

AKENTEN APPIAH-MENKA UNIVERSITY OF SKILLS TRAINING AND
ENTREPRENEURIAL DEVELOPMENT

THE PERCEIVED EFFECT OF INSTRUCTIONAL SUPERVISION OF JUNIOR
HIGH SCHOOL HEAD TEACHER ON TEACHER PERFORMANCE AT OBUASI
EAST MUNICIPALITY

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for the award of the Master of Arts (Educational Leadership) degree.**

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DECLARATION

STUDENT’S DECLARATION

I, MARGARET SAFO-ADU declare that this dissertation is my own work under supervision and that, to the best knowledge, it contains no material previously published by another person nor material which has been accepted for the award of any degree of any university, except where due acknowledgement has been made in the text. As a result, quotations and ideas taken from other authors have been fully cited.

SIGNATURE:

DATE:

SUPERVISOR’S DECLARATION

I hereby declare that the preparation and presentation of this dissertation were supervised by me in accordance with the guidelines on supervision of dissertation laid down by the Akenten Appiah-Menka University of Skills Training and Entrepreneurial Development, Kumasi.

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DEDICATION

I dedicate this work to my husband Very Reverend James Safo-Adu, the Superintendent Minister, Methodist Church Ghana.

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ABSTRACT

This study assessed the perceived effects of instructional supervision of junior high school Head teacher on teacher performance at Obuasi East Municipality. The work was based on these objectives: To determine the type of supervision used at schools in Obuasi East Municipality, to investigate the type of supervision teachers prefer at the Obuasi East Municipality, to identify the main problems associated with supervision of instruction in Junior High Schools in Obuasi East Municipality and to identify strategies that could improve supervision of JHSs in the Obuasi East Municipality. The researcher adopted the descriptive research design. The population of the study was 180 respondents which comprised 4 School Improvement Support Officer (SISOs), 16 Head teachers, 80 Teachers and 80 School Prefects. The sampling method used was the random sampling for Head teachers, Teachers and School Prefects and purposive for SISOs. The main instruments used to collect data were questionnaires and interview. The findings revealed that, SISOs expressed a unanimous preference for a combination of internal and external supervision. Also participants show an almost equal preference for both internal and external supervision, indicating a lack of consensus on the preferred form of supervision. Again the significant challenges identified in the study is the lack of sufficient resources for supervision. However the suggestion made was that adequate resources should be available for supervisors to enhance teaching and learning. It was therefore recommended that, the government must ensure the availability of adequate teaching materials, technological tools, and support staff for effective supervision. Investment in educational infrastructure is essential to provide the necessary resources for both supervisors and teachers to improve the teaching and learning process.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The significance of education in fostering national development cannot be overstated. It plays a crucial role in maintaining and integrating the fabric of a nation. Education serves as the conduit through which a nation imparts vital knowledge and skills to its young generation, equipping them with the necessary tools for its continued existence. The educational system bears the responsibility of nurturing future leaders who possess the appropriate attitudes, values, and competencies to make informed decisions and adapt to the rapidly evolving and ever-changing world. Consequently, education has been widely recognized as the driving force behind the socio-economic progress and advancement of a nation. In pursuit of this objective, numerous countries, Ghana included, have been dedicatedly working towards expanding and enhancing their educational systems. These efforts are integral components of their broader development strategies, aimed at aligning education with the national agenda for economic and social progress.

In Ghana, significant efforts have been made to expand and enhance the quality of education, leading to the implementation of various Education Acts and Reforms. These include the Accelerated Development Plan of Education in 1951, the Education Act of 1961, the 1987 Educational Reform, and the introduction of the Free Compulsory Universal Basic Education policy. In line with these initiatives, the government consistently invests in the training of a substantial number of teachers each year, recognizing their pivotal role in imparting knowledge to students, which is crucial for national transformation and development. Throughout the history of education

development in Ghana, the teacher's role has been consistently emphasized, as they are regarded as esteemed figures within the educational system, serving as custodians of knowledge and catalysts for societal progress. They are seen as the high priests in the temple dedicated to the advancement and welfare of humanity.

The Constitution of the Republic of Ghana in 1992 mandates the government to implement a program called Free Compulsory Universal Basic Education (FCUBE), with the aim of ensuring that all children between the ages of six and fifteen have access to basic education by the year 2005 (as stated in Article 38(2) of the 1992 Constitution). As a result, the implementation of FCUBE commenced from the 1996/97 academic year, providing free and compulsory basic education. This constitutional requirement, combined with the goal of increasing access to basic education for Ghanaian school-age children, prompted the establishment of numerous schools across both urban and rural areas of the country.

Moreover, the government takes several measures to support the education sector, including the provision of textbooks to both primary and secondary schools, the construction of residential bungalows for school heads and teachers in urban as well as rural areas. Scholarships are also granted to academically excellent students, particularly those in need, including students from the three northern regions of the country. Furthermore, the government ensures the mobility of School Improvement Support Officer (SISO) by supplying them with motorbikes, facilitating their regular supervision visits to schools within their assigned circuits.

Despite the government's sincere efforts to improve education in Ghana, the successful implementation of these initiatives to achieve the desired outcomes has faced challenges. The introduction of various reforms mentioned earlier aimed to enhance the

educational system. However, it is crucial to note that effective supervision at all levels has been recognized as an essential component to ensure the proper functioning of the educational system. These measures were intended to significantly contribute to the improvement of education delivery in the country.

According to Swearingen (2012), as cited in Olivia & Pawlas (2017), supervision is a purposeful and organized programme aimed at improving and strengthening instructional practices. Swearingen emphasizes that school supervision extends beyond the singular event of evaluating the entire school as a learning institution. Instead, it involves an ongoing and continuous process of guidance, facilitated by regular visits from school heads and external officers. These visits focus on specific aspects of the school and its organization. Therefore, supervision can be defined as a systematic process that ensures the implementation of planned activities to achieve predetermined objectives.

According to Musaazi (2010), the activities of an inspector/supervisor encompass various elements, including individual conferences, group meetings with teachers, classroom visits, conducting demonstration lessons, utilizing teaching and learning materials, engaging in dialogue with teachers and students, facilitating inter-school visits for teachers, guiding professional readings, arranging book exhibitions, organizing workshops for teachers, and serving as a resource person. These activities play a crucial role in the process of school inspection. In Ghana, school inspection has been an integral part of the education system since the inception of the western education system.

As stated by Musaazi (2015), the practice of school inspection initially emerged within missionary schools and later became a matter of government concern in 1882. Annoh (2017) adds that supervision of the instructional process in Gold Coast schools

began around 1887, with officers making regular visits who were commonly referred to as inspectors. During this period, a system known as "Payment by results" was implemented in 1900, where a teacher's salary was determined based on the academic performance of their students. The intention behind this system was to incentivize teachers to deliver their best efforts. However, "Payment by results" was abolished in 1906 due to concerns that excessive corporal punishment was being employed to coerce students into achieving high exam scores. From Lokko (2001) actual school visits began in this country in the 1940s with the appointment of visiting teachers by the mission school authorities to assist the large number of untrained teachers in their schools particularly schools in the rural areas. The visiting teachers were mainly to visit the schools and help in the provision of syllabuses and time tables. They were also expected to guide lesson notes and sometimes to give demonstration lessons.

McWouldiam & Kwamina-Poh (1975) also stated that the government also found it necessary to appoint visiting officers; this was after the Accelerated Development Plan of Education in 1951. Assistant Education officers were appointed to take care of the supervision of schools. Between 1963 and 1974, the role of supervising education was assigned to Principal Teachers, who were promoted from senior teacher positions. However, with the establishment of the Ghana Teaching Service in 1974 and its subsequent transformation into the Ghana Education Service (GES) in 1975, supervision became one of the primary responsibilities of the Service. As part of the Educational Reform of 1987, among other changes, School Improvement Support Officer (SISO) were appointed to further enhance the supervision system.

Over time, two distinct types of supervision have been utilized: internal supervision and external supervision. Internal supervision involves a supervisor who is a part of the institution itself, whereas external supervision involves a supervisor from outside, such as the District, Regional, or National Headquarters. The nature of supervision has undergone significant changes throughout the years. Previously, supervision was characterized by a top-down approach, with the supervisor perceived as someone who controlled affairs and commanded respect and obedience without question. However, it has gradually evolved into a cooperative approach rather than one based on control. Asiedu-Akrofi (2018) advocated for an inspector of schools who would work collaboratively with teachers to foster conducive learning environments. He believed that establishing a good rapport between the supervisor and their colleagues is crucial since their relationship significantly impacts the smooth functioning of the school. Asiedu-Akrofi emphasized the importance of cooperation and mutual understanding in the supervisory process. The Ghana Education Service (GES) has a dedicated supervision directorate at its headquarters, with a divisional director overseeing professional matters and ensuring education quality. Assistant Directors are responsible for supervision at regional and district levels. School Improvement Support Officer (SISO), subject coordinators, and staff within the supervision division work to improve education standards and quality. Their responsibilities include leading inspection teams and collaborating with the curriculum and instruction division to support schools. Effective internal supervision in Junior High Schools is crucial for achieving educational goals and improving academic performance. The Headmaster/Headmistress plays a key role in internal supervision, overseeing various aspects of the school's administration and instructional processes. However, supervision of

instruction in Junior High Schools has been ineffective, leading to poor academic outcomes, particularly in rural areas. To address this, it is essential for school heads to possess the necessary knowledge, interpersonal skills, and technical competence required for effective supervision. The success or failure of students in the Basic Education Certificate Examination (BECE) can be influenced by the quality of supervisory practices implemented by school heads. Effective supervision is crucial for ensuring quality teaching and learning in basic education. However, weak supervision has been identified as a major problem in basic schools. The concept of supervision has evolved beyond traditional practices and now includes areas such as curriculum, instructional materials, school community, and administrative functions. These administrative functions, which directly impact the teaching and learning process, are integral to supervision. Therefore, supervision is considered an essential part of educational administration.

1.2 Statement of the Problem

The deteriorating quality of teaching and learning in public Basic Schools in Ghana remains a pressing concern for the government, parents, and education stakeholders. This concern is further highlighted by frequent media reports and comments on the poor performance of Basic Schools and the Basic Education Certificate Examination (BECE). Wiles (2017) suggests that effective supervision can be an impactful approach to improve teaching and learning outcomes. When instruction is effectively supervised and sufficient teaching and learning resources are available, it is expected that students' performance would improve.

A thorough observation of the attitude of teachers and pupils towards the teaching and learning process in the Obuasi East Municipality makes one ponder seriously on the effectiveness of supervision in the basic schools in the district. This is because children's performance is poor in the schools. The performance of the Municipality in the Basic Education Certificate Examination (BECE) over the years has been equally bad.

The BECE results in the Obuasi East Municipality in 2018, showed a concerning performance. Out of the 1313 pupils who took the examination, only 523 pupils, representing 33.31%, passed. Similarly, in 2006 and 2007, the pass rates were 33.38% and 39.8%, respectively. The situation was further exacerbated by some schools in the Municipality failing to produce candidates with a minimum aggregate of 30, which qualifies them to enter Senior High School. Detailed analysis of the results can be found in appendices D, E, and F. (MoE, 2008)

To address these issues, the Ghana Education Service (GES), under the government's initiatives, has implemented various programs and interventions on supervision for the heads of basic schools nationwide. Head teachers have been provided with a manual to guide them in school supervision, and workshops and seminars have been organized to enhance their supervisory skills. Notably, the training sessions conducted under the Whole School Development Project (WSDP) - Teacher Development Component have aimed to improve supervision practices. Despite these efforts, there has been no apparent improvement in the quality of teaching and learning in Basic Schools.

The indifferent approach exhibited by both pupils and teachers towards teaching and learning necessitates the establishment of an effective supervisory process capable of transforming the performance of Junior High Schools (JHS) in the Obuasi East

Municipality. This would ensure that the issue of teachers casually conversing under trees during instructional hours becomes a thing of the past.

1.3 Purpose of the Study

The purpose of the study is to find out the perceived effectiveness of supervision being practiced in the Obuasi East Municipality.

1.4 Objectives of the Study

This research is guided by some objectives, which served to direct the activities of the research.

1. To determine the type of supervision used at schools in Obuasi East Municipality.
2. To investigate the type of supervision teachers prefer at the Obuasi East Municipality.
3. To identify the main problems associated with supervision of instruction in Junior High Schools in Obuasi East Municipality.
4. To identify strategies that could improve supervision of JHSs in the Obuasi East Municipality.

1.5 Research Questions

1. What type of supervision is being mostly used in the Obuasi East Municipality?
2. What type of supervision do teachers prefer in Obuasi East Municipality?
3. What are the main problems associated with supervision of instruction in Junior High Schools in the Obuasi East Municipality?

4. What suggestions could be raised to improve supervision of JHSs in the Obuasi East Municipality?

1.6 Significance of the Study

The study would serve as a contribution to knowledge since anyone who would have access to the findings and recommendation may derive a lot of benefits from it to enhance his/her supervisory roles and skills in education.

It would also help the stakeholders in the educational sector in the formulation of policies on educational activities related to supervision in the Obuasi East Municipality to benefit both pupils and teachers. Thus, the formulation of policies on educational activities may eventually bring about high performance in schools. Also, it would help supervisors and teachers to cooperate in the use of both types of supervision in the achievement of educational goals. Hence, it would help to improve supervision practices in the Obuasi East Municipality.

Lastly, the study would benefit the school communities in the district. The pupils' performance would greatly improve because the knowledge, skills and experience gained through the work by stakeholders in education such as teachers, head teachers, and officers from the Education Office would enhance the teaching and learning process of the pupils. Since pupils are future assets to the school communities, their development through the research work would contribute more effectively and positively towards their societies.

1.7 Limitations of the Study

Though the researcher would go to the field to administer the questionnaire and spend time explaining questions to students, there is the possibility of some teachers in separate groupings and friends sharing ideas. In such a situation, responses could contain some biases as a result of some influential respondents whose views might dominate the individual respondents. This can undermine the reliability of the final outcome of the study.

