

# Influence of Head Teachers Instructional Supervision Practices on Teacher Performance

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## Chapter One

### Introduction

This chapter presents the background of the study, the problem statement, the purpose of the research and the objectives of the study. Also shown are the research questions that the study seeks to answer and the hypotheses to satisfy, the significance of the study, and the delimitations of the study. Finally, the chapter presents the definitions of key terms used in this study and the whole organization of the study.

### Background to the Study

Education remains the largest instrument for any country's academic advancement, social mobilization, political survival and successful national development; it is the largest enterprise/industry in Ghana. The government continues to ensure that funds, school facilities, educational materials, teaching staff and a beneficial learning atmosphere are made available for this purpose (Ampofo 2019).

Training is not only a civil right but also a transformative force for the social advancement of individuals. In recognition of this, there was a collective global commitment among states not only to provide people with education but also quality education (Esiadonkoh, 2019). In both developed and emerging countries, policymakers have moved their focus from issues of development to questions of consistency of education. Omondi (2019, pp. 55-62) noted that quality assurance and standards are concerned with quality development. Quality development deals with the development of teaching and learning materials, provision of advisory services and provision of opportunities for staff development. That is why schooling is no longer limited to addressing human needs and the needs of the present but aims to discuss

and focus on the growth of human skills and capabilities and the needs of the future (Chepkuto, 2018). Mburu (2018, pp. 130-145), states that "some of the measures of quality education are the maintenance variables such as curriculum, learning materials, facilities, school administration, teacher preparation and services."

A mechanism for continuous evaluation of the institutions' activities, particularly in the instructional cycle, must be placed in a place for educational institutions to achieve their goals. The birth of a digital knowledge-based community brought major changes in everything. The role of teachers in learning in the digital age requires the expertise of teachers to implement appropriate solutions to various problems and adapt to changing environments. This change requires a new orientation in education that emphasizes creativity, initiative, innovation, communication and cooperation. In the digital age, teachers are needed to be able to keep up with the times, can play various roles as change bearers, learning consultants; who have a high sense of humanity and morals, and social sensitivity, and are rational and honest-minded, so that they are able to work well in a dynamic educational environment (Fitria & Suminah 2020). This calls for teachers to ensure they undertook continuously and sustained professional development to help improve educational standards.

Teachers need to employ the use of up-to-date teaching methodologies with dedication and enthusiasm (Obakpolo & Osakwe, 2021). Current teaching standards enable teachers to undergo life-long learning in their profession and refresh and enhance their knowledge and skills and strengthen the delivery of their teachings. To ensure continued growth in their careers, teachers must carry out several realistic professional practices, either

individually or in groups, by approaches for professional growth like study groups, peer coaching, action assessment, mentoring, teaching portfolios, teaching by a team and in-service training (Mwambo, 2020). For Logation (2021, p.161), “the availability of qualified teacher was found to influence curriculum implementation in Nigeria secondary education.”

Boiwo (2023, p. 237), also argues that “new teaching methods include those emphasizing high-order thought skills, meta cognition, constructivist methods to learning and comprehension, brain-based learning, cooperative learning techniques, multiple knowledge, and the use of computer-based and other technology to help students gain independent access to information” Of this reason, he argues that teachers must be committed to completing, updating, evaluating their professional learning and promoting continued professional growth and continuing to participate in it. To Hamman, (2019), “the quality of education cannot be improved by only adding more resources to the system.” This also calls for efficient school-level management of these services, maintaining an effective system of professional supervision and avoiding the degradation of critical teacher support systems. Teachers may move from their subjectivity through quality communication, and draw some conclusions about their perceptions and views.

Jerono (2019, p.21), see educational supervision as “a co-operative problem-solving process, a crucial concept in the performance of teachers.” Supervision is an important tool which could lead to achieving successful teaching and learning outcomes. This means it is essential to continuously track and revise teaching and learning practices to ensure complete achievement of the goals. It is for this reason that education supervision and instruction are critical in schools (Obeng-Afari, 2022). Yet quality education depends partly on how well teachers are educated and supervised since they are one of the main inputs to providing education (Quansah, 2023).

To reach the highest degree of development, teachers need to be well-educated and part of the culture of learning. Teacher monitoring is one of the duties of educational institutions, which offers incentives for schools as a whole to enhance teaching which learning, and

teacher performance (Adjei 2021, p.36), indicated that “instructional supervision cannot be reduced to single events but rather is a series of interconnected processes in which supervision, staff development, and evaluation is a seamless process.” She also stressed that supervision would enhance teaching in the classroom by encouraging the professional development of a teacher to develop the skills and abilities of a teacher.

A mechanism for continuous evaluation of the institutions' activities, particularly in the instructional cycle, must be placed in a place for educational institutions to achieve their goals. Over the years, the Ghana Education Service under the Ministry of Education's Monitoring and Evaluation Division has been responsible for reviewing and overseeing the educational system in pre-tertiary institutions in Ghana considering the decentralization policy, the National, Regional and District directors of education have been given an additional oversight role. This role has since been performed by supervisors and inspectors who have an important duty to enforce educational policies and ensure that such policies and practices comply with government-approved policies and regulations via the Education Ministry (MOE) and the Ghana Education Service (GES) (Ampofo 2019).

These managers and inspectors tour schools and classrooms to see the teachers at work, conduct periodic teacher conferences and write reports to their respective directorates of the district, regional, and metropolitan education. As the superintendent of primary schools, the headmaster is also responsible as one of its administrative roles for internal oversight (Okendu 2021).

Accordingly, Wieczorek (2020) maintains that apart from administrative tasks, the head of a primary school carries out other critical duties such as supervising students, school events and, most importantly, how teachers use teaching and learning tools that also include instructional time to allow students to acquire the requisite skills and knowledge. The headmaster is the supervisory agent in a school on behalf of the Directorate for Quality Assurance and Standards, (Norviewu-mortty, 2021). It is, therefore, up to headmaster to ensure that educational strategies and goals are properly translated into a curriculum within a school. Campbell (2018, p.16), states that a

“discrete headmaster employs small groups to investigate new ideas and strategies and use large groups to make such decisions.” The headmaster is to analyze staff professional development needs and address them by running school-based INSET programmes.

Studies done by Coleman (2020), “found out that supervision guarantees teachers’ awareness of the duties entrusted to them and update them of their teaching practices.” Supervision of teachers helps in supporting the teachers in their efforts that help the supervised teacher to learn from their errors and move forward in their career. Instructional supervision is also a collaborative effort involving a set of activities designed to improve the teaching and learning process (Campbell, 2018). He further notes that instructional supervision is concerned with supporting and assisting teachers in improving instructions through changing their behaviour, visiting classrooms and providing feedback to teachers is considered as one of the major roles of supervisors. Cudjoe (2021, p. 45), say “instructional supervision is valued as a communication tool where headteachers share various issues affecting learning in particular classrooms.” The feedback obtained from the visits provides teachers with input for them to correct various issues highlighted as well as congratulate the teachers who have performed as per the expectation.

According to Kagochi (2019, p. 56), “feedback should not be a formality but should serve as a guide for instructional improvement when it is given genuinely.” To many teachers, supervision is a pointless task with no other value than completing the required evaluation form. Historically, supervision is rooted in bureaucratic inspection-type; this attitude is changing but very slowly. In many countries, teachers feel demoralized by supervision (Sanka, 2019). This study is being conducted to assess the influence of headteachers instructional supervision on teacher performance in basic schools.

