

**AKENTEN APPIAH-MENKA UNIVERSITY OF SKILLS TRAINING AND  
ENTREPRENEURIAL DEVELOPMENT**

**EFFECTS OF HEADTEACHERS LACK OF SUPERVISION ON TEACHING AND  
LEARNING IN KINTAMPO WEST CLUSTER OF SCHOOLS.**

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**A Dissertation Submitted to the Department of Educational Leadership, Faculty of  
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In Partial Fulfilment of the Requirements for the Award of Master of Arts (Educational  
Leadership) Degree**

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## **DECLARATION**

### **STUDENT'S DECLARATION**

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

Signature: .....

Date: .....

### **SUPERVISOR'S DECLARATION**

I hereby declare that the preparation and presentation of the work was supervised in accordance with guidelines and supervision of dissertation as laid down by the Akenten Appiah-Menka University of Skills Training and Entrepreneurial Development.

Name: Dr. Kofi Yeboah Asiamah

Signature: .....

Date: .....

## **DEDICATION**

I dedicate this project to my children; Rocky Baani, Princess Awah, Cindy Baani, Zakir Baani and Umar Faruk Baani Jnr.

## **ACKNOWLEDGEMENT**

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## **LIST OF ABBRIVIATIONS**

BECE	Basic Education for Certificate Examination
DBE	Department of Education
GES	Ghanaian educational system
JHS	Junior High School
SPSS	Statistical Package for Social Sciences
SSCE	Senior Secondary Certificate Examination
WAEC	West African Examination Council

## **ABSTRACT**

This study's main goal is to investigate the effects of the lack of supervision by Head teachers on teaching and learning within the Kintampo West cluster of schools. This study used a quantitative approach and a descriptive survey as its research design. This study's population included all of the Kintampo West Cluster of Schools' head teachers, assistant head teachers, and teachers. Data collection instrument were questionnaire, interviews and observations. The statistical package of social sciences (SPSS) version 20.0 was used to compile, organise, and analyse the questionnaire data. The data was analysed using statistical tools such as pie charts, tables, and percentages. The study revealed that headteachers in Ghana face overwhelming administrative tasks, limited time for effective supervision, and a lack of proper training and development opportunities. Insufficient support and resources from school management also hinder their ability to supervise effectively. Limited communication channels between headteachers and teachers also impedes effective supervision. Also, the majority agree that inadequate supervision affects teachers' ability to engage students effectively in the learning process, but disagree that it negatively impacts their confidence in managing classroom challenges. The lack of feedback and support from headteachers also affects teachers' overall job satisfaction, which is consistent with previous research showing that instructional supervision strategies can improve motivation and work satisfaction in teachers. It was recommended that headteachers should be given the necessary resources and assistance they need to ease their administrative responsibilities and free up more time for efficient supervision.

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background

Effective leadership is essential for providing high-quality teaching and learning results in the field of education. Head teachers are responsible for supervising and guiding teachers and pupils inside their schools as important educational leaders. They have a direct impact on the whole teaching and learning environment through their role in monitoring, assessing, and supporting instructional practices.

Any nation's growth and development depend on its ability to provide high-quality education. For all children, education is regarded as a fundamental right in Ghana as it is in many other nations. According to Ampofo, Onyango, and Ogola (2019), head teachers in Ghana play a critical role in ensuring the delivery of high-quality education by supervising and advising teachers. The importance of head teachers in overseeing instruction and learning in classrooms cannot be overstated. The Head teacher is in charge of making sure that the teaching and learning process is efficient. They are the most senior teachers in any school. They are supposed to guide, counsel, and support teachers to advance their professional growth and raise the calibre of their instruction (Mpaata, 2019). In addition, head teachers are in charge of directing how the curriculum is taught, keeping track of how students are progressing, and assessing the quality of the teaching at their institutions (Aureada, 2021).

Supervision is an important component of instructional leadership since it has been shown to improve teaching quality, student engagement, and academic achievement (Glanz, 2021). It entails giving instructors regular feedback, advice, and support, creating a learning environment, and maintaining conformity to educational regulations and standards (Mpaata, 2019). This lack of

monitoring has had several negative repercussions on the teaching and learning processes in schools, affecting both educators and students.

The quality of teaching in schools has declined as a result of inadequate headmaster supervision (Béteille, Kalogrides & Loeb, 2012). When they feel there is inadequate oversight, teachers may feel less responsible and motivated to provide high-quality instruction. This deterioration may show itself in many ways, such as poor lesson planning, a lack of teaching materials, and insufficient student participation (Kaniaru, Thinguri, & Koech, 2020). The general quality of education declines as a result, which hinders pupils' growth and intellectual advancement.

A teacher's professional development needs must be identified to give them the support they need to improve their skills (Marzano, Frontier & Livingston, 2011). Without active oversight, Head teachers can find it difficult to pinpoint the areas in which teachers need extra training or resources (Karim et al., 2021). It can be difficult for teachers to use contemporary teaching methodologies and approaches when there are not possibilities for professional development (Amhag, Hellström, & Stigmar, 2019). As a result, students might not receive the quality of instruction they merit, which would hinder their overall learning objectives.

The performance of the students is directly impacted by the lack of monitoring in the schools. It is challenging to guarantee consistent instructional delivery and student engagement when teachers lack enough assistance and direction from their Head teachers (Kaniaru, Thinguri, & Koech, 2020). Limited access to individualised attention, feedback, and assistance for students may harm their academic performance and overall learning experience. Because of this, test scores may suffer, motivation may decline, and dropout rates may rise (Chungu, 2022).

Maintaining discipline and implementing efficient classroom management depends heavily on supervision. Without sufficient supervision, teachers could find it difficult to control student behaviour and consistently enforce the rules in the classroom (Poulou, Reddy, & Dudek, 2022). All students academic achievement may be hampered as a result of disruptive learning situations. Without enough oversight, it may be difficult for teachers to meet each student's needs, which could widen achievement gaps and impede learning in general (Peter, 2021).

Fostering a culture of continual improvement inside schools is made possible by the Head teachers' supervision. It makes sure that educational institutions routinely evaluate their assets and liabilities, pinpoint their areas for improvement, and put those improvements into practice to improve teaching and learning outcomes (Abonyi et al., 2022). School reform projects may not be as successful in the absence of active oversight. This may result in a decline in educational innovation, a stagnation of current educational practices, and a failure to adjust to changing educational standards and requirements.

However, for a variety of reasons, some school heads may not offer enough oversight. It might be brought on by a lack of training, insufficient manpower, weak time management abilities, or poor work prioritisation. Due to insufficient monitoring of the teaching and learning process, students may perform poorly academically (Kaniaru, Thinguri, & Koech, 2020). The recruitment and training of qualified head teachers, the development of effective supervision mechanisms, and the provision of resources and support are all necessary to combat the effect lack of Head teacher supervision has on the education system immediately on the part of the education authorities (Ampofo, Onyango, & Ogola, 2019; Tilak & Bandyopadhyay, 2023). This research aims to investigate the effects of the lack of supervision by Head teachers on teaching and learning within the Kintampo West Cluster of Schools.

## **1.2 Statement of the Problem**

Head teachers are essential in fostering the best learning outcomes for students, guaranteeing effective teaching practices, and supervising instructors in educational institutions (Mpaata, 2019; Aureada, 2021). However, there is growing concern regarding the effects of poor or insufficient headmaster monitoring on the calibre of teaching and student learning. The results of teaching and learning might be significantly impacted by this absence of oversight. Ineffective teaching strategies, poor classroom management, disengaged pupils, and ultimately decreased academic performance may result from a lack of effective oversight according to a study done in Kenya (Kaniaru, Thinguri, & Koech, 2020).

Concerns about the effects of inadequate head teacher supervision on teaching and learning are still present in Ghana, a nation committed to improving its educational system. Recognising and understanding the effects of this issue is crucial for raising the level of education in the area. Legislators, educational authorities, school administrators, and teachers themselves must comprehend the repercussions of insufficient monitoring. The precise implications of insufficient supervision within the Kintampo West cluster of schools are still little understood, despite the Ghanaian government's commendable attempts to support education.

Recognising and understanding the effects of this issue is crucial for raising the level of education in the area. Legislators, educational authorities, school administrators, and teachers themselves must comprehend the repercussions of insufficient monitoring. With little supervision and assistance, teachers might still struggle, which could make them frustrated and prevent them from having many opportunities for professional development. Ineffective teaching methods and a less favourable learning environment, on the other hand, may have a negative impact on students' academic achievement and motivation. Additionally, the inability of educational policymakers and

administrators to make well-informed judgements is hampered by the lack of thorough studies in this field.

Therefore, it is imperative to conduct an investigation into how the lack of supervision by head teachers affect teaching and learning in the Kintampo West Cluster of schools. This study aims to offer insights that can direct the creation of focused actions and policies to successfully address the issue by pinpointing the precise locations where supervision is missing and the repercussions.

### **1.3 Research Objectives**

This study's main goal is to investigate the effects of the lack of supervision by Head teachers on teaching and learning within the Kintampo West cluster of schools. The following research objectives will direct the investigation to meet this goal:

- Determine the main challenges that prevent Head teachers from supervising effectively in the Kintampo West Cluster of Schools.
- Investigate how teachers and students perceive the impact of the lack of supervision by headmasters on their performance, motivation and satisfaction.
- Investigate the effects that the lack of supervision by headmasters have on teaching and learning in the Kintampo West Cluster of Schools.
- Determine the best strategies that can be adopted to improve the quality of supervision and enhance teaching and learning in the Kintampo West Cluster of Schools.

### **1.3.1 Research Questions**

The following questions will be addressed by this research:

- What are the main challenges that prevent Head teachers from supervising effectively in the Kintampo West Cluster of Schools?
- How do teachers and students perceive the impact of the lack of supervision by headmasters on their performance, motivation and satisfaction?
- What effects does the lack of supervision by headmasters have on teaching and learning in the Kintampo West Cluster of Schools?
- What are the best strategies that can be adopted to improve the quality of supervision and enhance teaching and learning in the Kintampo West Cluster of Schools?

### **1.4 Significance of Study**

Understanding how the lack of Head teacher supervision affects teaching and learning in the Kintampo West school cluster has substantial ramifications for regional educators, school administrators, teachers, and students. The results of this study will:

- Help inform decision-making based on the best available evidence and the creation of focused interventions to enhance the educational environment by shedding light on the particular difficulties and negative effects of insufficient supervision.
- Add to the body of knowledge already available on educational supervision and leadership, particularly in the setting of Ghana.
- Provide regionally and nationally relevant localised insights that can guide educational reform and efforts.

### **1.5 Limitations of Study**

The potential shortcomings of this study must be acknowledged. The research, for starters, would be carried out in a certain group of schools in the Kintampo North Municipal, which could restrict the applicability of the findings to other educational situations. Furthermore, the study depends on subjective assessments and self-report data, which could induce biases. There can be time restrictions on the research as well. Despite these constraints, the study will make an effort to compile useful information within the allotted timeframe and offer insightful information about how the lack of supervision has affected teaching and learning in the Kintampo West cluster of schools.

### **1.6 Summary**

The purpose of this study is to look into how the lack of Head teacher supervision affects teaching and learning in the Kintampo West cluster of schools in the Kintampo North Municipal in the Bono East Region of Ghana. The backdrop of the study has been outlined in the introduction, which also highlights the significance of good leadership in the field of education and the issues with insufficient supervision in the study's target region. Insufficient supervision has been recognised as the primary problem, with potential effects on the effectiveness of the instruction given and the results of student learning. The investigation will be guided by the research objectives and questions, which will concentrate on existing practises and views of supervision, the impacts on instructional strategies and student outcomes, underlying causes, and potential remedial measures. The study's importance has been highlighted, with special attention paid to the consequences for educational stakeholders and the contribution it makes to the body of knowledge

in educational leadership and supervision. However, it is crucial to recognise the limits, particularly those related to the time that may have an impact on the breadth and depth of the study.

