

UNIVERSITY OF EDUCATION, WINNEBA

**INSTRUCTIONAL SUPERVISION AND TEACHER PERFORMANCE IN
SENIOR HIGH SCHOOLS IN THE GREATER ACCRA REGION**



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Graduate Studies in partial fulfilment of the
requirements for the award of the degree of
Master of Education
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NOVEMBER, 2023

DECLARATION

STUDENT'S DECLARATION

I, Mirabelle Akweley Appiah, declare that this dissertation, except for quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

Signature:.....

Date:.....

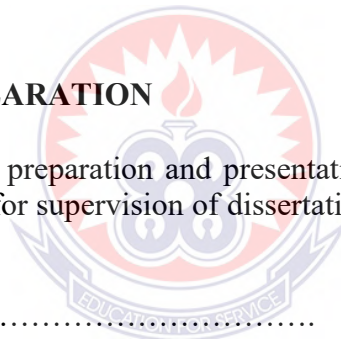
SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work were supervised following the guidelines for supervision of dissertation as laid down by the University of Education, Winneba.

Name:

Signature:

Date:



DEDICATION

To my family, especially, my beloved husband, Mr. Samuel Tetteh Dormon, and children Andrew and Samuella Dede Dormon.



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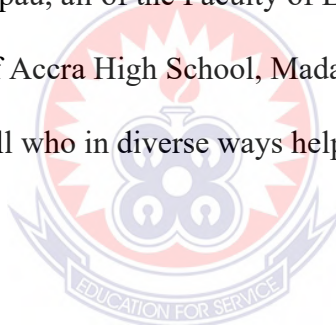
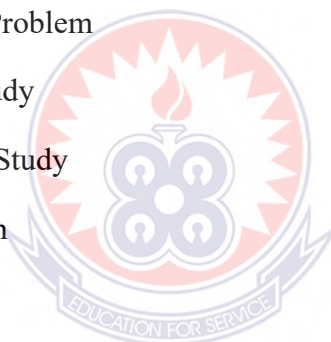


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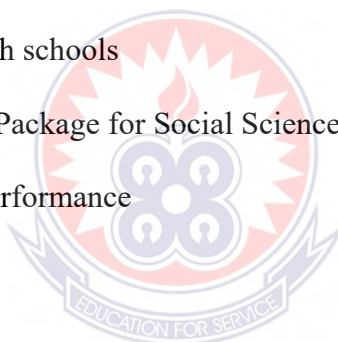
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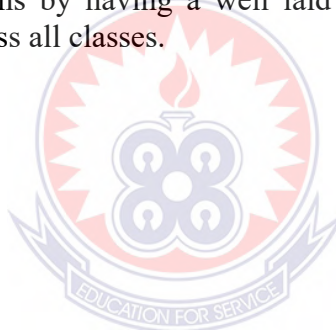
LIST OF ABBREVIATIONS

ANOVA	Analysis of Variances
CHESNOB	Checking students' note books
CHETPROD	Checking teachers' professional documents
CLRTEMA	Class-room visitation and provision teaching materials
OLS	Ordinary least square model
ORGSDEP	Organizing staff development programmes
PCH	Personal Characteristics
PREPOINT	Pre-observation and post-observation conferences and interactions
SCOP	Supervisory competencies of principals
SHS	Senior High schools
SPSS	Statistical Package for Social Science
TPERF	Teacher performance



ABSTRACT

Instructional supervision practice of the Head teacher could encourage teachers to apply research-based teaching practices such as lesson planning that has been proven to positively improve students' learning outcomes. The main problem underling this study has to do with whether instructional supervision has any effect on teacher performance in secondary education. The quantitative approach is chosen for the study because it helps explain the effect of instructional supervision on teacher performance. The design adopted in this study was Descriptive Correlational design. The justification for using correlational designs was to find the relationships between the two variables, headmistress' instructional supervision and teacher performance. The study was conducted in Accra High School located in Accra of the Greater Accra Region of Ghana. The purposive sampling was used in the selection of the respondents for the study. The population for the study comprised the 1 headmistress and 127 teachers of the Accra High School. Questionnaires were used as the data collection instrument. In order to help the respondents to express opinion to the best of their knowledge in answering the questionnaire, the 5-Likert scale was provided. The findings of the study revealed that, teachers are sometimes reluctant to improve their instructional activities when headteachers do not come for their usual rounds. The study recommends that, headteachers should increase the number of times they make classroom visitations by having a well laid down plan on how to do it and also how to spread it across all classes.



CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Instructional supervision involves a systematic process where educational leaders, often administrators or experienced teachers, observe, evaluate and provide targeted feedback on classroom instruction with the primary outcomes (Glickman et al., 2014). As compared to the usual supervision, this encompasses a broader spectrum of oversight, including administrative tasks, compliance monitoring and general management responsibilities. While it may involve aspect of classroom observation, the primary focus is often an organisational and operational aspect rather than instructional improvement.

Instructional supervision plays a crucial role enhancing the quality of education by providing support and guidance to teachers. In the context of senior high schools in Accra, investigating the effect of instructional supervision on teacher performance it is paramount to improving educational outcomes. As a matter of fact, instructional supervision is necessary in the sense that, educational researchers emphasize the pivotal role of instructional supervision in fostering professional development and improving teaching practices (Blase & Blase, 2004). Effective instructional supervision contributes to teacher growth, student achievement, and overall school improvement (Glickman et al., 2014).

The unique challenges faced by senior high schools in Accra, such as diverse student populations and resource constraints, highlight the need for targeted support for teachers (Ministry of Education, Ghana, 2017). Enhancing quality teaching is essential for addressing these challenges and fostering a conducive learning

environment. Previous research on instructional supervision and teacher performance indicates a positive correlation between instructional supervision and teacher effectiveness (Stronge et al., 2013).

The national education policy framework in Ghana underscores the importance of professional development and support for teachers to enhance educational outcomes (Ministry of Education, 2018). However, there is the need to explore the specific impact of instructional supervision on teacher performance within the context of senior high school in Accra. Understanding the dynamics of instructional supervision can inform educational policies and practices tailored to the unique needs of schools in the Accra region. This demand has augmented the need for better supervision of in-house activities of schools (Shilpa, 2015). Emphasizing the role of supervision for teachers, observed that the quality education partly depends on how well teachers are trained and supervised since they are one of the key inputs to educational delivery (Ssekamwa & Lugumba, 2010).

The connection between instructional supervision and teacher development is that instructional supervision links the teacher performance, forming a dynamic relationship that significantly influence the quality of education in schools. The connection is multifaceted and operates through various mechanisms, contributing to professional development (Stronge et al., 2013), classroom effectiveness alignment with educational goals (Glichman et al., 2015), continuous improvement and accountability (Robinson et al., 2009), positive impact on student learning (Stronge et al., 2013).

Organisations supervise and evaluate employee performance for a variety of reasons including retention, promotion and accountability for completing job related tasks

(Zepeda, 2007). Education is not different as it requires supervision of classroom instruction to evaluate teachers' effectiveness. Also, secondary education aimed at bringing about a positive change in behaviour of the learner. The behavioural change can only occur in learners based on the amount of instruction given to them at any level of education vis-a-vis how such instruction is being delivered during the teaching and learning process.

However, well packaged instruction at any level of education without effective supervision during the delivery period, such instruction may fail to achieve its desired results (Zaare, 2013). The broad goals of secondary education include the preparation of the individual for useful living within the society. Thus, in order to achieve the stated goals, there is the need for effective supervision of instruction in secondary schools. In general, instructional supervision is geared towards the improvement of the teaching and learning situation for the benefit of both the teacher and the learners. Evidence from previous studies conducted by scholars (Zepeda, 2013; Kweku & Eric, 2014) showed that instructional supervision has always been regarded as an essential and integral part of school administration and basically geared towards the improvement of all factors in teaching and learning.

It is recognized that instructional supervision practice of the Headteacher could encourage teachers to apply research-based teaching practices such as lesson planning that has been proven to positively improve students' learning outcomes (Malunda, Onen, Musaazi & Oonyu, 2016). Keen evaluation and monitoring of the teaching process by Headteachers of schools is emphasized (Jorge, 2019). Supervision as a way of advising, guiding, refreshing, encouraging, stimulating, improving, and overseeing certain groups with the hope of seeking their cooperation to enable supervisors to become successful in school management responsibilities (Bessong & Ojong,

2009). In effect, Mulunda, Onen, Musaazi and Oonyu (2016) are of the view that instructional supervision gives constant reminders to teachers of their daily obligations the fact that they are key in sustaining effective teaching and thereby improving teacher performance.

Instruction deals with teaching and learning activities and it are the arrangement of information and environment. In other words, instruction is the process of teaching and engaging students with content. To facilitate learning (Dick & Carey, 1996). Therefore, instruction plays an important role in teaching and learning (Lee, 2017). Instruction is a systematic process in which every component is crucial to successful learning (Dick & Carey, 1996). In effect, instruction is conducted by the headteachers with the intention of making learning and teaching better for the learner.

Based on the foregoing, it is important to find out whether instructional supervision affects teacher performance. This study, therefore, sought to examine the effect of instructional supervision on teacher performance in Senior High Schools in the Greater Accra Region.

1.2 Statement of the Problem

The main problem underling this study has to do with whether instructional supervision has any effect on teacher performance in secondary education. Despite the recognised importance of instructional supervision in educational settings, there is a gap in understanding its specific impact on teacher performance in secondary schools. While existing literature acknowledges the potential benefit of instructional improvement (Glickman et al., 2014), there is a need for a focused investigation into its direct influence on teacher performance within the context of secondary education. This concern has become emergent because, in spite of the demand for teacher

performance in education and the need for thorough supervision in schools, there is a growing concern about the realisation of secondary education objectives due to little attention to supervision of instructional activities in secondary schools resulting in low quality education (Mulunda, 2016). The issue of low-quality education in schools has been a long-standing problem facing educational system in Ghana (Adu-Agyem & Osei-Poku, 2019). In effect, educational supervision plays significant role in ensuring that adequate educational standards are met in schools and promotes the professional development of teachers to meet the learning needs of students (Mulatu, 2016; Ampofo et al., 2019).

In addition, supervision is primarily seen as behaviourally oriented, process-focused educational leadership, contributes to organisational actions, coordinates interactions, provides for enhancements and maintenance of educational programs, and evaluates its achievements (Burke & Krey, 2005). In this regard, the nature and quality of instructional supervision within an educational setting is supposed to have effects on the expertise, practice and job satisfaction of the teacher and ultimately, on teacher performance (Glickman et al., 2007; Holland & Garman, 2001). However, some teachers perceive instructional supervision as a threat to their job performance. As such they usually regard the role of the instructional leader as fault finding, humiliating and unnecessary (De Grauwe, 2001). This perception could affect teacher behaviour and consequently affect teacher performance negatively (Hayness, 2011). Hence, the need to find out the extent to which instructional supervision affects teacher performance. It is important to indicate most of the existing studies on instructional supervision and teacher performance did not moderate for the relationship between instructional supervision and teacher performance (Kwapong & Mensah, 2018). In bridging this gap, this study sought to empirically investigate the

effect of instructional supervision on teacher performance. The novel in this study is the use of personal characteristics of the instructional leader and teachers as intervening variables to moderate the effect of instructional supervision on teacher performance.

1.3 Purpose of the Study

The purpose of the study is to investigate the effect of instructional supervision on teacher performance in Senior High School in the Greater Accra Region with a focus on Accra High School.

1.4 Objectives of the Study

Specifically, this study is designed to:

1. Assess the level of teacher performance in the Greater Accra Region.
2. Examine the effectiveness of instructional supervision of teachers in the Greater Accra Region.
3. Examine the relationship between instructional supervision and teacher performance in the Greater Accra Region.

1.5 Research Question

1. What is the level of teacher performance in the Greater Accra Region?
2. What is the effectiveness of instructional supervision of teachers in the Greater Accra Region?
3. What is the relationship between instructional supervision and teacher performance in the Greater Accra Region?

1.6 Hypotheses

Null hypothesis (Ho): there is no significant effect of instructional supervision on teacher performance in senior high schools in Accra.

Alternative hypothesis (H1): instructional supervision has a significant positive effect on teacher supervision in senior high schools in Accra.

Rational:

The null hypothesis posits that instructional supervision does not play a significant role in influencing teacher performance in SHS in Accra. On the contrary, the alternative hypothesis suggests there is a meaningful and positive impact of instructional supervision on teacher performance within the same context.

