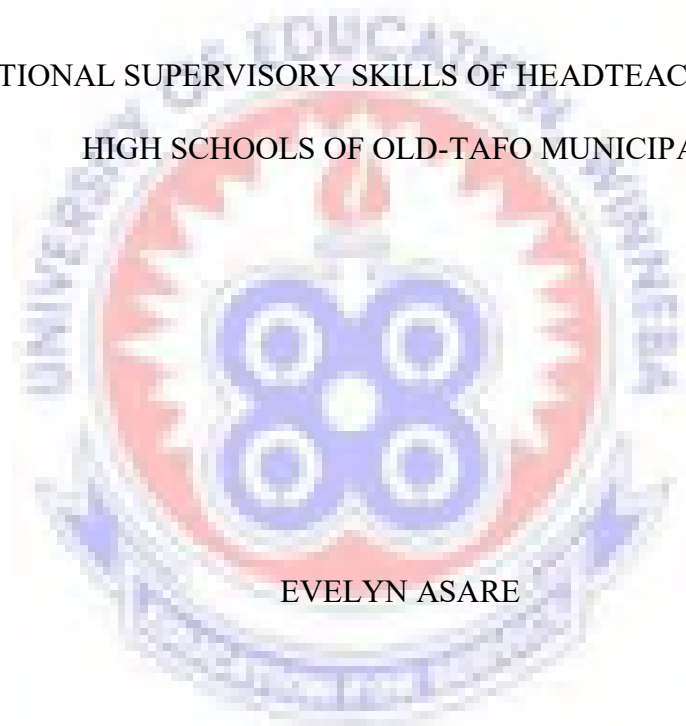


UNIVERSITY OF EDUCATION, WINNEBA

INSTRUCTIONAL SUPERVISORY SKILLS OF HEADTEACHERS OF JUNIOR
HIGH SCHOOLS OF OLD-TAFO MUNICIPAL



EVELYN ASARE

DECEMBER, 2018

UNIVERSITY OF EDUCATION, WINNEBA

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HIGH SCHOOLS OF OLD-TAFO MUNICIPAL

EVELYN ASARE

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**A Project Report in the Department of Educational Leadership, Faculty of
Education and Communication Sciences, submitted to the School of Graduate
Studies, University of Education, Winneba, in partial fulfilment of the requirements
for award of the Master of Arts (Educational Leadership) degree**

DECEMBER, 2018

DECLARATION

STUDENT'S DECLARATION

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

SIGNATURE:.....

DATE:.....

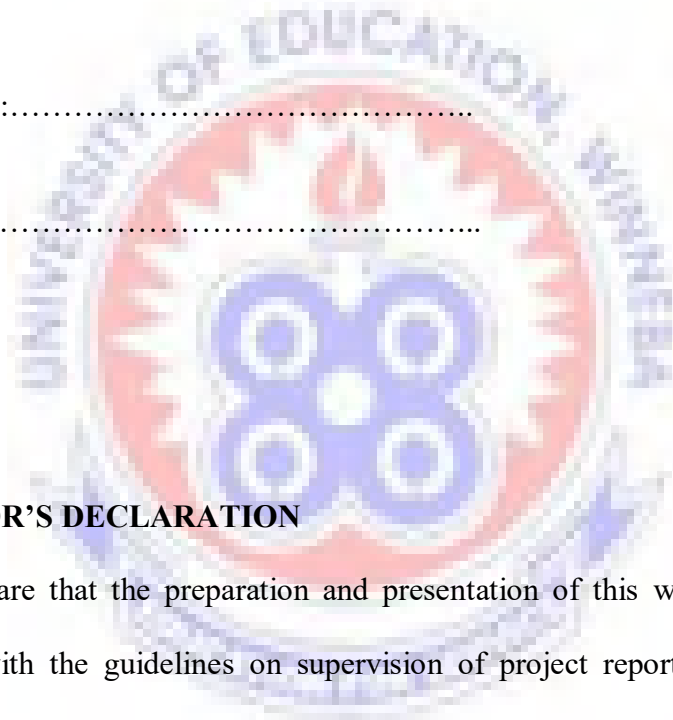
SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines on supervision of project report as laid down by the University of Education, Winneba.

NAME OF SUPERVISOR: DR. LYDIA OSEI AMANKWAH

SIGNATURE.....

DATE.....

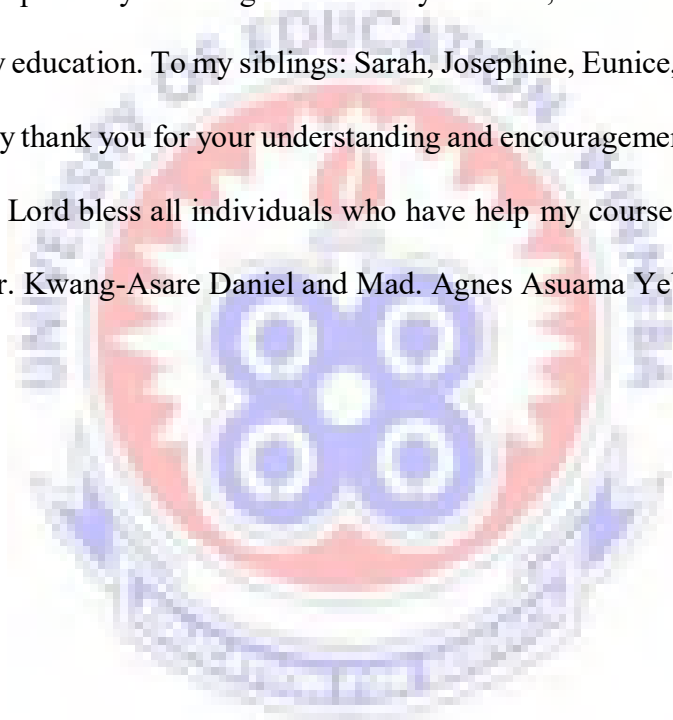


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Special thanks go to my supervisor Dr. Lydia Osei Amankwah, who supervised this project report to a successful completion. I also thank all the head teachers, teachers and circuit supervisors of the Tafo Municipality, who took part in this study.

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DEDICATION

To my lovely husband Mr. Isaac Oteng who encouraged me to pursue this programme.



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ABSTRACT

The purpose of this study is to determine the instructional supervisory practices head teachers of Junior High Schools in Old-Tafo Municipal provide. The study population comprised of all 86 Junior High School teachers and 10 head teachers, out of the 86 teachers, 75 was the response rate, while 10 head teachers participated in the study. Questionnaire in the form of Likert format ranging from strongly disagree (1) to strongly agree (4) was used to collect data. The reliability estimates for teachers was 0.83 cronbach alpha. The methodological inquiry was the mixed method (both quantitative and qualitative approaches) using descriptive design. The statistical analyses tools used for the study was frequency, percentages and mean. Findings indicated that head teachers dominantly employ human skills in carrying out the instructional supervisory practices. Also, the instructional supervisory practice head teachers dominantly employ in their practice was checking of teacher's records. Lastly, the study revealed that heads and teachers dominantly employ human skills in carrying out the instructional supervisory practices. Based on the findings of the study, it was recommended that, head teachers should organize in – service courses for teachers on the nature and significance of the instructional supervision and put much emphasis on supervisory skills that relate to human relation skills. Lastly, head teachers should educate the teachers on the significance of checking the teacher's records.

CHAPTER ONE

INTRODUCTION

Background of the Study

Instructional supervision is a constant process that aims at improving teaching and learning. Improving teaching is a complex process in which many elements should interact. Teachers are in the center of this improvement process and their acceptance of and interaction with the supervisory practice, that is the techniques, methods, models, or processes used by supervisors at schools, provide the catalyst for any supervisory success. The way teachers view the supervision that they are undergoing and think about it is very important in the outcomes of the supervision process. Supervision is an interactive process that depends on the source of supervision, the supervisor, and the teacher. Therefore, knowing teachers opinions and expectations about the supervisory practices is important to implementing successful supervision (Glickman, 2000). Furthermore, comparing teachers' perceptions with the supervisors' perceptions helps in identifying areas of disagreement, which, in turn, helps in improving the way these practices are introduced and avoid any potential conflict.

For decades, the field of supervision has been suffering from unfriendly and unstable relations between teachers and supervisors (Beach & Reinhartz, 2009; Burke & Krey, 2005). Among the reasons is the different ways of seeing or perceiving things that take place at school as part of the supervisory activities. How supervisors should behave while working with teachers was the focus of most of the discussion about the field of supervision, and was a main drive for developing the different supervision models. Different models produced different practices, and for that matter, the aim of the discussion

was to identify the best methods by which supervisors could best improve teachers' performance and provide them with the needed assistance. To achieve this aim supervisors usually employ several supervisory practices.

In Ghana, Ministry of Education only provides the framework for the supervisory practices of visiting classrooms, appraising and checking teachers work done, but the specifics are left to the supervisors to deal with. Typically, these practices, which mainly consist of the activities that head teachers do while meeting with teachers, are determined by the heads themselves. This study aims at investigating the perceptions of teachers and head teachers in Tafo public junior high schools regarding head teachers' supervisory strategies.

Sergiovanni (2009) emphasized that the role of head teachers includes several tasks. According to Sergiovanni (2009) there are a lot of dimensions for school supervision. While working at schools, head teachers often utilize different supervisory practices to undertake the tasks of visiting teachers in their classrooms and also to check teacher's record of work. Typically, head teachers are expected to work as instructional leaders, staff developers, classroom mentors, evaluators, and curriculum and instruction developers. Also they have to properly and effectively communicate with teachers in a way that maximizes the good outcomes of these tasks (Sergiovanni, 2009).

Although teaching and supervision are theoretically distinct, they are, in fact, bound together and mutually reflect and reinforce one another. There is a pressing need to know how supervisors view their performance while working with teachers. Simultaneously, there is a similar need to know how teachers view their supervisors' performances (Sergiovanni & Starratt, 2002). Comparing these two views and tracing the areas of

agreement and the areas of disagreement is an essential step in the process of any improvement endeavor.

According to Musaazi (2002) there is considerable body of literature exploring different aspects of the supervision process in schools. Part of that literature reports investigations of the perceptions of supervisors about the supervisory strategies (Tyagi, 2009; Hoy & Forsyth, 2006). In order to bring effective education through improved teaching and learning process, head teachers instructional supervision should be cooperative and should get serious attention in schools. In light of this, it is quite useful to assess the current practices of instructional supervision in junior high schools in Old - Tafo Municipal.

Statement of the Problem

The ability of teachers to render co-operative effort willingly determines the extent to which junior high schools achieve the goals and objectives of schools. However, some teachers fail to perform creditably without effective supervision to ascertain whether their performance meet the required standard. The extent to which teachers carry-out teaching activities depends on the kind of instructional supervision the heads provide.

There seem to be laxity on the part of teachers in performance of the professional roles. There are probably constant cases of absenteeism, persistent lateness to school, irregular and other forms of indiscipline perhaps work against the attainment of educational goals in junior high schools.

Instructional supervision focuses on teacher's professional growth to enhance the instructional practice in schools and to bring about the desired change of learning

achievement for the students (Mohanty, 2008). In line with this, Gongera (2013) indicated that head teachers instructional supervisory practices are significant for individual teacher's professional development, school improvement, and satisfaction of parent's demands. To this end, head teachers instructional supervision should be well planned and organized to accommodate the central interest of teachers, students and the society. Head teachers instructional supervision thus has much importance. According to Archibong (2012), head teachers instructional supervision practices are vital for the continuous professional development of teachers and the overall enhancement of quality education. This study was carried out to investigate supervisory practices of junior high school head teachers.

