

UNIVERSITY OF EDUCATION, WINNEBA

**INFLUENCE OF HEADTEACHERS' INSTRUCTIONAL SUPERVISION
PRACTICES ON TEACHERS' OUTPUT OF WORK IN PUBLIC BASIC
SCHOOLS IN AGONA-EAST DISTRICT**



PATIENCE OFORIWA OTCHIE

MASTER OF EDUCATION

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**A dissertation in the Department of Educational Foundations,
Faculty of Educational Studies submitted to the School of
Graduate Studies in partial fulfillment
of the requirements for the award of the degree of
Master of Education
(School Supervision and Quality Assurance)
in the University of Education, Winneba**

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DECLARATION

Student's Declaration

I, Patience Oforiwa Otchie, hereby declare that, except for references made to other persons' works that have been duly acknowledged, this project work is original research undertaken by me and has not been presented in part or in whole for the award of a degree in this university or elsewhere.

Signature:

Date:

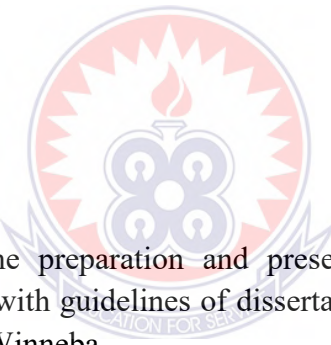
Supervisor's Declaration

I hereby declare that; the preparation and presentation of this dissertation was supervised in accordance with guidelines of dissertation supervision laid down by the University of Education, Winneba.

Dr. Paul Kobina Effrim (Supervisor)

Signature:

Date:



DEDICATION

To my father, mother, siblings and special friends.



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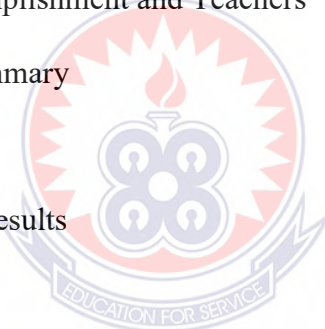
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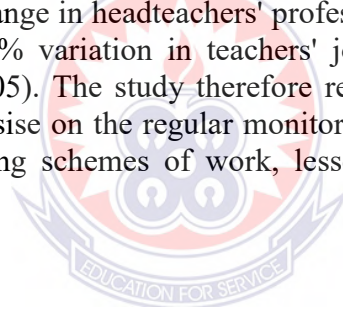
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ABSTRACT

Education lays the foundation for development and it is through education that societies are able to pass on beliefs, aspirations, norms of acceptable behaviour and ideologies to future generations. For education to achieve the aims set, efforts should be made to ensure that stakeholders are performing their duties religiously. This can be achieved through effective supervision in schools. This study is therefore set up to investigate the influence of headteachers' instructional supervision practices on teachers' output of work in public basic schools in Agona-East District. The study adopted the descriptive survey design. All basic school teachers and headteachers made up the population. The study collected data from 126 respondents using the stratified and simple random sampling techniques. Questionnaire and interview guide were the instruments used for data collection. Pre-test testing of the instrument showed that the instruments used were valid and had a Cronbach' alpha estimate of 0.79. Descriptive and inferential statistical tools particularly, frequency, percentage, mean, standard deviation and multiple regression were used to analyse the data obtained. It was found that a one percent (1%) change in classroom observation practice led to 0.488% variation in teachers' job performance at 95% level of significance ($p > 0.05$). It was revealed that a one percent (1%) change in headteachers' provision of instructional resources led to 0.384% variation in teachers' job performance at 95% level of significance ($p > 0.05$). Finally, the study found that one percent (1%) change in headteachers' professional development opportunities to teachers led to 0.221% variation in teachers' job performance at 95% level of significance ($p > 0.05$). The study therefore recommended that the Ministry of Education should emphasise on the regular monitoring of professional documents by the headteachers including schemes of work, lesson plans, lesson notes and class registers.



CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education is not only a human right but also an agent of transformation towards individuals' societal development. In cognizance of this, there has been deliberate global commitment among states not only to avail education to citizens but also a quality education (UNESCO, 2011). In both developed and developing countries, policy makers have shifted their attention from expansion issues to quality issues in education.

The effect of globalization on education today has called for survival measures of education world over, and all organizations consciously strive for sustainable development. Armstrong (2009) states that this survival can only be achieved through work supervision as a strategy to organisational survival. Supervision is the administrative oil that lubricates the management engine (Okumbe, 2007). Teachers play a pivotal role in achieving quality education of any state. Teacher's job performance refers to the accomplishment of given duties by a teacher at a particular period in the school system to achieve stipulated goals (Obidale, 1999). Such duties are timely syllabus coverage, school and class regular and punctual attendance, setting examinations, classroom management among others. The nature of quality instructional supervision within a school is presumed to have effects on the expertise, practice and teachers' job performance and by extension ultimately on student academic achievement.

The head teacher is the agent of supervision in a school on behalf of the Quality Assurance and Standards Directorate, (Okumbe, 2007). It is therefore incumbent upon

the teacher to ensure proper translation of education policies and objectives into a programme within a school. Over the years, the head teachers' teaching and administrative duties have been reduced and an increased emphasis placed on supervisory roles in the school. The head teacher has the responsibility to influence the teachers in their job performance by employing several practices. The practices involve checking the teachers' records and pupils' work; provide instructional materials, right motivation and enough stimulation for the staff and pupils to enhance teachers' job performance and pupil achievement. The teacher should be a team player. Bakhda (2004) states that, a discrete head teacher employs small groups to investigate new ideas and strategies and use large groups to make decisions. The head teacher is to analyse staff professional development needs and address them by running school based in-service training (INSET) programmes. Tanner (1994) points out that, schools that use most of consultancy in their curriculum improvement efforts are the most effective. Consultation includes inter-visitation, class visits, lesson demonstrations and constructive help for teachers within a school system and through networks of schools and engaging in collective problem solving.

In the Western countries, there is evidence of instructional supervision by principals. In the United States of America (U.S.A), head teachers take their responsibility of school management and instructional supervision seriously by visiting and doing class observation frequently (Archibong, 2008). Class observation is deemed as a communication tool where head teachers share various issues affecting teaching and learning in a particular classroom. Teacher supervision also acts as appraisal tool where teachers reflect on highlighted issues.

Studies in Turkish private schools found out that the principal would decide to undertake impromptu visits to classrooms without informing the teachers (Ays-Bas, 2002). Studies done by Bouchamma and Kalule (2013) found out that supervision guarantees teachers' awareness of the duties entrusted to them and update them of their teaching practices. Supervision of teachers helps in supporting the teachers in their efforts that help the supervised teacher to learn from their errors and move forward in their career.

Studies done on the nature of instructional supervision carried out in schools in three Asian countries - India, Malaysia and Thailand found out that there existed a cold war between the teachers and the supervisors, and supervision was used as a means to control and exert power. For many teachers, supervision is a meaningless exercise that has little value other than completion of the required evaluation form. Historically, supervision is rooted in bureaucratic inspection-type, this attitude is changing but very slowly. In many countries, teachers feel demoralised by supervision (Sharma, Marohani & Binti Baba, 2011). In a study by Newstrom and Bittel (2002), 70% of the teachers who participated in their study in Botswana acknowledged that there was feedback after supervision. They recommended that there was need for planned classroom visits in consultation with teachers. In Ghana, the head teacher is expected to have high levels of transparency and accountability in supervising teachers (Ministry of Education, 2005). In Uganda's education system, regular pedagogical support for teachers by their principals is limited (The World Bank, 2005).

In Ghana, the Directorate of Quality Assurance and Standards has on various occasions come under sharp criticisms over the declining performance in Basic Education Certificate Examination (BECE). Several reports have blamed pupils' poor

academic performance on poor job performance by teachers. According to Ghana Education Service (GES) report (2019), basic 8 pupils could not read Class 2 level stories, 10 out of 100 teachers were found to be absent from school on a given day. This revelation was shocking and casted aspersions on teacher supervision practices in schools.

Studies done by Educational Directorate of Central Region reported lack of quality education in public basic schools (2019). This was blamed on teacher's laxity on their job; citing rampant absenteeism among teachers, lateness to school and class as some teachers commute from far due to high house allowance in town and cities. The report also cited lack of teacher supervision by head teachers who have many responsibilities that keep them out of school on many occasions.

According to a study carried out in Ho Municipality, on influence of head teachers' instructional supervision practices on pupil's performance in the region of Basic Schools, by Awuah, (2015), checking teachers' records of work had no influence on teachers' job performance. This is because there is a tendency to prepare teachers' records in arrears for the head teacher to see not for aiding in teaching. Alhassan (2002) carried out research on the role of head teachers' instructional supervision and reported that many head teachers have no time to check teachers' records. Mensah (2015) study on factors influencing teacher level of job satisfaction in public basic schools in Nairobi reported poor perception of head teachers' supervision by the teachers.

According to the Ghana Education (GES) report (2018), Agona East District is one of the areas that need much attention due to poor academic performance. The district has been deteriorating in quality of education which has been blamed on poor job

performance by teachers. According to the District Educational Office, some of the teachers show a lot of laxity in professional duties. There is need to undertake a study to establish whether there is influence of head teachers' instructional supervision practices on teachers' job performance.

Moreover, the BECE performance of Agona East District basic schools in 2016-2021 has not been the best. In some cases, particularly in 2018, less than a half of the school attained an average mean score of 250 in BECE. Consequently, there is a need to investigate the head teachers' supervisory practices and their influence on teachers' performance which may be the cause for this poor academic performance. There is a gap between the policy intention in teacher supervision and implementation in Agona East District hence the need for this study.

1.2 Statement of the Problem

The Ghana government recognises the importance of instructional supervision in enhancing quality education. Since 2003, the government has made concerted effort to improve school supervision to mitigate the falling standards of education, due to the free Compulsory Basic Education (fCUBE). The government revamped Quality Assurance and Standards to the directorates and increased its mandate in supervision. There was intensified professional development of CISSO and headteachers through seminars and workshops (MOE, 2016). Through the MOE, the Ghana Education Service mandated all school head teachers to upgrade or professionally develop in order to address the issue of teacher capacity. In spite of these efforts, there is public clamour for effective supervision in schools. There are reports of poor pupil learning outcomes as observed by the Minister of Education while releasing 2018 BECE results. He noted that there was the need for effective supervision in schools, noting

that in some counties, teacher absenteeism stood at 70%. GESS (2016 - 2018) revealed that poor performance of pupils is due to the rampant teacher absenteeism, and lack of accountability of teachers. According to the Agona East District Director of Education, there is deterioration of education quality, mainly in public schools. This is characterised by poor BECE results, teacher lateness, absenteeism and indiscipline among learners. For the last three years, almost half of the schools have been scoring below average of 150 marks. This is an indication that there is some laxity among teachers. Supervision of instruction plays a vital role in steering teachers to perform. It is against this backdrop that the study was undertaken to establish the influence of head teachers' instructional supervision practices on teachers' job performance in public basic schools in Agona East District.

1.3 Purpose of the Study

The purpose of this study was to investigate the influence of the head teacher's instructional supervision practices on teachers' job performance in public basic schools in Agona East District of the Central Region.

