



Making Supervision Effective: Collaboration of the Ghana Education Service and the Cape Coast Metropolitan Basic Schools Heads Association

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Abstract

The study investigated Making Supervision Effective: Collaboration of the Ghana Education and Cape Coast Metropolitan Basic Schools Heads Association. The questions addressed issues on supervisory practices of headteachers, perceptions of respondents about the instructional leadership role of the headteacher and factors hindering effective supervision in public basic schools. The descriptive survey design was employed combining qualitative and quantitative data sources. The sample for the study was made up of 60 respondents including teachers, headteachers and SISOs. Questionnaire and interview schedule were utilized in the data collection. The data were analysed in frequency counts and percentage. Data were presented in tables and verbatim quotation of respondents. The conclusions drawn from the findings indicated that instructional supervision experienced problems such as low motivation of school heads by the government, negative attitude of teachers towards supervision as well as poor communication between teachers and the school heads. These challenges mentioned above, had an adverse impact on the supervision of instructions in schools. This study has identified that instructional supervision in basic schools is not conducted properly. In this study, teachers indicated that instructional supervision was a fault- finding mission and punitive in nature. This resulted in teachers having negative attitudes towards instructional supervision. However, a greater proportion of respondents acknowledged that instructional supervision is a good initiative that could improve performance by schools if conducted properly.

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1. Introduction

1.1 Background to the Study

Education is generally believed to play a critical role in both individual and societal development [14]. For education to achieve its goals, school heads and teachers must fully undertake their roles and responsibilities effectively. Therefore, one key concern for the success of a school is to ensure that teachers are well supervised. The author [3] reported that supervision should be considered as a deliberate effort aimed at enhancing the outcomes of each educational institution. Certainly, the most important supervision in the school setting is that given by the head teacher of the school [73].

The main objective of supervision practices by the school head is to improve schools and students' achievements by helping teachers to deliver adequately in their duties and responsibilities [99]. The duties and responsibilities of teachers include activities that teachers professionally perform in the classroom such as effective lesson delivery, regular assessment of students, regular and punctual at school and class attendance, effective use of instructional time, and exhibiting good working relations. In effect, supervision gives teachers opportunities to collaborate, set goals, understand how their students learn and become better teachers through improvement in their role performance [60, 100].

Globally, 250 million children in primary school age, especially those in lower classes are not learning the basics in reading, writing and mathematics [106]. The worst affected are in the developing countries. In Ghana in 2008, 29 percent of the learners at the upper primary could not read and do simple arithmetic by the end of primary four [1], while in India, in 2016, less than 28 percent of learners in grade four could not master double-digit subtraction [109]. In Nigeria, state wide school assessment report indicates that half of the primary four pupils could not solve simple addition and subtraction with decimals in mathematics [5].

In developed countries, supervision of instruction is better organized and well-coordinated than in developing countries [5]. Findings from [46] in France notes that school supervisors fulfil their tasks through a highly structured instruction and a very centralized system of supervision. The structure enables the minister of education to be aware of what a teacher is doing at particular time of the year in terms of syllabus coverage anywhere in the country. In sub-Saharan Africa, over half of children are not learning the basics in reading [109]. In Malawi and Zambia in 2012, more than 89 percent of primary school pupils could not read a single word by the end of grade two [106]. According to a 2014 regional assessment among grade three learners in West and Central Africa, nearly 58 percent are not sufficiently competent in reading or mathematics to continue schooling [106]. Similarly, available regional assessment of grade four learners in Southern and East Africa shows that 37 percent are not competent in reading, and more than 60 percent are not competent in mathematics [106].

One of the major causes of the poor academic achievement in basic schools can be ineffective instructional supervision [6]. The main objective of instructional supervision in basic schools is to improve instruction, which

is teaching and learning. It is mainly concerned with improving schools by helping teachers to reflect on their practice to learn more about what they do and why; and to develop professionally and contribute towards learners' academic success [99]. The authors [51,6] postulate that the way supervision is carried out greatly influences learning outcomes of learners and how teachers felt towards school management and their profession in general. Supervision requires the leader to oversee, assess, evaluate and direct employees to ensure an organization meets its goals. This generally involves an administrator observing and evaluating lessons in a classroom, documenting the teacher's performance and sharing suggestions for improvement [51].

1.2. Statement of the Problem

It is believed that the overall education system should be supported by educational supervision in order to improve the teaching-learning process in general and learners' achievement in particular (Word Bank Report, 2018). Supervision plays a crucial role in achieving the overall objectives and goals of education in the strategy of attaining quality education.

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 the Cape Coast Metropolitan and other research findings suggest that poor learner performance in public basic schools is attributed to ineffective supervision of teachers. However, there is no empirical evidence about the quality of supervision of instruction in Ghanaian public basic schools. Generally, the claim that there is poor supervision of teachers in public basic schools in Ghana is based on assumptions.

The Ministry of Education (MOE) and the Ghana Education Service (GES) have formulated policies to guide supervision of instruction at the pre-tertiary level of education. GES has put supervisory structures in place and occasionally provides in-service training courses and workshops to personnel in supervisory positions including Headteachers to provide supervision services in schools. Headteachers are therefore expected to provide effective supervision of instructional services, given the necessary resources and in-service training. With these interventions in place, it would seem reasonable and indeed necessary for head teachers to improve academic performance of students.

Many studies comprising [110,42,112,87,85,36,15] were conducted in the field of instructional supervision. Even though, many of these studies were conducted in Ghana, the context of these studies was not on Basic Schools in Cape Coast Metropolis whilst the other studies were conducted outside Ghana.

Also, many reasons have been advanced for the downward trend in performance. For example, people have cited laziness, absenteeism of teachers, misuse of instructional time and poor supervision by head teachers as some possible causes. A cross session of people in the Cape Coast Metropolitan argue out that supervision in the schools have not seen the expected changes. There has been a public outcry on this pertinent issue and therefore has necessitated for an investigation. The question then is, do head teachers encounter supervisory challenges? An in-depth investigation would enable the researcher assess the challenges confronting head teachers' supervision and appreciate how supervision influences teaching and learning, as well as the academic standard of education in

general in Cape Coast Metropolitan.

1.3. Purpose of the Study

The purpose of the study was to investigate Making Supervision Effective: Collaboration of the Ghana Education and Cape Coast Metropolitan Basic Schools Heads Association.

1.4. Objectives of the Study

The study was guided by the following objectives to:

1. ascertain the supervisory practices of basic school head teachers in the Cape Coast Metropolitan.
2. assess the perceptions of head teachers and teachers about the instructional leadership role of the head teacher in the Cape Coast Metropolitan.
3. examine the factors hindering effective supervisory practices of basic school head teachers in the Cape Coast Metropolitan.

1.5. Research Questions

The following research questions were formulated to guide the study:

1. What are the supervisory practices of head teachers during supervision of basic schools in Cape Coast Metropolitan?
2. What are the perceptions of the head teachers and teachers in the basic schools about the instructional leadership role of the head teacher in Cape Coast Metropolitan?
3. What are the factors hindering effective supervision of basic schools by school head teachers in Cape Coast Metropolitan?

2. Theoretical Background

2.1. Clinical Supervision

The author [61] names clinical supervision as one of the best models to be used in teaching practices in the classroom. The author [22] also emphasized that, for instructional supervision to be effective, supervision policy should not rely only on a specific method but combine characteristics that are best and relevant. Each model in instructional supervision process therefore has clear distinct qualities which can contribute to teachers' performance as far as teaching practices are concerned. However, [22] describes clinical supervision as a well-planned supervisory process involving head teachers and teachers interacting with each other. Glickman and his colleagues. (2015) state that clinical supervision is more formative than summative in approach. Glickman and his colleagues et al. go further to assert that clinical supervision is more desirable to inexperienced teacher beginners, even though it is generally recommended for experienced teachers as well. The authors [2] argue that clinical supervision is a distinctive style of relating to teachers whereby the supervisor's mind, emotions, and

actions must work together to achieve the primary goal of supervision. This means that it focuses mainly on teacher professional development in order to improve classroom instruction and depends more on teacher-directed activities as opposed to hierarchical actions and control by supervisors [26]. This encourages teachers to be confident and able to make their own decisions concerning classroom instruction. Although clinical supervision requires head teachers and teachers to interact, it will only be possible if the head teacher is democratic and allows the members of staff to freely air their views on decision making without fear. The study found that most of the public basic schools have a hierarchical system of administration, which does not allow the teachers to share their views freely with the head teacher.