Purpose of the Study

The main purpose of this study is to determine the kind of instructional supervisory practices head teachers of Junior high schools in Old - Tafo Municipal.

Objectives of the Study

The study was guided by the following objectives;

- i. To determine supervisory skills the head teachers use in carrying out their supervisory practices
- ii. To examine the instructional supervisory practices head teachers employ in their supervisory roles
- iii. To find ways of improving supervisory practices of head teachers

Research Questions

The study intends to answer the following basic questions:

- i. What supervisory skills do head teachers use in carrying out their supervisory practices?
- ii. What instructional supervisory practices do head teachers employ in their supervisory roles?
- iii. In what ways can supervisory practices of head teachers be improved?

Significance of the Study

The findings of this study will be significant in various ways: first, it will provide an insight into the instructional supervision practices used by head teachers and how they contribute to good academic performance in schools in Old - Tafo Municipal. Secondly it will serve as a point of reference for head teachers in Old - Tafo Municipal on supervisory skills that would lead to improved teachers job performance. It will also enhance the head teacher readiness in solving problems that emanate from lack of instructional supervision. The findings of the study will be invaluable to the Ministry of Education (MOE) on issues pertaining to training needs for head teachers. This will be significant towards the achievement of better results in the BECE examination.

Limitation of the Study

Limitations of a study are those conditions that are beyond the control of the researcher which may place certain restrictions on the conclusions of the study (Creswell, 2003). Undertaking this research work, the researcher was faced with number of problems namely: time constraints, funding, unwillingness of respondents to submit questionnaire and interviews. The major fundamental problems faced by the researcher were finance which were not readily available for the research. Some of the respondents were also unwilling to disclose certain vital information to support the analysis of the research.

Lastly, this study was undertaken while teaching and writing semester examination which contributed to split the limited time at the researcher's disposal. Inadequate time also caused the sample size to be small. Notwithstanding the limitations enumerated above, the researcher was able to manage these limitations and complete the project.

Delimitation of the Study

The study was delimited to instructional supervision. The study involved head teachers of public junior high schools of the Old - Tafo Municipal.

Definition of Terms

Supervision: The process of checking teachers to ensure they are working appropriately.

Instructional supervision: The process of checking teachers to ensure that appropriate instructions are given.

Organization of the Study

The study is organized into six chapters. Chapter one deals with the background to the study, statement of problem, purpose of the study, objectives of the study, research

questions, significance of the study , delimitation, limitations and organization of the study. Chapter two covered review of available literature relevant to the study, while chapter three focused on research methodology. It included population, sample and sampling techniques, instrument for data collection, pilot - testing and data analysis. Chapter four dealt with the presentation of result of the study. Chapter five dealt with discussions of findings, while chapter six covered the summary of the research findings, conclusion, recommendations and suggestions for further research.



CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

In this chapter, the researcher reviewed literature on the studies that have been done on instructional supervision. The literature review will be done under the following headings:

- a. The Concept of Supervision
- b. Instructional Supervision
- c. The purpose of instructional supervision
- d. Instructional Supervisors
- e. Models of Instructional Supervision
- f. Skills of Instructional Supervisor
- g. Supervisory Practices
- h. Classroom Visitation
- i. Checking Teachers' Records of Work
- j. Checking pupils' exercise books
- k. Summary of Literature Review

The Concept of Supervision

Supervision has been defined variously by different scholars. According to Atweh (2004) supervision is an attempt through second intervention to ascertain, maintain and improve the quality of work. According to Beach & Reinhartz (2009), supervision is termed as that phase of administration aimed at achieving specific school goals and objectives. Babbain (2004) defined supervision as the ability to perceive desirable

objectives in school and to help others contribute to the vision in accordance with the process of bringing about improvement.

Supervisory management is an important tool of management. The supervisor in an organization acts as the link between the management hierarchy and the employees at large. Al-Khatib (2003) envisions supervisors as conduits through which an organization demonstrates their commitment or lack of commitment to the employees. According to this publication supervisors are responsible for providing work related information, instructions and resources. They must also be able to give both positive and corrective feedback that is timely and fair. Dolgoff (2005) considers supervision as that dimension or phase of educational administration concerned with improving instructional effectiveness. His definition concurs with Beach & Reinhartz (2000) who defined supervision as that phase of school administration focusing primarily on the achievement of appropriate instructional expectations of education. From these definitions, it is clear that supervision is an ongoing activity that is purposeful and often carried out towards achieving instructional effectiveness.

There are various forms of supervision namely: general supervision, instructional supervision and clinical supervision. Instructional supervision, which is the focus of this study takes place inside the classroom and is concerned with students learning in the classroom. It involves all those activities undertaken to help teachers maintain and improve their effectiveness in the classroom. This form of supervision requires face to face examination of the actual teaching process, recording of data concerning these activities and using this information to guide and counsel the teacher with the aim of improving his/her effectiveness. This form of supervision is sometimes described as “clinical

supervision” (Dolgoff, 2005). According to Miller & Miller (2007) clinical supervision is that aspect of instructional supervision which draws upon data from direct first hand observation or the actual teaching process, or other professional events and involves face to face and other associated interactions between the supervisor and the supervisee. This kind of supervision can enhance professional growth and development in a number of ways. It helps the supervised teacher to improve his skills and to develop a positive attitude towards his/her profession. In a school set up, administrative supervision is carried out by the school’s principal. When it comes to efforts to improve the quality of the school, the principal should be the person to look up to. De Grauwe (2001) argues that a school is known to be an instrument of change and reforms in the society and principals are said to be the pivot of such reforms and changes.

Instructional Supervision

Instructional supervision on the other hand is concerned with the pupil learning in the classroom. All those activities which are undertaken to help teachers maintain and improve their effectiveness in the classroom characterize instructional supervision. It also includes all those activities by educational administrators that may express leadership in the improvement of learning and teaching, such as observation of class instruction, conducting teachers meetings, conducting group and individual conferences and reorganizing curriculum (Duke, 2007).

The other concept in instructional supervision is called clinical supervision. Goldhammer (2009) defined clinical supervision as that phase of instructional supervision which draws its data from the first hand observation of actual teaching events and involve

face to face (and other associated interactions) between the sponsor and the teacher in the analysis of teaching behaviours and activities for instructional improvement.

The Purpose of Instructional Supervision

Goldhammer (2009) argues that one of the purposes of supervision is to offer guidance to the teacher so that he can become complete, self-analysis, self critic and self improving. Instructional supervision without advice is a somewhat sterile activity which is unlikely to be acceptable to teachers. Generally, the purpose of supervision include: assessment of teachers work based on suitable criteria; provide a basis for concrete and constructive advice to improve the quality of educating the children. Supervision helps teachers to learn their problems and seek the best method of solving them: encourages the school to make a systematic effort to help pupils understand themselves and their feelings and be able to monitor their behavior (Oliva & Pawlas, 2007).

Effective supervision gives teachers security and helps them to develop confidence and the ability to isolate, analyze problems and develop problem solving techniques. It helps to determine whether a teacher should be transferred, promoted, detained or dismissed. It helps in assessing the 'tone' of the school and in identifying some of its most urgent needs; know the effectiveness of classroom management by the teacher; and provide a guide for stall development(Wiles & Bondi, 2006).

Instructional Supervisors

Beach and Reinhartz (2000) defined an instructional supervisor as any individual who functions in a supervisory position in the school and has the responsibility of working with teachers to increase the quality of student learning through improved instruction, and an instructional supervisor may include the head teacher, assistant head teacher, specialist consultant, and curriculum director. According to Eyre (2003), an instructional supervisor refers to an individual charged with the primary responsibility of providing leadership to teachers for the improvement of instruction. Locke (2010) concluded that, ideally, supervisors provide help to all teachers, experienced and inexperienced, effective and ineffective. Therefore, an instructional supervisor is an individual who works with teachers closely to facilitate their instructional performance with the object of improving student academic achievement. The literature suggested that school head teachers are the chief instructional leaders of their schools (Glickman, 2002; Dolgoff, (2005). The ideal of the head teacher as an instructional leader has also been voiced in the works of other writers (Fullan, 2001).

Models of Instructional Supervision

Models of supervision have been designed and implemented for instructional leaders to work with teachers on improving instructional practice. Although the following models were developed for improving instruction, several of these models have been incorporated in other fields such as health care, mental health, and counseling (Delano & Shah, 2007).

The clinical supervision model was developed in the 1970's and promoted a nonjudgmental collaborative effort between supervisors and teachers that featured a cycle of pre-observation conference, observation, analysis and strategy, post-observation conference and analysis (Al-Khatib,2003). The purpose of the clinical supervision process is the development of a self-directed and reflective teacher who is open for input from a supervisor (Goldhammer, 2009). In the first phase, the school leader meets with a teacher to discuss all aspects of a lesson in a pre-observation conference. The school leader in the second phase goes in and takes notes on the actual lesson and in the third phase the school leader will analyze the lesson and then meet with the teacher to discuss what they observed and offer suggestions that improve instruction. A new cycle will begin with each new observation and once a positive relationship exists between the supervisor and teacher, the first step of establishing a teacher-supervisor rapport may be omitted (Goleman, 2003).

Collegial supervision emerged in the 1990's and it proposed that teachers would work on improving their instructional practice with input from their peers and school leaders (Goldhammer, 2009). The clinical supervision model was built for a hierarchical supervision relationship between the school leader and the teacher supervision attempts to provide horizontal teachers. Teachers as well as principals can participate in the supervision process. Supervising teacher's work, the school leader may provide additional input on instructional practice for the purpose of instructional improvement. Differentiated Supervision was designed to give teachers significant options in the kind of supervision they may receive (Glickman, 2000). This model has a hierarchical supervision relationship similar to the collegial supervision model by placing the teacher in equal status concerning their supervision to the school leader. Differentiated supervision gives teachers control

over their professional development and their choice of support they receive from their school leaders (Zepeda, 2007).

All school leaders must be able to help teachers improve their instruction and all of these models can be used to assist the instructional leader in improving instruction. Even though each model has aspects that are research-based, there are no actual data comparing effectiveness of these models of supervision.

Implementing direct instructional strategies requires that school leaders have a depth of content knowledge on effective instructional practice and a thorough understanding of models and strategies of supervision. Both the walkthrough observations and instructional supervision experiences can be used to effectively improve the instructional practice of teachers. Even though both strategies are similar, the instructional supervision process is more involved and requires additional training to master. The next section examines how school leadership preparation programs provide the content and the practice that will prepare future school leaders with the training to successfully implement instructional supervision (Glickman, 2000).

Skills of Instructional Supervisor

There is a growing body of research that discusses what attributes or skills are perceived as necessary for a head teacher as instructional supervisor to be effective (Flath, 2009; Fullan, 2001; Oliva & Pawlas, 2001; Wiles & Bondi, 2000). Research describes the importance and value of relationship and communication skills in an environment that involves students, parents, teachers and other professionals (Garmston, (2007; Sergiovanni, 2001). Being an effective communicator, acting as a good role model or supervisor and managing time effectively were considered to be the major ways

supervisors could fulfill such responsibilities (Garmston, 2007). When a head teacher demonstrates open and honest two-way communication skills, models effective time management, and provides teachers with an overall positive role model it goes a long way to set the tone and direction of the work climate (Sergiovanni, 2001).