Due to lack of time on the part of the researcher, community agencies such as Churches, District Education Oversight Committee (DEOC) and School Management Committee (SMCs) would not be included though their ideas could contribute immensely towards the success of the research. The generalization of the research is limited only to the circuits that are included in the study. The findings might not, therefore, be taken as what exists in all Schools in the Obuasi East Municipality.

1.8 Delimitations of the Study

This study would be carried out in the Obuasi East Municipality in the Ashanti Region of Ghana. The Obuasi East District Municipality was created in pursuance of deepening decentralization and good governance in Ghana. The Municipality is one of the 38 newly created and upgraded MMDs in Ghana and has Tutuka as its capital. The Municipality is located in the southern part of Ashanti Region, bounded to the North by Adansi North District, South by Akrofuom District, East by Adansi Asokwa District and West by Obuasi Municipal.

The study covers the public Junior High Schools in the Municipality and the Municipal Education Office. Obuasi East Municipality has a total of 13 Junior High

Schools that the researcher considered for this study together with the Municipal Education Office.

1.9 Definitions of Terms

Instructional - Pertaining to the process of teaching and learning, particularly focusing on the methods, strategies, and content used to convey knowledge and skills in an educational setting. It involves the interaction between teachers and students to facilitate effective learning.

Supervision - The act of overseeing or managing a school.

Instructional Supervision - this involves monitoring and supporting the work of teachers to ensure that teaching and learning are carried out effectively and in alignment with educational objectives and standards.

School - An institution where students, typically of a certain age group, receive education and instruction. It encompasses physical facilities, educators, administrative staff, and a structured curriculum designed to promote learning.

Head Teacher - A head teacher is the highest-ranking administrator in a school.

Teacher Performance - Refers to the effectiveness and quality of a teacher's instructional practices and their ability to facilitate student learning. It includes aspects such as teaching skills, classroom management, assessment, and the impact of the teacher's work on student outcomes and achievements.

Performance – This refers to the outcomes and results achieved by teachers, students, or educational institutions.

1.10 Organisation of the Study

The study is organized into five chapters.

Chapter one introduces the research by providing background information, stating the research problem, outlining the purpose and research questions, highlighting the significance of the study, and acknowledging the limitations.

Chapter two focuses on reviewing relevant literature from various sources.

Chapter Three explores the research theory used for the study. The theory guides the research strategy and design, data collection methods and instrumentations which serves as a benchmark for the data analysis and discussions.

Chapter Four presents the discussion of the findings in relation to the relevant literature. The literature reviewed in chapter two was also discussed in relation to the findings from the study.

Chapter Five presents a summary of the key findings based on the research questions as well as implications, conclusions and recommendations of the study. Future research are also discussed in this chapter.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of literature related to the study on influence of head teachers' instructional supervision on pupils' performance. The chapter covers the definition and conceptualization of instructional supervision, different perspectives and definitions of instructional supervision, components and characteristics of effective instructional supervision, theoretical frameworks; models and theories related to instructional supervision, studies in Ghana and other international settings, gaps and limitations in existing literature.

2.2 Definition and Conceptualization of Instructional Supervision

Various writers and authorities have given many interpretations of Supervisions and all the sources seem to agree that supervision improves monitoring structures of an institution or organization and brings about effectiveness and efficiency. Organizational goals and objectives are achieved through effective supervision. The Supervisor does not do the work by himself but he sees to it that the work is done. This view falls in line with the concept of administration of Hanlon (2018) as cited by Stones (2014) who saw administration as a process of getting things done through the efforts of others. Ata, Agyenim-Boateng and Baafi-Frimpong (2015) held the same view of the school administrator who according to them should not teach Geography himself but see to it that Geography is taught.

According to Sergiovanni & Starratt (2018), to supervise is to rigorously find out what parts of a system are working according to plan. It is to ensure that every resource - Man, Money, Material and Time - is utilized to the benefit of the department. We can therefore confidently say that effective supervision is a key factor in goal achievement. For Glickman (2020) supervision is the function in schools that draws together the discrete elements of instructional effectiveness into whole-school action. In a metaphor, he calls supervision the “glue of a successful school”. He described supervision as the process through which a person or a group of people is made responsible for providing a link between individual teacher needs and organizational goals so that individuals within the school can work in harmony towards their vision of what school should be. According to Robins & Alvy (2015) supervision is providing support for teachers so they become the best they can be. Stones (2014) saw supervision as directing or overseeing as well as watching over in order to maintain order. He stressed that the qualification for becoming a supervisor was super-vision. A person with super-vision is supposed to have very acute eyesight to be able to see what is happening in the classroom and beyond. According to the Oxford Advanced Learner’s Dictionary of Current English, to supervise means to watch and direct work, workers and an organization.

2.3 Perspectives and Definitions of Instruction Supervision

Glickman et al., (2015) writing on beliefs of supervision, state that most supervisors are former teachers, and as a result, their views about learning, the nature, knowledge and the role of the teacher in the classroom influence their views on supervision. After all, supervision in many cases is analogous to teaching. Teachers wish to improve students’

behaviour, achievement and attitudes. Glickman et al. (2015) quote Robins & Alvy (2015) as saying that the purpose of supervision is to monitor teachers to determine if their institution includes the element of effective instruction. If those elements are observed, the supervision should provide positive reinforcement to assure that they continue to be included in the teachers' lessons. Robins and Alvy believe that if a teacher is not using or is incorrectly using the elements of effective instruction, the supervisor has a responsibility to provide remedial assistance by explaining and demonstrating correct instructional behaviours, setting standards of improvement efforts. In short, the supervisor should have primary responsibility for instructional improvement decisions.

Glickman et al. (2015) maintain that the purpose of supervision is to engage teachers in mutual inquiry aimed at improvement of instruction. The supervisors and teachers should share perceptions of instructional problems, exchange suggestions for solving those and negotiate an improvement plan. The improvement plan becomes a hypothesis to be tested by the teacher through the supervisor's assistance. Thus, supervisors and teachers should share the responsibility for instructional improvement. For Glickman (2015), supervision should foster teacher reflection and autonomy and to facilitate teacher driven instructional improvement. The supervisor should be concerned with teacher's self-concept and personal development as well as the teacher's instructional performance. It is critical for the supervisor to establish a relationship with the teacher characterised by openness, trust and acceptance.

More again, the supervisor should allow the teacher to identify instructional problems, improvement plans and criteria of solving these problems for successful instructional performance. The supervisor can assist the teacher's self-directed

improvement through active listening, clarifying, encouraging and reflecting. Thus, the teacher should have primary responsibility for instructional improvement decisions with the supervisor serving as facilitator. For these reasons it can be concluded that supervision beliefs are aimed at establishing good human relationship and controlling the teaching and learning process in order to improve upon pupils' and teachers' performances.

2.4 Components and Characteristics of Effective Instructional Supervision

Instructional supervision plays a crucial role in enhancing teacher effectiveness and improving student outcomes (Fisher & Fox, 2017; Kutsyuruba, Walker & Van Oostveen, 2016). Effective supervision involves a set of components and characteristics that promote professional growth and development among teachers. This literature review aims to explore the existing research on the components and characteristics of effective instructional supervision.

2.4.1 Components of Instructional Supervision

Clear Communication and Expectations

Effective instructional supervision requires clear communication between supervisors and teachers regarding the expectations for teaching and learning (Kutsyuruba et al., 2016; Waters, Marzano & McNulty, 2003). Supervisors should clearly articulate the instructional goals and provide teachers with a comprehensive understanding of the desired outcomes. This clarity enables teachers to align their teaching practices with the objectives of the school or district (Fisher & Fox, 2017).

Collaborative and Supportive Approach

Collaboration and support are essential components of effective instructional supervision. Collaborative supervision entails working together with teachers to identify areas of improvement and develop strategies for professional growth (Ingram, Louis & Schroeder, 2014; Kutsyruba et al., 2016). Supervisors should provide constructive feedback, offer resources, and facilitate opportunities for reflection and discussion. A supportive environment encourages teachers to take risks, experiment with new instructional strategies, and continuously improve their teaching practices (Waters et al., 2013).

Professional Development Opportunities

Effective instructional supervision should include opportunities for ongoing professional development (Ingram et al., 2014). Supervisors can facilitate workshops, conferences, and other forms of professional learning communities to enhance teachers' knowledge and skills (Fisher & Fox, 2017). Professional development activities should be tailored to the specific needs and interests of individual teachers, fostering their continuous growth and improvement.

2.4.2 Characteristics of Instructional Supervision

Knowledge and Expertise

Effective instructional supervisors possess strong knowledge and expertise in pedagogy, curriculum, and assessment (Ingram et al., 2014; Kutsyruba et al., 2016). They have a deep understanding of effective instructional practices and can provide specific guidance and support to teachers. This expertise allows supervisors to identify areas for improvement, model effective teaching strategies, and offer valuable feedback.

Relationship Building and Trust

Building strong relationships and establishing trust with teachers are crucial characteristics of effective instructional supervisors (Fisher & Fox, 2017; Waters et al., 2013). When teachers perceive their supervisors as supportive and trustworthy, they are more likely to engage in open dialogue, seek guidance, and be receptive to feedback. Supervisors should foster a collaborative and non-judgmental environment, valuing teachers' perspectives and creating opportunities for shared decision-making.

Reflective and Adaptive Practice

Effective instructional supervisors demonstrate reflective and adaptive practice (Kutsyuruba et al., 2016). They continually evaluate and refine their supervisory approaches based on feedback, research, and changes in educational contexts. Reflective supervisors engage in self-assessment, seeking opportunities for professional growth and staying abreast of current educational trends and research.

2.5 Principles of Instructional Supervision

Hoy & Forsyth (2016) identified three broad principles for the supervisor and four for the person to be supervised. According to Okedara (2015) effective supervision calls for certain principles on the part of the supervisor and the person to be supervised. The supervisor is expected to hold discussion with people whom he supervises on the difficulties that are noticed. His attitude to the person to be supervised should not be “this is the way it must be done: I am telling you to do it”, rather, his attitude should be: “we all want to make this a success, let’s discuss how it can be done better”.

Additionally, the supervisor should follow-up the result of his discussion with programme personnel to find out whether or not the new methods and techniques discussed are introduced. Finally, the supervisor should measure results in relation to aims in the planning stage. At the same time, the supervisor can measure his effectiveness in relation to how would the people whom he supervises perform their tasks and the contribution that each one makes to the total educational process. The person to be supervised should first of all be motivated. Secondly, he should be informed fully about his responsibilities and the standards by which his work would be judged. The next principle states that he should be trained to do his work satisfactorily. Finally, he is expected to get information about how the programme is operating by looking over enrolment records that is, checking the records, receiving reports, talking to people (personnel, board members and parents) and observing educational activities.

2.6 Types of Instructional Supervision

Olivia (2013) identified two types of supervision: employee-centred and job-centred. With employee-centred supervision, the supervisor focuses his primary attention on the human aspects of their subordinates' problem and also endeavours to build effective work groups to achieve high performance goals. Under the job-centred supervision, the emphasis is on the work to be done. The supervisor keeps the subordinates engaged on specified work cycles. The way in which the job is done is prescribed and must therefore be strictly followed and accomplished within the given time. Neagley & Evans (2020) also identified two types of supervision, which they called internal and external supervision.

They stated that internal supervision is where the head or principal in present public school organization is the chief administrator in the day-to-day administration and supervision of the school. Musaaazi (2015) also saw internal supervision as a situation where the head is to ensure the improvement and making of the instructional process more effective. External supervision on the other hand, deals with supervision where the supervisors come from outside the school i.e. District, Regional or National offices. Olivia & Pawalas (2017) describe the teacher, the school head and the officers in education offices as supervisors because to them every adult is a supervisor who sees to it that planned educational activities are carried out successfully. Supervisor should be a teacher, a facilitator and a resource person to the learner's continuing self-development, rather than a boss. Inspection is the earliest form of supervision which involves monitoring the work of teachers by the school inspector. This term is still applied to certain offices in England and the British Commonwealth. During the initial stages, supervision was simply a matter of inspecting the work of the teacher, and in many school districts, the person responsible for that task was known as the school inspector.

The laissez-faire type of supervision is actually not constructive supervision at all, because it is a policy which makes each teacher teach as he or she pleases, without reference to other teachers to improve the instructional programme or to develop any consensus among teachers with respect to philosophy or practice. Although this type of supervision was once characteristic of an earlier period in American education, it has now disappeared from the scene. Even though some school authorities mistake this form of supervision for democracy, the assertion is completely wrong. A school authority who follows this type of "hands off" policy in supervision would not gain the respect of his

teachers for his professional leadership, for he would be exerting none, and he would be evading his responsibility for the improvement of his school's learning programme. School authorities who adopt this method of supervision do so because they want to evade their responsibilities as professional leaders (Stones, 2014).

Coercive supervision is based on the assumptions that out of the knowledge available, there is a certain well-defined body, which is desirable for all pupils to learn, and that is possible and desirable to establish an annual timetable applicable to practically all children for the learning of it. With this type of supervision, teachers are visited by the principal for an observation period (Stones, 2014).

Following the observation of the lesson, there is a conference between the teacher and the principal, during which the teacher is commended for those aspects of his lesson which coincided with what the principal "knows", is good teaching, and then has pointed out to him his errors of omission and commission. Follow-up visits are made to check on whether he modifies his teaching in conformity with the dictates of the principal. This concept is closely bound up with the curriculum and instructional philosophy, which came to permeate almost all schools, and even now is by no means dispelled. Critics of Coercive supervision see it as an authoritative concept (Stones, 2014 and Glickman, 2015).

Supervision as training and guidance developed when teachers and supervisors realized how ineffective coercive supervision was as a teaching technique. It was also realized that the learner's voluntary co-operation in the learning process was very important. An effort was made to change teaching from rote memorizing process to one that sought to stimulate children's interests and to enlist their active participation in the learning process. It was also realized that instead of trying to force teachers to follow

prescribed methods, emphasis should be placed upon the teaching of the teachers. As more new teachers were entering classrooms with an appreciable amount of pre-service preparation in normal schools, supervision assumed the task of containing that training on the job.