### Statement of the Problem

A school's basic aim is to enhance the learning of the students. According to Okia (2021, p. 45), “teaching improves when a school's academic ability increases, leading to changes in the performance of the students.” One cannot underestimate the teacher's role in the process of fostering such change. Ensuring

that teachers are supervised effectively is the role of the headmaster as an internal supervisor and internal quality assurance officer (Obeng-Afari 2022). The key goal of instructional monitoring is to enhance schools by helping teachers reflect on their activities, learn more about what they do, and why and mature professionally (Baffour-Awuah 2020). Kyereh (2023, p. 80), considers professional development as “participants in the instructional supervision cycle plan and conducts a variety of professional growth opportunities designed to meet the professional growth of teachers, and educational objectives and priorities at different levels, one of the main roles of institution heads. In the past, teacher supervision has not been a top priority in schools.” As more attention is devoted to accountability in schools and its results are being used for a greater range of decision making, a supervisor’s role in shaping teaching through growth-oriented activities will increase. Educators must consider how supervision affects teaching, rather than whether or not instructional supervision will affect it. Given the Ghana Education Service's efforts to enhance general supervision in schools, most notably at the secondary level, a great deal of research is required. An informal debate among community citizens and related research results.

Donkoh et al. (2020, pp. 5-21) stated that “it could be deduced from the implementation of educational reforms in Ghana that in recent times the need for adequate oversight is more crucial than ever.” This means that teaching and learning procedures must be monitored and reviewed regularly to ensure the overall achievement of the goals. From the researcher’s personal experience and observation, supervision seems ineffective lately at the Basic schools. There is no empirical proof to date of supervisory efficacy in Ghanaian basic schools. Although headteachers have been trained and prepared as instructional supervisors, there is little to show the effectiveness of instructional supervision at the basic schools. Therefore, this study investigates the influence of headteachers instructional supervision practices on teacher performance in five selected basic schools in Greater Accra.

### Purpose of the Study

A significant relationship reportedly exists between headteachers, who positively influence staff effectiveness, and increased student learning (Omondi 2019). This study hopes to investigate the improvement of the performance of instructional supervision practices of headteachers and how it influences teachers' performance. It is hoped that the study results would be of interest to headteachers, students, and the Ghana Education Service. The research should be a learning resource for educational partners as they are interested in ongoing professional development teacher instructional monitoring in one way or another to promote effective teaching and learning in schools. The headteachers will be encouraged to develop their ideas of inspiring, helping and directing teachers as well as allocating more of their time in instructional supervision. The study will help headteachers reinforce those supervisory activities that positively influence teachers' performance.

### Objectives of the Study

The specific objectives are to:

1. examine the instructional supervision practices of headteachers in the selected schools.
2. examine the influence of instructional supervisory practices of headteachers on teachers performance.
3. investigate the significant challenges headteachers face in their instructional supervision in the selected schools.

### Research Questions

The thesis seeks to answer the following research questions:

1. what are the instructional supervision practices of headteachers in the selected basic schools?
2. how do headteachers instructional supervisory practices influence teachers performance in the selected schools?
3. what are the significant challenges headteachers face in their instructional supervision practices in the selected schools?

### Significance of the Study

The research on the influence of headteachers instructional supervision practices on teacher continuous professional development is hoped to be used by the Ministry of Education,

Ghana Education Service and National Teachers' Council; to guide in future policy formulation and provide necessary supervisory guidelines in schools. Findings of the research would help re-examine the way instructional supervision is carried out to make it more appreciated by teachers. It may pave the way for other interested educational researchers to investigate further issues of teacher supervision in other areas of the globe and world. This study would also help curriculum developers to design effective curriculum on teachers' professional development that will be used in colleges of education and universities to build and enhance the capacity of teachers and school headteachers.

### Delimitations of the Study

As cited by Shrestha (2021, p. 76), delimitations are "those characteristics of the study that limit its scope; the boundaries of a study are determined by the conscious exclusion or inclusion of certain decisions that are made throughout the development of the research." This study was restricted to 5 basic schools within Greater Accra. In context, the study is limited to the influence of headteachers instructional supervision practices on the performance of teachers.

The study will confine itself to headteachers instructional supervision practices. However, other factors influence teachers' performance to have ample time to delve in this area without partial coverage. The research was done on sampled teachers and headteachers. The study will not involve students, parents and other stakeholders or else it would be too broad. The study will use a quantitative approach in data collection and stratified sampling to help in a balanced comparison of the selected schools. The study is based on the assumptions that: Instructional supervision practices influence the performance of the students; All the headteachers conduct instructional supervision in their schools; All the headteachers are competent to perform adequate instructional supervision; The respondents were cooperative and honest in their responses.

### Definition of Terms

**Administrative experience** refers to the cumulative number of years one has worked as a specific school headmaster.

**Challenges** refer to harmful factors that hinder headteachers from using instructional supervision practices to improve pupils' academic performance.

**Influence** refers to the potential to affect someone's or something's character, creation or action or the effect itself.

**Instruction** refers to the teacher's teaching and learning methods used when conducting classroom lessons.

**Instructional supervision** refers to a constant process that aims at improving teaching and learning through the provision of needed services to teachers.

**Instructional Supervision Practices** applies to the various activities conducted by the headteachers to make learning and teach better.

**Performance** indicates to what degree a student, teacher or organization has achieved its educational goals.

**Supervision** is considered as any service for teachers that eventually results in improving instruction, learning, and the curriculum.

**Supervisor** refers to the headteachers in schools since they are policy implementers whose central concern is to guide and help teachers in the classroom instruction in every aspect.

**The teacher** refers to a person who educates and manages all associated teaching activities in a school; and who is under the direct supervision of the school headmaster.

### Organization of the Study

This study is organized into five chapters. The first chapter comprises of the background to the study, statement of the problem, objectives of the study, research questions, hypotheses, significance of the study, delimitations of the study, the basic assumptions of the research and the definition of significant terms and organization of the study. The second chapter contains the literature review: Introduction, Previous studies on headteachers instructional practices and teachers' professional development, Theoretical framework, conceptual framework, and a literature review summary. The third chapter (Research methodology), comprises of research design, target population, sample size and sampling procedure, research instruments, piloting test, sampling techniques, validity and reliability of the instruments, data collection procedures and data analysis procedures. Chapter four consists

of data analysis, presentation and interpretation. Chapter five provides a summary of the entire study, conclusions, recommendations and suggestions for further research.

## Chapter Two

### Literature Review

#### Introduction

This chapter provides literature review in relation to the objectives of the study. It begins by providing a theoretical framework and continuous to consider concepts and issues relating to supervision. An empirical study is conducted and a conceptual framework is also provided.

#### Theoretical Framework

Majeed et al. (2023), defines a theory as an organized and systematic set of interrelated statements (concepts) that specify the nature of relationships between two or more variables, with the purpose of understanding a problem or the nature of things. Hence, a theoretical framework comprises of concepts that are interrelated such as a theory but do not need to be a theory in itself. Some theories supporting this study are;

**Instructional Leadership Theory:** This theory posits that effective instructional leadership, which includes practices such as supervision and support for teachers, positively impacts student outcomes. In this study, the focus would be on how headteachers instructional supervision practices contribute to teacher performance, ultimately affecting student achievement.

**Path-Goal Theory:** This theory suggests that leaders can influence subordinates' performance by clarifying goals, providing support, and removing obstacles. In the context of this study, headteachers instructional supervision practices could be seen as a form of leadership behavior that influences teachers' paths to achieving instructional goals.