2.1. Classroom Instruction

Instructional supervision in a classroom is a well-structured and progressive procedure that starts before the actual classroom instruction, and ends after the observation of an actual classroom instruction [101]. This activity consists of three main phases, namely; pre-observation conference, observation and post-observation conference. The pre-observation conference involves planning the classroom observation by the instructional supervisor and the teacher. They discuss the kind and amount of information to be gathered during the observation-period and methods to be used to gather the information [39]. During pre-observation meeting, the instructional supervisor and the teacher discuss instructional instruments such as the lesson plan by stressing on the lesson objectives, its relevance and appropriateness of content, time allocation, teaching aids, and the evaluation criteria [49].

The observation phase occurs when the instructional supervisor and the teacher enter the classroom. During this phase of the observation, the instructional supervisor observes the teacher based on areas agreed upon, and collects as much information as possible about the classroom instruction, and learning situations [52]. The instructional supervisor also records the teacher's performance on the format of the lesson plan, its appropriateness, lesson objectives, and the teacher's ability to provide an appropriate feedback, enforcement and classroom discipline among other things. During class observation, it is advisable that the instructional supervisor sits at the back of the class, so as to enhance his, or her own attention, and take note of what is happening [12].

The post-observation conference is an opportunity and setting stage for the instructional supervisor and the teacher to exchange information about what was intended by a given lesson, and what actually happened [52]. This conference helps the instructional supervisor and the teacher to measure strengths and weaknesses and further identify any gap regarding the observation in classroom teaching as far as the needs of the learners were concerned. The post-observation conference enhances the teacher's ability to improve the classroom instruction. The feedback during the post observation conference should focus on modifying teaching behaviours. In doing this, teachers should not be asked to do things which are outside their scope of responsibility [91]. The three phases of observation are processes of clinical supervision.

3. Methodology

This study used descriptive survey design which combined both qualitative and quantitative methods of research. Quantitative data were derived from the questionnaires while qualitative data were generated from open-ended

questions and interview guide.

3.1. Data presentation, interpretation and findings

As stated earlier, both quantitative and qualitative methods were used in this study. Some research questions required to be answered using quantitative methods of analysis, while others were to be answered using qualitative methods. Descriptive analysis was used on qualitative data to identify common inferences in order to establish facts.

Analyzing data started with checking uniformity, accuracy and completion of the research instruments [82]. The aim of checking the instrument was to increase the researchers understanding and for presentation of the data. Quantitative data was computed using Statistical Package for Social Sciences (SPSS version 20) to generate descriptive statistics. The findings were presented in tables with frequency counts and percentages. With the qualitative method thematic analysis was done. 3.4 Sample and Sampling Procedure

This section discusses the sample and sampling of schools and respondents from the Cape Coast Metropolitan. The study employed both stratified and simple random sampling techniques in order to identify the respondents. According to [64], stratified sampling is an appropriate method of sampling that is used to select respondents from the sub-groups in the total population. The author [82] advises that in stratified sampling method, the sub-division of the population into segments known as strata is based on combinations of relevant variables; where simple random samples are selected from the stratum, then put together to form complete samples which are finally stratified. Based on the Orodho's explanation, the researcher used both stratified and simple random sampling to select the schools. The sampled schools were then divided into four circuits or strata.

The authors [63] add that simple random sampling gives all the target population an equal opportunity for selection to participate in a research study. The study applied stratified random sampling to select schools, head teacher, teachers and SISOs. The researcher chose head teachers and teachers in order to triangulate various perceptions which are more dependable than perceptions for one group or a single person [34].

3.2. Population

The population of the study was 300 for both headteachers and teachers. The authors [44] propose that in descriptive research, a sample of 10% to 20% should be used, while [76] suggest a 10% sample from relatively large populations and 20% for relatively smaller populations. In all the population were 300 and the researcher used 20% of the population. The researcher however selected sixteen (16) head teachers (four from each circuit) for the study. This was done using simple random sampling technique. All the four SISOs were also purposively selected for the study. Simple random sampling was also used to select the teachers for the study. To select the teachers, pieces of papers with "Yes" and "No" written on them were put in four (4) separate containers (one container for each circuit) and the teachers were asked to pick one each without replacement. All those who picked "Yes" were selected for the study while those who picked "No" were excluded. In all, 40 teachers (10 from each circuit), 16 head teachers and 4 SISOs were involved in the study.

3.3 Research Instruments

Data collection instruments used in this study were questionnaires and interview guide (Mertens, 2010). As indicated earlier on, this choice stems from the fact that collection of data would be complementary through triangulation (Bush, 2007). As such the use of more than one data collection instruments such as questionnaire and interview guide minimize respondents' tendency to give socially desirable answers rather than their factual opinions. In itself it is a test for reliability and validity of data collecting instruments [17].

3.3.1 Questionnaire

A questionnaire sometimes called inquiry form is an instrument designed to collect data from research participants [44]. The author [70] claimed that, a questionnaire is a set of questions that respondents would answer in a written form. Likewise, a questionnaire comes in many forms. It may be telephonic, postal and personal and group questionnaire. The authors [96] suggest that structured interviews use questionnaires based on a predetermined and standardized or identical set of questions and we refer to them as interviewer administered questionnaires. In this study, the 4-Likert scale self-administered questionnaire was used to collect data from as many teachers as possible in a short period of time. The questionnaire was divided into two sections- section A and section B. Section A dealt with demographic data while section B were for the teachers to respond to a series of statements in questionnaire by indicating whether they agree (A), or strongly agrees (SA), or disagrees (D), or strongly disagrees (SD).

The authors [44] suggested that the questionnaire is, inexpensive, can be confidential and anonymous, easy to score most items and use standardized items and procedures. The authors [18] agree with [44] that a questionnaire is easy to tabulate and interpret. It solicits standardized and fixed responses from respondents. Questionnaires are beneficial in collecting data from a large sample, while observations and or interviews are well susceptible to biases though expensive to administer [72]. Contrary to Mertens' perspective, [44] claim that, questionnaires attract small responses due to their high mortality rates, cannot probe or explain items, and could only be used by people who can read. Even though questionnaires are beneficial they are susceptible to difficulties and raises issues of questionable reliability [27]. Although these disadvantages may seem to discredit the abuse or misuse of the device, actually the questionnaire has unique advantages and, if properly constructed and administered, it may serve as the most appropriate and useful data gathering device in this study.

3.3.2. Interview Guide

Another instrument used was the interview guide. An interview is a purposeful discussion between two or more people [96]. In this case, in-depth oral interview were conducted on school heads and school improvement support officers. [44] argue that interviews provide in-depth data. Saunders, Lewis and Thornhill, (2012) discuss that, in-depth interviews provide you with the opportunity to probe answers, where you want your interviewees to explain, or build on, their responses. Interviews afford each interviewee an opportunity to hear themselves thinking aloud about things they may not have previously thought about. Saunders and his colleagues, posit that the result should be that you are able to collect a rich and detailed set of data. This is in agreement with [44] acknowledging

that interview can yield more accurate and honest responses. On the contrary, interviews are time consuming and also can commensurate in accurate information due to the presence of the researcher. The interview items were structured in which participants would easily comply with the questions (71; 27; 72; 96).

3.3.3. Validity

There are various kinds of validity as mentioned by [25,58]. These are criterion, content related, construct and predictive related. This study adopted content validity to verify if the data collection instruments measure the intended topic areas and to justify their relevance [25]. The researcher consulted lecturers from the Faculty of Educational Studies, University of Education, Winneba who assessed the questionnaires to make sure that they were valid and to determine if they were comprehensive and relevant.

3.3.4 Reliability

Cronbach’s alpha is mainly used to measure reliability or internal consistency of the instruments. According to [97], Cronbach’s alpha has the most utility for multi-item scales at the interval level of measurement. It requires only a single administration and provides a unique, quantitative estimate of the internal consistency of a scale. Reliability was tested using questionnaire duly completed by twenty (20) randomly selected respondents from four schools. These respondents were not included in the final study sample in order to control for response biases. The head teachers, SISOs and teachers’ questionnaire responses were calculated by the use of statistical package for social sciences (SPSS) and Cronbach’s alpha coefficient generated to assess reliability.