Teachers were themselves interested in doing a better job. Supervision as democratic professional leadership gives a modern view of supervision, which calls for co-operation. The school instructional staff, including the principal and others with supervisory responsibility, together in groups study the factors in the learning situation and together decide upon the “what, when, how and why” to teach. The principal’s responsibility is to release and coordinate, not to control the creative abilities of the teachers. Supervision as democratic professional leadership is a modern form of supervision which concerns itself with the improvement of the total teaching learning process. The purpose of the modern supervision, therefore, is to supply the leadership which would help the staff to improve the instructional situation, and in doing that to grow professionally themselves. In connection with this idea, Harris (2015) noted that the improvement of teachers is not so much a supervisory function in which teachers participate as it is a teacher function in which supervisors co-operate.

Modern supervision is co-operative. Instead of directing attention solely to the improvement of individual teachers, it enlists the co-operative efforts of the entire staff in the study of the educational problems of the school. Asiedu-Akrofi (2018) also supports co-operative supervision which is highlighted by modern supervision when he stated that traditional supervision which relies heavily on the exercise of control should be done away with and in its place modern supervision which stresses co-operation should be used in

schools. He also sees the role of the inspector in modern supervision as one who should always depend on the cooperation of the teachers in order to create conducive learning environment for the students.

2.7 Theoretical Framework

2.7.1 Instructional Supervision and Teacher Performance

Instructional supervision plays a crucial role in enhancing teacher performance and improving student outcomes (Ingram et al., 2014; Marzano, Waters & McNulty, 2015). This literature review aims to explore the existing research on the role of instructional supervision in influencing teacher performance. Effective instructional supervision plays a critical role in improving teacher performance and enhancing student achievement (Marzano, Waters & McNulty, 2015; Glickman, Gordon & Ross-Gordon, 2014). Instructional supervision encompasses a range of practices, including observation, feedback, support, and professional development, which aim to guide and enhance instructional practices (Ingram, Louis & Schroeder, 2014).

According to Ingram (2014), instructional supervision plays a critical role in enhancing instructional practices. In his view, instructional supervision contributes to enhancing teacher performance by providing valuable feedback and support to improve instructional practices. Supervisors observe teachers' classroom instruction, provide constructive feedback, and offer guidance on effective teaching strategies. These interactions help teachers refine their instructional techniques, align their practices with research-based strategies, and address areas of improvement. Marzano et al. (2015) also stated that instructional supervision ensures professional development and continuous

improvement of teachers. Instructional supervision serves as a catalyst for professional development and continuous improvement among teachers. Through ongoing supervision, supervisors identify teachers' professional development needs and provide targeted resources and opportunities for growth. This can include workshops, coaching, or collaborative professional learning communities. By supporting teachers' professional growth, instructional supervision enhances their knowledge, skills, and pedagogical practices, leading to improved teacher performance.

Instructional supervision plays a vital role in ensuring accountability and aligning teaching practices with established standards and expectations. Supervisors monitor teacher performance and assess whether instructional practices are aligned with curriculum guidelines and learning objectives (Glickman, Gordon and Ross-Gordon, 2014). This alignment ensures that teachers are delivering high-quality instruction and meeting the required standards, resulting in improved teacher performance and increased student achievement.

Instructional supervision also encourages teachers' reflective practice, enabling them to critically analyze their teaching strategies and make informed instructional decisions (Glickman et al., 2014). Supervisors foster a culture of reflection by engaging teachers in dialogue about their instructional practices, encouraging self-assessment, and facilitating opportunities for collaboration and professional learning. Reflective practice supports teachers in identifying areas for growth and implementing evidence-based strategies, thereby enhancing their performance in the classroom.

Instructional supervision also contributes to creating a positive school climate that fosters teacher growth and well-being. When supervisors provide constructive feedback

and support, teachers feel valued and supported, which positively impacts their motivation, job satisfaction, and commitment to their profession (Marzano et al., 2015). A positive school climate enhances teacher morale, promotes collaboration, and ultimately leads to improved teacher performance.

Finally, Effective instructional supervisors possess strong knowledge and expertise in pedagogy, curriculum, and assessment (Ingram et al., 2014; Kutsyuruba et al., 2016). They have a deep understanding of effective instructional practices and can provide specific guidance and support to teachers. This expertise allows supervisors to identify areas for improvement, model effective teaching strategies, and offer valuable feedback.

2.7.2 Models and Theories related to Instructional Supervision and Teacher Effectiveness

Instruction supervision is a critical component of improving teacher effectiveness and student achievement. This literature review focuses on exploring different models and theories related to instruction supervision and their impact on teacher effectiveness. Effective instruction supervision involves a range of practices that aim to guide and enhance instructional practices, provide feedback and support to teachers, and promote professional development (Ingram et al., 2014). By examining various models and theories, this review seeks to shed light on the significance of instruction supervision in maximizing teacher potential and improving student outcomes.

The Clinical Supervision Model

Cogan's (2013), Clinical Supervision Model, emphasized on the collaborative and reflective nature of supervision. It involves a cycle of pre-observation, observation, and post-observation conferences to facilitate teacher growth (Rockoff, 2004). The model aims

to improve instructional practices by providing timely feedback, promoting reflection, and supporting teachers' professional development. Research has shown that this model enhances teacher self-efficacy and instructional quality (Rockoff, 2004).

The Instructional Rounds Model

The Instructional Rounds Model, popularized by Elmore & colleagues (2009), is based on the principles of deliberate practice and continuous improvement. It involves teams of educators conducting focused observations of classroom instruction, followed by debriefing and collaborative problem-solving sessions (City et al., 2009). The model emphasizes building a culture of shared responsibility and collective learning to enhance instructional practices. Studies have demonstrated the positive impact of instructional rounds on teacher collaboration, instructional improvement, and student achievement (City et al., 2009).

The Reflective Coaching Model

The Reflective Coaching Model focuses on developing reflective practices and supporting teachers' self-assessment and growth. It involves regular meetings between a coach and a teacher, where the coach facilitates reflection on instructional practices, goal setting, and problem-solving (Kemper et al., 2003). The model promotes collaborative inquiry and ongoing professional development to improve teacher effectiveness. Research has indicated that reflective coaching enhances teacher self-reflection, instructional practices, and student learning outcomes (Kemper et al., 2003).

The Instructional Leadership Theory

The Instructional Leadership Theory, proposed by Hallinger & Murphy (1985), highlights the critical role of school leaders in fostering effective instruction. This theory

emphasizes that instructional leaders provide vision, support, and resources to promote instructional improvement. They create a positive school climate, facilitate teacher collaboration, and establish a culture of continuous learning (Leithwood et al., 2008). Studies have demonstrated the positive relationship between instructional leadership and teacher effectiveness, as well as student achievement (Leithwood et al., 2008).

The Social Cognitive Theory

The Social Cognitive Theory, developed by Bandura (1986), posits that teachers' beliefs, self-efficacy, and motivation influence their instructional practices and effectiveness. According to this theory, effective instruction supervision can enhance teachers' self-efficacy and motivation, leading to improved instructional practices and student outcomes (Tschannen-Moran, 2009). Research has shown that providing supportive feedback and fostering a positive supervisory relationship can positively impact teachers' self-efficacy and instructional effectiveness (Tschannen-Moran, 2009).

2.8 Empirical Framework

Several empirical studies conducted in Ghana have explored the effects of instruction supervision on teacher performance. These studies have provided valuable insights into the relationship between instruction supervision and teacher effectiveness in the Ghanaian and international context.

Instructional supervision plays a crucial role in improving teacher performance and enhancing educational outcomes. It involves the systematic observation, evaluation, and support of teachers' instructional practices by supervisors or administrators. Several recent

studies have examined the effect of instructional supervision on teacher performance, highlighting its positive impact. Here are a few notable papers that discuss this topic:

This paper explored the challenges and opportunities of instructional supervision during the COVID-19 pandemic. It discussed the importance of adapting supervision practices to virtual learning environments and emphasized the need for ongoing support and feedback to enhance teacher performance (Glickman & Gordon, 2021).

This literature review examined studies from various countries to explore the impact of instructional supervision on teacher development. It highlighted the positive influence of supervision on teachers' instructional practices, professional growth, and student achievement. The review emphasized the importance of providing constructive feedback and fostering a supportive supervisory relationship (Ritchie & Crawford, 2020).

This study investigated the role of feedback within the context of instructional supervision and professional development. It emphasized the significance of timely, specific, and actionable feedback for improving teacher performance. The research findings underscored the importance of an ongoing feedback loop that fosters continuous improvement (Kean & Kellner, 2019).

This paper examined the impact of instructional supervision on teaching and learning, with a specific focus on the role of principals. It emphasized the critical role of principals in providing effective supervision and support to teachers. The study highlighted the positive correlation between instructional supervision, teacher performance, and student outcomes (Chirichello & Park, 2018).

This qualitative study conducted in Ghana explores instructional supervision practices and their impact on teacher performance. It examines the perspectives of teachers

and school administrators on the nature and effectiveness of instructional supervision. The findings indicated that supportive and collaborative supervision positively influences teacher performance, professional development, and student achievement (Owusu-Mensah & Koomson, 2021).

This paper investigated the perspectives of head teachers on school-based supervision in basic schools in Ghana. It explored the role of instructional supervision in enhancing teacher performance and improving the quality of education. The findings underscored the importance of instructional supervision in providing feedback, guidance, and support to teachers, leading to improved instructional practices and student outcomes (Agbenyega & Kattah, 2020).

This study examined the influence of instructional supervision on teachers' pedagogical practices in public senior high schools in Ghana. It explored the perceptions of teachers regarding the impact of supervision on their instructional methods, classroom management, and student engagement. The results highlighted the positive correlation between instructional supervision and improved pedagogical practices (Offei & Badu, 2020).

While the existing literature on instruction supervision and teacher performance in Ghana has provided valuable insights, there are certain gaps and limitations that need to be addressed. Firstly, most studies have focused on primary school settings, and there is a need to extend research to the junior high school level. Additionally, few studies have explored the impact of other aspects of instruction supervision, such as mentoring and coaching, on teacher performance in Ghana. Understanding the effectiveness of these

supervision approaches could provide valuable insights for improving teacher professional development.

Furthermore, there is a lack of studies that have examined the long-term effects of instruction supervision on teacher performance and student outcomes. Future research should consider longitudinal studies to assess the sustained impact of instruction supervision over time. While there are similarities between findings from international studies and those conducted in Ghana, it is important to consider contextual factors that may influence the relationship between instruction supervision and teacher performance. Cultural, educational, and institutional differences across countries can affect the effectiveness of specific supervision approaches. It is crucial to consider the unique characteristics of the Ghanaian educational system, the role of head teachers, and the specific challenges faced by teachers in the Obuasi East Municipality. These contextual factors may influence the transferability of findings from international studies to the Ghanaian context. By considering the findings of studies conducted in Ghana and international research, this empirical literature review highlights the positive impact of instruction supervision on teacher performance. It also emphasizes the need to address gaps in the existing literature, explore different aspects of instruction supervision, and consider contextual factors in the Ghanaian context.

2.8.1 Factors of Effective Instructional Supervision

Factors of effective instructional supervision encompass various elements that contribute to the successful implementation and impact of supervision on teacher performance. These factors can include aspects such as the supervisory process, communication, collaboration, feedback, and professional development.

i. Head teacher Characteristics and Competencies

Head teachers play a critical role in instructional supervision as they are responsible for overseeing and guiding the instructional practices of teachers in their schools. The characteristics and competencies of head teachers significantly influence the effectiveness of instructional supervision. Head teachers need to possess a deep understanding of effective instructional practices and pedagogical approaches. This knowledge allows them to provide meaningful guidance and support to teachers in improving their instructional strategies. It helps head teachers identify areas for improvement, offer targeted feedback, and promote evidence-based instructional practices (Hoy & Miskel, 2018).

Effective communication and interpersonal skills are crucial for head teachers engaged in instructional supervision. They need to be able to establish rapport with teachers, listen attentively, and effectively articulate expectations and feedback. Clear and open communication fosters a collaborative environment and facilitates a positive supervisory relationship (Leithwood et al., 2019). It is also important to demonstrate strong leadership qualities and have a clear vision for instructional excellence. They need to inspire and motivate teachers to strive for continuous improvement in their instructional practices. A visionary head teacher sets high expectations, creates a culture of professional growth, and aligns the instructional goals with the broader school vision (Dimmock & Walker, 2018).

Head teachers who embrace a reflective and continuous learning mindset are more effective in instructional supervision. They engage in self-reflection, seek feedback from teachers and colleagues, and continuously update their knowledge and skills. Reflective head teachers model the importance of lifelong learning, promoting a culture of

professional growth within the school (Harris, 2015). It is also relevant to adopt a supportive and developmental approach to instructional supervision. They should provide guidance, resources, and professional development opportunities to teachers to enhance their instructional practices. A supportive head teacher creates a safe space for teachers to seek feedback, take risks, and engage in professional dialogue (Hargreaves & Fink, 2020). By embodying these characteristics and competencies, head teachers can effectively guide and support teachers in improving their instructional practices, ultimately leading to enhanced student learning outcomes.

ii. School Context and Organizational Factors

School context and organizational factors play a significant role in shaping the effectiveness of instructional supervision. These factors provide the framework within which instructional supervision takes place and can either facilitate or hinder the implementation and impact of supervision practices. By understanding and addressing these contextual elements, educational leaders can create an environment that supports and enhances instructional supervision.

The school context encompasses various elements such as the school culture, climate, and the broader socio-economic context in which the school operates. A positive and supportive school culture promotes collaboration, trust, and open communication, creating a conducive environment for instructional supervision. When teachers feel valued and supported, they are more likely to engage in the supervision process and embrace feedback to improve their instructional practices (Louis, Leithwood, Wahlstrom & Anderson, 2010). Organizational factors within the school, such as leadership, professional development opportunities, and resource allocation, also influence instructional

supervision. Effective leadership plays a crucial role in establishing a vision for instructional excellence, setting expectations, and providing support to teachers. Strong leadership can create structures and processes that prioritize instructional supervision as a core component of school improvement efforts (Blase & Blase, 2004).

