UNIVERSITY OF EDUCATION, WINNEBA

INFLUENCE OF SCHOOL IMPROVEMENT SUPPORT OFFICERS' INSTRUCTIONAL SUPERVISORY PRACTICES ON JUNIOR HIGH SCHOOL TEACHERS' PROFESSIONAL DEVELOPMENT IN BREMAN ASIKUMA

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ASIKUMA**

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DECLARATION

STUDENT'S DECLARATION

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

Signature: _____

Date: _____

SUPERVISOR'S DECLARATION

I hereby declare that, the preparation and supervision of this research work was done in accordance with guidance for the supervision of research work as laid down by the School of Graduate Studies, University of Education, Winneba.

(PhD) Dr. Mohammed Adam (Supervisor)

Signature: _____

Date: _____

DEDICATION

I dedicate this work to my lovely and supportive family.

ACKNOWLEDGEMENTS

TABLE OF CONTENTS

ABSTRACT

The purpose of the study was to examine the influence of school improvement support officers' supervisory practices on junior high school teachers' professional development in Breman Asikuma. The study employed a qualitative approach. The design adopted for the study was the case study design. The targeted population was all teachers and School Improvement Support Officers (SISOs) in Breman Asikuma. Simple random sampling technique was used to select five public junior high schools. The maximum variation (heterogeneous) type of purposive sampling technique was used to select five SISOs and convenience sampling was also employed to sample 10 public junior high school teachers for the study. Semi-structured interview was used to collect data. Data collected was analysed thematically. The findings of the study revealed that SISOs often go round the schools to check records and lesson notebooks, books for students, and other materials. The study rather found that SISOs did not follow any particular instructional supervisory practices during supervision. Again, provision of teaching/learning materials, organizing for in-service courses, meeting and discussing observed lessons with teachers as well as orientating teachers to new and suitable teaching methods influences teachers' professional development. It is recommended that supervision of instruction by SISOs should be scheduled, well-planned and frequently executed such that they will find time to hold a pre-observation conference with every teacher they supervise.

CHAPTER ONE

INTRODUCTION

1.1   Background to the Study

Speedy changes in knowledge, concepts, technology, and philosophies as a result of the rapid changes in the world have brought about some fundamental changes in education. Education is no longer restricted to considering human needs and the requirements of the present, but it seeks to address and reflect on developing human skills and capacities, and the necessities of the future (Hismanoglu & Hismanoglu, 2010). The present era where the world is considered a 'global village' has seen a great progress of knowledge leading to new and technological ways of teaching and learning. Kankam (2013) argues that the emergence of the information and knowledge-based society has brought a change of mind-set in learning and that new approaches to learning necessitate new approaches to teaching which challenge the teacher's role as a facilitator of learning. This is for teachers to ensure they undertake continuous and sustained professional development to help improve on educational standards. Similarly, for teachers to satisfy the expectations of the increasing number of students, they need to employ the use of up-to-date teaching methodologies with dedication and enthusiasm (Ofosu-Dwamena & Esia-Donkoh, 2014).

Contemporary demands of teaching require teachers to undertake life-long development in their profession to update and upgrade their knowledge and skills to improve their teaching delivery. For teachers to maintain a continuous development in their profession they must undertake a lot of effective professional activities either individually or in groups through professional development strategies including study groups, peer-coaching, action research, mentoring, teaching portfolios, team teaching, and in-service training (Hismanoglu & Hismanoglu, 2010). Kankam (2013) also

1

intimates that new approaches to teaching include those that emphasize high order thinking skills, mental cognition, constructivists approach to learning and understanding, brain-based learning, co-operative learning strategies, multiple intelligence, and the use of computer-based and other technology that help students to gain access to information independently. For this reason, he argues that teachers must be committed to and continually engage in pursuing, upgrading, reviewing of their own professional learning and adopting continuous professional development. The quality of education cannot be improved by only adding more resources into the system. It also calls for effective management of these resources at the school level, ensuring an effective system of professional supervision, and preventing the deterioration of essential support structures for teachers. Through quality collaboration, teachers could move from their subjectivity and draw some conclusions about their experiences and views. This makes educational supervision, which is a co-operative problem-solving process a crucial concept in the professional development of teachers (Hismanoglu & Hismanoglu, 2010).

In order for educational institutions to achieve their goals, a mechanism for continuous evaluation of the activities of the institutions, especially, in the instructional process must be put in place. Over the years, the Monitoring and Evaluation Division of the Ministry of Education has been responsible for the assessment, evaluation and supervision of educational system in Ghana. Considering the decentralization policy, the function of the external supervision was assigned to the District, Municipal and/or Metropolitan Education Directorates. This function has since been carried out by school improvement support officers and inspectors who have the essential duty of putting educational policies into practice, and ensuring that these policies and practices conform to policies and regulations approved by the

government through the Ministry of Education (MOE) and the Ghana Education Service (GES) (Appiah, 2009). These school improvement support officers and inspectors visit schools and classrooms to see that teachers are at work, hold occasional conferences with teachers and write reports to their respective District, Municipal and/or Metropolitan Education Directorates. Both District and school leaders are the lynchpin to ensure teacher supervision is meaningful. District leadership are expected to adopt comprehensive and fair teacher supervision policies and practices and hold teachers and school leaders (heads) accountable for lapses in their schools. This includes District leaders' responsibility in training heads on how to ensure teachers are providing high-quality instruction. Effective heads routinely visit teachers' classrooms and provide formative, corrective feedback to teachers.

According to Kpatakpa (2008), there is a widespread feeling that academic standards are fast falling and the blame is shifted to the teacher, who is seen not to be providing effective teaching and learning. The challenge is placed at the door post of "effective supervision". This is corroborated by a non-governmental organization in Ghana, Integrated Social Development Centre (ISODEC) (2011) which indicates that one of the major causes of fallen standards of education in northern Ghana is weak supervision of teachers in public schools. According to ISODEC, most teachers, knowing that they are not strictly supervised do not either attend school regularly to teach or render poor teaching to the school children and that is affecting educational standards. This situation seems to be the same in all regions in Ghana, hence, the statement by the Minister of Education that the Ministry is taking steps to improve supervision in public basic schools in Ghana (Oduro, 2008). It is assumed that effective supervision in the basic schools is likely to improve teachers' professional performance and consequently enhance the general academic performance of pupils.

Many researchers, such as Sergiovanni and Starratt (2012), believe that supervision of instruction potentially improves classroom practices, and contributes to student success through the professional growth and improvement of teachers (Baffour-Awuah, 2011).

According to Appiah (2009), it could be deduced from the introduction of the educational reforms in Ghana that the need for effective supervision is more crucial in recent times than ever before. 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 procedures to be constantly monitored and reviewed to ensure the total achievement of the objectives. It is for this reasons that educational supervision referred to as "circuit supervision" in the basic school is very necessary.

Supervision of instruction is important for the realization of an effective education system. Supervision of instruction may be defined as the process of bringing about improvement in the teaching-learning process through a network of cooperative activities and democratic relationship of persons concerned with teaching and learning. Egunyomi (2018) observed that instructional supervision is the interaction between supervisor and the tutor to effectuate the quality of instruction. Instructional supervision implies the analysis of the behaviour, and teachers' antecedent factors of the two groups in the interaction process and proposition, which seek to explain the interaction process itself. This interactive process involves the supervisor who happens to be a professional superior and a professional teacher who is a subordinate. The behaviour of the supervisor in his relationship with teacher is assumed to be one of the significant factors on the teacher efficiency or performance. Glickman (2020)

opined that instructional supervision is a process of improving instruction for the benefit of students. He noted that instructional supervision helps the students to learn as effectively and efficiently as possible. Teaching and learning are complementary process. Learning is indicated by a change in behaviour of the person concerned as a result of experience brought about by personal motivation; interest, thinking, activity and external factors (e.g. direct instruction, incidental experiences, reading, and discussion). Supervision of instruction is required to guide teachers to be able to combine relevant input for enhancement of the teaching-learning process.

The fact remains that the success of an educational programme especially in the achievement of effective learning depends largely on the job performance of teachers. The ugly situation of poor performance of junior high school students in Breman Asikuma perhaps requires intensive instructional supervision towards attaining school goals and objectives. The primary objective of instructional supervision is therefore to ensure that teaching and learning proceed under adequate condition and yield the desired results. Obilade (2017) apparently shared this view when she asserts that the importance of supervision in our schools cannot be over-emphasized especially at this period when there is a growing concern about the falling standards of education and the low quality of education in our schools.

1.2 Statement of the Problem

School supervision exist in nearly all circuits and districts and have played key roles in the development of the public education system, by promoting the quality of schools and supporting their improvement (ISODEC, 2011). However, in many circuits and districts, these services are under increasingly heavy critique based on their failure to impact positively on quality teaching and learning. Statistics available

indicate that, there have been a decline in the regularity of school supervision all over public schools in Ghana (ISODEC, 2011). There is laxity on the output of both teachers and students especially in Breman Asikuma education directorate as they are equipped with staff for school supervision yet it appears that school supervision is on the decrease. There have been studies conducted to ascertain the challenges and effects of school supervision and monitoring. Some of these studies concentrated on the need for effective school supervision and teacher monitoring among public schools in Ghana (Obilade, 2017; ISODEC, 2011).