The closer Cronbach’s alpha coefficient is to 1, the higher the internal consistency reliability [97]. In general, Cronbach alpha of 0.8 is good, 0.7 is an acceptable range while if it is 0.6 and below, is poor [65]. The reliability test results are shown in table 1.

Table 1: Reliability Test Results for Head Teachers’, Teachers’ and SISOs Questionnaire

Variable	Cronbach’s Alpha	No. of Items	comment
head teachers’ instructional supervisory practices	0.991	50	Reliable
teachers perception of instructional supervision	0.854	13	Reliable
Challenges faced by heads in undertaking instructional supervisory role	0.934	21	Reliable

Source: Fieldwork, (2022)

From Table 1, Cronbach alpha for objectives 1, 2, and 3 0.991, 0.854, and 0.934 respectively, which is above the threshold of 0.7. A correlation coefficient (r) of approximately 0.75 is considered good and high enough for the reliability of the instruments [65].

3.4. Pre testing

Pre testing helps in determining if there are errors, constraints, or other weak points within the research questions and gives an opportunity for reviewing before carrying out the main research. According to [20], the purpose of carrying out a pre testing study is not exclusively to guarantee that survey questions function well but also to make sure that the research tools as a whole function well. The author [83] also highlights that pre testing may assist in coding for open-ended questions by checking on answers written by respondents and to detect those which have frequently occurred.

In order to pre testing the instruments, the researcher administered them in four schools. The four schools were not included in the original study group [59]. The procedure used for selecting the respondents and the questionnaires was similar to the procedure that was used for the actual study [83]. The actual pre testing was then conducted. The comments made helped to improve the instruments. Through pre testing, the researcher realized that some questions needed clarity.

3.5. Data Collection Procedure

The researcher carried out data collection in three phases namely; pre-field logistics phase, fieldwork logistics phase and post-field logistics phase [82]. In the first phase, University of Education Winneba issued a letter to the researcher. This letter gave the researcher the authority to seek for a research access from the Cape Coast Metropolitan Education Directorate. The researcher then informed the respondents about the intent of the study to be undertaking. Lastly, the researcher drew a budget for the research, which was necessary due to logistics involved.

In the second phase, the researcher visited the selected schools and built rapport with the head teachers and the teachers. The head teachers were issued with copies of introductory letter permitting the researcher to conduct research in public basic schools in the Cape Coast Metropolitan. Head teacher were also requested for their consent to be interviewed at their own convenience. The instruments were administered in public basic schools in the Cape Coast Metropolitan.

The researcher conducted all the interviews on one to one with the head teachers. In some cases where the interviews were not possible, the researcher would plan for a later date convenient for the head teacher. In the third phase, the researcher visited the schools and collected the instruments. The filled instruments were then sorted out in preparation for data entry and analysis.

3.6. Data Analysis

As stated earlier, both quantitative and qualitative methods were used in this study. Some research questions required to be answered using quantitative methods of analysis, while others were to be answered using qualitative methods. Descriptive analysis was used on qualitative data to identify common inferences in order to establish facts.

Analyzing data started with checking uniformity, accuracy and completion of the research instruments [82]. The aim of checking the instrument was to increase the researchers understanding and for presentation of the data. Quantitative data was computed using Statistical Package for Social Sciences (SPSS version 20) to generate descriptive statistics. As observed by [82], SPSS version 20 is capable of handling data collected in large amounts. The findings were presented in tables with frequency counts and percentages.

3.7. Ethical Considerations

The researcher was responsible for all ethical practices pertaining to the conduct of the study. Upon arrival at the basic schools, the researcher introduced herself to the school heads and explained the purpose of the visit. The official letter which was produced by the research supervisor from the University of Education Winneba was shown to the school heads to verify that indeed the procedure was followed. The researcher made appointments with the respondents where he explained what was required and administer the questionnaire and conducted the interviews as well as recording responses. Assurance on ethical consideration to participants' confidentiality was given to all subjects. Confidentiality of subjects was maintained by limiting the access of data and by never attaching names and identifiers of subjects to the data [17]. The amount of personal information received was kept to a minimum and identifiers were as well changed or aggregated [18]. The permission for all data was collected on school grounds and from the head teachers with the authority from the Metropolitan Education Directorate [79].

4. Results and Discussion

4.1 Demographic Data of the Respondents

This section provides the characteristics of the respondents as agents of education in the basic schools in Cape Coast Metropolitan since their background information could influence instructional supervision. Background information on gender, ages, academic qualification, and experience of the headteachers and teachers were analyzed and the results presented in Table 2.

Table 2: Demographic Distribution of the Respondents (N = 60)

Statistic	Headteachers		Teachers		SISOs	
	F	%	F	%	F	%
Gender:						
Male	9	56	18	45	3	75
Female	7	44	22	55	1	25
Age Range:						
Below 25 years	0	0	16	40	0	0
26 – 30 years	0	0	10	25	0	0
31 – 35 years	4	25	8	20	1	25
36 – 40 years	9	56	4	10	1	25
41 – 45 years	2	13	2	5	2	50
46 and above	1	6	0	0	0	0
Education Levels:						
Diploma	0	0	13	33	0	0
B,Ed	7	44	21	53	2	50
M.Ed	9	56	6	14	2	50
Working Experience:						
5 years and below	0	0	5	12	0	0
5 - 10 years	2	13	11	28	1	25
6 - 10 years	4	25	15	38	2	50
11 – 15 years	7	44	6	15	1	25
16 – 20 years	2	13	3	7	0	0
21 years and above	1	5	0	0	0	0

Source: Fieldwork Data, 2022

4.2. Distribution by Gender

Gender representation in the basic schools provide level ground for assessing gender in academic achievement. It is an important variable as it could influence supervision hence performance of the learners. The findings were discussed below.

Table 4.1 shows that most male teachers were in leadership positions in basic schools in the Cape Coast Metropolitan. This could be as a result of poor perception of female teachers' ability to lead coupled with some cultural shortcomings or unwillingness by female teachers to head schools. Likewise, majority of the SISOs were males compared with females. A different observation was made when gender representation in teachers was analysed as there were more female teachers as compared to males. The results indicate that the study took into consideration the gender representation hence responses represent views of both genders.

4.3. Distribution by Age

Table 2 shows that majority of the head teachers (56%) were aged 36 – 40 years. The findings also show that no headteacher was below 30 years. This implies that schools are managed by mature people who also have long teaching experience and well versed on education matters. Concerning the SISOs, half (50%) of them were aged 41 – 45 years, implying that they are mature enough to provide oversight responsibilities on matters relating to supervision in their circuits. On the side of teachers, 40 percent of them were below 30 years showing that most teachers could appreciate the implications of instructional supervision and its impact on students' academic performance.

4.4. Distribution by Education Levels

The purpose of seeking the information on the level of professional qualification is to find out if head teachers are professionally qualified to handle instructional supervision in their schools and also find out if teachers have the relevant professional qualifications required of a teacher. Table 4.1 indicates that majority of the Head teachers (56%), had higher qualifications (Master's Degree in Education) necessary for translating and implementing the Ministry's policies and guidelines, key among them being instructional supervision. Most of the teachers (53%) had Bachelor's Degree in Education qualifications. This means they understand their responsibilities well and ready to discharge their duties as expected by the ministry which demands that appointment of school heads be people with appropriate qualifications. They should on top of entry qualification be trained further in a number of in-service courses. The statistics indicate that all the teachers had the prerequisite training required in the teaching profession and are therefore expected to understand the instructional supervision process and the activities that the process entails and in turn enhance academic performance. This implies that the respondents had the necessary qualification to provide information on instructional supervision.

4.5. Distribution by Working Experience

The researcher sought to find out whether the experience a headteacher has in handling a school has any influence on instructional supervision practices and on performance. The study also sought to establish if teachers' experience influences performance. From Table 4.1, it is clear that most (44%) of headteachers had experience in leadership of between 11 – 15 years and a minority (5%) had experience of 21 years and above. It can therefore be seen that all the headteachers have exposure in leadership and are therefore expected to understand the instructional supervision process and practices as expected of them to enhance performance. With regard to the SISOs, (50%) had experience of 6 - 10 years. This is in line with the assertion by [86] that the period of exposure to administrative policies and guidelines impact on institutional performance. According to [39], the length of service exposes the individual to the practices of the profession. The finding indicates that 38 percent of the teachers had a teaching experience of 6 - 10 years. Its only 12 percent of all the teachers who indicated that they had a teaching experience of 5 years and below. The teachers were therefore able to understand and participate in the practices related to instructional supervision. This shows that majority of the teachers could give an objective assessment of instructional supervision practices of headteachers in the Cape Coast Municipality.