### **1.7 Organization of Study**

In the subsequent sections of this research, relevant literature will be reviewed in Chapter Two of this investigation. In Chapter Three, the methodology will be described in full, including the research design, data gathering methods, and analytical methodologies. The findings and analysis section of Chapter Four will describe the study's findings, followed by a discussion of the implications, limitations, and recommendations for future research and educational practises. In Chapter Five, the study will finish with a thorough assessment of the findings and their implications for the subject of education.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

The section displays a survey of the available literature for the study, which includes readings focusing on collections on education and, in particular, Basic Education in Ghana, which prompts observation of innate characteristics of a school system in carrying out the task of learning outcomes.

Its subheadings include "definition of supervision," "history of supervision," "history of supervision in Ghana," "history of supervision in education," "areas of supervision," "skills in supervision," "instructional supervision," "concept of teaching/instruction," "concept of instructional/clinical supervision on learning outcomes," "effective supervision on learning outcomes," and more. Academic journals, books, essays, periodicals, and the internet were the primary sources of the pertinent literature used for this section.

#### **2.1 The concept of Education**

The process of assisting learning, or the development of knowledge, skills, attitudes, beliefs, and habits, is what is meant by the concept of education (Mezirow, 2018; Slavich & Zimbardo, 2012). In most nations, education is required until a particular age and includes narrative, discussion, teaching, training, guided research, brainstorming, and role-playing. Education acts as a tool to support the complete changes in both shapes and forms of an individual, and serves as the largest input for the progress of one's own means of achieving personal goals for progress (Martin & Grudzieck, 2006). Education is therefore the gateway to individual development. It functions as a necessary tool which brings about changes into individuals. In order to uncover the national goals

of every nation or country, education must be considered as a crucial tool for linguistic, social, economic, and cultural transformations (Chankseliani, Qoraboyev, & Gimranova 2021). Every nation or country needs instructors with strong leadership qualities in order to attain its national goals (Hermawati et al., 2020). These teachers must be able to blend students' social roles with their infusion of national ideals.

Etymologically, "Education" is a Latin word.

1. Educare', meaning "to bring up",
2. 'Educere' meaning 'to draw out.
3. "Educutum," which means "to train", educio is formed up of the two words "e" and "duco," which mean "to lead."

Therefore, it can be claimed that the main reason is to develop children or to raise the role of education through the process of instructional training which formally occurs in an educational institution. Apart from the acquisition of ideas and information, education is also realized to be an instrument for the development and the promotion of national values, leadership and responsibilities, which directly or indirectly helps individuals to adopt to their environment and to have control over it. Education also brings about the social responsibilities in learning. This requires a supportive environment in the family, the school, the community, and the wider society, as well as the individual's overall growth or development.

## **2.2 Ghana's Education System.**

One of the most advanced educational systems in all of Africa is found in Ghana. There are primarily three tiers. the primary and middle grades, the secondary technical and teacher preparation levels, and the university level (Okyere, Aldersey & Lysaght, 2019).

- Six years in elementary school
- Three years of junior high school
- Three years of senior high school
- Three years in a college of education (DBE)
- Three years of nursing school
- Four years for a bachelor's degree University

English is the only language used in the Ghanaian educational system as an official language of teaching. For the majority of the first three years, students may learn in any of the eleven regional tongues; however, after that, English is the primary language. French and a local tongue are still taught in the school until at least the ninth grade. Other than that, all textbooks and materials are written in English.

### **2.2.1 Early Childhood and Primary Education**

Only a tiny percentage of students, mostly in the larger urban centres, start school at age three or four in pre-primary or nursery schools (Kim et al., 2022). The majority of students start school around age five or six. The primary level of education lasts six years (Okyere, Aldersey & Lysaght, 2019). When there are enough instructors and resources to serve every student, primary school education will be free and required. A student is eligible to enroll in the JHS once they have successfully completed the primary level. All students in public schools are eligible for free education up to the JHS level. The JHS offers courses in technical, vocational, information communication, English, mathematics, social studies, and integrated science, which includes agricultural science and a Ghanaian language.

The Basic Education for Certificate Examination (BECE), a national competitive exam run by the West African Examination Council (WAEC), is the entry requirement for secondary education. Before being accepted into the three-year Senior Secondary School, candidates must pass the Basic Education Certificate Examination in Mathematics, English Language Integrated Science, Social Studies, and Technical and Vocational topics. After completing this level, students have the option of enrolling in a technical or vocational school or, alternatively, registering for the WAEC-sponsored Senior Secondary Certificate Examination (SSCE). Maths, Integrated Science, English, Social Studies, and Technical and Vocational Subjects are the subjects studied at this level. After passing, one can enroll in a university, a polytechnic college of education, or a nursing programme.

According to Larsen (2014) at the conclusion of JHS 3, around 280,000 Ghanaian students take eight or nine topics for the Basic Education Certificate Examination (BECE). Senior High School admission is tough. The 500 secondary schools are limited to 70,000 pupils (Larsen, 2014). All pupils in public schools are required to take the basic courses of social studies, maths, integrated science and English language. Each student additionally enrolls in three or four elective courses from one of the following seven categories: sciences, arts (social sciences and humanities), technical, business, or agriculture. A better or percentage grade for each subject, for each of the three terms, for the three years of senior high school, which correspond to the tenth through the twelfth grades, shall be included on the secondary school transcript. Term Reports (report cards) for students show their class standing for each topic as well as their scores for in-class assignments and final exams. The grading scale is strict; an A is typically given for grades between 80 and 100 percent. All-A transcripts are unlikely to be authentic.

All seniors take the West African Senior Secondary Certificate Examination (WASSCE) in each of their seven or eight topics at the conclusion of senior high school. Every year, these tests are administered all over the country in May and June, but the outcomes are not made public until October. Less than 3% of students receive A scores, and 40% of students fail any particular exam, making grading extremely difficult. Grades of C and D can be very competitive (Armah & Mereku, 2018).

A 'C-' average on the SSSCE with passes (A-E) in every subject is the very minimum requirement for admission to post-secondary institutions. Exam retakes are required for subjects that students failed. It is claimed that education is a tri-polar process in which a teacher, student, and social environment all interact and influence one another. This suggests that education is a continuous process. It is a process of personal growth that combines both theoretical and practical elements. Both a science and an art, education is a tool for bettering one's life and immediately affects a person's development, growth, and ability to change their behaviour.

### **2.3 Purpose of Education**

Education is thus described as the intelligent, hopeful, and respectful nurturing of learning that is performed in the premise that everyone should have the opportunity to participate in life (Slavich & Zimbardo, 2012; Mezirow, 2018; Baehr, 2022). Learning is about developing the abilities and information necessary to comprehend one's surroundings and social structures, allowing one to contribute to their preservation (Parankimalil, 2012). Every nation's growth engine and a crucial component of every person's life is education. It is the secret to any country's socioeconomic and political change. Any nation's political stability is based on the standard of education it provides for its people. This is so that those people can benefit socially, economically, and politically

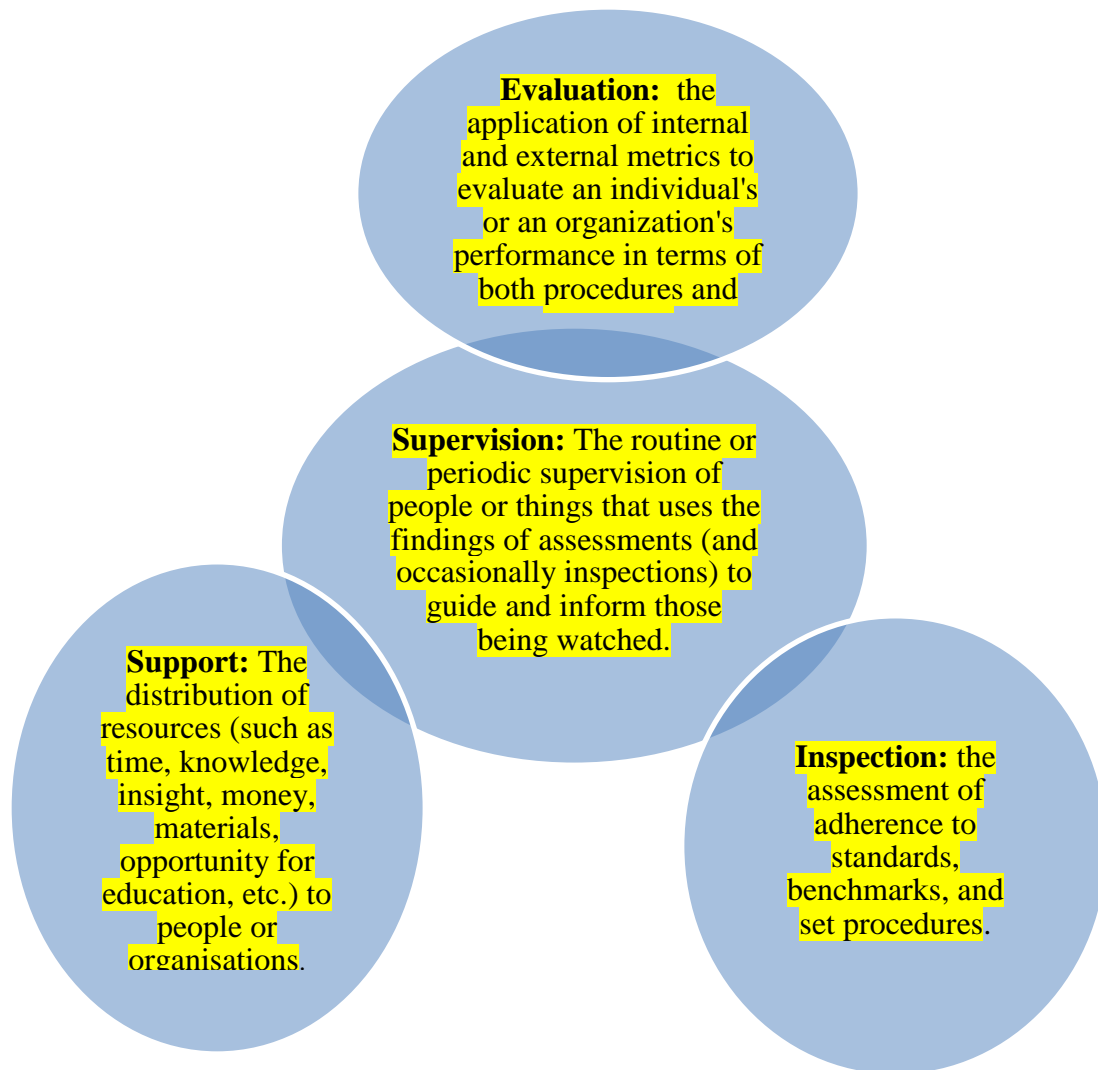
(Chankseliani, Qoraboyev, & Gimranova 2021). Without monitoring, education cannot be effective. Good educational time management, good educational delivery (teaching and learning), and greater work output from educational facilities are all influenced by supervision (Kartini, 2020).

Before the European settlers arrived in Ghana, according to Pinto (2019), the majority of our educational system was informal. Through imitation, apprenticeship, and oral literature, the young were taught the customs and ideals of our ancestors. The introduction of formal education was made by Europeans, who reserved it mostly for the top members of society (mulattos, sons of local leaders, and successful business people. Education remained a privilege for the few during colonial control. When Ghana gained independence as an independent African nation in 1957, universal education became a crucial political goal. After moving away from the colonial rulers, the fresh cabinet of Osagyefo Dr. Kwame Nkrumah was of the view that, the way to ones future opportunities is much dependent on the ability of the individual or the citizens to acquire education.