Sergiovanni and Starratt (2012) qualitative study revealed that supervision potentially improves classroom practices, and contributes to student success through professional growth and improvement of teachers. Despite the numerous effects of effective supervision on school and children performance, basic schools in Asikuma Odoben Brakwa District like other districts in the country seem to face poor and irregular supervision. ISODEC (2011); Hindin (2017); Nyongesa (2007) research conducted to assess the supervision frequency of school improvement support officers however, appears to have been conducted outside the boundaries of Breman Asikuma with none perhaps conducted in the district. Based on the lapses in the regularity and methodological stance of these studies conducted to assess the effectiveness of school supervision, this study therefore sought to assess the influence of school improvement support officers' supervisory practices on junior high school teachers' professional development in Breman Asikuma.

1.3   Purpose of the Study

The purpose of the study was to examine the influence of school improvement support officers' supervisory practices on junior high school teachers' professional development in Breman Asikuma.

1.4   Objectives of the Study

The objectives of the study were to:

1. examine the nature of instructional supervision in junior high schools in Breman Asikuma.

2. identify the school improvement support officers' instructional supervisory practices in junior high schools in Breman Asikuma.

3. assess the influence of school improvement support officers' supervisory instructional practices on junior high school teachers' professional development in Breman Asikuma.

1.5   Research Questions

The following research questions guides the study:

1. What is the nature of instructional supervision in junior high schools in Breman Asikuma?

2. What are the school improvement support officers' instructional supervisory practices in junior high schools in Breman Asikuma?

3. What is the influence of school improvement support officers' instructional supervisory practices on junior high school teachers' professional development in Breman Asikuma?

1.6   Significance of the Study

Examining the influence of school improvement support officers' instructional supervisory practices on junior high school teachers' professional development is significant, because it helps improve the supervision process in schools. Furthermore, this study would be significant to various groups and individuals.

The findings of this study would help identify the prevalence and benefits of school supervision in Breman Asikuma. The study would also help school improvement support officers and stakeholders in the education sector to update their knowledge on the benefits of effective school supervision towards an effective teaching and learning. The findings of the study would further help the Ghana Education Service (GES) to adopt effective programmes and policies that would improve the knowledge and skills of SISOs in promoting effective supervision of schools in Breman Asikuma. In addition, findings from this study would be significant in making available adequate literature from which stakeholders and other educationists would rely on for making informed decision and carrying out effective school supervision.

1.7   Delimitation of the Study

The study was delimited to the influence of school improvement support officers' instructional supervisory practices on junior high school teachers' professional development. This study covered only junior high school teachers in Breman Asikuma in the Asikuma Odoben Brakwa District.

1.8   Operational Definition of Terms

The following operational definitions are applied for the purposes of this study.

Professional Learning Communities: Professional learning communities refer to the combination of collaboratively developed and shared mission, vision, values and goals of the school and division, collaborative teams that work interdependently to achieve common goals, and teams using data to drive the role of instructional and school improvement to see targeted results.

Instructional supervision: Instructional supervision is a planned developmental process that is intended to support the career-long success and continuing professional growth of a teacher.

Professional Development: Professional development are those processes and activities utilized to enhance the professional knowledge, skills, and attitudes of educators so that they influence the learning of students.

School Improvement Support Officers: Refers to Ghana Education Service personnel involved in conducting instructional supervision (appointed supervisors) in basic schools.

Practices: Refer to the functions or responsibilities that SISO's carry out in managing and leading basic schools in order to influence academic achievement and teachers' professional development.

Junior high Schools: A place where children between the ages of 7-13years receive education.

1.9   Organisation of Study

The study was organized into five chapters. Chapter One discussed the background of the study, statement of the problem, objectives of the study, significance of the study, research objectives, research questions, delimitation and organization of the study. Chapter Two dealt with the review of related literature with special focus on school supervision as a concept, and challenges facing effective school. Chapter Three also focused on the methodology including the study design, population, sample and sampling techniques, data collection procedure, data analysis procedure, and ethical issues. More so, Chapter Four dealt with the analysis and discussion of major findings. Chapter five summarized the major findings as well as conclusion and recommendations of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1   Introduction

This chapter provides a review of literature related to the study. The literature is presented under various themes arising from the study topic as well as the objectives of the study. Eventually, the chapter presents a summary and the research gaps that were identified from the reviewed literature.

2.2   Theoretical Framework

Instructional supervisors ought to be guided by theories of educational supervision for constant improvement on quality of education and learning and teaching conditions for a desirable educational system. This section is going to discuss two theories related to instructional supervision. This includes but not limited to systems theory and scientific theory.

2.2.1   Systems Theory

This study was guided by systems theory of organizations developed by Ludwig Von Bertalanffy in the early 1950s. According to the system theory, System is a set of things or parts forming a whole or a complex unity formed of many often-diverse parts subject to a common plan or serving a common purpose. It composes of thinking in terms of the whole problem, task, operation or group and its interacting sub-parts, as well as analysing, selecting, implementing and checking the alternative optimum, sequence, functions or component part with a goal of achieving a desired outcome (Mburu, 2017).

Schools are social systems in which two or more persons cohesively work in a coordinated manner to attain common goals. This definition is useful as used by

11

Mburu (2017), for it specifies several important features of schools which consist of people, they are goal-directed in nature, they attain their goals through some form of coordinated effort, and they interact with their external environment. Social systems theory generally deals with open systems because it is almost impossible to envisage a social system, such as a school, that is not interactive with its environment. They hold the view that an education institution is an open system that receives resources (inputs) from the environment and transforms (process) them into products (outputs).

According to Nduku (2016), the system theory, views the entire educational organization as a group of parts that are highly inter- related and inter-dependent. According to this theory education has various players including principal, teachers and students and parents. The supervisor and the supervisee are highly inter-related and inter-dependent. In an organization, the group consists of persons who must work in harmony and each person must know what others are doing. Every part works to contribute to the whole and if one fails to do his/her role the system fails.

The principal takes the role of both administrator and supervisor. He does administrative work when planning school work, assigning duties to teachers, formulating rules and regulations for the school. When the principal oversees the teachers ' work, checks work records and visits to the classroom, he/she does supervisory work. The principal should cohesively work with the teachers in instructional supervision so as to improve quality of education and achieve individual, school and national stated goals and the set objectives of education. The principals therefore can be regarded as agents the required instructional supervision at the school level. As the quality assurance agents, they need to play their supervisory roles effectively to ensure quality in education, which is depicted by good teacher job

performance and improved students' academic achievement in national exams. The theory is applicable the study because a school is an organization with the principals' role being pivotal in improving the school classroom instruction and the institutional growth. The theory is used as a platform appraising the principal against the stated premises.

2.2.2   Scientific Management Theory

The scientific Management Theory has a major implication on a supervisor's responsibility of increasing productivity in an institution. Kamete (2014) has been accorded the legacy as the founder of scientific management principles. Taylor developed four fundamental principles of scientific management. According to him, scientific management methodology should be developed, managers should assume the responsibility for selecting, training and developing employee, managers should fully cooperate with employees to insure the proper implication of the scientific management method and management should become involved with the work of their employees as much as possible. Scientific management consists of a system for supervising employees, improving work methods and providing incentive to employees through the piece system (Kamete, 2014).

The scientific management theory is vital in school management for effectiveness of the school. The designation of professional characteristics of teachers was one of the end results of the theory of scientific management in the education sector. These characteristics were designated and compiled precisely within a particular framework. The principles of education and educational guides are meant to make teachers become familiar with details concerning their work as well as the teaching methods and by providing them with the required means for achievement of desirable results.

13

The supervisors should closely co-operate with teachers so as to ensure that instructional practices are being carried out effectively. Through instructional supervision the teachers can discover educational rules and identify the best educational and instructional practices. Teacher evaluation of their performance can also be carried out by skilled teachers. It is the duty of a principal to ensure teachers meet the respective standards using various methods. According to Ireh (2016), the strengths of the scientific management Theory include an enhanced production since it focuses on maintaining a steady improvement in the institutions. There is fruitful co-operation between the principal and the teachers as well as enhanced team work which in return assists in improved job performance. Through following scientific selection and training methods it enhances efficiency in the organization as well as standardization of teaching and learning techniques, tools, equipment and materials. The workers benefit from the development and scientific training since they are able to enhance their level of competency and knowledge.

As a limitation, the scientific theory is an expensive system since it requires an investment of a huge capital. The management is responsible for the establishment of a work study, planning department, training of workers and standardization which requires a lot of finance. The manager is the one in control of employees and plans for all their activities. This has a negative impact on the employees since they lack creativity, their work also become monotonous and tedious due to repetition of the same tasks thus reducing their level of motivation.