Communication that is open and two-way can lead to clarity of meaning and building of trust (Harden, 2008; Law & Glover, 2000). Just as communication skills can be learned, so too can interpersonal skills, and both skill sets need to be practiced to create better and more satisfying relationships (Oliva & Pawlas, 2001). In contrast, an unhealthy, negative workplace can be described as being rife with poor two-way communication, divisiveness, conflict, and low teacher's morale (Oliva & Pawlas, 2001). When teachers are given open, honest, and regular feedback, teachers feel respected and valued (Sergiovanni, 2001).

The skills for managing and resolving conflict are essential for supervisory practices to be successful (Oliva & Pawlas, 2001). Effective two-way communication through trust, understanding, and valuing another person's perspective, is a necessary component of empathy and managing conflict (Oliva & Pawlas, 2001; Sergiovanni, 2001).

Head teachers who recognize the importance of developing relationships with others and accepting diversity in people are often able to foster teachers' involvement and are more successful with teachers "buying into" an idea or initiative (Oliva & Pawlas, 2001; Wiles & Bondi, 2000). Such head teachers tend to act in an authentic and transparent manner with a view to developing an atmosphere of trust. Building relationships with teachers can help these teachers feel supported and may result in the teachers becoming

more involved. Lacking trust, teachers may not be motivated to invest their time (Sergiovanni, 2001).

The importance of creating a climate of collaboration in the workplace is highlighted in the available literature (Fullan, 2000; Sergiovanni, 2001). Sergiovanni (2001) argues that a support network of peer coaching and a mentor system is beneficial for teachers and administrators. While other studies on professional collaboration indicate the importance of establishing a climate of trust and helping teachers to develop proficiency in consensus-building, decision-making, and to deal with conflict resolution (Fullan, 2001; Oliva & Pawlas, 2001), issues such as a lack of a lifelong learning edict, lack of co-operation, time constraints, and isolation were noted to impede collaboration (Glanz & Sullivan, 2000).

Supervisory relationship is possible only if head teachers are trusted to have their own emotions under control (Sergiovanni, 2001). If a head teacher does not act ethically and build trust through their own reliability and authenticity, then teachers will learn to mistrust (Wiles & Bondi, 2000). Trust is valuable in establishing that teachers are "on board" with the vision and generating involvement of the group (Fullan, 2006; Garmston, 2007). The mistakes that leaders tend to make are usually classified under the category of poor human relations skills (Garmston, 2007). What separates effective leaders from the other leaders seems to involve the ability to value and nurture relationships through the ranks (Fullan, 2006; Sergiovanni, 2001). Trust and rapport appear to be necessary for development of cultures of learning (Sergiovanni, 2006; Wiles & Bondi, 2000).

Garmston (2007) indicated that instructional supervisors should exhibit many professional skills. These skills include: pedagogical skills, evaluation skills, disciplinary

skills, motivational skills, reportorial skills, management skills, interactive skills and analytical skills.

Pedagogical skills include mastery of subject matter, teaching methods, improvisation, presentation of content, preparation of lesson notes and lesson plans and units. This will influence the teachers since they will view the instructional supervisor as an expert who has valuable skills and knowledge. It is therefore important for the head teacher to work to become an expert and seek out common principles and practices so that he/she has something to offer to teachers as well as skills in observation. Evaluation skills involve questioning, continuous assessment tests and examination skills.

Disciplinary skills include class control, punishment, use of rules and regulations and maintenance of order. The head teacher must have the ability to accommodate or tolerate and if possible provide guidance and counseling services to the pupils. This is the only way genuine love and concern, positive and acceptable disposition between and among teachers and pupils can be realized. These results in a harmonious interpersonal relationship between teachers and students and this could engender learning and attainment of educational goals. However there are situations, where force is useful: where a teacher is failing, it may be necessary to insist that certain things be done if unpleasant consequences are to be avoided. This may be applied when getting some teachers to try new ideas which they may not be willing to adopt (Massie, 2009).

Motivational skills on the other hand include issues bordering on rewards and reinforcement (Lussier and Achua, 2007). This is the way of boosting the morale of the teachers and the pupils and has the capacity of instigating increased performance. Head

teachers have an influence that could encourage teachers to move in a certain direction. They have considerable influence on promotion which will have an effect on the way the teacher will regard his/her advice. Teachers can also be rewarded through approval, encouragement and practice. On the other hand, reportorial skills include documentation of report cards, class register, log book and attendance book (Lussier & Achua, 2007).

Head teachers also require management skills such as skills on time management, good use of teaching aids, difficult situation and student's behaviour (Goleman, 2003). This is in view of the fact that primary school head teachers are so weighed down by routine administrative burdens. In the absence of good time management the head teachers may lack time for supervisory roles such as walkthroughs and observation of teachers as they teach (Goleman, 2003).

Also of importance are interactive skills which include creation of rapport, teacher's personality and general characteristics and cooperation. Katz (2005) argues that the importance of any office will rise or fall to the level of the occupant. His/her ability to inspire people, verbalize their thoughts and turn them into actions and make an emotional connection with them are some of the attributes that will cause one to be remembered as a leader. The head teacher is a trusted personal friend who ought not to be offended and this is beneficial because it represents the best relationship that instructional supervisors can form within the establishments for which they are responsible (Katz, 2005).

Head teachers require analytical skills which include possession of statistical computation skills and interpretation of data. This enables instructional supervisors to understand the internal and external environments in which they work and the effects of change in one or

more of these environments on their organizations. These skills, Katz (2005) observes, can be expanded through further training and staff seminars.

Instructional supervisors therefore, need to be sponsored to seminars and workshops. This will enable them to update their knowledge and skills on modern and acceptable techniques in instructional supervision. Massie (2009) and Hopkins (2001) in their studies found out that qualified supervisors contributed significantly to teachers' achievements inside and outside the classrooms.

Katz (2005) indicates three interrelated basic skill of supervisory personnel. These skills are technical, human and conceptual skill. The details of these skills presented briefly as follows.

Technical skill implies an understanding of and proficiency in a specific kind of activity particularly one involving methods, processes, procedures or techniques (Katz, 2005). According to Kadushin (2002), technical skill includes proficiency and clear understanding specific activities involving a process, procedures and techniques. It consist specialized knowledge and ability to perform and helps to accomplish the mechanical demanded in performing a particular job such as pupils and looking in to general working techniques of scholars.

Neagley and Evans (2000) explained that in education; technical skill assumes an understanding of and proficiency in the method process, procedures and techniques of teaching and learning activates. Therefore, in order to manage the teaching learning activities properly and improve the teaching learning process, the supervisor must have adequate technical skill than other skills.

According to Neagley and Evans (2000) human relation skill could be verified as the executives, ability to wear effectively as a group member and build cooperative effort within the team he/she heads. Griffin (2004) reveal that human skill includes the ability to work with others, to win cooperation's, being able to communicate idea and beliefs to others, and what ideas others are trying to convey to their group members. Sergiovanni (2009) suggested that, benefits of supervision in smooth and good interpersonal relationships with the employees are: Know and respect the individual characters, talent and potentials, Help to avoid teachers frustration, can approach in which teachers fell free to express problems of concern to them, Recognize good work and make use of every opportunity to complement teachers for work well done and for improvement noted, Assist teachers in devising technique for creating and maintaining good classroom discipline, Encourage giving constructive in a friendly, firm and positive manner.

Conceptual skill relates to the ability to integrate and coordinate the organizations activity (Sergiovanni, 2009). In a sense, it concerns the ability, to see the "total picture", how parts of the organization fit together and depend on each other, and how a change in one part of the organization can cause a change in another part.

Kadushin (2002) defined conceptual skill as the ability to view the organization as a whole: recognizing how the various function of the organization depend on one another, and how changes in any one part affect all the other, hence, in order to advance the overall welfare of the total organization, the supervisor be able to master the conceptual skill. This skill includes the effective mapping of interdependence for each of the components of the school as an organization, the educational program as an instructional system, and the functioning of the human organization in general (Sergiovanni, 2009). Hence, the

development of conceptual skill relies heavily on a balanced emphasis of administrative theory, organizational, and human behavior.

Supervisory Practices

The success of any institution solely depends upon the head and therefore the success of any school in meeting the stated goals and objectives principally depends on its chief administrator (Hunsaker & Hunsaker, 2009). Garmston (2007) observes that heads of schools are managers of schools responsible for the daily co-ordination of the various activities going on in the school. Sergiovanni (2001) also outlines one of the functions of the head teacher as being responsible for the overall management, control and maintenance; and standards in the school. According to Garmston (2007) delegation of authority to the school will enhance more monitoring and accountability by the supervisor. The head teacher thus bears the responsibility of being an instructional leader, supervisor and inspector. He/she should interpret the educational policies and objectives and implement the curriculum.

Hunsaker and Hunsaker (2009) view an instructional leader as an administrator who emphasizes the process of instruction and facilitates the interaction of the teachers, pupils and the curriculum. This implies that it is only through the effectiveness of supervision of instruction that head teachers are able to reinforce and enhance teaching practices that will contribute to improved student learning. This can be achieved through the following supervisory strategies (Hunsaker and Hunsaker, 2009).

Classroom Visitation

Head teachers classroom visitation refers to a process by which the principal as a supervisor visits the classroom to observe the teacher and students in action. According to Newstrom and Bittel (2002) classroom visitation is a procedure by which the educational leader who possesses wisdom can be of great assistance in aiding the teacher to improve both his instructional techniques and the learning process of the student. The main purpose of the principals' classroom visitation according to the definition is for the improvement of the teaching/ learning process.

To successfully carryout the classroom visitation however, the visit has to be planned. Newstrom and Bittel (2002) noted that teachers are always fearful and scared of supervision and as such do not take it in good faith. Since supervision is inevitable, it behooves the supervisor to plan his visitation with the teacher to dispel teachers' fear and anxiety. To carry out a successful and harmonious visitation, Sergiovanni (2001) advocated the following practices: Existence of good rapport between teachers and supervisor, so that the latter would not be seen as an enemy, the supervisor should carefully prepare the visit and should enter the classroom as unobtrusively as possible, a conference should precede and follow the visit, the supervisor should concentrate on the total learning situation, students – teacher behaviour and the attitude of the students, visitation should be at the approval of the teacher, the supervisor should attempt to discover strong points in the learning situation, discuss the past during conference and give credit where it is due and the supervisor should never openly show disapproval of what happens in the classroom, rather, should make complimentary remarks before leaving the classroom.

Sergiovanni (2001) emphasized mutual teachers – supervisor relationship during classroom observation. The implication according to him was that before engaging him in

a pre-visit conference which might also be instrumental in dispelling teacher apprehension of the forth-coming visit and could provide the principal with the teachers' intentions so that both could share a framework of meaning and understanding of the teachers' reasoning premises, doubts and explicit professional motives. Apart from the pre-visit conference, other facets of classroom visitation would be real observation period and the post visit conference. Since the supervisor observes the lesson so that he may later analyze it with the teacher, Garmston (2007) pointed out that it is crucially important that the data constitute a true, accurate and complete representation of what took place. This would be so because, if the data was seriously distorted, then the whole exercise becomes worthless.

The relationship between teachers' and students is another important area that the supervisor would pay attention to during classroom visitation if teachers' job performance should be improved upon. Because (besides) using classroom visitation technique for the enhancement of teachers' job performance demand more time from principals (,) the principal should also consider instruction improvement as a top priority in statutory role. It became rather unfortunate that many principals never spend much time in visiting classes for the purpose of supervision (Garmston, 2007).