## **2.4 Definitions of Supervision**

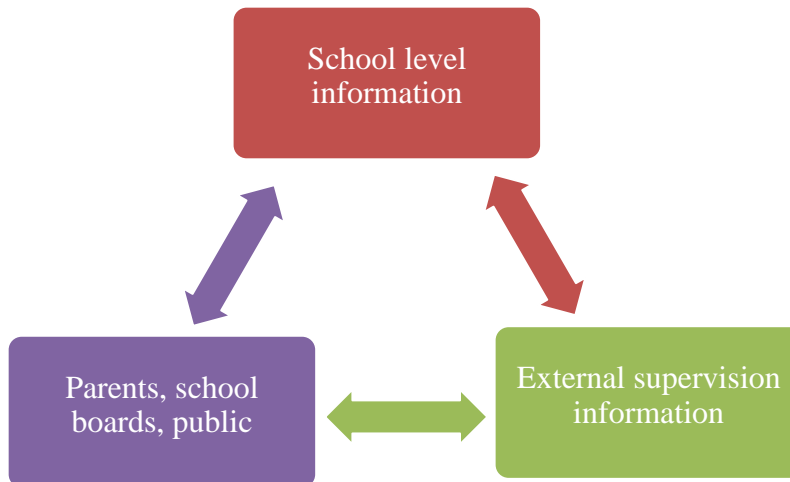
The Cambridge Dictionary defines supervision as the act of keeping an eye on someone or something so that everything gets done. According to the Oxford Dictionary, supervision is also defined as "the act of keeping an eye on someone or something." Based on the various definitions given, it is obvious that there is no single definition of supervision in the context of educational supervision. Supervision may be perceived by others as an activity or an administrative role, nonetheless they all geared towards the provision of service in order to improve all the issues that will ensure the growth and progress in teaching and learning process for very effective learning outcomes (Kilminster et al., 2007). According to Sullivan & Glanz (2005), instructional

supervision is a process that makes use of a variety of tactics, methodologies, and approaches with the goal of enhancing instruction and fostering both educational leadership and change. Supervision is an activity which is dedicated to producing committed, competent and caring personnel who can successfully work with diverse teachers as well as all the stakeholders by inculcating values of subject matters, teaching strategies and exhibit inter personal skills and be sensitive to both students and teachers for professionalism in the service (Mulyasa, 2016; Taufan & Basalamah, 2021). Terminology needs to be clarified before moving on to a discussion of supervision. The terms "supervision," "inspection," and "evaluation" are frequently used virtually interchangeably in debates on educational policy held in English. Clarifying the distinctions will aid in this conversation.



**Figure 2.1: Supervision**

It is entirely feasible for one person or organisation to perform many of these tasks at once, and it's also possible that the name of the organization—for example, "Inspectorate"—may not accurately reflect other significant facets of its job and mission. In reality, appraisal, inspection, and support—at the very least in the form of advice—all have some overlap with supervision by definition.



**Figure 2.2: Information Fl**

#### **2.4.1 What risks or repercussions come with supervision?**

As part of an induction programme, the majority of teachers are overseen by headmasters or sporadically by an experienced colleague (Brock & Grady, 2007). An induction program's main goal is often to support and develop new instructors, but they are sometimes used to separate good teachers from terrible ones. The majority of new teachers do not receive permanent status, or tenure, until they have worked as teachers for at least a year, and during this probationary term, the stakes connected with supervision typically are higher (Herlihy et al., 2014). It is uncommon for teachers to be fired for performance once they have been given regular status (Marshall, 2005). Despite its debatable nature, it is becoming more and more easier to distinguish between effective and ineffective instructors in terms of their contributions to students' learning because to the availability and implementation of "value added assessment" of student results (Newton et al., 2010). This data can be used to raise the pay of effective instructors, provide more guidance and support to ineffective teachers, or even fire ineffective teachers if they don't improve (Marshall, 2005; Newton et al., 2010). Planning, coming up with strategies for teachers' professional

development, and releasing their creative potential and talents are all goals of supervision, which seeks to actively improve the learning environment.

#### **2.4.2 Supervision jurisdictions**

The technique of supervision has many facets. There are many different aspects of supervision. Some of the areas are as follows: supervision of academic work, supervision of extracurricular activity plans, supervision of the learning environment, supervision of academic records, supervision of development-related issues, supervision of student development, and supervision of money management (Wanzare & da Costa, 2000). The Ministry supervisors visit the schools to evaluate the aforementioned areas. It is advised that the supervisors notify the school managers in advance of such inspections. Holding meetings and conferences with teachers to discuss their weak and strong areas, as well as to highlight potential for improvements identified and efforts taken to better them, is crucial after the classroom visits and observations (Huber & Gordel, 2006). It is also crucial to remember that teachers receive regular assistance through the distribution of circulars with recommendations for better teaching approaches and through the study of books and periodicals that provide the most recent administration and instructional methods (Oliver & Pawlas, 2004). These initiatives will help teachers stay current with educational trends and gain a better knowledge of what students need to study.

The demonstration technique is another inspection method. Sometimes a supervisor will conduct a lesson so that a teacher can see how his own students react to a novel strategy. Teachers are able to gain a lot from such experiences through such a process. The technique necessitates thorough lesson planning and preparation. Modern supervision has a propensity to take a more democratic stance in its approach, and it works to improve educational initiatives and programmes. This oversight improves how well the teachers do their duties and places a strong emphasis on

giving knowledgeable advice. All stakeholders are encouraged to actively supervise each other and work together (Yayuz & Bas, 2010).

However, it should be remembered that supervision and inspection are rarely done in isolation. There is occasionally overlap between positions. It may be confusing and, in some cases, less successful for the employees involved if there isn't a clear distinction between the tasks in these two functional areas of supervision, especially if there may be overlap in the positions. According to the Ministry of Education, Science and Technology (2000), evaluations conducted during supervisory visits can take the form of panel assessments, subject-based assessments, advisory assessments, block assessments, mass assessments, follow-up assessments, or special assessments. Sometimes, teaching and learning are harmed by the lack of a precise definition between these two ideas. Teachers can view the supervision of head teachers as witch hunts, trying to identify flaws in who they are and what they are doing.

### **2.4.3 Three main areas of supervision**

Area of supervision, it can be put under three main areas namely administrative supervision which has to do with all or any activity which is directed towards the implementation of an organizational or institutional aims or objectives by making sure that both quality and quantity of work meet the standard that was proposed for the agency. It most often has to deal with planning; monitoring, implementing as well as evaluating all the activities in order to ensure the agency accomplishes the organizational goals through the supervisee (Gosselin et al., 2015).

Secondly, educational supervision is the art of making sure that all activity primarily directed towards supporting staff to close their knowledge gap, which they need to know in order

to carry out their work, for instance orientations for teachers or staff about their job description (Cooper & Alvarado, 2006).

Last but not least, professional supervision, it is the provision of support to support supervisees in order for them to keep their professional identity, new ideas which meet new learning ideas and training requirement within their job descriptions (Beddoe, 2010; Gordon & Luke, 2012). Apart from the above areas of supervisions, there are other areas which need to be briefly explained; shared supervision, it allows a team to share responsibility for supervising individuals. It is normally done on one- to- one base but in this situation the supervision will not be the supervisee's immediate boss instead, the individual should be a practitioner with relevant experiences and skills in connection with the supervisees work area (Eisenbach et al., 2015). Group supervision, which is mostly a facilitator led, through formal and pre-arranged process, which is accepted by the supervisor and the supervisees, with dependents on their competency (Proctor, 2008). Others view monitoring as an administrative task, while some regard it as an activity. However, they all appear to concur that the service is being offered with the intention of enhancing all elements necessary to guarantee growth and progress in the teaching and learning process.

#### **2.4.4 Purpose of Supervision**

Generally, the main reason for supervision is that, there should be massive improvement at all learning outcomes in every school setting (Madani, 2019). It is also to ensure that teachers change their instructional behaviors which directly or indirectly affect a student's learning objectives positively. A school is said to be effective when it identifies, its schooling practices associated with characteristics, measurable improvements, in both students and teachers which are dependent on the purpose of supervision as mentioned above (Ngole & Mkulu, 2021).

#### **2.4.5 Principles of Educational Supervision**

1. It is to make use of individual growth and development by ensuring that there is reflective practice and professional conversation.
2. To make time available and to help the growth, development and change in profession.
3. It is to embrace innovations and self-motivated spirit in their professional development and growth.
4. To ensure there is collaboration, cooperation to develop educational environment which will be characterized by an effective communication which will yield support and non-threatening atmosphere to bring about professional growth and progress.

One method used by school administrators or managers to ensure that performance and outcomes meet accepted criteria is instructional supervision (Saihu, 2020). It is a piece of equipment that the school administration uses as a quality assurance check in the educational system. The most common instructional supervision adopted by most of the educational supervisors, has to do with the following, one- to- one supervision, which is commonly used by professionally qualified workers (Eisenbach et al., 2015). Secondly, share supervision, in this kind of supervision, two or more people at managerial level share the supervision of individual staff in which the workers will receive one- to -one supervision but not always with the same supervisors.

#### **2.4.6 History of Supervision in Ghana**

Teachers were viewed back then as subjects who could be controlled or influenced, which had a subtle impact on teaching and learning (Butera et al., 2021). There isn't much that can be said right now about how teaching and learning at the elementary school level have been affected by supervision of instruction.

According to Banda (2015), effective instructional supervision entails the coordination of various tasks by autonomous and delegated authority, ensuring that personal considerations are kept as far away from official business as possible, and treating clients fairly in order to facilitate the achievement of the objectives for which the school was established. To make the school productive through a system of operational guidance on the most critical areas of the education process and to reduce instances of waste in the school process, the school instructional supervisor is therefore an education auditor.

#### **2.4.7 Instructional Supervisory Activities**

The supervisory activities by the school head master involves the following, the routine checking, collection and vetting of teachers` scheme of work, lesson plan or lesson activities (Franz & Spillane, 2007). Monitoring of pupils' and teachers' attendance at school on time and regularly. The capacity to recognise the strengths and weaknesses of his or her teachers and to offer appropriate solutions, by planning workshops or in-service training for those in question, by ensuring that the school's climate is always very conducive to teaching and learning, and by requesting more teachers and subject allocations (Franz & Spillane, 2007).

Making sure, by the end of the term, exams is conducted and supervised, exams papers are marked and all the records of the pupils are completed and those that need to be given to the students are completed and given to them (Franz & Spillane, 2007). Ensuring that both human and material resources are well managed and effective utilization of those resources, for instant teachers, textbooks etc (Franz & Spillane, 2007). The work done by Sule, Arop & Alade (2012) on head masters classroom monitoring and inspection, and teachers work outcomes was shown that head masters, class room monitoring techniques and inspection of lessons plans, strategies

each necessarily triggers teachers output. It was therefore proposed that with regular supervision for instance, classroom visitation technique and the inspection of lesson plan technique be organized by government to boost teachers output of work. When teachers are not well supervised quality of learning outcomes are highly effected and the instructional motivations may not be attained. Teachers are lackadaisical in improving instructions but rather use the outmoded instructional practices at the blind side of the school head masters without being noticed, which may give way to poor quality of instructions hence teachers' ill prepared attitude towards their work (Nakpodia 2011).

According to Sule, Arop, & Alade (2012), instructional supervision refers to the procedures secondary school principals use to facilitate teaching and learning in the classrooms by keeping an eye on both teachers' and students' progress. Tyagi (2010) emphasises how instructional monitoring enhances the teaching-learning process in secondary schools for the benefit of both teachers and students. Tyagi took a second look and concluded that instructional supervision by senior high school headmasters aids in the identification of areas requiring follow-up activities that should be targeted at enhancing the process of learning and teaching output.