**Agency Theory:** This theory examines the relationship between principals (agents) and teachers (principals) within an organizational context. It considers how principals' actions, such as instructional supervision, impact teachers' behaviors and performance.

**Social Learning Theory:** This theory emphasizes the importance of social interactions and observational learning in shaping behavior. In the context of your study, teachers may learn and improve their instructional practices through the feedback and guidance provided by headteachers during supervision.

**Expectancy Theory:** This theory suggests that individuals are motivated to perform better when they believe their efforts will lead to desired outcomes. In the context of instructional supervision, teachers may be motivated to improve their performance if they perceive that the feedback and support provided by headteachers will result in enhanced teaching effectiveness and student achievement.

#### **Interconnected Model of Professional Growth (Clarke & Hollingsworth, 2002)**

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

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

thus, the ability of the teachers to adjust after supervision. It is therefore the duty of the headteacher to effect teacher professional development by using appropriate supervisory practices that teachers appreciate and value that can lead to positive change of behaviour.

#### **Concept of Supervision**

Generally, supervision is the vital personal link between the service provider, paid or voluntary, and the organization. The idea of supervision is not new, and as a result, many scholars have given various definitions. Wanjiku (2022), maintains that supervision is the maximum development of the teacher into the most professionally efficient and effective person he or she is capable of becoming. Galan-Ladero (2021), substantiates this by explaining supervision as any programme which helps teachers to achieve both quantitative and qualitative instructional delivery.

Mitchell et al. (2022, p. 25), defined supervision as "a relationship between senior and junior members of a profession that (a) is evaluative (b) extend over time, (c) serves to enhance the skills of the junior person, (d) monitors the quality of services offered by the junior person and, (e) act as gatekeeping to the profession. In effect, it is managing others through leadership and personal influence." Enchill (2023), perceive supervision as an intense interpersonal relationship in which one individual is responsible for facilitating the development of another individual. According to Oluwakemi (2023, p. 75), "supervision is concerned with providing teachers and students with professional assistance and advice directed towards achieving successful teaching and learning at school." Therefore, supervision of instruction is a process of assisting the teachers in improving himself and his instructional abilities to enhance effective teaching and learning (Ubogu, 2024). As a supervisor, the headteacher offers professional support for teachers to develop their skills for successful teaching processes to enhance student learning and development. Instructional supervision helps managers improve teaching in the classroom. Since teachers are made more effective and productive, a parent is pleased with their children's results, and children are encouraged to work harder to achieve the desired standard;

thus, the educational objective is accomplished in the long term (Mburu, 2018).

From these meanings, it can be deduced that supervision is a continuous sequence of practices aimed at enhancing teaching and professional development for teachers, which in turn increases the academic performance of students. It assumes that the teacher has the potentials and that he or she needs help guidance and direction to improve on his or her performance (Appiah & Esia-Donkoh, 2018). Hence, the process of supervision should be collegial, collaborative, and foster warm relationship among the actors. As such, supervisors need to respect and tolerate the capacities of teachers and work with them to boost their instructional delivery.

A study by Esia-Donkoh & Ofosu-Dwamena (2019) shows that most teachers in Winneba, Ghana's basic public schools agree that educational supervision results in evolving outcomes for the entire teaching and learning process. Where a collaborative partnership is formed to encourage teachers through best practices to represent and share teaching experiences. Among the approaches utilized are collaborative supervision, self-reflection, and inquiry-based supervision (otherwise called action). To carry out reflective practices and related aspects of professional growth, teachers require appropriate opportunities, supports, and resources (Brako, 2019).

### **Instructional Supervision**

Various scholars define Instructional supervision differently. To mention few, Ngu (2023), define instructional supervision as the phase of school administration that focuses primarily upon the achievement of the appropriate instructional expectations of the educational system. Liga (2022), sees instructional supervision as the management tool, which is used to improve and monitor efficiency and quality of teaching and to learn at all levels of the educational system. Therefore, the effective functioning of schools is the result of effective school management that, in turn, is critically interdependent of quality supervision. During classroom observation, the conditions under which observations are made are essential to the teacher. Observation of classrooms is a valuable way of gathering firsthand knowledge and insight into the environment of the school. There is no other equally appropriate option

for improving instruction than classroom visits (Donkor & Asante 2018). Many scholars, as postulated by Ermita (2018) conclude that instructional supervision effectively improves teaching activities, and leads to student learning through professional development and teacher improvement.

Obeng-Afari (2022, p. 10), see supervision as “a useful tool which could help to achieve excellent teaching and learning outcomes.” This means it is imperative to continuously track and revise teaching and learning practices to ensure complete achievement of the goals. Of this reason, education supervision and instruction in basic school are essential. Instructional oversight is an essential instrument for developing the professional development of successful teachers. According to Akrong (2021), the connection between instructional supervision and professional development has to be precise. The author noted that the various models or approaches to instructional supervision, such as clinical supervision, peer counseling, cognitive coaching, mentoring, each have multiple strategies to help enhance professional development for teachers. Recent results on instructional supervision indicated that the relationship between instructional supervision and professional development is significant. According to Wanjiku (2022), the importance of instructional supervision includes the following:

- 1.To assess the effectiveness of the teaching-learning method in achieving the educational objectives set.
  - 2.To offer assistance in the development of needed teaching competencies.
  - 3.To ensure that the practice of education is well linked to the set standards by the ministry of education.
  - 4.It forms a basis for teacher promotion and development.
  - 5.Helps to identify urgent needs for classrooms.
  - 6.Helps teachers to try out new instructional techniques in a safe, supportive environment
- Angupale (2021, p. 9), argues that “the ultimate aim of instructional supervision is to help teachers build on what teachers learn, develop teaching skills, as well as the ability of teachers to make more informed professional choices.”

### Approaches to Supervision

Omondi (2019, pp. 55-62), said that, "The application of a different approach to supervision has a significant role, not only providing a choice to the teacher but also providing options for administrators and schools." Scholars have identified various methods as being used by headteachers in their supervisory functions with the most common being directive approach, collaborative approach and non-directive approach (Omondi, 2019). Literature reveals that supervisors use varying types of styles in their supervisory activities. Danquah (2019) discovered that the supervisors most frequently used non-directive supervision where it was informed that 34.6% of respondents rated their supervisors as non-directive, followed by directive informational supervision (33.3%), collaborative supervision (28.4%), and directive supervision (3.7%).

Other studies relating to teacher and supervisor preferences for developmental supervision practices have revealed conflicting results. For instance, Ermita (2018) study showed that 76% of the teachers preferred their supervisors to use a collaborative style, 20% preferred non-directive, and 4% preferred a directive style of supervision. In a similar study, Omondi (2019) found out that 75% of teachers preferred collaborative practices, 22% preferred the non-directive method, and 3% preferred the directive approach.

### Directive Approach

The roles of a supervisor in this approach are to assess, model and direct competencies. Supervisors using the directive approach have their own information needs and know how it will be collected. Such supervisors direct the educators on the appropriate action plans to be taken as well as the best teaching methods. The baseline information gathered from classroom observation, among others, is used for setting improvement standards by directive supervisor. The primary objective of the directive supervisory model is offering the teacher useful and immediate advice to handle difficulties associated with the instructional process. Directive model of supervision is often used when there is a new teacher and requires more directive guidance or when a teacher has difficulties in the instructional process and requires close guidance/monitoring. This is best applied to

novice teachers who need more guidance and direction. In most cases, contact is initiated by the supervisor who directs the focus in all the subsequent meetings. Since the teacher receives advice from the supervisor, he/she would be able to apply the best teaching and learning practices that are aimed at enhancing student performance.