Variables:

Independent variable: instructional supervision

Dependent variable: teacher supervision

Expected outcomes: if the alternative hypothesis is supported, it would imply that instructional supervision is a contributing factor to improved teacher supervision and performance in SHS in Accra. On the other hand, if the null hypothesis is not rejected, it suggests that instructional supervision may not have a substantial effect on teacher supervision and performance in this specific educational context.

1.7 Significance of the study

This study is slated to enhance improving educational quality in the sense that understanding the relationship between instructional supervision and teacher performance is crucial for enhancing the overall quality of education in senior high schools in Accra. Positive findings could lead to the development of targeted strategies to improve teaching practices and consequently, student learning.

Again, to inform professional development practices. The research outcomes can provide valuable insights into the type of instructional supervision practices that contribute the most effectively to teacher professional development. This information

is essential shaping evidence –based professional development programs tailored to the needs of teachers in SHS in Accra.

Furthermore, the study is designed to help in guiding policy formulation by policy makers. Policy makers can use the research results to inform the development of educational policies that focus on strengthening instructional supervision practices. This may include guidelines for school administrators and teachers to maximize the positive impact of supervision on teaching and learning outcomes.

Moreover, the research seeks in enhancing school leadership strategies. School administrators and leaders may benefit from the research findings by gaining insights into the impact of different instructional supervision approaches on teacher performance. This knowledge can inform leadership strategies aimed at creating a supportive and effective learning environment within SHS in Accra.

In the area of research, the findings of the study add to existing data in this field as not much research has been conducted on the impact of organisational culture on performance in Ghana. What is unique about this study is that, the study assesses the viewpoint of what pertains and how employees see and feel about the impact that organisational culture has on their performance.

Thus, the study may provide relevant information to educational administrators on the relationship between principals’ instructional supervision and teacher performance. For the purpose of practice, this information provided in this study serves as a basis for the school administrators to strengthen principals’ instructional supervision to improve teacher performance. The study may help head of schools assess teachers’ performance, and also to improve, prioritize, and re-strategize the process of instructional supervision. In addition, the outcome of this research study provides

teachers with new knowledge on the importance of instructional supervision and how it affects their performance.

In the area of research, the findings of the study will add to existing data in this field as not much research has been conducted on the effect of instructional supervision on teacher performance in Ghana. This study will also serve as a source of information for other researchers who wish to carry out a study on a similar study in other secondary schools in Ghana.

1.8 Delimitation of the Study

The study specifically focused on senior high schools within the geographical boundaries of Accra. The research is delimited to senior high school level and does not include other levels of education such as primary or tertiary institutions. The respondents for this study were the headteachers, teachers and the SHS student of Accra high school. The research primarily employs quantitative research methods, limiting the depth of qualitative exploration.

The study focused on instructional supervision of school heads and teacher performance in the selected secondary school. In this regard, head and teachers of the school were involved in the study. Instructional supervision of school heads includes checking teachers' schemes of work; checking teacher's punctuality; teacher's record of work; punctuality; teaching and learning; students' exercise books and providing feedback after lesson observation.

On the other hand, teacher performance includes timely schemes of work, lesson plans, record of work done, preparing and using learners' registers, actual classroom teaching, assessment and evaluation of the learners, attending staff meetings,

management of learners' discipline, involvement in co-curricular activities, regular presence in the school.

1.9 Limitations

Due to unavailability of resources, the study focused on one SHS in the Greater Accra Region and for that reason, the population was small hence the small sample size used in the study. The study also encountered respondents who were uncooperative and unwilling to provide the data for the study. To overcome this limitation, the respondents were assured of their confidentiality, privacy and anonymity of their identity.

1.10 Organisation of the study

This study is organised into five chapters. Chapter one contains background of the study, research objectives, research questions, significance of the study, delimitation of the study, operational definition of some terms used and the organisation of the study. Chapter two contains the literature review and this deals with the theories of supervision, concept of supervision, empirical review and conceptual reviews. Chapter three deals with the methodology. Chapter four contains the presentation of the results and discussion of the findings. Finally, Chapter five deals with the summary, conclusions and recommendation made by the study.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The research topic hinges on two main areas of interrogation and thus instructional supervision and teacher performance. Therefore, this chapter provides an in-depth understanding on the subject of instructional supervision and teacher performance. In the first part, the chapter provides an explanation of concepts and theory on instructional supervision. Also, insights on approaches skills of instructional supervision are provided. Empirical studies related to the subject matter are also reviewed after which a conceptual framework was developed to guide the study.

2.2 Concept of Supervision

The concept of supervision can be traced back to the origin of public education, a period when young states used it establish a common culture and language (De Grauwe 2007)

Supervision is meant to improve the performance in work in any context. It should be used to enhance effective methods of teaching as well as contribute to professional growth and development of the teachers (Blumberg & Weimer, 2008). The concept of supervision has been defined differently by various scholars (Olembo et al., 1992). From an educational viewpoint, Zepeda (2007) conceptualizes supervision as process that is ongoing and which is meant to improve instructions and professional development. Waweru (2004) defines supervision as the process of working with and through others in a more humane understanding to achieve to the greatest extent possible a quality education for all students. On the other hand, Olembo et al. (1992) define supervision as that phase or dimension in education administration that is associated with the improvement of instructional effectiveness. The key denominator

among the various definitions and views on supervision is that it is aimed at developing better quality of education. According to (Glickman, 2010) supervision is the school function that improves instruction through direct assistance to teachers, curriculum development, in-service training, and group development and action research.

The primary goal of school supervisory practices is improving instruction of teaching and learning (Archibong, 2010). Opportunities arising from supervision make it possible for the teachers to be moulded through a deeper study of classroom interactions and instructional activities in order to perform teaching duties in accordance with their professional code of conduct. Supervisors ought to help the personnel being supervised to realize their potential in the course of conducting supervisory exercise (Jahanian & Ebrahimi, 2013). It is important the supervisor monitors the teachers' work, queries the teachers on why they use certain teaching methods and later provide them with information on best practices in teaching which would hence improve the educators in their teaching practice. The practice of supervision offers an opportunity to both the supervisors and teachers to work harmoniously in improving student learning (Aseltine, Faryniarz, & Rigazio-Digilio, 2006).

Inadequate school supervision has inimical implication on the students' output academically as well as challenges to the realization of educational objectives (Usman, 2015). Consequently, it would be prudent to ensure that wide ranging instructional supervisory techniques are adopted in order to achieve quantitative and qualitative delivery of service by the teachers (Usman, 2015). The concept of supervision is two-fold where on one hand it serves to improve the professional

growth and development of the teachers while on the other it is tied to improving the students' performance. It can thus be premised that supervision function is a manifestation of instructional leadership (Okumbe, 2006). Instructional supervision and process aids in the improvement of academic performance among students. This is premised on the fact that instructional supervision enhances teaching and learning through proper planning and guidance. Furthermore, Okendu (2012) asserts that through supervision of instruction, new ways are devised that aim to improve teachers professionally and as a result help them to unleash their creative potential and consequently ensure instructional process is well articulated and improved.

2.3 Approaches to Supervision

Various approaches have been identified by scholars as being used by head teachers in their supervisory functions with the most common being directive approach, collaborative approach and non-directive approach (Glickman, 2010).

2.3.1 Directive Approach

In a directive approach, supervisors are of the view that the practice of teaching is a composition of technical skills that are standardized and known competencies which teachers must possess to be effective in their instructional practices (Glickman, 2010). In this approach, the roles of a supervisor are to assess, model and direct competencies. Supervisors using directive approach have their own information needs and know how it will be collected. Such supervisors direct the educators on the appropriate action plans to be taken as well as the best teaching methods. The baseline information gathered from classroom observation among others is used for setting improvement standards by directive supervisor. A supervisor using the directive model influences the trainer by offering suggestions and opinions that he/she perceives as being needed by the teacher (Copeland, 1982). The primary objective of

directive supervisory model is offering the teacher useful and immediate advice to handle difficulties associated with instructional process. Directive model of supervision is often used when there is a new teacher and requires more directive guidance or when a teacher has difficulties in instructional process and requires close guidance/monitoring. This is best applied to novice teachers who are in need of more guidance and direction. By assuming the directive approach of supervision, the supervisor takes the direct ownership emanating from the problems as well as the corresponding solutions. The supervisor's role is very active and prescriptive. In most cases, contact is initiated by the supervisor who directs the focus in all the subsequent meetings. In this approach, the supervisor uses such behaviours as directing, standardizing and reinforcing. Since the teacher receives guidance from the supervisor, he/she would be able to apply the best teaching and learning practices that are aimed at enhancing the student performance.

In practicing the directive model of instructional supervision, the supervisor has first to identify the problems through collection of information particularly by observation and thereafter discuss the data with the teacher (Glickman, Gordon, & Gordon, 2013). A study by Hishmanoglu (2010) in Northern Cyprus and Turkey among English language teachers on their perception towards educational supervision found that their supervisors were attempting to detect mistakes while they are in classroom. Furthermore, the study noted that the supervisors were looking at the performance of the teachers in a judgmental manner. This is an example of directive approach of instructional supervision that was utilized.

2.3.2 Collaborative Approach

In a collaborative approach, supervisors present teaching as a problem-solving situation. In this approach, two or more individuals pose a challenge, try and

implement the teaching strategies that are considered to be relevant (Glickman, 2010). The supervisor in this approach guides the process of problem solving while keeping teachers focused on their shared problems. The supervisors and the teachers have an agreement that is mutually binding regarding the criteria, processes and structures for subsequent instructional improvement. The plan of action is negotiated between the teacher and the supervisor. The views of both the supervisor and the teacher are included in the final action plan for instructional improvement. If any of the parties is dissatisfied with the action plan, they stand to reject it and negotiate again till they agree. However, the parties in a collaborative approach have to accept idea modifications and not necessarily taking hard stands (Glickman, 2010).

Glickman (2010) states that collaborative models advocate that the supervisor is equal with the teacher, presenting, interacting, and contracting on mutually planned changes. The supervisor's role in this approach is guiding the problem-solving process while remaining an active participant in the interaction. Collaborative approach of instructional supervision provides opportunities for the teachers to share their perceptions as well as offering likely alternatives for future action. Ibrahim (2013) in a study of student teachers in United Arab Emirates established that 83.3% of them preferred the use of collaborative approach. The collaborative approach to instructional supervision is interactive in nature. The parties plan the process collaboratively. This way it creates rapport and hence both supervisor and the teacher have ownership of the entire process. It is non-evaluative in nature but aimed at strengthening professional relationship between the supervisor and supervisee. According to Kimosop (2007), feedback got through interactive analysis helps both the supervisor and the teacher in terms of shared information in that incorporation of the supervised teacher's suggestions helps build his/her confidence hence enhancing

learning process. Since it is a supportive activity, the supervisor provides alternative approaches of a variety of skills as would be necessary and this strengthens the supervised teacher's pedagogical skills. Consequently, the teacher would be able to confidently be able to apply appropriate teaching methodologies so as to achieve better student academic outcomes.

2.3.3 Non-Directive Approach

This approach is based on assumption that educators have the ability to analyze and solve their own instructional challenges (Glickman, 2010). The proponents of non-directive approach argue that when an individual teacher predicts the need for a change and takes the responsibility for the same, then instructional improvement is more likely to be meaningful. The supervisor in such a situation is considered only as a facilitator in providing direction to the plan. However, the behaviour of the supervisor shouldn't be considered as passive where the teacher is allowed complete autonomy (Glickman, 2010). The supervisor in this approach allows the teacher to fulfil self-discovery and self-actualization. Non-directive model approach makes use of inquisitive statements to solicit opinions while encouraging the trainer to make suggestions (Copeland, 1982). According to Copeland (1982), the non-directive approach depends more on reflecting the teacher's ideas and offering information as the teacher requests it. This approach has the objective of encouraging the teacher to assume responsibility of making as well as evaluating instructional decisions. Unlike the directive approach, the non-directive approach is premised on the idea that learning is a private experience and therefore teachers are able to conduct self-soul-searching and self-reflection and find solutions that may improve their processes of teaching and learning.