Additionally, providing ongoing professional development opportunities is vital for enhancing instructional supervision. Professional development programs can equip supervisors with the necessary knowledge and skills to effectively observe and evaluate instructional practices. It also enables supervisors to provide targeted support and guidance to teachers. Moreover, access to adequate resources, such as instructional materials and technology, enables supervisors to support teachers effectively and implement evidence-based practices (Leithwood, Harris & Hopkins, 2020).

Collaboration and communication within the school are also essential organizational factors that support instructional supervision. Creating structures for collaborative practices, such as professional learning communities or mentorship programs, encourages teachers to share ideas, reflect on their practices, and engage in collegial discussions. Effective communication channels facilitate the exchange of feedback and ensure that the purpose and expectations of instructional supervision are well understood (Fullan, 2001).

iii. Teacher factors and Attitudes towards Supervision

Teacher factors and attitudes towards supervision significantly influence the effectiveness and outcomes of instructional supervision. Teachers' beliefs, perceptions, and attitudes shape their engagement with the supervision process and their responsiveness to

feedback and support. By understanding and addressing these factors, educational leaders can create a positive and conducive environment for instructional supervision.

Teachers' attitudes towards supervision play a crucial role in their willingness to engage in the process and utilize feedback for professional growth. Positive attitudes involve perceiving supervision as a supportive and developmental process rather than a punitive evaluation. When teachers view supervision as an opportunity for collaboration, professional learning, and improvement, they are more likely to embrace feedback and actively participate in the supervision process (Gordon, 2017).

Teachers' beliefs about their own professional competence and the value of supervision impact their openness to feedback and their motivation to improve their instructional practices. Teachers with a growth mindset, who believe in their ability to develop and improve their teaching, are more likely to embrace supervision as a means for professional growth. Conversely, teachers with fixed mindsets may be resistant to feedback and view supervision as a threat to their competence (Dweck, 2016). The level of trust between teachers and supervisors is another important factor that affects teacher engagement with supervision. Trust is built on effective communication, respect, and the belief that the supervisor has the best interests of the teacher and students at heart. When there is a strong foundation of trust, teachers are more likely to perceive supervision as a valuable support mechanism and be open to the feedback and guidance provided by their supervisor (Stronge, 2018). Teachers' prior experiences with supervision can also shape their attitudes and engagement. Positive experiences with supportive and constructive supervision can foster a more favourable perception of the process and increase teachers' willingness to actively participate. Conversely, negative experiences, such as punitive or

inconsistent supervision, may lead to resistance or reluctance to engage with the process (Bennett & Lepori, 2019).

Professional autonomy is another factor that influences teachers' attitudes towards supervision. When teachers perceive instructional supervision as a collaborative and supportive process that respects their professional autonomy, they are more likely to embrace it. Effective supervisors recognize the expertise and individuality of teachers, allowing for a balance between support and autonomy in instructional decision-making (Lasky et al., 2021).

2.9 Challenges and Barriers to Effective Instructional Supervision

Effective instructional supervision faces several challenges and barriers that can hinder its implementation and impact. These challenges can arise from various sources, including systemic factors, organizational factors, and individual factors. By understanding and addressing these challenges, educational leaders can work towards overcoming barriers and enhancing the effectiveness of instructional supervision.

One of the challenges to effective instructional supervision is the lack of time and resources. Supervisors and teachers often face heavy workloads and competing demands, making it challenging to allocate sufficient time for comprehensive supervision practices. Limited resources, such as funding for professional development or access to instructional materials, can also impede the implementation of effective supervision (Glickman & Gordon, 2014).

Another barrier is the resistance to change and a traditional mindset towards supervision. Some teachers may view supervision as a top-down evaluation process rather

than a collaborative and developmental opportunity. The fear of judgment or negative consequences can hinder their openness to feedback and professional growth (Opoku & Adu, 2021).

Inadequate training and support for supervisors can also pose a challenge. Supervisors need specialized knowledge and skills to effectively observe, evaluate, and provide feedback to teachers. However, they may not receive adequate training or ongoing professional development opportunities to enhance their supervisory competencies (Kean and Kellner, 2019). Furthermore, ineffective communication and a lack of trust between supervisors and teachers can hinder the success of instructional supervision. When there is a lack of open and constructive communication channels, teachers may be reluctant to seek feedback or engage in professional dialogue. A lack of trust in the intentions or expertise of the supervisor can impede the effectiveness of the supervision process (Chirichello & Park, 2018).

Additionally, the complexity of implementing instructional supervision in diverse educational contexts can be challenging. Factors such as large class sizes, resource disparities, and socio-economic inequalities can impact the quality and effectiveness of instructional supervision (Ritchie & Crawford, 2020).

2.10 Conceptual Framework

Instructional supervision refers to the systematic observation, evaluation, and support of teachers' instructional practices by supervisors or administrators. It involves providing feedback, guidance, and resources to improve teaching and enhance student learning outcomes.

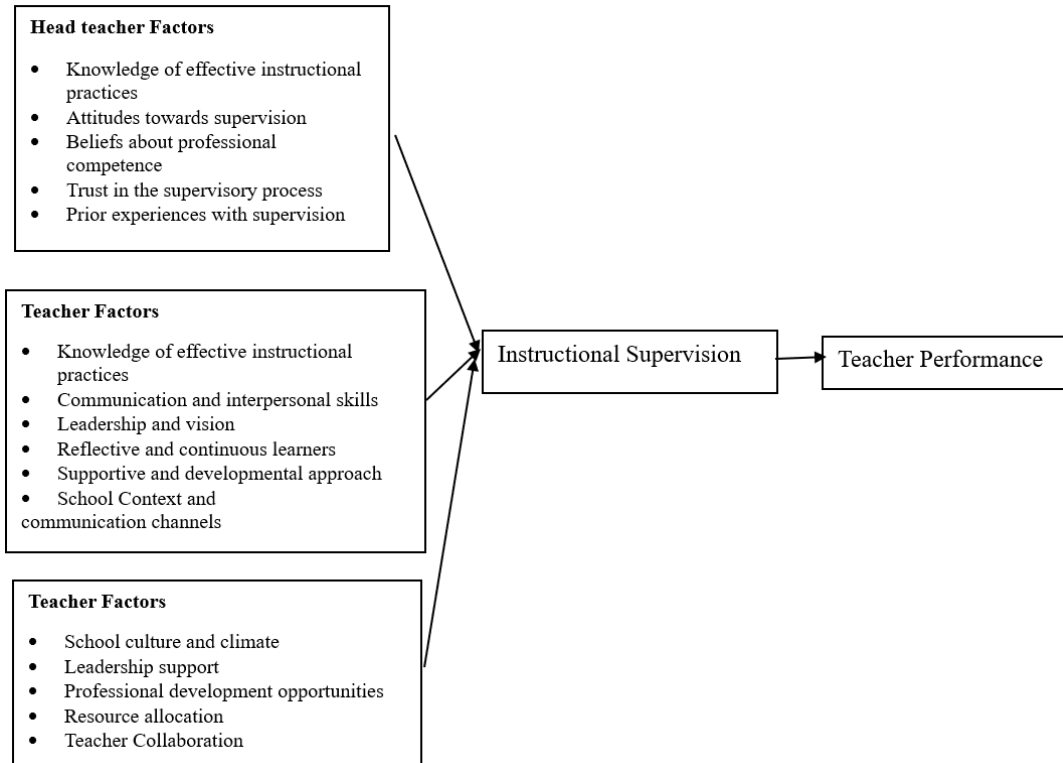


Figure 1: Conceptual Framework (Source: Researcher, 2023)

2.10.1 Head Teacher Factors and Teacher Performance

Head teachers play a crucial role in shaping teacher performance and, consequently, the overall effectiveness of educational institutions. Several factors have been identified as significant influences on teacher performance, including the head teacher's knowledge of effective instructional practices, attitudes towards supervision, beliefs about professional competence, trust in the supervisory process, and prior experiences with supervision.

One key factor that impacts teacher performance is the head teacher's knowledge of perceived effective instructional practices. Robinson, Lloyd, & Rowe (2018) found a strong correlation between head teachers' understanding of research-based instructional strategies and teachers' implementation of these strategies in the classroom. When head teachers possess a deep understanding of effective instructional practices, they can provide

targeted guidance and support to teachers, resulting in improved teaching and learning outcomes.

Attitudes towards supervision also play a significant role in influencing teacher performance. Little (2015), head teachers who view supervision as a collaborative and supportive process, rather than an evaluative one, tend to foster a positive climate for professional growth. When head teachers adopt a coaching or mentoring approach to supervision, teachers feel supported, leading to increased motivation and engagement, and ultimately, enhanced performance.

Furthermore, head teachers' beliefs about their own professional competence can impact teacher performance. Hallinger & Murphy (1985) found that head teachers who possess high self-efficacy beliefs regarding their leadership skills are more likely to engage in effective instructional leadership practices. When head teachers have confidence in their ability to lead and support teachers, they are more likely to create an environment that promotes professional growth and fosters high-quality teaching practices. Trust in the supervisory process is another critical factor that can influence teacher performance. Mitchell & Sackney (2000), observed that when head teachers establish trust with teachers, they are more likely to engage in open and honest communication, seek feedback, and be receptive to guidance and support. This trust-based relationship between head teachers and teachers creates a collaborative and supportive environment that positively impacts teacher performance.

Lastly, prior experiences with supervision can shape teacher performance. A study by Glickman et al. (2015) highlighted the importance of teachers' past experiences with supervision in influencing their perceptions and reactions to current supervisory practices.

Positive experiences with supervision in the past can enhance teachers' receptiveness to feedback and willingness to engage in professional growth, leading to improved performance. Head teacher's knowledge of effective instructional practices, attitudes towards supervision, beliefs about professional competence, trust in the supervisory process, and prior experiences with supervision all contribute to creating a supportive and growth-oriented environment for teachers. By recognizing the significance of these factors, educational institutions can empower head teachers to effectively lead and support teachers, ultimately leading to improved teacher performance and enhanced educational outcomes.

2.10.2 Teacher Factors of supervision and Teacher Performance

Teacher factors related to supervision, including their knowledge of effective instructional practices, communication and interpersonal skills, leadership and vision, reflective and continuous learning abilities, supportive and developmental approach, and the school context and communication channels, have a significant impact on teacher performance. Teachers' knowledge of effective instructional practices is crucial in improving their performance. Research by Hattie & Clarke (2019) emphasizes the importance of teachers' pedagogical content knowledge and understanding of research-based instructional strategies. When teachers possess a deep understanding of effective teaching methods, they can implement these strategies in the classroom, resulting in improved student learning outcomes. Effective communication and interpersonal skills are also essential for teacher performance. Stronge et al. (2014) found that teachers who excel in communication skills are more likely to establish positive relationships with students, parents, and colleagues. Good communication facilitates the exchange of ideas, feedback,

and support, which contributes to an improved teaching and learning environment. Leadership and vision are key teacher factors that impact performance.

According to a study by Leithwood & Jantzi (2015), teachers who demonstrate leadership qualities and have a clear vision for their classrooms and schools are more likely to foster a positive learning culture. Teachers who provide direction, set high expectations, and inspire students and colleagues can significantly enhance student achievement and teacher effectiveness. Being reflective and continuous learners is another important teacher factor that influences performance. Schon (2017) argue that teachers who engage in reflective practices and continuously seek professional development opportunities are more likely to improve their instructional practices. Reflective teachers critically analyze their teaching approaches, identify areas for growth, and implement changes accordingly, leading to enhanced performance. A supportive and developmental approach in teacher supervision positively impacts performance. Kardos & Johnson (2017) found that when teachers receive supportive feedback and coaching rather than evaluative judgments, they are more likely to engage in professional growth and improve their teaching practices. A supportive and developmental approach creates a safe space for teachers to take risks, seek assistance, and develop their skills, ultimately benefiting student learning outcomes.

Furthermore, the school context and communication channels play a significant role in teacher performance. Bryk & Schneider (2012) highlights the importance of a positive and collaborative school culture where teachers can exchange ideas, collaborate with colleagues, and receive support from administrators. Effective communication channels, such as regular staff meetings, professional learning communities, and opportunities for shared decision-making, facilitate collaboration and contribute to teacher

growth and performance. Various teacher factors related to supervision, including knowledge of effective instructional practices, communication and interpersonal skills, leadership and vision, reflective and continuous learning abilities, supportive and developmental approach, and the school context and communication channels, have a substantial impact on teacher performance. By recognizing and fostering these factors, educational institutions can empower teachers to enhance their instructional practices and contribute to improved student learning outcomes.

2.10.3 School Factors of Supervision and Teacher Performance

School factors of supervision, including school culture and climate, leadership support, professional development opportunities, resource allocation, and teacher collaboration, have a significant impact on teacher performance.

School culture and climate play a crucial role in influencing teacher performance. Research by Louis & Kruse (1995) suggests that a positive school culture characterized by trust, respect, and collaboration creates a supportive environment that fosters teacher growth and effectiveness. When teachers feel valued, supported, and engaged within their school community, they are more likely to be motivated and perform at higher levels.

Leadership support is another critical school factor that impacts teacher performance. Leithwood et al. (2008), effective leadership practices, such as providing clear expectations, offering guidance and feedback, and creating opportunities for professional growth, significantly influence teacher effectiveness. Supportive leaders who prioritize teacher development and well-being contribute to improved instructional practices and increased job satisfaction among teachers.

Professional development opportunities are essential for enhancing teacher performance. Darling-Hammond et al. (2009) highlights the importance of ongoing, high-quality professional development that is aligned with teachers' needs and instructional goals. When teachers have access to relevant training, workshops, and collaborative learning experiences, they can acquire new knowledge and skills that positively impact their teaching practices and student outcomes.

Resource allocation within the school context also affects teacher performance. Darling-Hammond (2017) emphasized the significance of adequate resources, such as instructional materials, technology, and support staff, in supporting effective teaching. When schools allocate resources appropriately and provide teachers with the necessary tools and support, teachers can create engaging and enriching learning experiences for their students.

Teacher collaboration is another crucial school factor that influences teacher performance. Bryk et al. (2010) suggested that collaborative practices, such as professional learning communities and team teaching, promote teacher growth and improve instructional practices. When teachers have opportunities to collaborate, share ideas, and engage in reflective discussions with their colleagues, they can learn from one another, develop their expertise, and enhance their instructional strategies.