In practicing the directive model of instructional supervision, the supervisor has first to identify the problems through a collection of information particularly by observation and after that discuss the data with the teacher (Njoroge 2023). The study noted that the supervisors were looking at the performance of the teachers in a judgmental manner. This is an example of a directive approach of instructional supervision that was utilized.

### Collaborative Approach

In a collaborative approach supervisors present teaching as a problem-solving situation. In this method, two or more individuals pose a challenge, try and implement the teaching strategies that are considered to be relevant (Gyamfi 2020). The supervisor in this approach guides the process of problem-solving while keeping teachers focused on their shared problems. The supervisors and the teachers have an agreement that is mutually binding regarding the criteria, processes and structures for subsequent instructional improvement. Collaborative supervision includes peer coaching, cognitive coaching, and mentoring. The plan of action is negotiated between the teacher and the supervisor. The views of both the supervisor and the teacher are included in the final action plan for instructional improvement. Where either party is unhappy with the vacation plan, they stand to reject it and negotiate again till they agree.

Kennedy (2020, p. 16), states that "collaborative models advocate the supervisor is equal with the teacher, presenting, interacting, and contracting on mutually planned changes." The supervisor's role in this approach is guiding the problem-solving process while remaining an active participant in the interaction. The collaborative approach of instructional supervision provides opportunities for the teachers to share their perceptions as well as offering likely alternatives for future action. Demozie (2021),

in a study of student teachers in the United Arab Emirates, established that 83.3% of them preferred the use of a collaborative approach. The collaborative approach to instructional supervision is interactive. The parties plan the process collaboratively. This way, it creates rapport, and hence both the supervisor and the teacher have ownership of the entire process. It is non-evaluative but aimed at strengthening the professional relationship between the supervisor and supervisee. According to Kagochi (2019, pp. 56-57), “feedback got through interactive analysis helps both the supervisor and the teacher in terms of shared information in that incorporation of the supervised teacher’s suggestions helps build his/her confidence hence enhancing the learning process.” Since it is a supportive activity, the supervisor provides alternative approaches to a variety of skills as would be necessary, and this strengthens the supervised teacher’s pedagogical skills. Consequently, the teacher would be able to confidently apply appropriate teaching methodologies to achieve better student academic outcomes.

### **Non-Directive Approach**

This approach is based on the assumption that educators can analyze and solve their instructional challenges (Emeka & Josephine 2020). The proponents of the non-directive approach argue that when an individual teacher predicts the need for a change and takes responsibility for the same, then instructional improvement is more likely to be meaningful. The supervisor in such a situation is considered only as a facilitator in providing direction to the plan. However, the behaviour of the supervisor shouldn’t be regarded as passive, where the teacher is allowed to complete autonomy (Shi 2022). The supervisor, in this approach, allows the teacher to fulfill self-discovery and self-actualization. The non-directive model approach makes use of inquisitive statements to solicit opinions while encouraging the trainer to make suggestions. According to Chepkuto (2018, p. 261), the non-directive approach “depends more on reflecting the teacher’s ideas and offering information as the teacher requests it”. This approach has the objective of encouraging the teacher to assume responsibility for making as well as evaluating instructional decisions. Unlike the directive approach, the non-directive approach is

premised on the idea that learning is a private experience. Therefore, teachers can conduct self-soul-searching and self-reflection and find solutions that may improve their processes of teaching and learning.

### **Clinical Supervision**

Clinical supervision is a process of supervision that is structured and systematically conducted face to face directly between teachers and supervisors to enhance the ability of teachers to teach in the classroom (Ekyaw 2019). According to Godwyll (2020), the purpose of clinical supervision is to give support and help teachers develop their skills and gradually become more independent. The characteristics of clinical supervision are, among others:

- a. Initiative to what will be supervised arising from the teacher instead of the supervisor.
- b. Supervision is conducted with full intimacy and humanity.
- c. The relationship between supervisors and teachers is a relation of partnership.

Opoku (2022), outlines five steps in the process of clinical supervision:

### **Pre-conference**

Here, the teacher and the supervisor set out the intent, emphasis and observation method to be used. Such resolutions provide guidance and clarification for the entire process. This stage also lets the supervisor and the teacher communicate and develops a mutual trust and respect relationship.

### **Observation/Conference**

This involves the description of the events in the classroom. The observer may use a variety of methods which include certain frequencies, performance indicators, visual diagramming, space utilization, verbatim, detached open-ended narratives participant observation, focused questionnaire, and tailored observation system. Ekyaw (2019), while quoting Goldhammer, states that the teachers’ attitude towards supervision would be tremendously changed if supervisors spent more energy in classroom visits followed by helpful conferences.

### **Analysis and planning**

After the classroom observation, the results obtained are analyzed, and the post-conference is planned for. The analysis may involve counting up the frequencies, looking for recurring patterns, isolating a significant

occurrence, or discovering which performance indicators present and those that are not. After which, the supervisor goes ahead and chooses the interpersonal approach to use with the teacher in the post-conference based on the individual teacher's level of development, expertise, and commitment in choosing the supervisory approach. The supervisor may decide to use a directive approach, collaborative, or nondirective approaches to supervision.

### **Post-conference**

The post-conference was held to discuss the data and interpretation of findings, explain the significance of the data and create a strategy for enhancing instruction.

The instructor meets the teacher armed with the completed method of assessment, completed study, and the interpersonal approach selected. A teacher is guided into what has been learned because he or she is focusing on the same thing. Then the supervisor uses the previously selected behavioral approach to deal with the problems that emerge before the conference eventually concludes with a proposal for further progress.

### **Critique**

Critique includes a short debate from the pre-conference to post-conference on the appropriateness of the process and procedures. The comments and input from the instructor offer the supervisor an inability to consider what activities to pursue or alter until the next session.

### **Headteachers Instructional Supervisory Practices**

Supervisors ought to help the person being supervised to realize their potential in the course of conducting supervisory exercise (Alshehri, 2019). It is essential the supervisor monitors the teachers' work, queries the teachers on why they use specific teaching methods and later provide them with information on best practices in teaching which would hence improve the educators in their teaching practice. Aseka (2018) note that it is incumbent upon the headteachers to develop as well as maintain the competence of their juniors. The competence, according to Aseka (2018), is developed and maintained through instructional, supervisory practices such as moderating marking schemes,

moderating examination question papers, micro-teaching, workshops, conferencing, demonstration, classroom observation, checking teachers' regularity in class, teachers' punctuality, pupils' notes, schemes of work, lesson notes among others.

### **Classroom Visitation**

Classroom observation/visitation is a basic instructional, supervisory practice. Research has shown that the frequent presence of leaders within classrooms to observe the impact of teachers' work on student learning and provide them with subsequent feedback is a hallmark of leaders in high performing schools (Alkrdem 2019).

Classroom visit aims to encourage teachers to be keen on their work, and by being able to detect problems in the course of supervision, teachers are motivated to develop problem-solving skills (Makindi, 2019). During classroom observation, the conditions under which representations are made are essential to the teacher. Observation of classrooms is a valuable way of gathering firsthand knowledge and insight into the environment of the classroom. There is no other equally appropriate option for improving instruction than classroom visits (Kipnetich, 2018). Classroom observation focuses on the individual empowerment of the teachers. This is because they play a significant 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 mechanically undertaking classroom duties.

