UNIVERSITY OF EDUCATION, WINNEBA

HEADTEACHERS' INSTRUCTIONAL SUPERVISORY STYLES AND TEACHERS' JOB PERFORMANCE IN PUBLIC BASIC SCHOOLS IN OTUAM EDUCATION CIRCUIT, EKUMFI DISTRICT

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MASTER OF EDUCATION

2022

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

NOVEMBER, 2022

DECLARATION

Student's Declaration

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

Signature: ……..….....

Date…….……..…..…….

Supervisor's Declaration

We hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of thesis/dissertation/project as laid down by the University of Education, Winneba.

Dr. Seth Dade Ansah (Supervisor)

Signature: …….....

Date…….…….…….

DEDICATION

I dedicate this thesis to Madam Hannah Ekwam, my mother, Mr. Kweku Essel, my father, and Mr. J.K Essilfie.

ACKNOWLEDGEMENTS

I would like to express my profound gratitude to some special persons supported me and contributed immensely towards the successful completion of this thesis. I am deeply indebted to my supervisor, Dr. Dade Ansah for his guidance, inspiration, advice and encouragement throughout the time of writing this thesis. He also painstakingly read the entire work, critiqued it, and offered useful suggestions that helped me to fine-tune the work. I also acknowledge the support I received from Mr. Nelson Amponsah from the beginning to the completion of the thesis. He encouraged me to persevere in carrying out the study even in the most difficult times. Finally, I would like to express my profound gratitude to the Ekumfi Director of Education for giving me approval to conduct the study in the district. I am also grateful to the headteachers and teachers who participated in the study.

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ABSTRACT

The purpose of the study was to investigate the kinds of instructional supervisory styles practiced by headteachers in public basic schools in the Otuam Education Circuit, the level of teacher job performance as well as the relationship between instructional supervisory types and teacher job performance. The descriptive survey research design was used to collect quantitative data with the aid of structured questionnaires. Data were collected from 155 participants made up of 24 headteachers and 131 teachers using the census and stratified random sampling techniques respectively. With the aid of the Statistical Package for Service Solution version 26, descriptive (mean, standard deviation) and inferential statistics (t-test, One-way ANOVA and Pearson correlation) were used to analyse the data. The findings revealed that headteachers rated highest on the directive informational supervisory style (M=3.684, SD=1.629), followed by non-directive supervisory style (M=3.203, SD=1.616), collaborative supervisory style (M=3.116, SD=1.707), and directive control supervisory style (M=2.829, SD=1.268). Collectively, all the supervisory styles yielded a mean of 3.208 (SD=1.001) respectively. The study also discovered that the teachers' level of job performance in relation to management skills was very good (M=3.904, SD=1.558), while their level in terms of teaching skills (M=3.054, SD=1.394), discipline and regularity (M=3.042, SD=1.003), and interpersonal relations (M=2.936, SD=1.264) as well as the overall job performance (M=3.98, SD=0.778) was good. Again, the findings showed that, there was a moderate and statistically significant positive relationship between instructional supervisory style and job performance ($r=0.480$, $p<0.05$, two-tailed). Based on these findings, the study recommended that the Ghana Education Service through the Ekumfi Education Directorate should organize in-service training for the headteachers to enable them balance the use of instructional supervisory styles in the schools so as to improve the job performance of the teachers.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Researchers and education practitioners underscore the central role that formal education plays in personal development as well as social, economic, and political advancement of countries. Ashun (2022) corroborates this claim that, globally, formal education is the pivot around which development revolves, hence it is touted as the panacea of development in in the 21st century. Other scholars (Amajuoyi, 2022; Assumpta & Chimezie-Mathew, 2022) contend that, education empowers individuals with relevant knowledge, skills, and attitudes to contribute meaningfully to the development agenda of societies, live productive and healthy lives, and adapt easily to transformations in dynamic societies. Therefore, it is argued that education is a critical asset to both individuals and countries (Hoque, Kenayathulla, Subramaniam, & Islam, 2020) with the hope that investment in it will yield intended objectives. It could be presumed from the preceding assertion that developing countries are unable to attain substantial status of development due to ineffective education offered to citizens. In Ghana, Agbenyega (2007) observes that the provision and support for education are enshrined in the 1992 Republican Constitution of Ghana as a basic human right for all Ghanaians. Understandably, developing countries are required to design and implement progress-driven education systems if they desire to compete and survive in this ever-changing knowledge-based economy, and safeguard the statutory rights of the citizenry.

Accordingly, countries have evolved policy initiatives in the quest to expand education for all citizens. In 1990, for instance, Education for All (EFA) was launched in Jomtein, Thailand as an international initiative to bring the benefits of education to every citizen in every society. Besides, with the adoption of the United Nations' Millennium Development Goal (MDG) on education (MDG 2), governments worldwide have prioritized the provision of primary education in policy programmes (UNESCO, 2006). Like other countries, the government of Ghana is committed to the achievement of Universal Basic Education by ensuring that all children of school-going age will be able to complete a full course of primary schooling. Since independence, Ghana has formulated and implemented policies to increase access to basic education. According to Akyeampong, Djangmah, Oduro, Seidu and Hunt (2007), the central aim of the Accelerated Development Plan (ADP) strategy was to improve access to basic education by abolishing tuition fees. For the recent decade, Ghana has implemented interventions such as the capitation grant, school feeding programme, free exercise books and uniforms to improve access to basic education.

However, scholars like Buregeya (2011) observed that international and local educational policies have brought forth significant challenges to many education systems worldwide increased enrolment and poor academic performance. Intuitively, the essence of these policies would be negated if efforts are not made to improve other quality indicators, a view supported by Staff (2011) when he notes that quantitative expansion to provide education to all children of school-going age under EFA initiative should not compromise other quality indicators under any circumstance.

Meanwhile, scholars observe that quality teachers are crucial in the realization of educational goals. For instance, Warman, Poernomo, Januar and Amon (2021) maintain that, teachers vital in implementing school curriculum by designing and executing classroom learning activities and programmes for learners. Donkor and Banki (2017) also emphasise that teachers execute reforms in education in the classroom, and the extent to which these reforms are effectively implemented is dependent on the quality of the teachers. The point is made that, quality teachers are required to implement educational reforms towards the realization of educational goals. The role of the teacher is imperative that teacher effectiveness is one of the key indicators that is globally used to assess the success and efficiency of educational institutions (Assumpta & Chimezie-Mathew, 2022). It is in this vein that Hoque, Kenayathulla, Subramaniam and Islam (2020) allude to the necessity to employ syrategies to develop teachers professionally so as to meet the exigencies of their task.

In the quest to enhance the quality of teachers and improve their performance on the job, educationists and researchers recognise the role of school leaders in this regard. Research over the years has gathered ample evidence that, school leaders drive the effectiveness of schools through effective teaching and learning (Warman et al., 2021). According to Esia-Donkoh and Baffoe (2018), the headteacher performs vital functions such as preparing, designing, directing, leading and implementing processes for educational programmes. Veleti and Olsen (2020) aver that, school leadership comes second to classroom instruction among factors that impact learning in schools. I infer from these assertions that school leadership is important in enhancing the success of educational institutions.

Meanwhile, instructional supervision is one of the functions of school leaders (Mwambo & Epah, 2022), and extant research has consistently established that enacting instructional supervision is one of the major strategies to ensure quality education. The World Bank (2010) observe that systems of supervision and support to schools are common areas of reform employed by world nations to improve their education outcomes and mitigate education challenges associated with global education policies. Muthoni (2012) also asserts that many countries have from the 1990s onwards attempted to reform supervision because of its effectiveness as a key tool in monitoring and improving education quality. He further observes that the value of education supervision lies in the improvements of teaching and learning situations and consequently student achievement. Juxtaposing the perspectives of the World Bank (2010) and Muthoni (2012), it could be inferred that supervision is indispensable to make good the promises of educational policies and engender quality education provision.

Empirical proofs exist to validate the claim that supervision matters in educational institutions. In higher institutions, Lim Hui (2010) observed that the capabilities of a Head of Department as an instructional supervisor are most vital in determining the success of the department. This claim hints that departmental effectiveness would shrink if the head of department lacks the required competencies to carry out their supervisory roles. Other practitioners in the field of supervision theorize that supervision is needed for all kinds of teachers in schools the new, the inexperienced, and the able (Oliva & Pawlas, 2001). The above assertions revealed that irrespective of teachers' level of experience and educational background, they supervision is vital to boost effectiveness.

Indeed, supervision in educational institutions is not new development. School supervision is believed to have its first route in France under the Napoleon regime at the end of the 18th Century, and in the 19th century, the ideas spread to other parts of the world (Grauwe, 2007). The first supervision in the United Kingdom was said to be carried out by Her Majesty's Inspectorate (HMI) in 1839 according to (Learmonth, 2000). Gregory (2010) argues that supervision of instructions began in colonial New England as a process of external inspection. Local citizens would inspect what the teachers were doing and what students were learning, rather than the improvements of teaching or student's learning.

In the Ghanaian scene, effective supervision of schools is of concern to education stakeholders. Awuah (2010) posits that school leaders in Ghana use instructional supervision to improve teaching and learning by providing practicing teachers with ongoing support and guidance for the benefits of students. Review if literature has shown that schools vary with respect to who carries out supervisory responsibilities. Whereas some schools assign responsibilities to departmental heads, assistant headteachers, guidance counsellors, and lead teachers, in other schools the headteacher is responsible for supervision (Glickman, Gordon, & Ross-Gordon 2009). The Ghana Education Service (GES) has a structured system to ensure effective supervision at the pre-tertiary level. There is an inspection division at the headquarters which oversees and coordinates supervisory activities under its jurisdiction. At each regional directorate, there is a supervision unit headed by the School Improvement Support Officers (SISOs) of schools, and at the metropolitan/municipal/district directorates, supervision is the responsibility of the supervision unit headed by the Deputy Director of education with a team of circuit supervisors. At the school level, supervision is spearheaded by the headteacher.

Globally, headteachers have been recognized as pivotal in promoting effective supervision of schools. Similar to Ghana, teachers in Britain are primarily supervised by the school principals/ headteachers with a view to improving teacher quality and retention (Gregory, 2010). Among the various actors in supervision, educationists have acknowledged school headteachers as the chief instructional leaders of their schools (Glickman et al., 2009). Therefore, stakeholders have called for measures to improve supervisory practices of headteachers so as to attain educational aims. In addition to knowledge on school management and finance, it is now imperative for headteachers to develop instructional supervisory skills to promote effective teaching and high level learning which comes with their ability to recognize and assume shared responsibility for students' intellectual and educational development as well as personal, social, emotional and physical development (Chan Yuen & Gurnam-Kaur, 2009). Certainly, policies have been directed at the supervisory roles of school headteachers which showed its importance as an integral part of the daily process and operation in schools (Sharma, Yusoff, Kannan & Baba, 2011).

Besides supervision, scholars have noticed that teachers' job performance is critical to a school's success. Due to the impact of teachers on schools, Kaplan and Owings (2002a) maintain that deploying highly qualified teachers who have solid teaching skills has become a national concern. For schools to be effective, stakeholders need to look for opportunities to increase the professional development and job performance of teachers for the betterment in managing the teaching and learning process, and this can be done through supervision (Arong & Ogbadu, 2010). In a review of research on leadership, Leithwood, Louis, Anderson, and Wahlstrom (2004) concluded that the classroom practices of teachers have the most influence on student achievement.

Other researchers (Waters, Marzano, & McNulty, 2003) discovered that schools that concentrated on the most effective school and classroom practices including instructional strategies could improve their pass rate on a standardized test from 50% to 72%.The preceding views have sustained the truism that teachers are the bedrock of a school, and that their performance determines the success of the school. In this vein, the World Bank reported that around the world, teacher professional development is treated as critical (Machio, 2014).