2.11 Summary

This chapter provides an overview of instructional supervision and its impact on teacher performance. It discusses the factors that influence the effectiveness of supervision, including teacher factors, head teacher characteristics, school context, and organizational factors. The importance of head teachers in guiding and supporting supervision is

emphasized, highlighting their role in creating a positive supervisory relationship. The significance of a positive school culture, adequate resources, and professional development opportunities is also highlighted. The chapter acknowledges the challenges and barriers to effective supervision, such as limited time and resources, resistance to change, and inadequate training. It emphasizes the need for educational leaders to address these challenges and create a supportive environment through clear expectations, professional development, collaboration, and addressing communication barriers. Ultimately, effective instructional supervision contributes to improved teacher performance and student learning outcomes.

CHAPTER THREE

METHODOLOGY

3.1. Introduction

This chapter deals with the research design selected for the study. It describes a number of issues which include: the research design, population, the sample, instrument for data collection, data collection procedure and data analysis procedure.

3.2. Research Design

The descriptive survey design would be used for the study. A survey design provides a description of trends, attitudes or opinions of a population by studying a sample of that population. The descriptive design is extensively used in educational research since data obtained through descriptive survey represents field condition. According to Osuala (1991), descriptive surveys are versatile and practical since they point to present needs. He further asserts that descriptive research is basic for all types of research in assessing the situation as a prerequisite for conclusions and generalizations.

The descriptive survey is used for this study based on its advantages. This design would enable the researcher to evaluate the extent to which effective supervision is carried out in Junior High Schools in the Obuasi East Municipality.

3.3. Population

Population is the entire aggregation of items from which samples can be drawn for a study. Creswell (2008) defines population as “a group of individuals or objects who have the same characteristics”. The Obuasi East Municipality is divided into eight (8) circuits

with a total of 43 public Junior High Schools. There were 405 Junior High School teachers and 43 Head teachers with 9395 pupils according to the 2022/2023 academic year census. The Municipal Education Office had a total of 69 workers.

3.4. Target Population

The target population for this study is the Junior High Schools in the Obuasi East Municipality as well as the Municipal Education office. The target population consist of four (4) School Improvement Support Officer (SISO), Sixteen (16) Head-teachers, Eighty (80) teachers and Eighty (80) school prefects.

3.5. Sample Size

A sample is a carefully selected subset of the units that comprise the population. Four (4) out of the eight (8) circuits were selected for the study. The four (4) School Improvement Support Officer (SISO) for the selected four circuits were also purposively selected. From the total of forty-three (43) public Junior High Schools, sixteen (16) were selected with sixteen (16) Head-teachers chosen from each of the sixteen selected schools. The Sixteen schools include Kwabenakwa JHS, Mampanhwe JHS, Aonkore JHS, St. Cyrils JHS, Diawuoso JHS, Ayease JHS, Pomposo JHS, Independence JHS 'A', Independence JHS 'B', Boete JHS 'A', Boete JHS 'B', Tutuka Methodist JHS, Padmo JHS, St. Joseph JHS, Owusu Sampa JHS 'A' and Owusu Sampa JHS 'B'. The sixteen (16) Head-teachers were chosen based on experience and professionalism.

In addition, a total of eighty (80) teachers from the randomly selected Schools were chosen based on experience and professionalism. The schools and teachers were randomly

selected by the hat and draw or the lottery method. National service personnel and National Youth Employed were excluded. Lastly, there was a selection of five (5) prefects namely: boys' prefects and assistants, girls' prefects and assistants and the compound overseer from each of the selected Schools totalling eighty (80) prefects. The school prefects were purposively selected since they were the only people occupying these positions in the various schools.

Table 1 – Sample frame

| Category | Sample Size |
|---|--------------------|
| School Improvement Support Officer (SISO) | 4 |
| Head teachers | 16 |
| Teachers | 80 |
| School Prefects | 80 |
| Total | 180 |

3.5.1 Sampling Techniques

The simple random sampling procedure was used in the selection of schools, head teachers and teachers. The schools include Kwabenakwa JHS, Mampanhwe JHS, Aonkore JHS, St. Cyrils JHS, Diawuso JHS, Ayease JHS, Pomposo JHS, Independence JHS 'A', Independence JHS 'B', Boete JHS 'A', Boete JHS 'B', Tutuka Methodist JHS, Padmo JHS, St. Joseph JHS, Owusu Sampa JHS 'A' and Owusu Sampa JHS 'B'. In this method, sample units were chosen directly from the population by a procedure, which was designed to meet the essential criterion of randomness. The method gave all units of the target population an equal chance of being selected. The researcher gave numbers to the sample

units on slips of paper, put them in a container, mixed them well and remove one paper or slip at a time from the container without looking into it. When a slip was selected and recorded, it was thrown back into the container before the next one was picked. The process continued until the required number of respondents were selected and recorded. If an already drawn number is selected for a second or third time the researcher ignores it and throws it back into the container. This process was used in the selection of the teachers and the schools. The sample was chosen to suit the purpose of the study. Some elements of the population like the head of the supervision was deliberately selected on the judgment of the researcher.

3.6 Research Instruments

Data for the study was collected using closed and open ended questionnaires. This type of instrument was designed personally by the researcher. SISOs, Teachers, Head teachers and prefects in the selected schools were served with copies of questionnaire to answer. Questionnaire is considered appropriate because the respondents are so many that the researcher could not have adequate time to interview all of them. It would also enable the SISOs, teachers, heads and school prefects to provide their individual responses. The questionnaire were divided into seven sections. These sections covered the following sections: the frequently used supervision type, the type of supervision teachers and heads prefer, teachers regularity and punctuality to School, how frequently external supervisors visited schools, how instructional hours were utilized in the schools, challenges supervisors face in their work and suggestions to improve supervision practices. The open-ended

questions were designed in such a way that respondents are allowed to use their own language, expression or style to express their view on the subject matter under discussion.

3.7 Data Collection Procedure

All the data for the study were collected by the researcher. Questionnaire was used in collecting the data. The researcher made personal contacts in the process of gathering research data. The researcher explained the questions to the respondents thoroughly after copies of the questionnaire had been given to the selected respondents.

The purpose of this is to help the respondents provide their independent opinions on the questionnaire items given them. In each of the selected schools, the researcher grouped the prefects and clarified or explained the questions to them before they answered the questionnaire. In each school, the researcher waited and collected the complete questionnaires. The researcher made sure that a high level of understanding existed between him and the respondents. The reason for this is to remove all forms of suspicions, hostilities, anxieties or apathies that could hinder the free flow of information from the respondents.

The research collected information from the selected schools first before the District Education Office. The schools include Kwabenakwa JHS, Mampanhwe JHS, Aonkore JHS, St. Cyrils JHS, Diawuoso JHS, Ayease JHS, Pomposo JHS, Independence JHS 'A', Independence JHS 'B', Boete JHS 'A', Boete JHS 'B', Tutuka Methodist JHS, Padmo JHS, St. Joseph JHS, Owusu Sampa JHS 'A' and Owusu Sampa JHS 'B'. School prefects were given the questionnaire first before the questionnaires are given to the teachers and heads in the selected schools. The administration of the questionnaires to the

School heads, teachers and school prefects were done during the break periods. The questionnaires were collected during the break periods. The essence of this is to save a lot of time and also limit the disruption of instructional hours in the selected schools to the barest minimum.

As Nwana (1990) contends, pre-arrangements are necessary to be made before hand. The School Improvement Support Officers (SISO) were informed two weeks in advance. This minimized delays and other forms of disappointments. It helped the respondents in getting access to most of the documents from which information is needed. At the Municipal Education Office, the School Improvement Support Officers (SISO) were given the questionnaires to fill.

3.8 Validity of the Instruments

In research, validity and reliability are important aspects of data collection. Validity refers to the accuracy or truthfulness of the measurement used to collect data (Trochim, 2006). It is necessary to ensure that the right kind of questions are used to collect the required data. On the other hand, reliability is concerned with the consistency of the data sampled. This is to ensure that when the questionnaires are used to collect data again, the same or similar results should be obtained. To ensure face validity, the questionnaires used in the study were pretested with various groups of respondents under the pilot study. This was done to validate the understanding of the questions posed in the survey questionnaire. To ensure content validity, the questionnaires were guided by the objectives of the study and the research questions. In addition, the questionnaires were designed to ensure

construct validity, i.e., the questions were designed in a way that the respondents could easily respond to them.

3.9 Validity and Reliability

In research, validity and reliability are important aspects of data collection. Validity refers to the accuracy or truthfulness of the measurement used to collect data (Trochim, 2006). It is necessary to ensure that the right kind of questions are used to collect the required data. On the other hand, reliability is concerned with the consistency of the data sampled. This is to ensure that when the questionnaires are used to collect data again, the same or similar results should be obtained. To ensure face validity, the two questionnaires used in the study were pretested with various groups of respondents under the pilot study. This was done to validate the understanding of the questions posed in the survey questionnaire. To ensure content validity, the questionnaires were guided by the objectives of the study and the research questions. In addition, the questionnaires were designed to ensure construct validity, i.e., the questions were designed in a way that the respondents could easily respond to them.

3.10 Data Analysis Technique

The collected data from the participants was analyzed by the researcher through manual analysis or content analysis. To make meaningful decisions, the completed questionnaires needed to be organized. The first stage involved coding and classification into various groups using tables and frequency distribution tools. The next stage focused on improving the presentation for easy assimilation using Microsoft Word and Excel. The

tables were scrutinized for consistency with the research objectives and questions. Inferences were then drawn from the analyzed data, and recommendations were made for decision-making.

3.11 Ethical Consideration

The researcher presented a detailed and thorough explanation of the study's purpose to the potential participants and provided sound reasons for their inclusion in data collection. In advance of participation, the participants were given the opportunity to give their informed consent, which ensured that their involvement in the study was entirely voluntary. To ensure the confidentiality of the respondents, the researcher provided appropriate assurances. During the interactions, the researcher maintained a high level of transparency and honesty.

3.12 Limitation and Challenges of the Study

During the course of this research, a number of challenges were encountered. One notable issue was the reluctance of certain respondents to provide information. To address this, the researcher took steps to explain the purpose of the study and how the information gathered would be used. Additionally, assurances were given that the information provided would be treated with the utmost confidentiality and anonymity. As a result, only individuals who were willing to provide information voluntarily were included in the study.

CHAPTER FOUR

RESULTS AND DICUSSION

4.1 Introduction

The methodology used in the study was described in the previous chapter. This chapter focuses on the study's findings. The study collected views from the School Improvement Support Officer (SISO), Head teachers, Teachers and Prefects on the effects of instructional supervision of junior high school head teacher on teacher performance At Obuasi East Municipality

As indicated in the methodology, questionnaires were basically given to respondents to gather the primary data on the field. The responses were based on the point of view and explanations of respondents. A total of One Hundred and Eighty (180) questionnaires were given. The respondents consist of the School Improvement Support Officer (SISO) (4), Head teachers (16), Teachers (80) and Prefects (80) of Obuasi East Municipality. The research question posed in this study was used as the basis for the findings presented in this work. These were:

1. What type of supervision is being mostly used in the Obuasi East Municipality?
2. What type of supervision do teachers prefer in Obuasi East Municipality?
3. What are the main problems associated with supervision of instruction in Junior High Schools in the Obuasi East Municipality?
4. What suggestions could be raised to improve supervision of JHSs in the Obuasi East Municipality?

4.2 School Improvement Support Officers' (SISO) Responses

4.2.1 How often do you visit your schools?

During the survey administration process, a total of 4 respondents (SISO) participated in the study. Out of the 4 respondents, 2 reported visiting their school on a weekly basis, while the remaining 2 stated that they go there as needed.

4.2.2 Which type of Supervision do you prefer?

During the administration of the questionnaires the School improvement support officers indicated that all head teachers and teachers expressed a preference for utilizing both internal and external supervision.

4.2.3 Which type of Supervision in your view enhances Teaching and Learning?

The four School Improvement Support Officers affirmed that both internal and external supervision positively contribute to the enhancement of teaching and learning for students. This consensus underscores the perceived importance of dual supervision approaches.

4.2.4 Which type of supervision is much emphasized?

During the administration of the questionnaires the four School Improvement Support Officers (SISOs) reported that the supervision area that receives the most emphasis is follow-up. This may indicate the importance of tracking and supporting ongoing improvement and adherence to guidelines.

4.2.5 How do you rate the supervision of Head teachers' supervision on teachers in JHSs?

The results indicate that 2 of the respondents described the head teachers' supervision of teachers in junior high schools (JHS) as satisfactory, 1 considered it good,

and 1 reported it as unsatisfactory. These varied responses suggest that there may be inconsistencies in head teachers' supervisory practices.

4.2.6 Do you notify your Head teachers (schools) when you want to undertake comprehensive visits?

All the respondents (SISOs), representing 100% of the population, indicated that they inform their head teachers when they plan to conduct comprehensive visits to the school. This practice promotes transparency and collaboration in the supervision process.

4.2.7 How do you rate teachers' punctuality in Junior High Schools in your circuit?

The results revealed that 3 of the officers stated that punctuality among their teachers in the circuit is unsatisfactory, while only 1 considered it satisfactory. These findings suggest a lack of commitment and time management in the circuit among most teachers. Educational authorities should investigate and address this issue.

4.2.8 How many times in a year do officers organize in-service training for JHS Teachers?

According to the results, it was revealed that all the respondents indicated that in-service training for junior high school (JHS) teachers is organized when the need arises. This flexible approach to training aligns training with specific requirements.

4.2.9 Do you write reports on comprehensive visits?

According to the results, all the respondents stated that they write reports on comprehensive visits to the schools in their circuit. This practice contributes to documentation and accountability in the supervision process.

4.2.10 How often do you make follow-ups after each visit?

During the survey administration process, all four SISOs in the study reported that they frequently visit their schools for supervision. All four respondents frequently visit their schools for supervision, indicating an active engagement with the schools under their purview.