Njoroge and Mbugua (2020) also found that in the United States of America, there was a significant relationship between classroom visitation by the principals and secondary schools students' academic performance.

Yet, they teach using textbooks, using prefects to write notes on the chalk/marker board and even send work to be done by pupils while they were either in or out of school running their errands.

### **Checking Teachers' Professional Records**

Ekyaw (2019) posits that the effective performance of duties by the teachers depends on the checkup of their lesson notes by the principals to ascertain that the lesson content is effectively covered.

Among supervisory duties, the headteacher must check the teaching standards by reference to teachers' professional records (Onuorah et al. 2022). Obakpolo and Osakwe (2021) studied the teaching role of headteachers in academic achievement in the Kenya secondary education certificate. In their results, a high percentage of heads in high-performing schools routinely reviewed lesson plans, job schemes, teacher attendance and class registers. This aligns with Chepkuto (2018), Findings that most teachers are swift to prepare professional records on the verge of external supervision, to which they seldom refer shortly after the visit. The lesson plan is an indication of a teacher's level of preparedness and his/her effort in gathering information relevant to the lesson. Alkrdem (2019) note that supervision of the lesson plan should be based on the clarity and appropriateness of the learners' behavioral objectives; appropriate selection of teaching-learning resources; a proper variety of evaluation techniques to determine the achievement of goals and the relevance of the lesson notes.

Progress report record shows individual learner's progress every week in all tasks given in any subject. This record helps teachers to monitor the progress of learners (Esia-Donkoh, 2018).

### **Organizing Staff Development Programmes**

Staff development growth plans are individual goal-setting activities, long term projects teachers develop and carry out relating to teaching (Ampofo 2019). Ekyaw (2019) explains that teachers of today and tomorrow need to do much more learning on the job, or parallel with it, wherethey can continuously test out, refine, and get feedback on the improvements they make. This assertion puts an urgent call on headteachers to develop a proactive approach towards the professional development of teachers. Ekpoh and Eze (2018) asserts that the instructional supervisor should plan and deliver effective staff development programmes. 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.

Arthur (2018), recognized the value of workers growth in education and is committed to help countries in sub-Saharan Africa to facilitate the growth of teachers' jobs, health

and social status. Donkor and Asante (2018) found out that headteachers 'promote teachers' professional development by using supervision and colleagues to train teachers on instructional practices. Other methods include allowing and encouraging teachers to undertake private studies, using external sources such as college courses, district level workshops and consultants. Some schools in Italy suspend class activities to conduct in-service teacher development programme with the instructional supervisor as the initiator.

### **Monitoring Punctuality and Regularity of Staff**

One of the demanding elements of supervision is the headteachers ensuring that teachers attend school regularly and are also punctual to school. Administrative monitoring (Wanjiku, 2018) is a process by which the supervisor monitors the staff through brief, unannounced visits to ensure that teachers' responsibilities are carried out correctly. Areas headteachers monitor includes teachers' punctuality, regularity participation in co-curricular activities, classroom teaching, marking of students' exercises and assignments. Administrative supervision offers information to the headteacher about what is happening in the classroom, that lets him, or she realizes any problems. It also emphasizes that, teachers see the headteacher as actively involved and concerned. However, he further stated that the supervisory roles that were least performed by principals were: provision of instructional materials and teachers' reference books, monitoring of curriculum delivery. Supervisors can design a checklist or an attendance form for teachers where every teacher appends his or her signature when they report at school, after teaching a lesson, when they close and are leaving the school. This form can be monitored daily to determine the attendance pattern of teachers to class (Makau 2018). When teachers are monitored on regularity and punctuality, they can maintain discipline in students, make use of contact hours to complete syllabus on time and are able to perform our functions.

Ndungu (2018), suggested that "Headteachers should improve on the monitoring of school attendance for teachers and students as consistency in school attendance has an impact on the teaching and learning process." They further stated that the location of a school from

teachers' home of residence might affect their attendance to school; however, the commitment of the teacher may compel him to get to the workplace on time.

### **Provision of Instructional Resource Materials**

According to Jerorno (2019), "providing resources includes scheduling, developing the curricular, hiring and correctly placing teachers, adopting textbooks and purchasing the necessary materials to support instruction." It is widely believed that teaching-learning resources can improve instruction.

Awuah & Addaney (2018) asserts that "the government of Ghana supplies textbooks, but headteachers have to make requisition for the quantity needed in every subject." Concerning other teaching resources, the schools procure what they require. Under the new policy, heads in Ghana are expected to involve teachers in the preparation of the School Performance Improvement Plan (SPIP). The teaching materials and resources (apart from textbooks) which the school would need for an academic year are included on the item list of the SPIP.

### **Headteachers' Instructional Supervision Role**

"The role of school leaders is to build professional capital across and beyond the school. Social capital improves individuals more than individuals to improve the group. For example, it is very hard for a weak teacher who enters a highly collaborative school to remain there without improving. On the other hand, a highly skilled teacher will not perform well in a non-collaborative school" (Teebo & Anyagre 2018, p. 71, 72). Kipngetich (2018) argues that good collaboration among teachers is essential and that the headteacher needs time to meet and work together for collective leadership to develop. Therefore the role and position of the headteacher and other school leaders are still very relevant and vital.

The function of school leaders as gatekeepers has grown (Ermita 2019). A sentry guards the entrance of a building and decides what and who comes in and out. The gatekeeper is the bridge between the inside and the outside. The headteacher's role is to bring about changes in teachers attitude towards effective teaching. Therefore, headteachers are more and more expected to contribute to the overall school

quality by taking on responsibilities beyond their classroom duties, such as mentoring, engaging on communities of practice (Ermita 2019).

Aseka (2018) found that instructional supervision practices, such as teachers work records were more thoroughly practiced in large schools. However, they discovered that headteachers focused more on work records than on practical work done by teachers. The effectiveness of headteachers' instructional, supervisory role determines, to a great extent, the academic achievement of students. In well-performing schools, headteachers employ different strategies and reinforce those who bear good results in teachers' classroom instruction. The headteachers do not influence the student's academic achievement directly but do so through his/her agents the teachers. Baku (2021), advanced five headteachers' roles, namely direct assistance commonly known as "clinical supervision, group development, professional development, curriculum development, and action research. Each of these functions consists of various educational activities." The headteachers' activities include observation of lessons and feedback, visits to classrooms, induction of new teachers and in-service courses.

According to Mburu (2018), the tasks or the headteacher's role as a supervisor is as follows:

- 1.Planning of the annual program which includes: teaching programs, student affairs,finance, and providing the necessary facilities
- 2.Creating academic programs focusing on the preparation of teachers. This program includes the provision of the needs of teachers, teaching duties, and the provision of various support facilities.
- 3.Making a program related to the students, including student recruitment, student selection system, the number of students accepted the providing of a new class.
- 4.Creating a program in the field of personnel, including the reception of help teachers, holding a program to support the competency of teachers or school staff, such as training and workshops
- 5.Planning for the procurement and administration of educational programs, including the granting of salary and proposing additional funding, and

6.Planning for infrastructure programmes, which include improvements and additions to school facilities and infrastructure.