A corpus of literature theoretically and empirically discovered that supervision influences teachers' job performance. In his study, Mills (1997) averred that supervision has direct effect on staff performance. The main outcome of supervision is to help teachers improve their performance by improving on what they already know, their teaching skills and their ability to make informed professional decisions (Sergiovanni & Starratt, 2006). Nolan and Hoover (2008) contend that instructional supervision that focuses on teacher growth can cause improvement in teacher performance and greater student learning. Many researchers believe that supervision of instruction has the potential to improve classroom practices, and contribute to student success through the professional growth and improvement of teachers' effectiveness and job performance (Sergiovanni & Starratt, 2002; Mpofu, 2007).

One of the challenges to instructional supervision in Ghana is the negative and uncooperative attitude of teachers towards supervisors (Mankoe, 2007). However, Acheson and Gall (1997) noticed that teachers are not resistant to supervision but rather to the supervision styles and approaches used. Consistent with this revelation, Tshabalala (2013) stated that the hierarchy and burdensome nature of certain supervisory approaches can cause resistance of teachers towards supervision. Based

on these views, it could be concluded that teachers would cooperate and actively participate in supervision if supervisors adopt appropriate supervisory styles. Hargreaves and Fullan (2000) mirror this claim when they opine that it is important to know how to select and apply models of supervision that can develop trust, autonomy and professional learning culture to achieve improvement in teachers' job performance and professional growth. The issue is "which supervisory style is appropriate to enhance teachers' job performance?" Considering the diversity of teachers' personal and professional backgrounds, it is imperative that studies are conducted to ascertain the supervisory styles that are appropriate to heighten teacher job performance which accords this topic a prime field of study.

1.2 Statement of the Problem

Empirical evidence indicates that there has been a remarkable drop in the academic performance of public basic school pupils in Ghana over the last decade (Etsey, Amedahe & Edjah, 2005). Academic performance of pupils at the Basic Education Certificate Examination (BECE) in the Ekumfi District has been worrying. In 2010, out of the 2820 candidates presented for BECE in the Ekumfi District, less than half (N=1330, 47.2%) passed, and six schools had zero percent. Performance in 2011 shrank as the municipality recorded 36.8% pass rate while schools that had zero percent rose to eleven. More recently, the performance of the pupils in the BECE is presented in Table 1.1.

Table 1.1 Academic Performance of Pupils in BECE

Year	Percentage passed	Percentage failed
2019	48	52
2020	53	47
2021	51	49

Source: Ekumfi District Examination Unit of GES (2019-2021)

It is observed from Table 1.1 that, performance in 2019 was 48% pass and 52% fail. However, performance increased in 2020 and 2021 where 53% passed (47% fail) and 51% pass (49% fail) in the two years respectively. The information has revealed the mean performance pass from 2019 to 2021 was 51% which indicated that at least about 49% of the pupils failed each year.

Researchers have investigated the causes of poor academic performance of pupils, and poor instructional supervision emerged as a major contributing factor. For instance, Etsey, Amedahe and Edjah (2005) in their study of some private and public schools in Ghana revealed that academic performance is better in private schools due to more effective supervision of work. More recently, research findings by Oduro (2008) indicated that poor pupil performance in public schools, in part, is the result of ineffective supervision of teachers. Having established that supervision is directly linked with teacher job performance and student outcome (Nolan & Hoover, 2008), poor student performance could be attributed to ineffective supervision which culminated in dismal teacher and student performance. However, research into the supervisory styles of headteachers and its influence on teacher job performance in the study area is rare. This study is therefore conducted to fill this gap.

1.3 Purpose of the Study

The purpose of the study was to investigate the kinds of supervisory styles practiced by headteachers in public basic schools in the Otuam Education Circuit, the level of teacher job performance as well as the relationship between instructional supervisory styles and teacher job performance.

1.4 Research Objectives

The study sought to:

1. determine the kinds of instructional supervisory style(s) that headteachers practice in public basic schools in the Otuam Education Circuit.
2. find out the level of teacher job performance in public basic schools in the Otuam Education Circuit.
3. investigate the relationship between headteachers' instructional supervisory styles and teacher job performance in public basic schools in the Otuam Education Circuit.

1.5 Research Questions

This study was guided by the following research questions:

1. what kinds of instructional supervisory style(s) do headteachers practice in public basic schools in the Otuam Education Circuit?
2. what is the level of teacher job performance in public basic schools in the Otuam Education Circuit?
3. what is the relationship between headteachers' instructional supervisory styles and teacher job performance in public basic schools in the Otuam Education Circuit?

1.6 Research Hypotheses

The following hypotheses were tested in the study:

H_{o1}: There is no statistically significant difference between male and female headteachers on their perception of instructional supervisory styles in the Otuam Circuit.

H_1: There is statistically significant difference between male and female headteachers on their perception of instructional supervisory styles in the Otuam Circuit.

Ho_2: There is no statistically significant difference among the headteachers on their perception of instructional supervisory styles in the Otuam Circuit based on their academic qualification.

H_2: There is statistically significant difference among the headteachers on their perception of instructional supervisory styles in the Otuam Circuit based on their academic qualification.

1.7 Significance of the Study

It is hoped that the findings of the study would be beneficial to headteachers, teachers, pupils, and education officers at the Ekumfi District Directorate. It is envisaged that the findings of the study would help headteachers to be aware of their supervisory styles and the degree to which they impact teacher job performance. This would guide them to either strengthen the practice of their supervisory styles or modify them when need be. It is anticipated that the results of the study would inform both headteachers on the level of teachers' job performance, and evolve measures to improve upon it.

Besides, it will help the supervision unit and the directorate to prescribe effective supervisory styles that are required to increase teacher job performance, and hence improves pupils' academic performance. Furthermore, this study would make an original contribution to the field of supervision and teacher job performance and broadens the existing knowledge on the theories in the area. It could also serve as reference material for future research.

1.8 Delimitation

This study involves headteachers' instructional supervisory styles and teacher job performance in public basic schools in the Otuam Education Circuit in 2022 academic year. Therefore, private basic schools are outside the scope of the study. Besides, full-

time teachers will form the focus of the study, hence national service personnel and attendants will not be included in the study. Again, the instructional supervisory styles included in the study included directive control, nondirective control, directive informational, and collaborative instructional supervisory styles..

1.9 Limitation

This study was conducted in the Otuam Education Circuit; therefore, the findings may not be generalized to the entire Ekumfi District. Besides, the instructional supervisory styles and job performance discussed in the study were based on the respondents' perception in the 2022 academic year. Therefore, the findings might not be generalized to all times since the conditions during this study may change.

1.10 Organization of the Study

The study is presented in five chapters. This Chapter One is the introduction and it and presents the context of the research. It focused on the background to the study, the statement of the research problem and research questions, the purpose of the research and the significance of the study. Following this chapter, Chapter Two contains review of related literature. Chapter Three describes the methodology applied in the study, explaining the research design, the population, the sample and sampling procedure, the instruments used in data collection and their validity and reliability, and the methods used in analysing the data. Chapter Four presents the findings of the study, and finally, Chapter Five presents the summary of the findings, recommendations, and suggestions for further studies.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents the review of related literature on supervision and teacher job performance. The chapter delves into the theoretical framework and empirical reviews based on the topic. Sources of literature include both primary and secondary sources. The purpose of the literature review is to provide the theoretical and empirical understanding of supervision and teacher job performance as well as establish the relationship between them. In particular, the literature review assisted in defining and limiting the problem under study, and helped to put the current study in context.

2.1 Theoretical Framework of the Study

This study is underpinned by the Glickman, Gordon and Ross-Gordon (2009) developmental supervision. These authors explain that the developmental supervision recognizes teachers as individuals who are at different stages of development. Deductively, some kind of supervision is suitable and beneficial to some teachers whilst other teachers may benefit from different supervisory models. Supervision should therefore be tailored to the peculiar needs of the supervisees based on their level of development. They further enumerated three major positions underlying developmental supervision: teachers function at different levels of professional development; because teachers operate at different levels of abstract thinking, ability, and effectiveness, there is a need to supervise them in different ways; and the long-

range goal of supervision should be to increase teachers' abilities in higher stages of thought.

The developmental model of supervision conceived by Glickman et al. (2009) is framed in such a way that new teachers, performing teachers, and distressed teachers are all given individual attention best suited for their own needs. Glickman et al. (2009) identified four levels of teachers' development: low, fairly low, moderate, and high developmental levels. When teachers are functioning at very low developmental skills, they do not have awareness, knowledge or inclination to act on an issue, either the teacher is very new with little expertise and needs more directive guidance or the teacher possess little involvement/ commitment or interest with respect to an instructional problem improving instruction. A fairly low developmental level is where the teacher does not possess knowledge about an issue that the supervisor clearly possesses. When the teacher feels confused, inexperienced, or at a loss for what to do, and the supervisor knows of successful practices. At the moderate developmental levels, the teacher and supervisor have the same degree of experience or knowledge on the issue. Teachers of non-tenured faculty, especially if they already have some experience in teaching and are strong in their areas of expertise. The teacher is functioning at high developmental levels, possesses knowledge and expertise about the issue, has full responsibility for carrying out a decision, and highly committed to solve the problem (Glickman et al., 2009). The clinical supervisor should understand this developmental level of the teacher to adjust the suitable approaches of supervision. Teacher's developmental level is more reflected in their level of commitment to solve class room problems, and more related on the job experience and depended on the quality and frequency of instructional supervision provided by the school.

In describing the developmental supervision, Glickman et al. (2009) identified four styles supervisor may employ: directive control, directive informational, collaborative, and non-directive styles of supervision with the developmental levels of the teachers.

2.1.1 Directive control

The directive control approach to supervision is utilized with teachers when it is assumed that the supervisor has greater knowledge and expertise regarding an issue or when teachers are lacking the appropriate skills within a given situation (Glickman, 2009). In this supervisory style, the supervisor has all the control and teachers must adhere to the process set by the supervisor (Sullivan & Glanz, 2005). These authors further observed that supervisors who do not want opposing views generally choose this type of supervision. Supervisors might exercise this type of supervision over limited items like emergency procedures rather than over the entire supervisory process. The directive control may be used when a teacher refuses to comply with a school policy. In this approach, the final decision always lies with the supervisor. The directive control approach has its roots in the early inspection models of supervision but should not necessarily connote an adversarial relationship. It does however indicate that the supervisor has selected what should work best for the given situation and that the she is willing to take responsibility for that decision (Glickman, Gordon & Ross-Gordon, 2009). Directive supervision is used when either the faculty member is very new and needs more directive guidance, or when the faculty member is struggling and needs close monitoring and/or guidance. It helps in controlling teacher actions and will end with the supervisor making the final decision.

2.1.2 Nondirective approach

Nondirective supervisory style engenders actions by the supervisees and assists them to think through consequences, and create their own action plans (Glickman et al., 2009). Dawursk (2011) indicates that in non-directive supervision, the teacher creates their own plan. The premise is simple: the teacher has the capability to self-analyse, self-critique, and implement viable solutions on their own. This form of self-direction hinges upon the teacher's intrinsic desire for improvement and positive change and necessitates that the teacher sees the need for change. This approach should be considered with veteran teachers who are experienced to regulate themselves within the common instructional goals. The standard clinical approach to supervision could be supplemented with a reflective analysis whereas the teacher analyses and interprets what the principal has observed. If a clinical approach is used, it is the teacher who determines the plan and solutions. Glickman (2009) adds that in non-directive approach teachers are able to determine their own plans with some assistance by use of behaviours such as listening, reflecting, clarifying, encouraging, and problem-solving. He further adds that it should be used when individual or group posses' greater expertise, commitment and responsibility for a decision than the principals do.

The approach with the lowest level of supervisor intervention is called nondirective. This approach is generally reserved for expert teachers who know more about the issue than the supervisor or when the teachers are going to be accountable for the decision or are highly committed. Glickman et al. (2009) suggested that the ultimate goal of supervision is to continuously move towards a nondirective approach. Nondirective supervision is the mode that is designed for the exceptional supervisee. While both the supervisee and the supervisor are considered equals and colleagues,

the individual teacher is considered more of an expert in the particular area than the supervisor (Glickman et al., 2009).