2.2.3   Goal setting Theory of Performance Management System

The pioneer of Goal Setting Theory was Edwin Locke who was of the view that when individuals or organizations set more difficult goals they perform better. Likewise if

14

the set goals are easy, then the performance of an individual or organization decreases. According to Locke and Latham (2006), there are five basic principles that allow goal setting to perform better. These include clarity, challenge, commitment, feedback and task complexity.

According to Oyaro (2016) clarity refers to a clear and measurable goal that can be achieved within a specific timeline and within goal setting. Challenge refers to the goals being able to achieve a decent level of difficulty motivating the individual and organization to strive for positive goal achievements. Commitment makes individuals or organization put on deliberate efforts in meeting goals. It also helps goals to become more achievable. Feedback provides information on the progress towards achieving goals. Individuals and organizations can adjust goal setting according to the feedbacks. Task complexity makes the achieving of goals easier by laying down process and steps.
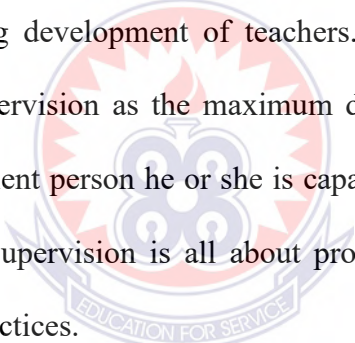
Goal setting can be achieved by applying all the principles strictly and ensuring that all goals account for the principles. There are several goals within education which includes organizational goals, academic goals, performance goals and professional goals. The organizational goals are set within the schools charter and provide the strategic direction for the school. The academic goals are specifically focused on the academic achievement and expectations from the students at the school. To achieve these goals, the principal and the teachers need to establish their own personal and professional goals in order to improve performance.

Teachers' performance management is supposed to motivate teachers to achieve desired goals (Nuwagaba, 2015). The idea behind goal setting theory is that through setting goals, an employee knows what need to be done and how much effort will

need to be exerted. It is assumed that individuals compare their current performance to the required level of performance for the accomplishment of a goal. If they fail to perform they will be motivated to fill gaps to achieve the goal by working harder. The supervisors should involve the teachers in goal setting and decision making rather than just assigning it to them. The reason is that individuals are more committed to choices in which they have a part.

2.3   Meaning and Nature of Instructional Supervision

Beach and Reinhartz (2020) defined instructional supervision as "a complex process that involves working with teachers and other educators in a collegial, collaborative relationship to enhance the quality of teaching and learning within schools and that promotes the career long development of teachers. Wiles and Lovell, (2018) also defined instructional supervision as the maximum development of teachers into the most professionally efficient person he or she is capable of becoming. This definition therefore indicates that supervision is all about promoting leadership and teachers' growth in educational practices.

According to Oliva and Pawlas (2017), instructional supervision is a means of offering to teachers specialized help in improving instruction. It is clear that these definitions revolve around helping teachers, facilitating and improving instructions. This obviously indicates that there are two interacting aspects of the instructional supervisory process, i.e., the supervisor and the teacher.

Nwaogu (2013) asserts that instructional supervision is a process or an activity by which an individual or a group of individuals by means of advising and stimulating interest in teachers and pupils help to improve teaching and learning situations in educational institutions. It is also the process of assisting the teacher to improve

16

himself and his instructional abilities so as to enhance effective teaching and learning. So, if instruction is not achieved then there is something wrong with the supervision. Again, it can be seen from this definition that supervision is supposed to help teachers improve themselves. The supervisor ensures that the teacher teaches in such a way that the child understands so that he or she acquires the abilities, the skills, and the attitudes stated in the objectives of instruction.

Generally, the purposes of supervision of instruction include:
1. To directly influence the behaviour of teachers and the teaching processes employed to promote pupil learning.
2. To ensure that each individual teacher within the school system has been performing the duties for which he/she was scheduled.
3. To cooperatively develop favourable climate for effective teaching and learning.
4. To know the performance of the teachers recruited to teach in the school system.
5. To determine whether a teacher should be transferred, promoted, retrained or dismissed.
6. To improve the incompetent teacher, help him or her plan for and present instruction and use modern teaching methods and materials.
7. To discover special abilities or qualities possessed by teachers in the schools.
8. To provide a guide to staff development.
9. To know the effectiveness of classroom management by the teachers.
10. To assess the "tone" of the school and identify some of its most urgent needs.

However, the nature of educational supervision is very vast and dynamic. The nature of educational supervision is highlighted using the following points;

1. **A democratic process**: Educational supervision is based on participative leadership. The supervisor encourages a freedom to express and dignity among the teachers. The supervisor creates democratic setting which encourages cooperative behaviour among both teacher and students. The supervisor must have democratic ideas to make the supervision more participative.

2. **A continuous process**: Educational supervision is a never-ending process. The continuity has to be maintained to achieve the goals and objectives of education. Regular supervision makes the teacher updated and effective. It stimulates the continuous growth of teachers and development of pupils.

3. **Scientific Process**: Supervision is a scientific process as it follows a systematic and scientific procedure. Supervision has its own objectives and methodology to materialize the objectives supervisor is very clear about his duties and responsibilities.

4. **Educational Supervision is Professional in Nature:** Supervision is profession. It is based on expert technical service. Supervision can only be performed by the technical experts.

5. **Educational Supervision is creative in nature:** supervision is a creative and dynamic expert technical service.

6. **Result oriented process**: it provides leadership with expert knowledge and superior skills. It gives coordination, direction, and guidance to teaching activities.

7. **Process of motivation:** Supervision works as an effective process of motivation for the teachers. It can motivate the teachers to develop true professionalism.

8. **Coordinated effort**: Supervision is a coordinated effort among the people related to educational administration and teaching. There is a need for coordination to make the supervision effective and successful.

2.3.1   Characteristics of effective supervision

1. Effective supervision is adoptive and flexible. The aims and methods of the supervisor are determined by the conditions inherent in a particular situation and by the nature of the specific problems involved.

2. Effective supervision is cooperative. Consideration of a professional problem by all persons involved is an essential ingredient of effective supervision.

3. Effective supervision is scientific. Successful supervisors take a personal interest in their associates with whom they work and at the same time they deal with the professional problems in an objective and impersonal way.

4. Effective supervision is intelligently conceived. The complete success of supervision depends upon a substantial knowledge of both modern educational processes and developments in psychological and emotional attributes of the people.

5. Effective supervision has a positive motivating effect. Good supervision should encourage the teachers to improve their teaching practices instead of discouraging them.

6. Effective supervision is both analytical and integrative. Supervisors have to analyse the factors responsible to make supervision effective.

The nature and quality of instructional supervision in junior high schools (JHS) in Breman Asikuma is presumed to be relatively poor. Over the years, school supervisors, including headteachers and SISOs, have incurred the wrath of the public schools in the Asikuma Odoben Brakwa District. This is because there is a challenge with the practices of subject-area instructional supervision in junior high schools within the district (Appiah, 2009). The subject-area instructional supervision practiced in basic schools by headteachers is bedevilled with multiple problems such as lack of adequate support to newly deployed or beginning teachers, less frequent use of classroom visits and peer coaching by instructional supervisors, focus of such supervisors on administrative matters than on academic issues, and less mutual professional trust between supervisors and teachers (Wanzare, 2012).

Although the government of Ghana is focused on improving the supervision of instruction in schools, much still needs to be done. Informal discussion among people in society, and related research findings suggest that poor pupil performance in public schools, to some extent, is the result of ineffective supervision of teachers (Archibong, 2010). It is revealed that Schools Improvement Support Officers (SISOs) and headteachers do not visit schools they supervise to regularly monitor teaching and learning. Basically, problems militating against effective supervision are: supervisors not being mobile, economic constraints make supervisors and teachers face the problem of making ends meet, lack of confidence, low academic qualification, and infrequent continuous professional development training for supervisors, headteachers, teachers; and some supervisors not able to demonstrate in teaching, but always admonishing teachers towards effective teaching (Glickman, 2010).

Looking at the nature of instructional supervision in the basic schools in Ghana, there are two major types of supervision at the basic education level which are planned and carried out by regional, district director, headteacher or Local Manager inside or outside the school environment (MOEYS, 2014). The two types of supervision are: internal supervision and external supervision. Internal supervision is conducted by the teachers and the headteachers within the schools. It is incumbent on the teachers, to teach their pupils as well as supervise all the learning activities of pupils within their respective classrooms. Headteachers are the general internal supervisors at the school level. They supervise the activities of both pupils and teachers. They also supervise the use of instructional materials as well as instructional time. There is, therefore, the need for headteachers to create favourable climates in their schools to ensure effective teaching and learning of social studies (MOEYS, 2014).