As the instructional leader the head teacher should visit the classrooms frequently to encourage the observation of teachers and then organize post-supervision conferences where issues of supervision could be deliberated. Such conferences enable teachers to discuss problematic areas with the supervisor. This encourages teachers to be keen on their work and mistakes detected in the course of supervision are corrected immediately (Garmston, 2007).

Glickman (2001) attributes poor pupil performance in public schools to ‘armchair’ head teachers who do not know what goes on in the classroom. He argues that ineffective instructional leadership leads to delinquent behavior among some pupils and their subsequent failure in national examinations. Garmston (2007) concurs with this statement in his argument that head teachers need to observe their teachers formally on a regular basis, make notes in the classroom and work with a clear commitment to discussing their observations with a teacher promptly in order to provide for in-school professional development. He adds that there is the need to monitor the standards being achieved by their pupils, develop and implement strategies for the systematic monitoring of the work of their schools in order to evaluate standards of achievement, curriculum strengths and weaknesses and the quality of teaching and learning (Garmston, 2007).

Physical observation of lesson presentation is the only way a head teacher can gain an insight into the quality of teaching and learning in the school. Blasé and Blasé (2009) observes that the instructional supervisor can only be able to access the teachers potential for excellence through watching the teacher present a lesson which he/she has prepared. Garmston (2007) observed that through these visits, the supervisor can have an insight into quality benchmarks and performance.

According to Drake and Roe (2003), supervision of instruction through classroom visits may include; walk - throughs, informal class observations and formal class observations. A walk- through is an observation interlude lasting a minute or two which provides a quick look at teacher performance and environmental factors in the classroom. This is a more appropriate method since it is impromptu unlike the formal and informal which are planned and scheduled for by both the supervisor and the teacher. An informal

visit on the other hand is an announced visit lasting more than ten minutes. During such a visit, the teacher's practices are observed and documented (Drake and Roe, 2003).

A formal observation is an announced visit lasting an agreed upon amount of time. According to Drake and Roe (2003), during the observation, the head teacher records what the teacher and the pupils say. The formal observation has a pre and post conference session where the supervisor and the teachers hold a discussion on the lesson.

During lesson presentation the instructional supervisor is required to carefully pay attention to the introduction of the lesson and the teacher's ability to maintain the attention of the pupils throughout the lesson, teacher's knowledge of the subject matter in terms of structure and sequence, the teacher's voice quality, speech, clarity of expression, intelligibility and appropriateness of learning materials (Drake and Roe, 2003).

Drake and Roe (2003) noted in her study that head teachers need to consider teachers' use of classroom management techniques such as pupil's participation in class activities, discipline, rewarding skills to reinforce good performance and conduct and the ability to identify cases and causes of pupil misbehavior. Teachers have a wide variety of teaching styles but of worth noting by supervisors is the fact that teaching is said to be effective if the stated objectives are achieved. The supervisor therefore needs to determine whether the teacher has achieved his/her stated lesson objectives (Gupton, 2003).

Checking Teachers' Records of Work

Record keeping is an important component in the running of the school. Teachers are required to make and maintain records such as the schemes of work, lesson plan, and

records of work, mark books, progress record books and attendance registers. Gupton (2003) in a research carried on how supervision impacted on curriculum implementation in schools found out that through supervision in the areas of checking teachers' records, a positive impact was realized in academic performance of pupils. Gupton (2003) observed that head teachers assessed and advised teachers on proper preparation and keeping of professional records.

Johnson (2000) stated that a scheme of work is an action plan made by teachers as a part of preparation to teach. It is a breakdown of the topics in the syllabus into teachable units. It shows what is to be taught at any particular time and the relevant learning activities for the lesson. It is therefore imperative for supervisors to check whether the teacher has adhered to the syllabus in terms of scope and depth, the learner's intellectual level and also the appropriateness of learning resources (Johnson, 2000).

The lesson plan is an indication of the level of teacher's preparedness and his/ her effort in gathering information relevant to the lesson. This implies that a poorly written lesson plan reflects on the quality of the teacher and his/ her level of commitment to teaching. Young and King (2002) note that supervision of the lesson plan should be based on the clarity and appropriateness of the learners' behavioral objectives, selection of appropriate teaching/learning resources, selection of appropriate evaluation techniques to determine achievement of objectives and the adequacy and relevance of lesson notes. Teaching can only be said to be effective if the stated objectives are achieved. Johnson (2000) found that teachers prepare and structure their lessons better when instruction in the school is regularly supervised. In essence this had direct implications on interpretation and delivery of the curriculum by the teacher and the resultant achievement by the learner.

Checking Pupils' Exercise Books

Pupils' exercise books and lesson notes reflect the work load covered in class by teachers. It is the head teacher's role to regularly inspect on the pupil's exercise book/lesson notes to ensure that the school syllabus is covered appropriately and assignments are marked. Johnson (2000) indicated that the head teachers' supervision strategy of checking pupils' exercise books/lesson notes improves students' academic performance. Dolgoff (2005) on the other hand found out that there is significant impact on checking pupils' notes on students' academic performance. The findings agreed with Al-Khatib (2003), who noted significant impact in checking of student's notes on academic performance.

Strategies for Improving Supervisory Practices

According to Eghomwan (2008) one of the key strategies for improving head teacher's supervisory practices in training and retraining of head teachers. Mcityre (2011) added that the training of and the retraining of head teachers should be taken seriously as re – training of head teachers update the head teacher's job roles. Special training centers where experienced and practicing head teachers are available should be established for this purpose. This is important because the ideas of using old or obsolete techniques or method negate the spirit of the job roles. According to Hoy & Miskel (2008), head teachers could be sponsored to seminars and workshops or conference to update their knowledge and skills on modern and acceptable techniques of supervision.

According to Peretomade (2010), the degree of knowledge available to head teachers is acquired in two ways namely: Pre-service training and in-service training. Most

head teachers in basic schools have under-gone the pre-service training prior to employment. However, in-service training for these head teachers has remained a luxury over the years for head teacher's work effectiveness.

Head teachers shape the direction and influence to a great extent other educational inputs to achieve the stated goals of their schools. The extent to which this can be done depends on the quality of training received by head teachers since the quality of educational outcomes depends to a great extent on the quality of head teachers' instructional supervisory roles. Lynton (2012) indicated that the development of teachers and learners in terms of the quality of education is dependent on the quality of knowledge on the supervisory roles.

Summary of Literature Review

This chapter reviewed literature on the instructional supervision of head teachers. The head teachers as instructional supervisors should possess prerequisite supervisory skills such as conceptual, human relations and technical skills (Lynton, 2012). A study done by Hoy & Miskel (2008) revealed that most head teachers dominantly exercise the supervisory practices of classroom visitation and checking of teachers' records of work. Nonetheless, ways on improving head teachers supervisory practices was also reviewed.

CHAPTER THREE

METHODOLOGY

Introduction

This chapter presents a description of the research design and methodology used in this study. Also it provides an overview of the research study, a description of the

instrument selected for data gathering, the population and sample and the survey procedure used.

Research Design

In an attempt to determine the instructional supervisory practices head teachers of Junior high schools in Old - Tafo Municipal provide, two methods of enquiry that complement each other were used (Bryman, 2008), namely, the positivist and interpretive approach(pragmatic). Johnson & Onwuegbuzie (2004) argue that absolutist claims for either the positivist approach or the interpretive one are wrong and that it makes more sense to combine the two approaches. This view is also supported by Creswell (2012) in noting that when both quantitative and qualitative researches are brought together, their strengths are combined and the outcome is likely to be a better understanding of research problems than when either approach is used alone.

This study used mixed method research approach where quantitative and qualitative research paradigms were employed. Logically, quantitative research plus qualitative research is equal to mixed research design. Using only a quantitative or a qualitative approach in a research falls short of what is used in the social and human sciences today (Creswell, 2003; Tashakkori & Teddlie, 2003). On the account of this, I considered mixed research design to be my choice of design for this study. Apart from the fact that mixed research design suit most the purpose of the study and will provide answers to the research questions, my philosophical assumptions – pragmatism which underlines this study played an important role in my choice of mixed research design. Proponents of mixed research design adhere to the compatibility thesis (Johnson & Christensen, 2004) as

they explain that quantitative and qualitative research methods are compatible and they can both be used in a single research study. They also believe that adopting a mixed method design is pragmatic since the researchers are not committed to any system of philosophy and reality.

Importantly, my choice for mixed research design was linked to my intention to gather the same type of data via different means. Also, as a means to triangulate knowing that triangulation will be useful in cross checking between data collected. The advantages of mixed method together with my personal reasons above are my reasons for choosing mixed research design for this study. The advantages of mixed research design according to Creswell (2009) include:

- i. It is complimentary, because overlapping and different facts of a phenomenon may emerge;
- ii. It helps to integrate results;
- iii. It helps contradictions and fresh perspectives to emerge;
- iv. It is developmental because the quantitative method is used sequentially to help inform on the qualitative method;
- v. And mixed research design adds scope and breadth to the study.

The second purpose of using a mixed method design was to use both the responses to be obtained from the questionnaire and those from the interviews to provide a comprehensive analysis of the research questions asked. Another reason was the possibility of using the results from one instrument to confirm or corroborate findings from the other (Creswell, 2003).

Target Population

According to Cohen, Manion and Morrison (2011) target population comprises all the members of a real or hypothetical set of people, events or objects to which a researcher wishes to generalize the results of the study. This study targeted 12 head teachers and 86 teachers in public junior high schools in Old - Tafo Municipal.

Sampling Procedure

To sample the research subjects to participate in the study, the investigator applied census sampling technique. This involves collecting data from all individuals in the target population due to the small nature of the population. It is called a census sample because data is gathered on every member of the population. To Tashakkori (2008), there are advantages to using a census or sample to study a population: provides a true measure of the population (no sampling error), benchmark data may be obtained for future studies and also detailed information about small sub-groups within the population is more likely to be available. The researcher used purposive sampling to sample 10 of the head teachers to participate in the collection of qualitative data.

Sample Size

Sample is a part of the target population that has been procedurally selected to represent it (Creswell, 2009). A sample size of 96 comprised of 84 teachers and 10 head teachers participated in the study. There are 12 junior high schools in the study area and each school has 7 teachers making 84 teachers and 10 head teachers.

Research Instruments

The research instruments used included teachers' questionnaire and interview schedules for head teachers.

Questionnaire

The researcher used questionnaire because of its advantages like; easy to administer on a large population which is largely literate, teachers and head masters who were the main respondents are literate. Questionnaires require less time and money compared to other methods like focus group discussions (Bryman, 2004). On the other hand, a questionnaire requires some level of expertise to develop. Some respondents may not be honest in their answers thereby distorting the overall findings of the study. Also, some respondents may not fully understand some aspects of the questions while some may misinterpret the question as the researcher may not be around to clarify or respond to respondents' queries. Another setback to questionnaire is that participation on the part of respondents is voluntary so many people may refuse to complete the questionnaire while some may not return completed questionnaires. The questionnaires contained items on a Likert-type scale. All of the questions were closed-ended.

Questionnaire for the respondents had two sections, i.e., section A and B. Section A collected data on respondents background information. Section B had 30 items that collect data on subject under investigation. Items 1 to 5 measures head teachers' classrooms visitation, items 6 to 11 also measures checking of teachers records by head teachers. Moreover, items 12 to 23 measure head teacher's supervisory skills. Within this, items 12 to 15 measure head teacher's conceptual skills, items 16 to 19 measure head teachers' human skills and items 20 to 23 measures head teachers technical skills, while

items 24 to 30 measures ways of improving head teachers supervisory practices. All of the questions were of 4-point scale ranging from strongly disagree (1) to strongly agree (4).