2.1.3 Directive informational

Directive informational supervision gives teachers more control of their own evaluation process. Sullivan and Glanz (2005) explain that goal setting is a part of this type of supervision. Supervisors set goals for teachers and offer a list of options for achieving the goals. Teachers are allowed to choose from the list of options set by the administrator, the course that they would prefer. The directive informational supervision approach is used to help guide new faculty as they become more familiar and confident in their teaching styles and strategies. In this case, the supervisor still constantly takes a very active role in terms of "framing the direction and choice of the teacher," and is still primarily responsible for all aspects of supervision.

Directive informational approaches utilize the expertise of the supervisor to provide alternative choices for the teacher regarding a specific goal. The supervisor still determines the goal required for the teacher to meet. Directive informational approaches are generally used when teachers are at relatively low developmental levels or when they are confused about what to try in their classrooms. The supervisor still retains the expert role in providing choices, so therefore the success of the selected choice is still the responsibility of the supervisor (Glickman, 2009). The supervisor standardizes and restricts choices during the meetings, with the result of a supervisor-suggested plan of action. This orientation is used to direct teachers to consider and choose from clearly delineated alternative actions. Such an approach is useful when the expertise, confidence, and credibility of the supervisor clearly

outweigh the teachers' own information, experience, and capabilities (Glickman et al., 2009).

2.1.4 Collaborative approach

In the collaborative approach, there listening, presenting, problem solving, and negotiating and in which the supervisor and teacher propose alternative actions for improvement, and discuss and alter actions until a joint plan is agreed upon. The role of a teacher in this process cannot be underestimated (Glathorne, 1990). Decisions are arrived at jointly by clarifying, listening, reflecting, presenting, problem solving, negotiating and standardizing. This approach should be used when teachers and principals have similar levels of expertise, involvement and concern with problem. Its purpose is to provide for cooperative, equal decision-making (Glickman, 2009). Dawursk (2011) agrees that the approach allows the teacher and principal to negotiate a plan of action where neither side's viewpoint is excluded. The end product is often a contract and both the principal and teacher share responsibility in its completion. This approach is a more preferred method of supervision as it allows the headteacher to express their opinion and participate in the problem solving but does not mandate their way as the only way. It allows the teacher and principal to share the ownership of the plan and proposed solution. This is especially helpful in areas where the headteachers are not experts or have little or no experience. Through collaboration, the most informed individual expresses their knowledge but everyone participates in the decision-making process.

Collaboration is best used with teachers that are functioning at medium to higher developmental levels or when the supervisor and the teacher have relatively equal expertise regarding an issue. In the collaborative approach, both the teacher and the

supervisor are held responsible for the outcomes. One major concern in supervisors utilizing this type of approach is developing a true collaborative relationship. Supervisors who withhold power during the collaboration aspects of this approach will undermine their attempt at collaboration (Glickman et al., 2009). Researchers (Beach & Reinhartz, 2000) have emphasized the importance of the collaborative effort of all participants involved in the supervisory process. This supervisor style concentrates on the professional development of the teachers to enhance their job performance (Tyagi, 2010).

2.2 Defining Instructional Supervision

Several scholars have defined the concept of instructional supervision. According to Wiyono, Widayati, Imron, Latif and Dayati (2022), instructional supervision is the process of supporting teachers through guidance, stimulation, consultations or other teachers' development programmes to improve the teachers' skills in accomplishing their tasks. This definition suggests that the focus of instructional supervision is to augment the competences of teachers to empower them to discharge their duties effectively. Similarly, Glickman, Gordon and Gordon (2017) defined supervision as the act of directing, assessing, overseeing and evaluating employees in order to achieve the organizational goals. Assefa (2022) also conceptualise instructional supervision entails activities of assisting, directing, advising, and fostering growth in teachers to increase teaching quality.

Eya and Chukwu (2012) conceptualize instructional supervision as any programme which helps teachers to achieve both qualitative and quantitative instructional delivery. It could be deduced from the above definition that supervision aims to increase work output of teachers and inefficiency in teaching processes. This is

corroborated by Burton, Carper and Wilburn (2011, p.27) when they describe supervision as "efforts taken by the principal to support teachers and provide resources, including professional development, to facilitate teacher improvement." Thus, Burton and colleagues advance that supervision is concerned with the process of enhancing the competencies of the teacher for improved performance. Drawing on the above definitions, it could be concluded that ineffective supervision could stifle teacher professional development, reduce resource allocation, and impede teacher improvement.

According to Bore (2012), instructional supervision is an act of encouraging human relations and teacher motivation. Consistent with assertion, instructional supervision should result in cordial relationship between the supervisor and the supervisee, and serves as a stimulus that sparks enthusiasm among teachers. Nolan and Hoover (2008) define instructional supervision as "an organizational function concerned with teacher growth, leading to improvement in teaching performance and greater student learning" (p.6). The definition of Nolan and Hoover's implies that instructional supervision is the act of working professionally with teachers to determine what works best in the classroom and what needs to be improved. Besides, students are the beneficiaries of supervision through enhanced learning opportunities. Sullivan and Glanz (2009) also define supervision as a "process of engaging teachers in instructional dialogue for the purpose of improving teaching and increasing student achievement" (p. 4). Two strands of thought emanate from this definition. Rather than a one-shot event, Sullivan and his colleague posit that supervision is a process implying a continuous series of activities. Additionally, supervision is a bi-polar activity where the supervisor engages the supervisee in the sharing if ideas to improve pedagogical processes and lead to better student performance.

A review of the definitions of instructional supervision highlights most of supervision focuses on the improvement of instruction and teachers' professional development which in turn result in enhanced students' academic performance. The process of supervision should be collegial, collaborative, and foster warm relationship among the actors. Therefore, supervisors need to respect and tolerate the capacities of teachers, and work with them to boost their instructional delivery. At the core of the definitions arise the hypothesis that the professional development of teachers, their motivation, instructional improvement, and student achievement would suffer to a large degree if supervision is inappropriate or absent.

2.3 The Need for Instructional Supervision in Schools

Supervision has been identified to play critical functions in educational institutions. Assumpta and Chimezie-Mathew (2022) and Maldrine and Kiplangat (2020) posit that, quality education can only be possible through effective instructional supervisory strategies used by the school head. Warman et al. (2021) and Maldrine and Kiplangat (2020) add that, instructional supervision is essential for teachers' job performance because it offers the professional support and guidance that enables them perform at their best.

In the views of Peter, Gitonga and Kubai (2021), Sidhu and Fook (2010), and Wadesango (2011), the main function of supervision is instructional improvement. They argue that supervision enhances teachers' ability to teach effectively which culminates in better student outcomes. According to Behlol, Yousuf, Parveen and Kayani (2011, p.29), supervision is to help the teachers to improve the teaching learning process in the classroom. "It is not only visiting the classroom and writing some lines in the logbook about the efficiency of the teachers, and just checking

whether the work has been done according to the set plan or not. It is the process of counselling, sharing and supporting teachers to improve their performance in the classroom." From the standpoint of the above authors, it could be inferred that either lack of supervision or inappropriate supervision stifles instructional improvement, and leads to dismal student performance. Therefore, it is vital that attempts are made to step up supervision in schools to achieve better instructional delivery.

Supervision of instruction ensures effective professional development of teachers (Beach & Reinhartz, 2000). Kutsyuruba (2003) supports this claim when he argues that the overarching purpose of supervision as to enhance teachers' professional growth by providing them with feedback regarding effective classroom practices. These authors contend that supervision hones the pedagogical and theoretical competencies of teachers, hence equips them to boost their performance. Besides the initial training of teachers, it is required that teachers continuously upgrade themselves in new trends in educational practices, and supervision is one of the ways teachers this could be achieved. Therefore, ineffectual supervision deprives teachers the opportunity to enhance their professional growth. A good supervision programme therefore demands supervisors who are continually striving to improve by growing with their teachers.

According to Wiles and Bondi (1996), supervision encourages human relations. From this assertion, it is assumed that effective supervision demands cordial relationship between the supervisor and the supervisee where both parties work collaboratively for better output. This could happen when the supervisor respects the dignity of the supervisee and incorporates his views in the supervisory process. Likewise, it is expected that the supervisee sees the supervisor as capable of contributing to the task

of school improvement, and ready to apply himself or herself (supervisee) to the supervisory process.

Experts have consistently documented that supervision fosters curriculum development (Nolan, 1997; Oliva & Pawlas, 1997). Even though the curriculum at the basic school level in Ghana is centrally designed, it is the teachers who implement the curriculum. In this process, teachers are expected to consider their peculiar setting, characteristics of the students they teach, resources available, and adapt the curriculum accordingly. This mandate could be frustrating especially to novice teachers. Supervision therefore helps teachers to carry out these tasks, and feedback from the implementation of the curriculum is fed into subsequent curriculum designs.

The discussion has disclosed that supervision performs vital functions in educational institutions. It improves instruction, enhances professional growth of teachers, strengthens human relations, and promotes curriculum development. The literature has revealed that even though both teachers and supervisors benefit from the supervisory process, students are the key recipients of the outcome of good supervision. Accordingly, the supervisor and supervisee need to draw from the strengths of each other to attain desirable results for students.

2.3 Types of Instructional Supervision

Instructional supervision from a broader perspective can be categorized into two types, including internal supervision and external supervision. Okronipa (2006) defines internal supervision as the sum total of all the activities performed by teachers and school heads in the school to enhance teaching and learning. Therefore, internal supervision involves headteachers and teachers who are directly involved in the teaching learning activities of a particular school. External supervision, on the other

hand, is the one carried out by a supervisor who is not part of the institution, but whose work is to complete the roles and duties of the internal supervisor by providing professional advice and guidance to teachers. In Ghana, Mankoe (2007) observes that this category of supervision is primarily the work of circuit supervisors, district education officers and monitoring teams.

2.4 Models of Instructional Supervision

The practice of instructional supervision has been influenced by different theoretical perspectives. As Sergiovanni and Starratt (2002) note, it is very difficult to engage in supervisory practices without being theoretical. The models/ theories of supervision are discussed below.

2.4.1 Differentiated instructional supervision

Differentiated supervision is an approach to supervision where teachers are given options on the kinds of supervisory methods they would like to adopt (Glathorne, 2000). This model assumes that all teachers should involve themselves in teacher evaluation, staff development and informal observations to improve instruction, regardless of their experience and competence. This model involves clinical supervision, cooperative development and self-directed development in working towards teacher's growth (Glathorne, 2000).

2.4.2 Clinical supervision

Goldhammer (1973) defines clinical supervision as the rationale and practice designed to improve the teacher's classroom performance which takes its principal data from the events of the classroom. The analysis of the data and the relationship between the teacher and supervisor form the basis of the programme, procedures, and strategies designed to improve the students' learning by improving the teacher's classroom

behaviour. Clinical supervision is involved with activities in the classroom primarily while a teacher is conducting a lesson, what is being taught and how it is being taught. For clinical supervision to be effective, Nolan, Hawkes, and Francis (1993) opine that there are some themes that are evident. These include the development of a collegial relationship between teachers and supervisors based on trust, respect, and reciprocity; teachers control over the products of supervision; teachers retain control over decisions that impact their teaching practices; there is continuity in the supervisory process over time; supervisors provide teachers with non-judgmental observational data; and both teachers and supervisors engage in reflective practice. The structure of clinical supervision as proposed by Glickman, Gordon and Ross-Gordon (2009) can be simplified in to five sequential steps: Preconference with teacher, Observation of classroom, Analysing and interpreting observation and then determining conference approach, Post conference with teacher, and critique of previous four steps.

At the pre-observation conference, the supervisor sits with the teacher and determines the reason and purpose for the observation, the focus of the observation, the method and form of observation to be used, the time of observation, and the time for post conference. These determinations are made before the actual observation so that both supervisor and teachers are clear about what will transpire. The purposes of the observation should provide the criteria for making the remaining decision on focus, method and time of observation.

Observation is the time to follow through with the understanding of the pre-observation conference. The observer might use any one observation or combination of observation. Method includes categorical frequency, performance indicators, visual diagramming, space utilization, verbatim report, detached open ended narratives,

participant observation, focused questionnaire, and tailored observation system. The observer should keep in mind the deference between descriptions of events and interpretation. Interpretation should follow description.

