECTION SUPPORT OFFICER (SISO) IN SOCIAL STUDIES LESSONS**  
**IN SENIOR HIGH SCHOOLS IN THE NANUMBA DISTRICT OF GHANA.**

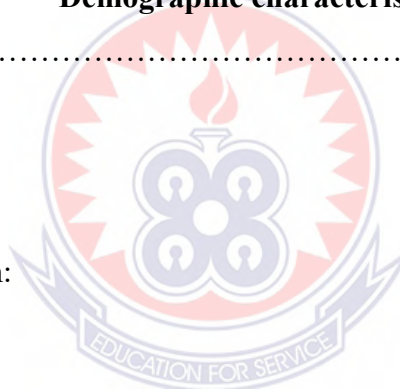
This questionnaire is designed to elicit information to enable the researcher undertake a study for academic purpose. Please your time and energy used in responding to this questionnaire is highly appreciated. Please you are assured that any information given shall be treated with confidentiality and anonymity. Kindly tick/select responses you deem appropriate and provide short and concise answers where necessary. You can withdraw from answering the questions at any point in time.

Thank You.

**Section I**

**Demographic characteristics**

1. Age of the SISO: .....
2. Sex of SISO
  - A. Male
  - B. Female
3. Type of qualification:
  - C. Diploma
  - D. Degree
  - E. Masters
  - F. Other [specify] .....
5. Number of years as SISO: .....



**Section II**

**Perceptions of SISOs on the role of supervision in teaching and learning of Social Studies in Nanumba District**

1. In your view, what is the primary role of supervision in the teaching and learning of Social Studies at the Senior Secondary level?

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2. How does supervision impact the performance of Social Studies teachers in your district?

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3. How often do you conduct supervision visits to Senior Secondary Schools for Social Studies, and what activities do you typically carry out during these visits?

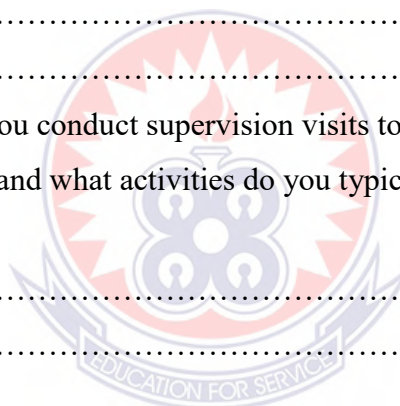
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4. What strategies have you found most effective in supervising Social Studies teachers?

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5. What support or resources do you believe are necessary to improve supervision in Social Studies education?

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6. How well are Social Studies teachers responding to supervision feedback?

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**Section III**

**Supervisory practices in Senior High Schools in Nanumba District**

11. What administrative supervisory practices do you ensure?

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12. What curricular supervisory practices do you ensure?

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13. What instructional supervisory practices do you ensure?

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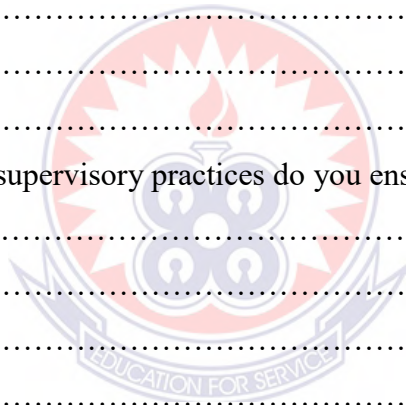
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**Section IV**

**Challenges hindering effective supervision of Social Studies in Senior High Schools**

14. From instructional perspective, what challenges hinder the effective supervision of Social Studies in your line of work?

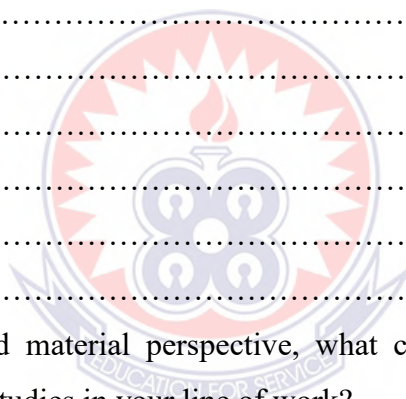
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15. From curriculum perspective, what challenges hinder the effective supervision of Social Studies in your line of work?

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16. From physical and material perspective, what challenges hinder the effective supervision of Social Studies in your line of work?

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**Section V**

**Strategies to improve supervision on teaching and learning of Social Studies**

17. What strategies can be used to improve supervision from instructional perspective?

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18. What strategies can be used to improve supervision from curriculum perspective?

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19. What strategies can be used to improve supervision from physical and material perspective?

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