Balyer's (2021), Turkish administrators indicated five key practices that fall upon the school headteacher: (a) creating a climate of continuous learning for the teachers, (b) developing teachers professionally so that student learning can be improved, (c) linking teaching with student learning, (d) managing the teaching staff, and (e) planning and leading professional development that is consistent with teachers' needs.

### Teacher Professional Development Issues

In education, the word professional development can be used to refer to a continuum of formal academic preparation and instruction, or advanced professional learning to improve the professional awareness, abilities, and effectiveness of school administrators, teachers, and other educators (Tetty, 2019). Professional development is usually defined as conducting structured activities such as training programs, conferences, seminars/workshops, collective learning in networks/teams, or college or university training; however, it is important to note that people often learn informally through colleague debates and discussions, independent reading, study or peer learning. Headteachers are responsible for keeping their schools in good standing with accountability measures of student academic performance, leading teacher growth through professional development focused upon the quality of teaching and learning, to improve instruction and guide decision-making (Dayelle 2019).

Wright (2022), describe professional development as "The full spectrum of formal and informal activities that include teachers or administrators in new learning in their professional practice" (p.112). Conceptual factors are factors related to the perceived teacher at the time of teaching, what changes and progress occur, while contextual factors are the factors that are closely related to school leadership, school culture, external institutions as well as web-based learning support. Methodological factor emphasizes the processes and procedures that have been planned to support the professional development of teachers.

The professional development of teachers can be realized if these three factors are carried out

appropriately. As Zepeda (2019) cited, "no professional development course will offer a blueprint for becoming a good headteacher. It is not only professional learning but also epiphany life experiences that shape the professional self and practices." Zepeda also argues that learning is a highly individualized operation, and no one-size-fits-all solution exists.

Good professional growth is continuous (Schleicher 2019), with preparation, practice, reviews, sufficient time and resources for follow-up. Esia-Donkoh and Oforu-Dwamena (2018) stated in research they conducted in Winneba municipality on how professional development is impacted by educational supervision that regular educational managers should also coordinate successful professional development programs to allow teachers to recognize and improve their strengths, and to resolve their weaknesses. We also thought that instructional managers would not be involved in identifying teacher flaws but, more importantly, communicate with teachers to recognize their strengths and shortcomings and develop their professional knowledge, skills and experiences. Kankam (2022) argues that teachers must be committed to studying, updating, evaluating their professional learning and promoting ongoing professional growth and continuing to participate in it. Educational supervision positively impacts on teacher professional development in terms of curriculum, teaching methods, teaching and learning materials and teaching activities (Esia-Donkoh and Oforu-Dwamena 2019).

Combining individual needs with school or district priorities, engaging learners at all levels of the school and meeting the particular learning needs of teachers enhances the commitment of teachers to professional development and increases their enthusiasm for learning.

Successful professional development is cohesive because it is related to common targets such as a school improvement program or state standards of learning. Good professional development can help the instructor gain the instructional practices and scientifically researched-based methods they need to help all students meet the articulated learning objectives. Additionally, effective professional development should be implemented purposefully with a vision for school improvement (Schildkamp2019).

Tian (2021, pp. 4-23), found that “effective school leaders are cultivating colleagues to delegate leadership roles and share their vision for the school.” We also develop frameworks for the professional development of teachers and include various stakeholders in making school improvement decisions. As According to Tian (2021, pp. 4-23), “Successful educational systems are finding leaders for today.” While the better systems are rising them for tomorrow; they are foreseeing the future needs of school organization and thereby developing not only themselves but also other school teachers to achieve school objectives.

Zepeda (2019), suggests that professional development is all about a method of offering teachers new skills and ideas in the teaching job. However, after this development of new skills, it is believed that this will be converted into better student performance and achievement until the teacher applies such new skills or expertise in the classroom to action. Professional development can be used as a venue to encourage shared leadership and to provide leadership opportunities for teaching staff members. The author further argued that professional development can be used to nurture potential leaders among the staff and to give staff members a voice regarding how their schools operate.

Moreover, Joyce (2018), illustrate other purposes for professional development such as “enhancing the school as an organization that creates a high quality of life for students and staff,” encouraging collaboration among staff members, working together to meet student learning goals and making the school “a laboratory for teachers and administrators.” School leaders who want to raise student achievement and boost student learning must make professional development a major priority because research shows that effective development precipitates teacher growth and quality teaching practices. Furthermore, professional development is vital to the growth of education as a professional field, and it leads to better teaching, improved learning, and a better quality of life for teachers and administrators when they feel supported and part of a learning culture in their schools' field.

### Teachers' Job Performance

Griffin, as cited by Zepeda (2019), performance refers to an act of accomplishing

or executing a given task. In a school context, teachers job performance is the duties performed by a teacher at a particular period in the school system in achieving the school's goals. These duties involve timely syllabus coverage, correct pedagogical skills, school and class regular and punctual attendance. Hence when addressing quality issues in education, the teacher quality and job performance need to improve appropriately.

It is therefore necessary to consider teacher job performance determinants such as the headteachers 'instructional supervision. In education context supervision implies an instructional leadership role, in which the supervisor diagnosis teacher performance needs and then guides, directs, assists, suggests, supports and consults with the teacher. Zepeda (2019) states that supervision's purpose is to promote growth development, interaction, fault –free problem solving and a commitment to build capacity in teachers. Mediayonose (2019), view supervision as an ongoing process aimed at supporting, enhancing an individual 's acquisition of motivation, autonomy, self-awareness and skills necessary to effectively perform a job at hand. Effective supervision should result in growth and learning by the teacher and student (Hunsaker, 2019). In quality instructional supervision program, the following conditions contribute to teachers 'job performance:

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

The determinants of job performance are: capacity to perform, opportunity to perform

and the willingness to perform. Capacity relates to the degree to which an individual possesses task related skill, abilities, knowledge and experiences. Opportunity on the other hand is the availability of chance to perform, but poor decisions and outdated attitudes may prove to be an obstacle for a teacher to lack performance. In the figure, the third factor is willingness. This relates to the degree to which an individual desires and is willing to exert effort towards attaining job performance which is also motivation to teachers. No combination of capacity and opportunity will result in high performance in the absent of some level of motivation or willingness to perform.

### Satisfaction

Teacher satisfaction refers to a teacher's opinion of whether or not their needs are being satisfied at work. In many circumstances, a teacher's overall happiness assessments are the primary determinants of whether or not they are satisfied. If a person is content with their job on an hourly basis throughout the day, they are likely to be satisfied with it altogether. Teachers who are just happy for part of the day may also be happy if they have had bad experiences with previous employers. Satisfaction can be measured at the corporate level, department, or even small team. Due to considerable subjectivity and prejudice, attempting to quantify an individual teacher's satisfaction is frequently impossible. As a result, headteachers should concentrate on group initiatives to promote teacher satisfaction.

Your teachers' level of satisfaction might be determined by a variety of things. Teachers' perceptions of how they are treated are one of the essential factors of satisfaction. Teachers feel respected when their accomplishments are acknowledged, and their pay is commensurate with their performance. Many firms that want to improve teacher satisfaction place a strong emphasis on teacher empowerment. Although management must make the majority of choices, people will be happier in their jobs if they have a reasonable amount of autonomy. Additional elements that can improve job satisfaction include school activities, possibilities for growth, and a favorable attitude toward management.