4.6. Research Question One: What are the supervisory practices of head teachers in basic schools in Cape Coast Metropolitan?

This paper sought to find out teachers’ views on headteachers supervisory practices in their respective schools and how it influences teachers’ job performance.

The results of this analysis are shown in Table 3

Table 3: Teachers Views on Supervisory Practices of Head Teachers (N = 40)

Headteachers Supervisory practices	SA	A	D	SD
1. Regularly conducts classroom visits.	10(25%)	20(50%)	6(15%)	4(10%)
2. Check learners’ exercises	9(23%)	24(60%)	5(13%)	2(5%)
3. Ensures instruction time by punctuality.	26(65%)	14(35%)	0(0%)	0(0%)
4. Discusses observation results with teachers.	5(13%)	7(18%)	18(45%)	10(25%)
5. Regularly checks teacher’s records of work.	3(8%)	6(15%)	19(48%)	12(30%)
6. Weekly vetting of lesson plan/notes.	4(10%)	8(20%)	12(30%)	16(40%)
7. Supervises co-curricular activities.	11(28%)	14(35%)	8(20%)	7(17%)

Source: Fieldwork Data, 2022

Item one of Table 4.1 requests the teacher respondents to indicate the extent of their agreement to the statement “the headteacher makes visits to classroom to observe teaching and learning”, 30(75%) teachers agreed to the statement, while 10(25%) disagreed to the statement. From the findings, majority of the teachers indicated that they visited classrooms during teaching to observe the teaching process. This finding implies that most headteachers are aware of their role of classroom observation visits in order to find out what is actually going on in the classrooms. This concurs with [40] who attributed learners’ poor performance to inactive head teachers who do not make classroom visits to find out what is going on. The author [51] observed that supervisors who made classroom visits were able to have an insight into the actual instructional process and failure affect academic performance adversely. According to the study findings, school heads visited and supervised teaching in the classroom. This implies that school heads monitored the instructional delivery of their teachers to offer assistance when necessary. During the interview majority of the teachers indicated that the visit by the school heads inculcated in them the habit of preparing adequately for their classes. The monitoring of teachers’ instructional delivery by school heads ties in with the findings of [77] on instructional supervision and the pedagogical practices of secondary school teachers in Uganda which revealed that school heads supervision of lesson delivery through classroom observations has statistically significant effect on the pedagogical practices of teachers in public secondary schools in Uganda. The findings further agree with [99] that informal and formal class visitations by principals assist teachers to assess their performance and make conscious efforts to improve same. The findings

of the current study are, however, contrary to the revelation of [77] that instructional supervision (through portfolio observation and classroom observations) was inadequately carried out and this allowed teachers to employ ineffective pedagogical practices

To establish whether headteachers check learners' exercises and assignments to ascertain teachers output of work. Item two of Table 4.2 requests the teacher respondents to indicate the extent of their agreement to the statement "headteachers check students' exercises to ascertain teachers output of work", 33(83%) teachers admitted that their headteachers checked learners exercises to ascertain teachers output of work, 7(18%) however disagreed to the statement. The findings support studies carried out by [61], that internal assessment of learners' notebooks by head teachers is a factor that is associated with learners' academic performance, failure to carry out this practice could be attributed to low academic performance. Schools where learners' exercises are checked on regular basis posted better results than those checking on monthly and termly basis. Lesson notes shows a clear picture of what is taught in class. This finding concurs with [22] who states that there is significant impact of checking learners' exercises on academic performance in English language in primary schools in New York City.

Results on the practice of headteachers ensuring that learners' exercise and assignments are kept up-to-date portrays their demonstration of interest and commitment to this activity. This is likely to reflect in regular assessment of learners and make it easier to identify weaknesses in students' performance as well as implement corrective measures on time when the need arises. The findings also concur with studies carried out by [39] who studied the impact of selected models of instructional supervision activities on students' academic performance in Ondo State, Nigeria. The study established a significant impact of school heads' checking of students' notes, class exercises, moderation of examination questions and marking schemes on students' academic performance. The finding is also in tandem with [105] which established that school heads' monitoring of teachers' effective use of instructional time, checking of learners' notebooks, giving enough classwork, marking assignments, writing and marking corrections enhanced learners' academic performance.

Teachers' observation showed that headteachers generally perform instructional supervisory roles as outlined by [77]. During interviews with headteachers, it emerged that monitoring of learners' academic progress was very important because it improves students' academic performance.

One headteacher opined that;

"We have introduced a school testing policy comprising of two continuous assessment tests and one end of term examination. After the tests have been administered to learners, I ensure that they are marked within the set datelines by the teachers. I also ensure there are discussions of the results with the learners in various classes" (Headteacher #1).

Some headteachers reported that they delegate that role to the teachers. They complained that they had so many duties that they do not get time to monitor learners' academic progress. Their response inferred that they had also had no time to monitor the delegated roles. The findings imply that monitoring of learners' academic performance by the headteachers is very effective in influencing students' academic achievement.

One of the interviewed headteacher explained that:

“Monitoring of learners’ academic progress by use of a testing policy boosts learner’s academic achievements. Testing the learners on a regular basis through continues assessment tests, marking and discussing the scores with learners motivates learners and keeps them on course. It ensures that there is frequent interaction between the teachers and the learners which results in learners’ good performance. It is my duty to supervise this process frequently” (Headteacher #2).

Item three of Table 4.1 required the teacher respondents to indicate the extent to which they agree with the statement “headteachers observe teachers’ attendance and punctuality in school and class attendance”, all the respondents 40(100%) agreed to the statement that their headteachers observe teachers’ attendance and punctuality in school and class attendance. The findings imply that headteachers in Cape Coast Metropolitan were keen in ensuring that instructional time was not wasted by teachers. The findings concur with [12] stating that stringent supervision is necessary for improving performance. Less supervision creates room for rampant absenteeism in schools resulting in poor performance due to poor syllabus coverage and laxity among teachers.

Interviews of headteachers showed that teachers’ punctuality and class attendance was taken seriously in schools. A headteacher remarked that:

“I give a book to class prefects to be recording teacher’s entry and departure time for lessons and lesson attendance. There is a calendar of academic activities across the term. I monitor and evaluate how each teacher has fared in meeting the deadlines such as submission of schemes of work, records of work, and learner’ scores” (Headteacher #3).

The findings are in conformity with [38] which established that there is a positive relationship between the teachers’ inspection of records of work, lesson attendance and teachers on duty giving report at the end of the week and learners’ academic achievement.

On item four in Table 1 the statement “headteachers discuss classroom observation with teachers with the view to improving the instructional practices”, was posed and the teacher respondents were to indicate the extent of their agreement to this statement. Majority of the respondents 28(70%) disagreed to the statement that their headteachers discuss classroom observation with them with the view to improving the instructional practices. This is indicative of an instructional supervision practice that is done but does not come back to benefit the teacher and the learners. This shows that the corrections made or errors observed are not discussed with the concerned teacher with a purpose of improvement. In support of this, [3] posit that head teachers should communicate to teachers about goals and visions to enhance instructional innovations, give support to teachers to brainstorm on curriculum changes that improve academic standards among learners. Corollary to this, [52] infer that observation conference helps the instructional supervisor and the teacher to measure strengths and weaknesses and further identify any gap regarding the observation in classroom teaching as far as the needs of the learners were concerned.

Item five on Table 1 above requested the teacher respondents to show the extent to which they agree to the statement “headteachers regularly checks teacher’s records of work”. Majority of the respondents 31(78%)

disagreed to the statement with only 9 (23%) agreeing that their headteachers regularly checks teacher's records of work. The overwhelming majority is an indication that most headteachers do not check teachers' records of work from time to time. A study carried out by [7] on teachers' record keeping as related to teachers' job performance in Cross River State Secondary Schools in Nigeria had similar finding where it was established that headteachers inspection of teachers' keeping of records showed poor supervision on the part of the school heads. This finding is also in line with that of [108], who established that the way teachers perform their work is attributed to the head teachers' supervisory practices such as classroom observation and checking professional records. The frequency of head teachers checking the work records of teachers gave them the opportunity to have a foresight of the delivery of teachers and the early intervention needs of learners.