According to Banda (2015), instructional supervision entails the coordination of various activities by self-governing and delegated authority, making sure that personal considerations are kept out of official business as much as possible, and making sure that clients are treated fairly in order to facilitate the achievement of the objectives for which the school was established. As a result, the school instructional supervisor is an education auditor whose main duties include increasing the effectiveness of the school through a system of operational guidance on the most important and crucial aspects of the educational process and to reduce instances of waste in the school system. A critical examination of what proper instructional supervision entails has taken

place in Ghana. According to Spears (2007) instructional supervision is an internal process (micro-inspection). He believed that frequent resource and process use in a school, as well as the upkeep of lines of action that support effective learning, are all covered by micro inspection. Accordingly, Banda (2015) stated that instructional supervision strategies in the school organisational framework should regularly conduct in-depth analyses of the following characteristics. Beginning with their first day of teaching, teachers should make sure that their regularity and punctuality, work schedule, weekly lesson planning, coverage of work schedules, and recording of students' assignments are always completed on time.

Additionally, a learner's attempt to learn is greatly influenced by their regularity and punctuality in attending courses, completing assignments, achieving success, and managing their academic standing. Not to be overlooked are educational facilities, including sufficient sanitization and upkeep of housing amenities (classrooms, labs, libraries, halls, offices, etc.), as well as equipment and supplies. As a result, in actuality, the headmaster and his assistants are the clear-cut micro inspectors (supervisors) who carry out the aforementioned supervisory exercise, whilst the inspectorate division of the Ministry of Education is only responsible for the external supervision, or "macro-inspection."

Most educational authors view instructional monitoring as a technique to enhance students' learning results. Harris et al., (2003) asserts that monitoring aims to both preserve and enhance the school's teaching-learning process. Rettig (2000) defined supervision as an organised behavioural system with the goal of enhancing children's learning environments. Shantz & Stratemeyer, (2000) identified instructional supervision as a component of educational management that focuses on aiding in the improvement of teaching-learning environments. It has been clearly established that supervision plays a crucial role in promoting teacher development (Kalule & Bouchamma, 2013;

Tyagi, 2010; Zepeda, 2013). According to Sergiovanni & Starratt (2002), instructional supervision is a process that aims to "help increase the opportunity and capacity of teachers and schools to contribute more effectively towards students' academic success." Instructional supervisory practices assist the school headmaster to help in improving classroom instructions, indeed, teachers, parents and guardians will be satisfied with their wards or children learning outcomes. Maintaining and raising the calibre of instruction is the goal of supervision. The supervisor should support each school teacher in setting educational goals and offer direction to ensure that these goals are successfully achieved by the teachers.

The supervision responsibilities of the head masters and supervisors in the administrative processes differ. The following are the administrative responsibilities of the supervisor in educational teaching, according to Ozigi (1983): Curriculum and instruction, money management, provision of and upkeep of physical facilities, personnel of students and staff, and relationships with the school community. Determining objectives and goals, creating and developing courses, planning learning activities, and encouraging adjustments and improvement in curriculum and teaching are some of the key supervisory responsibilities in curriculum and instruction. Establishing training and certification standards, hiring and selecting employees, orienting new hires, maintaining positive employee relations while they are on the job, retaining staff, and motivating them are all tasks related to staff personnel. Planning the quantity and nature of school community contracts, introducing the institution to the neighbourhood, coordinating school activities with those of other organisations to prevent conflicts, supervising and assessing the success of the school community projects are all activities related to school community relations. The supervision of students' personnel entails managing their entrance to classes, keeping track of their records, reporting their progress, providing advice and counselling, and upholding their

conduct. Determining needs and ways to meet those requirements, acquiring financial resources, and creating distribution rules are all actions in financial management. It also entails creating and managing budgets, supervising the use of funds, and putting into practise controls and inventory management procedures for financial evaluation. Determine space requirements, provide necessary facilities in relation to available space, operate and maintain facilities, and supervise use of facilities are all examples of supervisory duties in physical facilities (Ozigi, 1983).

#### **2.4.8 Purpose of Instructional Supervision**

It is basically the provision of support, which concern teachers by assisting them to improve instructional period, by changing their behaviors', which the ultimate aim is to investigate its influences it has on teachers instructional period by the head teacher, by reviewing the data on students' performance and the availability of teaching and learning resources.

Everyone is aware that the primary goal of supervision is to ensure that teachers act in a way that promotes learning for their students. The quality of teaching and learning can be raised by carefully examining instructional practises. A clearer defined curriculum with a concentration on in-class instruction and administration with firm and consistent discipline are characteristics and indicators of an effective educational practise. These factors are also linked to measurable improvements in student achievement and satisfactory attitude. In light of this, the following factors were found to form the basis for supervision.

1. To recognise that teachers are unique individuals with professional demands and interests that varies.
2. To characterise supervision as a science and an art

3. To accelerate each person's development through practical application and knowledgeable discourse.
4. To give time and encouragement for development and change

In light of the justification for supervision as stated above, it would be desirable to establish a system of differentiated supervision that will be offered within the framework of supervisory models in order to promote self-initiated professional development. The models listed below are some of those thought to best meet a person's professional growth requirements.

- a. Directed/Clinical supervision
- b. Mentoring
- c. Peer coaching (Collegial consultation)
- d. Administrative monitoring (Walk through)
- e. Instructional leadership
- f. Self-directed supervision (Individual contract)

#### **2.4.9 Effective Instructional Learning Strategies**

The following are very effective and can be used across all the various grade levels and subject areas and can be housed and arranged of students` differences.

- a) Cooperative learning
- b) Group discussions
- c) Independent study
- d) Role-playing
- e) Issues-based inquiry

As a result, finding the best teacher available and fostering that teacher's personal development should be the main priorities of instructional supervision. According to Olembo, Wanga, & Karagu (1992), head teachers (supervisors) may attempt to sway hiring decisions and secure the specific types of teachers they desire from the Teachers Service Commission based on their personality or position. According to the same author, instructional supervision functions include: assisting teachers in developing personal knowledge and competence and remaining current with professional advances through direct and non-direct consultations between teachers and supervisors, programme development through improvement of course material, learning environment, to suit teachers and pupils, and maintaining teachers' competence and interest in their work through promotion, commitment, and creativity. Olembo, Wanga, & Karagu (1992) classified supervision into three major processes. These include quality control, in which the headmaster (supervisor) is responsible for evaluating teaching and learning in his or her own school through classroom inspection, school tours, conversations with instructors, and visits from students.

The second category is teacher professional development, which involves assisting teachers in growing professionally and developing their understanding of teaching and classroom life, improving class teaching skills, and expanding their knowledge. The third category is teacher motivation, which involves building and nurturing motivation and commitment to teaching in the school's overall purposes and the schools defining educational platforms.

#### **2.4.10 Instructional supervision principles**

Instructional supervisors cannot accomplish their duties effectively unless they exhibit successful leadership conduct. According to Sergiovani & Starrat (1995), the willingness of the headmaster

and teachers to contend with and embrace perspectives of supervision arising from the history of hierarchy, domination, and control is the first step in developing a practical and meaningful supervision. Educational scholars and administrators regard instructional oversight actions as principles. Williams' (1972) democratic supervision has been stated by Wanga (1984). She went so far as to list them as ten principles;

**Leadership:** - It entails achieving goals with and through people. In a school setting, for example, an instructional supervisor should provide professional and instructional advice in order to meet the school's stated educational goals.

**Co-operation:** - It signifies collaborative action for a common cause. In this instance, monitoring should bring together teachers and parents by recognising the contributions of all stakeholders.

**Consideration:** - The instructional supervisor should be sensitive to and respectful of the feelings of others. He or she should value other people's criticism, flaws, and weaknesses. He or she should avoid personal attacks and offer professional rather than personal feedback.

**Creativity:** - It necessitates the ability to think constructively and solve problems. The instructional supervisor must inspire teachers to develop more effective teaching devices and strategies, which builds self-confidence and stimulates a desire for professional progress.

**Integration:** - It requires cooperating peacefully, despite personal and professional differences and commonalities. The instructional supervisor should be able to assist students via the integration principle by selecting or organising materials that are complete and coherent in order to promote harmony in the classroom.

**Community orientation:** - It necessitates a positive relationship between the school and the community that it serves. Community leaders should be involved in school decision-making to improve the achievement of the school's educational goals.

**Planning:** - For the optimum achievement of instructional goals, the instructional supervisor must be an excellent planner and organiser of both people and material resources. The principal should constantly consider current and prospective challenges, examine them, determine priorities, and eventually choose various courses of action.

**Flexibility:** - The principal should be adaptable to new or different teaching-learning and supervision conditions.

**Objectivity:** - It comprises a thorough evaluation of performance, goals, and objectives. It also entails maintaining accurate records of educational functions. These records aid in preventing the spread of bias caused by personal opinions.

**Evaluation:** - It includes both formative and summative evaluation based on observational goals and educational plans and objectives. It is obvious that in order for any learning institution to realise its educational objectives, people given authority must carry out instructional monitoring.

## **2.5 Concept of Teaching/Instruction**

When one wants to talk about teaching, the person must first have the idea of teaching objectives and the question is, what teaching objective? It essentially denotes the desired consequence of instruction in a learning engagement. What are the learner's ultimate goals and destination as planned by the teacher? The objectives are intended to provide desirable change in the learner's behaviours; they indicate what the learner must be able to perform after the lesson. It also denotes the behaviour that the learner must demonstrate to demonstrate that he or she has learned. Teaching objectives can also be viewed as short-term goals, urgent targets, or assertions regarding observable changes in students as a result of learning. The reason, aim, or rationale for the lesson, which includes the performance objective, is thus characterised as the teaching objective. The

following are some of the characteristics of a very good teaching objectives 1 clear concise and specific 2 measurable, the ability to lend themselves to assessment 3 behavioural, must be able to perform or should be oriented 4achievable that which can be achieved during the lesson

### **2.5.1 Concept of Learning**

To an ordinary man, the word “learning simply means the acquisition of knowledge and skills. The definition may not be accurate because it has left a lot of unanswered questions in the mind of the teachers and the educational psychologist both of whom see learning as being much more than acquiring ideas and skills. They view learning as a process of change in behaviour resulting from experience and interaction of individual with his environment. The process of learning is aimed at achieving a goal or product. A process is a means through which a goal is achieved or attained. For example learning to acquire a particular skill is considered a process because several experiences and activities are provided for the purpose of enabling the learner to acquire that specific skill. When this skill has been acquired and used, the themes or tools that are produced as a result of the skills used in producing them are the products. For example, a book is a product of learning while learning to make it is the process.

Zook (2004) defines learning as the process of acquiring knowledge, skills, and attitudes. Learning is both a process and a change in conduct. Learning, according to Tam (2000), is the acquisition of new knowledge, abilities, and attitudes when humans interact with information and their surroundings. (Zook, 2004) Learning is ultimately an unobservable, internal, mental creation of knowledge. Instruction is intended to enhance the internal learning process by encouraging the acquisition of new knowledge, abilities, and attitudes that result in behavioural change (Sarfo & Adentwi, 2011).

According to Howard, Joshua and Gagne (2017), the setting that stimulates the individual is structured in such a way that it causes a shift in behaviour. Learning is the method by which such a shift occurs. Learning is both a process and a genuine change in conduct. The scenario that initiates the process is referred to as the learning situation. Learning happens all the time. People can learn in a variety of ways. It can be straightforward or difficult. Human behaviour is founded on learning. Exchanging ideas with others, reading, trial and error discovery and investigation, asking questions, reward and punishment are all ways to learn (Sarfo & Adentwi, 2011). Supervision of instruction is particularly important in learning because it guarantees that students acquire new knowledge, abilities, and attitudes, which results in behavioural changes. Supervisors of instruction's responsibility would be to provide an enabling environment or to aid the learning process in the school.