1.4 Research Objectives

The specific objectives that guided this study were to:

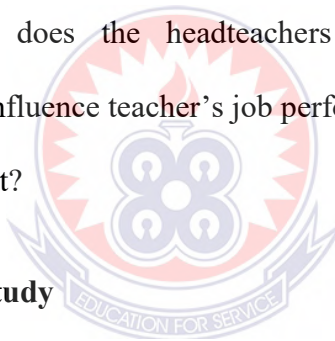
1. determine the extent to which provision of instructional resources by the headteachers influence teachers' job performance in public basic schools in Agona East.
2. establish the extent to which teachers' professional development by the headteacher influence teachers' job performance in public basic school in Agona East District.

3. establish whether motivational reward for task accomplishment by the headteacher has influence on teachers' job performance in public basic schools in Agona East-.

1.5 Research Questions

The following questions guided the research objectives.

1. To what extent does the headteachers' provision of instructional material influence teachers' job performance in public basic schools in Agona East district?
2. How does the headteachers' professional development of teachers' influence their job performance in public basic schools in Agona East District?
3. To what extent does the headteachers motivational reward for task accomplishment influence teacher's job performance in public basic schools in Agona East district?



1.6 Significance of the Study

The findings may be used by the ministry of education and Ghana Education Service to guide in future policy formulation and provide necessary supervisory guidelines in schools. The study will assist parties involved in school supervision like Quality Assurance Unit and headteachers to address the gaps identified. The findings of the research would help re-examine the way instructional supervision is carried out to make it more appreciated by teachers. It will pave way for other interested educational researchers to investigate further issues of teacher supervision in other parts of the country and the world at large. Findings of this study may also be useful as it will contribute to the literature in this area of specialisation.

1.7 Limitations to the Study

The researcher encountered some resistance from the headteachers to fill in the questionnaires due to fear of victimization by CISSOs. Some teachers trivialized or just gave the ideal responses, instead of the real situation in the school because of poor perception of research. However, the researcher tried to advise them to be sincere. Their responses were not considered in isolation of those of the headteachers.

1.8 Delimitations of the Study

The study confined itself to headteachers' instructional supervision practices, although there were other factors that influence teachers' job performance so as to have ample time to delve in this area without superficial coverage. The research was done on sampled teachers and headteachers. The study did not involve, parents and other stakeholders or else it would have been too wide; other issues could be tackled later as individual study topics. The study used both qualitative and quantitative approach in data collection and stratified sampling to help in balanced comparison of all schools in Agona East District. The researcher chose Agona East although there are other district in the Central Region since it has been under sharp criticisms from stakeholders and scrutiny by the District Supervision officers for declining education standards shown by BECE results.

1.10 Definition of Terms

Significant terms and contextual definition of selected terms of concern used in the study are as follows:

Classroom observation refers to time when a head teacher or assistant head teacher visit a teacher in classes during instruction to evaluate the teachers' pedagogical skills and advice him/her.

Instructional material refers to textbooks, exercise books and all resources that assist teachers in instructional practice.

Instructional supervisor practices refer to a constant process that aims at improving teaching and learning through provision of needed services to teachers

Teacher development refers to activities and efforts that contribute to personal and professional growth of a teacher

Teacher professional records these are prepared and written documents that enable the teacher to deliver instruction effectively e.g. schemes of work lesson notes and lesson plans

Teachers' job performance refers to the duties performed by a teacher at particular period in a school system to achieve the school's goals.

1.11 Organisation of the Study

The study is organised into five chapters. The first chapter comprised the background to the study, statement of the problem, the purpose of the study, specific objectives of the study, research questions, significance of the study, limitations and delimitation of the study, and the definition of significant terms. The second chapter contained literature review. Introduction, previous studies related to headteachers' instructional supervisory practices and teachers' job performance, theoretical framework, conceptual framework and summary of literature review. Chapter three comprises research methodology which included; research design, target population, sample size and sampling techniques, research instruments, pretesting, validity and reliability of the instruments, data collection data collection procedures and ethical considerations. Chapter four consisted of data analysis, presentation and analysis of the findings.

Chapter five provided summary of the study, conclusions, recommendations and suggestions for further studies.



CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The review of related literature comprises empirical studies on instructional supervision under the following headings;

- i. Concept of supervision of instruction
- ii. Overview of teacher's job performance,
- iii. influence of head teacher's reward motivational practices on teachers' job performance,
- iv. head teacher's class room visits and their influence on teachers' job performance,
- v. provision of teaching and learning resources and influences on teachers' job performance,
- vi. checking of teachers' professional records and influence on teachers job performance.
- vii. The headteachers' teacher development and influence on teachers' job performance.

The section also covers summary of reviewed literature and theoretical framework

2.2 Concept of Supervision of Instruction

2.2.1 Meaning of Supervision

Scholars in the field of supervision have presented many definitions for supervision. The view of the goals of supervision and the nature of the relationship between teachers and supervisors imparted these definitions. Supervision has its origin from the Latin word “Super video” meaning “to oversee” (Adenaike & Adebajo, 2010 pg.

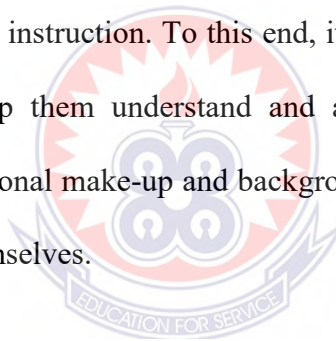
12). Therefore, “Supervision can be seen as a way of advising, guiding, refreshing, encouraging, stimulating, improving and overseeing certain groups with the hope of persuading people to desist from applying wrong procedures in carrying out certain functions on their jobs and at the same time try to emphasize the importance of good human relations in an organization” (Akilaiya, 2011, pp. 26).

Supervision as a concept has diverse meanings and definitions on the individual’s needs, purposes and experience. Whereas the school supervisor would perceive it as an indispensable force for improved productivity, the teacher and or the taught being supervised might view same as an attempt to harass, threaten and curse because of the use of traditional approach of supervision by supervisors, or as a source of assistance and support needed in realizing the educational goals and objectives. The traditional approach of supervision is a fault-finding approach, the supervisor goes to school to criticize and condemn teachers, not seeing anything good in them (Adenokun, 2014). Educational supervision is the process or act of seeing to it that the policies, principles and methods established for achieving the objectives of education are properly and successfully carried out (Akilaiya). This process involves using expert knowledge and experience to oversee, evaluate and cooperatively improve the conditions and methods of doing things connected with the teaching-learning problems in schools.

The need to supervise the instructional process cannot be over emphasized; hence Ezeocha (2005) is of the view that most of the school activities and all the school programmes require supervision. Supervision of instruction is a process of assisting the teachers to improve himself and his instructional abilities so as to enhance effective teaching and learning (Afianmagbon, 2015). It is a service rendered to teachers which is directed towards controlling the quality of their classroom

instruction. Supervision of instruction aims at identifying areas of work that need to be improved upon.

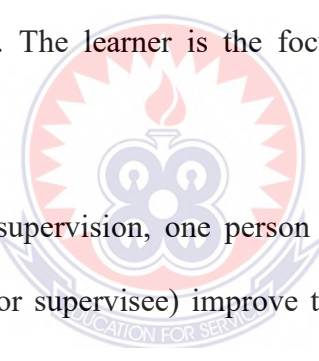
Supervision is a process of stimulating growth and the means of helping teachers to help themselves. Parthy (2012) saw supervision as a task of improving instruction through regular monitoring and in-service education of teachers. Supervision to Bar (2000) involves providing expert assistance to teachers to help them acquire more skills and competencies for effective teaching. Supervisors are therefore to supervise, guide and direct the instructional activities of teachers in line with the professional conduct. From these definitions above, it can be deduced that the main centre of focus of supervision is the classroom teacher who as a curriculum implementer, tries to shape the destiny of class instruction. To this end, it is a service rendered to teachers, focusing on how to help them understand and accept themselves, their abilities patterns of interest, emotional make-up and background preparation and helping them set realistic goals for themselves.



Supervision is supposed to bring about improvement in instruction. Abiodun (2013) writing on the meaning of supervision said, supervision is the process of bringing about improvement in instruction by working with people who work with pupils. Still on supervision, he continued “the process of supervision is to facilitate learning of pupils”. Adequate supervision therefore is concerned with making adequate provision for all of the conditions which are essential to effective learning through effective teaching. According to him, the chief function of supervision is to improve the learning situation of children, that supervision is a service of activity that exists only to help teachers to do their job better. Supervision is directly and primarily concerned with studying and improving the conditions which surround the learning and growth

of pupils and teachers. Good supervision releases energies of people in creative ways to solve individual and common problems.

In the context of education, supervision refers to the roles played by an education officer (or supervisor) in being responsible and making sure that teachers do their work effectively. Educational supervision is the process or the act of seeing to it that the policies, principles and methods established for achieving the objectives of education are properly and successfully carried out. This process involves using expert knowledge and experience to oversee, evaluate and cooperatively improve the conditions and methods of doing things connected with the teaching and learning problems in schools. The primary objective of supervision is to enhance the quality of instruction in the schools. The learner is the focus of attention in the process of supervision.



Mgbodile (2016) said in supervision, one person (the supervisor) tries to help the other person (the teacher or supervisee) improve the way he or she is teaching. He went further to say that supervision is a process of planned changes. The supervisor being the change agent whose responsibility is to provide the variety of resources that may be necessary for the teacher to see the need for change, to plan for change, to enact new behaviour and to test out its effectiveness. Firz (2016) described supervision as a process of directing, helping, guiding and stimulating growth in the subordinates in order to improve the quality of instruction. Mgbodile (2016) sees supervisor as somebody whose basic aim is to help teachers understand and accept themselves for what they are, their abilities, patterns of teaching, emotional make-up among others and having done this, to set realistic goals for themselves.

To conclude, in the words of Ogunsaju (2008), supervision does not imply that the staff must be ordered about and kept constantly under surveillance at all times to make sure that work that needs to be done is done properly at the right time. Supervision is interaction between and among two or more people. Thus, it is an inescapable fact that wherever more than one person is involved in an act, interaction is bound to take place in form of some types of established relationships; hence supervision is evident through interaction for the purpose of achieving the goals of the school (enterprise).

2.2.2 Meaning of instruction in education

Instruction is the purposeful direction of the learning process. Classroom instruction is a bilateral activity between teaching and studying. Both the teacher and students are active participants in the learning process, each with their respective responsibilities. According to Gagne (2000); instruction means arranging the conditions of learning that are external to the learner. These conditions need to be constructed in a stage-by-stage fashion, taking due account at each stage of the just previously acquired capabilities of the learner, the requirements for retention of these capabilities and the specific situation needed for the next stage of the learning. Instruction is aimed at changing behaviour, so it is useful to think of a unit of instruction as being built around desired behaviour that is the learning outcome.

From the above definitions, it is seen that instruction is purposeful in directing learning process. It is a vitally important classroom activity that involves both the teacher (as the instructor) and students (as learners). Therefore, it makes the need to supervise instruction more important and inevitable to achieve educational goals.

2.2.3 Supervision of Instruction

Having presented concept of supervision and concept of instruction, it is also important to present supervision of instruction as defined by various writers and scholars. Wiles and Lovell (2014) defined supervision of instruction as the maximum development of the teacher into the most professionally efficient person he or she is capable of becoming. This definition therefore indicates that supervision is all about promoting leadership and teachers' growth in educational practices.