Actually, what matters most is not how often the head teachers check the documents but the quality of their scrutiny of the document and feedback to the teachers.

One of the head teachers had this to say;

"We have to check on these documents to keep safe. You know school improvement support officers when they come to school, the first thing they ask for are these documents and they check whether we have marked and signed them" (Headteacher #4).

From this statement, one deduces that the head teachers do the checking of the professional document for the purpose of their job safety but not for purpose of improving the quality of instruction. The author [107] maintains that in basic schools where the head teachers evaluated schemes of work, lesson notes and registers of class attendance for their teachers and provided quick and effective feedback apparently registered good performance than schools where this was not carried out.

However, from the interview schedule, another head teacher stated that;

"The administrative workload is too much and therefore there is very little time to check the lesson plan, schemes of work, learner's attendance register and teacher's record of work. But I agree that the teachers need guidance on teaching so as to boost academic performance" (Headteacher #5).

This statement further indicates that the head teachers though said during the interview that majority of them check these documents they did not do it keenly. The authors [26], in their study on the impact of instructional supervision on learners' academic performance in senior secondary schools in Ondo State, Nigeria, found out that there is significant impact on keenly checking professional documents and effectively giving feedback to the teachers on academic achievement. Item number six on Table 1 asked the teacher respondents to indicate the extent to which they are agree to the statement "the headteacher ensures weekly vetting of lesson plan/notes". Majority of the respondents 28(70%) disagreed that their headteacher ensures weekly vetting of lesson plan/notes, 12 (30%) agreed. The findings show that lesson plans are not vetted regularly by the school heads. This contradicts the expectations from basic school heads who are admonished to critically and consistently examine various items of the lesson plan for effective instructional delivery of teachers [9] as well as the G.E.S. policy on instructional supervision which authorizes school heads to regularly vet the weekly lesson plans of all

teachers in conformity to required standards [93]. Again, it opposes the position of [5] that school heads must check the adequacy and relevance of lesson notes, appropriateness and clarity of learner behavioural objectives, selecting appropriate teaching and learning resources and evaluation techniques as well as offering suggestions where necessary to improve instructional documents. Lesson planning forms a major component of the teaching-learning process. Considering that the teachers' scheme of work constitutes the fundamental basis for any teacher's professional delivery, it is worrying that less attention is paid to its preparation by school heads in Cape Coast Metropolitan. As indicated by [77], schemes of work define the structure and content of a course and clearly outline how resources, class activities and assessment strategies will be used to ensure that the learning aims and objectives of a course are met. Again, the study by [61] found a positive relationship between head teachers' inspection of teachers' schemes of work and performance of learners in national exams. The headteachers poor performance of this responsibility is likely to negatively affect the teacher's role performance in terms of preparation of good instructional documents if not checked. Item number seven on Table 3 required the teacher respondents to indicate their level of agreement to the statement "the headteacher supervises co-curricular activities". Most of the respondents 25(63%) agreed that their headteachers supervise co-curricular activities in their school, 15(37%) disagreed. The results show that headteachers in Cape Coast Metropolitan are interested in co-curricular activities since both classroom activities and other co-curricular activities contribute to the full potential of learners. The findings support the views of [92] that the physical, emotional, social, intellectual and spiritual development of the child is the prime concerns of the school through co-curricular activity engagement. However, the findings of this study contradict a study carried out in Philippines by [4] that co-curricular activities were not fully implemented. According to Abrea, resources and logistics provided to utilize for the implementation of co-curricular activities were inadequate. In Africa, same problems were manifested in school co-curricular activities. Finding of [76,75] research conducted in Kenya showed that in Africa school based co-curricular activities were not supported well, not monitored and evaluated against the achievement of its goals and objectives.

4.7. Headteachers Instructional Supervisory Activities

This paper sought to establish the frequency to which headteachers in Cape Coast Metropolitan carry out instructional supervisory activities in public basic schools. Table 2 summarizes the views of teachers on the frequency to which headteachers carry out instructional supervisory activities.

Table 4: Frequency of Headteachers Instructional Supervisory Activities

Supervisory Activities	Always	Often	Sometimes	Rarely	Never
Checking teachers' schemes of work	22(55%)	10(25%)	5(13%)	3(8%)	0(0%)
Checks teacher's record of work	10(25%)	8(20%)	16(40%)	4(10%)	2(5%)
Makes visits to classroom to observe teacher's lessons	17(43%)	10(25%)	6(15%)	4(10%)	3(8%)
Protects instructional time by punctuality	12(30%)	19(48%)	7(18%)	2(5%)	0(0%)

Source: Fieldwork Data, 2022

The information from the teachers on their views on frequency of headteachers instructional supervisory activities in their schools as depicted on Table 4. 2, From the study 22(55%) of the teachers reported that headteachers checked teachers' schemes of work always, 10(25%) of teachers' indicated that headteachers checked teachers' schemes of work often. The findings imply that teachers have always experienced the checking of teachers' schemes of work by the headteachers. The study indicated that the checking of teachers' record of work is practiced sometimes and often 16(40%) and 8(20%) respectively by the headteachers. The study established that 17(43%) and 10(25%) of teachers observed that headteachers always and often visited classrooms to observe lessons and provides feedback on after class observation respectively. On the contrary, 4(10%) and 3(8%) of headteachers rarely and never visited classrooms to observe teachers' lessons and provide feedback on class observation respectively. In the instructional supervisory activity of protecting instructional time of learners through punctuality, 12(30%) and 19(48%) of teachers rated the activity always and often respectively. The findings imply that most of the headteachers check schemes of work, teachers' record of work and protect student's instructional time through punctuality. The findings of these activities are in agreement with [9] who stated that headteachers check teachers' punctuality, check and keep teachers instructional records. The finding is in agreement with [51] who found out that headteachers invest their time in instructional supervisory activities.

Despite most of the head teachers claiming that they supervised their teachers always, some of them strongly expressed their difficulties in the instructional supervision.

For instance, one head teacher responded;

"I don't think it would be true for any of us head teachers to claim that we effectively do quality instructional supervision. We have too much administrative work on our head and some of us also teach. Furthermore, I don't think we are trained enough to advise our teachers accordingly" (Headteacher #6).

From this utterance, one would deduce that instructional supervision is rarely done and even when it is done, the quality of supervision is questionable. The author [46], contend that supervision is a glue of successful school. Following this one construes that teachers are not frequently and adequately advised on the instruction techniques and this would lead to low academic achievement.

A probe question on what are the responsibilities of headteachers in fostering teachers' teaching commitment in basic schools. Responses indicate that headteachers seem not to have common roles to all schools, because every head mentioned responsibilities different from the other. The responsibilities mentioned include; supervise teaching activities of teachers, advice teachers when is needed, assign workloads and ensure every teachers' attendance at school and in the classroom. When they were asked if they fulfil the mentioned responsibilities effectively, some agreed while others seem not to be sure.

One respondent said;

"You know the problem is that I have a lot to do here at school and outside the school, issues like meetings, and nowadays we have meetings with several leaders almost every week or twice a week. When I come back to school I have many things to plan and monitor, every time there is a knock on my office; learners, parents, teachers and

so on. It is difficult to give attention on teachers all the time” (Headteacher #8)

Other participants from interviews had a bit contradicting understanding, as they consider supervising teachers all the time as disturbing them.

Like the one who said;

“I do not have to supervise teachers all the time because I know teachers are mature and they know what they must do as teachers, and once I know they are at school, I know they are teaching” (Headteacher #10). This opinion given from the above response concur with a study by [22] conducted in Nigeria on job satisfaction for teachers, which suggest that teachers need less supervision as longer as they are satisfied with their job and needs, it is possible to perform their duty willingly abiding to their professional requirements.