The Semi-Structured Interview

The semi-structured interviews (lasting about sixty minutes each) allowed for consequential interaction between the researcher and participants (Bazeley, 2013). Their advantage was that, while they were reasonably objective, they also permitted “a more thorough understanding of the respondents’ opinions (Bogdan & Biklen, 2003). The semi-structured interviews combined objectivity and depth, and generated valuable data that could not be successfully obtained using any other approach (Elliot, 2005). They enabled the researcher to elicit meaningful data through a comprehensive strategy in the form of open-ended questions (Creswell, 2012).

The researcher introduced the topic and thereafter guided the discussion by asking specific questions. The researcher ensured that she did not control the content so rigidly that the interviewee could not tell their story personally in their own words. Words (language) familiar to the participants were used during the interview so that they could respond to something they understood. Although an interview guide was used, the semi-structured interviews offered the interviewer considerable latitude to pursue a range of topics and offered the interviewee the opportunity to shape the content of the interview.

Trustworthiness

To ensure trustworthiness and increase the degree to which the results of my study could hold true as well as inform other studies, I undertook the following measures:

First, I provided a detailed description of the research setting such as participants' demographics. Similarly, an attempt was made to describe the findings of this study exhaustively. The intention was to provide information, which could inform other audiences and help in determining whether the study results are applicable to their situations. By describing a phenomenon in sufficient detail, one can begin to evaluate the extent to which the conclusions drawn are transferable to other times, settings, situations, and people (Auerbach & Silverstein, 2003).

Secondly I discussed the emerging data and its interpretation with a well-informed critical friend who consistently commented on my study since its formulation. Her feedback was valuable in shaping my field activities as well as data interpretation.

Further, I recorded as much data and as accurately as possible as well undertook member checks with participants to ascertain that data recorded reasonably represents their accounts. Some participants were amused after they read the transcriptions but did not dispute the accuracy of the information. Use of an audio recorder enabled me revisit events (Creswell, 2012) and conversations especially where I was in doubt. I kept an audit trail by recording details of my activities and the nature of data collected such that an independent person could authenticate the accuracy of my results.

Finally, I worked closely with my supervisor at all the stages in the research process.

Piloting of the Research Instruments

The researcher carried out pilot study before the actual administration of the instruments. It was done to test reliability and validity of the instruments. According to Cohen & Manion (2001), a pilot study is important in testing the validity of the research instruments and to ensure clarity of the language used. Since piloting does not need a big

sample, the researcher randomly selected three junior high schools for the pilot study. The schools selected were the following; AAA JHS, BBB JHS and CCC JHS. Three head teachers and twenty teachers of the above mentioned schools were pilot tested and was positive to continue the work.

Validity and Reliability of Research Instruments

According to Creswell (2003), validity is the degree to which a test measures what it is supposed to measure. This study used content validity which measured the degree to which data collected using the questionnaire was representative in terms of the desired content. In order to ascertain content validity the researcher conducted a pilot study in three schools which were not included for the main study. De Vaus (2001), state that the usual procedure in accessing content validity of a measure is to seek expert or professional advice in that particular field. Therefore after the pilot study, the researcher realized that the instrument could not measure the head teacher's supervisory strategies and therefore used my supervisor's advice in order to facilitate the necessary information for the instrument.

According to Bryman (2008), reliability refers to the degree of accuracy in measurements an instrument provides. It ensures that the instrument generates similar data after repeated trials. Regarding the estimation of reliability, on the other hand, the researcher pilot tested the instrument and applied 0.83 cronbach's alpha coefficient to ascertain the internal consistency of the research instrument.

Data Collection Procedure

The administration of the questionnaires was done by the researcher both at the pilot and the main study. The researcher visited the education officers in Kumasi Metropolis and informed the Directorate about the research. The researcher then approached the respondents in the schools through the head-teacher to identify the right respondents. All respondents were assured of confidentiality and security. This demanded that before giving out the questionnaire, the researcher needed to create a rapport so as to gain the confidence and trust of the respondents. To ensure cooperation from them, the researcher explained the significance of the study and their participation. The respondents were given the questionnaire and were allowed a week to respond to the questions. The researcher collected the filled questionnaires at an agreed date.

In addition, the researcher used interview guide to measure the opinion of 10 head teachers on their perception on their perception of their supervisory practices. It was a face-to-face interview at their offices. Each session lasted for about forty five (45) minutes. Prior to the day for the interview, the research purpose and steps being taken to maintain confidentiality and their anonymity were made known to head teachers. The researcher gave participants more room to answer in terms of what is important to them and to control the introduction and flow of topics. All questions are framed in a manner to provide participants with the flexibility and freedom to explore the phenomenon in depth. For this study open-ended questions were used throughout the interviews to encourage participants to talk freely and respond openly to queries. Probing questions were used when necessary, to encourage participants to elaborate on or clarify a response. Moreover, the researcher

sought the interviewees' consent to record and take brief notes. This was useful for gathering in-depth information on the subject under investigation.

Data Analysis Plan

Regarding the analysis of data, the researcher applied analytical software namely, Statistical Package for Social Sciences (SPSS) version 20.0 to analyze the gathered data. With this package, the investigator made use of descriptive statistics, notably, frequency, percentage, mean in analyzing data on questionnaire items.

In analyzing the data collected through interviews a content analysis approach was used. According to Borg & Gall (2003) such an approach enables the researcher to compare the words used in the respondents' answers. Contents of the recordings were reduced into transcripts and carefully studied so as to look for themes and similarities of responses or ideas to the questions posed to respondents. These contents were further coded into specific categories to ease analysis and also to organize the large amount of material (text) into patterns that would be easy to detect (Cohen, Manion & Morrison, 2011). Basically, the qualitative approach was used in the analysis and interpretation of data from the interviews. Verbatim quotations were used in the presentation of results to present views of respondents.

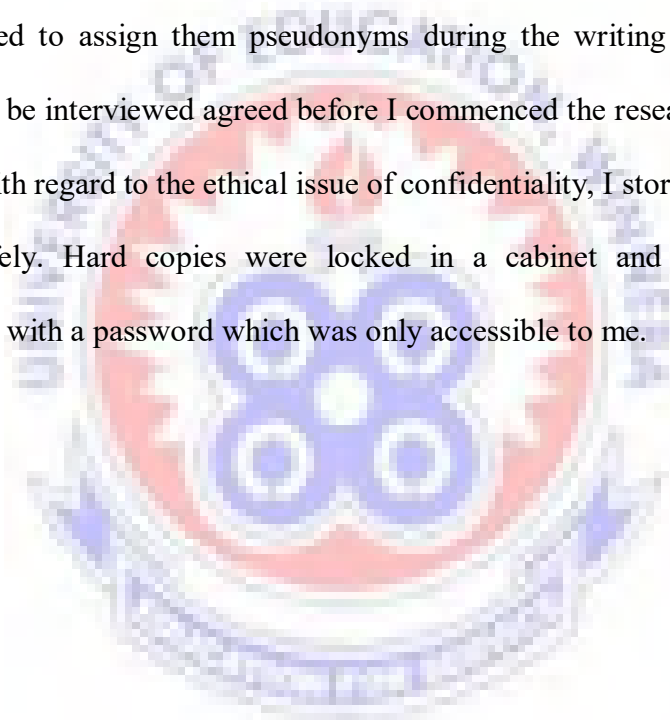
Ethical Consideration

Ethical issues arise from the kind of problems that social scientists investigate and the methods used to obtain valid and reliable data. Ethical considerations were pertinent to this study because of the nature of the problem, the methods of data collection and the kind of persons serving as research participants. While carrying out this study, cognizance was

taken of the fact that this study would be investigating very sensitive issue and as such followed ethical procedures suggested by Bryman (2008).

Bryman (2008), advise that researchers should ensure that participants are protected from any physical or psychological harm that may arise from research procedures. In line with international best practices in education, I revealed the intentions of the study to the participants and sought informed consent for their participation. I verbally assured the participants of anonymity of their identities and confidentiality of the data I got from them. I also promised to assign them pseudonyms during the writing of the report. All the participants to be interviewed agreed before I commenced the research.

In addition, with regard to the ethical issue of confidentiality, I stored all information from the study safely. Hard copies were locked in a cabinet and soft copies stored in files protected with a password which was only accessible to me.



CHAPTER FOUR

RESULTS AND DISCUSSION OF FINDINGS

Introduction

This chapter is divided into three major sections. The first section provides the demographic characteristics of the respondents, the second section presents the answers

and discussion to the study research questions while the last section presents the testing and discussions of results of the hypothesis.

Response Rate

The researcher administered 86 questionnaire that represented 100% to the teachers, but 75 questionnaires from each returned that also represented 87.2%. This implied that the analysis was based on 75 respondents that represented 100% in the study.

Section A - Demographic Characteristics of Teachers

Table 4.1 below shows the age group of the study the teachers. The dominant age group of the teachers ranged between 41 – 50 years representing 23 (30.7%), followed by the age group less than 31 years representing 19(25.3%) whereas age group less than 51 years made up the smallest group, representing 15 (20%) of the teachers.

Table 4.1: Age Distribution of Teachers

Age (Years)	Frequency	Percentage (%)
Less than 31	19	25.3
31 – 40	18	24.0
41 - 50	23	30.7
51+	15	20.0
Total	75	100.0

The sex distribution of the teachers indicated difference with 33 male representing 66% and 17 female teachers representing 34%. Table 4.2 below illustrate this relationship

Table 4.2: Sex Distribution of Teachers

Sex	Frequency	Percentage (%)
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Male	48	64.0
Female	27	36.0
Total	75	100.0

In terms of the rank of the teachers', Table 4.3 below indicates that 40 of them representing 53.3% were principal superintendent, 23 representing 37.7% were Assistant Director 11, while 12 of them representing 16.0% were Assistant Director 1.

Table 4.3: Distribution of Teacher Rank

Educational status	Frequency	Percentage (%)
Principal Superintendent	40	53.3
Assistance Director II	23	37.7
Assistance Director I	12	16.0
Total	75	100.0

In terms of the teachers' education status, Table 4.4 below indicates that 20 of them representing 26.7% were diploma holders; 42 representing 56.0% were first degree holders, while 13 of them represented 17.3% were second holders.

Table 4.4: Distribution of Teachers Educational Status

Educational status	Frequency	Percentage (%)
Diploma	20	26.7
First Degree	42	56.0
Second Degree	13	17.3
Total	75	100.0

With regard to the teacher's working experience, Table 4.5 below indicates that 10 of the teachers representing 13.3% reported that they have worked between the years 1 to 5, 14(18.7%) indicated that they have worked for the years between 6 to 10 years, 23(30.7%) also reported that they have worked between the years of 11 to 15 years, while 28 of them representing 37.3% indicated that they have worked for 16 years and above.

Table 4.5: Teachers Work Experience

Responses	Frequency	Percentage (%)
1 – 5 years	10	13.3
6 – 10 years	14	18.7
11 – 15 years	23	30.7
16+	28	37.3
Total	75	100.0

Section C – Analysis and Discussions of Research Questions

Research Question One – What supervisory skills do head teachers use in carrying out their supervisory practices?