4.2.11 Are you guided by any instrument/format/manuals by the GES, to follow during supervision of JHSs?

All the respondents (SISOs) reported that they are guided by instruments, formats, or manuals provided by the GES to follow during the supervision of junior high schools (JHSs). This aligns supervision with established guidelines and standards.

4.2.12 What two (2) major problems do you face as a supervisor of JHSs?

a) School Improvement Support Officer 1:

- i. Resistance to change among teachers and school staff. Some teachers resist the idea of instructional supervision, perceiving it as a threat to their autonomy or a critique of their teaching methods.
- ii. Supervisors often have limited time to engage with teachers and head teachers due to administrative tasks and other responsibilities.

b) School Improvement Support Officer 2:

- i. Teachers and head teachers may resist receiving constructive feedback and supervision, viewing it as criticism rather than an opportunity for professional growth.
- ii. Teachers in junior high schools may already be dealing with high workloads and stress, making it challenging for supervisors to address performance issues without contributing to burnout.

c) School Improvement Support Officer 3:

- i. Teachers have diverse teaching styles and approaches, which can make it challenging for supervisors to offer guidance that aligns with individual needs and preferences.
- ii. A shortage of resources, such as teaching materials and technology, has impede effective instruction and supervision.

d) School Improvement Support Officer 4:

- i. Disobedience by some teachers and head teachers who go against the ethics of the Ghana Education Service (GES).
- ii. Lack of transportation means to move from one school to another.

4.2.13 Suggest ways you think Supervision can be improved in the Junior High Schools in the Municipality

a) School Improvement Support Officer 1:

Training and Professional Development: Providing regular training and professional development opportunities for supervisors to ensure they have the necessary skills and knowledge for effective instructional supervision.

b) School Improvement Support Officer 2:

Clear Supervision Guidelines: Establishing clear guidelines and standards for instructional supervision that are aligned with educational goals and best practices.

c) School Improvement Support Officer 3:

Supportive Approach: Foster a supportive rather than punitive approach to supervision, emphasizing collaboration and growth rather than punishment.

d) School Improvement Support Officer 4:

- i. Technology Integration: Implement technology solutions for more efficient data collection, communication, and reporting in the supervision process.
- ii. Community Engagement: Engaging parents, community members, and other stakeholders in the educational process, fostering a sense of shared responsibility for student success and school improvement.

4.2.14 Discussion and Analysis

Finally, in analyzing the responses from School Improvement Support Officers (SISOs) in the municipality, several key insights have emerged regarding the state of supervision in Junior High Schools (JHS). These findings illuminate various aspects of the supervision process, including the frequency of school visits, preferred types of supervision, the impact on teaching and learning, areas of emphasis in supervision, and the challenges encountered by SISOs. Additionally, valuable recommendations for improving supervision were provided by these officers.

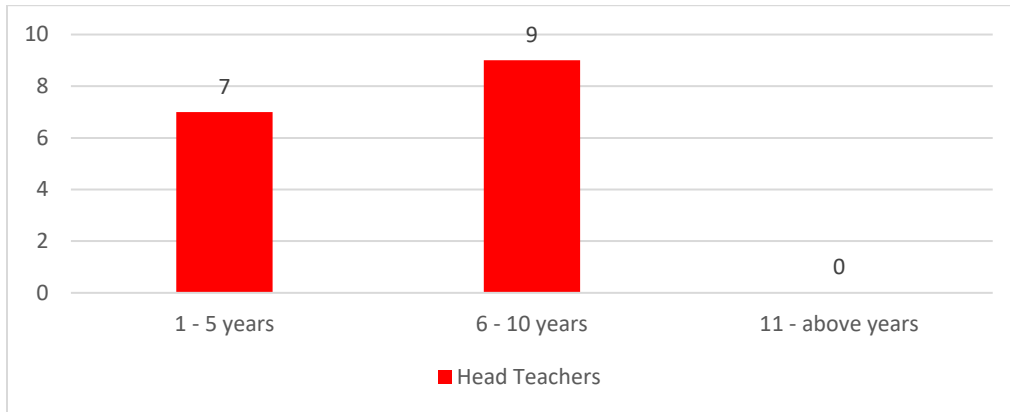
The frequency of school visits among the SISOs varied, with some opting for weekly visits and others choosing to visit schools as needed. This diversity in visitation patterns suggests that SISOs adapt their strategies to the specific needs of their schools. Importantly, all SISOs expressed a preference for a combined approach of both internal and external supervision, highlighting the perceived benefits of this comprehensive model. Furthermore, the consensus among SISOs was that both internal and external supervision significantly contribute to the enhancement of teaching and learning in JHS. This collective viewpoint underscores the importance of comprehensive supervision practices in promoting educational quality and student achievement. Emphasis during supervision was

placed on follow-up, as reported by all SISOs, indicating a strong commitment to monitoring progress and compliance with guidelines.

Despite challenges related to teacher punctuality and other issues, the SISOs affirmed the satisfactory punctuality of teachers in their circuits, highlighting the discipline and professionalism within the teaching staff. Additionally, the practice of writing reports on comprehensive visits is prevalent among SISOs, promoting documentation and accountability. Their frequent school visits demonstrate a proactive approach to monitoring and supporting the schools under their purview. However, SISOs face a range of challenges, including resistance to change among teachers, time constraints, diverse teaching styles, resource shortages, disobedience, and transportation issues. To address these challenges and further enhance supervision, the SISOs offered recommendations, such as increasing training and professional development, establishing clear supervision guidelines, adopting a supportive approach, integrating technology, engaging the community, and addressing issues related to resistance to change, workload, and resource shortages. These suggestions provide a valuable roadmap for improving the quality of supervision in JHS. Overall, the insights gained from the SISOs' responses offer a comprehensive view of the state of supervision in JHS and the potential avenues for improvement.

4.3 Headteachers and Teachers' Responses

4.3.1 Years spent as a Head teacher



Source: Field Data

Figure 2: Years spent as a Head teacher

The figure above illustrates the tenure of the respondents in their roles as head teachers. The data collected from the participants reveals that, among the 16 respondents, 7 have served as head teachers for one to five years, while 9 have held the position for six to ten years. None of the respondents have worked as head teachers for eleven years or more. The majority of respondents, which is 9 out of 16, have a tenure ranging from six to ten years. This suggests a relatively stable and experienced group of head teachers in the sample.

4.3.2 The Regularity of the following external Officers/Supervisors to your school.

| Officer | Weekly | Monthly | Termly | Yearly |
|----------------------|------------|------------|------------|------------|
| Municipal Director | 0 (0%) | 0 (0%) | 0 (0%) | 96 (100%) |
| Head of inspectorate | 0 (0%) | 0 (0%) | 80 (83.3%) | 16 (16.7%) |
| SISO | 0 (0%) | 50 (52.1%) | 46 (47.9%) | 0 (0%) |
| Unit Manager | 31 (32.3%) | 46 (47.9%) | 19 (19.8%) | 0 (0%) |
| Others | 15 (15.6%) | 29 (30.2%) | 43 (44.8%) | 9 (9.4%) |

The data on the regularity of external officers/supervisors visiting schools provides insights into the frequency of their visits. The table above displays the number of respondents who reported that these external officers visit on a weekly, monthly, termly, or yearly basis, along with the corresponding percentages.

The data indicates that 100% of the respondents reported that the Municipal Director visits their schools on a yearly basis, while none reported weekly, monthly, or termly visits. This suggests that the Municipal Director's visits are infrequent and mainly tied to an annual schedule.

The Head of Inspectorate appears to have a more diverse visitation pattern. While 83.3% of respondents reported termly visits, 16.7% reported yearly visits. No respondents mentioned weekly or monthly visits. This suggests a moderate level of engagement from the Head of Inspectorate, with a focus on periodic assessments.

School Improvement Support Officer (SISOs) seem to maintain a relatively balanced visitation schedule. About 52.1% of respondents reported monthly visits, while 47.9% reported termly visits. No respondents mentioned weekly or yearly visits. This

indicates that SISOs are actively involved in school supervision but not on a continuous weekly basis.

Unit Managers are reported to visit schools quite regularly. Approximately 32.3% of respondents reported weekly visits, 47.9% reported monthly visits, and 19.8% reported termly visits. No respondents mentioned yearly visits. This suggests that Unit Managers maintain a more frequent presence in the schools compared to other external officers.

The category of "Others" shows diverse visitation patterns. About 15.6% of respondents reported weekly visits, 30.2% reported monthly visits, 44.8% reported termly visits, and 9.4% reported yearly visits. This indicates that the "Others" category includes a mix of external officers with varying degrees of visitation frequency.

In conclusion, the data reveals variations in the regularity of visits by different external officers/supervisors to the schools. While the Municipal Director's visits are infrequent and primarily annual, the Head of Inspectorate focuses on termly visits. SISOs are actively involved with monthly and termly visits, and Unit Managers maintain a relatively frequent presence with weekly and monthly visits. The "Others" category encompasses a range of visitation patterns. These findings can be valuable for school administrators and policymakers in understanding the engagement levels of external officers in school supervision and planning for more effective support and oversight.

4.3.3 Do external supervisors notify you before they visit your school?

The result reveals that all 96 respondents affirmed that external supervisors consistently provide prior notification before visiting their schools.

4.3.4 How do you rate in-service training by external supervisors to your school?

After completing the questionnaires, it was revealed that all 96 respondents, which include both head teachers and teachers, unanimously stated that in-service training conducted by external supervisors in their schools is highly beneficial.

4.3.5 What type of supervision do you like?

50 participants, comprising 52.1% of the total sample of 96, indicated a preference for internal supervision, while the remaining 46 participants (47.9%) expressed a preference for external supervision.

4.3.6 How do you rate supervisors' relationship with teachers?

The results indicate that out of the 96 participants, 20 respondents described the supervisors' relationship with teachers as excellent, 29 as very good, 16 as good, while the remaining 31 respondents characterized it as poor.

4.3.7 Which type of supervision in your view enhances teaching and learning?

The results also indicated that all respondents affirmed that both internal and external supervision positively contribute to the enhancement of teaching and learning for students.

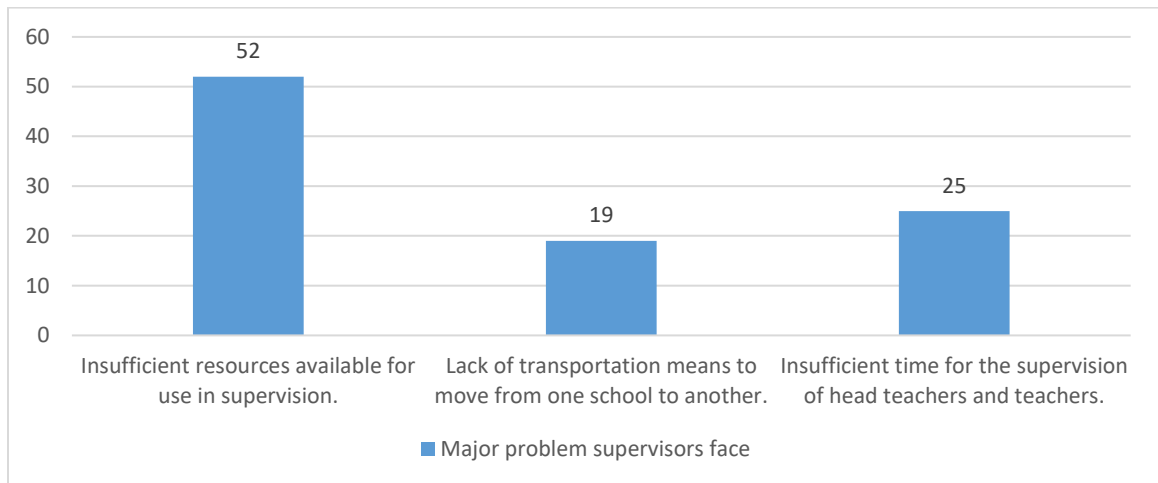
4.3.8 Do external supervisors hold pre and post conferences with teachers during supervision?

The results indicated unanimous agreement among all respondents with the statement that external supervisors conduct pre- and post-conferences with teachers during supervision.

4.3.9 Are you given a written report after external supervision?

Out of the 96 respondents, 62 individuals (64.6% of the sample) answered 'No' to the given statement, while the remaining 34 respondents (35.4%) indicated 'Yes' in their responses.

4.3.10 The major problem supervisors face during their supervision exercise in your school.



Source: Field Data

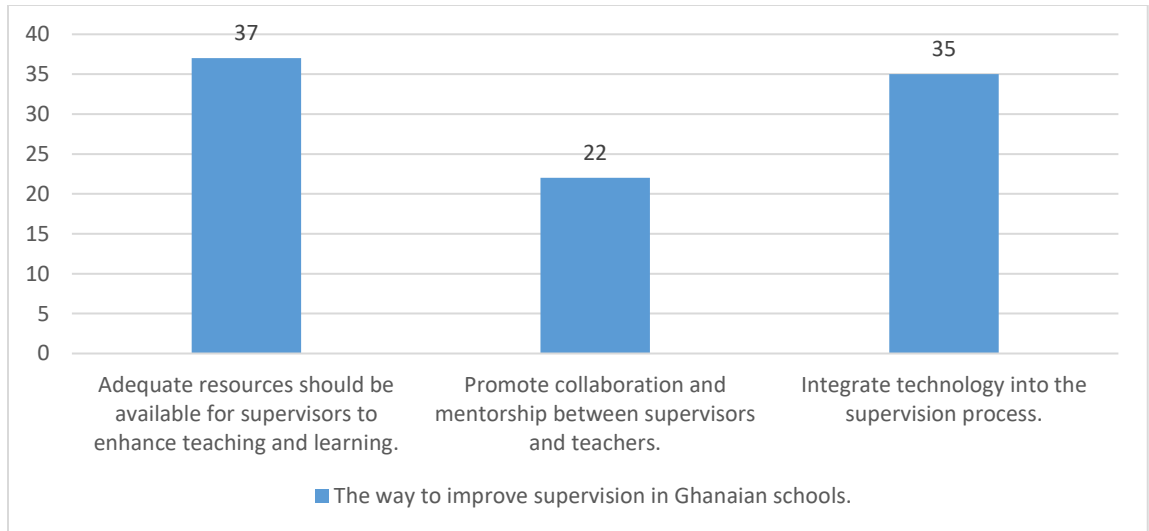
Figure 3: Major problem Supervisors face during supervision.