4.8. Adequacy of Areas of Headteachers’ Supervision

Further enquiry from the teacher respondents about how adequately headteachers performed their supervisory roles. Responses gathered are shown in Table4.3

Table 5: Adequacy of Areas of Headteachers’ Supervision

Areas of Headteachers’ Supervision	Adequate		Inadequate	
	F	%	F	%
Lesson delivery	12	30	28	70
School attendance of teachers	30	75	10	25
School attendance by learners	22	55	18	45
learners responses to school bell	28	70	12	30
Teaching and learning	31	78	9	22
Lesson note preparation	34	85	6	15
School discipline	29	73	11	27

Source: Fieldwork Data, 2022

Table4. 3 indicates that in lesson note preparation, out of a total number of 40 respondents, 34 representing 85% stated that headteachers’ internal supervision was adequate and the rest, 6 respondents representing 15% noted that it was inadequate. Twelve (12) respondents representing 30% stated that headteachers’ supervision of lesson delivery was adequate while 28 (70%) respondents stated that it was inadequate. Regarding headteachers’ supervision of school attendance of teachers, 30(75%) respondents said it was adequate and 10(25%) of them considered it as inadequate. As many as 22(55%) of respondents submitted that supervision of school attendance of learners was adequate and 18(45%) of them stated that it was inadequate. Whereas 28 (70%) of respondents stated that supervision of learners’ response to school bell was inadequate, 12(30%) said it was adequate. Furthermore, 31(78%) respondents were of the view that supervision of teaching and learning in schools was adequate while 9(22%) saw it to be inadequate. Also, 29(73%), respondents expressed the view that supervision

of school discipline was adequate and 11(27%) made it clear that it was inadequate.

Judging from the above analysis of the data, one could note that even though majority of respondents (85%) stated that, headteachers' supervision of lesson note preparation was adequate, when it came to lesson delivery only 12(30%) out of a total number of 40 stated that their supervision of lesson delivery was adequate. The findings revealed that even though headteachers adequately supervised lesson notes preparation, lesson delivery was not correspondingly adequately supervised by them. This finding is in line with the observations of [16] who suggested that the phenomenon whereby lesson notes are adequately supervised whereas the delivery is left unattended to is inappropriate of head teachers. Another issue which is worth commenting on is that although majority of respondents submitted that head teachers' supervision of school attendance of learners was adequately supervised, their supervision of how well pupils responded to the school bell was not effective. It is evident from the findings that time is not efficiently managed in these schools. This finding is in contrast with the views of [60] who observed that prudent management of academic time is a critical factor for successful academic work. Findings from Table 4.3 revealed that head teachers' supervision of teaching and learning and school discipline were adequate. This finding implies that teaching and learning is going on effectively in the schools as far as discipline in the schools is being enforced. This could be so because effective teaching and learning cannot take place without the maintenance of discipline. This finding confirms the ideas of [81] who posited that schools that build their instruction, classroom management on good discipline often achieve desired results.

The author [8] argues that to improve performance the head teacher must be very committed in the supervision process. When ask to give reasons for their response, majority of those who stated that the supervision did not help in academic achievement stipulated that too much work on their side did not allow them to offer conclusive classroom supervision. What seriously caught the attention of the interviewer was one sentiment from a head teacher;

"This is just abhorring. GES and the Ministry of Education just want to see that we are fully occupied. They treat us like their slaves I supervise occasionally just to please them and keep my job save" (Headteacher #7).

The foregoing sentiment clearly shows that some head teachers had negative attitude towards their role of instructional supervision and that they did supervision as cover-up for safety of their jobs. The findings is similar to a study carried out by [4] in Uganda where it was established that majority of the head teachers rarely supervised their teachers and when they did so they did not do it with the enthusiasm it deserves. The research concluded that the head teachers were supposed to undergo intensive training in order to effectively carry this role.

Research Question Two: What are the perceptions of the head teachers and teachers in the basic schools about the instructional leadership role of the head teacher in Cape Coast Metropolitan?

Participants responded to the close ended question structured according to the four Likert scale: Strongly Disagree (SD), Disagree (D), Agree (A) and Strongly Agree (SA). Responses gathered from the respondents are shown in Table 6

Table 6: Teachers' Perception of Supervision

Perception	SD	D	A	SA
1. Supervision improves teachers' behaviour, achievement and attitude	2(5%)	6(15%)	10(25%)	22(55%)
2. Supervision monitors teachers to determine if their instruction includes the elements of effective instruction	2(5%)	4(10%)	9(23%)	25(63%)
3. Supervision has primary responsibility for instructional improvement decision	4(10%)	6(15%)	11(28%)	19(48%)
4. Supervision is to engage teachers in mutual inquiry aimed at the improvement of instruction	3(8%)	7(18%)	18(45%)	12(30%)
5. Supervisors and teachers share the responsibility for instructional improvement during supervision	4(10%)	5(13%)	21(53%)	10(25%)
6. Supervision allows the teacher to identify instructional problems, improve plans and criteria for success	3(8%)	7(18%)	11(28%)	19(48%)
7. Supervision aims at fault finding	9(23%)	21(53%)	6(15%)	4(10%)
8. Teachers see their Headteachers and circuit supervisors as partners in education	4(10%)	6(15%)	19(48%)	11(28%)
9. Supervision enables supervisors to witch-hunt and settle scores with teachers	16(40%)	9(23%)	9(23%)	6(15%)

Source: Fieldwork Data, 2022

Item one on Table 4.4 was “supervision improves teachers’ behaviour, achievement and attitude”. Fifty-five percent (55%) of the respondents strongly agreed and 25% agreed with the statement. Combined percent of respondents who either strongly disagreed or disagreed was 20%. It is evident from the finding that a majority of respondents (80%) agreed with the view of [10] that supervision plays an essential role in improving teachers’ scope of behaviour, achievement and attitude.

The second item on Table 4.4 was “supervision monitors teachers to determine if their instruction includes the elements of effective instruction”. Sixty-three percent (63%) of the respondents strongly agreed and 22% agreed with the statement, however, 15% disagreed with it. It could be inferred from the analysis that an overwhelming majority of respondents (86%) supported the proposition that supervision monitors teachers to determine if their instruction includes the elements of effective instruction. The finding is in line with the argument of the studies undertaken by [95] and [104] who observed that supervision monitors teachers to determine if their instruction includes the elements of effective instruction.

The third item on Table 4.4 was “supervisors have primary responsibility for instructional improvement

decisions". Forty-eight percent (48%) and 28% of the respondents strongly agreed and agreed with the statement, respectively. However, the accumulated percentage of respondents who either strongly disagreed or disagreed with the statements was 25%. The responses show that a very high percentage of respondents (76%) are of the view that for instructional time to be well conducted and improved upon, the supervisors have a fundamental role to play in making decision to that effect. The finding is in line with the observation of Ingersol (2003) who suggested that supervisors have primary responsibility for instructional improvement decision.

The fourth item on Table 4.4 was on the perception that. "Supervision is to engage teachers in mutual inquiry to arrive at the improvement of instruction". thirty percent (30%) and 45% of respondents strongly agreed and agreed to the statement respectively while 18% and 8% respondents disagreed and strongly disagreed, respectively. The finding indicates that (75%) were of the opinion that engaging teachers' in mutual inquiry to arrive at improvement of instruction is one of the purposes of supervision. This finding supports the views of the study by [45] who held the view that supervision engages teachers in mutual inquiry to arrive at the improvement of instruction.

The fifth item on Table 4.4 was on whether supervisors and teachers share the responsibility for instructional improvement during supervision. Twenty-five percent (25%) of the respondents strongly agreed with this statement and (53%) of respondents agreed to it. thirteen percent (13%) of the respondents and another 10% disagreed and strongly disagreed respectively to the statement. The finding shows that a majority (78%) of respondents made it clear that for instructional improvement to be made possible during supervision there must be shared responsibility between the teacher and the supervisor, since either of them cannot solely enforce instructional improvement without the help of the other. This finding is in line with the views of [81] and [43] who opined that mutual collective responsibility greatly enhances lesson presentation. Likewise, [54] was of the view that individuals charged with the responsibility of supervision are required to oversee the work of individual supervisee and provide a formative and summative evaluation in fulfilling the first function of supervision. Holloway's views was supported by [98] who indicated that the nature of supervision contributes to learners' academic achievement because it revolves around a collaborative effort between the supervisors and teachers through effective dialogue with the sole aim of improving classroom instruction.