Nwaogu (2008) said supervision of instruction is a process or an activity by which an individual or a group of individuals by means of advising and stimulating interest in teachers and pupils help to improve teaching and learning situations in educational institutions. It is also the process of assisting the teacher to improve himself and his instructional abilities so as to enhance effective teaching and learning. So if instruction is not achieved there is something wrong with the supervision. Again it can be seen from this definition that supervision is supposed to help teachers help (improve) themselves. The supervisor ensures that the teacher teaches in such a way that the child understands so that he acquires the abilities, the skills, and attitudes stated in the objectives of instruction.

Bar(2000), defined supervision of instruction as “a complex process that involves working with teachers and other educators in a collegial, collaborative relationship to enhance the quality of teaching and learning within schools and that promotes the career long development of teachers”. According to Oliva and Pawlas (2009), “supervision of instruction is a means of offering to teachers specialized help in improving instruction”.

It is clear that these definitions revolve around helping teachers, facilitating and improving instructions. This obviously indicates that there are two interacting aspects of the instructional supervisory process: the supervisor and the teacher.

2.2.4 Purpose of Supervision

The goal of supervision is that of quality control. That in a school, every teacher uses his optimal capability to achieve the expected level of performance. Supervision helps the new teacher to understand the purposes, responsibilities and relationships of his position and the directions of his efforts. Supervision also gives guidance to members of the school system, so that they can be self-directing and thus function effectively with minimum supervision.

From the above points, it is basic that the purpose of having supervisors in our schools is to control the quality of education received by our children. It lays emphasis on the classroom performance of teachers, especially on the duties assigned to them. With the huge amount spent on education yearly by the government, the parents would like to have a feedback to the success or failure of the system where they have huge investment. In the school system, the supervisors are representing the interest of the government and from them the government has adequate feedback. In the school system, the supervisors are quality controllers. In the school, the role of supervisors is that of monitoring officers of the school programme. (Olowoye & Alani, 2010). Ogunsaju (2008) gave the following reasons for supervising schools. The reasons are:

- To know the performance of the teachers recruited to teach in the school system.
- To determine whether a teacher should be transferred, promoted, retained, or dismissed.

- i. To improve the incompetent teachers.
- ii. To discover special abilities or qualities possessed by teachers in the schools.
- iii. To provide a guide for staff development.
- iv. To know the effectiveness of classroom management by the teachers.
- v. To know the direction of the school (whether science or art oriented).
- vi. To assess the “tone” of the school and identify some of its most urgent needs.

School supervision is aimed at assisting teachers to teach the learners under their care in the most effective way. The purpose of supervision can be classified into: *Teacher-Improvement Purposes and Non-Teacher Purposes* (Olowoye & Alani, 2010)

Teacher-Improvement Purposes

According to Olowoye and Alani, (2010), the following are the purposes of teacher improvement.

- i. Ensuring that teachers do their assigned work effectively
- ii. Ensuring that teachers are capable of carrying out their teaching responsibilities
- iii. Ensuring that new teachers receive training to enable them function effectively on the job
- iv. Ensuring that teachers are given assistance when they need it
- v. Providing professional information to teachers who need it
- vi. Guiding teachers to the sources of instructional materials
- vii. Providing technical assistance to teachers when required such as in the preparation and use of teaching aids
- viii. Ensuring that discipline is maintained in the classroom

- ix. Maintaining high morale among the teachers.
- x. Determining whether a teacher should be transferred, promoted, demoted, sent for further training, suspended, retired or dismissed for negligence and lack of productivity
- xi. Suggesting ways of improving the performance of incompetent teachers
- xii. Providing an opportunity to discover teachers with special abilities and or qualities.

Non-Teacher purposes of supervision

According to Gurr (2016), the following purposes which are not directly concerned with the teacher, also guide the supervisor:

1. Ensuring the supply of teaching materials to the school
2. Ensuring that the quality of instruction is maintained in the school
3. Providing an opportunity to assess the moral tone of the school
4. Providing feedback to educational planners on the need for curriculum changes/improvement (Gurr, 2016)

Olowoye, and Alani (2010) sees supervision as: the element of the administrative process which is concerned with efforts to guide the day to day activities of the work group by stimulating, directing and co-ordinating the workers and their efforts, cultivating good working relationship so that they all work towards a more efficient achievement of the task goal. According to Olowoye, and Alani (2010) in the school system supervision relates to guiding and coordinating the work of teachers and all connected with school work in such a way that students' learning is facilitated.

From the above definition, one can see that there is need for supervision in schools for the improvement of instruction. Supervision assumes that teachers have resources which are untapped and it is the function of the supervisor to help discover these for the ultimate benefit of the pupils when this is done. Nwokafor (2007) sees the main task of the supervisor as that of creating conducive atmosphere for the teachers to be able to achieve desired changes in the learners in consonance with the peculiar needs of the environment. Supervision also helps to discover and upgrade areas of weakness of the teachers through organized seminars and workshops as forms of in-service education within the country or in other countries in which such problems have being experienced and solutions found to them.

Supervision also helps teachers to identify their problems, thereby, making work easier. This is because a problem well defined is a problem half solved. Solutions to these problems can be achieved through discussions and interactions. Supervision also helps improve their teaching functions. According to Nwokafor (2007), these include:

- a) Audio – visual aids like films, maps, chart records, tapes, radio and television programmes.
- b) Library resources like reference books, manuscripts,
- c) Instructional materials like clay, paints, crayons, paper pulp, flannel boards
- d) Excursions and field trips.

Supervision also takes care of both personal and professional problems of teachers. Adesina (1981) points out that the function of supervision of instruction is to improve teachers' effectiveness so that he can contribute maximally to the attainment of the system goals. Also, supervision of instruction is important for a number of reasons. According to him: The supervisee learns during supervision since the supervisor is

more knowledgeable, he corrects and advises the supervisee. This is done through friendly interaction. It also enhances personal professional growth of the teacher since interaction and greater knowledge gained at supervision promote personal growth (Adesina, 1981).

Considering these reasons by experts of the purpose of supervision, it can be said categorically that supervision is basically the process or way of helping, improving and developing teachers to perform their teaching duties effectively. So, supervision is inevitable and cannot be overemphasized in the smooth running of the school.

2.2.5 Techniques of Supervision of Instruction

There is a difference between doing a thing and causing it to be done. In addition to doing things, a good supervisor causes things to be done by others. Causing things to be done requires great skills in organization. It also requires confidence in one's ability to organize. The basis of this confidence is dependent on knowledge because knowledge is power. Therefore, the practice concerned with causing things to be done will recognize that there are many techniques of supervision behaviour. There is an array of activities that the skilful supervisor can utilize to bring about desirable effect on teachers' behaviour for achieving teachers' classroom performance.

These methods are:

- **Classroom Visitation/Observation:** This involves the systematic live observation of a teacher and analyzing his or her classroom practices and the teaching-learning process. It is a situation where the teacher is working directly with learners and the supervisor is present as a witness to observe systematically classroom events. During observation, the supervisor also looks for planning and preparation, lesson presentation, teachers' personality and

student- teacher interactions or relationship. It serves to inform supervisors not only of the problems teachers are encountering but also the outstanding practices in effect (Ogunsaju, 2008).

- **Teacher Visitation:** It involves one teacher visiting and observing another teacher in action in another class within the same school (inter-class visitation) or in another school (inter- school visitation). This is particularly helpful if the inexperienced teacher watches experienced teacher in action, thus, helping him to learn how to organize and manage students in the classroom, and to plan effectively and in the effective utilization of resources.
- **Workshop:** This activity involves a small group of people that is temporarily formed to discuss a specific topic, or work on a common problem and trying to find solution(s) to a specific problem. Maximum emphasis is always on interaction and an optimum amount of critical analysis of ideas related to the problem or topic at hand is encouraged in a permissive topic-centred, face-to-face situation (Ogunsaju, 2008). The participants could comprise of teachers, supervisor(s), professional educators or resource persons and the theme of the workshop must either centre on educational issues or instructional problems. Educational workshop could be organized at local school level or national level. The workshop must be planned so as to map out the venue, the purpose of the seminar, logistics involved based on the anticipated number of participants. There are certain features of educational workshop, they are:
 - i. Workshop must be held when all the participants would be available.
 - ii. Workshop must be a reflection of obvious educational problem of teachers and other professionals.

iii. It must have a leader, or a coordinator who presides over the planning of the workshop, controls the workshop, ensures attendance of all participants.

- Conference: A conference is very important technique which the supervisor uses to guide, help and stimulate the supervisees. Any meeting involving two or more people, one being a supervisor and one a teacher is described as a conference. Thus there are two types of conferences:

a) Person – to – person conference

b) Supervisor’s conference with teachers.

- Micro-Teaching: This is very necessary for teaching both pre-service and in-service teachers. It is a teaching situation which is scaled down in terms of time, class size, and teaching complexity to allow the teacher focus on selected teaching strategy. It is designated to develop new skills and refine old ones. Depending on the availability of facilities, the lesson may be or not video recorded. After the lesson, the teacher together with the supervisor (and the pupils) will view the replay of the lesson, evaluate the person and discuss aspects of the lesson. The supervisor suggests ways by which the lesson could be improved.
- Counselling Approach: It is based on the premise that since teaching is an expression, there are psychological changes in teaching behaviour. Counselling Approach is also based on the assumption that if one can build a sense of personal security and confidence, positive result is expected in the classroom; also teacher’s self-concept can be improved. Thereby, the strategies and techniques inherent in ego-counselling, psychotherapy, and client-centred therapy are very relevant to this practice. The absence of specialized training in these aspects may be setback though. In this, the

supervisor and the teacher meet with each other outside the classroom. Data or information about the teacher is not gathered directly. The supervisor here is concerned about the teacher's self-awareness.

With the above and some other techniques, one can agree that the supervisor has so many techniques to work with to achieve improved instruction and teacher's classroom performance.

2.3 Overview of Teachers' Job Performance

According to Griffin (1993), performance refers to an act of accomplishing or executing a given task. In a school context, teachers' job performance is the duties performed by a teacher at a particular period in the school system in achieving the school's goals. (Obidale, 1999). These duties involve timely syllabus coverage, correct pedagogical skills, school and class regular and punctual attendance. Teachers' job performance is highly connected to student outcomes as the end product in education (Okumbe 2007). Hence when addressing quality issues in education, the teacher quality and job performance need to improve appropriately. It is therefore necessary to consider teacher job performance determinants such as the headteachers' instructional supervision.

In education context supervision implies an instructional leadership role, in which the supervisor diagnosis teacher performance needs and then guides, directs, assists, suggests, supports and consults with the teacher. Zepeda (2006) states that supervision's purpose is to promote growth development, interaction, fault free problem solving and a commitment to build capacity in teachers. Pierce and Rowell (2005) view supervision as an ongoing process aimed at supporting, enhancing an individual's acquisition of motivation, autonomy, self-awareness and skills necessary

to effectively perform a job at hand. Effective supervision should result in growth and learning by the teacher and student (Hunsaker & Hunsaker, 2009). In quality instructional supervision programme, the following conditions contribute to teachers' job performance:

- i. That supervision is a participatory process with an ongoing dialogue between headteachers and teachers to find improved methods for instruction delivery.
- ii. Supervision encourages a wide range of instructional techniques and diversity in teaching methods which take into account the unique talents and capabilities of teachers.
- iii. Headteachers support improvement of instruction by observing teachers, giving suggestions, coaching or demonstrating teaching skills or alternative teaching methods.
- iv. Headteachers provide instructional materials that enhance instructional delivering in and out of classroom. Methods and practices of instructional supervision have varied since the inception of formal supervisory models, its intents and purposes have primarily remained same to help improve teachers' instructional performance.