Headteachers are expected occasionally to observe how their teachers deliver their lessons. They are required to vet their teachers' lesson plans and duty to ensure that they organise staff meetings regularly to ensure that matters are discussed dispassionately. This helps to obviate any misunderstanding and keeps the staff united and focused to fight for a common goal. Moreover, headteachers check class attendance registers to make sure that they are duly marked and closed. Finally, it is the headteachers' responsibility to see to it that tools and implements, science kits as well as other teaching and learning materials are released for use, cleaned after use and stored well (Yakubu, 2013).

External supervision, on the other hand, is a type of supervision that is carried out by personnel coming from outside the school such as the district director of education, assistant director in charge of supervision, school improvement support officers and

21

sometimes other officers from the District, Municipal or Metropolitan Education Directorate (Yakubu, 2013). The school improvement support officer who is now known as the School Improvement Support Officer is another important officer as far as instructional supervision is concerned. By the Ghana Education Service standards, SISOs should be a graduate by qualification and of the rank of principal superintendent or above. SISOs conducts regular visits to their circuit schools. They are supposed to visit each school at least once and at most three times in a term. SISOs also gives professional guidance, supports and interprets educational policies to implement, science kits as well as other teaching and learning materials with internal supervision.

External supervision is confronted with a lot of challenges (Taibbi, 2013). The supervisor may provide advice those conflicts with the advice of the internal supervisor (headteacher). Conflicting advice often comes when the internal supervisor may not be a school improvement support officer. When supervisees receive conflicting advice, it has the potential to create ethical dilemmas. Taibbi mentions further that when ethical dilemmas do not have a good solution, the supervisee may experience moral distress. Moral distress occurs when one knows the right thing to do but is constrained from pursuing the appropriate course of action. The inability to pursue the appropriate course of action may further be the result of agency policies or internal supervisor values that conflict with external supervisors' values. Lack of time, supervisory reluctance, and inhibiting power structure, institutional policy, or legal considerations are other major challenges confronting external supervision (Taibbi, 2013).

It is anticipated that supervising instruction in junior high schools would enable efficiency in supervision of instruction.

2.4   Types of Instructional Supervisory Practices

Charles, Chris and Kosgei (2012) identify supervisory practices 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   Classroom 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, Eyiene & Egbai, 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

23

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 and Hanushek (2008) 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 centre 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 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 have 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

24

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 improve their teaching methodology for the benefit of the learners.

Duflo, Dupas and Kremer (2011) and Nyamwamu (2010) reveal that Ghanaian situation mirrors the challenge of classroom observation practices on the part of headteachers in the wake of undertaking their supervision in their respective schools. The studies reveal that headteachers 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 headteachers do some informal classroom visits. The inability of headteachers 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 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 manager's 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 headteachers 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 and 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 utter themselves as successful educators. 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 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 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. Discussions on how students would be assessed as well as constructive feedback from the principals were valued by the teachers during the post-observation conferences.

2.4.3   Checking teachers' professional documents

Professional documents preparation and teacher certification are key to all practicing teachers in the Federal states of the United States of America (Wilson & Floden, 2003). The federal agencies in the respective states always liaise with the schools to ensure that teachers have prepared all the requisite documents expected of them during the school sessions before certifying them to teach. In Kenya, this is done by the headteachers 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 to 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, et al. (2015) through ex-post facto research design investigate the effectiveness of teachers through the appraisal of their lesson notes by the headteachers in public

27

secondary schools in Nigeria. The study reveals a significant positive relationship between checking teachers' lesson notes and their effectiveness. Furthermore, Peretomode (2014) posits that the effective performance of duties by the teachers depend on the checkup of their lesson notes by the headteachers in order to ascertain that the lesson content is effectively covered. When headteachers 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 outrightly be 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 students' 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 structure and prepare their lessons better 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. In Nyeri District, 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 headteachers 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 headteachers in public schools in Naivasha Central was found out to be a factor associated with students' performance in national examinations (Kabui, 2013). The researcher established that the headteachers were greatly incapacitated on the aspect of notebook assessments. They were overwhelmed by the sheer numbers of students in their schools. This made them fail 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).

29

2.5   The Influence of Instructional Supervisory Practices on Teacher's Professional Development

The primary purpose of instructional supervision is to improve teachers' instruction, support teacher professional growth and development and ultimately improve student outcome. This implies that the instructional supervision practices conducted by the headteacher must have an influence on student outcome for it to be meaningful. Improving a school's instructional capacity has to improve the teaching and learning process as well as lead to student performance improvement (Sergiovanni & Starratt, 2012). A relationship exists between instructional supervision and teacher professional development (Tesfaw & Hofman, 2014). The influence of headteachers' instructional supervisory role indirectly influences the performance of the students' outcome. The professional growth and development of the teachers through instructional supervision is what contributes to improved performance of students.

The study by Sule, Arop and Alade (2012) focused on the headteachers' classroom visitation and inspection and how this related to the teachers' professional development in Nigeria. The study revealed that the strategy of classroom visitation and inspection of lesson plans by the headteachers had a significance influence on job performance by the teachers. This would translate to better instruction by the teachers and consequently improve academic output. The researchers recommended that regular supervision should entail the checking of lesson plans as well as classroom visitation. The output by teachers would ideally have an implication on the students' academic performance and this would be an outcome of instructional supervision.

According to Onyango (2005), instructional supervision in the areas of classroom visitation, teacher observation and conferencing greatly influence students'

performance. Gachoya (2008) observes that supervisors who make efforts to conduct such practices are able to have an insight into the actual state of instruction and this reinforces students' performance. This implies that if class visits are intensified, students would keep alert and study and this would influence their performance.

Alimi and Akinfolarin (2012) studied the influence of selected instructional supervisory practices on the academic performance of students in Ghana. The studied practices include moderation of marking schemes and question papers, checking punctuality of teachers and classroom attendance, classroom observation/visitation and checking students' notebooks. The study revealed that there was a significant relationship between these activities and the academic performance of the students. This implies that failure to supervise the teachers well would result in ineffective instruction and adversely affect students' academic output.

Kerubo (2010) conducted a study on the role of headteacher's instructional supervision on Kenya Certificate of Primary Education (KCPE) performance in public primary schools in Dagorretti District. The study examined the extent to which the headteachers' approval of schemes of work and lesson plans and record of work influenced the performance of teachers. Kerubo's study has close relationship with the current study however public junior high schools are targeted and the study is carried out in Breman Asikuma. Among the challenges found to face the SISOs were heavy workload and poor relationship. Thus, all these opinions of the various scholars on the role of SISOs in improving teacher's professional development are not different from the Ghanaian school environment.

Tyagi (2010) examined how heads of government and private-aided institutions feel about placing emphasis on providing instructional supervision for teachers. The study

also investigated how headteachers improve the teaching learning process and provide effective professional development for teachers at school level. The research was based on survey research. Data was obtained through interviews and document analysis. Open-ended questions and interviews were used. The sample of the study was drawn from two Indian states Delhi and Uttrakhand. Two districts were selected from each state hence four districts made the sample. The data and information were collected from 47 rural and urban senior secondary schools. The sample included 17 governments–managed schools, 7 private-aided schools and 23 private schools. The study found that almost all the government school heads in the district provided routine advice for academic improvement. The pieces of advice included vague suggestions that certain teachers should improve their teaching.

The education officers perceived supervision as diagnosis and hence the absence of the supervisor as knowledge provider and supporter. Headteachers in private schools on the other hand spent more time in instructional activities. They offered teachers guidance and help relevant to their instructional needs. The private schools had code of conduct for teachers which helped teachers improve their teaching and learning. The revelation of Tyagi (2010) study confirms that the school inspection by the government do not support instructional supervision in schools. Innovation and supervisory support are what is needed by teachers to improve teaching and learning. While instructional activities were found to be practiced by SISOs in private schools, the end result of the instructional supervision is not addressed.

The researcher wanted to fill the gap by finding out the instructional supervisory roles of headteachers and how they influence the professional development of teachers at the junior high school level. This study therefore was intended to add new knowledge

32

to the already existing studies on the problem of instructional supervision in the secondary schools. Headteachers who are qualified with long experience and have had leadership training through in-service proved to be good instructional supervisors.

2.6   Summary of Literature Review

The literature reviewed the meaning of instructional supervision as a process or an activity by which an individual or a group of individuals by means of advising and stimulating interest in teachers and pupils help to improve teaching and learning situations in educational institutions. It is also the process of assisting the teacher to improve himself and his instructional abilities so as to enhance effective teaching and learning. From these definitions reviewed, it is clear that supervision is a source of assistance to teachers for their improvement. This necessitated the study to check how teachers perceive its influence on their class performances. The review also presented the types of instructional supervision practices. It is basic that the purpose of having supervisors in schools is to control the quality of education received by pupils. It laid emphasis on the classroom performance of the teachers, especially on the duties assigned to them.

Finally, the influence of instructional supervisory practices on teacher's professional development were reviewed which include, classroom visitation, holding pre and post-observation conferences, checking teachers' professional document, micro-teaching, checking students' note book and counselling techniques among others.