2.3.4 Clinical Approach

Clinical supervision is one of the most popular and comprehensive approaches of contemporary supervision. According to Pajak (2010), in the second half of the 21st century, under the circumstances forcing educational changes, clinical supervision was arisen as an adaptation of the types of supervision approaches helping to preserve the most remarkable classical values of traditional supervision such as rationality, decentralization, and problem solving based on cooperation. Cogan (1973) and Goldhammer (1969) introduced the concept of clinical supervision while they were working at the University of Harvard in the 1960s. According to the concept, clinical supervision is to increase the success of students through developing the instructional process. It succeeds that by improving the instructional behaviours of teachers by means of the observation of a qualified supervisor in class (İlhan & Kıranlı, 2009). Goldhammer, Anderson & Krajewski (1980), as well, define the clinical supervision as a part of instructional supervision and state that clinical supervision is a process in which supervisor and teacher come face to face for analysing the instructional behaviours and activities, and in which data are directly gained from the real instructional environment.

Sergiovanni and Starratt (1979), similarly, acknowledge that clinical supervision is a mutual professional development between supervisor and teacher, and improvement of instruction as meeting face to face with teachers in class. According to Acheson and Gall (1997), clinical supervision is based on a perception that teachers may welcome a supervisory style focused on their own interests and expectancies. The main purpose of clinical supervision is to increase the professional performance of teachers and to improve instructional effectiveness (Acheson & Gall, 1997). The most

distinctiveness of clinical supervision is to stress, directly, teacher-supervisor interaction, and to focus on enhancing the professional quality of teachers (Aydin, 2005). That the clinical supervision increases individual consciousness, personal and professional competencies, and self-confidence of teachers, it causes an increase in job satisfaction, and decreases in organizational burnout levels of teachers (Hyrkas, 2005; McMahon & Patton, 2000). Clinical supervision not only provides the efficiency of learning and teaching process in class via in-service training of teachers, but also assists teachers to climb the peak in their profession by reaching the top stage (Hyrkas, 2005).

2.4 Head Teachers' Instructional Supervision Practices

The head teachers are bestowed with the duty of supervising the teachers in their respective schools and seeing to it that they carry out their responsibilities effectively (Fitzgerald, 2011). There are numerous and endless supervisory practices that headteachers can perform in the effort to improve teaching-learning and consequently impact on students. Hence, instructional leadership should be directed to several areas including scheduling of teaching and learning activities, adherence to curriculum requirements and ability of teaching staff, supplying of teaching and learning materials and equipment, and formulation of rules and regulations governing students' and teachers' conduct to ensure instructional competence by facilitating teachers' professional and academic growth (Dipaola & Hoy, 2013). Sule, Eyiene and Egbai (2015) notes that it is incumbent upon the headteachers to develop as well as maintain the competence of their juniors. The competence, according to Sule et al. (2015), is developed and maintained through instructional supervisory practices such as moderating marking schemes, moderating examination question papers, micro-teaching, workshops, conferencing, demonstration, classroom observation, checking

teachers' regularity in class, teachers' punctuality, pupils' notes, schemes of work, lesson notes among others. It is worth noting that in order to conduct these tasks, the school principals ought to have adequate supervisory capacity and as well encourage their teachers to utilize their talents where necessary so as to improve instructional procedures at the end. On the other hand, Charles, Chris, and Kosgei (2012) identify supervisory practices that they ought to perform such as ensuring strict teacher adherence to the curriculum, good teacher-student relationship, proper teacher use of teaching aids and backups, summary of major points at the end of the lesson, use of voice variation, previous knowledge revision, well structuring of lessons, early lesson planning and that they are regularly observed. Hereunder, are few instructional supervisory practices discussed.

2.4.1 Class-room Visitation

Classroom observation/visitation is a basic instructional supervisory practice. During classroom observation, the supervisor observes how the teachers plan their work for delivery to learners. The supervisor must prepare a supervision schedule indicating how the teacher maintains class discipline, provides for learner differences, the lesson presentation, mastery of content, learner involvement as well as teaching methodologies used (Sule et al., 2015). The supervisor can video tape the lesson without being disruptive to the class so as to sit later with the supervisee and discuss the strengths and weaknesses of the supervisee's lesson in an attempt to improve teacher's quality in instructional process. Classroom observation focuses on the individual empowerment of the teachers. This is because they play a great role in encouraging the teachers to focus on learning and delivery of knowledge to the students as opposed to the situation of handing out assignments and undertaking classroom duties in a mechanical manner. This is attributed to the fact that they are

conscious to the reality that their delivery in class is being monitored in the wake of classroom observation by the school managers.

Usman (2015) in a Nigerian study reveals that there is a significant effect of classroom visitation by the school headteachers on students' academic performance. Similarly, Harbison & Hanushek (2008) also found that in the United States of America, there was a significant relationship between classroom visitation by the principals and secondary schools' students' academic performance. Both studies, however, fail to show how this relationship comes about, a gap that was identified in the existing literature and which the present study sought to fill.

During classroom visitation, Ogunsaju (2006) suggests that the school supervisor should center his/her observation on planning and preparation, presentation during the lesson, teacher relationship with the learners as well as the teacher's personality in reference to planning and preparation. Furthermore, the supervisor should also lay emphasis on the effectiveness of communication by the teacher (Ogunsaju, 2006). The particular aspects of communication include speech habits, choice of words, voice, the presenter's subject knowledge and the skills in effecting learners' participation in the course of the lesson. Classroom visitation and observation has an implication on the teaching methodologies adopted by the teachers (Zaare, 2013). The study by Zaare (2013) in Iran was aimed at determining the importance of classroom visitation and observation in the assessment of teaching procedure. An observation checklist was used during this process. The study findings showed that the teachers who were observing their qualified and experienced colleagues on teaching methodology learned much about teaching procedure. It is highly likely the teachers who observe their qualified and highly experienced peers while teaching would help

them in becoming more reflective teachers while improving their self-awareness. In as much as this was not done by instructional supervisors, the findings imply that classroom observation particularly the teaching procedure definitely has influence on students' academic outcome. The provision of feedback to the teachers who are supervised would ultimately help them improving their teaching methodology for the benefit of the learners.

Duflo, Dupas and Kremer (2011) and Nyamwamu (2010) reveal that Kenyan situation mirrors the challenge of classroom observation practices on the part of head teachers in the wake of undertaking their supervision in their respective schools. The studies reveal that head teachers never at all observe teachers in classroom (Nyamwamu, 2010). Inadequate time and too many responsibilities of managing the school make them unable to visit classes. Jared (2011) agrees with Nyamwamu (2010) on the fact that head teachers do some informal classroom visits. The inability of head teachers to visit classes or carry out meaningful classroom visits makes them fail to learn what is being done in the classroom (Wellington, 2001). Furthermore, they are also not in touch with the methods being used, the attitudes and reactions of pupils and other factors that influence the teaching and learning process in their schools. This consequently means that there would be poor teaching and learning which essentially may mar the students' academic performance.

2.4.2 Holding Pre-observation and Post-Observation Conferences

Engagement in pre-observation conferences, the actual observation and post-observation conferences with the school managers' aids in the development of a working relationship and mentoring of the teachers (Heyneman, 2009). This facilitates improvement of the quality of teacher instruction and it is a predominant factor in

aiding the pupils to benefit from the improved capacities by teachers. Chapman (2001) in a study in Nigeria posits that head teachers should organize post supervision conferences where issues of supervision could be deliberated. Such conferences enable teachers to discuss problematic areas with the supervisor. This encourages teachers to be keen on their work and mistakes detected in the course of supervision are corrected.

Wall & Hurie (2017) conducted a study on post-observation conferences whose participants were bilingual pre-service teachers in Texas, United States of America. The study sought to examine the nature of interactions during the post-observation conferences as such critical reflective spaces were considered helpful. The study notes that the post-observation conferences were providing supportive and dialogic spaces where facilitators and the bilingual pre-service teachers could rehearse and revoice classroom interactions in a manner that is dynamic and complex. Such spaces as a result contributed to the pre-service teachers' abilities to author themselves as successful educators. Contrary to this study that focused on pre-service teachers, the present study focused on secondary school supervisors. Given that the study by Wall and Hurie (2017) was conducted far away, it was necessary to examine as well the classroom interactions in the context of observation conferences particularly among the supervisors in Kirinyaga Central Sub-County public day secondary schools. Observation conferences are only important as the perceptions of the teachers towards it. The conferences will ultimately be helpful in the event that the teachers consider them relevant. Range, Young and Hvidston (2013) conducted a study on the perceptions of teachers concerning observation conferences in one school in the United States of America. The study aim was to measure the perceptions of the teachers about the critical elements of both pre and post-observation conferences.

Interestingly, the study noted that the respondents valued post-observation conference in relation to the pre-observation conference. Furthermore, the elements identified included areas of improvement, reflection, constructive feedback and trusting relationships as the important principal responsibilities. Whereas a discussion on how students would be assessed was valued by the teachers, constructive feedback from the principals on the other hand was valued by the teachers during the post-observation conferences.

2.4.3 Checking Teachers' Professional Documents

Professional documents preparation and teacher certification is key to all practicing teachers. This is done by the head teachers checking schemes of work, lesson plans, records of work covered, ensuring duty attendance by teachers and class attendance by students by keeping their respective registers. The development of teachers' professional documents such as lesson notes and plans is the road map teaching effectively. Professional documents help teachers to have focus during the teaching process. Anyone who teaches without professional documents particularly lesson plans and notes would be handicapped in the teaching and learning environment Robertson, (2010). This therefore means that teachers have to take adequate care during the preparation of their professional documents whereas their departmental, section or unit heads who are the immediate supervisors need to check their documents in order to make them more responsible in the performance of their duties.

Sule, Eyiene and Egbai (2015) through ex-post facto research design investigate the effectiveness of teachers through the appraisal of their lesson notes by the headteachers in public secondary schools in Nigeria. The study reveals a significant positive relationship between the checking teachers' lesson notes and their

effectiveness. Furthermore, Peretomode (2004) posits that the effective performance of duties by the teachers depends on the check-up of their lesson notes by the principals in order to ascertain that the lesson content is effectively covered. When principals regularly and continuously supervise the teachers' lesson notes, then this enhances the performance of teachers in the classroom as opposed to supervision being unscheduled, irregular and snappy. The implication of this finding is that if not well supervised, the teachers' effectiveness in instruction would be rightly affected. The ripple effect would be felt in the students' academic performance as the teachers may fail to professionally use their documents to better the student performance. Chapman (2001) opines that supervision through examination of the teachers' records had a positive influence on the academic performance of pupils. The study concludes that teacher's better structure and prepares their lessons when instruction is frequently supervised in their schools. The supervisor must ensure adherence to the syllabus regarding the scope, depth and the learners' intellectual level and also the appropriateness of learning resources.

Gachoya (2008) observes that 70% of instructional supervisors advise teachers on proper preparation and keeping of professional records. On the contrary Abdinoor (2013) in Isiolo County found that there was inability by head teachers to ensure adequate preparation of professional documents. This was linked to the declining academic performance standards in the county. The remarks by the supervisor, whether positive or negative, on performance of teachers are significant (Usman, 2015). This means that positive comments by the supervisor in the course of supervisory process have a measurable bearing in the improvement of performance of the teacher in the teaching-learning process. Negative remarks by supervisors during supervision process have been established to have adverse impact on teacher's output.

In the event that teachers develop apathy and unwanted attitude towards their supervisor arising from the negative comments, then their performance will decline and this will eventually again affect their performance in instructional supervision particularly when they are with the supervisor.

2.4.4 Checking Students' Note Books

Internal assessment of pupils' notebooks by head teachers in public schools in Naivasha Central Kabui (2013) found out to be a factor associated with students' performance in national examinations (Kabui, 2013). The researcher established that the head teachers were greatly incapacitated on the aspect of notebook assessments. They were overwhelmed by the sheer numbers of students in their schools. This made them fails to have time to effectively assess students' notebooks and neglect the critical supervisory functions.

2.4.5 Organizing Staff Development Programmes

Instructional supervisor should plan and deliver effective staff development programs (Acheson & Gall, 2001). This entails arranging courses and workshops for teachers. The courses should be relevant and specific to areas found wanting by the supervisor and the individual teacher. This would enhance professional growth and ensure improved student teaching (Fischer, 2011). Some schools in Italy suspend class activities in order to conduct in-service teacher development programme (Fischer, 2011). In Sri-Lanka and Italy, lifelong learning is emphasized and opportunities for training workshops are often provided (Fischer, 2011).