The analysis and interpretations of the observation and determination of approach are now possible. The supervisor leaves the classroom with his or her observation and seeks solitude in an office or the corner. He or she lays out the recorded page of observation and studies the information. The task might be counting up frequency, looking for recurring patterns, isolating a major occurrence or discovering which performance indicator were present and which were not. Regarding of the instrument, questionnaire, or open-ended form used, the supervisor must make sense out of a large mass of information. Then the supervisor can make interpretation based on the analysis of the description. The last determination for the supervisor to make in step three of the clinical supervision is to choose the interpersonal approach to use with the teacher in the post conferences.

With the completed observation form, completed analysis, and interpretation form, and with the chosen interpersonal approach, the supervisor is ready to meet with the teacher in a post-observation conference. The post-conference is held to discuss the analysis of the observation and finally to produce a plan for instructional improvement. The first order of business is to let the teacher in on the observation, to reflect back to the teacher what was seen. Then the supervisor can follow the chosen approach, directive informational, collaborative, or directive. The responsibility of for developing a future plan may reside with the supervisor, be equally shared, or belongs to the teachers. The conference ends with a plan for further improvement.

The last step is to review whether the format and procedure from preconference were satisfactory and whether revisions might be needed before repeating the sequence. Then the supervisors repeat the steps until the identified instructional problems are solved. Through this clinical supervision the supervisor makes a direct assistance to the teacher to make teachers self-directive and provides satisfaction to the teachers with supervision. When the five steps are completed, a workable plan of future action is handed to the teacher. The supervisor is prepared to review the plan in the next pre conference and re-establish focus and method of observation, (Glickman et al., 2009). The phases will be repeated until the problem has been solved.

2.4.3 Scientific supervision

Scientific supervision is one of the early models of supervision which is based on control, accountability and efficiency. Mhlanga, Wadesango and Kurebwa (2012, p.216) stated that:

> *In this model, the focus is on teacher rating, objective measurements in teaching, use of standardized tests, scientific methods of teaching as well as relying heavily on examinations to determine outputs.*

Behlol et al. (2011) write that the proponents of this inspectional model believe in the authority of the supervisor who visits schools to investigate whether work is done according to the set rules or not. He does not provide opportunity to the supervisee to make suggestions, but straight away delineates the policy, and demands its implementation. The teachers have to follow him without questioning. While the strength of the model lies in its emphasis on efficiency in the system, this seems to be outweighed by its weaknesses. The fact that the teachers have no say and are used as mere tools means they will not have any real commitment to the organizational goals. In addition, it means even if teachers had problems in their work they have no

opportunity to seek assistance from the supervisor as he/she does not give them opportunities for discussion.

2.4.4 Human relations supervision

This supervisory model emphasizes human relationships. As Mhlanga et al. (2012) posit that in this model of supervision, supervisors work to create a feeling of satisfaction among teachers by showing interest in them as people. It assumes that a satisfied worker or staff would work harder and would be easier to work with. The underlying principle of this model is that people who are satisfied increase productivity and it is easier to lead, control and work with individuals who are satisfied.

In conclusion, the literature has indicated that there are many models of supervision. To enhance and improve teacher's job performance, supervisory practices cannot depend on only one model. This is because each teacher is a different individual and approaches to supervision need to consider and combine the best characteristics of different models so as to assist teachers' growth and development in their job performance. It is important to understand that teachers as adult learners have different backgrounds and experiences, different abilities in abstract thinking, and different levels of concern for others (Beach & Reinhartz, 2000). It is pertinent that the supervisor is knowledgeable in the models of supervision, and adopts a strategy that best fits the teachers for instructional improvement.

2.5 Kinds Supervisory Styles and Preferences

Previous studies have revealed that supervisors use varying types of styles in their supervisory activities. Thobega and Miller (2008) discovered that the supervisors most frequently used nondirective supervision where it was revealed that 34.6% of

respondents rated their supervisors as nondirective. Directive informational supervision was the second most commonly (33.3%) used style followed by collaborative supervision (28.4%) and directive supervision (3.7%). In another study, Thobega and Miller (2008) established that supervisors were perceived to use mainly nondirective, collaborative, and directive-informational styles of developmental supervision, but a few used the directive style. It could be concluded from the findings of above studies that nondirective supervision is dominant among supervisors whilst the directive style is rarely used.

Several studies relating teacher and supervisor preferences for developmental supervision practices have revealed conflicting results. For instance, in a survey of teachers and supervisors in Catholic high schools, Rossicone (1985) examined teacher preferences for and perceptions of directive, nondirective and collaborative supervisory styles in Brooklyn Diocese, Jamaica, and New York. Seventy-six percent of the teachers preferred their supervisors to use a collaborative style, 20% preferred nondirective, and 4% preferred a directive style of supervision. In a similar study, Akinniyi (1987) sought to determine the relationship between a headteacher's perceptions of his/her supervisory behaviour and the teachers' actual perceptions and preferences for supervision in the state of Wisconsin, United States. Seventy-five percent preferred collaborative practices, 22% preferred the nondirective practice, and 3% preferred the directive approach. These studies indicate that, in general, teachers prefer a collaborative approach to supervision.

However, more recently, Thobega and Miller (2008) found that cooperating teachers preferred nondirective over collaborative, directive informational, and directive styles of developmental supervision. Like cooperating teachers, university supervisors tend

to believe in nondirective supervision (Justen, Strickland, & McJunkin, 1999). Based on the literature reviewed, it is evident that both supervisors and supervisees have their preferences for supervisory styles.

2.6 Concept and Level of Teacher Job Performance

It is well-acknowledged that the teacher plays a critical role in nurturing the minds and the hearts of youth (Dike, 2009). Their job performance is therefore key in the realization of educational goals. Teachers' job performance could be described as the duties performed by teachers at a particular period in the school system in achieving school goals. In this regard, Adeyemi (2010) defines teachers' job performance as the ability of the teachers to combine relevant inputs for the enhancement of teaching and learning process. Motowildlo (2003) explains that:

> *Job performance is the total expected value to the organization of the discrete behavioural episodes that an individual carries out over a standard period of time. Other than that, it is also an individual output in terms of quality and quantity expected from every employee in a particular job, this shows that an individual performance is most of the time determined by motivation and the will and ability to do the job* (p. 42).

Other scholars support the above definition that defined job performance as all behaviours that employees engage at work at a particular period in the school system in achieving organizational goals (Obilade, 1999; Jex, 2002).

From the above definitions, it is evident that teacher job performance refers to the quantitative and qualitative accomplishment of tasks performed by the teacher, and the desirable behaviours that he portrays. Therefore, teachers' output of work in relation to lesson preparation, classroom teaching processes, regularity and punctuality, time on task, and interpersonal relationship constitute their performance.

Adejumobi and Ojikutu (2013) support this claim when they note that teacher job-performance is one of the main factors that determines and affects school outcomes which could be measured through observing teacher activities in real classroom teaching performance, including lesson preparation, teacher commitment, extra-curricular, supervision, effective leadership, motivation and morale.

The level of teacher job performance has become an issue of concern to education stakeholders. Empirical studies have established that teacher performance is not encouraging. In their study in Nigeria, Adepoju (1996) and Bolarinwa (2002) have revealed a moderate level of teachers' job performance in the schools which shows that teachers have not been performing to expectation in senior secondary schools. They discovered that the level of teachers' job performance in the schools was 38.3% on the average which does not augur well for effective teaching and learning in the schools. Since supervision has consistently been linked to teacher job performance, the low level of teacher job performance could be attributed to effective supervisory practices in the schools.

2.7 Relationship between Instructional Supervision and Teacher Job Performance

Several studies have documental that supervision affects employee performance. According to Roberson (2008), when a company has poor supervision, there is not enough responsibility for taking action for the prevention of problems, mistakes, accidents, and injuries leading to poor employee performance. Conversely, it could be stated that effective supervision removes bottlenecks in the work of employees and results in improved performance. Tracey (2000) notes that poor supervision opens the door for unethical behaviours within an institution and diminishes employee

performance. Inappropriate supervision could result in tardiness, and malingering which cumulatively affect teacher job performance. Similarly, Gamage, Adams and McCormack (2009) indicate that the practice of providing feedback and monitoring have significant impact on the teachers' performance. Furthermore, Chang (2001) suggested that instructional leaders should spend more time in the observation process to help the teachers improve their performance. He believes that this will help the teachers to focus and enable them to work together in planning curriculum and instruction.

2.8 Demographic Factors and Instructional Supervisory Styles

There has been a growing interest among researchers about the role of demographic factors like sex and academic qualification in accounting for differences in instructional supervisory practices among school heads. For instance, Assefa (2022) conducted a study on instructional supervision in private schools of Addis Ababa, Ethiopia. The researcher employed the quantitative research approach where the descriptive survey research design was used. Using the simple random sampling technique, the researcher selected 100 participants for the study. Data were gathered through the use of questionnaires. The data were analysed through frequencies, percentages, mean, standard deviation, t-test through the use of the Statistical Package for Social Science (SPSS) version 25. The study revealed that there was no statistically significant difference between males and females in their choice of instructional supervision ($p>0.05$). Additionally, the study established that academic qualification did not account for differences in the instructional supervision of the school heads ($p>0.05$).

In the Nakuru West Sub-County, Kenya, Maldrine and Kiplangat (2020) carried out a study on the relationship between instructional supervision and job satisfaction among public secondary school teachers. From a target population of 326 teachers from 9 public secondary schools in, the researchers selected 150 respondents through stratified random sampling to participate in the study. The researchers adopted the correlational research design. Therefore, the quantitative research approach was followed. Data for the study were collected using structured questionnaires and analysed using descriptive and inferential statistical methods. The findings of the study showed that there was a statistically significant difference in the instructional supervision practices of the teachers based on gender ($t = -1.473$; $df = 108$; $p = 0.009$; $\leq p = 0.05$). Therefore, the gender of the teachers matters in the practice of instructional supervision in the schools.

2.9 Conceptual Framework

Based on the review of theoretical literature that guides the study, the conceptual framework for the study is presented in Table 2.1.

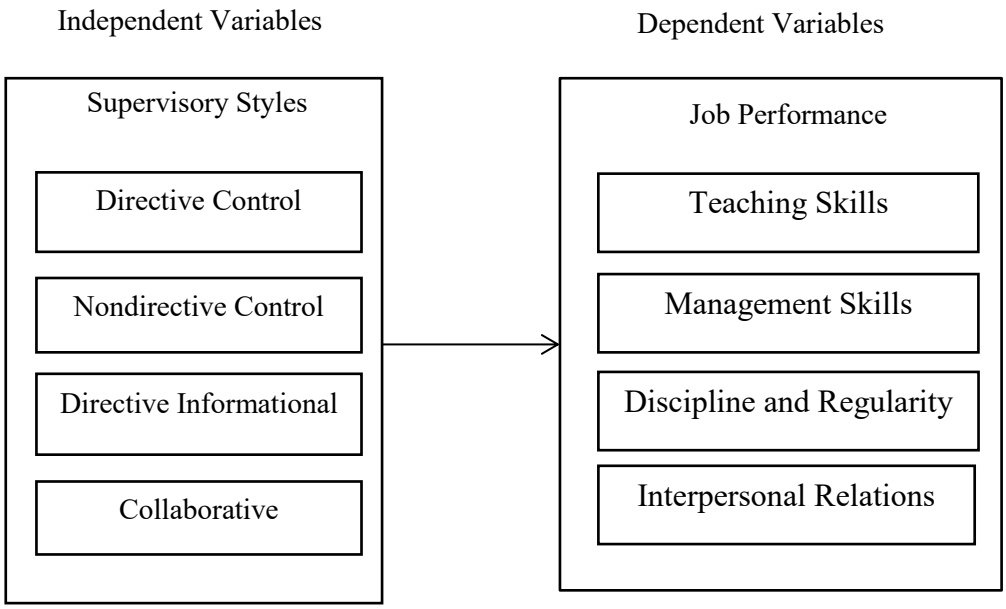

Figure 2.1 Relationship between study variables

Source: Designed by Researcher, 2022

From Figure 2.1, it could be observed that four supervisory styles based on Glickman et al. (2009) developmental supervision constitute the independent variables of the study. It includes directive control, nondirective control, directive informational, and collaborative supervisory styles. Teacher job performance, on the other hand, is the dependent variable in the study. The indicators of teacher job performance included teaching skills, management, discipline and regularity, and interpersonal relationships. The study would investigate the extent to which supervisory styles affects teachers' job performance. The TJPQ was adapted from Underwood (2004).