CHAPTER THREE

METHODOLOGY

3.1   Introduction

This chapter sets out the study's methodology. It focused on the research paradigm, research design, population of the study, sample and sampling procedures used. It also dealt with the research instrument used to gather data. It also spelt out the methods used for the data analysis, and the ethical issues discussed, as well as the chapter summary.

3.2   Research Paradigm

This study adopted the interpretivist research paradigm to influence of School Improvement Support Officers' supervisory practices on junior high school teachers' professional development in Breman Asikuma for a number of reasons based on fundamental principles. Social science researchers often choose between interpretivism and positivism depending on the nature of facts or data required for the research and how best they can be obtained (Cresswell, 2003).

Positivists paradigm views data as objective, independently verifiable, and measurable fact, while the interpretivist paradigm acknowledges that knowledge is value-laden and that achieving true objective knowledge is challenging (McGregor & Murnane, 2010). It recognizes that reality is perceived differently by individuals and that multiple realities exist, making it difficult to measure. Interpretivism, however, emphasizes understanding based on how people construct and maintain their perceptions of the world, recognizing that there are multiple ways of knowing beyond the scientific method. Instead of gathering facts to test hypotheses, interpretivists' research generates hypotheses through inductive reasoning, allowing for the

34

development of theories or patterns of meanings (Cresswell, 2003; McGregor & Murnane, 2010).

3.3   Research Approach

To assess the influence of School Improvement Support Officers' supervisory practices on junior high school teachers' professional development in Breman Asikuma, there is the need for an understanding of the experiences of managers and other stakeholders within the educational sector of Ghana. To adequately gather these experiences, this study employed a qualitative approach because of its suitability with regard to studying people's experiences, priorities and current insights about relevant phenomena. The qualitative paradigm, therefore, offers a useful platform in such situations where explanations, descriptions and interpretations of events by actors with different roles in a particular context are needed (Patton, 2002).

Creswell (2012) argues that qualitative approach serves as a means for exploring and understanding the meanings individuals or groups assigned to a social or human problem. This approach serves as a potent tool for allowing a researcher to have an in-depth understanding of the phenomenon under discussion. As further indicated by Newman (2007), qualitative research involves the use of soft data in the form of gestures, impressions, symbols of the respondents. With such unique attributes of the approach, the researcher is able to make very strong interpretations during interaction with the respondents. Besides, qualitative approach examines phenomena with regard to specific contexts and ensures a deeper appreciation of important concepts regarding particular phenomena such as the influence of school improvement support officers' supervisory practices on junior high school teachers' professional development in Breman Asikuma. Qualitative approach allows the researcher to better investigate the

multi- dimensional and multifaceted issues that characterize the discourse under investigation (Babbie, 2013).

3.4   Research Design

The design adopted for the study is the case study design of conducting research. The case study design was used for this study because Breman Asikuma the capital of Asikuma Odoben Brakwa District, is one of the Districts in Ghana which has public junior high schools with teachers. Yin (2003), mentioned that a case study enables the researcher to obtain an in-depth view of the problem being studied and its context. Based on Yin's definition of a case study, the researcher focuses attention on Breman Asikuma as the context of the study where the views of individual respondents will be analysed as the empirical views for the study. A case study is seen in this research as an appropriate design to help realize the study objectives.

Babbie (2013) observed that the case study research design is appropriate for studies that require in-depth information about a phenomenon within a limited period where a large-scale survey may not produce the true results. These unique qualities of the case study design make it more ideal for the analysis of the influence of school improvement support officers' supervisory practices on junior high school teachers' professional development in Breman Asikuma.

3.5   Population of the Study

The population of a study includes all groups of individuals, objects, items, cases, articles or things with common characteristics that exist at a particular point in time in a given area (Majumdar, 2005). The targeted population were all the teachers and School Improvement Support Officers (SISOs) in Breman Asikuma. The accessible population were all public junior high school teachers and SISOs in Breman Asikuma,

the district capital of Asikuma Odoben Brakwa District in the Central Region of Ghana. This is because they have been in the field and have been observing and experiencing issues concerning School Improvement Support Officers' instructional supervisory practices on junior high school teachers' professional development in Breman Asikuma.

3.6   Sample and Sampling Techniques

The sample was chosen from the public junior high schools in Breman Asikuma. Simple random sampling technique was used to select five public junior high schools in Breman Asikuma for the study. The lottery method was used, the names of the public junior high schools were written on pieces of paper which were then put into a bowl for selection. After mixing the papers thoroughly, five schools namely, Asikuma Presby JHS, Col. Baidoo JHS, Asikuma Catholic Boys JHS, Asikuma Catholic Girls JHS and Asikuma Methodist 'A' JHS were picked at random for the study. The technique helped the researcher to give equal chance for all the public junior high schools to be selected for the study

The study also adopted the maximum variation (heterogeneous) type of purposive sampling technique in selecting five SISOs from Breman Asikuma. This is a type of purposive sampling technique in which a researcher selects respondents to provide a diverse range of cases relevant to a particular phenomenon or event (Creswell & Creswell, 2018). Again, convenience sampling was also employed to sample 10 public junior high school teachers from the five schools who were around and available during the data collection. In all, 15 respondents were sampled for the study.

3.7   Data Collection Instrument

A research instrument refers to the means or technique deployed in eliciting the data required for a study (Cohen & Manion, 2007). The study used semi-structured interview in collecting data. Interview involves the collection of data through direct verbal interaction between interviewee and the interviewer (Sarantakos, 2018). Interviews have a definite purpose of obtaining certain information by means of the spoken word. McNamara (2011), states that interviews are useful for getting the story behind a participant's experiences. In this study both teachers and circuit supervisors selected were interviewed. Five individual interviews were conducted. The researcher used the semi-structured interview guide to collect the data for the study.

The semi-structured interview schedule was useful because it offers a multipurpose way of collecting data and can be used with all ages. Moreover, it allows the interviewer to use inquiries with a view to clearing up vague responses, or asking for clarification and elaboration in case of incomplete responses (Welmann, & Krugar, 2001). A semi-structured interview schedule was employed to collect data from participants. Cohen and Manion (2007) stressed that interviews may be the primary data collection strategy to provide information on how individuals conceive their world and make sense of notable events in their lives. The researcher considered interviewing to best "fit the purpose" of data collection for an in-depth comprehension of the influence of school improvement support officers' supervisory practices on junior high school teachers' professional development in Breman Asikuma.

3.8   Trustworthiness of Instruments

Trustworthiness is one-way researchers can persuade themselves and readers that their research findings are worthy of attention (Lincoln & Guba, 1985). Lincoln and Guba

refined the concept of trustworthiness by introducing the criteria of credibility, transferability, dependability and confirmability.

3.8.1 Credibility

Guba and Lincoln (1989) claimed that the credibility of a study is determined when co-researchers or readers are confronted with the experience, they can recognize it. Credibility addresses the "fit" between respondents' views and the researcher's representation of them (Tobin & Begley, 2004). Lincoln and Guba (1985) suggested a number of techniques to address credibility including activities such as prolonged engagement, persistent observation, data collection triangulation, and researcher triangulation. Credibility was established in this study using triangulation of sources and member checking.

Triangulation of sources in this study involved utilising different data sources within the same method. This could be used for two different populations, interviewing people at different points in time or comparing people with different perspectives. In this study, the researcher used junior high school teachers and SISOs. Thus, the study used two sources of data collection and this approach helped in checking the consistency of the findings. It also made it possible for the study to gain a more complete understanding of the problem being studied. Furthermore, they were used to make sure that the research findings were robust, rich, comprehensive and well-developed.

3.8.2 Transferability

This means to extend the degree to which the results can be generalised or transferred to other contexts or settings. Transferability refers to the generalisability of inquiry. In qualitative research, this concerns only to case-to-case transfer (Lincoln & Guba,

39

1985). The researcher cannot know the sites that may wish to transfer the findings; however, the researcher is responsible for providing thick descriptions, so that those who seek to transfer the findings to their own site can judge transferability (Tobin & Begley, 2004).

One way to ensure transferability in a study is by purposeful sampling to form a nominated sample. For this purpose, the maximum variation (heterogeneous) type of purposive sampling technique was used to select five SISOs and 10 public junior high school teachers for data collection. Detailed description of results is another way to ensure transferability in qualitative studies.

3.8.3 Dependability

The idea of dependability emphasises the need for the researcher to account for the ever-changing context within which research occurs. To achieve dependability, researchers can ensure the research process is logical, traceable, and clearly documented (Tobin & Begley, 2004). When readers are able to examine the research process, they are better able to judge the dependability of the research (Lincoln & Guba, 1985).

To achieve this, the study described the changes that occur in the setting and how these changes affected the way the researcher approached the study. Also, the process within the study was reported in detail, thereby enabling future researchers to repeat the work, if not necessarily to gain the same results.