The first objective of the study was to determine supervisory skills the head teachers use in carrying out their supervisory practices. To achieve this, a set of questions on were given to teachers to indicate the extent to which they agreed or disagreed with the

statements. Beach & Reinhartz (2009) noted lot of supervisory skills required by head teachers in carrying their supervisory practices, but three dominants identified are:

- Head Conceptual Skills
- Human skills
- Technical Skills

Conceptual Skill of Supervisors

This aspect of the research question was intended to find out the conceptual skill of supervision of head teachers. The researcher administered questionnaires to teachers and their responses given were presented in Table 4.6 below:

Table 4.6: Conceptual Skills of head teachers

Statements	SD	D	A	SA	Mean
1. The head is good in anticipating potential problems of the school	9(12.0)	8(10.7)	12(16.0)	46(61.3)	3.27
2. In order to improve, the head of school is willing to be self-disclosing to teachers	6(8.0)	6(8.0)	33(44.0)	30(40.0)	3.16
3. Head exhibit effective problem-solving skills in the school	4(5.3)	3(4.0)	18(24.0)	50(66.7)	3.52
4. The head teacher is aware on what goes on in the environment and help teachers to act appropriately	9(12.0)	14(18.7)	15(20.0)	37(49.3)	3.07
Grand Mean					3.26

Table 4.6 shows the teachers views on head teachers conceptual skills the heads exhibit on their supervisory practices. In the first place, the teachers were asked if their heads were good in anticipating potential problems of the school. With this statement, 9 of the teachers representing 12% strongly disagreed, 8(10.7%) disagreed, 12(16.0%) agreed

while 46(61.3%) strongly disagreed. The mean score of 3.27 implies that averagely the teachers strongly agreed with that statement.

The researcher wanted to find out from the teachers if they perceived that in order to improve, the head of school is willing to be self-disclosing to teachers and 6 of the teachers representing 6(8%) strongly disagreed, 6(8%) disagreed, 33(44.0%) agreed while 30(40.0%) strongly agreed. The mean score of 3.16 fell in the category of strongly agreed. This implies that averagely, the teachers strongly agreed with that statement.

Again, I wanted to find out from the teachers if their head exhibit effective problem-solving skills in the school stressed and 4 of the teachers representing 5.3% strongly disagreed, 3(4.0%) disagreed, 18(24.0%) agreed while 50(66.7%) strongly agreed. The mean score of 3.52 fell in the category of strongly agreed. This implies that averagely, the teachers strongly agreed with that statement.

Lastly, I wanted to find out from the teachers if their head teachers were aware on what goes on in the environment and help teachers to act appropriately and 9 of the teachers representing 12% strongly disagreed, 14(18.7%) disagreed, 15(20.0%) agreed while 37(49.3%) strongly agreed. The mean score of 3.07 fell in the category of strongly agree. This implies that averagely, the teachers strongly agreed with that statement.

Human Skill of Supervisors

This aspect of the research question was intended to find out the human skill the head teachers employ on their supervisory practices. The researcher administered questionnaires to teachers and their responses given were presented in Table 4.7.

Table 4.7: Human Skills of head teachers

Statements	SD	D	A	SA	Mean
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1. The head teacher's style of leadership affects teachers job performance	5(6.7)	5(6.7)	10(13.3)	55(73.3)	3.53
2. The head of school always avoids using threats or demands to impose his/her will on teachers.	5(6.7)	7(9.3)	8(10.7)	55(73.3)	3.51
3. My head teachers understand my feeling effectively positively interact with me for harmonious and peaceful environment of the working area.	2(2.7)	7(9.3)	10(13.3)	56(74.7)	3.60
4. My head genuinely and empathetically help me in my teaching work in the school	3(4.0)	7(9.3)	9(12.0)	56(74.7)	3.57
Grand Mean					3.55

Table 4.7 shows the teachers views on their head teachers human skills the heads exhibit on their supervisory practices. In the first place, the teachers were asked if their head teachers' style of leadership affects teachers' job performance. With this statement, 5 of the teachers representing 6.7% strongly disagreed, 5(6.7%) disagreed, 10(13.3%) agreed while 55(73.3%) strongly agreed. The mean score of 3.53 implies that averagely the teachers strongly agreed with that statement.

The researcher wanted to find out from the teachers if their head teachers always avoids using threats or demands to impose his/her will on teachers and 5 of the teachers representing 6.7% strongly disagreed, 7(9.3%) disagreed, 8(10.7%) agreed while 55(73.3%) strongly agreed. The mean score of 3.51 fell in the category of strongly agree. This implies that averagely, the teachers strongly agreed with that statement.

The researcher further wanted to find out from the teachers if their head teachers understand their feeling effectively positively interact with me for harmonious and peaceful

environment of the working area and 2 of the teachers representing 2.7% strongly disagreed, 7(9.3%) disagreed, 10(13.3%) agreed while 56(74.7%) strongly agreed. The mean score of 3.60 fell in the category of strongly agree. This implies that averagely, the teachers strongly agreed with that statement.

Lastly, I wanted to find out from the teachers if their head teachers genuinely and empathetically help them in their teaching work in the school and 3 of the teachers representing 4% strongly disagreed, 7(9.3%) disagreed, 9(12%) agreed, while 56(74.7%) strongly agreed. The mean score of 3.57 fell in the category of strongly agreed. This implies that averagely, the teachers strongly agreed with that statement.

Technical Skill of Supervisors

This aspect of the research question was intended to find out the technical skill the head teachers employ on their supervisory practices. The researcher administered questionnaires to teachers and their responses given were presented in Table 4.8.

Table 4.8: Technical Skills of head teachers

Statements	SD	D	A	SA	Mean
1. Head teachers highly understand the proficiency in the teaching methodology	6(8)	12(16.0)	16(21.3)	41(54.7)	3.23
2. Head teacher is conversant with the procedures of teaching and learning	10(13.3)	8(10.7)	23(30.7)	34(45.3)	3.08
3. Head teacher is able to monitor teaching performance and adjust supervisory guidance on the basis of that monitoring	6(8)	10(13.3)	26(34.7)	33(44.0)	3.15

4. The head teacher has the ability to bring teachers together to discuss issues regarding teachers performance	12(16.0)	8(10.7)	22(29.3)	33(44.0)	3.01
Grand Mean					3.12

Table 4.8 shows the teachers views on head teachers technical skills the heads exhibit on their supervisory practices. In the first place, the teachers were asked if their head teachers highly understand the proficiency in the teaching methodology. With this statement, 6 of the teachers representing 8% strongly disagreed, 12(16.0%) disagreed, 16(21.3%) agreed while 41(54.7%) strongly disagreed. The mean score of 3.23 implies that averagely the teachers agreed with that statement.

The researcher wanted to find out from the teachers if their head teachers were conversant with the procedures of teaching and learning and 10 of the teachers representing 13.3% strongly disagreed, 8(10.7%) disagreed, 23(30.7%) agreed while 34(45.3%) strongly agreed. The mean score of 3.08 fell in the category of strongly agreed. This implies that averagely, the teachers strongly agreed with that statement.

Again, I wanted to find out from the teachers if their head teachers were able to monitor teaching performance and adjust supervisory guidance on the basis of that monitoring and 6 of the teachers representing 8% strongly disagreed, 10(13.3%) disagreed, 26(34.7%) agreed while 33(44.0%) strongly agreed. The mean score of 3.15 fell in the category of strongly agreed. This implies that averagely, the teachers strongly agreed with that statement.

Lastly, I wanted to find out from the teachers if their head teachers had the ability to bring teachers together to discuss issues regarding teachers performance and 12 of the

teachers representing 16.0% strongly disagreed, 8(10.7%) disagreed, 22(29.3%) agreed while 33(44.0%) strongly agreed. The mean score of 3.01 fell in the category of strongly agree. This implies that averagely, the teachers strongly agreed with that statement.

Comparison of Supervisory Skills Required by Head Teacher's Supervisory

Practices

Even though, teachers employed all of the three supervisory skills, but, this does not necessarily mean that all have equal impact. The following table clearly compares the dominant instructional supervisory skills of the head teacher as perceived by the teachers.

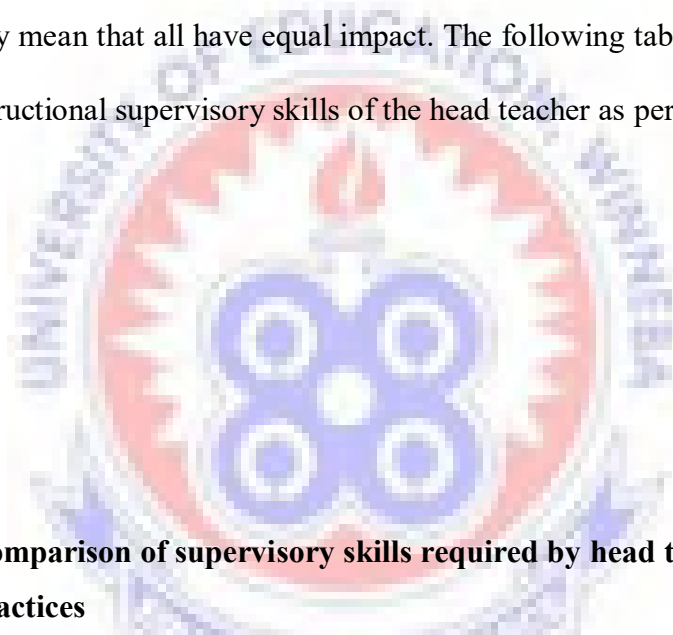


Table 4.9: Comparison of supervisory skills required by head teachers supervisory practices

Heads teachers Supervisory Skills	Grand Mean	Severity Rank
Conceptual Skills	3.26	2 nd
Human Skills	3.55	1 st
Technical Skills	3.12	3 rd

The grand mean in the above table clearly depicts that the teachers agreed that their head teachers highly exhibit human skills in their supervisory practices. This was based on the assumption that the grand mean score for task conflict of 3.55 that fell in the category of strongly agree. This was followed by conceptual skill that also had grand mean score of 3.25 which implies that averagely, the teachers strongly agreed that their head teachers

exhibit conceptual skills in their supervisory practices. Technical skills had the least grand mean score of 3.12, which implies that teachers strongly agreed that their head teachers exhibit technical skills in their instructional supervisory practices. This finding was in line with that of Beach & Reinhartz (2009) who noted that head teachers exhibiting human skill in their instructional supervisory practices is of great importance. Glickman, Gordon & Ross-Gordon (2010) emphasized that in a school the head teachers interact with teachers in most of the instructional activities for the improvement of the teachers work performance. The finding also support that of Beach & Reinhartz (2000), who indicated that head teachers need human skills to be able to motivate, facilitate coordinate and get along with teachers to achieve instructional goals. The finding concurred with that of Daresh and Playko (2005) who suggested that head teachers as instructional supervisors must know how their own interpersonal behaviors affect individuals as well as groups of teachers and concluded that this assist teachers to enhance the positive relationships for the achievement of schools goals.

Qualitatively the interviewees were on the supervisory skills they exhibited in their instructional supervisory practice. With this question all of the emphasized on human skills. They further expressed that head teachers as instructional supervisors must take cognizance of the human factor to learn to motivate teachers so as to achieve the goals of their schools. They claimed that head teachers must possess good human relations qualities in order to effectively supervise the teaching and learning delivery in their schools.