2.4 Headteachers' Classroom Observation and Teachers' Job Performance

Research points out that schools that make most use of consultants in their curriculum improvement efforts are the most effective. Consultancy includes interclass visitation, lesson study and constructive help for teachers. This can be done through school system and through a network of schools that engage in collective problem solving (Tanner & Tanner, 1980). Over the years the headteachers teaching load and clerical duties have been reduced to allow them

more time for supervisory roles. Yet it has been found out that teachers do not support the principal's or head teacher's presence in the class without knowing the exact matter. Most of the principals are known to spend most of their time sitting in the office doing administrative tasks hence they have no classroom touch (Hart & Bredeson, 1996). Teachers capitalise on the headteachers weaknesses like this. A study done by Mwinyipembe and Orodho (2014), revealed that teachers plan good records just to show the headteachers, yet they teach using text books, class prefects to write notes on the chalk board and even send work to be done by pupils while they were either in or out of school running their personal errands.

Classroom visits is one of the most common forms of teachers evaluation. They involve live observation of a teacher and analysing his/her class practices, their pedagogical skills, their personality and student teacher interactions in the lesson (Panigrahi, 2012). The formal technique involves face to face contact between the supervisor and the teacher. Followed by post classroom observation conference analysis to help the teacher to improve and give feedback. Goldhammer (2003), called this Clinical supervision. The supervisor can also employ an informal class visit where the headteacher walks into a classroom and sees how instruction is going on. It provides a quick look at the teachers' performance and environmental factors in the classroom. This may last about 30 minutes during which teachers' practices may be observed and documented for further discussion.

A study conducted by Simpkins and Friesen (1970) showed that teachers perceive themselves as involved in decision making only in the area of classroom management. Goldhammer (1993) advocated for self-supervision and suggested that supervision should increase teachers' willingness to supervise themselves and their colleagues.

Zepeda, Wood and O'Hair (1969) in Sharma et al (2011) concurred and coined the term auto supervision.

Njoka (2015) and Ndambuki (2016) emphasized the new desire by teachers to shift from being overpowered by administrative decisions and confined to classroom to being more involved in collegial instructional supervision and general organisational decisions. If supervisors would spend more of their time and energy in classroom supervision followed by a helpful conference, teachers would appreciate supervision, be friendlier, and even participate in auto supervision. This will avoid a blame game where class visits are just a paper filling exercise that has no impact on teachers' job performance. Ngunjiri (2012) actually blamed poor performance of pupils in public schools to arm chair headteachers who are not in touch with what goes on in classrooms.

2.5 Providing Instructional Resources and Teachers' Job Performance

For the officially designed curriculum to be fully implemented, schools must have adequate resource materials such as textbooks, exercise books, teaching aids and stationery. It is the duty of a school head teachers to lead the process of drawing up the budget and prioritising instructional resources. For the teachers to perform their job well it is incumbent upon the headteacher to avail necessary equipment and teaching material required promptly (Ngaroga, 2006). For quality education to be achieved, there is need to not only avail but to ensure that indeed the teachers are making good use of the availed instruction materials. When well utilised, the resources reduce the length of time required for instructional since learners are able to do self-study along classroom instruction. Instructional materials such as tapes, films, slides appeal to many senses that make learning process interesting. The adequate

teachers' instructional performance depends on the availability and usage of these materials (Osakwe, 2016). According to findings by Otunga, Serem and Kindiki (2008). Lack of resources is a problem bedeviling most public school in Africa; sometimes the headteachers are in a dilemma as to how to satisfy the needs in the schools.

A study by Kiamba (2011) revealed that most of the physical facilities recorded greater frequency of being inadequate or lacking all together. Headteachers' interviewed cited insufficient funding for instructional materials and lack of storage facilities for textbooks. It is a general view by the public that education standards in public schools are falling due problems such as inadequate and sustainable teaching and learning materials (Gok, 2010). Teaching and learning materials are basic tools for a teacher and their availability is crucial in attainment of quality education.

2.6 Teachers' Professional Records and Teachers' Job Performance

The ministry of education clearly states the duties of the headteachers in the headteachers' manual (2000). Among supervisory duties, the headteacher must check the teaching standards by reference to teachers' professional records (Eshiwani, 1993). In his study, Eshiwani identified some of the factors that determine performance of basic schools included teacher preparation and pupils' homework.

Musungu and Nasongo (2008) carried out a study in Wa Municipality in Ghana; they were investigating instructional role of headteachers in academic achievement in Ghana certificate of secondary education. In their findings, high percentage of principals in high performing schools checked lesson plans, schemes of work, teacher attendance and class registers regularly. During records observation the headteacher must be objective, maintain confidentiality and provide feedback to the teacher

(Hunsaker & Hunsaker, 2009; Armstrong, 2003). Many studies have revealed that most headteachers focused more on professional records than the real practical work being done by teachers. It therefore remains effort in futility.

According to Mwinyipembe and Orodho (2014), a teacher interviewed in their study commented thus

"... 's impending visit disrupts our peace in school. I am forced to prepare so many unnecessary documents such as lesson plans, lesson notes, schemes of work and teaching aids, which I do teach without..."

This finding was in consonance with Kiamba's (2011), findings that, most teachers prepare professional records in haste on the verge of external supervision that they hardly refer to soon after the visit. This implies that there is a general laxity in school internal supervision which needs to be strengthened in many public schools.

Teachers interviewed by Mwinyipembe and Orodho (2014) confirmed that at the beginning of the term headteachers deliver a harangue on the importance of preparing and using professional records and accomplishing the non-academic roles in readiness for CSO who may visit the school any time. This means that teachers and headteachers misunderstand the aim of making professional records.

Instead, they prepare them for external supervisors and if they never come then soon the teachers give up the preparations. This was in conformity with Kiamba's (2011), findings that headteachers being the immediate school supervisors carried out very limited instructional supervision and instead concentrate on physical development projects. Headteachers and teachers work of supervision, and assisting pupils to do their work should be considered as a moral obligation warranting self-driven effort (Sergiovanni & Starrat, 2007).

Principals need to delegate checking of some records to panels but instead they also wait for external supervisors. Teachers made tests for pupils lack content validity. Mwinyipembe and Orodho (2014) study found that in some school, students were yet to get feedback of the first and only continuous test they sat for at the end of the term. A study done in Nyeri district revealed that 70% of instructional supervisors counter assessed and advised teachers on proper preparation and keeping professional records which translated to good pupils' performance (Ngunjiri 2012). The researcher needs to establish the situation in Agona East district.

A study by Nzambi (2012) found out that headteachers' promote teachers' professional development by using supervision and colleagues to train teachers on instructional practices. Other methods include allowing and encouraging teachers to undertake private studies, using external sources such as college courses, district level workshops and consultants. Sergiovanni and Starrat (2007) describe instructional supervision as opportunities provided to teachers for developing their capacities towards contributing for students' academic performance. Building strong team of teacher leaders is one of the important roles of the headteacher. The principals who support teacher development cultivates capacity for leadership who in turn promote leadership among many teachers. Kalule and Bochamma (2013), states that, to improve student achievement teachers must improve their instructional practices. As professionals involved in a constantly evolving decision-making context within their practices, teachers must pursue professional development activities throughout their career to develop their expertise (Brodeur, 2005).

There is a body of evidence of the growing advocacy for teachers to engage in continuous professional development in the efforts to maintain the level of their

professionalism. Professional development for teachers is important to ensure the sustainability and growth of teaching profession Cardino (2005). This claim reinforces Boyle, While and Boyle (2004) assertion that the continual deepening of knowledge and skills is an integral part of the professional development of any professional working in any profession.

Eshiwani (1993) advised that, because improvement of education depends on the improvement of teacher competency; there is need for systematic upgrading and training programs for teachers through in-service training. An instructional supervisor should therefore plan for his/her teachers to attend in-service courses, conferences and seminars. Dean (1991) defines the term 'profession' as an occupation which requires long training involving theory as background to practice, has its own code of behaviour and has high degree of autonomy. The definition emphasises the significance of learning the theories of teaching to inform teachers' teaching practice. This definition of the term 'profession' also implies that for teaching to be considered as a profession, it is mandatory that teachers are offered continuous learning opportunities that expose them to the theories of education to develop their practice. Hence, professional development for teachers needs to be strongly grounded to the theory. Goodson (1997) supports this statement by explaining that at its best, theory works back to informed and improved practice. He also cautions that separation of the theoretical knowledge from practice will affect the idea of teaching as a profession, which is based on a set of research expertise and theoretical bodies of knowledge (Goodson, 1997).

The strength of teachers' professional development that embodied the theories of teaching and learning is evident in the Best Evidence Synthesis (BES). Timperley,

Wilson, Barrar and Fung (2007) report that from the six studies on teachers' professional learning examined in the Best Evidence Synthesis (BES), the three studies of teacher professional learning that recorded the lower outcomes for its learners are the ones identified as having the least emphasis on theories. This finding further supports the argument that theory-oriented approach is essential to teachers' professional development for it to have some impact on teaching practice. In addition to having a strong focus on the theory aspect of professional development, the definition of the term 'profession' as offered by Dean (1991) also implies that for teaching to be considered as a profession and teachers as professional, it is fundamental for the teachers to continuously experience professional development throughout their career.

This is further explained by Kwakman (2003) who says: Keeping up is a core responsibility of professionals, as the professional knowledge base underlying professional work does rely on the input of new information since it is geared to continuous improvement. The main aim of reading is keeping up to date with new insights and developments influencing the professional field such new found materials, new teaching methods and manuals, new pedagogical approaches, but also new societal developments which have an impact on education and teaching in general. Blasé and Blasé (1998) provided a list of strategies and principals used to promote professional development that increased teachers' use of reflectively informed behaviours such as; emphasizing the study of collaboration among teachers, developing coaching relationship and applying principles of adult learning to staff development.

However, continuous learning opportunities for teachers to enrich and refine their professional knowledge and practice is often undermined by the lack of time, money, and appropriate structures (Bredeson 2002). Hargreaves (2000) for example has established the link between professional development and teacher professionalism by looking at the different phases of teachers' professionalism. He asserts that the idea of 'professionalism' refers to the quality of teaching and the conduct, demeanour and the standards that guide it. In addition, Hargreaves (2000) argues that the idea of teacher professionalism has evolved in the past years due to the changes that are constantly taking place in the world's education system. He further elaborates that there has been four historical phases of teacher professionalism identified over the years; the pre-professional age, the age of autonomous professional, the age of collegial professional and finally, the post professional or post-modern.

During the phase of the professional autonomy, the nature of teaching is often described as working in isolation. It is common during that phase of time for teachers to work alone in their classroom with minimal interaction with their colleagues (Hargreaves, 2000). Hence, their professional development experiences come in the form of workshops and courses that are delivered away from the classroom and school by outside experts, and received by teachers as individuals. However, these teachers are not able to integrate what they have learned into their practice when they return to their workplaces as they do not understand or receive support to apply the new knowledge and skills in their classrooms (Little, 1993 as cited in Hargreaves, 2000). For this reason, "many teachers are starting to turn more to each other for professional learning, for a sense of direction, and for mutual support". Consequently, this has caused the shift in the nature of teaching from working alone in the isolation of their classroom to working in collaboration with their colleagues. This collegial

relationship also changed the form of teachers' professional development. Instead of having offsite workshop for individual teachers, recent professional development programmes are designed to be more collaborative in nature. Building strong team of teacher leaders is one of the important roles of the headteachers. The principals who support teacher development cultivate capacity for leadership among many teachers (Zepeda 2003).