3.8.4 Confirmability

Confirmability is concerned with establishing that the researcher's interpretations and findings are clearly derived from the data, requiring the researcher to demonstrate

how conclusions and interpretations have been reached (Tobin & Begley, 2004). According to Guba and Lincoln (1989), confirmability is established when credibility, transferability, and dependability are all achieved. Koch (1994) recommended researchers include markers such as the reasons for theoretical, methodological, and analytical choices throughout the entire study, so that others can understand how and why decisions were made.

There are a number of strategies for enhancing confirmability. The researcher can document the procedures for checking and rechecking the data throughout the study. Another researcher can take a "devil's advocate" role with respect to the results, and this process can be documented. The researcher can actively search for and describe negative instances that contradict prior observations. And, after the study, one can conduct a data audit (audit trail) that examines the data collection and analysis procedures and makes judgements about the potential for bias or distortion.

Among these, the study used audit trail. To achieve this, the researcher detailed the process of data collection, data analysis and interpretation of the data. Also, the researcher recorded issues that were unique and interesting during the data collection, wrote down the researcher's thoughts about coding, provided a rationale for merging some of the codes together and also explained what the themes meant. Audit trail was used since it is incredibly useful when writing up the results chapter as indicated by Tobin and Begley (2004).

3.9   Data Collection Procedures

According to Creswell (2002), the site where research takes place and gaining permission before entering a site is very paramount in research. An introductory letter

41

was obtained from the Department of Social Studies, University of Education, Winneba, stating the aims and purpose of the study and the need for the participants to give their consent and co-operation. Copies of the letter were given to the District Educational Office, the selected SISOs and heads of the selected schools. The researcher briefed the SISOs and teachers on the purpose and objectives of the study, so that they could understand the importance of giving relevant information on the influence of school improvement support officers' supervisory practices on junior high school teachers' professional development in Breman Asikuma. Informants were available to clarify immediate concerns and unclear statements (Gall, Gall & Borg, 2007). The time arranged for an interview was approximately 25 minutes for each interviewee. An audio-tape recorder was used in order to maintain the original data. The audio recording provided a complete verbal record, it was studied much more thoroughly, and it sped up the interview process (Gall, Gall & Borg, 2007). The interview questions were formulated on the basis of the research questions.

3.10   Data Analysis Procedures

Data analysis is the process of organising the data collected for example, into categories (Kothari, 2008). Data analysis is important for interpreting these raw data, in order to obtain the meaning and pattern from data (Bell, 2005). Recordings from interviews were played back and carefully listened to severally and afterwards transcribed. Transcription is the process of transforming interview notes and audio recording into texts (Johnson & Christiansen, 2012). There were also verbatim representations of respondents view which the researcher carefully and patiently took notes of.

3.11   Ethical Considerations

Ethical consideration is part of the research works, and cannot be avoided (Bryman, 2004). Ethical guidelines and legal rules should be considered by the researcher (Holloway, 1997). As for ethical considerations, the researcher ensured and assured the participants that all their responses would be treated with strict confidentiality and would only be used for the purpose of the study. In order to honour ethical considerations, the researcher also stressed that the study was used for academic purposes only. Participation in the study was voluntary and informed consent was obtained from all the participants. Participants were free to withdraw from participation at any stage without any negative consequences. Informants were ensured their protection from harm, exposure and anonymity.

Moreover, the main heading on the interview guide which safeguarded the confidentiality of responses were read variously to all informants before any interview session. This to an extent cleared the doubts in the minds of respondents as most of them cooperated with the researcher by giving out relevant information. Also, interviews were conducted in confidentiality and privacy at a time fixed by respondents. Again, participants were also encouraged to freely give data without fear or favour since respondents were assured of anonymity throughout the entire research enterprise, all scholarly works quoted were recognized.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1   Introduction

This chapter presents result of analysis of data gathered for the study. The study sought to examine the influence of school improvement support officers' supervisory practices on junior high school teachers' professional development in Breman Asikuma. The analysis was done based on the answers from the following research questions for the study:

1. What is the nature of instructional supervision in junior high schools in Breman Asikuma?

2. What are the school improvement support officers' instructional supervisory practices in junior high schools in Breman Asikuma?

3. What is the influence of school improvement support officers' instructional supervisory practices on junior high school teachers' professional development in Breman Asikuma?

4.2   What is the nature of instructional supervision in junior high schools in Breman Asikuma?

This section presents the results and analysis from interviews with the respondents. When SISOs were asked of the nature of instructional supervision in junior high schools in the Breman Asikuma.

One SISO indicated:

> *"Supervision is not done every day. Normally, in the first term, I go round the schools to check records and lesson notebooks, books for students, and other materials. But the second term marks the beginning of the actual supervision. The actual supervision is done to ensure whether materials which were supplied during the first term are being used and are in good stage. The third term is only for evaluation of the*

effectiveness of the materials. During this term [third term], 1 make sure that teachers hand over all materials in their possession to the school. This is done because some teachers are usually transferred from the school while others are given new class" (SISO, 2).

Another SISO gave a contrary view to the views expressed by (SISO 2). She expressed that:

"Although I don't supervise every teacher, but whenever I supervise any of them, I first interact with the heads before 1 interact with the teacher involved. You know, I do this in order to get a fair idea about the teacher before I supervise him or her" (SISO, 1).

Another SISO indicated that:

"I supervise instructions once a while, however, when they are going for promotion, I supervise them and write report" (SISO, 5).

Similarly, a SISO indicated that:

"I only supervise every stage of teachers' instruction when they are due for promotion. In this case, I sit in the classroom of that particular teacher and observe every bit of his or her teaching. After that, I discuss the outcome with him or her and based on that, I write report for the promotion" (SISO, 4)

SISO 3 also said:

"After every lesson, 1 send the teacher outside for a discussion and make my recommendations. No written report is given but that is made part of the discussion after the teaching".

When asked of the nature of instructional supervision in their school, a teacher exclaimed that,

"The headteacher mostly collect our lesson plans early Monday morning, or latest Tuesday. Then She vets and returns them to the teachers. She doesn't usually discuss with us issues relating to the lessons we will be teaching but She discusses with us the errors that She will see in our lesson plans. (T, 1)

Another teacher indicated that;

"As for the actual lessons, the number of teachers and the time available does not permit SISOs to do that. But they discuss with us certain things about our lessons that need improvement" (T, 2).

These signify that there was inadequate engagement of teachers in all the stages of clinical supervision. The only discussion he engage teachers is the outcome of lesson plan evaluation. This is also evident in the view of another that:

> *"Since the supervisor does not sit in the classroom and supervise our teaching, He does not think it is necessary to discuss the outcome of the lesson taught with us" (T, 3).*

> *What He does is that after vetting our lesson notes, He calls us, especially when He sees any mistakes in the lesson notes, and discusses the mistakes with us so that next time we will not repeat those mistakes" (T, 4)*

Another stated categorically that:

> *"In my school, the teachers are many and the supervisor cannot go from class to class to discuss with teachers what they are about to teach. She only discusses the outcome of lesson plans that contain errors but not every teacher's lesson plan, but only those that contain errors" (T 5).*

However, the crucial nature of instructional supervision in JHSs in Ghana requires enough time for adequate preparation and implementation.

The views of the junior high school teachers and SISOs clearly indicate that the clinical supervision is not readily employed by SISOs during supervision of instruction in Junior high schools in Breman Asikuma. Supervision was not done every day, although SISOs often go round the schools to check records and lesson notebooks, books for students and other materials. The views also show that the observation stage is supervised for the purpose of promotion or for special reasons other than for the purpose of improving instruction. In line with the theoretical framework of this study, checking records and lesson notebooks, books for students and other materials are the overarching purpose of clinical supervision and this enhances teachers' professional development as well as students' academic performance.

46

This result of the field work is in line with the work of Nwaogu, (2013) who asserts that instructional supervision is a process or an activity by which an individual or a group of individuals by means of advising and stimulating interest in teachers and pupils help to improve teaching and learning situations in educational institutions. It is also the process of assisting the teacher to improve himself and his instructional abilities so as to enhance effective teaching and learning.

Beach and Reinhartz (2020) also see instructional supervision as a complex process that involves working with teachers and other educators in a collegial, collaborative relationship to enhance the quality of teaching and learning within schools and that promotes the career long development of teachers. Wiles and Lovell, (2018) also defined instructional supervision as the maximum development of teachers into the most professionally efficient person he or she is capable of becoming. This definition therefore indicates that supervision is all about promoting leadership and teachers' growth in educational practices.
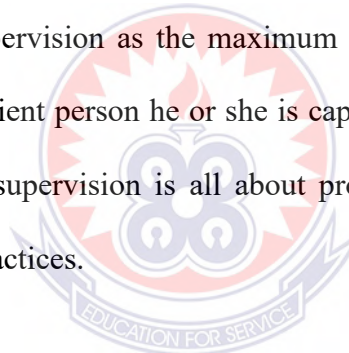
4.3 What are the school improvement support officers' instructional supervisory practices in junior high schools in Breman Asikuma?