One of them stated that:

‘I think, effective head teachers interact with teachers will influence the effectiveness

of heads instructional supervision''

Another interviewee asserted that:

''Oh!, it obvious that my human relational skills in carrying my instruction supervision will motivate and to get along with teachers to obtain the goals of the school''

Another interviewee stated that:

''I think my interpersonal behaviors in carrying out my instructional supervision affect individuals teachers as well as groups of teachers. I believe my human skills will assist teachers to enhance the positive head - teacher relationships for the attainment of schools goals''.

This finding was in line with that of Okumbe (2001) who points out that human relation skills both heads and teachers to understand each other and to interact effectively with them for the enhancement of the institutional goals. The finding also collaborate that of Sergiovanni and Starrat (2002) who indicated that human skills make head teachers to work well with the teachers and concluded that human skills makes head teachers recognize and appreciating fellow human beings as having feelings. Moreover, the finding supports that of Okumbe (2001) who noted that head teachers human skills in carrying out their instructional supervisory practices make both heads and teachers interact effectively and also enable the heads to act officially and humanely.

Research Question Two - What instructional supervisory practice do head teachers employ in their supervisory roles?

One core specific objective of this study was to find out the instructional supervisory practice the head teachers employ in their supervisory roles. Northouse (2010)

noted lot of head teacher's instructional supervisory practices, but identified the two major ones are:

- Head Teachers' Classrooms Visit
- Checking of records by head teachers

Head Teachers' Classrooms Visit

This aspect of the research question was intended to find out the coping strategy of seeking social support teachers employ in their occupational stress. The researcher administered questionnaires to teachers and their responses given were presented in Table 4.10.

Table 4.10: Head teacher supervisory practice of classrooms Visitation

Statements	SD	D	A	SA	Mean
1. The head teacher visits learning sessions in classroom	4(5.3)	11(14.7)	29(38.7)	22(29.3)	3.49
2. The head teacher checks on pupil's assignment and exercises to ensure regular corrections take place.	8(10.7)	13(17.3)	21(28.0)	22(29.3)	3.31
3. The head teacher examines the teaching/learning methods used by the teacher in the classroom	4(5.3)	6(8.0)	20(26.7)	43(57.3)	3.52
4. The head teacher observes my teaching when he visits my class.	3(4.0)	6(8.0)	18(24.0)	41(54.7)	3.04
5. Classroom visitation by head teacher helps to enhance my teaching.	4(5.3)	6(8.0)	20(26.7)	40(53.3)	3.12
Grand Mean					3.30

Table 4.10 shows the teachers' views on their head teachers' of practice of classrooms visitation. In the first place, the teachers were asked if their head teachers visit learning sessions in classroom. With this statement, 4 of the teachers representing 5.3% strongly disagreed, 11(14.7%) disagreed, 29(38.7%) agreed while 22(29.3%) strongly disagreed. The mean score of 3.49 implies that averagely the teachers strongly agreed with that statement.

The researcher wanted to find out from the teachers if their head teacher check on the pupil's assignment and exercises to ensure regular corrections take place and 8 of the teachers representing 10.7% strongly disagreed, 13(17.3%) disagreed, 21(28.0%) agreed while 22(29.3%) strongly agreed. The mean score of 3.31 fell in the category of strongly agreed. This implies that averagely, the teachers strongly agreed with that statement.

Again, I wanted to find out from the teachers if their head teachers examine the teaching/learning methods used by the teacher in the classroom and 4 of the teachers representing 5.3% strongly disagreed, 6(8.0%) disagreed, 20(26.7%) agreed while 43(57.3%) strongly agreed. The mean score of 3.52 fell in the category of strongly agreed. This implies that averagely, the teachers strongly agreed with that statement.

Moreover, researcher wanted to find out from the teachers if their head teachers observes my teaching when he visits my class and 3 of the teachers representing 4.0% strongly disagreed, 6(8.0%) disagreed, 18(24.0%) agreed while 41(54.7%) strongly agreed. The mean score of 3.04 fell in the category of strongly agreed. This implies that averagely, the teachers strongly agreed with that statement.

Lastly, I wanted to find out from the teachers if their head teachers classroom visitation by head teacher helps to enhance their teaching and 4 of the teachers representing

5.3% strongly disagreed, 6(8%) disagreed, 20(26.7%) agreed while 40(53.3%) strongly agreed. The mean score of 3.12 fell in the category of strongly agree. This implies that averagely, the teachers agreed with that statement.

Checking of Records by Head Teachers

This aspect of the research question was intended to find out the checking of records by head teachers. The researcher administered questionnaires to teachers and their responses given were presented in Table 4.11.

Table 4.11: Head teacher's supervisory practice of checking of teachers records

Statements	SD	D	A	SA	Mean
1. The head teacher checks on my records of work covered	5(8.7)	6(8.0)	12(16.0)	51(68)	3.51
2. The head teacher checks and corrects my lesson notes.	3(4.0)	2(2.7)	26(34.7)	37(49.3)	3.47
3. The head teacher observes and corrects my lesson plan.	6(8.0)	9(12.0)	12(16.0)	45(60.0)	3.47
4. The head teacher holds sessions with teachers and guides them on lesson notes writing.	8(10.7)	6(8.0)	24(32.0)	34(45.3)	3.40
5. Head teachers mostly monitor my attendance register	6(8.0)	8(10.7)	19(25.3)	39(52.0)	3.45

Grand Mean	3.46
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Table 4.11 shows the teachers' views on their head teacher supervisory practice of checking of teachers records. In the first place, the teachers were asked if their head teachers check on their records of work covered. With this statement, 5 of the teachers representing 8.7% strongly disagreed, 6(8%) disagreed, 12(16%) agreed while 51(68%) strongly agreed. The mean score of 3.51 implies that averagely the teachers strongly agreed with that statement.

The researcher wanted to find out from the teachers if their head teachers check and corrects their lesson notes and 3 of the teachers representing 4% strongly disagreed, 2(2.7%) disagreed, 26(34.7%) agreed while 37(49.3%) strongly agreed. The mean score of 3.47 fell in the category of strongly agreed. This implies that averagely, the teachers strongly agreed with that statement.

Again, I wanted to find out from the teachers if their head teachers observe and corrects their lesson plan and 6 of the teachers representing 8% strongly disagreed, 9(12.0%) disagreed, 12(16%) agreed while 45(60%) strongly agreed. The mean score of 3.47 fell in the category of strongly agree. This implies that averagely, the teachers strongly agreed with that statement.

Moreover, researcher wanted to find out from the teachers if their head teachers hold sessions with teachers and guides them on lesson notes writing and 8 of the teachers representing 10.7% strongly disagreed, 6(8.0%) disagreed, 24(32.0%) agreed while 34(45.3%) strongly agreed. The mean score of 3.40 fell in the category of strongly agreed. This implies that averagely, the teachers strongly agreed with that statement.

Lastly, I wanted to find out from the teachers if their head teachers mostly monitor their attendance register and 6 of the teachers representing 8% strongly disagreed, 8(10.7%) disagreed, 19(25.3%) agreed while 39(52.0%) strongly agreed. The mean score of 3.45 fell in the category of strongly agreed. This implies that averagely, the teachers strongly agreed that their head teachers mostly monitor their attendance register.

Comparison of Head Teachers' Instructional Supervisory Practices

Even though, teachers employed all of the two instructional supervision practices but, this does not necessarily mean that all have equal impact. The following table clearly compares the dominant instructional supervision practice of the head teachers.

Table 4.12: Comparison of head teachers instructional supervisory practices

Heads teachers Supervisory Practices	Grand Mean	Severity Rank
Head Teachers' Classrooms Visitation	3.30	2 nd
Checking of records by head teachers	3.46	1 st

The grand mean in the above table clearly depicts that the teachers strongly agreed that their head teachers' dominant supervisory practice was on the checking of teachers records. This was based on the assumption that the grand mean score for head teacher supervisory practice of checking of teachers records was 3.46 that fell in the category of strongly agreed. The teachers further agreed that show supervisory practice of classroom visitation that also had the grand mean of 3.30. In summary, the data revealed that majority of the teachers strongly agreed that their head teacher dominantly show supervisory practice of checking the teacher's records. This finding was in line with that of Archibong (2012) who noted that head teacher's supervisory practice of checking the teachers' records

highly enhance teachers' job performance and pupil achievement. The finding supports that of Babbain (2004) who indicated that among the head teachers instructional supervisory duties, the head teachers checking the teaching standards by reference to teachers' professional records highly associate with teachers teaching effectiveness and improved academic performance of students. The finding was in line with that of Betts (2000) who indicated that high percentage of head teachers in high performing schools checked lesson plans, schemes of work, teacher attendance and class registers regularly.

Qualitatively, the interviewees were asked to state on the causes teacher's absenteeism. With this question, all of them claimed that as the rate of absenteeism of the teachers increases it may affect the students' academic performance and expressed that an efficient way to help students achieve academically is to maximize the consistent attendance of permanent teachers in the classroom. Moreover, the respondents asserted that teachers' absence affects students' attendance which eventually profoundly affects students' grade point averages.

One of the responded stated that:

“Teachers absent themselves as a result of work unattractive to them. Therefore, I try to motivate them through recognition and praises”

Another interviewee stated that:

“The causes of absenteeism are many and include excessive workload and lack of job satisfaction. Therefore I make sure teachers have adequate workload.....”

One of the interviewee stated that:

‘I think the positive role that community or parent involvement can play in school management giving greater discretion to parents and communities can reduce teacher absence’

Regarding how the head teachers minimize teacher’s attendance, all of the interviewees indicated that of effective head – teacher relationship. They emphasized that heads should strive to create a school climate that discourages teacher absences by developing relationships with teachers.

One of them stated that:

‘I think my good relationships with the teachers will yield positive and trusting. I also believed that in this sense, teachers could talk to me about matters in their personal lives and talk with them through issues and concerns’.

Another interviewee stated that:

‘I think my effective relationship with the teachers is one of care and concern. My good relationship or interaction with my teachers can handle the teacher attendance in the school’

One of the interviewee stated that:

‘Well! I think if I have a good relationship with my teachers, love them, very proud of them and never exhibit bad-mouthed to them, their attendance could be improved’

The finding was in collaboration of Eyre (2003) who noted that school heads used effective working relationships to build trust with and among teachers in the school to monitor or handle teacher attendance. The finding also support that of Blase & Blase (2004)

who indicated that effective head – teacher relationship or interactions were purposeful to curb teacher attendance and concluded that good head – teacher relationship make teachers believe and trust head teachers that makes teachers attitudes and behaviors reflected the same.

The interviewees were further asked on the dominant supervisory practice they employ and all of them noted that of check on records of teachers. With this question, all of them emphasized that head teachers checking teachers' records enhance teachers work performance. One of them stated that:

“The head teacher supervisory mechanism of checking on records of work covered by teachers make teachers work according to their planned scheme of work”

Another interviewee stated that:

“The head teacher supervisory role of checking and corrects teachers' lesson notes enhance teachers effectiveness and conclude that in turn and positively impact will be realized in academic performance of pupils”

This finding was in line with that of Goldhammer (2009) who noted that record keeping is an important component in the academic performance of a school and that teachers are required to make and retain records i.e. schemes of work, lesson plan, records of work, mark book, progress record book and attendant register. The finding also support that of Miller & Miller (2007) who noted that supervision impacted on curriculum implementation in schools imposed on through supervision in the areas of checking the records. The finding also collaborate that of Oliva & Pawlas (2007) who emphasized that

head teachers in high performing schools checked lesson books, schemes of work and registers of class and school attendance.

Research Question Three: - In what ways can supervisory practices of head teachers be improved?