2.7 Reward Motivation and Influence on Teachers' Job Performance

According to Okumbe (2007), motivation is a process that starts with a physiological or psychological deficiency or need that activates behaviour that is aimed at a goal. Motivation is necessary in a workforce to create conditions in which workers are willing to work with zeal, initiative, interest, enthusiasm, sense of responsibility, discipline and pride to archive organizational goals. Motivation is a Latin word *Morere* meaning to move. Head teachers have a supervisory role to energize teachers to perform optimally According to Hertzberg, hygiene factors such as salary, working conditions job security and rewards do not motivate staff nor sustain performance. However Maslow's hierarchy of needs thereof states that these hygiene factors, physiological safety and love needs under which rewards fall, must first be satisfied for one to be satisfied by higher order needs (Okumbe, 2007) Basic School teachers have to be understood to determine the level of their needs. Okumbe (2007) opines that, success of any motivational effort depends on the extent to which the individual employee's needs for whom it is intended are met.

Nyakundi (2012) revealed that rewards and recognition keep teachers committed to their jobs. This concurred with an earlier study in Vihiga secondary schools by Musungu, Achoka, Kasandi and Nasongo, (2008) which observed that 100% of

headteachers in high performing schools used rewards to motivate their teachers. This meant that reward played a significant role in motivational strategy to improve and maintain academic performance of in Vihiga District. The rewards included giving teachers free break time tea and lunch, money for quality grades in their jects, and trips to various places. Other non-monetary rewards includes verbal praises letters of appreciation, presentation of gifts and promotions. Mbiti (1974) states that an administration where the employees cannot hope to receive a word of commendation or sympathy from their superiors at a time of need is inhuman.

In order to be motivated to perform such duties, schools should provide meals to teachers, for this will ensure they stay in schools to have long contact hours with learners for maximum academic gains, Jesmiah (2011). Reporting from a study conducted in Narok South, focusing on the influence of meals on sustained school attendance, Tonje (2009) observed that, as much as meals positively influenced pupils to regularly attend schools, teachers were equally benefiting from the feeding programme.

According to Kageha (2004) most headteachers motivate their staff through provision of free meals such as breakfast, tea-break, lunch and supper through the generous sponsorship of Parents Teachers Association (PTA). This is noted to have given teachers time to teach extra lessons and give personal attention to students when they are motivated. It is critical to note that, whereas most institutions focus more on aspects of remunerations for workers, any disregard on providing meals to workers may reverse the gains of remunerations, (Tawa, 2008).

More often people tend to remember household rewards, Adegel (2011), notes that rewards should be varied to satisfy both the immediate needs and long impression of

the workers. Rewards are powerful sources of motivation of most people, irrespective of age or social status. Some of the rewards given in school to promote commitment of workers are utensils, lamps, television sets, furniture, certificates, blankets and trophies. Whatever reinforcement (extrinsic) teachers are given should enhance teachers, job commitment. Good work done by any employee should always be acknowledged through provision of rewards. This can be done by giving teachers trophies during prize giving days, a letter of appreciation or are given a bonus where appropriate (Cole, 2002). The physical hygienic factors in the working environment are very important. In schools, they include good toilet facilities, subsidised meals, comfortable furniture, television sets and newspapers (Adair, 2009).

Therefore provision of such rewards for examples, comfortable furniture and television set as part of teachers' rewards may boost the morale of teachers to perform the job. The school management can motivate teachers by giving a letter of appreciation for a job well done, organizing for the end of the year party, give trophies for the teacher of the year during prize giving days as well as allowing social welfare which cater for the members of staff (Okumbe, 1998). Griffins (2005) explored that the performance of an individual s determined by three factors i.e., motivation, work environment and ability to work. Poorly designed work timings, unsuitable authorities, lack of appreciation, lack of opportunity for decision-making, demotivates teachers and impacts negatively on their job performance.

2.8 Summary of Literature Review

In the literature review, the researcher observed concept of teachers' job performance, other studies on headteachers' instructional practices and their findings. Some of the practices discussed are headteachers' classroom observation, provision of instructional

material, checking of teachers' professional records, teacher development by the headteachers and motivational rewards' influence on teachers' job performance. Most of the researchers like Musungu and Nasongo, (2008), Kiamba's (2011), Mwinyipembe and Orodho, (2014) among others concurred that there is laxity in school supervision and there is need for improvement.

This study discussed the concept of instructional supervision, headteachers' practices in instructional supervision and professional documents in instructional supervision. Reviewed literature indicated that only when instructional supervision is carefully carried out can success be assured. Kimosop (2002), concurs with this assertion that the school head is the most important and influential individual in a school. According to Muoka (2007) and Mwasindo (2012) head teachers as school administrators must be concerned with the quality of instruction supervision as well as the student's achievements. Halliday (2005), refers to this form of supervision as offering pedagogical support. Nyamwamu (2010), concurs with this when she says that the basic problem in administrative supervision is the quality of the supervisee's practice in respect to professional standards. Nyamwamu (2010), carried out a study on instructional supervision in relation to curriculum implementation. The findings revealed that principals play a key role in instructional implementation, staff development and school culture. However, the study focused on curriculum implementation which is limited to the teacher. The current study looks into instructional supervision practices in relation to teachers' job performance which influences pupils' performance. Kimosop (2002) carried out a study on the role of the head teacher on instructional supervision. He noted that instructional supervision practices were low especially in classroom observation because head teachers are burdened with other administrative duties leaving them with little time for

instructional supervision. The study recommended in-service for headteachers in carrying out instructional supervision. However, the study was carried out in Nairobi with a sample size of six schools. The current study is based in Agona East district with a larger sample size of 12 schools.

2.9 Theoretical Framework

The study is based on interconnected model of professional growth by Clarke and Hollingsworth (2002). The theory postulates that education supervision is a continuous process that is aimed at teacher professional growth. It suggests that the change in a teacher who is supervised occurs in recurring cycles. This comprises; the mediating process of reflection and enaction within four distinct domains that encompass the teachers' world; the domain of practice, personal domain, domain of consequence and external domain. Teachers' professional growth is through multiple growth pathways between these four domains. The model identifies teacher professional growth as inevitable and a continuous process of learning, that includes the mediating process of reflection and enaction as the mechanisms by which change in one domain leads to change in another.

External domain includes supervisors, fellow teachers and publications that are the initiators of professional development. The practice domain refers to the in-class experimentation where the teacher retains and re-uses effective practice and eliminates those that do not lead to student achievement. Personal domain expresses the change in the teacher's knowledge beliefs and attitude. The change occurs because of the value they associate with new teaching strategies. The last domain of consequence refers to the salient outcomes of the teacher value system after supervision, thus, the ability of the teachers to adjust after supervision. It is therefore

the duty of the headteacher to effect teacher professional development by using appropriate supervisory practices that teachers appreciate and value that can lead to positive change of behaviour.



CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter highlights the research design, target population, sample size and sampling procedures, research instruments, instrument validity and instrument reliability, data collection procedures and data analysis techniques that were employed in the study.

3.2 Research Design

The study utilised descriptive survey design which according to Kelinger, (2016) is that branch of social scientific investigations which studies large and small populations or universe by selecting and studying samples chosen from the population to discover the relative incidence, distribution and interrelations. The implication was that it was not possible to reach the entire population hence the need for choosing a representative sample. This study employed this design to establish the opinions and knowledge about the influence of headteachers' instructional supervisory practices on teachers' job performance in public basic schools in Agona East district, Ghana.

3.3 Population

The study focused on the 14 public basic schools in Agona East district, with a population of 14 headteachers and 346 teachers. Total target population was 430. The head teachers and teachers in the district used for this current study had taught at the basic education level for at least five years.

3.4 Sample and Sampling Techniques

Stratified and simple random sampling were employed. Stratified sampling enabled the representation by the two marked groups in the population (Kothari, 2004). The two groups are of the schools that perform above average and the ones that perform below average in BECE Using the table of random numbers, 7 basic schools of each group were picked and all headteachers of sampled schools which was more than 40% of the total population. According to Borg and Gall (2016), the smaller the target population the higher the sample. The sample of 40% of teachers divided by 14 schools is approximately 8 teachers per school. Total sampling was 112 teachers and 14 headteachers which was 126 total sample.

3.5 Research Instruments

The instruments for data collection in this study were the questionnaire and interview guide for teachers. Questionnaire was deemed suitable since it can be used to reach a large sample that is within reach and can co-operate within a short time (Orodho, 2004). The teachers can be reached and they can express their feelings and attitudes in writing. While the interview was used for follow up. The two instruments were used in this study for the purpose of triangulation and data crosschecking. According to Mugenda and Mugenda (2010) interview guides provide respondents with an opportunity to express themselves freely without limitation. Responses from the interviews were recorded under headings emerging from the interview guides of the interviewees. The interview guide gave deeper insights into the supervision practices and their influence on teachers' job performance that manifested through BECE performance of the schools.

3.6 Validity of the Instruments

Content validity according to Effrim (2019) is concerned with establishing whether an instrument contains items related to the constructs being measured. To ascertain content, the questionnaires and interview schedules were presented to the measurement and evaluation lecturers in the Department of Educational Foundations, University of Education, Winneba of which the researcher's supervisor is one, who are authorities in that area of specialisation. The lecturers used expert judgment to validate the contents instruments, their suggestions of which were used to improve the data collection instruments. Thus, the questionnaire and interview schedule items were modified to relate to the relevant research questions.

3.7 Reliability of the Instruments

Effrim (2019), defined reliability as a measure of how consistent the results from a test are. An instrument is reliable when it can measure a variable accurately and consistently and obtain the same results under the same condition over a period of time. To test reliability of the instrument, test retest technique was used. This test-retest method involved administering the same instrument (questionnaire) twice to the same group of respondents in four basic schools which were not part of the main study but have similar characteristics as the sampled respondents. The test-retest was done after a time lapse of one week. The scores from both testing periods were correlated to determine their reliability using Pearson's Product Moment correlation co-efficient. A coefficient of 0.79 was considered adequate (Effrim, 2019; Best & Kahn, 2006).

3.8 Data Collection Procedure

After being cleared by the supervisors, an introductory letter was obtained from the Department of Educational Foundations to help the researcher to get a permit from Agona East District Education Directorate in order to involve the teachers and the headteachers. An introductory letter to the schools was then obtained from Education Directorate of Agona East. The researcher booked appointments with the headteachers and visited the schools to administer the questionnaires and later held interviews. The respondents were assured of strict confidentiality as indicated in the questionnaires. The completed questionnaires were collected the same day after the administration of the instruments to a particular school. It took the researcher three one-and-half months to complete the administration of the instruments.

3.9 Data Analysis Procedures

According to Kelinger (2016), data analysis is categorising, ordering, manipulating and summarising of data to get answers to research questions. Data in the research instruments were edited after collection, to identify and minimise errors. Coding was done by assigning numerals so that the responses could be put into limited number of categories. The quantitative data was analysed using descriptive statistics formulae provided by the statistical packages for service solution. The analysed results were tabulated appropriately using frequency distribution and percentages to illustrate the responses to the questionnaires. Responses to open ended questions were recorded to determine the frequencies of each response (Gall, Borg & Gall, 2015).