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the methodology employed in the conduct of the study. It discusses the philosophical underpinning, research design, population and sampling procedures adopted in the study. The chapter also delved into the instrumentation and the validity and reliability of the instruments. The data collection procedures, data analysis as well as the ethical principles that were ensured are also discussed.

3.1 Philosophical Underpinning

The study was guided by the positivist philosophy. This philosophical thought is based on quantitative data and observation with the goal of being independent from subjective opinions (Bryman & Bell, 2011). These authors further add that the positivist philosophy is the natural science procedure for collecting data about an observable reality and search for regularities and relationships to create generalizations. Therefore, it is said that positivist researchers adopt structured methodology to facilitate replication (Gill & Johnson, 2010). In addition, a positivist approach to research is conducted in a value-free manner, and the outcome is entirely objective. Saunders et al. (2012) note that a central part within positivism is testing theories and generating hypotheses.

From these descriptions, it is deduced that the positivist epistemological viewpoint suggests that the only authentic knowledge is derived from structured and controlled

procedures as contained in the natural sciences like Chemistry, Biology, and Physics. In essence, social scientists are required to adopt laid down processes to arrive at knowledge that is tenable. With the positivist tradition, this study would require the use of structured questionnaires to gather quantifiable data for statistical analysis to test theories and hypotheses. Despite the assertion that positivism helps to arrive at objective findings, the positivist view has been criticized as superficial because it is unable to arrive at in-depth knowledge (Cavana, Delahaye & Sekaran, 2001). Despite this flaw, the researcher adopted this philosophy because it was deemed most appropriate in testing the hypotheses formulated as well as the research questions outlined in the study.

3.2 Research Approach

The researcher adopted the quantitative approach in the study. Leedy and Ormrod (2010) posit that the quantitative approach is highly formalized and more explicitly controlled. In the quantitative methodology, the researcher uses statistics and surveys with the aim to generalize the findings to a greater extent (Shiu et al., 2009). Due to the quest to generalize to a wider population, quantitative methodology accommodates a large sample size (Shiu et al., 2009). It is used to test theories and examine relationships between variables (Burns & Grove, 2011).

The quantitative approach has inherent weaknesses. According to Macnee and McCabe (2008), quantitative research is unable to consider the individuality of human experience. Creswell and Plano Clarke (2011) add that the quantitative research is seen to be weak in understanding the context or setting in which people talk and the voices of respondents are accordingly not directly heard. However, the researcher

adopted the quantitative approach because of the numeric data collected through the use of questionnaires.

3.3 Research Design

A research design is the overall plan for conducting a study so as to obtain answers to the questions being studied and for handling the difficulties encountered during the research process (Polit & Beck, 2018). A research design could be described as the controlling plan for a research study in which the methods and procedures for collecting and analysing information to be collected are specified.

This study adopted a descriptive survey design. The descriptive survey design seeks to describe and interpret what exists in its present condition, attitudes, practices and beliefs (Seidu, 2007). The descriptive survey is an important method that is commonly used in educational research because in education most of the issues that are researched into are almost always descriptive in nature (Ary, Cheser, & Asghar, 1990). This design was deemed appropriate because the researcher was interested in the description of the perception of teachers and headteachers on the supervisory styles practiced in their schools. Another rationale for the choice of a survey is contained in the views of Babbie (2010) that survey research in general offers advantages in terms of economy, the amount of data that can be collected, the chance to sample a large population, and the standardization of the data collected.

Furthermore, a descriptive survey affords the use of multiple instruments such as questionnaires and interviews to gather information from people or subjects (Ary, Jacobs, Razavieh & Sorensen, 2006). Therefore, this design lends itself to mixing both qualitative and quantitative approaches to provide a more complete and comprehensive account of the enquiry (Bryman, 2015). Specifically, a cross-sectional

survey type of descriptive design which requires that data are collected once at a particular time (Creswell, 2008) was used.

3.4 Population of the Study

A research population is the entire group of people or objects a researcher focuses on in a study and wishes to generalize the results of the study (George & Jim, 2010). The population of the study comprised all the headteachers and teachers in public basic schools in the Otuam Education Circuit of the Ekumfi District. The target population was all headteachers and teachers who have worked in their schools for at least one year. The researcher was convinced that one year was enough for the respondents to vividly provide information on the headteachers' supervisory styles and teacher job performance as it pertains in their schools. Therefore, the target population was made up of 25 headteachers and 300 teachers, totalling 325.

3.5 Sample and Sampling Procedure

A sample is a portion or subset of a larger population that is selected to represent the population and participate in a study (Fink, 2003). The headteachers and teachers that were actually selected and from whom data where drawn constituted the sample in the study. A sample size of 163 was selected to participate in the study. This included 25 headteachers, and 138 teachers. This sample size constituted about 50% of the target population. Quantitative researchers argue that large sample size is appropriate to generate robust data and findings. Hence Mugenda and Mugenda (2009) recommend 50% of the target population as an adequate sample for a study.

Sampling means a process of selecting a given number of subjects from a defined population as representative of that population such that any statements made about the sample should also be true of the population (Orodho, 2009). This study employed

the multistage sampling approach where the census and stratified random sampling techniques were used. Two-stage sampling procedures were followed where the census sampling technique was used to select the headteachers at the first stage, while the stratified random sampling technique was used to select the teachers at the second stage. Census sampling involves collecting information from each and every person of interest in a study (Babbie, 2010). This sampling strategy was used to select all headteachers in the circuit so as to capture everybody's opinion about instructional supervision in the schools. This sampling strategy was employed because everybody's opinion counts in analysing the constructs under investigation. Therefore, all the 25 headteachers in the Otuam Education Circuit were selected to participate in the study.

At the second stage, the stratified random sampling was used. In this sampling technique, subjects are selected in such a way that the existing subgroups in the population are replicated in the sample (Mugenda & Mugenda, 2009). Therefore, this sampling technique requires that the population is put into subdivisions, and selection of participants are carried out in each group to constitute the sample. This sampling strategy was used to select teachers where they were categorized based on their sex, and a random sampling was done in each subgroup to select the participants. Out of a total of 300 teachers, 162 representing about 54% were male, whilst the rest 138 (46%) were female. Based on these proportions, 75 male teachers and 63 female teachers were selected for the study.

The researcher proceeded to determine the number of teachers to be selected from each school in the circuit. There were 8 schools in the circuit, and the number of teachers in each school are presented in Table 3.1. Then, the researcher used the number of teachers to calculate the percentage of teachers in each school, then

percentages in for each was used to calculate the sample size for teachers in each school. For example, in school A, there 39 teachers which constituted 13% of the total population (39/300 of 100=13). Making sure that 13% of the sample was allocated to School A, 18 teachers were selected from this school (13% of 138). The same process was used to select teachers from each school in the circuit.

Table 3.1 Population and Sample Distribution for Schools

Schools	Population size	% of population	Sample size
A	39	13	18
B	30	10	14
C	42	14	19
D	39	13	18
E	30	10	14
F	42	14	19
G	45	15	21
H	33	11	15
Total	**300**	**100**	**138**

Source: Computed by Researcher, 2022

3.6 Data Collection Instruments

Data collection instruments are the tools used to collect information in research or the methods employed to collect research data (Zikmund, 2003). Structured questionnaire was used for data collection. Structured questionnaire requires respondents to respond to a series of pre-developed questions posed by the researcher and the response pattern has also been pre-determined (Polit & Beck, 2018). Therefore, a structured questionnaire limits the answers provided by the respondents to those specified by the researcher. The questionnaire was chosen because it is quicker to administer to a large sample, ensures anonymity, and it is more convenient for respondents (Bryman, 2015). Particularly, the utilization of structured questionnaires enhances the objectivity in data gathered and supports statistical analysis (Polit & Beck, 2018).

Headteacher Instructional Supervisory Styles Questionnaire (HISSQ) and Teacher Job Performance Questionnaire (TJPQ) were adapted for the study. The adaptation involved rephrasing some of the items in the original questionnaire to suit the context of the study. The HISSQ was made up of 12 items whilst the TJPQ contained 25 items. The questionnaires were made up of two parts. The first part collected demographic data of respondents such as sex, age, academic qualification, and experience. The second part was the HISSQ which focused on directive control, nondirective control, directive informational, and collaborative supervisory styles. The respondents to rate each item on a 5-point Likert-type scale such that Never (1), Rarely (2), Sometimes (3), Often (4), and Always (5). Both headteachers and teachers responded to the same items for the purpose of triangulation. Each of the instructional supervisory style had 3 items each. The third part of the questionnaire centred on teacher job performance, which included teaching skills had 7 items, 5 items for management skills, 6 items for discipline and regularity, and 6 items for interpersonal relationship, totalling 25 items.

3.7 Pre-testing of the Instruments

Scholars (Bryman & Bell, 2011) have argued that it is always valuable to pre-test a questionnaire before administering to eliminate ambiguities and errors in data collected and to ascertain the validity and reliability of the instruments. The pre-test was carried out in Essuehyia Education Circuit in the Ekumfi District because it is considered to have similar characteristics with the study area. The pre-test involved 16 respondents based on the proposal of Cooper and Schilder (2011) that 10% of the sample should constitute the pre-test.

3.7.1 Validity

According to George and Jim (2010), validity refers to the degree to which instrument accurately measures what it intended to measure. The questionnaire was assessed for face validity and content validity. Face validity refers to whether the instrument appears as though it is measuring the appropriate construct (Polit & Beck, 2018). Face validity and content validity were determined in this study.

Face validity refers to whether the instrument appears as though it is measuring the appropriate construct (Polit & Beck, 2018). For face validity, the questionnaires were given to colleagues on the master's programme to examine whether they were in line with the research questions. Their views on the length of some items and ambiguities were considered in fine-tuning the instruments.

Content validity is defined as the adequacy of items of an instrument in measuring the concept under study (Polit & Beck, 2018). The instruments were given to supervisors and lecturers who have knowledge in the issues under study to determine its content validity as suggested by Borg and Gall (2003) that content validity of an instrument is guaranteed through expert judgment. These experts made suggestions that were applied in reshaping the instruments.

3.7.2 Reliability

Reliability refers to the consistency of results if a study is repeated, and is concerned with stability, internal reliability and inter-observer consistency (Bryman & Bell, 2012). The reliability of the questionnaire was determined through internal consistency of the items where Cronbach's alpha coefficients were computed. For internal consistency, the questionnaires were administered once, and the Cronbach alpha for each variable was computed and presented in Table 3.2. The results revealed

that coefficients of 0.814, 0.709, 0.781, and 0.866, for directive control, directive informational, collaborative, and nondirective supervisory styles respectively, and 0.787 for the overall supervisory style. For the TJP scales, Cronbach alpha coefficients of 0.794, 0.773, 0.842, 0.788, and 0.779 for teaching skills, management, discipline and regularity, interpersonal relations as well as the overall teacher job performance respectively. Cronbach's alpha has a range of values between 0.00 and 1.00, and a value greater 0.7 is acceptable (Muijs, 2004). Based on these results, it was concluded that the reliability of the questionnaire was adequate.

Table 3.2 Reliability Results

Variables	Cronbach alpha
Directive control	0.814
Nondirective control	0.709
Directive informational	0.781
Collaborative	0.866
Overall supervisory style	0.787
Teaching skills	0.794
Management skills	0.773
Discipline and regularity	0.842
Interpersonal relationship	0.788
Overall job performance	0.779

Source: Survey Data, 2022

3.8 Data Collection Procedure

Polit and Beck (2018) explain that data collection as the gathering of information needed to address a research problem. The researcher acquired an introductory letter from the Department of Foundations, University of Education, Winneba, which gave access to the schools. A research permit was also obtained from the Ekumfi District Directorate of Education. The researcher personally administered the instruments to the respondents who filled and return them immediately. However, participants who

were unable to complete the questionnaires were encouraged to complete them within one week. The researcher made follow-ups through telephone calls and text messages.