The third objective of the study was to determine ways supervisory practices of head teachers can be improved. To achieve this, a set of questions on determining ways supervisory practices of head teachers can be improved and their responses are presented in Table 4.13.

Table 4.13: Ways of improving supervisory practices of head teachers

Statements	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean
1. Head teacher explains why he or she is supervising the teacher	10(13.3)	11(14.7)	12(16.0)	42(56.0)	3.15
2. The head teacher explains the need as to why he or she does supervision at a particular time	4(5.3)	11(14.7)	17(22.7)	43(57.3)	3.32
3. The head teacher creates innovative way of improving the supervision in the school	8(10.7)	16(21.3)	29(38.7)	22(29.3)	2.87
4. The head teacher has to be taken through short courses to improve their supervisory role	6(8.0)	10(13.3)	15(20.0)	44(58.7)	3.29
5. All heads should be given a manual to improve their supervisory roles	4(5.3)	8(10.7)	31(41.3)	32(42.7)	3.21

6. Training and retraining of head teachers on instructional supervisory practices	5(6.7)	7(9.3)	8(10.7)	55(73.3)	3.51
7. Head teachers should make supervision a co-operative venture in which heads and teachers engage in dialogue for the purpose of improving instruction	4(5.3)	5(6.7)	19(25.3)	47(62.7)	3.45

Table 4.13 shows the teachers' views on ways of improving head teachers supervision practices. In the first place, the teachers were asked if their head teachers explain why they were supervising the teacher will serve to improve head teachers supervision practices. With this statement, 10 of the teachers representing 13.3% strongly disagreed, 11(14.7%) disagreed, 12(16.0%) agreed while 42(56.0%) strongly agreed. The mean score of 3.15 implies that averagely the teachers strongly agreed with that statement.

The researcher wanted to find from the teachers if the head teachers explain the need as to why the head teachers do supervision at a particular time will serve to improve head teachers supervision practices. With this statement, 4 of the teachers representing 5.3% strongly disagreed, 11(14.7%) disagreed, 17(22.7%) agreed while 43(57.3%) strongly agreed. The mean score of 3.32 implies that averagely the teachers strongly agreed with that statement.

Moreover, I wanted to find out from the teachers if the head teacher creates innovative way of improving the supervision in the school will serve to improve head teachers supervision practices. With this statement, 8 of the teachers representing 10.7% strongly disagreed, 16(21.3%) disagreed, 29(38.7%) agreed while 22(29.3%) strongly agreed. The mean score of 2.87 implies that averagely the teachers agreed with that statement.

In addition, I wanted to find out from the teachers if the head teachers taken through short courses to improve their supervisory roles. With this statement, 6 of the teachers representing 8.0% strongly disagreed, 10(13.3%) disagreed, 15(20.0%) agreed while 44(58.7%) strongly agreed. The mean score of 3.29 implies that averagely the teachers strongly agreed with that statement.

Again, I wanted to find out from the teachers if the head teachers given a manual on the heads supervisory roles will serve to improve the head supervisory practices. With this statement, 4 of the teachers representing 5.3% strongly disagreed, 8(10.7%) disagreed, 31(41.3%) agreed while 32(42.7%) strongly agreed. The mean score of 3.21 fell in the category of strongly agreed. This implies that averagely, the teachers strongly agreed with that statement.

In addition, I wanted to find out from the teachers if the head teachers giving training and retraining on instructional supervisory practices will serve to improve the head supervisory practices. With this statement, 5 of the teachers representing 6.7% strongly disagreed, 7(9.3%) disagreed, 8(10.7%) agreed while 55(73.3%) strongly agreed. The mean score of 3.51 fell in the category of strongly agreed. This implies that averagely, the teachers strongly agreed with that statement.

Lastly, I wanted to find out from the teachers if the head teachers making supervision a co-operative venture in which heads and teachers engage in dialogue for the purpose of improving instruction will serve to improve the head supervisory practices. With this statement, 4 of the teachers representing 5.3% strongly disagreed, 5(6.7%) disagreed, 19(25.3%) agreed while 47(62.7%) strongly agreed. The mean score of 3.45

fell in the category of strongly agreed. This implies that averagely, the teachers strongly agreed with that statement.

In summary, majority of the teachers strongly agreed that head teachers giving training and retraining on instructional supervisory practices will serve to improve the head supervisory practices. This finding was in line with that of Blase and Blase (2004) who indicated that head teachers retraining programmes serve to increase the head teachers knowledge and skills on their job performance. The finding further support that of Ayodele and Adegbile (2003) who considered the head teachers retraining as a tool commonly used to support head teachers professional development. The finding collaborate that of Wiles & Bondi (2006) who indicated that head teachers retraining leads to positive change in the head teachers professional roles and improves the head teachers work performance.

Qualitatively, the head teachers who were interviewed were asked on their perception on the ways their head teacher's supervisory practices can be improved. With this question, all of the claimed that training or retrain head teachers on their supervisory roles will help the head teachers to perform their supervisory roles effectively.

One of them stated that:

“I think taking head teachers through training on their supervisory roles can enhance the head teachers work effectiveness on supervisory roles”

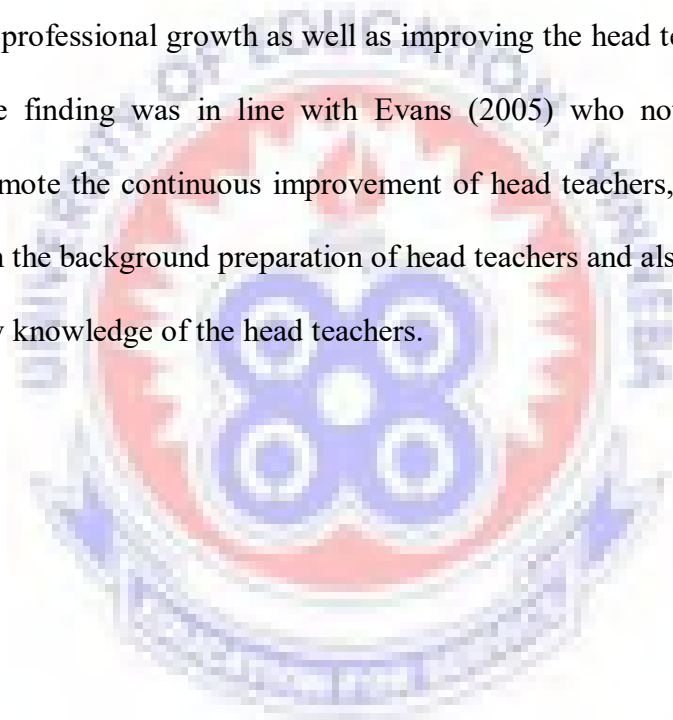
Another interviewer stated that:

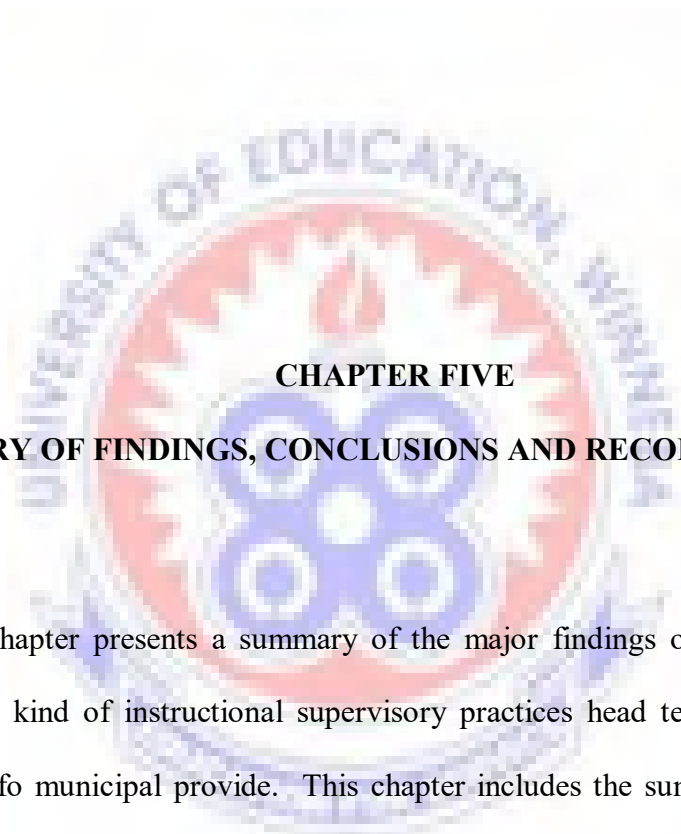
“Well, I think retrain head teachers on their supervisory practices will make the head teachers more productive as new skills and attitudes will be developed by the head teachers”

One of the respondents indicated that:

“I think training can fill the inadequacies of head teachers on their supervisory Roles and will improve the head teachers supervisory knowledge”

This finding supports that of Eduwen and Tayo (2016) who noted that the head teachers in-service training or retraining will improve the head teachers professional development. The finding also collaborate that of Mcityre (2011) who indicated that head teachers retraining enhance the head teachers work performance. The finding further support that of Emechebe (2009) who noted that head teachers retraining enhance the head teachers professional growth as well as improving the head teachers work demands. Moreover, the finding was in line with Evans (2005) who noted that head teachers retraining promote the continuous improvement of head teachers, eliminate professional deficiencies in the background preparation of head teachers and also keep the professional abreast of new knowledge of the head teachers.





CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter presents a summary of the major findings of the study, which to determine the kind of instructional supervisory practices head teachers of Junior high schools in Tafo municipal provide. This chapter includes the summary of the research findings, and conclusions from the results and finally the implications and recommendations for further studies.

Summary of Findings

The study attempted to determine the kind of instructional supervisory practices head teachers of Junior high schools in Old Tafo Municipal provide. The following research questions guided the study:

- i. What supervisory skills do head teachers use in carrying out their supervisory practices?
- ii. What instructional supervisory practice do head teachers employ in their supervisory roles?
- iii. In what ways can supervisory practices of head teachers be improved?

The following findings were arrived at in the present study:

- The first research question which sought to find out the supervisory skills head teachers use in carrying out their supervisory practices revealed that both heads and teachers indicated human skills.
- Moreover, the second research question which sought to find out the instructional supervisory practice head teachers dominantly employ in their instructional supervisory practice revealed that of head teachers' checking of teachers records.
- The third and the last research question that sought to find the ways supervisory practices of head teachers can be improved revealed that of head teachers training and re – training of the supervisory roles

Conclusions

Based on the findings of the study, it was concluded that:

- The head teachers exhibited human skills in carrying out their instructional supervisory practices
- Secondly, head teachers dominantly employ checking of teachers records in their instructional supervisory practice

- Training and re – retraining head teachers will serve to improve the head teachers supervisory practices.

Recommendations

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

- The study revealed that head teachers exhibited human skills in carrying out their instructional supervisory practices. Based on this it was recommended that, head teachers should put much emphasis on supervisory skill of human relation skills
- It was found that head teachers dominantly employ checking of teachers records in their instructional supervisory practice. Based on this, it was recommended that head teachers should educate the teachers on the significance of checking the teachers records
- The study revealed that training and re – retraining of head teachers will serve to improve the head teacher’s supervisory practices. It was therefore recommended that Ministry of Education should organize in – service courses for head teachers on the head teachers supervisory roles

Recommendations for Future Research

The following areas were suggested for further research:

- The influence of head teachers instructional supervisory practices on teachers work performance
- The impact of head teachers supervisory skills on teachers job satisfaction



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