## **2.6 Chapter Summary**

As there are different writers, the idea instructional supervision has several connotations; some people utilise it as a route for attitudinal development in their organisation. Others are also of the view that, it is good when the idea of monitoring is centered on the provision of adequate resource to the organization or institution to ensure quality output from the subordinates. The concept of education, pre-tertiary education in Ghana, the meaning of supervision, the historical point of supervision, areas and approaches of supervision, supervisory activities in education, instruction, the purpose and principles of supervision, the idea of instructional activities in schools, and effective instructional supervision during instructional activities were all influences in this chapter. Although it is impossible to completely eliminate the influence of instructional supervision, preventive measures can be implemented to reduce its occurrence. One major approach to

prevention is to assist the individual teacher in developing educational goals and providing guidance for successful achievement of those goals through the teacher, and the head teacher should vary his/her supervisory responsibilities in his/her administrative processes. From the literature review it could be deduced that there is no permanent solution to the influence of institutional supervision and there is the need to combine a series of approaches as well as supervisory activities to help curb if not completely eradicated.

The study's goal is to increase teacher performance in schools. Motivation, programme development, decision making, communication, and evaluation are all examples of instructional supervision practises. These practises will be most effective when supervisors have conceptual, human relations, and technological expertise. When the aforementioned practises are followed, they will result in improved teaching approaches, motivate teachers, and thus motivate students. These could be improved with training and in-service programmes. The final outcome should be an improvement in school performance and achievement of educational goals.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

By introduction, methodology section of the study presents research design and approach utilized, target study population the scheme of sampling techniques and sample adopted, instruments used for collection of data. This chapter also explains and discusses the procedures and methods used in data collection for the study, as well as the data analysis procedure.

#### **3.1 Research Approach**

This study used a quantitative approach and a descriptive survey as its research design. According to Englander (2012) & Berends (2012), a descriptive survey is a way of gathering information by interviewing or presenting a questionnaire to a sample of people. According to Singh & Mangat (2013), a survey is a way of gathering information on an existing occurrence from all or a subset of the universe's respondents. The researcher generalized or made statements about the population based on the sample data (Onwuegbuzie & Leech, 2010). The study was descriptive in nature because it examines the various features of an already existing phenomenon, namely the effects of the lack of supervision by head teachers on teaching and learning within the Kintampo West Cluster of Schools. However, according to Sivo et al. (2006), the fundamental problem of descriptive surveys is that they might result in low response rates when questionnaires are applied.

##### **3.2.1 Target Population**

According to Etikan et al. (2016) population describes all the subjects that conveniently meet the benchmark to be included in a study. Population can be explained as the assemblage of components

which possess the required information one is seeking and on which conclusions are drawn (Malhotra & Bricks, 2006).

This study's population included all of the Kintampo West Cluster of Schools' head teachers, assistant head teachers, and teachers. The cluster consists of eleven schools, each with one head teacher and one assistant head teacher, and a total of 206 teachers. The schools in the circuit are Dr. Saunders Memorial Basic School, stream A, B, & C, Kintampo Presby Basic, Fanyinama Basic, Girls Model JHS, Kintampo SDA stream A B C, Lordina Basic and Gruma Islamic Basic.

### **3.3 Sample Size and Sample Technique**

#### **3.3.1 Sample Size**

The number of units or people chosen from the population to take part in the study is known as the sample size. The sample size should be sufficient to reflect the population and enable statistical analysis, but it should not be excessive that it makes data collection difficult or expensive. Using Cochran's (1977) method for limited populations, the sample size for this study was determined to be 106. The population size, the margin of error, and the degree of confidence were all taken into account in this calculation.

where; N=population size

n=sample size

e=margin of error

The maximum variation between the proportion of the sample and the proportion of the population that may be tolerated with a specific degree of confidence is known as the margin of error. The likelihood that the sample percentage falls within the margin of error of the population proportion

is known as the confidence level. The margin of error for this study is 0.05, and the degree of confidence is 95%. As a result, the instructors' sample size is:

$$n = 206 / (1 + 206 * 0.052) = 83.8$$

The sample size for teachers is 84, rounded up to the closest whole number. As a result, the overall sample size for this study was 106, with 22 head teachers and deputy head teachers and 84 teachers participating.

### **3.3.2 Sample Technique**

This is the process or method used to choose the units or people from the population to make up the sample. The sampling procedure should guarantee that the sample is biased-free, representative of the population, and appropriate for the study aims, questions, and hypotheses. Using a proportionate allocation mechanism, a random sample was chosen from each stratum using the stratified random sampling approach, which divides the population into homogenous groups or strata based on a relevant attribute. The first stratum consisted of headteachers and assistant headteachers in the cluster. Purposive sampling method was used to select all the 22 headteachers and assistant headteachers in the cluster. Purposive sampling involves chosen study participants based on their intended use, with the hope that each will offer rich and distinct data that will add value to the research (Etikan et al., 2016). Since the research is centred on headteachers supervision, this method was used because all the headmasters critical to the research. Simple random sampling was used to select a total of 84 teachers with 7 teachers from each school for the survey. This method allowed all the teachers to have an equal chance of being selected.

### **3.4 Research Instrument**

Data collection instrument is used to collect information or data from the respondents. There are many different kinds of data collection tools, including questionnaire, interviews, observations, tests, and more. The questionnaire was used for the collection of data because it makes it easy to analyse data collected while facilitating interpretation. Administration of questionnaire ensures that a lot of information can be obtained from a desired number of people over a time frame. The Likert scale was used because it is a popular and useful tool for gauging attitudes, beliefs, and perceptions. It gives researchers important information about how people or groups feel about a certain topic. The Likert scale has five categories: Strongly Agree (1), Disagree (2), Neutral (3), Agree (4), and Strongly Agree (5). The self-designed questionnaire was distributed to the head masters and teachers in the schools.

The questionnaire was designed to gather information on the following elements of the consequences of head teachers' lack of supervision on teaching and learning in the Kintampo West Cluster of Schools:

- Respondent demographic information such as gender, age, educational level and teaching experience.
- The main challenges that prevent Head teachers from supervising effectively in the Kintampo West Cluster of Schools.
- Teachers' perception on the impact of the lack of supervision by headmasters on their performance, motivation and satisfaction.
- The effects of the lack of supervision by headmasters have on teaching and learning in the Kintampo West Cluster of Schools.

- The best strategies that can be adopted to improve the quality of supervision and enhance teaching and learning in the Kintampo West Cluster of Schools.

### **3.5 Validity of Research Instrument**

The degree to which the selection of test items best exemplifies the content that is intended to be handled is known as the validity. Content validity was employed by the researcher and it deals with the degree to which a test or assessment instrument evaluates all aspect of the topic, construct or behaviour that is design to measure. The usual approach in assessing content validity was to employ an expert in a specific field. The researcher sought the opinions of specialists in the field of study, specifically the researcher's supervisor, to confirm the validity of the instrument. This needed correction, and modifications of the research instrument subsequently improving and increasing validity.

### **3.6 Data Analysis**

Data analysis is the process of examining big data sets to find significant patterns, trends, correlations, and linkages within the data using a variety of statistical and logical approaches and procedures. The statistical package of social sciences (SPSS) version 20.0 was used to compile, organise, and analyse the questionnaire data. The data was analysed using statistical tools like pie charts, tables, and percentages.

### **3.7 Ethical Consideration**

An introductory letter was sent to the headmasters of the eleven schools and the consent of the headmasters was sought by the researcher. The researcher discussed the objectives of the study

with the teachers and asked for voluntary participation of the respondents before embarking on the data collection.

## **CHAPTER FOUR**

### **RESULTS AND FINDINGS**

#### **4.0 Introduction**

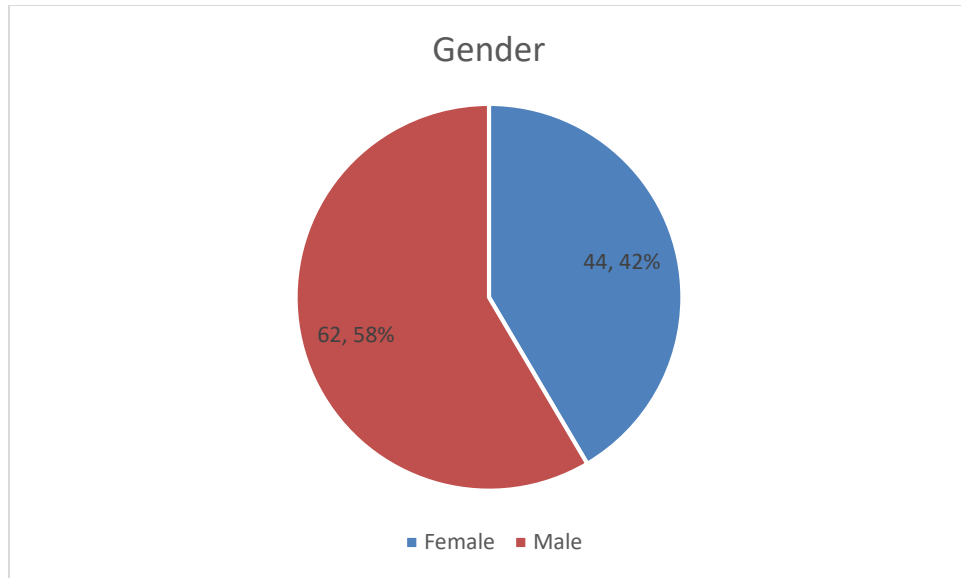
The findings and analysis of the information gathered from the questionnaire and interview given to the headmasters and teachers of the Kintampo West school cluster are presented in this part. The study set out to find out how the cluster's teaching and learning were affected by the headmasters' absence of oversight. The findings are examined and assessed in light of the objectives and questions of the study.

#### **4.1 Demographic Characteristics**

Understanding the background and difficulties of teaching and learning in the Kintampo West cluster of schools requires an understanding of its demographic features. The survey's findings and analysis, which include gender, age, education level, role in school, and years of experience, are presented in this section.

##### **4.1.1 Gender of Respondents**

The pie chart below shows the gender of respondents

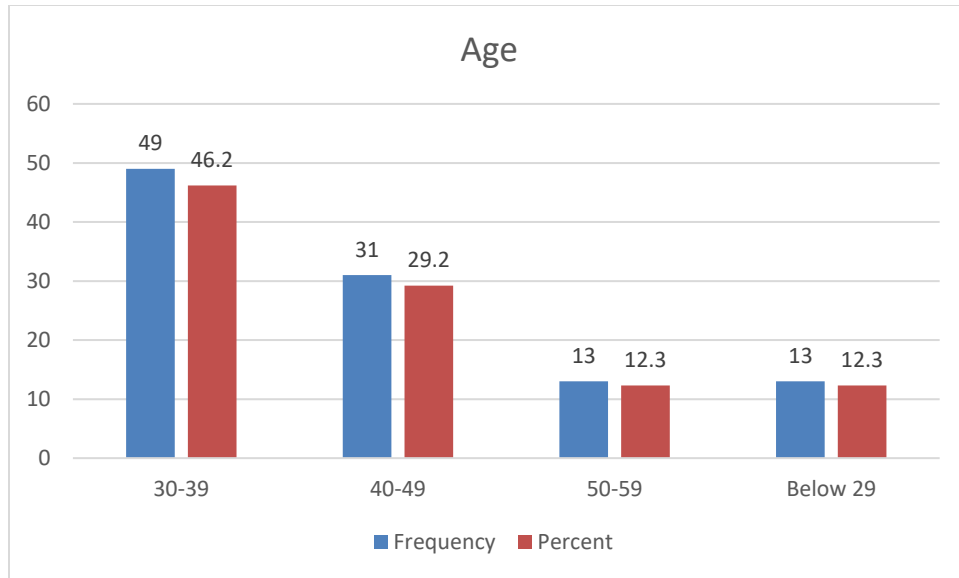


**Figure 4.1 Gender of Respondents**

The findings indicate a gender disparity in the sample, with a higher percentage of male teachers (58.5%) compared to female teachers (41.5%). This can mean that the cluster has a higher proportion of male teachers or that it is harder for female teachers to enter or remain in the teaching profession.