2.5 Importance of instructional supervision of schools

Chukwu, (2012) in his study is of the view that achieving the purposes of educational supervision and the achievement of the goals of education is much easier. This

becomes more imperative due to increased cry globally about immorality and corruption in the education sector. The educational supervision is utmost importance in the following area which plays a very important role in the improvement of teachers' performance.

Proper guidance from experts: The purpose of supervision is to provide academic guidance by an experienced teacher or expert/specialist in different school subjects so that newer or junior teachers are able to develop their skills and capacity so as to perform better in their assigned jobs in schools.

Classroom management: Both teachers and school management agree that discipline is among the most serious problems in schools today. Supervision can help teachers to acquire better classroom management skills. Among its other aims, supervision should seek to enable teachers to develop preventive and corrective measures of discipline in the classroom (Ekundayo et al., 2013).

Planning for better instruction: Instructional planning is considered to be the first step in improving classroom instruction. It is therefore recommended that supervisors help teachers to develop and improve their skills in instructional design and to use models of instruction to guide this instructional planning. Instructional planning includes lesson plans, unit plans and year plans.

Use of modern methods of teaching: Methods of teaching are an important part of effective instruction in the classroom. The supervisor should thus help teachers to learn/know about modern methods of teaching and to apply these in the classroom. Helps teachers to work together: In order to accomplish school goals and objectives, teachers must learn to work together. One of the aims of supervision is thus the enhancement of cooperation among teachers.

Planning and implementing: All developmental and planning activities need guidance and direction at every stage. The right type of supervision is thus concerned with helping teachers in planning, in the selection of strategies and resources, and in monitoring and evaluating those strategies time or no time to instructional matters.

2.6 Theoretical framework

Socio-ecological system theory applied to instructional supervision and teachers' performance in SHS in Accra. The studies adopt the socio-ecology system theory (SES) as the overarching theoretical framework. SES, introduced by Bronfenbrenner (1979), posits that individuals' development is influenced by dynamic interplay of nested environmental systems, ranging from the Microsystems (individual level) to the macro-system (societal level).

Micro-system (teacher level):

At the micro-system level, instructional supervision directly impacts the teachers' professional environment. Drawing from vygotsky's zone of proximal development (ZPD) (Vygotsky, 1978), effective instructional supervision serves as a scaffold, providing support and guidance that aligns with teachers current capabilities, fostering continuous development.

Meso-system (school level):

The meso-system involves the dynamic interaction between various elements within the school environment. Instructional supervision as a meso-system component influences the collaboration and communication between teachers and administrators. This aligns with findings by Pajares (1992), emphasizing the significance of social and organizational factors in shaping teachers beliefs and practices.

Exo-system (educational policies and leadership):

The exosystem represents external elements indirectly influencing the teachers' professional environment. Educational policies and leadership practices in Accra, specifically those related to instructional supervision, from an exosystem layer. This draws from Fullan's (2001) work, emphasizing the impact of external factors on school improvement.

Macrosystem (societal and cultural context):

The macrosystem encompasses broader societal and cultural influences. The study acknowledges the socio-cultural context of Accra, recognizing the cultural norms, values, and societal expectations may shape the effectiveness of instructional supervision in SHS. This relate to Hofstede's (2001) cultural dimension theory.

The socio-ecological system theory provides a comprehensive lens to explore the intricate connections between instructional supervision and teacher performance in SHS in Accra. By considering the microsystem, mesosystem, exosystem and the macrosystem, this framework facilitate a nuanced understanding of the socio-ecological factors influencing the effectiveness of instructional supervision and its impact on teacher performance

2.7 Empirical Review

Herath and Rosli (2013) posit that performance may mean different things to different people depending on the perspective from which one approaches it. It may imply efficiency, economy, results, or return (profits) on investment. Some scholars (Feng, 2010) have viewed performance as the behavioural aspect that defines the way in which organizations, teams and individual employees get work done; it is the output of a specific job function or activity at a given time (Armstrong, 2003).

The basic skills of supervision are learned by the principals through training and experience. This exercise helps the principal to improve on their basic skills of instruction of supervision.

Research was conducted by Okafor (1998) to investigate the effect of internal supervision on teacher performance. He administered a twenty item questionnaire on a sample of 370 respondents. The respondent's mean ratings indicate that internal supervision of instruction has an overall positive effect on teacher performance. Treatment of the responses to t-test reveals no significant differences between male and female teachers, experienced teachers and novice, qualified and unqualified teachers. In discussing the findings, Okafor notes that since internal supervisors and the teachers are in same school, supervisory interaction between them ought to be more effective. On the basis of the effective internal supervision of instruction, teachers will be able to acquire the additional knowledge and competencies to be able to cope with new demands, new problems and new challenges. He does recommend regular and comprehensive supervision, enhanced principal-teacher relations, and improved school funding and suitable motivational policies as measures that will enhance the validity of internal supervision of instructions.

Akubue (1981) also carried out a study of the in-service needs of secondary school principals in instructional supervision in Enugu Municipal of Enugu State. The study used a sample of 700 respondents. The instrument used for data collection was questionnaire tagged "supervisory competencies of principals" (SCOP). Data collected were analyzed using means, standard deviation and chi-square. The findings showed that principals exhibited 70 out of 150 competencies listed for effective supervision. Again, the results of this work showed that the internal supervisors lacked competencies for effective supervision. Akubue (1981) recommended in-

service education for supervisors of instruction (principals and other categories of supervisors).

Againam (1985) investigated internal supervision of instructions by principals as perceived by teachers in Onitsha education zone of Anambra State. Questionnaires were used to collect data from a sample of 700 respondents. Mean and standard deviation were used to analyze the data. The findings indicated that principals delegated their vice principals or heads of departments to carry out supervision. That notwithstanding, the results showed that the respondents favoured internal supervision by principals as having a powerful influence in classroom instructions. The study recommended that principals in addition to delegating responsibilities should sometimes engage in direct supervision of teachers and provision of additional monetary benefits to motivate them to supervise instructions regularly.

Research was conducted by Ekaette et al. (2016) on instructional supervision and teacher effectiveness in public secondary schools in Uyo Akwa Ibom state, Nigeria. The findings indicated that there is a significant difference in teachers' effectiveness based on classroom observation. Teachers in schools where instructional supervision was adequate were more effective than those that had inadequate instructional supervision. The study was in agreement with the study conducted by Olawoye (2009), in his study on influence of supervision of instruction on teachers "classroom performance" where a total of 223 samples were used, he adopted a stratified random sampling technique, and he also applied ex-post design in his research. In his findings it indicated interaction with supervisor's influence to a great extent their class room performance and adequate teaching material suggested by instructional supervisors helps them to teach more effectively to a great extent. Also, Nwoke (1997), conducted

research on instructional supervision of school in secondary school in Enugu education zone, problems and strategies for improvement“ a total of 184 samples were used in the study, which include 10 supervisors ,10 principals and 164 teachers. The researcher used mean score and z-test in analyzing the data collected. The researcher came up with the findings that supervision is a sort of assistance to teachers also that teachers do not like to be observed by supervisors. Supervision enables the ability and qualities of individual teachers to be identified, classroom visitation is very important also in-service training in promoting effective teacher performance and lastly through supervision individual potentials are developed.

Tuoyo (2000) sees supervision as the practice of monitoring the performance of school staff, noting the merits and demerits and using befitting and amicable techniques to ameliorate the flaws while still improving educational goals. Nwaogwegbe (2007) concisely stated that supervision affords the teacher an opportunity for knowledge update. Burton, Carper and William (2011) summarized supervision as an efforts made by the school head to support teachers to become more effective in their job and equally access professional development on the job. Therefore, the principal need to improve teaching and learning and the professional growth of the teacher through supervision of instruction. To fully carryout these responsibilities, the school principals should have a broad knowledge and skills of principals’ instruction supervision which will play a great role in improving teachers’ performance.

Ezeocha (1990) asserts that supervision of instruction focuses on the improvement of teaching and learning and to assist teachers to know and accept the objective of the organization. In a similar vein, Norsiri (1997) affirms that supervision of instruction

enhances effective teaching and learning in schools. Obi (2000) added that supervision of instruction is one of the best examples of educational leadership that focuses exclusively on the achievement of the desired instructional practices in educational organizations. Eze (1996) affirmed that supervision of instruction is all programme activities and actions school administrators apply to improve instructional process which will also support the teachers to perform their responsibilities as teachers in the school system.

In the above view, the school principal is the change agent whose responsibility is to provide variety of supervisory techniques for the teacher to see the need for change, plan for change and practice new behaviour for effective teaching and learning. The implication of supervision of instruction is that the supervisor (school principal) has to supervise the activities of the teacher and resources available for instructions; discover teachers' weakness and offer suggestions for improvement for the achievement of stated school goals.

According to Chivore (1995) supervision involves the assessment of proper implementation of policy, correction of identified weaknesses, direction and redirection of deficits for the attainment of stated aims, objectives and goals of an education system at a given level. Adepoju (1998) is of the view that instructional supervision is an interaction between the principal instructional supervisor and the teacher for the improvement of an activity. It is also a combination or interaction of processes procedures and conditions that are seriously designed to advance the work effectiveness of the teacher. He also interacts actively with the principal when he is present in school regularly prepare his lesson note before the commencement of his lesson which improve teacher performance. However, some principals are not effective in their instructional supervision because they do not involve the teachers in

major decision making. In highly performing schools, which have reversed the trend of poor performance and declining achievement, the principal sets the pace leading and motivating staff to perform to their highest potential (Bush & Oduro, 2006). Chivore, (1995) also noted that the principal who is the instructional supervisory head of the school visits the classes in order to supervise the teacher in the actual classroom situation observation made by the supervisor and later being explained to the teacher with the aim of making correction for the improvement of teaching and learning. Students note books are also being cross-checked with a view to ascertaining the quality and quantity of what the student are taught. Schemes of work and lesson plans are also being checked by the supervisors in order to ensure that teachers are abiding by the scheme of work as provided by the schools.

Supervision is a process of stimulating growth and the means of helping teachers to help them. Parthy (1992) saw supervision as a task of improving instruction through regular monitoring and in-service education of teachers. Supervision to Bar (1993) 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 center 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. Nwaogu (1980) writing on the meaning of supervision, supervision is the process of bringing about

improvement in instruction by working with people who work with pupils. Still on supervision, he continued that 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. Kweku and Eric (2014) supported that supervision is an effective method that could help achieve good results as far as teaching and learning are concerned. This means that it is very important for teaching and learning procedure to be constantly monitored and reviewed to ensure the total achievement of the objectives.

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-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. Nduka (1987) 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 (2006) described supervision as a process of directing, helping, guiding and stimulating growth in the subordinates in order to improve the quality of instruction. Mgbodile (1986) 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 e.t.c. and having done this, to set realistic goals for themselves.

According to Ogunsaju (1983), 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).

According to Okumbe (2007), supervision as a tool in school administration helps and facilitates only qualified professional teacher with skills to improve learning and teaching of pupils. Also, a supervisory practice is commitment through training, seminars and refresher courses. The Bentley's research study showed that professional teachers require extra instruction supervision, though professional teachers preferred the freedom of not being assessed (Bentley, 2005). A study by Okumbe (2007) correlate with Bentley (2005) findings which discovered that instructional supervisors must be conversant on the field he or she is supervising. Teacher's performance refers to the action and behaviours of teachers that affect the goals of an institution.

According to Zepeda (2013), a supervisor must have a good interpersonal relationship with the teachers. However, in order to promote good relationship with teachers, the supervisor should provide opportunity for collaboration as mentors and as peer coaches. Teachers want to form a safety net in that they give and expect to have a back up to deal with issues during confrontation period. Operative supervisors endeavour to access, cooperate with and train teachers and to enrol teachers in a chance to learn from each other. Supervisors work to motivate teachers on their relative age and experience and also about the school's environment. Supervisors also need to consider how teachers change through their professional careers and how learners can vary to foster growth. Therefore, it seems that the heads of school can influence teachers work performance through motivation. The above studies did not explore teacher perceptions towards head teachers' instructional supervisory practices on teachers' work performance. Hence the current study seeks to investigate teacher perceptions towards head teachers' instructional supervisory practices on teachers' performance.