### Efficiency

Teacher efficiency is a teacher characteristic and relates to the speed and accuracy of a teacher at the job task. The concept refers to teacher productivity - the more efficient they are, the more productive they will be if managed correctly. Efficiency is defined as the ability of a system to create the most outstanding amount of output with the least amount of input. When you work efficiently, you can generate more volume with the same quantity of resources. Efficiency usually refers to the activities and labor completed by a single teacher in a single workday in the workplace. The notion of workplace efficiency includes tasks and work accomplished by a team or department. To be considered efficient, a teacher must work persistently and purposefully to complete their studies. A productive teacher is a significant asset to any school. An effective teacher can lift the entire team and positively impact a school's bottom line.

Efficiency is mirrored in every vital element; thus, it is impossible to set a price. For this reason, efficiency is a crucial priority that school professionals cannot afford to ignore. In contrast, inefficient teachers drain schools, effectively rotting them from the inside out. Inefficiency proliferates a sterile work environment, brings down school culture, and depletes school resources. There is no one definition of this broad phrase, but the researcher explores two approaches in this study: objectives-oriented and performance-oriented.

The ability of a teacher to do a specific quantity of work (or to achieve some other required objectives) within a given period or/and other school resources is determined using an objectives-oriented approach. This mindset recognizes a teacher as efficient if they follow particular work plans or adhere to certain production standards. These plans frequently include a predetermined amount of profitability.

Giving an appraisal of how a teacher follows while performing their job is a performance-oriented strategy. In this situation, the teacher's efficiency is assessed by comparing their operations to particular norms or requirements. This mindset argues that a teacher is 100 percent efficient if they strictly follow a predetermined procedure or workflow that is deemed efficient.

**Effectiveness**

While efficiency is essential, a successful school also requires effectiveness. Efficiency and effectiveness are symbiotic. Efficiency can only be functional if it is effective. Effectiveness is defined as production occurring with the least amount of resource waste possible. In the workplace setting, effectiveness would be the completion of tasks, projects, goals, or labour accomplished with the smallest possible volume of resource expenditure. Focal resources range from teacher time to monetary cost. Similar to efficiency, effectiveness contributes to all aspects of your school. While efficiency is crucial for your school's profits, effectiveness is essential for its growth. Proper allocation of resources, mindful delegation, and conscientious resource utilization are primary indicators of an efficiently-run school system.

**Growth**

A performance-oriented strategy evaluates how an individual conducts themselves while performing their work. In this case, the teacher's efficiency is measured by comparing their actions to specific norms or requirements. This attitude contends that if a teacher rigorously follows a predetermined procedure or workflow that is judged efficient, they are 100 percent efficient. Organizational growth, on the other hand, can imply different things to different companies. A school's growth can be measured using a variety of metrics. Most firms will assess their growth in terms of net profit, revenue, and other financial data because profitability is their ultimate goal. Other school owners may evaluate their growth using the following criteria: sales, personnel count, physical expansion, product line success, or increasing market share. Finally, a school's success and growth will be determined by how well it achieves its objectives.

**Headteachers' Supervision and Teachers' Job Performance**

Research points out that schools that make most use of consultants in their curriculum improvement efforts are the most effective. Consultancy includes interclass visitation, lesson study and constructive help for teachers. This can be done through school system and through a network of schools that

engage in collective problem solving (Tanner 2019). Over the years the headteachers teaching load and clerical duties have been reduced to allow them more time for supervisory roles. Yet it has been found out that teachers do not support the principal's presence in the class without knowing the subject matter. Teachers capitalize on the headteachers weaknesses like this. A study done by Magara (2021), revealed that teachers plan good records just to show the headteachers, yet they teach using text books, using prefects to write notes on the chalk board and even send work to be done by pupils while they were either in or out of school running their personal errands.

Classroom visits is one of the most common forms of teachers evaluation. They involve live observation of a teacher and analyzing his/her class practices, their pedagogical skills, their personality and student – teacher interactions in the lesson (Panigrahi 2022). The formal technique involves face to face contact between the supervisor and the teacher. Followed by post classroom observation conference analysis to help the teacher to improve and give feedback. This is called Gold hammer Clinical supervision. The supervisor can also employ an informal class visit where the headteacher walks into a classroom and sees how instruction is going on. It provides a quick look at the teachers' performance and environmental factors in the classroom. This may last about 30 minutes during which teachers 'practices are observed and documented for further discussion.

If supervisors would spend more of their time and energy in classroom supervision followed by a helpful conference, teachers would appreciate supervision, be friendlier, and even participate in auto supervision. This will avoid a blame game where class visits are just a paper filling exercise that has no impact on teachers' job performance.

**Instructional Supervision Challenges of Headteachers on Teacher Continuous Professional Development**

Headteachers, like other administrators, face many challenges as they carry out their instructional practices in the schools. Ameli et al. (2023), asserts that problems range from material resources, professionalism, and management of staff, interrelationships and motivation. Lack of required skills by the

headteachers for carrying out supervision process contributes to the challenges. The primary purpose of supervision of instruction is to work collaboratively with teachers by providing them with the necessary assistance, guidance, and support to improve teaching. The following are challenges faced by headteachers as they carry out supervision of teachers:

### **Lack of Adequate Knowledge and Experience**

Researchers have suggested that supervisors should possess some working knowledge and skills to enable them to provide the necessary assistance, guidance and support services to teachers for improved classroom practices (Apenteng 2018). Apenteng understands credentials alone may not inspire trust. Principals are supposed to have higher credentials than their students, so they can provide them with the training and help that is required.

A higher qualification like Master in Educational Administration is sufficient for persons in supervisory positions in secondary schools.

### **Multi-tasks Role of the Headteacher**

Another challenge to the supervisory role of the principal is a situation where school principals, by their position, assume the role of administrators, financial managers and instructional supervisors. Such principals have relatively little time for the supervision of teachers. When a choice is to be made between administrative and pedagogical duties, the latter suffers (Zaki Ewiss, 2023).

### **Teachers' Attitudes and Supervisor's Approach to Instructional Supervision**

The way teachers react to the supervision of instruction is another concern to supervisory practices. Some teachers see supervision as a tool used by principals to control and intimidate them. Kiliñç (2019), found in Turkish private primary schools that "some teachers who participated in his study felt supervision was an intrusion into their private instructional practices." Teachers in his education observe that the principals' intrusive monitoring and physical presence changed the setting in the classrooms, which resulted in false impressions.

### **Inadequate Basic Instructional Materials**

Danasabe (2018), noted that "there could be no effective supervision of teachers without instructional materials." Experience has shown that most schools lack even the basic materials and equipment for teaching such as textbooks, chalkboard, and decent classroom for students. This involves a demoralizing focus on inadequacies, a lack of developing teachers' present strengths, discouragement for teachers' self-analysis, and a tendency to foster an atmosphere of secrecy.

### **Empirical Studies**

The Esia-Donkoh and Oforu-Dwamena (2018), research aimed to examine the perception of public basic school teachers in Winneba, Ghana, on educational supervision in relation to their professional development. In total, 106 teachers from Winneba's public elementary schools who had spent at least one year at their respective schools were randomly chosen and used for testing. A critical finding from the study is that the majority of teachers commonly viewed instructional supervision as having a positive effect on their professional growth in terms of growth of experience; instruction, teaching methods and materials; classroom management; student characteristics; and assessment. They also view instructional oversight as helping to recognize teachers' needs and accordingly, preparing opportunities for professional growth. Another result is that instructional managers emphasize the strengths of the success of teachers, and motivate them to focus on their problems by result ways to solve them. Therefore, the study recommends that educational supervisors plan regular and effective professional development exercises to allow teachers to recognize and improve their strengths and address their weaknesses.