This section presents the results and analysis from interviews with the respondents. When SISOs were asked about school improvement support officers' instructional supervisory practices in junior high schools in Breman Asikuma, they did not mention any specific instructional supervisory practices that they use in their schools. However, the teachers indicated that SISOs are cooperative when they visit their schools.

Some of the respondents indicated that;

> *"In this school, I do not have any particular instructional supervisory practice in mind when supervising instruction. But I go to the*

47

classroom and talk to the teachers on any issue at all: Those that relate to teaching and non - teaching, check one or two things and off I leave. I make sure teaching is effectively carried out" (T 6).

When I come to school, I check a number of things. For example, 1 check teachers' attendance, punctuality, work output, teaching and learning, and other school records. But all these don't follow specific pattern or schedule (SISO, 2).

"*I don't think there is any policy guideline for supervision of instruction in schools especially in basic schools in Ghana. What I know is you have to find out whether teachers are doing what they are expected to do. That is, whether they prepare their lesson plans and submit them on time, whether they come to school on time and leave at the right time, whether they are able to give a number of exercises, mark and return them to pupils. This is what I know (SISO, 5).*

"Oh, as for me, 1 collaborate a lot with the teachers, especially those who have just been posted to my school. You know, some of these teachers may be too young and new to teaching so if you don't draw them close and point out one or two things to them, they will find teaching more difficult since they will not find the system to be accommodating" (SISO, 1).

Finally, teachers limited the practices of instructional supervision to lesson plan evaluation and indicated that:

"To supervise every teacher's teaching is quite impossible, so for practices towards instruction, generally, our headteacher vets every teacher's lesson note and make suggestions that will help us improve teaching. He goes round every day to see if teachers are teaching but he doesn't sit in their class during teaching, He only stand through windows. But once a while, he enters their class" (T, 7)

"I don't specifically choose a particular instructional supervisory practice. What I do is that 1 make sure I collaborate effectively with them [teachers] and through that I help them reflect upon their teaching and their professional development as well (SISO, 5).

This was not different from the view of another SISO who mentioned that:

"That is my duty as a SISO. *I have to encourage headteachers and teachers to improve on their respective roles. This I can achieve through effective collaboration" (SISO, 3).*

48

In a related view another SISO indicated that:

> *"Collaborating with teachers, headteachers and pupils help in every supervisory exercise. If they don't collaborate, it can affect the whole exercise, including school management" (SISO, 1).*

Another SISO was not aware of the instructional supervisory practices. He had this to say.

> *"Instructional supervision cannot be neatly categorized because classroom supervision continues to serve too many purposes. For the most part, supervision embraces a wide variety of activities and personnel directed toward a major goal: the improvement of instruction" (SISO, 4).*

SISO 4 indicated that:

> *"Once I am in the school, 1 am responsible for two different tasks. One, I am responsible for monitoring the performance of teachers and making the corrections when necessary. Secondly, to identify and solve the problems that the teachers face before the problem deteriorate their performance"*

In the view of another SISO;

> *"I have done this work for quite a number of years. Mostly, teachers preferred I discussed with them about the lessons I observe. Through the discussion, 1 have found out that they want supervisors to be caring, understanding and helpful. They want a cordial relationship between teacher and supervisor rather than authoritarian" (SISO, 3).*

Based on the interview responses from the SISOs and the teachers' it is evidenced that the supervisory practices of the SISOs in Breman Asikuma are to provide motivation and guidance to staff to achieve educational goals, evaluation of SPIP, periodic evaluation of students' numeracy and literacy, and ensure effective school-community relationship.

The results approve Ogunsaju (2006) who suggested that the school supervisor should centre 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 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.

Again, the results agree with Wall and Hurie (2017) who 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 utter themselves as successful educators. 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.

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

4.4 What is the influence of school improvement support officers' instructional supervisory practices on junior high school teachers' professional development in Breman Asikuma?

This section presents the results from interviews with teachers. The results are presented according to the research question.

> *"Provision of teaching/learning materials and organizing for in-service courses for teachers respectively would have a positive impact on teachers' professional development" (T, 8).*

> *"Meeting and discussing observed lessons with teachers as well as orientating teachers to new and suitable teaching methods would have a positive influence on their professional development" (T, 9).*

> *"Perhaps this could be explained by the fact that people tend to alter their behaviour if they are aware of the fact that they are being observed. Ordinarily, people do not like being observed while discharging their duties and this definitely would have a negative effect on their professional development" (T, 10).*

The views of the junior high school teachers concerning the influence of school improvement support officers' supervisory instructional practices on teachers' professional development were provision of teaching/learning materials, organizing in-service courses, meeting and discussing observed lessons with teachers as well as orientating teachers to new and suitable teaching methods.

The results clearly confirm Sergiovanni and Starratt (2012) that, the primary purpose of instructional supervision is to improve teachers' instruction, support teacher professional growth and development and ultimately improve student outcome. This implies that the instructional supervision practices conducted by the SISOs must have an influence on student outcome for it to be meaningful. Improving a school's instructional capacity has to improve the teaching and learning process as well as lead to student performance improvement. A relationship exists between instructional supervision and teacher professional development (Tesfaw & Hofman, 2014). The influence of School Improvement Support Officers' instructional supervisory role

51

indirectly influences the performance of the students' outcome. The professional growth and development of the teachers through instructional supervision is what contributes to improved performance of students.

The results also go in line with the study of Sule, et al. (2012) which focused on the headteachers' classroom visitation and inspection and how this related to the teachers' professional development in Nigeria. The study revealed that the strategy of classroom visitation and inspection of lesson plans by the headteachers had a significance influence on job performance by the teachers. This would translate to better instruction by the teachers and consequently improve academic output. The researchers recommended that regular supervision should entail the checking of lesson plans as well as classroom visitation. The output by teachers would ideally have an implication on the students' academic performance and this would be an outcome of instructional supervision.

4.5   Chapter Summary

Motivation and stimulation functions promote productivity, and efficiency may diminish with time due to frustration from job dissatisfaction and inadequate supply of essential teaching and learning resources that are capable of facilitating quality teaching and learning. The motivating function of supervision aims at providing challenging assignment, creating conducive environment, professional leadership, job satisfaction and high morale for teachers and other workers in the school. Supervision in its work delivery helps workers in the educational enterprise to solve their specific problems hindering their service delivery. It involves making available constant and regular professional development sessions such as in-service training to assist the teachers to perform better.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1   Introduction

This chapter summarizes the study.   It highlights the summary of the study; conclusions made based on the findings and finally generate appropriate recommendations.

5.2   Summary of the Study

The purpose of study was to examine the influence of school improvement support officers' instructional supervisory practices on junior high school teachers' professional development in Breman Asikuma. The following research questions guided the study:

1. What is the nature of instructional supervision in Junior high schools in Breman Asikuma?

2. What are the school improvement support officers' instructional supervisory practices in Junior high schools in Breman Asikuma?

3. How do school improvement support officers 'instructional supervisory practices influence Junior high school teachers' professional development in Breman Asikuma?

For the purpose of this study, the study employed a qualitative research approach with the use of the case study research design. The targeted population was all teachers and School Improvement Support Officers (SISOs) in Breman Asikuma. The accessible population was all public junior high school teachers and SISOs in Breman Asikuma. Simple random sampling technique was used to select five public junior high schools in Breman Asikuma. The study also adopted the maximum variation (heterogeneous)

type of purposive sampling technique in selecting five SISOs from Breman Asikuma. Again, convenience sampling was also employed to sample 10 public junior high school teachers from the five schools who were around and available during the data collection. In all, 15 respondents were sampled for the study. The instrument used to collect data was semi-structured interview guide. Transcription was used for the data analysis.

5. 3   Key Findings

5.3.1   Nature of instructional supervision in Junior high schools

The views of the JHS teachers clearly indicate that the clinical supervision is not readily employed by SISOs during supervision of instruction in Junior high schools in Breman Asikuma. Supervision was not done every day, although SISOs often go round the schools to check records and lesson notebooks, books for students and other materials. The views also show that the observation stage is supervised for the purpose of promotion or for special reasons other than for the purpose of improving instruction. In line with the theoretical framework of this study, checking records and lesson notebooks, books for students and other materials are the overarching purpose of clinical supervision and this enhances teachers' professional development as well as students' academic performance.

5.3.2   School Improvement Support Officers' instructional supervisory practices in junior high schools

The participants indicated that instructional supervision in Junior High Schools in Breman Asikuma does not follow any particular instructional supervisory practices. However, supervisors check teachers' attendance, punctuality, work output, teaching

and learning, and other school records. According to supervisors, all these do not follow specific pattern or schedule.

5.3.3 Influence of instructional supervision on junior high school teachers' professional development

The views of the JHS teachers concerning the influence of school improvement support officers' instructional supervisory practices on teachers' professional development were provision of teaching/learning materials, organizing in-service courses, meeting and discussing observed lessons with teachers as well as orientating teachers to new and suitable teaching methods.