3.10 Ethical Considerations

The researcher sought consent of the participants by requesting them kindly without coercion. The researcher protected copyright of other researchers and avoided

plagiarism by acknowledging through citation and quotation of any inclusion of other people's work. The respondents' right to privacy was observed by coding the questionnaires instead of using names. The research employed a humane approach during the interview to avoid embarrassment, psychological humiliation or harassment of the respondents.



CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION OF RESULTS

4.1 Introduction

This chapter presents data analysis, interpretation and presentation of the findings of the study. The study investigated the influence of the head teachers' instructional supervision practices on teachers' job performance in public basic schools in Agona East District. Demographic information collected from the respondents and data on overview of teachers' job performance form part one of this chapter. The rest of the chapter is organised along the study objectives or research questions. It starts with how classroom observation by headteachers influence teachers' job performance, the extent to which the provision of instructional material influence teachers' job performance, also the extent to which checking of teachers' professional records by the headteachers influence teachers' job performance and how teachers' professional development by the headteachers influence teacher's job performance. Finally, the chapter also looks at the headteachers' motivational reward for task accomplishment by the teachers, and the extent to which it influences teachers' job performance in public basic schools in Agona East District.

4.2 Questionnaire Return Rate

With a target of 14 public basic school head teachers and 108 teachers, 122 questionnaires were administered. All 14 (100%) questionnaires from head teachers were returned and 106 (94.6%) questionnaires for teachers were returned, hence a total of 120 (95.2%) of questionnaires were returned. A response of 50% in most research endeavours is considered adequate. Therefore, the response rate of 95.2% was considered more than satisfactory for the purpose of the study. This good

response rate was attributed to the inter alia where participants were informed well in advance of the purpose of the study. The researcher administered the instruments in person and collected them on the spot and immediately.

Table 1: Response Rate

| Respondent | Questionnaire Distributed | Questionnaire Returned | Response Rate |
|-------------------|----------------------------------|-------------------------------|----------------------|
| Head teachers | 14 | 14 | 100% |
| Teachers | 112 | 106 | 94.6% |
| Total | 122 | 120 | 95.2% |

The return rate, 120(95.2%) as shown in Table 1 is considered very high and this is attributed to the questionnaire administration procedure, where the researcher administered waited in the schools visited to collect them. According to Mugenda and Mugenda (2010), a 70% response rate is very good. Therefore, this response was not only adequate but very good.

4.3 Respondents' Demographic Information

The research sought to establish the respondents' personal data that comprised gender, age, academic qualifications and teaching experience. The researcher included the sex to establish extent to which each of the sex influences supervision and job performance of basic school teachers. The findings are presented as shown below.

4.3.1 Respondents' Age

Age is a factor that has been observed to affect the job performance of teachers. Hence the older the headteacher the more likely experienced and effective they are in

the implementation of duties. The researcher sought to know the age of the respondents and presented the findings as in Table 2.

Table 2: Distribution of Respondents by Age

| Age in years | Head Teacher | Teacher | Total |
|--------------|--------------|------------|--------------------|
| | Frequency | Frequency | |
| 21-25 | | 4 | 4 (3.3) |
| 26-30 | | 6 | 6 (5.0) |
| 31-35 | | 25 | 25 (20.9) |
| 36-40 | | 12 | 12 (10.0) |
| 41-45 | 3 | 26 | 29 (24.2) |
| 46-50 | 6 | 30 | 36 (30.0) |
| 51 and above | 5 | 3 | 8 (6.7) |
| Total | 14 | 106 | 120 (100.0) |

Results from Table 2 shows 6(42.9%) of the headteachers were 46 – 50 years and 5(35.7%) were 51 years and above respectively. On a different note, 30(28.3%) of teachers were aged 46-50 years, while 3(2.8%) were 51 years and above. This study concludes that majority of the respondents selected for the study, 63(52.5%) at least 41 years old and therefore likely to be more skilled and experienced in performing their tasks.

4.3.2 Sex of Respondents

The researcher sought to identify respondents' sex. Their responses were as shown in Table 3.

Table 3: Distribution of Respondents by Sex

| Sex | Head Teacher | Teacher |
|--------------|-------------------|--------------------|
| | Frequency | Frequency |
| Male | 6 (42.9%) | 20 (18.9%) |
| Female | 8 (57.1%) | 86 (81.1%) |
| Total | 14 (100.0) | 106 (100.0) |

Information from Table 3 show that, 8(57.1%) of the headteachers were female while male headteachers were 6(42.9%). The female teachers were 86(81.1%) while 20(18.9%) were male. This was an indication that school headship at public basic schools in Agona East district is female dominated and there are more female teachers than male teachers.

4.4 Highest Academic Qualifications

The researcher sought to find out the respondents' highest academic qualification and the results are presented in Table 4.

Table 4: Respondents' Highest Academic Level

| Highest Academic Level | Head Teacher | Teacher |
|------------------------------|-------------------|--------------------|
| Master's Degree | 1 (7.1) | 5 |
| Bachelor of Education Degree | 7 (50) | 82 (77.4) |
| Diploma in Education | 6 (42.9) | 16 (15.1) |
| Teacher's Certificate A | | 3 |
| Total | 14 (100.0) | 106 (100.0) |

*percentages in parenthesis

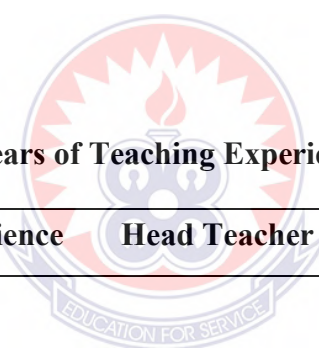
Results from Table 4 show that the highest proportion of the head teachers 7 (50%) are holders of bachelor of education degree. This was clear indication that majority of

the headteachers in Agona East district are capable of pursuing master's degree before their retirement if they want to. Further, 6(42.9%) were Diploma holders with only one happened to have completed the master's degree. Teachers' academic qualification was high since most of the teachers indicated that they were Bachelor of Education and Diploma holders 82 (77.4%) and 16 (15.1%) respectively. Head teachers' administrative role is essential in the school, therefore there is need for head teachers to have higher academic qualification more than the teachers to enhance effective leadership for essential provision of quality education.

4.3.4 Years of Teaching Experience

The study sought to establish the respondents' years of service. The results are shown in Table 5.

Table 5: Respondents' Years of Teaching Experience



| Years of Teaching Experience | Head Teacher | Teacher |
|------------------------------|------------------|-------------------|
| 1-5 years | | 14 (13.2) |
| 6-10 years | | 16 (15.1) |
| 11-15 years | 4 (28.6) | 56 (52.8) |
| 16-20 years | 6 (42.8) | 15 (14.2) |
| 21 years and above | 4 (28.6) | 5 (4.7) |
| Total | 14(100.0) | 106(100.0) |

*percentages in parenthesis

Results from Table 5 reveal that 6 (42.8%) of the headteachers had been in the teaching profession for a period ranging from 16-20 years, 4(28.6%) each had served the teaching fraternity for a period of 11-15 years and at least 21 years respectively. On teachers, 56(52.8%) of them had taught for 11-15 years, 16(15.1%) for 6-10 years, 15(14.2%) for 16-20 years and 14(13.2%) for 1-5years. This was an indication that

more teachers had been in the teaching profession for a very long time as compared to many headteachers in their respective schools. Additionally, the headteachers years of service is deemed enough to establish and exercise instructional role since they have adequately familiarised with the school environment.

Analysis of the Research Questions

4.4 Teachers' job performance

Performance of teachers has been accepted as a multidimensional construct since it measures a variety of different aspects of teaching such as subject mastery, effective communication, lesson preparation and presentation (Onyeachu, 2016). This study sought teachers' opinion regarding job performance. The responses were captured through a Likert scale ranging from SD –Strongly disagree with a score of 1 point to upper end of the scale as SA – Strongly agree with score of 5 points. Table 6 shows the findings of the captured information.

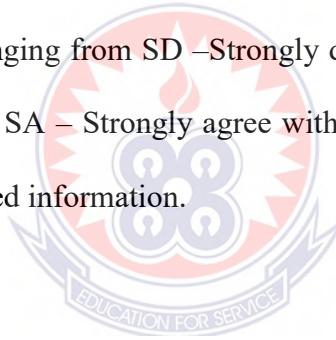


Table 6: Teachers' Job Performance

| Teacher's Activity | SD | D | U | A | SA | M | SD |
|---|----------|----------|----------|----------|----------|------|------|
| I always achieve targets in appraisal forms | 16(13.3) | 15(12.5) | 25(20.8) | 52(43.3) | 12(10.0) | 3.84 | 1.02 |
| I cover the syllabus on time | 25(20.8) | 16(13.3) | 14(11.7) | 45(37.5) | 20(16.7) | 3.70 | 1.05 |
| I am punctual in school and class attendance | 16(13.3) | 24(20.0) | 12(10.0) | 47(39.2) | 21(17.5) | 3.78 | 0.96 |
| In the last three years my school's BECE mean score was above 250 | 32(26.7) | 21(17.5) | 9(7.5) | 32(26.7) | 26(21.7) | 3.72 | 1.45 |

*percentage in parenthesis

In order to investigate teachers' job performance, the teachers were asked whether they always achieve targets in appraisal forms, majority of the teachers 52(43.3%) agreed. As to whether the teachers covered the syllabus on time 45(37.5%) agreed while 25(20.8%) strongly disagreed. In another development, 24(20.0%) disagreed about being punctual in school and class attendance. Regarding last 3 years BECE performance, 32(26.7%) agreed that in the last 3 years their school BECE mean score was above 250.

All the measures of performance scored are means ranging between 3.70 and 3.84 thus emphasising the variations in extent to which teachers perform their duties. Looking at the mean, it is inferred that teachers achieve targets in appraisal forms (M = 3.84; SD = 1.02) almost half of schools attain a mean score of 250 marks in BECE

(M = 3.70; SD = 1.05). These findings imply that pupil's performance can be attributed to teachers' commitment and improvement in their job performance as noted by Chen and Luo (2012) that teachers' commitment to their work leads to improved pupils' achievements.

4.6 Research Question one

Provision of Instructional Resources and Teachers' Job Performance

Instructional materials refer to textbooks, exercise books and all resources that assist teachers in instructional practice. The study sought to investigate the influence of the provision of instructional resources on teachers' job performance. The teachers were asked their opinion on how the provision of instructional resources influenced their job performance. The results were presented on Table 7.

Table 7: Provision of Instructional Resources and Teachers' job performance

| Respondents' opinion | SD | D | U | A | SA | M | SD |
|--|-----------|-----------|-----------|----------|-----------|----------|-----------|
| My head teacher ensures there are enough text books for instructional practice | 9(9.5) | 17 (14.2) | 21(17.5) | 21(17.5) | 52(43.3) | 3.68 | 0.212 |
| Most teachers in the school use teaching aids | 14 (11.7) | 12 (10) | 16 (13.3) | 54(45) | 24 (20) | 4.1 | 1.091 |
| The head teacher ensures good storage and maintenance of text books for instructional practice | 4 | 14(11.7) | 11 (9.2) | 68(56.7) | 23(19.2) | 4.7 | 0.111 |

*percentages in parenthesis

The results in Table 7 reveal that head teachers are actively involved in the provision of instructional resources in order to improve teachers' performance. Most of the teachers 52(43.3%) revealed that the head teacher ensures there are enough text books for instructional practice, 54(52%) of the teachers were in agreement that the teachers in the school use teaching aids. Most of the teachers 68(56.7%) revealed that head teachers ensured good storage and maintenance of text books for instructional practice.