#### **4.1.2 Age of Respondents**

The bar chart below indicates the age range of the respondents

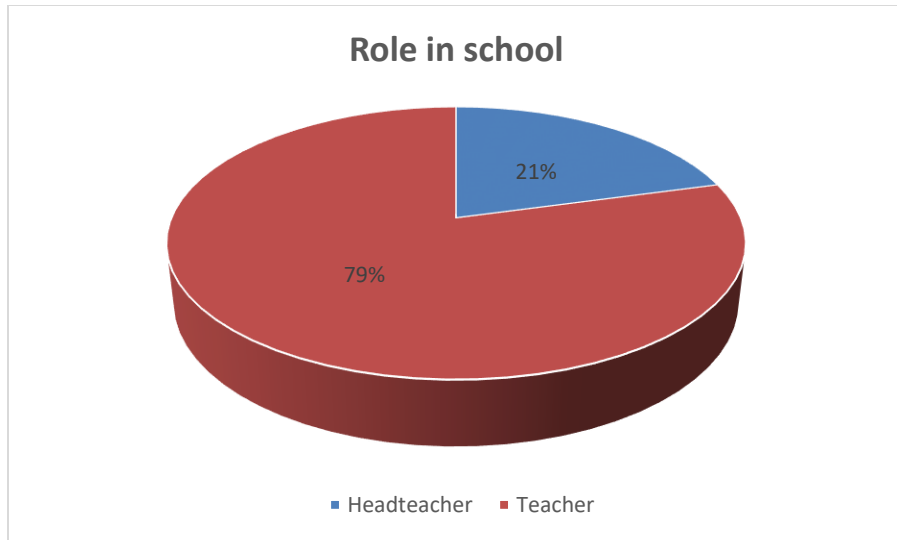


**Figure 4.2 age of respondent**

The study's findings indicate that the teacher's age distribution is skewed towards the 30- to 39-year-old age range, which makes up 46.2% of the sample. The age group of 40–49 comes in second with 29.2%, followed by the age groups of 50–59 and under 29 with similar percentages of 12.3%. This suggests that the majority of the instructors are somewhat new, and they might not have the necessary expertise or drive to do their jobs properly without sufficient guidance from the headmasters.

#### **4.1.3 Role of respondent in their Schools**

Figure 4.3 below shows the role the respondents play in their various schools

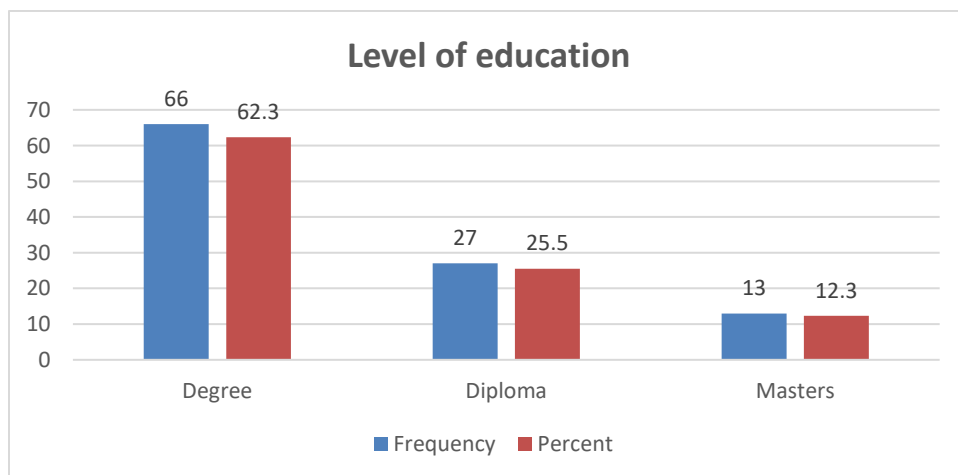


**Figure 4.3 role of respondent**

The findings show that teachers made up the majority of respondents (87.7%), with headteachers making up just 12.3% of the sample.

#### 4.1.4 Level of Education

The bar chart below also depicts respondents' education qualification

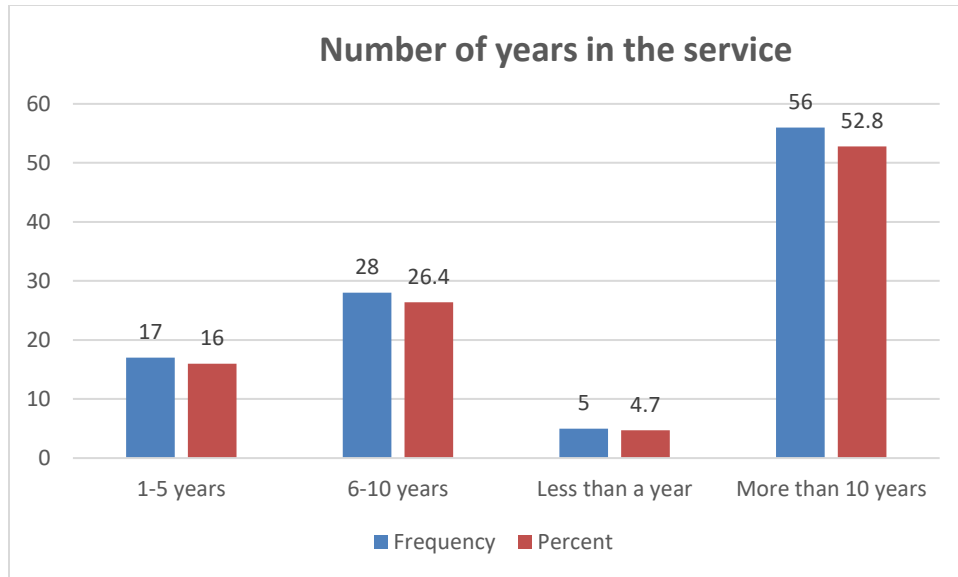


**Figure 4.4 level of education**

The findings indicated that the teachers educational backgrounds were as follows: 13 (12.3%) held a master's degree, 66 (62.3%) had a diploma, and 27 (25.5%) had a first degree.

#### 4.1.5 Number of years in service

The respondents' job history is displayed in the chart below



**Figure 4.5 number of years in service**

The length of time teachers have been employed was one of the factors that was measured. According to the findings, 52.8 percent of the teachers had more than ten years of experience, and 26.4% had between six and ten years. Just 16% of the teachers had been teaching for one to five years, and 4.7% had been teaching for less than a year. This shows that although the majority of the cluster's teachers are seasoned and experienced, they can find it difficult to adjust to new rules or approaches to teaching and learning.

#### **4.2 What are the challenges that prevent Head teachers from supervising effectively**

The survey results on the challenges that headteachers in the Kintampo West school cluster face in carrying out effective supervision are presented and analysed in this section.

**Table 4.1 Challenges that prevent headteachers from supervising effectively**

	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
Headteachers face overwhelming administrative tasks, leaving limited time for effective supervision.	106	1	5	2.75	1.170
Lack of proper training and development opportunities for headteachers hinders their supervisory skills.	106	1	5	2.36	1.266
Insufficient support and resources from the school management affect headteachers' ability to supervise effectively	106	1	5	2.08	1.172
Limited communication channels between headteachers and teachers impede effective supervision.	106	1	5	2.63	1.282
The absence of a standardized supervision framework makes it challenging for headteachers to provide consistent feedback.	106	1	5	2.25	1.012
I encounter resistance or hostility from some teachers when I try to supervise them.	106	1	5	3.03	1.230
Heavy workload and responsibilities prevent headteachers from dedicating ample time to classroom observations and teacher support.	106	1	5	2.71	1.154
Limited access to professional development programs relevant to supervisory skills affects headteachers' effectiveness in providing guidance to teachers.	106	1	5	2.17	1.046
The absence of a supportive school culture for supervision initiatives hampers headteachers' ability to implement effective supervisory practices.	106	1	5	2.54	1.088
Valid N (listwise)	106				

There is a mean of 2.75 and a standard deviation of 1.170 for the first statement, "Headteachers face overwhelming administrative tasks, leaving limited time for effective supervision", indicates that the respondents tend to agree with this statement. The high standard deviation suggests that while some people are more neutral or moderate, others strongly agree or disagree with this assertion. It indicates that the administrative burden that head teachers bear may differ based on the nature of the school and the accessibility of support personnel. This result is in line with recent research by Abonyi, (2016), Simpson et al. (2016) and Donkoh, (2015) that found administrative duties to be one of the main obstacles to headteachers in Ghana being able to supervise their teachers effectively.

The second statement, "Headteachers' supervisory skills are hindered by a lack of proper training and development opportunities," had a mean of 2.36 and a standard deviation of 1.266. This indicates that there was agreement with this statement among the respondents. The high standard deviation suggests that while some people were more neutral or moderate, others strongly agree or disagree with this assertion. The results imply that based on their expectations, expertise, and background, head teachers may have different training and development needs. This result is consistent with prior research that has shown that one major issue affecting headteachers' supervisory duties in Ghana and other nations is the absence of proper training and professional development for them (Kusi & Mensah, 2014; Zame et al., 2008; Bush & Oduro, 2006).

The third statement "Insufficient support and resources from the school management affect headteachers' ability to supervise effectively" has a mean score of 2.08 and standard deviation 1.172. This indicates that majority of the respondents agreed with this statement. The result is corroborated by earlier research, which found that one of the main obstacles to headteachers in Ghana and other nations providing effective supervision is the absence of enough resources and

assistance from the school administration (Simpson et al., 2016; Donkoh, 2015; Malakolunthu et al., 2014).

The fourth statement "Limited communication channels between headteachers and teachers impede effective supervision" has a mean of 2.63 and a standard deviation of 1.282. This indicates that the respondents tend to agree with the statement. The high standard deviation suggests that while some represents more neutral or moderate, others strongly agreed or disagreed with the assertion. This result is consistent with previous research that found that effective supervision in Ghana and other nations is hampered by the restricted channels of communication between headteachers and teachers (Abonyi, 2016; Donkoh, 2015; Malakolunthu et al., 2014). With a mean score of 2.25 and a standard deviation of 1.012, the results indicate that respondents mostly agreed that it is difficult for headteachers to provide teachers consistent feedback when there is no formalised structure for monitoring. This result is in line with research indicating that, in order to guarantee quality and accountability in education, a clear and cogent policy on supervision is necessary (Fullan, 2014; Danielson, 2013).

A mean score of 3.03 and a standard deviation of 1.230 indicated that majority of the respondents were mostly indifferent to the idea that they might face hostility or opposition from certain teachers while attempting to oversee them. Zepeda (2016) contends that rather than being a punishing or judgmental procedure that intimidates or imposes on teachers, supervision should be viewed as a collaborative and helpful process that attempts to foster professional growth and development.

The respondents, with a mean score of 2.71 and a standard deviation of 1.154, also agreed that headteachers' excessive workloads and duties prohibit them from devoting enough time to classroom observations and teacher assistance. This is consistent with studies showing head

teachers frequently find it difficult to manage their many responsibilities and expectations, and that in order for them to prioritise supervision as a fundamental aspect of their job, they want greater autonomy and assistance (Hallinger & Murphy, 2013; Pont et al., 2008).