The figure above illustrates the major problem Supervisors face during supervision. The data collected from the participants reveals that, among the 94 respondents (Head teachers and Teachers), 52 being the majority said insufficient resources available for use in supervision, while 25 stated that, insufficient time for the supervision of head teachers and teachers. The remaining 19 which is the minority said, lack of transportation means to move from one school to another.

The most frequently cited problem identified by the majority of respondents is the lack of sufficient resources available for use in supervision. This points to a significant

challenge in the educational system in Ghana. Insufficient resources can include a lack of teaching materials, technology, and support staff. When supervisors do not have access to the necessary resources, it can hinder their ability to effectively support and assess teachers and students.

4.3.11 Ways that can be pursued to improve Supervision in schools.



Source: Field Data

Figure 4: Ways that can be pursued to improve supervision in schools.

It was disclosed that out of the 94 respondents, 37 individuals, representing the majority, recommended the availability of adequate resources to support supervisors in enhancing teaching and learning. Additionally, 35 respondents suggested that educational authorities should integrate technology into the supervision process. In contrast, the minority, comprising 22 respondents, recommended that supervisors prioritize the promotion of collaboration and mentorship between supervisors and teachers.

A significant majority of 37 respondents emphasized the importance of making adequate resources available for supervisors to enhance teaching and learning. This recommendation underscores the critical role of resources, which can include teaching

materials, technological tools, and financial support, in ensuring that supervisors can effectively fulfill their roles. Without these resources, supervisors may face limitations in providing the necessary support to teachers and students. It highlights the need for investments in the educational infrastructure to facilitate better supervision.

4.4 School Prefects' Responses

4.4.1 How frequently do officers come to your school for supervision?

A total of 80 school prefects participated in the study. Among these, 56 indicated that they were unaware of when officers visit their school for supervision. Additionally, 19 of the respondents reported that officers visit their schools on a quarterly basis, while 5 mentioned monthly visits. None of the respondents reported weekly visits.

The majority of respondents, comprising 56 individuals, expressed that they had no knowledge of when officers visit their school for supervision. This finding raises concerns about transparency and communication within the school system. It suggests that there may be a lack of information sharing between the school administration and student leaders, including school prefects. Improved communication and transparency can help ensure that students are informed about the supervision processes and their roles within them.

4.4.2 How do you rate your Headmaster/mistress, Teachers and colleague pupils on the following?

i. Punctuality

| | Very good | Good | Satisfactory | Not Satisfactory |
|------------|------------------|-------------|---------------------|-------------------------|
| Headmaster | 49(61.3%) | 25(31.3%) | 3(3.7%) | 3(3.7%) |
| Teacher | 5(6.3%) | 24(30%) | 39(48.8) | 12 (15%) |
| Pupils | 0(0%) | 17(21.3%) | 47(58.7%) | 16(20%) |

Ratings of Punctuality:

Headmaster/mistress: Among the respondents, 49 (61.3%) rated the punctuality of their headmaster/mistress as "very good," indicating that the majority perceives their school leaders as highly punctual. This is a positive assessment, as punctuality in leadership can set a good example and contribute to the smooth functioning of the school.

Teacher: For teachers, a smaller percentage, 5 (6.3%), rated their punctuality as "very good." A larger group, 24 (30%), rated it as "good," and the majority, 39 (48.8%), rated it as "satisfactory." Additionally, 12 (15%) of the respondents found their teachers' punctuality to be "not satisfactory." This indicates a more varied assessment of teacher punctuality, with some students expressing concerns about the timeliness of their educators.

Pupils: In contrast, none of the respondents rated the punctuality of fellow pupils as "very good." Instead, 17 (21.3%) found it "good," 47 (58.7%) rated it as "satisfactory," and 16 (20%) rated it as "not satisfactory." These ratings suggest that, according to the respondents, there is room for improvement in terms of pupil punctuality.

Interpretation and Implications:

The positive perception of headmaster/mistress punctuality (61.3% very good) is an encouraging sign of effective school leadership, as it sets a tone of discipline and accountability within the institution.

The varied ratings for teacher punctuality highlight the need for teachers to be mindful of their timeliness, as a significant proportion of students find it satisfactory or less. Addressing punctuality concerns among teachers can contribute to a more organized and efficient learning environment.

The ratings for pupil punctuality suggest that there may be opportunities for schools to reinforce the importance of timeliness and encourage a greater sense of responsibility among students.

In summary, the data reveals varying perceptions of punctuality within the school community. Headmasters/mistresses generally receive positive ratings, teachers receive mixed assessments, and pupils are seen as having room for improvement in punctuality. These findings can serve as a basis for discussions on enhancing punctuality standards within the school and fostering a culture of accountability and timeliness among all stakeholders.

ii. Regularity

| | Very good | Good | Satisfactory | Not Satisfactory |
|------------|------------------|-------------|---------------------|-------------------------|
| Headmaster | 17(21.3%) | 47(58.7%) | 0(0%) | 16(20%) |
| Teacher | 5(6.3%) | 24(30%) | 12 (15%) | 39(48.8) |
| Pupils | 12 (15%) | 49(61.3%) | 9(11.2) | 10(12.5%) |

Ratings of Regularity:

Headmaster/mistress: 17 respondents (21.3%) rated the regularity of their head teachers as "very good," while a majority of 47 respondents (58.7%) found it to be "good." Importantly, no respondents rated the regularity of headmasters/mistresses as "satisfactory," which indicates high expectations for this aspect of leadership. Additionally, 16 respondents (20%) rated the regularity as "not satisfactory."

Teacher: For teachers, 5 respondents (6.3%) found their regularity to be "very good." A larger group of 24 respondents (30%) rated it as "good." However, a substantial portion of 39 respondents (48.8%) assessed the regularity of teachers as "not satisfactory," indicating a notable level of dissatisfaction. An additional 12 respondents (15%) found it to be "satisfactory."

Pupils: Regarding regularity among fellow pupils, 12 respondents (15%) considered it "very good." The majority, 49 respondents (61.3%), found it "good," indicating a positive perception of peer regularity. However, 9 respondents (11.2%) rated it as "satisfactory," and 10 respondents (12.5%) rated it as "not satisfactory."

Interpretation and Implications:

The high expectations for head teachers' regularity are evident, as no respondents rated it as "satisfactory." While many students find the regularity of headmasters/mistresses to be very good or good, there is a notable proportion who consider it "not satisfactory." This suggests a need for improvements in this aspect of leadership.

The ratings for teacher regularity are mixed, with a significant proportion of students finding it "not satisfactory." This highlights concerns among students about

teacher punctuality, consistent attendance, and regularity in class, which are crucial for effective teaching and learning.

Perceptions of pupil regularity are generally positive, with the majority rating it as "good" and only a small proportion finding it "not satisfactory." This suggests that students generally view their peers as regular and punctual in school-related activities.

In summary, the data provides insights into how students perceive regularity among different stakeholders in the school community. The findings underscore high expectations for headmaster/mistress regularity, mixed assessments of teacher regularity, and positive perceptions of pupil regularity. Addressing concerns related to teacher regularity can enhance the learning experience, while maintaining the positive perception of pupil regularity is important for fostering a responsible and disciplined school environment.

iii. Utilization of Instructional Hours

| | Very good | Good | Satisfactory | Not Satisfactory |
|------------|------------------|-------------|---------------------|-------------------------|
| Headmaster | 49(61.3%) | 25(31.3%) | 6(7.4%) | 0(0%) |
| Teacher | 39(48.8) | 12 (15%) | 5(6.3%) | 24(30%) |
| Pupils | 20(25%) | 17(21.2%) | 27(33.8%) | 16(20%) |

Ratings of Utilization of Instructional Hours:

Headmaster/mistress: The majority of respondents, 49 (61.3%), rated the utilization of instructional hours by headmasters/mistresses as "very good." An additional 25 respondents (31.3%) considered it "good." Only a small number, 6 respondents (7.4%), found it "satisfactory," while none rated it as "not satisfactory." This indicates a high level of satisfaction with the utilization of instructional hours by school leadership.

Teacher: For teachers, 39 respondents (48.8%) rated the utilization of instructional hours as "very good." A smaller group of 12 respondents (15%) found it "good." However, 24 respondents (30%) rated it as "not satisfactory." Only 5 respondents (6.3%) considered it "satisfactory." This suggests a mixed perception of the efficiency of teachers in utilizing instructional hours.

Pupils: Regarding the utilization of instructional hours by fellow pupils, 20 respondents (25%) rated it as "very good." A slightly larger group of 17 respondents (21.2%) found it "good." However, 27 respondents (33.8%) assessed it as "satisfactory." Another 16 respondents (20%) rated it as "not satisfactory," indicating some concerns about pupil efficiency in utilizing instructional hours.

Interpretation and Implications:

The majority of respondents express high levels of satisfaction with the utilization of instructional hours by headmasters/mistresses. The absence of "not satisfactory" ratings suggests that students generally perceive school leadership as effectively managing instructional time.

Ratings for teacher utilization of instructional hours are more varied, with nearly one-third of respondents finding it "not satisfactory." This raises concerns about the efficiency of teachers in using instructional time effectively.

Perceptions of pupil utilization of instructional hours are also mixed, with a notable portion rating it as "satisfactory" or "not satisfactory." This indicates that some students believe there is room for improvement in how their peers utilize instructional time.

In summary, the data highlights the diverse perceptions of the utilization of instructional hours within the school community. While headmasters/mistresses receive

positive ratings, teachers receive mixed assessments, and pupils' utilization of instructional time is also seen as variable. Addressing concerns related to teacher efficiency in using instructional hours can contribute to improved teaching and learning outcomes. Moreover, fostering a culture of effective time management and responsible utilization of instructional hours among students is essential for a productive learning environment.

4.4.3 How would you rate your headmaster's supervision on teachers' work?

According to the results, 41 respondents indicated that the headmaster's supervision of teachers' work was "very good," 20 respondents rated it as "good," and the remaining 19 respondents found it "satisfactory." Notably, none of the respondents described it as "unsatisfactory." The data reveals positive perceptions of the headmaster's supervision of teachers' work among the respondents. A significant majority, represented by 41 respondents, considered the supervision as "very good." This indicates a high level of satisfaction and approval of the headmaster's approach to overseeing and supporting teachers in their duties. Additionally, 20 respondents rated the supervision as "good," further underscoring the favourable view of the headmaster's role in guiding and monitoring teachers' performance. The combined responses of "very good" and "good" suggest that a substantial portion of the respondents hold a positive opinion of the headmaster's supervision.

4.4.4 In your opinion, who helps pupils to learn more in their school?

71 respondents identified their teachers as the primary source of assistance in helping pupils learn more in their school. In contrast, 5 respondents indicated that prefects play this role, and only 4 respondents mentioned their peers.

The result provided insights into the perceptions of the respondents regarding who contributes the most to pupils' learning in their school. The overwhelming majority, represented by 71 respondents, expressed that teachers are the primary source of help in facilitating pupils' learning. This result underscores the pivotal role of teachers in the educational process, as they are traditionally responsible for instruction, guidance, and support to enhance student learning. A smaller group of 5 respondents highlighted the role of prefects in aiding pupils' learning. Prefects may act as role models and mentors, assisting their peers in various ways, such as maintaining discipline and providing guidance.

Additionally, 4 respondents mentioned the influence of peers in pupils' learning. While peer interactions and collaborations can indeed support learning, it's notable that this group was the smallest in number. The role of peers is often complementary to that of teachers and may involve peer-to-peer learning and support.

4.4.5 Would you agree that visits by officers to your school are adequate?

59 school prefects responded "Yes" to the statement, indicating that they find visits by officers to their school to be adequate. In contrast, 21 school prefects answered "No."

A substantial majority of 59 school prefects expressed agreement with the statement, indicating that they consider the visits by officers to be adequate. This suggests that the majority of the school prefects find the level of supervision and oversight provided by officers to be satisfactory, meeting the needs and expectations of the school community.

However, 21 school prefects responded with "No," indicating that they do not perceive the visits by officers as adequate. This represents a smaller group but is still significant, and their response may signal concerns or issues related to the quality, frequency, or purpose of these visits.

4.4.6 Do you agree that you do more learning without assistance from your teacher?

65 school prefects responded "Yes" to the statement, indicating that they believe they do more learning without assistance from their teacher. In contrast, 15 school prefects answered "No."

The result provided insights into the perspectives of school prefects regarding their perception of self-directed learning versus learning with assistance from teachers. The majority, represented by 65 school prefects, expressed agreement with the statement, indicating that they believe they do more learning without assistance from their teacher. This suggests that a significant portion of school prefects may value or rely on self-directed learning, independent study, or other sources of knowledge and information that do not involve direct teacher assistance. However, 15 school prefects responded with "No," suggesting that they do not agree with the statement and believe that teacher assistance plays a significant role in their learning. This represents a smaller group, but their response may reflect the importance of teacher support and guidance in the learning process.

4.4.7 How often do you help to ensure that pupils learn instead of playing around when teachers are absent?

According to the results gathered, all 80 respondents stated that they ensure daily that pupils learn instead of playing around when teachers are absent. The data reveals a unanimous response from the 80 respondents, indicating that each one of them takes daily action to ensure that pupils are engaged in productive learning activities when teachers are absent. This result reflects a strong commitment and sense of responsibility among the respondents, who prioritize maintaining a conducive learning environment even in the absence of teachers. It suggests a proactive approach to peer-to-peer support and student leadership, with school prefects taking on the responsibility of helping their fellow pupils stay focused and engaged in learning.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The study examine the perceived effects of instructional supervision of junior high school head teacher on teacher performance at Obuasi East Municipality. The research sought to address the following questions that eventually lead to a complete unravelling of the problem.

1. What type of supervision is being mostly used in the Obuasi East Municipality?
2. What type of supervision do teachers prefer in Obuasi East Municipality?
3. What are the main problems associated with supervision of instruction in Junior High Schools in the Obuasi East Municipality?
4. What suggestions could be raised to improve supervision of JHSs in the Obuasi East Municipality?