3.9 Data Analysis Procedure

Data analysis is the systematic organization and synthesis of research data, and the testing of a research hypothesis using the data collected (Polit & Hungler, 1999). The returned questionnaires were screened, and those that were not responded to or poorly answered were eliminated. The survey data were coded and entered into Statistical Package for Service Solution (SPSS) version 26. The data were explored to identify missing data and outliers using descriptive statistics such as mean, standard deviation, and frequency. Both descriptive and inferential statistics were used to analyse the data. Descriptive statistics enabled the researcher to reduce, summarize, and describe quantitative data obtained from empirical evidence (Polit & Beck, 2018). The descriptive statistics such as mean, standard deviation, and frequency were used to analyse the demographic information and to provide an overview of the variables which were organized in tables and charts.

Inferential statistics such as t-test, analysis of variance (ANOVA), and Pearson Product Moment correlation were used to analyse the data. Independent samples t-test was used to compare two independent groups whilst one-way between groups ANOVA was used to compare three or more groups (Tabachnick & Fidell, 2006) on their perception of supervisory styles and job performance. In order to determine the bivariate relationship between the study variables, Pearson Product Moment correlation was employed because it is suitable for determining the bivariate correlation between two variables (Bryman, 2015). The correlation coefficient ranges between -1 and +1, and when it approaches +1 it indicates positive strong correlation,

and when it approaches -1 it indicates negative strong correlation (Pallant, 2016). This author adds that, a value of 0 indicates no correlation between the two variables. The strength of the correlation coefficient was based on Pallant's (2016) recommendation that, correlation coefficients in the range ±0.10 to ±0.29 is weak, ±0.30 to ±0.49 is moderate, and ±0.50 to ±1.0 is strong.

3.10 Ethical Consideration

Research ethics is a system of moral values that is concerned with the degree to which research procedures follow professional, legal and sociological obligations to the study participants (Polit & Beck, 2018). Ethical issues such as confidentiality, anonymity, and informed consent were ensured in the study. Informed consent means that participants have adequate information regarding the research, are capable of comprehending the information and have the power of free choice, enabling them to consent or decline participation in the research (Polit & Beck, 2018). The researcher obtained informed consent from the research participants by explaining in detail the nature and purpose of the study, and the importance of their participation were given.

Informed consent was maintained when the participants were assured that participation in the study was voluntary and failure to comply would not result in any penalties. Anonymity occurs when even the researcher cannot link a participant with the information for that person (Polit & Beck, 2018). To ensure anonymity, the names of respondents were not written on the questionnaires, and participants' names were not mentioned in the final report. Confidentiality is maintained when participants are protected in a study such that individual identities are not linked to the information provided, and are never publicly divulged (Polit & Beck, 2018). Data from the

questionnaire were protected with a password on a computer, and the filled-in questionnaires were destroyed after the study to ensure confidentiality.

3.11 Summary

This chapter discussed the methodological procedure that was followed in the study. Issues relating to population, sampling procedures, instrumentation, data collection and analysis as well as the ethical principles were discussed. It was stated that the positivist philosophy guided the study which afforded the researcher to adopt the quantitative approach. The descriptive survey research design was employed, and 163 participants including 25 headteachers and 138 teachers. The next chapter presents the data and the discussion of the findings. These participants were selected through the census and stratified random sampling techniques respectively. Questionnaires were used to generate data for the study which were analysed by t-test, ANOVA, and Pearson correlation.

CHAPTER FOUR

FIDINGS AND DISCUSSION

4.0 Introduction

This chapter is devoted to the presentation of the results of the analyses of data. The chapter is presented under there major themes. Firstly, the response rate is discussed, and then the demographic characteristics of the respondents are shown. The third sub-section delves into the presentation of results of the research questions and hypotheses, and finally as well as the discussion on the results. The chapter ends with a summary.

4.1 Response Rate

A response rate of about 95.1% was realized in this study because from a total of 163 questionnaires distributed, 155 questionnaires were used for the analyses. This response rate was achieved because four questionnaires were not returned, and four questionnaires were poorly answered that they were not involved in the analysis. However, this response rate is appropriate for statistical analysis based on the suggestion of Dillman (2000) that a response rate of 70% is adequate in surveys.

4.2 Demographic Characteristics of Respondents

The demographic characteristics of the respondents are shown in Table 4.1. It is observed from Table 4.1 that more teachers (n=131, 84%) than headteachers (n=24, 16%) participated in the study. The information also disclosed that more males (n=85, 55%) than females (n=70, 45%) were involved in the study while majority of the

respondents were 30-39 years (n=80, 52%) than those who were 40-49 (n=45, 29%), less than 29 (n=17, 11%), and 50 and above (n=13, 8%) years. The composition of the respondents based on academic qualification has shown that the proportion of those who had Bachelor's degree (n=120, 77%) were more than Diploma holders (n=25, 16%), and Masters (n=10, 7%) holders respectively. The distribution of the respondents by rank revealed that, most of the respondents attained Principal Superintendent (n=119, 77%) than those at Senior Superintendent I (n=14, 9%), Senior Superintendent II (n=12, 8%), Assistant Director I (n=5, 3%), and Assistant Director II (n=5, 3%). The distribution of the respondents by work experience has shown that many participants had 9-12 years of work experience (n=101, 65%), followed by those with 5-8 years (n=31, 20%), 1-4 years (n=18, 12%) and 13 years and above (n=5, 3%).

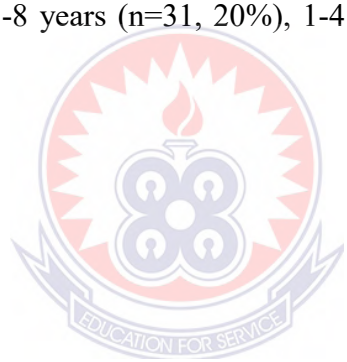

Table 4.1 Demographic Characteristics of Respondents

Variables	Frequency	Percent
Category of Respondent		
Headteacher	24	16
Teacher	131	84
Sex		
Male	85	55
Female	70	45
Age		
Less than 29 years	17	11
30-39 years	80	52
40-49 years	45	29
50 and above	13	8
Academic Qualification		
Diploma	25	16
Bachelor's Degree	120	77
Masters	10	7
Rank		
Principal Superintendent	119	77
Senior Superintendent I	14	9
Senior Superintendent II	12	8
Assistant Director I	5	3
Assistant Director II	5	3
Work Experience		
1-4 years	18	12
5-8 years	31	20
9-12 years	101	65
13 and above	5	3

Source: Survey Data, 2022

The demographic composition of the participants was relevant to the study in two ways. Firstly, it portrayed the diversity of the sample which implied that data were collected from participants with varied backgrounds. Therefore, it could be said that the data were unbiased, but rather reflected the perception of sample that had mixed characteristics. Secondly, the characteristics enabled the researcher to compare the study variables to determine the extent to which they accounted for differences in the variables so as to address the hypotheses.

4.3 Data Presentation and Discussion

Research Question 1 – What kinds of instructional supervisory style(s) do headteachers practice in public basic schools in the Otuam Education Circuit?

The first research question examined the perception of the participants on the kind of supervisory style practiced by headteachers. The instructional supervisory styles involved in the study included directive informational, nondirective approach, collaborative approach, and directive control. Descriptive statistics including mean and standard deviation were used to analyse the data, and the results are presented in Table 4.2.

Table 4.2 Mean and Standard Deviation for Supervisory Styles

Supervisory Styles	Minimum	Maximum	Mean	Std. Deviation
Directive Informational	1	5	3.684	1.629
Nondirective Approach	1	5	3.203	1.616
Collaborative Approach	1	5	3.116	1.707
Directive Control	1	5	2.829	1.268
Overall Instructional Supervisory Style	1	5	3.208	1.001

Source: Survey Data, 2022

The results in Table 4.2 revealed that headteachers were rated highest on the directive informational instructional supervisory style (M=3.684, SD=1.629), followed by nondirective supervisory style (M=3.203, SD=1.616), collaborative supervisory style (M=3.116, SD=1.707), and directive control supervisory style (M=2.829, SD=1.268). Collectively, all the supervisory styles yielded a mean of 3.208 (SD=1.001). Even though the directive informational supervisory style was dominant among the headteachers, the results suggested that the headteachers practiced all the supervisory styles outlined in the study but in different intensities.

The findings on the first research question revealed that the headteachers used the directive informational supervisory style (M=3.684, SD=1.629), followed by nondirective supervisory style (M=3.203, SD=1.616), collaborative supervisory style (M=3.116, SD=1.707), and directive control supervisory style (M=2.829, SD=1.268). Collectively, all the supervisory styles yielded a mean of 3.208 (SD=1.001). These findings contrast Thobega and Miller's (2008) finding which indicated that supervisors most frequently used the nondirective style than the directive informational, collaborative, and the directive supervision. These results implied that headteachers in the Otuam Education Circuit posed as people with greater knowledge and expertise regarding teaching and learning, they expected that teachers must adhere to the processes of instructional supervision set by them. The findings of this study also depart from Thobega and Miller's (2008) finding which established that supervisors used the nondirective supervisory style most as compared to the collaborative, directive informational, and the directive style. However, the findings indicated that, the headteachers applied a variety of instructional supervisory styles in their schools. This means that the choice of instructional supervisory style could be contingent on peculiar situations and demands.

Research Question 2 – What is the level of teacher job performance in public basic schools in the Otuam Education Circuit?

The second research question sought to determine the level of teacher job performance in the in the Otuam Education Circuit. In this analysis, the indicators of job performance included discipline and regularity, teaching skills, management skills, and interpersonal relations. The level of teacher job performance was interpreted based on the suggestion of Underwood (2004) as indicated in Table 4.3.

Table 4.3 Interpretation of Level of Job Performance

Scale	Range	Level of Performance
1	0.00 – 1.49	Poor
2	1.50 – 2.49	Fair
3	2.50 – 3.49	Good
4	3.50 – 4.49	Very good
5	4.50 – 5.00	Excellent

Source: Underwood (2004)

The findings of the analysis are presented in Table 4.4.

Table 4.4 Mean and Standard Deviation for the Level of Job Performance

Job Performance	Minimum	Maximum	Mean	Std. Deviation
Management Skills	1	5	3.904	1.558
Teaching Skills	1	5	3.054	1.394
Discipline and Regularity	1	5	3.042	1.003
Interpersonal Relations	1	5	2.936	1.264
Overall Job Performance	1	5	3.234	0.778

Source: Survey Data, 2022

Comparing the results in Table 4.4 to the criteria set by Underwood (2004) as contained in Table 4.3, it is observed that teachers' level of job performance in relation to management skills (M=3.904, SD=1.558), teaching skills (M=3.054, SD=1.394), discipline and regularity (M=3.042, SD=1.003), and interpersonal relations (M=2.936, SD=1.264). The findings further indicated that, the overall job performance among the headteachers was 3.98 with a standard deviation of 0.778. Based on these findings, the researcher concluded that, the level of job performance among the teachers in relation to management skills was very good, while their job performance was good in relation to teaching skills, discipline and regularity, and

interpersonal relations. Additionally, the general level of job performance among the teachers was good.

The findings on the second research question showed that the teachers had different levels of job performance in relation to management skills (M=3.904, SD=1.558), teaching skills (M=3.054, SD=1.394), discipline and regularity (M=3.042, SD=1.003), and interpersonal relations (M=2.936, SD=1.264). The findings further indicated that, the overall job performance among the headteachers was 3.98 with a standard deviation of 0.778. These findings implied that the management skills dimension of job performance among the teachers was very good while their level on teaching skills, discipline and regularity, and interpersonal relations was good. This finding disagrees with previous findings (Adepoju, 1996; Bolarinwa, 2002) which revealed that teachers did not perform to expectation in schools in Nigeria. The results of this study suggest that teachers in the Otuam Education Circuit showed good performance in relation to teaching skills, management skills, discipline and regularity, and interpersonal relations better than their peers in Nigeria.