The mean score of 2.17 with a standard deviation of 1.046 indicates that the respondents agreed that headteachers' efficacy in guiding teachers is impacted by inadequate access to professional development programmes related to supervisory abilities. This is in line with research that highlights the value of continuous, context-specific programmes that help headteachers meet their supervisory needs and overcome obstacles, as well as the significance of professional development for them as instructional leaders (Darling-Hammond et al., 2010; Bush & Oduro, 2006).

Finally, with a mean score of 2.54 and a standard deviation of 1.088, the respondents agreed that headteachers' capacity to execute efficient supervisory practises is hampered by the lack of a supportive school culture for supervision activities. The results show that there is no common vision or commitment for improving teaching and learning through supervision, and that there is a lack of cooperation and communication about supervision among the school stakeholders. This is consistent with research that shows how school culture shapes supervisory practises and how important it is to create a supportive and cooperative supervision environment that encourages professionalism, trust, and collegiality between head teachers and teachers (Sergiovanni & Starratt, 2007; Blase & Blase, 2004).

### 4.3 How do teachers perceive the impact of the lack of supervision by headteachers on the performance, motivation and satisfaction

One of the purposes of the survey was to find out how teachers perceived about their performance, motivation, and satisfaction levels in relation to headteachers' lack of oversight. This section analyses the findings from a survey given to teachers.

**Table 4.2 How do teachers and students perceive the impact of the lack of supervision by headteachers on the performance, motivation and satisfaction**

	N	Minimum	Maximum	Mean	Std. Deviation
The lack of supervision by headteachers negatively affects the teaching performance of teachers.	106	1	5	2.05	1.090
Insufficient supervision demotivates teachers in their teaching role.	106	1	5	2.63	1.206
Lack of guidance from headteachers hampers the professional development of teachers.	106	1	5	2.56	1.164
The lack of supervision leads to a decrease in the overall job motivation of teachers.	106	1	5	2.48	1.157
Inadequate supervision affects the ability of teachers to engage students effectively in the learning process.	106	1	5	2.60	1.185
The absence of headteachers' supervision negatively impacts the confidence in managing classroom challenges.	106	1	5	3.10	1.345
Lack of feedback and support from headteachers affects the overall job satisfaction of teachers.	106	1	5	2.50	1.205
Valid N (listwise)	106				

The findings indicate that most teachers agree that their ability to teach is negatively impacted by headteachers' lack of oversight. This statement has a mean score of 2.05, indicating a high degree of agreement. A mean value of 2.63 and standard deviation of 1.206, suggest that most teachers agreed that the lack of supervision by headteachers negatively affected their teaching performance. About 40% of the respondents agreed that teachers' professional growth is hampered by headteachers' lack of direction. Similar to the second statement, this one has a mean score of 2.56, indicating agreement. With a standard deviation of 1.164, the responses exhibit a considerable degree of variance. The fourth statement addresses how teacher overall job motivation declines when they get insufficient supervision. A mean score of 2.48 and standard deviation is 1.157 shows agreement with a degree of variety in the replies.

According to Oduro (2003), headteachers' efficient supervision improves basic school teachers' motivation and performance in Ghana. In another study, Osei (2006) found that in Ghanaian secondary schools, low teacher morale and ineffective classroom management are caused by headteachers' lack of oversight. These studies support the notion that headteacher supervision has a significant role in the professional growth and effectiveness of Ghanaian teachers. These studies are in line with the findings of this research.

The majority of instructors agree with the statement "Inadequate supervision affects the ability of teachers to engage students effectively in the learning process", according to the 2.60 mean score. The replies varied somewhat, but not significantly, as indicated by the standard deviation of 1.185. This result is in line with other research that discovered a favourable correlation between elementary school teachers' performance and their headteachers' supervision. Wakutile (2019) discovered that in Ugandan universal primary education schools, headteacher supervision significantly improved teachers' involvement, assessment, and evaluation of students. Nzabonimpa

(2011) also discovered that the job performance of teachers at secondary schools located in Entebbe municipality, Uganda, was positively impacted by the instructional supervision provided by headteachers.

With a mean score of 3.10, the majority of instructors were indifferent or disagree with this statement "The absence of headteachers' supervision negatively impacts the confidence in managing classroom challenges". There was a lot of variety in the replies, as seen by the standard deviation of 1.345, suggesting that views of teachers on how the absence of monitoring impacts their confidence vary widely. This result contradicts other research showing that secondary school teachers' confidence and self-efficacy are increased under the supervision of head teachers. Ngunjiri (2012) discovered that instructional supervision by headteachers boosted teachers' confidence in handling difficult situations in the classroom and enhancing student learning results. Similarly, Oduro (2016) discovered that at Ghana's public basic schools, headteachers' supervisory approaches improved their subordinates' work performance and sense of self-efficacy.

The majority of instructors agree with the statement "Lack of feedback and support from headteachers affects the overall job satisfaction of teachers", according to the 2.50 mean score. The replies varied somewhat, but not significantly, as indicated by the standard deviation of 1.205. This shows that the majority of educators have a similar perspective on how their work happiness is impacted by a lack of assistance and feedback. This result is consistent with Kariuki (2019) discovery that in Kenyan secondary schools, the instructional supervision strategies used by headteachers had an impact on the motivation and work satisfaction of teachers. Mwale (2017) discovered that the general and instructional supervision practises of headteachers had an impact on the commitment and work satisfaction of teachers in Zambian primary schools.

#### 4.4 What effect does the lack of supervision by headmasters have on teaching and learning

The results of a survey on the effect of lack of headmaster supervision on teaching and learning in the Kintampo West cluster of schools are analysed and discussed in the section that follows.

**Table 4.3 What effect does the lack of supervision by headmasters have on teaching and learning**

	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
The lack of supervision by headteachers negatively affects teacher motivation.	106	1	5	2.63	1.198
Teachers are less likely to implement innovative teaching methods in the absence of headteacher supervision.	106	1	5	2.76	1.200
Students' engagement in the learning process decreases due to the lack of supervision from headteachers.	106	1	5	3.03	1.246
The absence of headteacher supervision leads to a decline in overall academic performance of students.	106	1	5	2.58	1.186
Teachers feel less supported in their professional development without regular supervision from headteachers.	106	1	5	2.69	1.054
The lack of headteacher supervision hampers effective communication and coordination among the teaching staff.	106	1	5	2.70	1.228
Valid N (listwise)	106				

The statement “that teachers' motivation is severely impacted by headteachers' lack of oversight” mean score is 2.63, meaning that the majority of respondents agreed with it. The 1.198 standard deviation indicates that there is some, but not considerable, variety in the replies. This shows that one common issue affecting teacher motivation in the Kintampo West cluster of schools is the absence of headmaster oversight. Since teacher motivation affects their performance, dedication,

and zeal, it is a critical component of good teaching and learning. This result is in line with other research that shown the critical role headmaster supervision plays in improving teachers' work happiness and performance (Mayasari et al., 2020; Lee & Nie, 2014; Hulpia et al., 2009).

Majority of respondents agreed with the statement “Teachers are less likely to implement innovative teaching methods in the absence of headteacher supervision”. The mean score of 2.76 and standard deviation of 1.200, shows a moderate diversity in the replies. This shows that teachers' desire or capacity to apply innovative teaching approaches in the Kintampo West cluster of schools is also impacted by headteachers' lack of oversight. Using innovative teaching approaches is crucial to improving learning outcomes for children because they encourage creativity, critical thinking, and problem-solving abilities (DeHaan, 2009).

The statement “Students' engagement in the learning process decreases due to the lack of supervision from headteachers” has a mean score of 3.03, meaning that the majority of respondents are indifferent about it. This implies that the impact of headteachers' lack of oversight on students' participation in the learning process is not as evident or constant as the impact on instructors' drive and creativity. Because it demonstrates their interest in, involvement with, and participation in their education, students' engagement in the learning process is a crucial predictor of both their academic progress and well-being.

When asked how they think supervision affect the performance of students’ in your school, here are some of the responds the headteachers gave;

*“effective and efficient supervision is key to student’s performance, any time there is a new policy for implementation and I do follow up supervision during the implementation, the results are much better”.*

*“it affects the students’ performance positively in both academia and sports. It serves as guidelines and direct the students to achieve their goals in education”.*

The results indicate that respondents agreed with the statement “The absence of headteacher supervision leads to a decline in overall academic performance of students”. There is some variance in the respondents' viewpoints, as seen by the mean score of 2.58 and the standard deviation of 1.186. This implies that various instructors may have varied perspectives on how headmaster supervision affects student achievement. One headteacher further responded that *“children will not benefit from feedback of a supervisor”* This result is in line with a research by Muthoni, Gitumu, and Mwaruvie (2020), which discovered no meaningful correlation between students' academic achievement and headteachers' oversight of professional documentation.

Most of the respondents agreed that teachers feel less supported in their professional growth when headteachers aren't providing them with frequent supervision. There is less variety in the respondents' viewpoints than in the prior statement, as indicated by the mean score of 2.69 and the standard deviation of 1.054. This suggests that the majority of educators have a similar understanding of how crucial headteacher supervision is to their professional development. This result is consistent with a research by Ampofo, Onyango, and Ogola (2019), which discovered that teacher role performance in Ghanaian public senior high schools was significantly impacted by the direct supervision of school heads.

The findings also indicate that the respondents agreed with the claim that insufficient headteacher supervision prevents teaching staff members from effectively coordinating and communicating with one another. There is some variance in the respondents' viewpoints, as seen by the mean score of 2.70 and the standard deviation of 1.228. This suggests that, in the absence of headteacher supervision, some teachers could find it more difficult to interact and work together

with their peers than others. According to a research by Ekyaw (2014), instructional monitoring increased teachers' cooperation and communication while also improving their performance in the classroom.

#### **4.5 What are the best strategies to improve the quality of supervision and enhance teaching and learning**

This section presents the results patterning to the strategies that improve the quality of supervision and enhance teaching and learning.

**Table 4.4 What are the best strategies to improve the quality of supervision and enhance teaching and learning**

	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
Regular teacher training programmes enhance teaching quality.	106	1	5	1.47	.864
Implementing peer-to-peer classroom observations can provide valuable feedback for teachers.	106	1	5	1.83	.931
Creating a supportive and collaborative school culture improves teaching and learning outcomes.	106	1	5	1.81	.906
Regular feedback and constructive evaluations from supervisors enhance teacher performance.	106	1	5	1.90	.955
Utilizing technology and interactive learning tools in classrooms enhances student engagement and learning.	106	1	5	1.58	.882
Encouraging teachers to participate in professional development workshops and conferences improves their teaching skills.	106	1	5	1.73	1.000
Valid N (listwise)	106				

With a mean of 1.47 and a standard deviation of 0.864, the results show that the respondents strongly agreed that ongoing teacher training programmes improve teaching quality. This shows that the educators respect continuing education and are aware of how it affects their ability to instruct students. This is in line with earlier studies' findings that teacher preparation programmes can enhance educators' confidence, knowledge, and ability to instruct (Sullivan et al., 2012; Siddiqui et al., 2007).

In addition, the data, which have a mean of 1.83 and a standard deviation of 0.931, indicate that the respondents strongly agreed that peer-to-peer classroom observations may give teachers useful feedback. This suggests that the educators are receptive to cooperation and peer learning,

and that they are prepared to be transparent with their peers about their areas of strength and weakness. This aligns with the body of research showing that peer observation, by encouraging reflection, feedback, and discussion, can improve teaching and learning (Katal et al., 2022).

Furthermore, with a mean of 1.81 and a standard deviation of 0.906, the results show that the respondents strongly agreed that improving teaching and learning outcomes is achieved by developing a supportive and collaborative school culture. This suggests that educators value a supportive and collaborative learning environment and think it improves both teacher and student happiness. Research has shown that school culture may affect teachers' motivation, dedication, and performance, which lends credence to this (Amtu et al., 2020; Zahed-Babelan et al., 2019).