5.4 Conclusions

Based on the findings of the study, it is concluded that, instructional supervision of school improvement support officers has great influence on teachers' professional development. Instructional materials provided by SISOs also influence teachers' professional development as well as students' academic performance. Again, it was concluded that SISOs employed various supervisory practices by selecting and coordinating these tools focusing on the individual teacher's needs with the view of improving their instructional skills. In line with this, as shown in the findings, the implementation of various supervisory practices in Breman Asikuma appears to be ineffective in their application that properly suited the individual teacher's interest and level of development. Therefore, it is possible to conclude that teachers were not motivated at work through the implementation of various supervisory practices. Thus, the contribution of instructional supervisory practices for teachers' professional development and the improvement of teaching and learning were not significant. It can also be concluded that SISOs were negatively affected by many problems; such

as: overloaded duties of the SISOs; lack of professional development; and insufficient resources.

5.5   Recommendations

Based on the findings and the conclusions drawn, the following recommendations have been made.

1. It was recommended that the frequent visits made by SISOs to the JHSs in Breman Asikuma should be intensified since it improves teachers' time-on-task. Since the study revealed that supervisors do not discuss with teachers how to plan for lesson observation,

2. It is being recommended that supervision of instruction should be scheduled, well-planned and frequently executed such that supervisors will find time to hold a pre-observation conference with every teacher they supervise.

3. The Ministry of Education and GES should jointly come up with a programme to educate and train the teachers on the need and importance of instructional supervision. The teachers' attitude on instructional supervision could perhaps change.

5.6   Suggestions for Further Studies

Based on the outcome of the study, the following suggestions have been made for further studies to be conducted.

1. Since the focus of my study was on JHSs, a similar study should be conducted at the SHS level of education in the Asikuma Odoben Brakwa District

2. This study could be replicated in different Metropolis, Municipality, or District with different methods and designs.

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APPENDICES

APPENDIX A

UNIVERSITY OF EDUCATION, WINNEBA

FACULTY OF SOCIAL SCIENCES EDUCATION

DEPARTMENT OF SOCIAL STUDIES EDUCATION

INTERVIEW PROTOCOL FOR TEACHERS

Introduction

I am a Master of Education in Social Studies student from the above university, researching into the ***Influence of School Improvement Support Officers' (SISO) supervisory practices on Junior High School Teachers' professional development in Breman Asikuma.*** This interview protocol, thus, seek to gather your views on this topic as teachers. Your answers and comments will be kept confidential and your identity also kept anonymous. Please, I would be most grateful if you could respond to the following set of questions/items as best as you can. There is no correct or wrong response but the response(s) you give represents the best in your opinion.

Interview Consent Form

Participant

1 have read the participant information sheet, which explains the nature of the research and the possible risks. The information has been explained to me and all my questions have been satisfactorily answered. 1 have been given a copy of the information sheet to keep. I am happy to be invited for an interview to be audio recorded as part of this research. I understand that I do not have to answer particular questions if I do not want to and that I can withdraw at any time without

consequences to myself. 1 agree that research data gathered from the results of the study may be published provided my name or any identifying data is not used. I understand that all information provided by me is treated as confidential and will not be released by the researcher to a third party unless required to do so by law.

-----------------------------------   ------------------------------

Signature of Participant   Date

Date of interview:
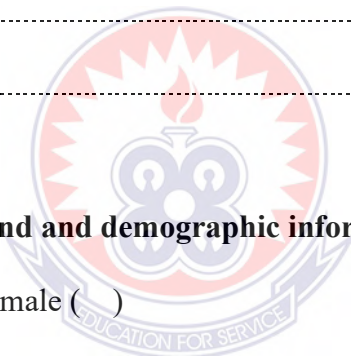
Interviewer:

Interviewee:

School:

Time started:

Time ended:

SECTION A: Background and demographic information of Respondents

1. **Sex:** Male (   ) Female (   )

2. **Age:** Less than 25 ( )   26-30 ( )   31 - 35 ( )   31 - 35 ( ) 36 years and Above ( )

3. **Status/Rank: i.** Headteachers (   )   **ii.** Teacher ( )

4. For how long have you worked in this school as an academic staff?

5. What is your highest professional qualification in the teaching service?

SECTION B: Nature of instructional supervision in Junior High Schools

6. Can you please tell me the nature of instructional supervision in this school?

7. Does instructional supervision of SISOs directly influence the behaviour of teachers and the teaching processes employed to promote pupil learning?

8. Does instructional supervision of SISOs give coordination, direction and guidance to teacher's activities?

9. Does instructional supervision of SISOs ensure that each individual teacher is performing the duties for which he/she was scheduled?

10. Does instructional supervision of SISOs provides a guide to staff development?

11. Does instructional supervision of SISOs provides adequate learning materials?

12. Does instructional supervision of SISOs encourages teachers to share common problems?

13. Does instructional supervision of SISOs encourages teachers to accept professional responsibilities in and outside the classroom?

14. Does instructional supervision of SISOs give adequate attention to physical wellbeing of teachers?

15. Does instructional supervision of SISOs in anyway check the preparation and use of lesson plans of teachers?

16. Does instructional supervision of SISOs monitor the class attendance of teachers?

SECTION C: Instructional supervisory practices employed by School Improvement Support Officers in supervising JHS teachers

1. Which of the following instructional supervisory practices are employed by the school improvement support officers in supervising in the school?

   i. Classroom visitation

   ii. Monitoring class attendance

   iii. Checking pupils' homework assignments and exercise books

   iv. Holding an after-classroom observation meeting with the teacher

   v. Checking the preparation and use of lesson plans.

SECTION C: School Improvement Support Officers' instructional supervisory practices influence JHS teachers' professional development

1. What are some of the professional development needs of teachers in Breman Asikuma?

2. Are the instructional supervisory practices of SISOs in Breman Asikuma beneficial to the professional development needs of the teacher?

3. Please tell me how the SISOs' instructional supervisory practices influence Junior high school teachers' professional development based on the following items below:

   i. Orientating teachers to suitable teaching methods

   ii. Providing teaching /leaning materials

   iii. Organizing in service courses for teachers

   iv. Giving appropriate instructional Guidance to teachers

THANK YOU!!!

APPENDIX B

UNIVERSITY OF EDUCATION, WINNEBA

FACULTY OF SOCIAL SCIENCES EDUCATION

DEPARTMENT OF SOCIAL STUDIES EDUCATION

INTERVIEW PROTOCOL FOR SCHOOL IMPROVEMENT SUPPORT

OFFICERS

Introduction

I am a Master of Education in Social Studies student from the above university, researching into the ***Influence of School Improvement Support Officers' (SISO) supervisory practices on Junior High School Teachers' professional development in Breman Asikuma.*** This interview protocol, thus, seek to gather your views on this topic as School Improvement Support Officers. Your answers and comments will be kept confidential and your identity also kept anonymous. Please, I would be most grateful if you could respond to the following set of questions/items as best as you can. There is no correct or wrong response but the response(s) you give represents the best in your opinion.

Interview Consent Form

Participant

1 have read the participant information sheet, which explains the nature of the research and the possible risks. The information has been explained to me and all my questions have been satisfactorily answered. 1 have been given a copy of the information sheet to keep. I am happy to be invited for an interview to be audio recorded as part of this research. I understand that I do not have to answer particular questions if I do not want to and that I can withdraw at any time without

consequences to myself. 1 agree that research data gathered from the results of the study may be published provided my name or any identifying data is not used. I understand that all information provided by me is treated as confidential and will not be released by the researcher to a third party unless required to do so by law.

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Signature of Participant   Date

Date of interview:

Interviewer:
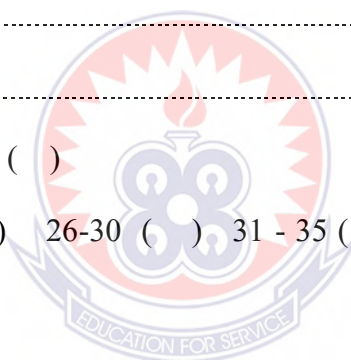
Interviewee:

School:

Time started:

Time ended:

1. Sex: Male (   ) Female (   )

2. Age: Less than 25 (   )   26-30 (   )   31 - 35 (   )   31 - 35 (   ) 36 years and Above (   )

3. For how long have you been supervising instruction in your circuit?

4. Can you please tell me the practices that constitute supervision of instruction in your circuit?

5. Do you engage headteachers and teachers in the following stages of instructional supervision?

   i.   Pre-observation conference

  ii.   Classroom observation

 iii.   Analysis stage

 iv.   Conference stage

  v.   Post-conference stage

6. Do you create opportunities for headteachers and teachers to reflect and analyze their teaching practices?

7. What various approaches to instructional supervision do headteachers and teachers experience during instructional supervision?

8. What challenges confront supervision of instruction in your circuit?

10. How do you think supervision of instruction can be improved?

THANK YOU!!!