Okumbe (2007) mentioned earlier, that an instructional supervisor has got to be an already-professionally qualified teacher, with the pedagogical skills at his or her finger tips, and his/her instructional supervisory leadership skills must be consciously developed through training (p.186). In addition, it is worthy of note that feedback on supervised teacher's performance takes place in the last phase of supervision, which is post-conference phase. The post-conference phase is essential and permits both supervisor and teacher to interact as the supervisor provides feedback regarding his/her observation during supervision and entertains teacher's reaction to given feedback. As an instructional source, supervisors provide, not only a diagnosis of

teaching, but also feedback that enables teacher's professional growth and development.

In Ghana, there seemed to be some confidence in local supervisors in public basic schools. The local supervisors are mostly the heads of the public basic schools to regulate teachers' works and attitudes in the school system. Thus, the local supervisors are mostly the heads of the public basic schools. Hence, it is essential for the school head to have a good interpersonal relationship with the teacher in the classroom and most especially the newly trained teacher posted to the school, so that he or she can consult the head for help when needed (Ampofo, Onyango & Ogala, 2019).

2.7 Conceptual Framework

Hattie's research on visible learning introduces effect sizes to measure the impact of instructional supervision on teacher performance, subsequently, its effect on the student outcomes (Hattie, 2009). The conceptual framework integrates the aspect of CPD (continuous professional development) models, emphasizing ongoing learning and skill enhancement for teachers through effective instructional supervision (Darling-Hammond, 2017). Bandura's theory highlights the importance of observational learning. In the context of instructional supervision, teachers observe, internalize and apply effective teaching strategies contributing to improved performance (Bandura, 1977). Based on the relationship between instructional supervision and teacher performance, within Vygotsky's zone of proximal development, effective instructional supervision operates by providing support and guidance that align with the teachers current capabilities

The independent, dependent variables and their relationship with each other presented in the hypothesis. The independent variable is instructional supervision and this includes checking teachers' schemes of work; checking teacher's punctuality; checking teacher's record of work; observation of punctuality; observing teaching and learning; making visits to classroom to observe teachers; checking students exercise books and providing feedback after lesson observation. On the other hand, the dependent variable is teacher performance which includes timely schemes of work, lesson plans, record of work done, preparing and using learners' registers, actual classroom teaching, assessment and evaluation of the learners, attending staff meetings, management of learners' discipline, involvement in co-curricular activities, regular presence in the school.

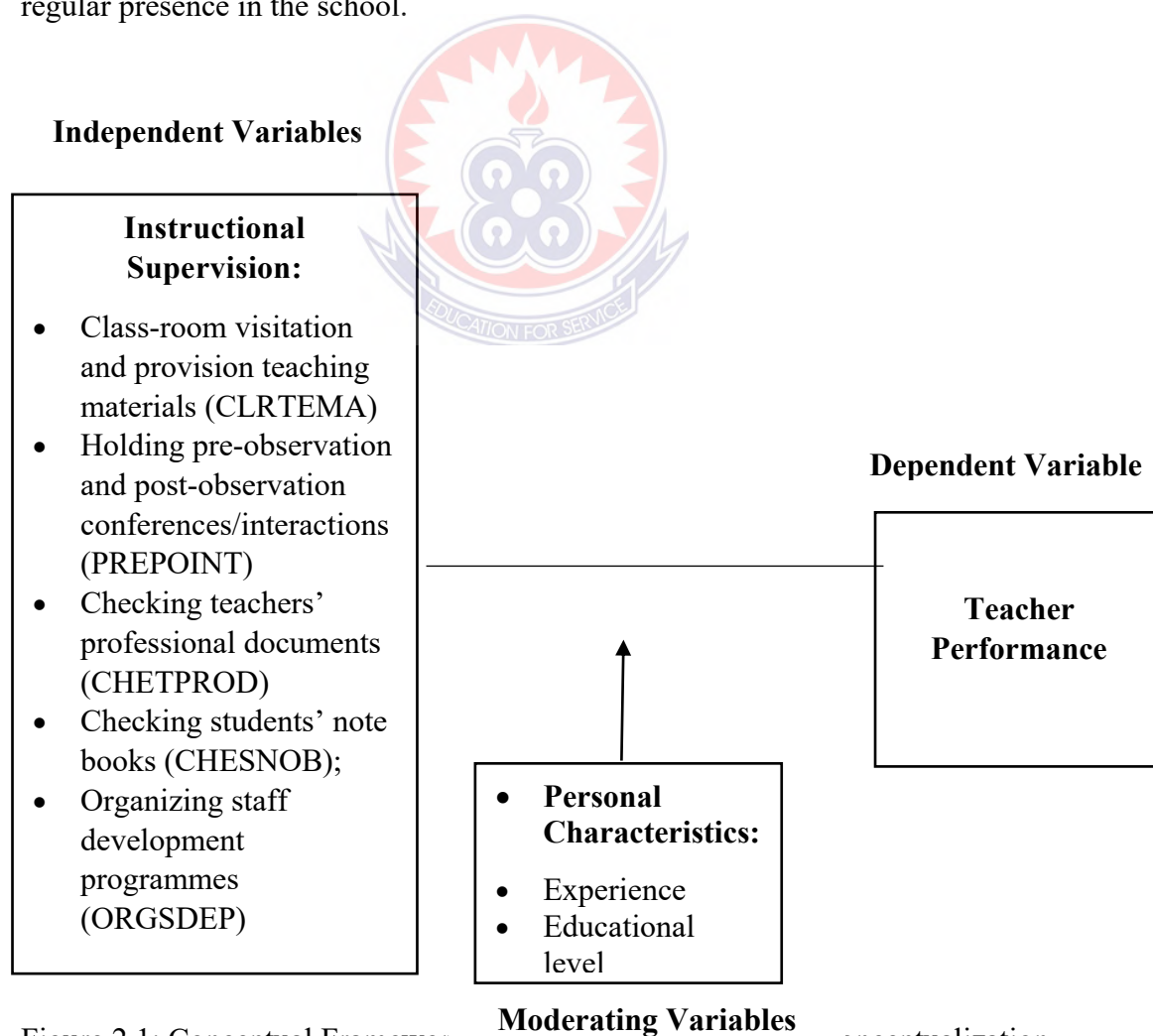


Figure 2.1: Conceptual Framework (2022)

conceptualization,

2.8 Summary of Literature Reviewed

The existing literature reviewed have shown that similar variables were used, but no one has directly attempted to relate instructional supervision to teacher performance by moderating the relationship using conceptual, interpersonal, technical, human resource skills and experience of head teacher, experience, educational level, motivation of teachers. This study therefore, bridges this gap such as cultural contextualization, teacher perspective, impact on professional development, challenges within supervision, practical recommendations from teachers, alignment with local policy and others by empirically investigating instructional supervision and teacher performance using undependable and dependable variables to moderate the effect of instructional supervision on teacher performance.

The literature on instructional supervision and teacher performance in SHS in Accra collectively highlights the importance tailored, culturally sensitive supervision approaches. It is not only associated with teacher performance but is also crucial for positive student outcomes. The synthesis of diverse theoretical frameworks, conceptual and empirical findings provides a foundation for understanding and investigating this dynamic relationship within the unique educational context of SHS in Accra.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter explains the methodology employed in the data collection for the study. The chapter provides detailed explanation on the research design employed for this study, the population, sampling and sampling procedures, source and technique of data collection, description of data analysis technique, ethics, reliability and validity. The methods discussed in this chapter provide the basis for the data analysis and discussion of the findings in the chapter four of this study.

3.1 Philosophical Review

The research adopted the positivist paradigm which emanated from the realist ontology with objectivist epistemology. The first philosophical perspective for this study is the realist ontology. The realist ontology relates to the existence of single truth or reality which can be studied, understood, and experienced as a single truth (Katie & Blackman, 2017). In simple terms, this philosophical perspective believes there is only one truth independent of human experience. The second philosophical perspective is objective epistemology because reality exists outside or independent of the human mind. The method of acquiring knowledge for this study was objectivism. The objective epistemology is vital since it provides consistency or providing reliability and validity (Moon & Blackman, 2014).

According to Bisman (2010), the positivist allows for generalization which implies quantitative methodology. Furthermore, he adds that studies that seek to predict or explain a phenomenon from a theory can best achieve its objective through positivist philosophy. In line with the explanation of the positivist approach, this study aims at

explaining or predicting teacher performance using instructional supervision. In addition, a positivist study involves a survey, experiment and quasi-experiment research design. Therefore, this study follows the positivist approach because this study focuses on employing a questionnaire as an instrument for data collection.

3.2 Research Approach

The study used the quantitative design because the positivist research philosophy is employed. The positivist philosophy requires the use of quantitative research methods which involves the use of survey approach for data collection (Bisman, 2010). The quantitative approach is chosen because it helps explain the effect of instructional supervision on teacher performance. This objective can be studied successfully by employing quantitative research methods (Creswell, 2009). Furthermore, in order to predict the teacher performance, a statistical technique is needed. Thus, quantitative research is suitable, which will give a generalized pattern to be observed within a wider sample of schools.

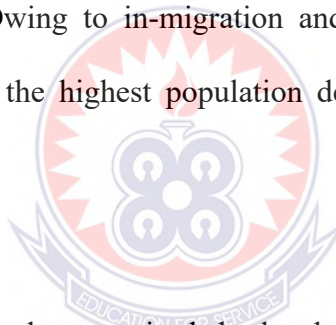
3.3 Research Design

The design adopted in this study was the descriptive correlational design. Hence, the justification for using correlational designs was to find the relationships between the two variables, headmistress' instructional supervision and teacher performance. According to Robinson (1976), Borg and Gall (1979), correlation studies entail an attempt made to discover or clarify relationship through the use of correlational statistical method. A research design entails the plan employed by research in answering the research questions (Saunders, Lewis & Thorntonhill, 2012). They were of the view that research design provides a link between the research philosophy and methodology of the research, method of data collection and analysis. It is however, stated that the type of research design to employ in a study is dependent on the

research objectives and research questions (Saunders et al., 2012). This implies that research design and the methods of data collection and analysis are not mutually exclusive from the other. For this reason, Saunders et al. (2012) suggested that research can use more than one design or strategy.

3.4 Study Setting

The study was conducted in Accra High School located in Accra of the Greater Accra Region of Ghana. Greater Accra is one of the sixteen administrative regions in Ghana. It is located in the south-central part of the country and shares borders with the Central Region to the west, Volta Region to the east, Eastern Region to the north, and the Gulf of Guinea to the south. Accra is the capital of Ghana and is the wealthiest region in the country. Owing to in-migration and a high population growth rate, however, the region has the highest population density (Ghana Statistical Service, 2013).



3.5 Population

The population for the study comprised the headmistress and all teachers of Accra High School. The school currently has teacher population of 127 and 1 headmistress. Therefore, the total population used in this study is 128. The distribution of the population in terms of departments is shown in Table 3.1.

Table 3.1: Distribution of Population

S. N.	Department	Population
1	Headmistress	1
2	Mathematics/ICT	25
3	Social Science	15
4	English/Languages (French and Ga)	13
5	Business	15
6	Science	19
7	Technical	14
8	Home Economics	15
9	Visual Arts	11
Total		128

Source: Accra High School (2023)

3.6 Sample and Sampling Technique

Since population size is small, the headmistress and all the 128 teachers of the school formed the sampling frame for the study and were used in the study. A sampling frame is the list of respondents from which the samples are drawn. It provides a complete listing of the whole population (Zahari, 2007). The headmistress and all the 128 teachers were purposively selected because of the topic being studied. Thus, purposive sampling was used in the selection of the respondents for the study.

3.7 Research Instrument

The main instrument used in collecting primary data for the study was questionnaire. Questionnaire is one of the most widely used data collection techniques within the survey strategy (Teddlie & Yu, 2007). This choice was made based on the objectives of the research, in order to find out the effect of organisational culture on employee performance. Bryman (2012) indicates that questionnaire is widely used for collecting data in educational research because it is very effective for securing formal

information about procedures and conditions, for inquiry into opinions and attitudes and perceptions of subjects. He further added that it is an efficient method in the sense that many respondents can be reached in a short space of time. Teddlie and Yu (2007) also affirmed that the questionnaire is helpful in the field of attitudes, opinions, and judgment. Furthermore, the advantage of using a questionnaire is that it helps the collection of quantitative data in a pre-arranged form which can be readily analyzed (Saunders et al., 2021).