Research Question 3 – what is the relationship between headteachers' instructional supervisory styles and teacher job performance in public basic schools in the Otuam Education Circuit?

This research question aimed to investigate the relationship between instructional supervisory styles and teacher job performance. The instructional supervisory styles outlined in the analysis included nondirective, directive control, directive informational, and collaborative styles while the teacher job performance included management skills, teaching skills, discipline and regularity, and interpersonal relations. The correlation coefficients were assessed based on the recommendation of

Cohen (1988) that ±0.10 to ±0.29 is weak, ±0.30 to ±0.49 is moderate, and ±0.50 to ±1.0 is strong. The Pearson product moment correlation was used to analyse the data, and the findings are presented in Table 4.5.

Table 4.5 Correlation Matrix between Instructional Supervisory Styles and Job Performance

			1	2	3	4	5	6	7	8	9	10
1	OSP	Pearson Correlation	1									
2	DC	Pearson Correlation	0.497*	1								
		Sig. (2-tailed)	0.000									
3	NA	Pearson Correlation	0.672*	0.127*	1							
		Sig. (2-tailed)	0.000	0.001								
4	DI	Pearson Correlation	0.702*	0.100*	0.376*	1						
		Sig. (2-tailed)	0.000	0.009	0.000							
5	CA	Pearson Correlation	0.670*	0.208*	0.176*	0.262*	1					
		Sig. (2-tailed)	0.000	0.000	0.000	0.000						
6	TS	Pearson Correlation	0.190*	0.308*	-0.018	0.075*	0.162*	1				
		Sig. (2-tailed)	0.000	0.000	0.630	0.048	0.000					
7	MS	Pearson Correlation	0.386*	0.114*	0.272*	0.332*	0.248*	0.114*	1			
		Sig. (2-tailed)	0.000	0.003	0.000	0.000	0.000	0.003				
8	DR	Pearson Correlation	0.365*	0.141*	0.271*	0.289*	0.219*	0.015	0.245*	1		
		Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.694	0.000			
9	IR	Pearson Correlation	0.205*	0.201*	0.168*	0.059	0.116*	0.169*	0.091*	0.175*	1	
		Sig. (2-tailed)	0.000	0.000	0.000	0.120	0.002	0.000	0.017	0.000		
10	OJP	Pearson Correlation	0.480*	0.323*	0.284*	0.317*	0.314*	0.579*	0.668*	0.523*	0.584*	1
		Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	

Source: Survey Data, 2022

Correlation is significant at $p<0.05$

The findings in Table 4.5 showed that, there was a moderate and statistically significant positive relationship between instructional supervisory style and job performance ($r=0.480$, $p<0.05$, two-tailed). The findings also established that, there was a moderate and statistically significant positive relationship between directive control supervisory style and job performance ($r=0.323$, $p<0.05$, two-tailed). Furthermore, the findings revealed that, there was a weak but statistically significant positive relationship between non-directive control supervisory style and job performance ($r=0.284$, $p<0.05$, two-tailed). Additionally, the findings pointed out that, there was a moderate and statistically significant positive relationship between directive informational instructional supervisory style and job performance ($r=0.317$,

p<0.05, two-tailed). Finally, the relationship between collaborative instructional supervisory style and job performance was positive, moderate, and statistically significant (r=0.314, p<0.05, two-tailed). Based on these findings, the researcher concluded that there was a link between the instructional supervisory styles of the headteachers and the job performance of the teachers in Otuam Education Circuit.

The findings on the third research question indicated that, there was statistically significant positive relationship between instructional supervisory style and job performance (r=0.480, p<0.05, two-tailed). The findings of this study concur with previous findings (Roberson, 2008; Gamage et al., 2009) which indicated that instructional supervision is linked to teacher job performance. This suggests that when the instructional supervision styles in the improves, it results in a corresponding improvement in the job performance of the teachers. Therefore, one way to boost the job performance of teachers is to encourage headteachers to choose and practice these instructional supervisory styles in the schools.

Test of the Study's Hypotheses

Hypothesis 1

H_{o1}: There is no statistically significant difference between male and female headteachers on their instructional supervisory styles in the Otuam Education Circuit.

H_{o1}: There is statistically significant difference between male and female headteachers on their instructional supervisory styles in the Otuam Education Circuit.

The aim of this hypothesis was to find out whether the instructional supervisory styles of the headteachers differ in relation to their sex (male/female). The independent samples t-test was used to analyse the data, and the results as shown in Table 4.6.

Table 4.6 T-test Results for Gender Instructional Supervisory Styles

				Levene's Test for Equality of Variances		t-test for Equality of Means		
	Gender	Mean	Std. Deviation	F	Sig.	t	Df	Sig. (2-tailed)
Directive Control	Male	3.02	1.316	1.924	0.167	0.013	153	0.990
	Female	3.02	1.470					
Nondirective Approach	Male	2.96	1.457	2.789	0.097	0.255	153	0.799
	Female	2.89	1.611					
Directive Informational	Male	3.46	1.541	0.393	0.532	0.821	153	0.413
	Female	3.25	1.596					
Collaborative Approach	Male	2.91	1.612	6.533	0.062	2.120	153	0.036
	Female	2.37	1.371					
Overall Supervisory Style	Male	3.09	0.948	0.673	0.413	1.316	153	0.190
	Female	2.88	0.914					

Source: Survey Data, 2022

The t-test results in Table 4.6 revealed that the findings on the homogeneity/equality of variance results for each variable was not statistically significant (p>0.050, which implied that the homogeneity of variance assumption was met for the variables. The findings further showed that there were no statistically significant differences between male headteachers and female headteachers in relation to directive control [t (153) =0.013, p=0.990, 2-tailed], non-directive approach [t (153) =0.255, p=0.799, 2-tailed], directive informational [t (155) = 0.821, p=0.413] as well as the overall instructional supervisory style [t (155) = 1.316, p=0.190] at 0.05 alpha level. However, the findings disclosed that there was a statistically significant difference between male headteachers and female headteachers in their collaborative instructional supervisory approach [t (155) = 2.120, p=0.036]. These findings implied that the male headteachers were more collaborative in their style of instructional supervision (Male: M=2.91, SD=1.612) than the female headteachers (Female: M=2.37, SD=1.371). Therefore, the results have proven that male and female headteachers did not differ significantly on the instructional supervisory styles in public basic schools in the

Otuam Education Circuit. Hence, the null hypothesis that "There is no statistically significant difference between male and female headteachers on their perception of instructional supervisory styles in the Otuam Circuit" was supported in relation to directive control, non-directive, directive informational as well as the overall instructional supervision whilst their alternative hypotheses were not supported. However, the null hypotheses in relation to collaborative instructional supervisory style was not supported while its alternative hypothesis was supported.

Hypothesis 2

Ho_2: There is no statistically significant difference among the headteachers on their perception of instructional supervisory styles in the Otuam Education Circuit based on their academic qualification.

H_2: There is statistically significant difference among the headteachers on their perception of instructional supervisory styles in the Otuam Education Circuit based on their academic qualification.

This hypothesis intended to discover whether or not was any difference between among headteachers in their instructional supervisory styles based on their academic qualification. The academic qualifications of the headteachers were classified as Diploma, Bachelor's Degree, and Masters. Prior to the main analysis, the researcher checked the homogeneity of variance for each dependent variables, and the findings are presented in Table 4.7.

Table 4.7 Homogeneity of Variance Results

Variables	Levene Statistic	df1	df2	Sig.
Directive Control	0.304	2	152	0.739
Nondirective Approach	0.017	2	152	0.984
Directive Informational	0.276	2	152	0.759
Collaborative Approach	0.796	2	152	0.453
Overall Supervisory Style	1.270	2	152	0.284

Source: Survey Data, 2022

The findings in Table 4.6 showed that the p-values for each dependent variable was greater than the alpha value of 0.05 (p>0.05). This implies that, the assumption of homogeneity of variance was satisfied.

The one-way between groups ANOVA was employed to carry out the analysis, and the findings are presented in Table 4.8.

Table 4.8 ANOVA Results for Academic Qualification and Instructional Supervisory Styles

Supervisory Styles	Qualification	Mean	Std. Deviation		Sum of Squares	Df	Mean Square	F	Sig.
Directive Control	Diploma	3.302	1.389	BG	6.771	2	3.385	1.824	0.165
	Bachelor Degree	2.835	1.361	WG	282.171	152	1.856		
	Masters	3.148	1.322	Total	288.942	154			
	Total	3.019	1.370						
Nondirective Approach	Diploma	2.907	1.509	BG	4.403	2	2.202	0.965	0.383
	Bachelor Degree	2.835	1.526	WG	346.952	152	2.283		
	Masters	3.296	1.463	Total	351.355	154			
	Total	2.935	1.510						
Directive Informational	Diploma	3.140	1.627	BG	3.836	2	1.918	0.786	0.457
	Bachelor Degree	3.506	1.532	WG	370.706	152	2.439		
	Masters	3.370	1.548	Total	374.542	154			
	Total	3.381	1.560						
Collaborative Approach	Diploma	2.605	1.450	BG	1.758	2	0.879	0.365	0.695
	Bachelor Degree	2.694	1.581	WG	366.178	152	2.409		
	Masters	2.926	1.615	Total	367.935	154			
	Total	2.710	1.546						
Overall Supervisory Practices	Diploma	2.988	0.856	BG	1.001	2	0.500	0.565	0.569
	Bachelor Degree	2.968	1.009	WG	134.542	152	0.885		
	Masters	3.185	0.840	Total	135.543	154			
	Total	3.011	0.938						

Source: Survey Data, 2022

Note: BG (Between Groups); WG (Within Groups)

The findings in Tables 4.8 revealed that, there were no statistically significant differences among the headteachers' directive control instructional supervisory style [F (2,152) =1.824, p>0.05] due to their academic qualification. The findings further revealed there were no statistically significant differences among the headteachers' non-directive instructional supervisory style [F (2,152) = 0.965, p>0.05], directive informational instructional supervisory style [F (2,152) = 0.786, p>0.05], collaborative instructional supervisory style [F (2,152) = 0.365, p>0.05] as well as the overall instructional supervisory style [F (2,152) = 0.565, p>0.05] based on their academic qualification. Therefore, the researcher concluded that, the academic qualifications of the headteachers did not account for differences in the instructional supervision styles among the headteachers. Hence, the null hypothesis that "There is no statistically significant difference among the headteachers on their perception of instructional supervisory styles in the Otuam Education Circuit based on their academic qualification" was supported while the alternative hypothesis was not supported.

The research hypotheses sought to find out how sex and academic qualification differentiate among the headteachers on their instructional supervisory styles. The study showed that sex differentiated between the male and female headteachers in relation to their collaborative instructional supervisory style unlike the directive control, non-directive instructional supervisory style, directive informational instructional supervisory as well as the overall instructional supervisory style. The findings on hypothesis two revealed that academic qualifications of the headteachers did not account for differences in the instructional supervision styles. The findings of this study disagree with Assefa's (2022) finding which established that there was no statistically significant difference between males and females in their practice of

supervision. However, the study agrees with Assefa's (2022) finding that academic qualification did not account for differences in the instructional supervision of the school heads. Similar to the collaborative instructional supervisory style, Maldrine and Kiplangat (2020) confirmed that the sex of the headteachers accounted for differences in the instructional supervision in schools. These findings implied that, male headteachers involved their teachers in the instructional supervision process more than the female headteachers.

4.5 Summary

This chapter presented the data and the findings of the study. The results disclosed that even though headteachers practiced many instructional supervisory styles, it was evident that directive informational instructional supervisory style was prevalent among the headteachers, followed by the nondirective instructional supervisory style, collaborative instructional supervisory style, and directive control instructional supervisory style. The study further established that the management skills dimension of job performance among the teachers was very good while their level on teaching skills, discipline and regularity, and interpersonal relations was good. The study also indicated that, there was statistically significant positive relationship between instructional supervisory style and job performance. The next chapter presents the concluding chapter of the study.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter concludes the study. It covers the summary, conclusions, and recommendations based on the findings as well as areas for further study.