All the instructional supervision practices related to the provision of instructional resources scored generally high means of above 4.0, thus emphasis is to a great extent placed on each of the activities. This shows that the instructional supervision practices are to a large extent observed by Head teachers in basic schools in Agona East district. Looking at the means, the study concludes that the most important variables which impact on the influence of provision of instructional resources on teachers' job performance include, the head teacher ensuring good storage and maintenance of text books for instructional practice ($M = 4.7$; $SD = 0.111$) and most teachers in the school using teaching aids for instructional practice ($M = 4.1$; $SD = 1.091$).

These results agree with Archibong (2012) which argued that quality in teaching and learning results from interplay among a broad range of success factors. These include leadership, facilities such as classrooms, libraries, staff offices, teaching facilities, staff remuneration, school budget, and adequate, qualified and motivated personnel. Head teachers may therefore impact positively on teachers' job performance by helping teachers acquire resources to support teaching. The results are also in line with Heck, Larsen, and Marcoulides (2011) who found that Head teachers influence teachers' performance through acquisition of acquire necessary resources to support instruction.

4.7 Research Question two

Teachers' Professional Development and Teachers' Job Performance

According to Sparks (2003), effective professional development deepens participants' understanding, transform beliefs and assumptions, and create a stream of continuous actions that change habits and affect practice. Several authors (Dean, 1991; Guskey, 2000) for example, describe teachers' professional development as a process which is aimed primarily at promoting learning and development of teachers' professional knowledge, skills and attitudes.

To investigate the influence of teachers' professional development on teachers' performance, the questionnaires were administered to investigate the teachers' responses on the degree of emphasis given to various activities related to teachers' professional development. The responses were captured via Likert scale ranging from SD-strongly disagree with a score of 1 point to upper end of the scale as SA-Strongly agree with score of 5 points. Table 8 shows the findings of the captured information.

Table 8: Professional Development on Teachers' Job Performance

| Professional Development | SD | D | U | A | SA | M | SD |
|---|----|----|----|--------|----|------|-------|
| We are allowed and encouraged to go for further studies by the head teacher | 10 | 14 | 7 | 24(20) | 65 | 3.97 | 0.991 |
| Most teachers do not go for further studies | 9 | 17 | 16 | 48 | 30 | 3.39 | 0.321 |
| The head teacher holds inset meetings and lesson studies | 8 | 16 | 20 | 50 | 26 | 3.53 | 0.111 |
| We get congratulatory letters when we perform well in class | 11 | 9 | 12 | 62 | 26 | 3.69 | 0.109 |

From Table 8, most of the teachers 65(54.2%) strongly agreed that they are allowed and encouraged to go for further studies by the head teacher. Further, 48(40%) agreed that most teachers do not go for further studies. From the findings the study infers that allowing and encouraging teachers to go for further studies by the head teacher impact teachers' job performance to a great extent ($M = 3.97$; $SD = 0.991$). Further, the study showed that many teachers further their studies. These results agree with a study by Nzambi (2012) who found out that headteachers promote teachers' professional development by using supervision and colleagues to train teachers on instructional practices. Other methods include allowing and encouraging teachers to undertake private studies, using external sources such as college courses, district level workshops and consultants.

Research Question Three

4.9 Reward for Task Accomplishment and Teachers' Job Performance

In the past, rewards generally referred to pay and for many years, rewards programs were viewed primarily as a necessary evil to attract and retain competent employees. Attitudes towards rewards programs, and awareness of their strategic value, are now changing. Increasingly, school head teachers are also realizing that a properly designed and executed total rewards strategy can be a powerful driver of teachers' performance (Owen 2003).

To investigate the influence of head teachers' reward for task accomplishment on teachers' job performance, the questionnaire was administered to investigate the teachers' responses on the degree of emphasis given to various activities related to reward for task accomplishment. The responses were captured via Likert scale ranging from SD –Strongly disagree with a score of 1 point to upper end of the scale

as SA – Strongly agree with score of 5 points. Table 9 shows the findings of the captured information.

Table 9: Reward for Task Accomplishment and Teachers’ Job Performance

| Reward | SD | D | U | A | SA | M | SD |
|---|----|----|----|----|----|------|-------|
| The school provides us with free break time tea | 3 | 9 | 10 | 23 | 56 | 4.10 | 0.141 |
| We sometimes are taken out for lunch and trips by the school | 5 | 20 | 44 | 25 | 8 | 3.10 | 1.019 |
| We get congratulatory letters or cash for exemplary performance | 7 | 5 | 74 | 12 | 4 | 2.59 | 0.116 |
| Supervision stimulates us not intimidate or fault find | 0 | 7 | 67 | 5 | 23 | 2.04 | 0.921 |

This question sought to investigate head teachers’ reward for task accomplishment and teachers’ job performance. From Table 9 headteachers’ reward for task accomplishment practices registered different means ranging between 2.59 and 4.10, showing varying extents to which, they were practiced. The study therefore deduces that the most important variables which impact on teachers’ job performance include: the school provides us with free break time tea (M = 4.10; SD = 0.141) and we sometimes are taken out for lunch and trips by the school (M = 3.10; SD = 1.019). These results agree with the study done by Kageha (2007), on motivation practices among headteachers and found that most headteachers' motivated their staff through provision of better housing at subsidized rates, providing meals such breakfast, tea breaks, lunch and supper through the generous contribution of the sponsorship of parent teachers association. This has been noted to have given teachers time to teach extra lessons and give personal attention to the students. The report also said that

teachers were also motivated by being given gifts and presents (household goods, certificate of merits) which enhanced job performance.

4.9.2 Motivation Reward for Task Accomplishment and Teachers' Job

Performance

To answer the research question on how headteachers' recognition of teachers work done motivates teachers job performance, headteachers were asked to indicate; always, sometimes or rarely on whether the school appreciated teachers who performed well and the teachers were asked to rate the extent to which head teachers appreciation of their work motivates them in carrying out their duties by indicating very happy or happy with job when head teachers appreciate their work ,and very unhappy or unhappy with job when not appreciated at all. The results of the findings are presented in Figure 1 and 2 respectively

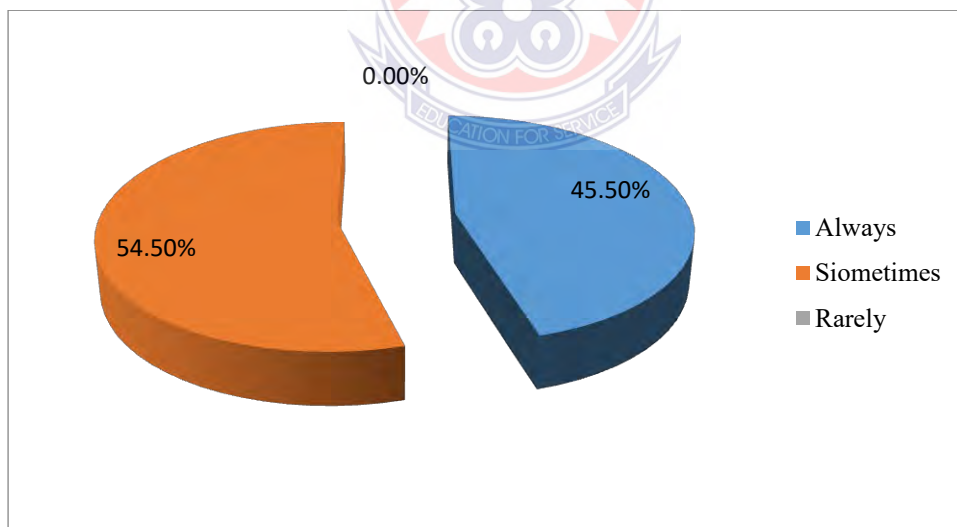


Figure 1: Influence of Motivational Reward on Teachers' Job Performance

Finding indicated that majority (54.5%) of the head teachers sometimes appreciated teachers who perform well. This finding indicate that majority of the head teachers appreciated their teachers for their work. Stency (2002) noted that recognition and

feedback for a good job makes teachers feel appreciated and acknowledged. The teachers' responses on how their job performance was appreciated are presented in the Figure 2

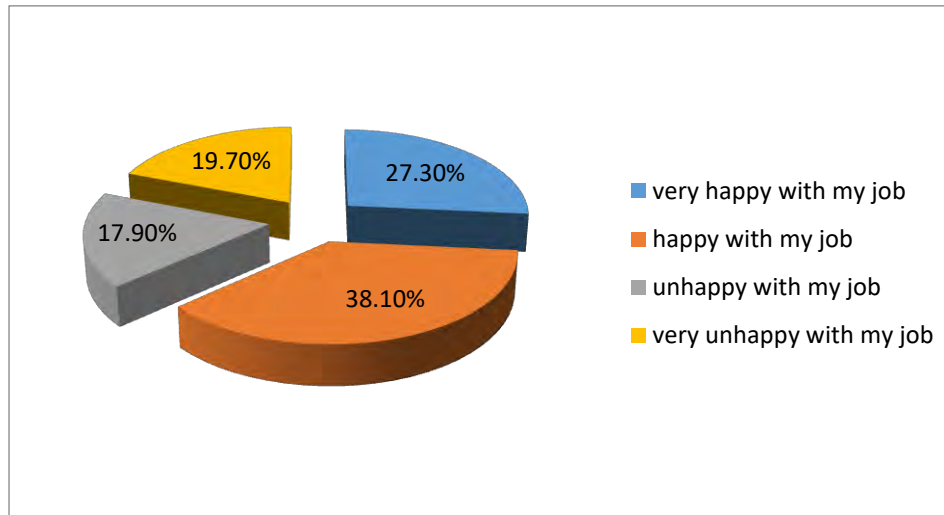


Figure 2: Influence of Motivational Reward on Teachers' Job Performance

From the findings in Figure 4.2, majority (65.4%) of the teachers confirmed that they are happy or very happy with job. These findings indicates that majority of the teachers were happy with their job since the head teachers appreciated their work well done. These findings are in line with Masengo (2010), who found that teachers were happy by the way their job performance was acknowledged. In her study teachers revealed that they were given tokens, verbal praise and thanking teachers in staff meetings. This motivated teachers in their job thus improved performance among the learners.

4.10 Headteachers' Instructional Supervision Practices and Teachers' Job Performance

In addition, the researcher conducted a multiple regression analysis so as to determine Influence of the head teachers' instructional supervision practices on teachers' job

performance. The researcher applied the statistical package for social sciences (SPSS) to code, enter and compute the measurements of the multiple regressions for the study

Table 10: Regression Model Summary

| Model | R | R Square | Adjusted square | R | Standard Error of Estimate |
|--------------|----------|-----------------|------------------------|----------|-----------------------------------|
| 1 | 0.851(a) | 0.724 | 0.676 | | 0.77048 |

a Predictors: (Constant), provision of instructional resources, motivational reward and teachers' professional development

Coefficient of determination explains the extent to which changes in the dependent variable can be explained by the change in the independent variables or the percentage of variation in the dependent variable (teachers' job performance) that is explained by all the independent variables (Provision of instructional resources, motivational reward and Teachers' Professional development).