In order to help the respondents to express opinion to the best of their knowledge in answering the questionnaire, the 5-Likert scale was provided. The 5-Likert scale was made up of scale ranging from 5 = strongly agree, 4 = agree, 3 = neither agree nor disagree, 2 = disagree and 1 = strongly disagree. The questionnaire consisted of four sections with the first section focusing on the demographic characteristics of the respondents. The second section which contains 11 items sought to obtain views of the respondent in order to assess the level of teacher performance in Accra High School. The third section of the questionnaire has 14 items and it addresses instructional supervision in Accra High School while the fourth section has 8 items and it covers effectiveness of instructional supervision in the school.

3.8 Validity and Reliability

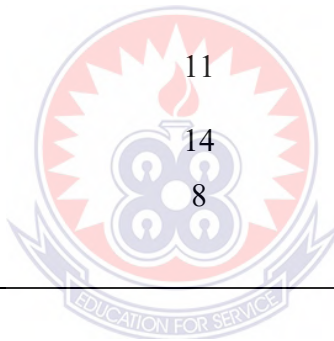
In order to ensure validity and reliability of the measurement or estimation, the Cronbach's alpha was used. The Cronbach's alpha is used in measuring the reliability or internal consistency. This was used because of the Likert scale used in the questionnaire; thus, the Cronbach's alpha was used to measure the reliability of the scale. The rule of thumb is that Cronbach's alpha of 0.7 to 0.8 is acceptable, 0.8 to 0.9 is good and greater than 0.9 is excellent (Bujang, Omar & Baharum (2018).

The results showed that Cronbach's alpha for all the variables is more than 0.7 and this implies that there is high internal consistency. The results of the reliability testing are illustrated in Table 3.2. Instructional supervision has 11 items, teacher performance has 14 items and effectiveness of instructional supervision has 8 items. The reliability test results indicate that each of the construct recorded a Cronbach's Alpha of greater than 0.700. Based on the Cronbach's Alpha values being greater than 0.7, the constructs have achieved reliability testing which suggests that the internal constituencies of the scales are adequate.

Table 3.2: Reliability testing of measurement scale

Dimensions of	Number of Items	Cronbach's Alpha
Participation		
Instructional Supervision	11	0.712
Teacher Performance	14	0.740
Effectiveness of Instructional Supervision	8	0.764

Source: Field data (2023)



3.9 Data Collection Procedure

The researcher wrote officially to the school to seek permission from authorities of the school. Upon approval from the school, the 128 questionnaires were submitted to the school secretary for further distribution in-person to the headmistress and all the teachers of the school. Thus, the questionnaires were distributed face-to-face and they were given four weeks to return the answered questionnaires to the school secretary. As at the deadline of four weeks, 98 questionnaires were returned and this represents a response rate of 76.6%.

3.10 Data Analysis

The data obtained from respondents were first collated by grouping them in order of respondent classification. The tasks involved in this process are that the researcher identified, classified and the pre-assigned numbers (codes) were crosschecked. The questionnaire results were then entered into software called Statistical Package for Social Science (SPSS) version 21. Inferential and descriptive analyses were then applied and frequency distribution tables, mean, standard deviation, pie and bar charts were also used to illustrate the results of the study.

3.11 Ethical Considerations

Ethical considerations in research are identified issues that are considered proper or improper in a research process and how the issues are addressed in dealing with research participants and how the findings are reported. Addressing ethical issues in research is essential as it ensures that research is able to strike a good balance between benefits of the research and its potential harms to the research participants. In other words, ethics are moral principles that govern the behaviours of a researcher in executing what is considered as legal and moral in conducting research.

The researcher ensured that the moral and legal rights of participants are protected. Moreover, the involvement of the research participants was voluntary. They were made to understand that they had the free choice to withdraw from participating in the research at any point in time as they find appropriate. The research participants were asked not to write their names on this questionnaire to ensure that their participation is completely anonymous. The researcher also assured the participants that all information provided by them as a way of responding to the questionnaire shall be treated strictly confidential as much as possible. Informed consent was sought from

respondents and reason for the research explicitly explained before handing over the questionnaire for completion. After making known the purpose of the research, respondents were given the opportunity to decline to participate and they were not coerced in any way to do so.



CHAPTER FOUR

RESULTS AND DISCUSSION

4.0 Introduction

This chapter presents the analysis of the quantitative data obtained from the questionnaire. The findings from the analysis are discussed in line with the objectives of the study and compared with existing studies. The discussion of the findings entails the context of the entire study and presented such that the reader can see the links between each component of the research report. Basically, three crucial tasks are performed in this chapter and these are interpretation, analysis and explanation. In this regard, the analysis and discussion cover four main areas namely, personal characteristic, level of teacher performance, effectiveness of instructional supervision and the relationship between teacher instructional supervision and teacher performance in the Greater Accra Region.

4.1 Level of Teacher Performance

This section sought to assess the level of teacher performance in the Greater Accra Region. To address this objective, the study hypothesizes that “there is high level of teacher performance in the Greater Accra Region.” The results obtained from the respondents are shown in Table 4.2. The study used Likert scale in measuring the level of teacher performance in the Greater Accra Region and these are: 1 = extremely low; 2 = moderately low; 3 = average; 4 = moderately high; 5 = extremely high.

According to Table 4.2, teachers preparing lesson plans and lesson notes is rated high in terms of mean value (Mean = 4.8708) with statistical significance p -value = 0.002. This is followed by teachers responding promptly to classroom teaching and had Mean = 4.6711 at significance level of 0.020. Third ranked teacher performance is

teachers' timely schemes of work which had a Mean = 4.5867 with significance at 0.000. The rest of the variables for teacher performance that had Mean values greater than the overall Mean average are: Teachers' preparation of weekly scheme of work (Mean = 4.438) with statistical significance at 0.012; Teacher preparing weekly dairy (Mean = 4.3724) and significant at 0.000; and Teachers' punctuality (Mean = 4.2570) and significant at 0.000. The other teacher performance variables that scored Mean values less than the overall Average Mean are: Teacher engagement in staff meetings; assessment and evaluation of learners; Guidance and counselling for students; Creating friendly learning environment and Co-curricular activities. Even though these teacher performance indicators had low Mean averages, they are statistically significant.

Based on the study results, there is enough evidence to show that “there is high level of teacher performance in the Greater Accra Region.” Therefore, the study fails to accept the null hypothesis and consequently, the alternate hypothesis is sustained.

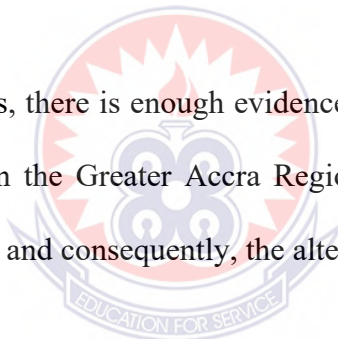


Table4.2: One-sample test on Teacher Performance

	t	df	Sig. (2-tailed)	Mean	Rank	Standard Deviation
Preparing lesson plans and lesson notes	23.839	98	0.002	4.8708	1	1.47883
Responding promptly to classroom teaching	27.712	98	0.020	4.6711	2	1.35964
Timely schemes of work	28.409	98	0.000	4.5867	3	1.33698
Weekly scheme of work	32.605	98	0.012	4.4338	4	1.22997
Weekly dairy	30.470	98	0.000	4.3724	5	1.29627
Punctuality	34.697	98	0.000	4.2570	6	1.20301
Staff meetings	56.279	98	0.021	3.7136	7	1.30110
Assessment and evaluation of learners	44.350	98	0.001	3.5481	8	1.44027
Guidance and counselling for students	34.45	98	0.000	3.2675	9	1.55716
Creating friendly learning environment	22.99	98	0.000	3.2597	10	1.52990
Co-curricular activities	21.09	98	0.041	3.1247	11	1.41785
Overall Mean Average				4.0096		

Source: Field Data (2023)

4.2 Effectiveness of Teacher Instruction

In this section, the study examined the effectiveness of teacher instructional supervision of teachers in the Greater Accra Region. For this purpose, the study hypothesizes that there is a “there is effective teacher instructional supervision in the Greater Accra Region.” The one-sample t-test was employed to test the hypothesis and the results on this are shown in Table 4.3.

According to the results, as shown in Table 4.3, Table presents the results of a study evaluating various aspects related to teaching and educational activities, with statistical measures and rankings provided for each factor. The significance level (Sig.) indicates the probability of obtaining the observed results by chance. "Preparing lesson plans and lesson notes" shows a highly significant result (Sig. = 0.002), indicating that there is a significant difference among participants in terms of their opinions on the importance of this activity. The mean rank for this factor is the highest among all, suggesting that, on average, respondents perceive preparing lesson plans and notes as a crucial aspect of teaching.

"Responding promptly to classroom teaching" also demonstrates statistical significance (Sig. = 0.020), though with a slightly lower level. The mean rank for this factor is the second highest, indicating that participants consider prompt responses in the classroom to be important. "Timely schemes of work" and "Weekly scheme of work" both exhibit a high level of significance (Sig. = 0.000), emphasizing the importance of having organized and timely plans in place. The mean ranks for these factors are the third and fourth highest, respectively. "Staff meetings" and "Assessment and evaluation of learners" show significance at 0.021 and 0.001, respectively. While staff meetings rank seventh in mean rank, assessment and evaluation rank higher at eighth, suggesting that participants prioritize the latter over staff meetings.

"Punctuality," "Weekly diary," "Guidance and counselling for students," and "Creating friendly learning environment" all have a highly significant result (Sig. = 0.000). Punctuality has the highest mean rank, indicating it is perceived as crucial, followed by the weekly diary, guidance and counselling, and creating a friendly learning environment.

"Co-curricular activities" is the least significant factor in the table, with a significance level of 0.041. However, it is still considered important, as reflected in the mean rank. The overall mean average is 4.0096, indicating that, on average, participants find these factors to be of moderate to high importance in the context of teaching and educational activities.

Table 4.2: One-sample test on Effectiveness of Instructional Supervision

	t	df	Sig. (2-tailed)	Mean	Standard Deviation
Making visits to classroom to observe teachers	34.697	98	0.000	4.7111	1.20823
Checking teachers' schemes of work	56.279	98	0.000	4.6733	0.88230
Observing teaching and learning	34.44	98	0.023	4.1749	0.89518
Checking teacher's punctuality	23.11	98	0.004	4.1749	0.89379
Checking teacher's record of work	18.32	98	0.000	4.1711	0.85449
Observation of punctuality	22.24	98	0.022	4.1711	0.89658
Checking students exercise books	44.350	98	0.000	4.1559	0.98169
Providing feedback after lesson observation	32.33	98	0.001	4.0123	0.8934
Overall Mean Average				4.3483	

Source: Field Data (2023)

4.3 Effect of Instructional Supervision on Teacher Performance

This section addresses the third objective, and thus, to examine the relationship between teacher instructional supervision and teacher performance in the Greater Accra Region. In addressing these objectives, the study used regression analysis. In the analysis, instructional supervision was the independent variable, and these are represented by five main constructs. The constructs used in for the analysis are: class-room visitation and provision teaching materials (CLRTEMA); holding pre-observation and post-observation conferences/interactions (PREPOINT); checking teachers' professional documents (CHETPROD); checking students' note books (CHESNOB); and organizing staff development programmes (ORGSDEP). The dependent variable is teacher performance (TPERF).

The regression model used in this study assumes that the relationship between instructional supervision and teacher performance and moderated by personal characteristics of teachers. The empirical model for the estimation of the effect of instructional supervision on teacher performance is given in equation 1.

$$TPERF = \alpha_0 + \beta_1 CLRTEMA + \beta_2 PREPOINT + \beta_3 CHETPROD + \beta_4 CHESBOB + \beta_5 ORGSDEP + \beta_6 PCH + \varepsilon \dots \dots \dots [1]$$

Where:

TPERF denotes teacher performance

CLRTEMA denotes class-room visitation and provision teaching materials

PREPOINT denotes holding pre-observation and post-observation conferences and interactions

CHETPROD denotes checking teachers' professional documents);

CHESNOB denotes checking students' notebooks

ORGSDEP denotes organizing staff development programmes

PCH denotes personal characteristics

α denotes the constant term

ε denotes the error term,

$\beta_1, \beta_2, \beta_3, \beta_4, \beta_5$ are coefficients

The study employed ordinary least square model (OLS). The OLS was used for estimating the unknown parameters in a linear regression model. This method minimises the sum of squared vertical distances between the observed responses in the dataset and the responses predicted by the linear approximation. The properties of OLS estimators were used because it is the most widely used estimation technique (Pavelescu, 2004). Expected sign is a statistical technique which shows the relationship between two variables. The positive expected sign means that one variable increase, the other variable will also increase while negative expected sign means that when one variable increase, the other variable will be decrease.