5.1 Summary of the Study

The study investigated the instructional supervisory styles on teachers' job performance in the Otuam Education Circuit in the Ekumfi District. The developmental supervisory theory propounded by Glickman et al. (2009) formed the theoretical framework of the study. Three research questions were set in the study, including:

1. what kinds of instructional supervisory style(s) do headteachers practice in public basic schools in the Otuam Education Circuit?
2. what is the level of teacher job performance in public basic schools in the Otuam Education Circuit?
3. what is the relationship between headteachers' instructional supervisory styles and teacher job performance in public basic schools in the Otuam Education Circuit?

The study adopted a descriptive survey design within the quantitative research approach. The researcher selected 163 participants, including 25 headteachers, and 138 teachers. The census and stratified random sampling techniques were used the select the headteachers and teachers respectively. Questionnaires were used to collect

data in the study. Both descriptive like mean and standard deviations and inferential statistics including independence samples t-test, ANOVA, and Pearson correlation were used to analyse the data. Ethical concerns such as confidentiality, anonymity, and informed consent were ensured in the study.

5.2 Major Findings of the Study

The major findings of the study included the following:

i. The findings showed that the headteachers used the directive informational supervisory style most, followed by nondirective supervisory style, collaborative supervisory style, and directive control supervisory style.

ii. These findings revealed that the management skills dimension of job performance among the teachers was very good while their level on teaching skills, discipline and regularity, and interpersonal relations was good.

iii. It was discovered in the study that here was a significant positive relationship between instructional supervisory style and job performance.

iv. The male headteachers were more collaborative in their instructional supervisory style than the female headteachers.

v. The academic qualification of the headteachers did not account for differences in the instructional supervisory styles of the headteachers.

5.3 Conclusions

The study has generated proofs to indicate that instructional supervisory styles of the headteachers are vital in boosting teachers' level of job performance in the Otuam Education Circuit. With this revelation, it is essential that headteachers adopt the appropriate supervisory styles that have the potential to increase teachers' level of performance. However, it was established that directive control, collaborative,

directive informational, and nondirective supervisory styles were vital in promoting teachers' level of job performance. It was shown that generally, the level of teachers' job performance was good. This implies that there is more room for the teachers to enhance their job performance.

5.4 Recommendations

Based on the major findings and the conclusions drawn in the study, the following recommendations are made:

i. It is recommended that the Ghana Education Service through the Ekumfi Education Directorate should organize in-service training for the headteachers to enable them balance the use of instructional supervisory styles in the schools to enable them apply specific instructional supervisory styles in specific situations in public basic schools in the Otuam Education Circuit.

ii. The researcher recommends that the Ghana Education Service through the Ekumfi Education Directorate should adopt measures to enhance teachers' level of job performance in public basic schools in the Otuam Education Circuit.

iii. It is further recommended that the Ghana Education Service through the Ekumfi Education Directorate should organize orientation programmes for headteachers to apply the collaborative, directive control, nondirective approach, and directive informational in their supervisory activities to heighten job performance of teachers in public basic schools in the Otuam Education Circuit.

iv. It is also recommended that the Ekumfi Education Directorate should support the female headteachers to enhance their collaborative instructional supervisory style so as to catch up with their male counterparts.

5.5 Suggestion for Further Studies

It is recommended that other personal factors of headteachers such as rank, marital status, and type of headteacher (detached/ attached) are investigated in further studies so as to ascertain the extent to which they influenced their supervisory styles.

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APPENDIX A

UNIVERSITY OF EDUCATION, WINNEBA

DEPARTMENT OF EDUCATIONAL FOUNDATIONS

QUESTIONNAIRE FOR HEADTEACHERS

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

Part One

Instruction: Please tick (√) as appropriate.

1. Sex: Male ☐ Female ☐

2. Age: Less than 29 ☐ 30 to 39 ☐ 40 to 49 ☐ 50 and above ☐

3. Academic Qualification:

SSSCE/ WASSCE ☐ Diploma ☐ Bachelor's Degree ☐ sters ☐

4. Rank:……

5. Marital Status: Single ☐ Married ☐ Divorced ☐ Widow ☐

6. How many years have you been a head? 1-4 ☐ 5-8 ☐ 9-12 ☐ 13 and above ☐

PART TWO

Instructions: On a scale of 7– 1, rate your views on the following statements.

(Please rate EVERY option according to the scale).

		Please Choose ONLY ONE Option				
S/N	**As a headteacher, I …..**	**Never**	**Rarely**	**Sometimes**	**Often**	**Always**
1.	Make my teachers to follow the process of supervision set by me	1	2	3	4	5
2.	Make sure that the final decision in supervision always lies with me	1	2	3	4	5
3.	Select what would work best in a given situation during supervision in my school	1	2	3	4	5
4.	Allow the teachers to create their own plan for supervision in my school	1	2	3	4	5
5.	Respect the teachers as capable of self-direction in supervision in my school	1	2	3	4	5
6.	Allow teachers to control the supervision process in my school	1	2	3	4	5
7.	Set instructional goals for my teachers to meet within a specific time	1	2	3	4	5
8.	Encourage my teachers to choose an option that they would prefer in achieving instructional goals.	1	2	3	4	5
9.	Offer a list of options for achieving instructional goals in my school.	1	2	3	4	5
10.	Ensure that instructional decisions are arrived at jointly by involving teachers	1	2	3	4	5
11.	Respect the views and suggestions of the teachers in instructional matters.	1	2	3	4	5
12.	Create a feeling that I and my teachers are held responsible for the outcomes of supervision in this school	1	2	3	4	5

Part Three

On a scale of 5 – 1 (5 = Always, 4 = Usually, 3 = Sometimes, 2 = Once in a while, 1 = Never), **rate your views on the following statements**.

S/N		Please **CIRCLE** a number to rate EVERY option				
		Always	**Usually**	**Sometimes**	**Once in a While**	**Never**
1	My teachers use different methods of teaching.	5	4	3	2	1
2	Most of students of my teachers' class get good marks.	5	4	3	2	1
3	My teachers teach every student according to his abilities.	5	4	3	2	1
4	My teachers come to school well prepared for teaching in class.	5	4	3	2	1
5	My teachers can teach difficult lessons easily.	5	4	3	2	1
6	If any student asks questions in class, my teachers try to satisfy him/her at every level.	5	4	3	2	1
7	My teachers are not bias in marking papers.	5	4	3	2	1
8	Apart from teaching, my teachers fulfil other responsibilities very nicely.	5	4	3	2	1
9	My teachers do not allow co- curricular activities to affect their class teaching.	5	4	3	2	1
10	My teachers do not let their domestic affairs to interfere in their duty.	5	4	3	2	1
11	If someone changes their responsibilities, then my teachers adjust themselves.	5	4	3	2	1
12	My teachers try their level best to improve their performance.	5	4	3	2	1
13	My teachers come to school regularly.	5	4	3	2	1
14	When present at school my teachers attend classes on time.	5	4	3	2	1
15	My teachers do not do irrelevant activities during lesson period.	5	4	3	2	1
16	My teachers fulfil their assigned activities on time.	5	4	3	2	1
17	My teachers complete their syllabus on time.	5	4	3	2	1
18	My teachers maintain discipline in their classes.	5	4	3	2	1
19	Apart from teaching my teachers try to solve any problem of the students.	5	4	3	2	1
20	My teachers enjoy good relations with their colleagues.	5	4	3	2	1
21	My teachers co-operate with their colleagues in any work.	5	4	3	2	1
22	My teachers consult their colleagues in solving class problems.	5	4	3	2	1
23	My teachers motivate their students to take part in co-curricular activities.	5	4	3	2	1
24	For the betterment of students my teachers contact pupils' parents.	5	4	3	2	1
25	My teachers help me in solving the problems of the school.	5	4	3	2	1

THANK YOU

APPENDIX B

UNIVERSITY OF EDUCATION, WINNEBA

DEPARTMENT OF EDUCATIONAL FOUNDATIONS

QUESTIONNAIRE FOR TEACHERS

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

A k A

Part One

Instruction: Please tick (√) as appropriate.

1. Sex: Male ☐ Female ☐

2. Age: Less than 29 ☐ 30 to 39 ☐ 40 to 49 ☐ 50 and above ☐

3. Academic Qualification:

SSSCE/ WASSCE ☐ Diploma ☐ Bachelor's Degree ☐ asters ☐

4. Rank:……

5. Marital Status: Single ☐ Married ☐ Divorced ☐ Widow ☐

6. How many years have you been teaching? 1-4 ☐ 5-8 ☐ 9-12 ☐ 13 and above ☐

PART TWO

Instructions: On a scale of 5– 1(5= Always, 4= Often, 3= Sometimes, 2= Rarely, 1=Never), rate your views on the following statements. (Please rate EVERY option according to the scale).

		Please Choose ONLY ONE Option				
S/N	**My headteacher …..**	**Never**	**Rarely**	**Sometimes**	**Often**	**Always**
1.	Makes teachers to follow the process of supervision set by him/her	1	2	3	4	5
2.	Makes sure that the final decision in supervision always lies with him	1	2	3	4	5
3.	selects what would work best in a given situation during supervision	1	2	3	4	5
4.	Allows the teachers to create their own plan for supervision	1	2	3	4	5
5.	Respects the teachers as capable of self-direction in supervision	1	2	3	4	5
6.	Allows teachers to control the supervision process	1	2	3	4	5
7.	sets instructional goals for teachers to meet within a specific time	1	2	3	4	5
8.	Encourages teachers to choose an option that they would prefer in achieving instructional goals.	1	2	3	4	5
9.	offers a list of options for achieving instructional goals in this school	1	2	3	4	5
10.	Ensures that instructional decisions are arrived at jointly by involving teachers	1	2	3	4	5
11.	Respects the views and suggestions of the teacher in instructional matters.	1	2	3	4	5
12.	Creates a feeling that he/she and teachers are held responsible for the outcomes	1	2	3	4	5

Part Three

S/N	As a teacher, …….	Please **CIRCLE** a number to rate EVERY option				
		Always	**Usually**	**Sometimes**	**Once in a**	**Never**
1	I use different methods of teaching.	5	4	3	2	1
2	Most of students of my class get good marks.	5	4	3	2	1
3	I teach every student according to his abilities.	5	4	3	2	1
4	I come well prepared for teaching in class.	5	4	3	2	1
5	I can also teach difficult lessons easily.	5	4	3	2	1
6	If any student asks a question, I try to satisfy him at every level.	5	4	3	2	1
7	I make no injustice in marking the papers.	5	4	3	2	1
8	Apart from teaching I fulfill other responsibilities very nicely.	5	4	3	2	1
9	I don't let co- curricular activities to affect my class teaching.	5	4	3	2	1
10	I don't let my domestic affairs to interfere in my duty.	5	4	3	2	1
11	If someone changes my responsibilities then I adjust myself.	5	4	3	2	1
12	I try my level best to improve my performance.	5	4	3	2	1
13	I come to school regularly.	5	4	3	2	1
14	When present at school I attain my class on time.	5	4	3	2	1
15	I don't do irrelevant activity in my period.	5	4	3	2	1
16	I fulfil my assigned activities on time.	5	4	3	2	1
17	I complete my syllabus on time.	5	4	3	2	1
18	I maintain discipline in my class.	5	4	3	2	1
19	Apart from teaching I try to solve any problem of the student.	5	4	3	2	1
20	I enjoy good relations with my colleagues.	5	4	3	2	1
21	I co-operate with my colleagues in any work.	5	4	3	2	1
22	I consult my colleagues in solving of my class problems.	5	4	3	2	1
23	I motivate my students to take part in co-curricular activities.	5	4	3	2	1
24	For the betterment of my students I contact their parents.	5	4	3	2	1
25	I help the head in solving the problems of the school.	5	4	3	2	1

THANK YOU

APPENDIX C

NORMALITY OF DATA