With regards to the statement “Regular feedback and constructive evaluations from supervisors enhance teacher performance”, majority of the respondents strongly agreed with this statement with a mean score of 1.90. This shows that the instructors expect helpful comments and assessments from their supervisors and respect the role that supervision plays in helping them perform better. This result is in line with other research by Darling-Hammond et al. (2017) and Kraft & Gilmour, (2017) that shown how good supervision may raise teacher motivation, self-efficacy, and instructional quality.

The majority of instructors strongly agree with the statement “Utilizing technology and interactive learning tools in classrooms enhances student engagement and learning”, as indicated by the statement's mean score of 1.58. This indicates that the instructors are eager to employ technology and interactive learning resources in the classroom and that they understand how important they are to helping students learn. Research has shown that technology and interactive learning aids may boost student engagement, involvement, and accomplishment, which is consistent with this result (Cheung & Slavin, 2013; Hattie et al., 2016).

With a mean score of 1.73, the majority of instructors either strongly agreed with the statement “Encouraging teachers to participate in professional development workshops and conferences improves their teaching skills”. This shows that the educators understand the value of ongoing professional development and are motivated to pick up new techniques and abilities to improve their instruction. This result is consistent with research by Desimone and Pak (2017) and Timperley et al. (2007) showing that professional development can enhance teacher knowledge, practise, and results.

#### **4.6 Summary**

The results and analysis of the study are thoroughly described in Chapter 4, which also offers insights into the ways in which teaching and learning in the Kintampo West school cluster are impacted by the lack of headteacher supervision. The first section presents the participants' demographic information, such as age distribution, years of teaching experience, educational backgrounds, and gender differences. The chapter then explores the difficulties headteachers have, including deluges of administrative work, inadequate training, little resources, and communication barriers that hinder efficient supervision.

Consequently, these difficulties have an effect on teachers' motivation, job satisfaction, performance, and, to a lesser degree, student involvement. The results also show that enhanced teaching quality and supportive supervisory structures are positively correlated. The chapter emphasises the necessity of significant advancements in the cluster's supervisory practises and provides insightful information for academics, educators, and school administrators.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.0 Introduction

This section provides an overview of the main conclusions drawn from our investigation, which sought to determine how the lack of headteacher oversight affected the teaching and learning in the Kintampo West school cluster. The section also presents the conclusion and recommendations.

#### 5.1 Summary of Findings

The research sought to determine how teaching and learning within the cluster are impacted by headmasters' lack of supervision. A total number of 106 respondents from 11 schools in the Kintampo West Cluster of schools participated in the survey. There was a gender difference in the study, with 41.5% of female lecturers and 58.5% of male instructors. Out of the total number, 46.2% of teachers were in the 30-39 age group, which is a sizable amount. A total of 62.3% percent of the teachers were diploma holders, whilst 25.5% and 12.3% of the instructors were degree holders. Over 10 years of experience was possessed by 52.8% of educators.

##### 5.1.1 The challenges that prevent Head teachers from supervising effectively

The study reveals that headteachers in Ghana face overwhelming administrative tasks, limited time for effective supervision, and a lack of proper training and development opportunities. Insufficient support and resources from school management also hinder their ability to supervise effectively. Limited communication channels between headteachers and teachers also impede effective supervision. The majority of respondents agree that it is difficult for headteachers to provide consistent feedback without a formalized structure for monitoring. They also believe that excessive

workloads and duties prevent headteachers from dedicating enough time to classroom observations and teacher assistance. Inadequate access to professional development programs also impacts headteachers' efficacy in guiding teachers. A supportive school culture is also a significant barrier to effective supervision, as there is no common vision or commitment for improving teaching and learning through supervision.

### **5.1.2 How teachers perceive the impact of the lack of supervision by headteachers on the performance, motivation and satisfaction**

The study found that most teachers believe that headteachers' lack of oversight negatively impacts their ability to teach, their professional growth, and overall job motivation. The majority agree that inadequate supervision affects teachers' ability to engage students effectively in the learning process, but disagree that it negatively impacts their confidence in managing classroom challenges. The lack of feedback and support from headteachers also affects teachers' overall job satisfaction, which is consistent with previous research showing that instructional supervision strategies can improve motivation and work satisfaction in teachers.

### **5.1.3 Effect that the lack of supervision by headmasters have on teaching and learning**

The study found that teachers' motivation is significantly impacted by headteachers' lack of oversight, which affects their performance, dedication, and zeal. In addition, teachers are less likely to implement innovative teaching methods without headteacher supervision, which encourages creativity and problem-solving. Students' engagement in the learning process also decreases due to lack of supervision. However, most respondents agreed that effective supervision is key to student performance, and that the absence of headteacher supervision leads to a decline

in overall academic performance. Teachers also feel less supported in their professional growth when headteachers aren't providing supervision, which can hinder effective coordination and communication among teaching staff.

#### **5.1.4 Strategies to improve the quality of supervision and enhance teaching and learning**

The study found that ongoing teacher training programs significantly improve teaching quality, indicating educators' respect for continuing education and their ability to instruct students. Peer-to-peer classroom observations provided useful feedback, indicating openness to cooperation and transparency. A supportive and collaborative school culture was also deemed important for improving teaching and learning outcomes. Regular feedback and constructive evaluations from supervisors were also deemed beneficial, enhancing teacher performance. The majority of instructors agreed that technology and interactive learning tools enhance student engagement and learning. Encouraging teachers to participate in professional development workshops and conferences also improved their teaching skills, demonstrating their understanding of the value of ongoing professional development.

#### **5.2 Conclusion**

Based on the study's findings, it is clear that the Kintampo West school cluster's teaching and learning are significantly impacted by the lack of effective headteacher supervision. Headteachers face a number of obstacles in their role as supervisors, including an excessive workload, inadequate training, and limited resources, which make it difficult for them to provide the necessary oversight to teachers. These obstacles have a negative impact on teachers' performance,

motivation, and job satisfaction, but less so on students' engagement. The findings also underline the urgent need for reforms and improvements in the cluster's supervisory practises.

### **5.3 Recommendation**

The following suggestions are made in light of the study's findings in order to solve the issues and raise the standard of supervision, teaching and learning in the Kintampo West school cluster:

- School administrations should implement comprehensive supervisory training programs or headteachers to enhance their supervisory skills, such as effective communication, instructional leadership, conflict resolution, and time management. This will help them understand their roles and responsibilities in supervising teachers and promoting a conducive learning environment.
- Surveys and focus groups should be conducted to gather data on teachers' perceptions of the absence of supervision, which will help develop effective intervention measures to address specific concerns and improve overall morale and performance.
- Structured accountability mechanisms must be established, involving regular monitoring and evaluation frameworks to assess teaching quality, student progress, and overall school performance.
- A collaborative learning community should be promoted, encouraging peer observations, mentoring programs, and collaborative lesson planning sessions to compensate for the lack of direct supervision by head teachers. This approach will help enhance teaching standards and student learning outcomes.

- Future research could investigate different methods of supervision such as peer-to-peer supervision, teacher-led supervision, and technology-assisted supervision to see how well they improve teaching and learning.

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## **APPENDIX**

### **QUESTIONNAIRE FOR HEADTEACHERS AND TEACHERS**

Dear Participant,

The main goal of this questionnaire is to investigate the effects of the lack of supervision by head teachers on teaching and learning within the Kintampo West cluster of schools. Thank you for agreeing to help us by completing this anonymous survey which should take less than twenty minutes. Please feel free to indicate your opinion because no response is treated as wrong.

#### **Participant's Consent**

I have read the information about the purpose of study of this survey. Any questions I have about the research have been answered to my satisfaction. I agree to take part in this research. By handing over the survey to the researchers, I give my consent for the results to be used in the research. I am aware that this survey is anonymous and does not contain any details which may personally identify me by the research. I know that I may change my mind and withdraw my consent to participate at any time; and I acknowledge that once my survey has been submitted it may not be possible to withdraw my data. I understand that the researcher will treat all information I provide confidential and will not release it to a third party unless required by law to do so.

## DEMOGRAPHIC INFORMATION

Please insert/tick details or circle the appropriate category:

Gender: Male [ ] Female [ ]

Age: Below 29 [ ]

30 -39 [ ]

40-49 [ ]

50-59 [ ]

60 + [ ]

Role in school: Headteacher [ ]

Teacher [ ]

Level of education: Diploma [ ]

Degree [ ]

Masters [ ]

PHD [ ]

Professional Status: Trained [ ] Untrained [ ]

Number of years in the service: Less than a year [ ]

1-5 years [ ]

6-10 years [ ]

More than 10 years [ ]

## PART I

*Statements in this section concerns the challenges that prevents Head teachers from supervising effectively. Please read each statement carefully and indicate your level of agreement or disagreement with it. Please tick where appropriate.*

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
1. Headteachers face overwhelming administrative tasks, leaving limited time for effective supervision.					
2. Lack of proper training and development opportunities for headteachers hinders their supervisory skills.					
3. Insufficient support and resources from the school management affect headteachers' ability to supervise effectively.					
4. Limited communication channels between headteachers and teachers impede effective supervision.					
5. The absence of a standardized supervision framework makes it challenging for headteachers to provide consistent feedback.					
6. I encounter resistance or hostility from some teachers when I try to supervise them.					
7. Heavy workload and responsibilities prevent headteachers from dedicating ample time to classroom observations and teacher support.					
8. Limited access to professional development programs relevant to supervisory skills affects headteachers' effectiveness in providing guidance to teachers.					
9. The absence of a supportive school culture for supervision initiatives hampers headteachers' ability to implement effective supervisory practices.					

## PART II

*This section is aimed to investigate how teachers perceive the impact of the lack of supervision by headmasters on their performance, motivation and satisfaction. Please read each statement carefully and indicate your level of agreement or disagreement with it. Please tick where appropriate.*

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Strongly Disagree</b>
10. The lack of supervision by headteachers negatively affects the teaching performance of teachers.					
11. Insufficient supervision demotivates teachers in their teaching role.					
12. Lack of guidance from headteachers hampers the professional development of teachers.					
13. The lack of supervision leads to a decrease in the overall job motivation of teachers.					
14. Inadequate supervision affects the ability of teachers to engage students effectively in the learning process.					
15. The absence of headteachers' supervision negatively impacts the confidence in managing classroom challenges.					
16. Lack of feedback and support from headteachers affects the overall job satisfaction of teachers.					

### **PART III**

*This section is aimed to investigate the effects that the lack of supervision by headmasters have on teaching and learning. Please read each statement carefully and mark the option that best reflects your opinion.*

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
17. The lack of supervision by headteachers negatively affects teacher motivation.					
18. Teachers are less likely to implement innovative teaching methods in the absence of headteacher supervision.					
19. Students' engagement in the learning process decreases due to the lack of supervision from headteachers.					
20. The absence of headteacher supervision leads to a decline in overall academic performance of students.					
21. Teachers feel less supported in their professional development without regular supervision from headteachers.					
22. The lack of headteacher supervision hampers effective communication and coordination among the teaching staff.					

**PART IV**

*This section is aimed to investigate the best strategies to improve the quality of supervision and enhance teaching and learning. Please read each statement carefully and mark the option that best reflects your opinion.*

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
23. Regular teacher training programs enhance teaching quality.					
24. Implementing peer-to-peer classroom observations can provide valuable feedback for teachers.					
25. Creating a supportive and collaborative school culture improves teaching and learning outcomes.					
26. Regular feedback and constructive evaluations from supervisors enhance teacher performance.					
27. Utilizing technology and interactive learning tools in classrooms enhances student engagement and learning.					
28. Encouraging teachers to participate in professional development workshops and conferences improves their teaching skills.					

***For only Headteachers***

29. How do you think supervision affect the performance of students’ in your school?

30. What are the measures you put in place to improve supervision in your school?