The regression results are shown in Tables 4.3, 4.4 and 4.5 and with the regression analysis as indicated in the tables stated, two different models were generated of which model 1 shows the effect of instructional supervision on teacher performance while model 2 shows the moderating effect of personal characteristics of teachers on the influence of instructional supervision on teacher performance. According to the study results in Table 4.4, the coefficient of determination (R) is 0.776 and R-square is 0.601 and the adjusted R-square is 0.595. These show how changes in instructional supervision affect teacher performance. Thus, with the adjusted R-square, it shows that a unit change in instructional supervision leads to a 59.5 percent change in teacher performance. Also, in Table 4.3, personal characteristics of teachers were incorporated into the estimation to generate model 2. Personal characteristics were represented by education and experience. Thus, in Table 4.4, it is revealed in Model 2

that R and adjusted R Square values are 0.945 (94.05%) and 0.883 (88.3%) respectively while adjusted R square in model 2. Comparing the R and adjusted R Square values with that of model 1 in Table 4.4, it can be seen that Model 2 values have increased. This implies that personal characteristics of teachers were able to reinforce instructional supervision and enhance teacher performance. This means that personal characteristics in terms of teachers' level of education and experience influence the effect of instructional supervision on teacher performance.

Table 4.4: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.776 ^a	0.601	0.595	0.51987
2	0.945 ^a	0.883	0.880	1.30806

a. Predictors: (Constant), *CLRTEMA*, *PREPOINT*, *CHETPROD*, *CHESNOB*, *ORGSDEP*

b. Predictors: (Constant), *CLRTEMA*, *PREPOINT*, *CHETPROD*, *CHESNOB*, *ORGSDEP*, *PCH*

The next issue of concern is whether instructional supervision has a significant positive effect on teacher performance. This is addressed in Tables 4.5 and 4.6. In Table 4.5, Models 1 and 2 have p-values of 0.000 which means that there is a significant relationship between instructional supervision and teacher performance (model 1). Also, the results show that personal characteristics of teachers has a significant influence on how instructional supervision influences teacher performance (model 2).

Table 4.5: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	104.820	4	26.205	96.960	0.000 ^a
	Residual	69.459	257	0.270		
	Total	174.279	261			
2	Regression	108.396	9	12.044	46.068	0.000 ^b
	Residual	65.883	252	0.0261		
	Total	174.279	261			

a. Predictors: (Constant), *CLRTEMA*, *PREPOINT*, *CHETPROD*, *CHESNOB*, *ORGSDEP*

b. Predictors: (Constant), *CLRTEMA*, *PREPOINT*, *CHETPROD*, *CHESNOB*, *ORGSDEP*, *PCH*

c. Dependent Variable: TPERF

The foregoing results revealed that instructional supervision is affect teacher performance and this is influenced by personal characteristics of teachers. This means that personal characteristics of teachers have significant moderating effects on the relationship between the independent variables (instructional supervision) and dependent variable (teacher performance). In this regard, it is imperative to find out how each of the independent variables and moderating variables contributes to teacher performance. The study result in Table 4.6 indicates that the independent variables have significant positive effect on teacher performance. For instance, in Model 1 shown in Table 4.6, class-room visitation and provision teaching materials (*CLRTEMA*) had $\beta = 0.183$ with 0.003 level of significance; holding pre-observation and post-observation conferences/interactions (*PREPOINT*) had $\beta = 0.156$ and p-value = 0.020; checking teachers' professional documents (*CHETPROD*) had $\beta = 1.06$ and p-value = 0.000; checking students' note books (*CHESNOB*) $\beta = 0.1836$ and p-value = 0.005; and organizing staff development programmes (*ORGSDEP*) $\beta = 0.323$ and p-

value = 0.000. Similarly, in Model 2, the relationship between instructional supervision and teacher performance is moderated by personal characteristics. The outcome of Model 2 is that personal characteristics (PCH) have significant positive ($\beta = 0.0174$) and p-value = 0.013) on the effect instructional supervision and teacher performance. The study results suggest that instructional supervision affect teacher performance in the Greater Accra Region.

Table 4.6: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	0.9	0.173		5.212	0.000
	CLRTEMA	0.183	0.06	0.212	3.041	0.003
	PREPOINT	0.156	0.067	0.162	2.342	0.020
	CHETPROD	1.106	0.099	0.321	11.142	0.000
	CHESNOB	0.183	0.064	0.259	2.855	0.005
	ORGSDEP	0.323	0.085	0.311	3.812	0.000
2	(Constant)	0.23	0.124	0.251	7.422	0.048
	CLRTEMA	2.331	0.137	0.523	16.996	0.000
	PREPOINT	0.578	0.167	0.131	3.454	0.001
	CHETPROD	0.542	0.16	0.127	3.382	0.001
	CHESNOB	0.948	0.085	0.902	11.155	0.000
	ORGSDEP	0.152	0.016	0.664	9.598	0.000
	PCH	0.174	0.069	0.184	2.507	0.013

a. Dependent Variable: TPERF

4.5 Discussions

This section discusses the major aspects of the research findings in relation to the objectives of the study. It interprets and characterizes the relevance of the findings in respect to what is previously known about the research problem under investigation.

In addition, the discussion explains any new understanding or insights on instructional supervision affect teacher performance in the Greater Accra Region.

4.5.1 Level of Teacher Performance

The study revealed that there is high level of teacher performance in the Greater Accra Region. The dimension of teacher performance that were found as major performance indicators are teachers' timely schemes of work; teachers' preparation of weekly scheme of work; teacher preparing weekly dairy and teachers' punctuality. These imply that there is a high teacher performance in terms of completion of scheme of work by the first day of resumption in school, proper use of the school curriculum to prepare their weekly scheme of work which was also rated very high level. This is in line with the study conducted by Olawoye (2009), through adequate teaching materials, provision of adequate teaching facilities, availability of instructional materials, attendance in seminars organized by instructional supervisors, improve teachers' performance.

4.5.2 Effectiveness of Instructional Supervision

It was found that instructional supervision in public schools in the Greater Accra Region is effective. This implies that making visits to classroom to observe teachers; checking teachers' schemes of work; observing teaching and learning; checking teacher's punctuality; checking teacher's record of work; observation of punctuality; checking students exercise books; and providing feedback after lesson observation. These variables were found to contribute significantly to the effectiveness of instruction supervision in the school. According to Pearson (2019), the fundamental duty of a head teacher as supervisor in school is to advance teaching and learning through effective supervision.

The findings are commended by Charles, Chris and Kosgei (2012) who suggested that teachers need to be observed regularly by the headteacher who have to ensure that lessons are planned early and are structured with an interesting beginning. In this regard, the headmistress also has to ensure revision of previous knowledge, the teachers' use of voice variation, summary of major points at the end, the use of backups/teaching aids and teachers follow up of the curriculum. Therefore, this implies that there is an effective instructional supervision by principal of schools, which helps to increase the teachers' performance. This finding is also in line with Parthy (2019) who noted that instructional supervision stimulates the growth of teachers' professional performance. Bar (2013) also supported that principal instructional supervision provide expert assistance to teachers to help them acquire more skills and competences for effective teacher performance. Kwebu (2014) noted that it is assumed that effective school supervision is likely to improve teachers' professional performance and subsequently enhance the general output of students in the school.

Charles, Chris and Kosgei (2012) also states that Principals must check the teaching standards by reference to scheme of work, lesson notes, records of works, pupil's exercise books and also actual visit to classroom to see how the individual teachers deliver. This is because lesson observation creates opportunities for the supervisor to help the teachers to improve the quality of their teaching. Ekyaw (2014) further argues that, if supervisors were to spend more of their energy in the classroom visits followed by helpful discussions, teachers would probably have more friendly attitudes towards supervision as there is no other equally important choice than classroom visits for the betterment of instructions.

Furthermore, Kisirkoi (2015) is of the view that instructional supervision with the use of information communication technologies (ICTs) demands teacher creativity, innovativeness and hard work. This is because teachers have to search the web for relevant materials which they need to customize for use in class to meet learner's individual needs. However, Fullan (2017) stated that there is no effectiveness in supervision in classroom because principals and vice principals spend much time in their offices managing facilities, resolving students' indiscipline, purchase of office and facilities thereby devoting less time or no time to instructional matters.

The result of the study confirms the finding of Samoei (2014) who reported that apart from the supervisory role head teachers perform, they also execute the following activities, as checking teachers' schemes of work and record of work, making visits to classroom to observe teachers, providing feedback after lesson observation, protecting instruction time by observation of punctuality, checking students books and teachers' punctuality and observing teaching and learning activities in the classroom. The result support the assertion of Fleming and Steen (2004) also posited that one of the vital components of instructional supervision is to guide the finest welfare of the tutors is confirmed by this study.

The study's findings revealed that instructional supervision practice improves teaching effectiveness and that Head teachers have a variety of instructional roles to fulfil. This is supported by earlier studies of Anike et al. (2015); Manaseh (2016); Mpungu (2018) and Dangara (2015) which identified Head teacher's instructional practices as: classroom observations, scrutinizing schemes of work, lesson plans, learners note books and attendance of teachers to lessons; conferencing with teachers before, during and after they have taught as well as ensuring quality assessments of learners. Ekaette and Eno (2016) however advise that constructive feedback should be given to teachers

regarding what is being assessed or observed; and that it requires relevant knowledge of content on the supervision standards on the side of Head teachers.

It is further confirmed by Dangara (2015) who contends that in schools where Head teachers are reluctant in monitoring teaching activities, ineffective pedagogies are employed which affect the quality of teaching thus leading to poor performance by students. Findings from this review further revealed that effective instructional supervision practice through classroom observations leads to professional development of teachers thus confirming effective teaching. Wyatt (2017) supports this by stating that Head teachers are responsible for fostering teacher professional growth by; improving their skills through classroom observations, communicating high standards, and ensuring that the school atmosphere is conducive to teaching and learning. The study further revealed that classroom observation is the most recommended instructional supervision practice by a number of studies; Anike et al (2015); Manaseh (2016); Mpungu (2018) and Dangara (2015); and Mulunda et al (2016) and Charles et al (2012) recommend that teachers should be observed regularly to ensure that they; plan for lessons early, effectively use teaching aids, relate well with students and ensure strict adherence to the curriculum requirements.

4.5.3 Effect of Instructional Supervision on Teacher Performance

The study found that there is a significant relationship between instructional supervision and teacher performance. According to the finding, personal characteristics of teachers has a significant influence on how instructional supervision influences teacher performance. In effect, instructional supervision dimensions that affect teacher performance are class-room visitation and provision of teaching materials, holding pre-observation and post-observation conferences/interactions;

checking teachers' professional documents; checking students' notebooks; and organizing staff development programmes. The study substantiated the results given by Ikegbusi, Eziamaka and Nonye (2016); Ariffin, Idrisand, and Abdullah (2015) and Esia-Donkoh and Baffoe (2018). Overall, the results illustrated that effective instructional supervision will lead to greater teacher performance and vice versa. The present study validates the work of Matoke, Okibo and Nyamongo (2015) which claimed that instructional supervision positively affects teacher performance.

Furthermore, the findings are in line with Nwachukwu (2014) who stated that instructional Supervision is a complex process that must play a prominent function in all education systems. Ideally, instructional supervision is a partnership between supervisors and supervisees, in which 49 both partners are actively involved in the planning and direction taken. Feedback and guidance are essential components of learning and development and so it is vital that supervisors provide supervisees (teachers) with both. In return, supervisees must demonstrate an openness and commitment to the process, along with a strong sense of self-motivation and self-improvement (Ani, 2017).

Chukwu (2012) in his study indicated that Proper guidance from experts is one of the purposes of supervision which is to provide academic guidance by an experienced teacher or expert/specialist in different school subjects so that new recruit or junior teachers are able to develop their skills and capacity so as to have an effective teacher performance.