The sixth item on Table 4. 4 was on whether supervision allows the teacher to identify instructional problems, improves plans and criteria for success. Forty-eight percent (48%) of the respondents strongly agreed and 28% agreed with the statement, while 18% disagreed and 8% strongly disagreed with the statement. It can be seen from the responses that most (76%) respondents were of the view that supervision allows the teacher to identify instructional problems, improve plans and criteria for success. This finding agrees with the opinion of the studies carried out by [37] and [16] who believed that the teacher does not have all the knowledge through effective supervision, and so the weaknesses and strengths identified during supervision are pointed out to them for the purposes of improving instruction.

The seventh item on Table 4.4 was on the perception of whether supervision aims at fault finding. Twenty-three percent (23%) of the respondents strongly disagreed and 53% disagreed with the statement. Only, 15% of respondents agreed with another 10% who also strongly agreed with the statement that supervision aims at fault-finding. This finding implies that a high percentage (76%) of the respondents did not agree with the statement that

supervision aims at fault-finding but rather information-gathering geared towards positive criticism to improve upon the output of teachers. This finding goes contrarily to that of the study by [24] found that there is the tendency of supervisors and inspectors often trying to find faults with the work of teachers and making unfair criticism about their work.

The eighth item on Table 4.4 was on whether teachers see their headteachers and SISOs as partners in education. Twenty-eight percent (28%) of respondents strongly agreed with this statement and forty-eight percent (48%) of the respondents agreed to it. Fifteen percent (15%) of the respondents and another 10% disagreed and strongly disagreed respectively to the statement. It could be deduced from the responses that majority 76% of respondents were of the view that teachers saw their headteachers and SISOs as partners in education. This finding agrees with the opinion of the studies by [98] who suggested that without the coaching role, education will not achieve its goals in making the teacher and the learner what society expects them to be.

The ninth item on Table 4.4 was on the issue of whether supervision encourages supervisors to witch-hunt and settles scores with teachers. Forty percent (40%) of the respondents strongly disagreed 23% disagreed to the statement. However, 15% strongly agreed to the statement and 23% also agreed with it. It could be construed from the finding that a majority (63%) of respondents did not agree with the statement that supervision enables supervisors to witch-hunt and settle scores with teachers. This suggests that they do not view supervision from the negative perception but sees it as necessary for every school. The 38% who agreed with the assertion probably might have had spiteful experiences with their supervisors or have heard of such cases from their colleagues. The study of [32] believe supervision is a mechanism that is harmful as it interferes with the work of the teacher and may lead to in strain relationship between them. They stated that if teachers should see supervision as an interference in their work then it means most of the new ideas and innovations which might be given them at in-service training courses would not be implemented or if anything at all not well implemented. The author [2] however oppose this belief and opines that even though there may be a few cases where there are clashes between the teachers and their supervisors, the general perception among teachers is that supervisors are more supportive to bring about pedagogical efficiency than being entangled in personal affairs.

The results of the study suggest that majority of teachers see supervision as an efficient way of enhancing their own professional development while few others see it as an interference in their work and also as an agenda by supervisors to expose their weaknesses and settle personal scores. An analysis of the findings of the study reveals that supervisors are perceived as individuals who exhibit both positive and negative traits.

4.9. Research Question Three: What are the factors hindering effective supervision of basic schools by school head teachers in Cape Coast Metropolitan?

Six hindrances likely to impede instructional supervision of headteachers in Cape Coast Metropolitan were presented and the teacher respondents were required to indicate the extent of their agreement to those items. Table4. 5 shows the responses elicited from the respondents.

Table 7: Challenges Facing Headteachers in Instructional Supervision in School

Instructional Challenge	SA	A	D	SD
1. Low motivation of school heads by the government	17(43%)	11(28%)	9(23%)	3(8%)
2. Lack of proper training of school Heads for supervision	4(10%)	7(18%)	19(48%)	10(25%)
3. Resistance of teachers to changes in the education system	3(8%)	6(15%)	12(30%)	19(48%)
4. Negative attitude of teachers to supervision	13(33%)	21(53%)	4(10%)	2(5%)
5. Poor communication between head teacher and teachers.	23(58%)	9(23)	5(13%)	3(8%)
6. Heavy workload for Headteachers	25(63%)	12(30%)	3(7%)	0(0%)

Source: Fieldwork Data, 2022.

Item one on Table7 was “low motivation of school heads by the government”. Forty-three percent (43%) of the respondents strongly agreed and 28% agreed with the statement. Cumulative percent of respondents who either strongly disagreed or disagreed was 31%. It is evident from the finding that a majority of respondents (71%) agreed with the view of [66] who believe that low motivation of school heads by the government impedes the supervisory practices of headteachers.

Item two on Table 7 was “lack of proper training of school Heads for supervision”. Ten respondents representing 25% strongly disagreed and 48 disagreed with the statement. However, 18% and 10% either agreed or strongly disagreed respectively. It is apparent from the findings that a majority of the respondents (73%) disagreed that lack of proper training of school heads hinders effective supervision in public basic schools. The findings of this study contradict the views of [108] who professed that majority of head teachers lack proper management skills to enable them plan, organize, coordinate and delegate their duties well. In relation to this, [53] opined that instructional supervisors must show evidence that they have the necessary knowledge and experience to make important decisions about instructions. The results imply that basic school head teachers in the Cape Coast Metropolitan have adequate knowledge and skills necessary for effective supervision in their schools. This correlates with their qualification and experience where majority of the headteachers had Master’s Degree with not less than 15 years of teaching experience.

Item three on Table4. 5 was “resistance of teachers to change in education system”. Nineteen respondents

representing 48% strongly disagreed to the statement and 30% disagreed that teachers have the tendency to resist changes in the education system. Cumulatively, 23% agreed to the statement. It is clear from the analysis that 78% of the teachers do not support the proposition that they have the tendency to resist changes in the education system. In contrast to the findings of this study, [29] observed that teachers' in general have the penchant to resist any changes that are likely to disturb the status quo.

Item four on Table 4. 5 was "negative attitude of teachers to supervision". Thirteen respondents representing 33% strongly agreed and 53% agreed. On the other hand, five percent (5%) strongly disagreed while 10% disagreed to the statement that negative attitude of teachers impedes instructional supervision in schools. The results show that majority of the teachers (86%) admit that their attitude towards support was poor. The findings of this study confirm studies carried out by [111] that teachers see supervision as fault-finding and evaluative approach which are most likely to result in teachers viewing supervision negatively and as a result creating lack of trust in supervision undertaken by the supervisor. In a similar study, [66] concluded that teachers feel reluctant to avail themselves for supervision due to their notion that supervision is an act of finding mistakes and recommending sanctions for non-compliance.

Item five on Table 4. 5 was "poor communication between head teacher and teachers". The respondents were asked to indicate the extent to which they agree with the statement and twenty-three of them representing 58% strongly agreed with 23% agreeing to the statement. Eight percent (8%) and 13% however strongly disagreed and agreed respectively. The results show an overwhelming majority of the respondents (81%) admitting that poor communication between the headteacher and the teachers inhibits effective supervision in basic schools. when instructional supervisors and teachers perceive supervision differently there is bound to be friction and conflict emanating from the exercise. The findings endorse studies carried out by [107,104] who established that lack of communication between teachers and instructional supervisors is a major inhibitor to instructional supervision. In a similar study [11] indicated that lack of adequate communication between instructional supervisors and teachers contribute significantly to failure in instructional supervision. He further highlights that, with poor communication between instructional supervisors and teachers, some teachers see supervision as a tool used to control and intimidate them.

On item 6 of Table 4. 5, the respondents were required to indicate the extent to which they agree with the statement "heavy workload for Headteachers is a challenge to instructional supervision". Twenty-five respondents representing 63% strongly agreed and 30% agreed. Contrarily 7% disagreed that heavy workload for Headteachers is a challenge to instructional supervision heavy workload for Headteachers is a challenge to instructional supervision. A crushing majority (93%) of the respondents affirmed that heavy workload of Headteachers hinder instructional supervision in basic schools. The findings corroborate a study carried out by [41] who argued that supervisors are overwhelmed by routine administrative burden that they hardly find time to visit classrooms and observe how the teachers perform in classrooms. Likewise, [107] commented that the instructional supervisor's excessive workload has direct bearing on the negative effects in the practice of supervision. In a related study [29] expressed that inadequate time spent on supervision by supervisors is one of the key challenges due to multiple roles that the supervisors have to perform as part of their administrative duties and [28] concurring with Daniel and Namale explain that there are a number of roles which the head teacher has to undertake in a school which

ultimately affect their supervisory functions.