The correlation and the coefficient of determination of the dependent variables when all independent variables are combined can also be measured and tested as in Table 13. From the findings 67.6% of teachers' job performance is attributed to combination of the independent factors that relate to head teachers' instructional supervision practices (provision of instructional resources, motivational reward and teachers' professional development) investigated in this study. A further 32.4% of competitiveness is attributed to other instructional supervision practices related factors not investigated in this study.

Table 11: Analysis of Variance

| | Sum Squares | of df | Mean Square | F | Sig. |
|------------|----------------|-------|-------------|--------|---------|
| Regression | 35.775 | 5 | 8.944 | 15.066 | .044(a) |
| Residual | 13.654 | 114 | .594 | | |
| Total | 49.429 | 119 | | | |

The significance value is .044 which is less than 0.05 thus the model is statistically significant in predicting independent variables (provision of instructional resources, motivational reward, and teachers' professional development) this shows that the overall model was significant.

The study conducted a multiple regression analysis and from the above regression model, holding (provision of instructional resources, motivational reward and teachers' professional development) constant at zero, the Teachers' job performance will be 1.147. A one percent (1%) change in classroom observation practice will lead to 0.488% variation in teachers' job performance; also, a one percent (1%) change in provision of instructional resources practice will lead to 0.269% variation in teachers' job performance. Further, a one percent (1%) change in motivational reward will lead to 0.384% variation in teachers' job performance and lastly a one percent (1%) change in provision of instructional resources will lead to 0.221% variation in teachers' job performance. This shows that there is a positive relationship between (classroom observation, provision of instructional resources, checking teachers' professional records and teachers' professional development) and teachers' job performance.

Table 12: Regression Analysis Results

| | Unstandardised Coefficients B | Standard Error | Standardised Coefficients Beta | t | Sig. |
|---|-------------------------------------|-------------------|--------------------------------------|-------|------|
| (Constant) | 1.147 | 3.93 | | 2.915 | .000 |
| Provision of instructional resources | .384 | .106 | .397 | 3.608 | .001 |
| Teachers' Professional development | .269 | .135 | .387 | 1.991 | .003 |
| Motivation Reward | .219 | .104 | .226 | 2.111 | .013 |

a Dependent Variable: Teachers' job performance

The Unstandardized beta coefficients column in Table 15 above were used to obtain the overall equation as suggested in the conceptual framework. When these beta coefficients are substituted in the equation, the model becomes:

$$Y = 1.147 + 0.384X_1 + 0.269X_2 + 0.219X_3 + \varepsilon, \text{ where}$$

Y = Teachers' job performance, X_1 = Provision of instructional resources, and X_2 = Teachers' Professional development, X_3 = Motivation Reward.

The results also show the unique contribution to the explaining of the independent variable. The standardized coefficients assess the contribution of each independent variable towards the prediction of the dependent variable, since they have been converted in the same scale to show comparison. The result indicates that the provision of instructional materials had the highest percentage of 39.7% has the largest influence on teachers' job performance. The second most important variable was teacher professional development with a beta of 38.7%. The third most important

variable was motivation rewards with a beta of 22.6%. The least important predictor of these five variables is reward motivation with a beta of 19.2%. The t-test statistic shows that all the B coefficients of provision of instructional resources, motivation rewards and teachers' professional development were significant.



CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, conclusions, and recommendations of the study based on the research objectives. The study focused on the influence of the head teacher's instructional supervision practices on teachers' job performance in public basic schools in Agona East district in the Central Region of Ghana.

5.2 Summary of the Study

The purpose of this study was to investigate the influence of the headteachers' instructional supervision practices on teachers' job performance in public basic schools in Agona East district in the Central Region of Ghana. Three research objectives were developed. The first objective was to determine the extent to which the headteachers' provision of instructional resources influence teachers' job performance in public basic schools in Agona East district; the second objective was to establish the extent to which teachers' professional development by the headteacher influence teachers' job performance in public basic school in Agona East district. The last objective was to establish whether the headteachers' reward for task accomplishment influenced teachers' job performance in public basic schools in Agona East district.

The study was based on interconnected model of professional growth by Clarke & Hollingsworth (2002). The theory postulates that education supervision is a continuous process that is aimed at teacher professional growth. It suggests that the change in a teacher who is supervised occurs in recurring cycles. This comprises; the mediating process of reflection and enaction within four distinct domains that

encompass the teachers' world; the domain of practice, personal domain, domain of consequence and external domain. Teachers' professional growth is through multiple growth pathways between these four domains.

This study employed a descriptive survey design. The sample comprised of 14 headteacher and 112 teachers. Data was collected using two types of questionnaires which were distributed to the head teachers and the teachers respectively. Data were analysed quantitatively by use of frequencies and percentages.

The findings of the study were based on the following:

On the extent to which the headteachers' provision of instructional resources influence teachers' job performance in public basic schools in Agona East district, the study revealed that a one percent (1%) change in headteachers' provision of instructional resources led to 0.384% variation in teachers' job performance at 95% level of significance ($p \text{ value} > 0.05$). It was also revealed that head teachers are actively involved in the provision of instructional resources in order to improve teachers' performance. Also, a simple majority of the teachers revealed that the head teacher ensures there are enough text books. As to whether the teachers in the schools use teaching aids, the teachers were in agreement with the opinion. Most of the teachers revealed that head teachers ensured good storage and maintenance of text books.

Regarding the teachers' professional development by the headteacher in schools in Agona East district, the study showed that a one percent (1%) change in teachers' professional development opportunities offered by the headteacher, led to 0.269% variation in teachers' job performance at 95% level of significance ($p \text{ value} > 0.05$).

On the influence of headteachers motivational reward for task accomplishment influence on teacher's job performance in public basic schools in Agona East district, the study showed that a one percent (1%) change in headteachers' motivational reward for task accomplishment led to 0.219% variation in teachers' job performance at 95% level of significance ($p \text{ value} > 0.05$). Also, headteachers' reward for task accomplishment practices registered different means showing varying extents to which they are practiced. The study therefore deduced that the most important variables which impact on teachers' job performance included provision of free break time tea, lunch and trips by the school.

5.3 Conclusions

In terms of conducting teaching observation, the study concluded that headteachers who consistently conduct lesson observation and held model teaching sessions with teachers, significantly influenced teacher performance and hence that of the students. The study concludes that the headteachers' frequency of checking teachers' records of work gave the headteachers the opportunity to have a foresight of teachers' delivery and pupils' needs for early intervention through in-service or otherwise, thus it significantly influences both teachers and pupils' performance in public basic schools. The study concludes that allowing and encouraging teachers to go for further studies by the head teacher impacts positively on teachers' job performance. Lastly, it was found out that rewarding teachers on their achievement motivates them, and hence impacts positively on their performance.

5.4 Recommendations

Based on the findings of this research, the study recommends that:

1. The Ministry of Education emphasises on the regular monitoring of professional documents by the headteachers including schemes of work, lesson plans, lesson notes and class registers.
2. Headteachers should proceed with focused instructional supervision by conducting classroom observation and checking of teachers' professional records in order to keep abreast with the happenings in the classroom. This process should be well organised and planned to ensure it does not inflict fear or demoralise teachers in their instructional implementation.
3. The Ministry of Education should reinforce supervision-based training, refresher courses, seminars and workshops for headteachers countrywide to update them on the latest practices in instructional supervision.

5.5 Suggestions for Further Research

Based on the findings of this research, this study recommends that:

1. Further research could be necessary to identify whether teachers' attitude towards headteachers role in instructional supervision would be the reasons behind the increasing average performance of schools in BECE in Agona East district since this study ruled out the headteacher supervisory practices as the possible course of the performance.
2. More comprehensive studies should be undertaken to include a larger population in order to ascertain or not whether the problem transcends other districts.

4. Other interested researchers should investigate other general supervisory practices that may influence teachers' job performance in public basic schools in Agona East district.



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APPENDIX A

QUESTIONNAIRE FOR SCHOOL HEADS AND TEACHERS

UNIVERSITY OF EDUCATION, WINNEBA
DEPARTMENT OF EDUCATIONAL FOUNDATIONS
QUESTIONNAIRE FOR HEADTEACHERS AND TEACHERS

Dear Head,

This questionnaire is meant to collect data for a study being conducted by Nelly Latzoo a student from the above-named university in connection with a Master of Education thesis titled "**Influence of Headteachers' Instructional Supervision Practices on Teachers' Job Performance in Public Basic Schools in Agona East District**". The information you provide will help the researcher, school supervision directorate and other stakeholders to understand the extent to head teacher's instructional supervision affect teachers' job performance and the performance pupils and provide data for addressing the issue. You are assured that information you provide will be given the utmost confidentiality in addition to non-disclosure of your identity should the data be published. Taking part in this study is however voluntary.

Thank You

SECTION A: DEMOGRAPHIC INFORMATION

Indicate the correct option by inserting a tick (/) in appropriate box provided

1. What is your age in years?

21 - 30 yrs []

31 – 40 yrs []

41 – 50 yrs []

Over 50 yrs []

2. What is your marital Status?

Married []

Single []

Widowed []

3. What is your highest academic qualification?

Masters []

B.Ed []

Diploma []

Certificate A []

4. For how long have you been teaching?

1 - 5 yrs []

6 – 10 yrs []

11 – 15 yrs []

16yrs and above []



SECTION B: Head teacher Supervisory Practices

The statements listed below relate to supervisory practices by headteacher. Please tick the one that best describes your opinion on your headteacher's supervisory practices.

Use a scale where S.A = Strongly Agree; A = Agree; U = Undecided; D = Disagree and lastly S.D = Strongly disagree

| Items | Responses | | | | |
|---|-----------|---|---|---|----|
| | SA | A | U | D | SD |
| Teachers' job performance | 5 | 4 | 3 | 2 | 1 |
| 1. I always achieve targets in appraisal forms | | | | | |
| 2. I cover the syllabus on time | | | | | |
| 3. I am punctual in school and class attendance | | | | | |
| 4. In the last 3 years my school KCPE mean score was above 250 | | | | | |
| Class room observation | | | | | |
| 5. The head teacher makes informal visits in class during teaching | | | | | |
| 6. The head teacher observes teachers in class and gives a feedback | | | | | |
| 7. After classroom observation we discuss the results with the head teacher | | | | | |
| 8. The teachers in the school observe one another in class | | | | | |
| Provision of instructional resources | | | | | |
| 9. My head teacher ensures there are enough text books | | | | | |
| 10. Most teachers in the school use teaching aids | | | | | |

| | | | | | |
|---|--|--|--|--|--|
| 11. The head teacher ensures good storage and maintenance of textbook | | | | | |
| Checking teachers' professional records | | | | | |
| 12. My schemes of work are checked regularly | | | | | |
| 13. The head teacher checks teachers' lesson plans weekly | | | | | |
| 14. My class register is always marked and checked | | | | | |
| 15. I teach using textbooks in class | | | | | |
| Teachers' Professional Development | | | | | |
| 16. We are allowed and encouraged to go for further studies by the head teacher | | | | | |
| 17. Most teachers do not go for further studies | | | | | |
| 18. The head teacher holds inset meetings and lesson studies | | | | | |
| 19. We get congratulatory letters when we perform well in class | | | | | |
| Reward Motivation | | | | | |
| 20. The school provides us with free break time tea | | | | | |
| 21. We sometimes are taken out for lunch and trips by the school | | | | | |
| 22. We get congratulatory letters or cash for exemplary performance | | | | | |
| Supervision stimulates us not intimidate or fault find | | | | | |