It was revealed that personal characteristics such as education and experience of teachers has a significant influence on how instructional supervision influences teacher performance. It is important to note that education is one of the key characteristics of a person that affect the person's attitudes and the extent of his or her

understanding of issues in a social setting. Moreover, education and experience affect a person's attitude, reasoning and understanding of anything in a social setting. In effect, a respondent's way of thinking and responses to questions can be influenced by the level of educational attainment and experience of the teachers in responding to instructional supervision practices.



CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This is the final chapter of this study and it summarises the study in its entirety. Also, in this chapter, the study presents the key findings obtained from the analysis of the result in the previous chapter. Based on the findings of this study, this chapter presents the recommendations for the management of the organisations. Finally, suggestions for further research have also been provided in this chapter.

5.1 Summary of findings

The first objective of the study was to assess the level of teacher performance in the Greater Accra Region. The study results revealed that there is high level of teacher performance in the Greater Accra Region. The teachers' performance includes timely schemes of work; teachers' preparation of weekly scheme of work; teacher preparing weekly dairy and teachers' punctuality. Other performance of teachers includes completion of scheme of work by the first day of resumption in school, proper use of the school curriculum to prepare their weekly scheme of work which was also rated very high level (Robertson, 2010).

The second objective of the study was to examine the effectiveness of teacher instructional supervision of teachers in the Greater Accra Region. According to the results from the study, instructional supervision in public schools in the Greater Accra Region is effective. As part of the headmistress' instructional supervision practices, she visits classroom to observe teachers; checks teachers' schemes of work; observes teaching and learning; checks teacher's punctuality; checks teacher's record of work; observes punctuality of students; checks students exercise books; and provides feedback after lesson observation (Pajares, 1992).

The third objective of the study is to examine the relationship between teacher instructional supervision and teacher performance in the Greater Accra Region. In addressing this, the study found that there is a significant relationship between instructional supervision and teacher performance (Stronge et al., 2013). In effect, class-room visitation and provision teaching materials. Holding pre-observation and post-observation conferences/interactions; checking teachers' professional documents; checking students' notebooks; and organizing staff development programmes affect teacher performance. Also, personal characteristics of teachers is found to significantly influence on how instructional supervision influences teacher performance.

5.2 Conclusions

The study delved into the intricate dynamics of instructional supervision and its impacts on teacher performance within the unique educational context of senior high schools in Accra. The investigation sought to explore teachers' experiences and the overall influence of instructional supervision on their professional practices. The findings from this study shed light on several aspects which are; perceptions of instructional supervision, the difference between the instructional supervision and the usual supervision, professional development impact, suggestions for improvement, overall impact on teacher performance, implications for practice and policy and others.

Headmistress and teachers of the Accra High School were involved in the study from which data were generated through questionnaires. The study employed OLS model of which the regression analysis was conducted. The studies show that instructional supervision has significant positive effect on teacher performance. In effect, most of

the instructional supervisory practices are frequently practiced by the headmistress of the school. The teachers in the school are more intrinsically motivated by the instructional supervision practices of the headmistress. This was why there is a significant positive relationship between instructional supervision and teacher performance.

This study contributes to the growing knowledge on instructional supervision and teacher performance in SHS in Accra. It provides a foundation for future research endeavours and offers practical insights that can inform evidence – based decision-making at the institutional and policy levels. The nuanced understanding gained through this study contributes to the ongoing efforts to enhance the quality of education and teaching practices in Accra, fostering a positive impact on both educators and students.

5.3 Recommendations

Based on the findings and conclusion drawn, the following recommendations are provided:

1. The headteachers should increase the number of times they make classroom visitations by having a well laid down plan on how to do it and also how to spread it across all classes. Through this, the headteachers will have a big insight of what is going on in terms of teaching and learning. In this way, school heads would be able to ensure that they check teachers' professional documents by coming up with strategies such that teachers submit records on weekly basis so as to keep close track on instructional processes in their schools.

2. The headteachers should create a routine of checking pupils' exercise books more often. Through thorough checking of pupils' exercise books, the headteachers will get a clear picture of what is taught in the class hence informed on areas worth corrections and deter laxity amongst teachers.
3. The post observation conference should be given attention by the headteachers as it is the forum for corrections and exchange of ideas. Lack of this practice makes such practices as classroom visits less productive in terms of boosting teaching and learning process. The headteachers should promote positive attitude towards this practice and instructional supervision at large.
4. As instructional supervision is a holistic process, only the headteachers must not be considered accountable for supervision. The principals should share this burden with their deputy heads, coordinators/head of the departments, etc. In this regard, school supervisors should be provided with extensive training on the role of effective supervision.
5. The school supervisors should also work on building inter-personal relationships with their staff and address them with great respect and care as it will arouse their motivational spirit. The supervisors should not inspect their teachers teaching for finding faults in their instructional practices, rather it should be used to build congenial relationships with the staff. Any mistakes in teaching instruction should be pointed out later in a lighter tone in post-observational meetings
6. The headteachers should provide adequate instructional materials and facilities through Parents-Teachers Associations (PTA), Old Students Associations,

Non-Governmental Organizations (NGOs), Communities, Philanthropists and other Development Partners, to enhance effective instructional supervision processes in schools.

7. As the study revealed that personal characteristics influence the relationship between instructional supervision and teacher performance, it is recommended that the Government and professional bodies in the education sector should organize periodic capacity development workshops for teachers of secondary schools on teachers' performance in terms of how to prepare their scheme of work, preparation of lesson plan and lesson notes, various methods of lesson delivery which can help them to improve in their teachers' performance as well as teaching and learning processes in schools.

5.4 Suggestions for Further Studies

In assessing the effect of instructional supervision on teacher performance, the study used only one SHS which consequently limited the scope of the study. In effect, the findings of this study cannot be generalized to fit all SHS in Ghana. For this reason, it is suggested that this study should be replicated in other SHS such that more SHS in Ghana could be included to have comprehensive data for a better understanding of the effect of instructional supervision on teacher performance.

Also, the results of this study showed that the constant term has a significant positive effect on teacher performance. This means that other variables that are not considered in this study can also influence or affect teacher performance. Therefore, further research is required to utilise those variables in determining their effect on teacher performance.

Further studies should be conducted to evaluate the instructional supervisory practices from the perspective of supervisors and examine their effectiveness, especially in the

public basic schools in Ghana. More research is required to explore the barriers of instructional supervision in schools. Furthermore, qualitative research is recommended to explore the dimensions of both supervisory practices and teacher performance.



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APPENDIX 1: RESEARCH QUESTIONNAIRE

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

Dear Respondent,

This questionnaire is meant to collect data for a study being conducted by Mirabelle Akweley Appiah, a postgraduate student from the above-named university in connection with a Master of Education programme thesis titled '*Effect of Instructional Supervision on Teacher Performance in the Greater Accra Region*'. The information you provide will help researchers, come out with effective ways of ensuring instructional supervision to enhance teacher performance in senior high schools in the Greater Region of Ghana. You are therefore kindly requested to complete this questionnaire.

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

MIRABELLE AKWELEY APPIAH

(STUDENT)

For Further Information Please contact me on: 0244285760

FOR INTERNAL USE ONLY

Questionnaire Code:.....

Date of Issue of Questionnaire:..... Retrieval Date:.....

INSTRUCTION:

Please tick [] or mark [x] in the appropriate box to indicate the best option that represents your view (to the best of your knowledge) or state where necessary.

SECTION A: DEMOGRAPHIC CHARACTERISTICS

1. Sex:

a) Male

b) Female

2. What is your highest qualification?

a) Diploma

b) First degree

c) Second Degree

d) Other (please

state):.....

3. How many years have you been in this School?

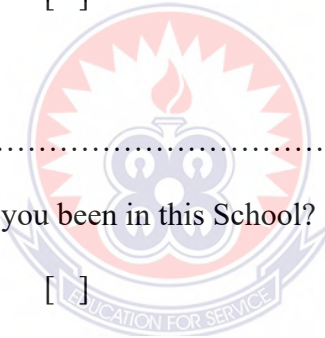
a) 0 – 5 years

b) 6 – 10 years

c) 11 – 15 years

d) 15 – 20 years

e) More than 20 years



SECTION B: TEACHER PERFORMANCE

4. This section seeks to assess the level of teacher performance. For this purpose, you are kindly requested to assess the performance of the teachers in this school. You are to indicate the extent of your agreement or disagreement to the following statements using the scale: 1 = Strongly Disagree; 2 = Slightly Disagree; 3 = Indifferent; 4 Slightly Agree; And 5 = Strongly Agree.

No.	Teacher Performance	1	2	3	4	5
1	I prepare timely schemes of work	[]	[]	[]	[]	[]
2	I prepare lesson plans and lesson notes before conducting the lessons	[]	[]	[]	[]	[]
3	I follow the curriculum to prepare their weekly scheme of work	[]	[]	[]	[]	[]
4	I constantly fill in weekly dairy	[]	[]	[]	[]	[]
5	I am punctual and wait till closing hours	[]	[]	[]	[]	[]
6	I respond promptly to classroom teaching	[]	[]	[]	[]	[]
7	I regularly undertake assessment and evaluation of learners	[]	[]	[]	[]	[]
8	I attend staff meetings always	[]	[]	[]	[]	[]
9	I am involved in co-curricular activities	[]	[]	[]	[]	[]
10	I create a friendly learning environment	[]	[]	[]	[]	[]
11	I provide guidance and counselling for students	[]	[]	[]	[]	[]

SECTION C: EFFECTIVENESS OF INSTRUCTIONAL SUPERVISION

5. This section seeks to find out about the effectiveness of instructional supervision in this School. You are kindly requested to indicate the extent of your agreement or disagreement regarding the areas of headmistress' instructional supervision in this school. You are to use the scale: 1 = Extremely Low; 2 = Low; 3 = Average; 4 High; 5 = Extremely High.

No.	Areas of Instructional Supervision	1	2	3	4	5
1	Checking teachers' schemes of work	[]	[]	[]	[]	[]
2	Checking teacher's punctuality	[]	[]	[]	[]	[]
3	Checking teacher's record of work	[]	[]	[]	[]	[]
4	Observation of punctuality	[]	[]	[]	[]	[]
5	Observing teaching and learning	[]	[]	[]	[]	[]
6	Making visits to classroom to observe teachers	[]	[]	[]	[]	[]
7	Checking students exercise books	[]	[]	[]	[]	[]
8	Providing feedback after lesson observation	[]	[]	[]	[]	[]

SECTION D: INSTRUCTIONAL SUPERVISION

6. This section seeks to find out about the headmistress instructional supervision in Accra High School. You are kindly requested to indicate the extent of your agreement or disagreement regarding the headteacher's instruction supervision in

this school. You are to use the scale: 1 = Strongly Disagree; 2 = Slightly Disagree; 3 = Indifferent; 4 Slightly Agree; And 5 = Strongly Agree.

No.	Headteacher's Instructional Supervision	1	2	3	4	5
1	Class-room visitation and provision of teaching materials					
	The headmistress supervises teachers during teaching and learning to ascertain lesson effectiveness	[]	[]	[]	[]	[]
	The headmistress visit classroom to check weekly diaries to ensure topics coverage	[]	[]	[]	[]	[]
	Adequate teaching materials as suggested by headmistress help me teach more	[]	[]	[]	[]	[]
2	Holding pre-observation and post-observation conferences/interactions					
	The headmistress helps teachers when they have problems in their lessons	[]	[]	[]	[]	[]
	The headmistress assists teachers to improve their teaching process	[]	[]	[]	[]	[]
	Interaction with the headmistress scares me because she criticizes rather than assisting me improve my performance.	[]	[]	[]	[]	[]
	Interaction with the headmistress makes me to look for more information on my subject(s) to improve my instruction performance	[]	[]	[]	[]	[]
	Interaction with the headmistress makes me discover new abilities and qualities for my teaching.	[]	[]	[]	[]	[]
3	Checking teachers' professional documents					
	The headmistress monitors teachers' attendance registers on daily bases	[]	[]	[]	[]	[]
	The headmistress checks scheme of work to ensure that it is adhered to	[]	[]	[]	[]	[]
4	Checking Students' Note Books					
	The headmistress checks how teachers prepare their lesson plans and lesson notes on daily bases	[]	[]	[]	[]	[]
5	Organizing staff development programmes					
	The headmistress helps to ensure professional development of teachers	[]	[]	[]	[]	[]
	The headmistress performs her duty of instructional supervision accordingly	[]	[]	[]	[]	[]
	I like interacting with the headmistress to get more ideas about how to improve my class performance	[]	[]	[]	[]	[]