One headteacher who was interviewed alongside lamented as follows:

“The same six hours will be used for vetting lesson notes; observing teachers delivery in the classroom; checking learners’ exercise; attend to parents concerns and also at times attend meetings. At the basic school level, there is no personnel to handle the financial administration, it is the head teacher who is to shoulder everything” (Headteacher #7).

4.10. Interview Responses from School Improvement Support Officers (SISOs)

The SISOs were interviewed on the nature of supervision practices in the basic schools, frequency of supervision in the basic schools in their circuit, challenges as well as strategies needed to strengthen supervision the basic schools in the Cape Coast Metropolitan.

4.10.1. Nature of Supervision Practices

The researcher asked the respondents about the nature of supervision normally practiced in basic schools in the Cape Coast Metropolitan. This was necessary to ascertain how effective such supervisions are and how it could promote effective management and administration of the basic schools in the district. All the respondents (100%) mentioned their main types of supervision normally embarked upon in their supervisory roles namely, Brief visit, intensive visit and follow up visits. The researcher further probed about the frequency of such visits. Two respondents representing 50% said they visit the schools every quarterly, while the remaining two also mentioned monthly visits. The results suggest that external supervision in the basic schools was regular. The findings confirm observations made by [9] that the external supervisor is mainly to evaluate the effectiveness of the instructional programme in terms of what it does to the people. Likewise, [93] stated that the duties of the external supervision include making the work of teachers more effective through improved working conditions, better materials for instruction, improved methods of teaching, preparation of courses of study, supervision of instruction through direct contact with the classroom teacher.

4.10.2. Challenges Encountered in Supervisory Duties

Majority of the respondents (75%) mentioned lack of educational resources and logistics as significant challenge to circuit SISOs. One SISO expressing displeasure had this to say:

“We lack educational resources and logistics and this is negatively affecting our work as supervisors.” (SISO, #2).

The finding also supports [67], who concedes that school administrators as well as school supervisors would require certain resources to put things in order before supervision; non-availability of such resources would affect the supervision exercise negatively. Also these discussion by the supervisors confirm the statement in a publication in the daily graphic of Tuesday, 8th February, 2022, captioned ‘lack of Logistics crippling our work’,

the Director General of Education admitted that poor performance of learners these days is attributed to ineffective supervision in schools.

Another challenge mentioned by the SISOs was irregular in-service training. All the respondents (100%) agreed that funds are not readily available to organize in service training for teachers which invariably affects instructional supervision in schools.

One SISO commented as follows:

“We don’t normally have professional in- service training organized for us” (SISO #3). “One of the circuit supervisors told me that, it’s been over three years since they had an in-service training.” (SISO #4).

Uncooperative attitude of teachers and head teachers is one of the challenges SISOs encounter. The interview data support with these statements:

“Some teachers and even head teachers do not co-operate with us during supervision and this makes our work difficult” (SISO # 1 and #3).

Two SISOs were quick to say that: *“Some of the head teachers and teachers think they have better qualifications than us so they tend to be uncooperative” (SISOs #2 and #4).*

Another interviewee indicated that:

“The cooperation of some head teachers and teachers is very minimal and not encouraging at all” (SISO #1).

Another also observed this: *“I think some teachers make the work of the supervisors very difficult, they don’t follow simple instructions.” (SISO #3).*

4.10.3. Strategies Needed to Strengthen Supervision in Basic Schools

All the respondents (75%) mentioned adequate funding and provision of materials and logistics as necessary inputs to improve supervision of SISOs. The interview data support with this assertion.

“We need more financial support for logistics and other materials to aid our work as supervisors.” (SISO #2).

These finding are in consonance with [94] who found in his study that for effective supervision there should be the provision of the necessary materials which would aid in goal attainment.

Another area identified by the respondents was the need to embark on regular supervision in schools. Regular supervision puts the headteachers and the teachers on their toes knowing very well that the external supervisors may report adverse findings on their visitations. During discussions one SISO had this assertion:

“The circuit supervisors should come to the schools regularly for supervision and monitoring.” (SISO #4).

“Another interviewee said that. *“The directors themselves should also pay more visits to the schools; they shouldn’t always sit at the office and wait for our reports”*. (SISO #2).

Also, another SISO reported that: *“It is always difficult to do follow up and provide feedbacks to some schools, we should try more visits”* (SISO # 3)

The findings are in consonance with [103] who reported that the time being scheduled for supervision of schools in Ghana is inadequate. They identified that, in an ideal situation, inspection of schools is supposed to be carried out on regular basis in view of the fact; there are many issues that manifest in schools’ daily, which require the attention of government or its agent. This implies that there should be adequate time for supervision.

This section summarises the salient themes that emerged from the findings as follows: instructional supervision practices, teachers’ perceptions of instructional supervision, factors hindering effective supervisory practices and strategies for improving instructional supervision.

Instructional Supervision Practices

The study revealed that headteachers were aware of their role as instructional supervisors but their supervisory activities were not satisfactory. Respondents were of the view that headteachers do not check teachers’ records of work regularly and also lesson plans were not regularly vetted even though supervision of teaching and learning, discipline and punctuality were adequately performed.

Teachers’ Perceptions of Instructional Supervision

Findings revealed that teachers perceived supervision as an efficient way of enhancing their own professional development while few others see it as an intrusion in their work and also as an agenda by supervisors to expose their weaknesses and settle personal scores. Analysis of the findings revealed that supervisors were perceived as individuals who exhibited both positive and negative traits.

Factors Hindering Effective Supervisory Practices

Regarding the challenges of school heads in effective supervision, the study indicated overload in their duties impacts negatively on instructional supervision. Low motivation of school heads by the government due to none payment of responsibility allowance, negative attitude of teachers on their refusal to abide by rules and regulations as well as poor communication between teachers and the school heads. This affects instructional supervision in the sense that teachers end up ignoring their assigned roles which makes supervision difficult.

Strategies for Improving Instructional Supervision

The main issues that had emerged from this study were that the process of supervision should be carried out continuously; adequate funding and provision of materials and logistics should be made available to improve the supervision process; teachers need to be involved in the process of supervision and both internal supervisors and

external supervisors have to support teachers for instructional supervision to be effective.

5. Conclusion

The conclusions drawn from the findings indicated that instructional supervision experienced problems such as low motivation of school heads by the government, negative attitude of teachers towards supervision as well as poor communication between teachers and the school heads. These challenges mentioned above, had an adverse impact on the supervision of instructions in schools. This study has identified that instructional supervision in basic schools is not conducted properly. Even though the Government of Ghana had initiated instructional supervision as the best practice to improve performance in basic schools. In this study, teachers indicated that instructional supervision was a fault- finding mission and punitive in nature. This resulted in teachers having negative attitudes towards instructional supervision. A greater proportion of respondents acknowledged that instructional supervision is a good initiative that could improve performance by schools if conducted properly.

6. Limitations of the study

Similar to many other studies, this study has some limitations. The study included samples from 60 respondents including teachers, headteachers and SISOs in the Cape Coast Metropolis. This implies that the findings cannot be generalized to the entire population of teachers, headteachers and SISOs in the Central Region of Ghana. Also, logistics and transport challenges to the setting of the study were encountered. However, despite all these challenges encountered, the result of the study was not affected.

7. Recommendations

Based on the results of this study, it is recommended that:

1. The District Education Directorate should strengthen the external supervision practices in basic schools in order to ensure that headteachers and the teachers undertake their responsibilities effectively.
2. The headteachers should increase the number of times they make classroom visitations by having a well laid down plan on how to do it and also how to spread it across all classes. Through this, the headteacher will have a big insight of what is going on in terms of teaching and learning.
3. The headteachers should create a routine of checking learners' exercise books more often. Through thorough checking of learners' exercise books, the headteachers will get a clear picture of what is taught in the class hence informed on areas worth corrections and deter laxity amongst teachers.
4. Motivation packages to be provided for Supervisors. The Government through the GES should give special incentives to SISOs and headteachers in the form of provision of motorbikes, fuel allowance, accommodation allowance and the like to facilitate their movement towards discharge of their work.

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