Questionnaires were designed and administered to a total of 180 respondents. 4 School Improvement Support Officer (SISOs), 16 Head teachers, 80 Teachers and 80 School Prefects answered the questions from the questionnaires. The data obtained from the responses were compiled for analysis.

5.2 Summary

This study assessed the perceived effects of instructional supervision of junior high school head teacher on teacher performance at Obuasi East Municipality. The researcher adopted the descriptive research design. The population of the study was 180 respondents which comprised 4 School Improvement Support Officer (SISOs), 16 Head teachers, 80 Teachers and 80 School Prefects. The sampling method used was the random sampling for

Head teachers, Teachers and School Prefects and purposive for SISOs. The main instruments used to collect data were questionnaires and interview. The data collected from these individuals were then analysed by the researcher using manual techniques and content analysis methods. This was made possible using Microsoft Word and Excel.

The findings of the study are as follows:

Findings from research question one, “What type of supervision is being mostly used in the Obuasi East Municipality?” It was discovered that, the School Improvement Support Officers (SISOs) in this context, unanimously expressed a preference for utilizing both internal and external supervision. All SISOs affirmed that both internal and external supervision contribute positively to the enhancement of teaching and learning for students. This consensus emphasizes that SISOs perceive the dual supervision approaches as beneficial for educational outcomes. This agreement among the SISOs underscores the recognition that a collaborative approach, combining internal and external insights, leads to more comprehensive evaluations of teaching and learning practices. Internal supervision allows for tailored guidance and support based on the specific context and needs of each school. In contrast, external supervision provides a broader perspective, standards, and an objective viewpoint. The consensus among the SISOs reflects their commitment to flexibility and adaptability in their supervisory roles. They acknowledge that the specific needs of each school and the diversity of educational contexts may necessitate a multifaceted approach. This adaptability ensures that the supervisory process is well-informed and attuned to the unique characteristics of each school.

Findings from research question two, “What type of supervision do teachers prefer in Obuasi East Municipality?” It was revealed that, the nearly even distribution of

preferences for internal and external supervision suggests that there is no clear consensus among the participants regarding which form of supervision is more desirable. Instead, it reflects the diverse and multifaceted nature of educational supervision and the complex factors influencing educators' preferences. Several factors could contribute to this balanced perspective, including the existing school culture, the quality of internal and external supervisory support, and individual teaching philosophies. Educators may have varying experiences and beliefs that shape their preference for one form of supervision over the other. In practice, the findings emphasize the need for educational institutions and supervisory bodies to adopt a flexible approach to supervision, one that accommodates the diverse preferences and perspectives of educators. The choice between internal and external supervision may depend on the specific goals, needs, and context of educators and schools. A successful supervision system should be designed to foster professional development, enhance teaching quality, and align with the overall mission and values of the educational institution.

Findings from research question three, “What are the main problems associated with supervision of instruction in Junior High Schools in the Obuasi East Municipality?” According to Head teachers and Teachers the biggest problem is the lack of sufficient resources available for use in supervision. This points to a significant challenge in the educational system in Ghana. Insufficient resources can include a lack of teaching materials, technology, and support staff. When supervisors do not have access to the necessary resources, it can hinder their ability to effectively support and assess teachers and students.

Additionally, the challenges faced by School Improvement Support Officers in supervising Junior High Schools are multifaceted. They encompass issues related to resistance to change, limited time, resistance to feedback, teacher workload, diverse teaching styles, resource shortages, ethical violations, and transportation issues. Addressing these challenges requires a delicate balance between oversight and support, adaptability to the unique contexts of schools, and collaborative efforts to find practical solutions. Supervisors play a critical role in ensuring the quality of education, and by addressing these challenges, they can contribute to the continued improvement of the educational system.

Findings from research question four, “What suggestions could be raised to improve supervision of JHSs in the Obuasi East Municipality?” According to the head teachers and teachers, adequate resources should be available for supervisors to enhance teaching and learning. This recommendation underscores the critical role of resources, which can include teaching materials, technological tools, and financial support, in ensuring that supervisors can effectively fulfill their roles. Without these resources, supervisors may face limitations in providing the necessary support to teachers and students. It highlights the need for investments in the educational infrastructure to facilitate better supervision.

Furthermore, the SISOs suggested that, there should be a clear supervision guidelines and standards aligned with educational goals and best practices will ensure consistency and clarity in the process. Also fostering a supportive approach to supervision, centered on collaboration and growth rather than punishment, can create a more positive and constructive environment. Further, the integration of technology solutions for data

collection, communication, and reporting will enhance the efficiency and effectiveness of supervision. Finally, engaging parents, community members, and other stakeholders in the educational process will promote a sense of shared responsibility for student success and school improvement. By implementing these strategies, the supervision of Junior High Schools can be transformed to better serve the needs of students, educators, and the community as a whole.

5.3 Conclusions

This study delved into the perceived effects of instructional supervision by junior high school head teachers on teacher performance in the Obuasi East Municipality. Through a comprehensive examination of the subject matter, it sought to answer several important questions concerning the state of instructional supervision and its impact on the educational landscape in the region. The findings from this research offer valuable insights that can inform policies and practices related to educational supervision and improvement.

The first major finding pertains to the type of supervision predominantly used in the Obuasi East Municipality. School Improvement Support Officers (SISOs) expressed a unanimous preference for a combination of internal and external supervision. This consensus underscores the importance of a collaborative approach that leverages the strengths of both internal and external insights, ultimately leading to more comprehensive evaluations of teaching and learning practices. Regarding the preferences of teachers for supervision, the study revealed a nearly even distribution between internal and external supervision. This lack of consensus among teachers highlights the diverse and multifaceted nature of educational supervision. It emphasizes the need for flexibility in supervision

practices that accommodate the diverse preferences and perspectives of educators. One of the most significant challenges identified in the study is the lack of sufficient resources for supervision. Teachers and head teachers pointed out the inadequacy of teaching materials, technology, and support staff, hindering the effective support and assessment of teachers and students. Addressing these resource shortages is crucial for improving the quality of educational supervision.

The study also provided valuable recommendations to enhance the supervision of Junior High Schools in the Obuasi East Municipality. These recommendations include ensuring the availability of adequate resources, the development of clear supervision guidelines, fostering a supportive approach to supervision, leveraging technology for data collection and communication, and engaging various stakeholders in the educational process. Implementing these strategies can lead to a transformation in the way Junior High Schools are supervised, with a focus on better serving the needs of students, educators, and the broader community.

5.4 Recommendations

Based on the findings and conclusion of the research, it is recommended that the following measures be put in place to help develop Ghanaian school system:

- i. The government must ensure the availability of adequate teaching materials, technological tools, and support staff for effective supervision. Investment in educational infrastructure is essential to provide the necessary resources for both supervisors and teachers to improve the teaching and learning process.

- ii. The government must develop and implement clear and comprehensive supervision guidelines and standards that are aligned with educational goals and best practices. These guidelines should ensure consistency and clarity in the supervision process, making it easier for all stakeholders to understand their roles and expectations.
- iii. School Improvement Support Officers must promote a supportive approach to supervision that focuses on collaboration, growth, and constructive feedback rather than punitive measures. This approach can create a more positive and productive environment for both teachers and head teachers, fostering professional development.
- iv. The government must provide technology solutions for data collection, communication, and reporting in the supervision process. The integration of technology can enhance the efficiency and effectiveness of supervision, making it easier to track progress and identify areas for improvement.
- v. Head teachers and teachers must encourage the active involvement of parents, community members, and other relevant stakeholders in the educational process. Promoting a sense of shared responsibility for student success and school improvement can lead to a more holistic and supportive educational environment.
- vi. The government must invest in the continuous professional development of both supervisors and teachers. Training and workshops can help supervisors keep up with best practices in education and develop the necessary skills to support teachers effectively.

5.5 Suggestions for further Study

For further study on the subject of instructional supervision in junior high schools in the Obuasi East Municipality, further research can be done to conduct a comparative study between the Obuasi East Municipality and other regions or municipalities within Ghana to determine variations in instructional supervision practices, challenges, and outcomes. This would help identify best practices and areas for improvement. Also other researchers can undertake a longitudinal study to assess the long-term impact of instructional supervision on student performance and teacher development. This could provide insights into the sustainability of the current practices and whether changes in supervision methods lead to better educational outcomes over time.

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APPENDIX A

QUESTIONNAIRE FOR SCHOOL IMPROVEMENT SUPPORT OFFICER

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

DEPARTMENT OF EDUCATIONAL LEADERSHIP

Thank you for participating in this survey. Your feedback is crucial in understanding the perceived effects of instructional supervision of junior high school head teacher on teacher performance. Please answer the following questions honestly and thoroughly.

1. How often do you visit your schools?
 - a. Weekly
 - b. Monthly
 - c. Termly
 - e. When need be

2. Which type of supervision do you prefer?
 - a. Internal
 - b. External
 - c. Both
 - d. Other (please specify).

3. Which type of supervision in your view enhances teaching and learning?
 - a. Internal
 - b. External
 - c. Both

4. Which type of supervision is much emphasized?
 - a. Comprehensive
 - b. Brief
 - c. Follow-up
 - d. Other (please specify).

5. How do you rate the supervision of Headmasters' supervision on teachers in JHSs?
 - a. Very good
 - b. Good
 - c. Satisfactory
 - d. Not satisfactory

6. Do you notify your Head teachers (schools) when you want to undertake comprehensive visits?
- a. Yes
- b. No
7. How do you rate teachers' punctuality in Junior High Schools in your circuit?
- a. Very good
- b. Good
- c. Satisfactory
- d. Not satisfactory
8. How many times in a year do officers organize in-service training for JHS teachers?
- a. Once
- b. Twice
- c. Three times
- d. When need be
9. Do you write reports on comprehensive visits?
- a. Yes
- b. No
- If No, give reason.
10. How often do you make follow-ups after each visit?
- a. Very often
- b. Often
- c. Occasionally
- d. Never
11. Are you guided by any instrument/format/manuals by the GES, to follow during supervision of JHSs?
- a. Yes
- b. No
- If No, give reason.
.....
12. What two (2) major problems do you face as a supervisor of JHSs?
- a.
- b.

13. Suggest ways you think supervision can be improved in the Junior High Schools in the Municipality

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THANK YOU

APPENDIX B

QUESTIONNAIRE FOR HEAD TEACHERS AND TEACHERS

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

DEPARTMENT OF EDUCATIONAL LEADERSHIP

Thank you for participating in this survey. Your feedback is crucial in understanding the perceived effects of instructional supervision of junior high school head teacher on teacher performance. Please answer the following questions honestly and thoroughly.

1. For how long have you served in this capacity as headmaster/mistress?.....years?

(Note: for only head teachers)

2. Indicate with a tick the regularity of the following external officers/supervisors to your school.

| Officer | Weekly | Monthly | Termly | Yearly |
|----------------------|---------------|----------------|---------------|---------------|
| Municipal Director | | | | |
| Head of inspectorate | | | | |
| SISO | | | | |
| Unit Manager | | | | |
| Others | | | | |

3. Do external supervisors notify you before they visit your school?

a. Yes []

b. No []

4. How do you rate in-service training by external supervisors to your school?

a. Very helpful []

b. Helpful []

c. Not helpful []

5. What type of supervision do you like?

a. Internal []

b. External []

c. None of the above []

6. How do you rate supervisors' relationship with teachers?

- a. Excellent []
- b. Very good []
- c. Good []
- d. Poor []

7. Which type of supervision in your view enhances teaching and learning?

- a. Internal []
- b. External []
- c. Both []
- d. d. None []

8. Do external supervisors hold pre and post conferences with teachers during supervision?

- a. Always []
- b. Sometimes []
- c. Never []

9. Are you given a written report after external supervision?

- a. Yes []
- b. No []

10. Indicate the major problem supervisors face during their supervision exercise in your school.

- i. Insufficient resources available for use in supervision.
- ii. Lack of transportation means to move from one school to another.
- iii. Insufficient time for the supervision of head teachers and teachers.

11. Suggest ways you think can be pursued to improve supervision in your school.

- i. Adequate resources should be available for supervisors to enhance teaching and learning.
- ii. Promote collaboration and mentorship between supervisors and teachers.
- iii. Integrate technology into the supervision process.

THANK YOU

APPENDIX C

QUESTIONNAIRE FOR SCHOOL PREFECTS

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

DEPARTMENT OF EDUCATIONAL LEADERSHIP

Thank you for participating in this survey. Your feedback is crucial in understanding the perceived effects of instructional supervision of junior high school head teacher on teacher performance. Please answer the following questions honestly and thoroughly.

1. How frequently do officers come to your school for visits/supervision?

- a. Weekly []
- b. Monthly []
- c. Quarterly []
- d. No idea []

How do you rate your Headmaster/mistress, Teachers and colleague pupils on the following?

2. Punctuality

| | Very good | Good | Satisfactory | Not Satisfactory |
|------------|------------------|-------------|---------------------|-------------------------|
| Headmaster | | | | |
| Teacher | | | | |
| Pupils | | | | |

3. Regularity

| | Very good | Good | Satisfactory | Not Satisfactory |
|------------|------------------|-------------|---------------------|-------------------------|
| Headmaster | | | | |
| Teacher | | | | |
| Pupils | | | | |

4. Utilization of Instructional Hours

| | Very good | Good | Satisfactory | Not Satisfactory |
|------------|------------------|-------------|---------------------|-------------------------|
| Headmaster | | | | |
| Teacher | | | | |
| Pupils | | | | |

5. How would you rate your headmaster's supervision on teachers' work?

- a. Very Good []
- b. Good []
- c. Satisfactory []
- d. Not satisfactory []

6. In your opinion, who helps pupils to learn more in their school?

- a. Teachers []
- b. Prefects []
- c. Peers []

7. Would you agree that visits by officers to your school are adequate?

- a. Yes []
- b. No []

8. Do you agree that you do more learning without assistance from your teacher?

- a. Yes []
- b. No []

9. How often do you help to ensure that pupils learn instead of playing around when teachers are absent?

- a. Daily []

- b. Weekly []
- c. Monthly []
- d. Quarterly []

THANK YOU