According to Yeng et al. (2022). assessed whether the teaching and supervision processes had any meaningful effect on the academic performance of secondary school students in the local government area of Degema (Delga), Rivers State, Nigeria. The data analysis findings showed that daily instructional supervision dramatically affects the performance of the students. Instructional oversight has a significant connection to instructional processes for teachers in the classroom. Recommendations were made based on findings to strengthen teaching

processes and instructional supervision and to enhance the academic performance of high school students in the Degema local government region, Rivers State, Nigeria.

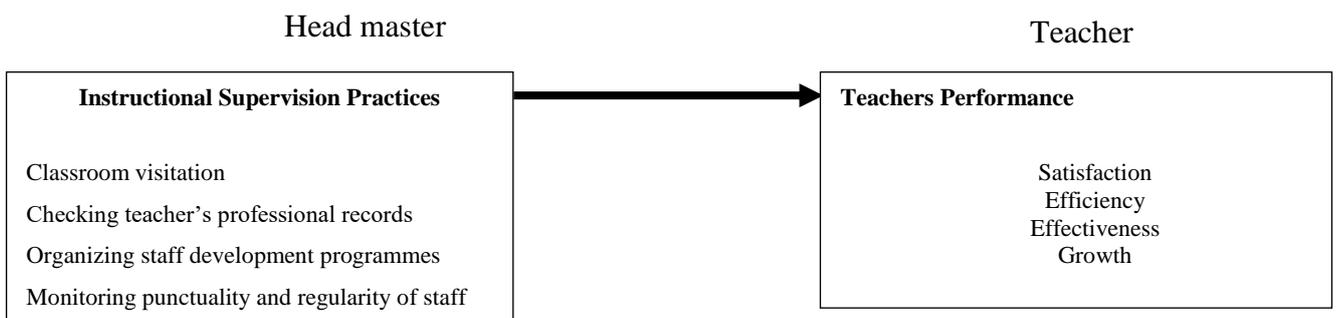
Obakpolo and Osakwe (2021) studied oversight in the Central Senatorial District of Delta State as a determinant of the productivity of public secondary school teachers. This posed and answered seven research questions and developed and tested seven hypotheses to direct the study. The thesis used the methodology of correlational analysis. The study used a total of 997 teachers. The research instrument used for data collection was the questionnaire titled Supervision of teachers and the Effectiveness of teachers (TSTE). The data obtained for the research questions and hypotheses were analyzed using simple percentage for socio-demographic data, and simple regression and correlation statistics. The seven hypotheses were tested with a significance level of 0.05. The findings revealed a significant relationship between the supervision of teachers and their teaching effectiveness, a significant correlation between the educational qualifications of teachers and their teaching effectiveness, and a substantial connection between the teaching experience of teachers and their teaching effectiveness, hence supervision was seen as vital and crucial

Mensah at al. (2021), researched supervision of instruction in public primary schools. This study investigated the perception of teachers on instructional supervision in public basic schools in the Pokuase Education Circuit in the Ga-North Municipality of the Greater Accra Region of Ghana. The study, which was underpinned by the pragmatist philosophical viewpoint, adopted the convergent mixed

method approach. With simple random and convenience sampling techniques, 142 participants and 10 participants were obtained for the quantitative and qualitative phases of this study respectively. All categories of items in the questionnaire had Cronbach’s alpha reliability index of 0.7 and above. The trustworthiness of the semi-structured interview guide was ensured by considering credibility transferability, dependability, confirmability, and authenticity. With the aid of Version 20 of Statistical Product for Service Solutions (SPSS), the quantitative data were analysed using descriptive statistics (frequency, percentage, mean, and standard deviation). The qualitative data were analysed using thematic approach. It was found out that the respondents perceived the clinical supervision as the most frequently used instructional supervisory practice. Cordial interpersonal relationship was perceived by the teachers as the most benefit of instructional supervision. Supervisor incompetence, supervisor work overload, and inadequate training for supervisors were identified as the top three challenges faced in the practice of instructional supervision. Among the suggestions made to improve instructional supervision in public basic schools in the Pokuase Education Circuit were training of instructional supervisors and sanctioning unprofessional conduct of instructional supervisors. Among the recommendations is that the Ga-North Municipal Education Directorate of the Ghana Education Service should organize regular in-service training for the supervisors to equip them in the use of mixed instructional supervisory types in the schools.

**Conceptual Framework**

Figure 1: Conceptual Framework



In this conceptual framework it is conceptualized that teacher's performance which is the dependent variable is influenced by a combination of various variables, namely: satisfaction, efficiency, effectiveness, growth. The focus was on the headteachers' instructional supervision practices which is the central independent variable making up of: classroom visitation, checking teachers' professional records, Organizing staff development programmes, monitoring punctuality and regularity of staff and Provision of instructional resources.

### Chapter Three

#### Methodology

##### Introduction

This chapter describes the methodology that was used to conduct the study. The chapter describes the research design, target population, sample and sampling procedures and description of instruments. Validity and reliability in data collection and data analysis of methods are also discussed.

##### Research Design

This research adopted the mixed-method approach which entails both qualitative and quantitative. The quantitative approach which involved statistical analysis and relies on numerical evidence to examine relationships between variables and draw conclusions was employed because the study sought to examine the influence of headteachers instructional supervision practices on teacher continuous professional development. The qualitative study involved interviews and focus-group discussions with headteachers and teachers.

##### Population

The study intended to look at instructional, supervisory practices from the perspective of the classroom teacher and headteachers to see if they felt that the current methods used influence their continuous professional growth. The population was drawn from headteachers and teachers of five (5) basic schools in Greater Accra, Ghana. The total population was made up of 300 teachers and headteachers.

##### Sampling Technique and Sample Size

This section presents the sampling technique as well as the sample size of the study. In this study, it was the perspectives of headteachers and teachers that the researcher was interested

in. The researcher will use convenient sampling which is non-statistical, to select five schools from the total list of schools in the municipality. The census mode of sampling will be used to select the headteachers and their assistants for the study. Hence, two representatives were selected from each of the five schools to make ten headteachers. The reason to the afore mentioned criteria is that the headteachers and their assistant exercised active leadership in schools and thus possessed the required expertise to provide relevant information about their instructional supervision, and the extent to which their leadership influence their instructional, supervisory practices on the performance of teachers. Convenient sampling technique was be used to select 20 teachers from each of the fives selected schools. Thus, a total of 100 teachers will form the sample representing the teachers. Also, 10 respondents formed the sample representing headteachers (2 headteachers from each school). Overall, 110 participants were participated in this research. Cochran's formula was used in determining the sample size. The calculation is as follows;

Total population size,  $N=300$   
 Estimated proportion,  $p=0.5113$  (assuming maximum variability)  
 Desired margin of error,  $d=0.038$  (3.8% margin of error)  
 $n$  = the sample size

Cochran formula:  $n = \frac{N \cdot p \cdot (1-p)}{(N-1) \cdot d^2 + p \cdot (1-p)}$   
 Substitute the given values:  $n = \frac{300 \cdot 0.5113 \cdot (1-0.5113)}{(300-1) \cdot (0.038)^2 + 0.5113 \cdot (1-0.5113)}$   
 Now,  $n = \frac{74.92}{0.681396} = 109.95$   
 Round up to the nearest whole number;  $n \approx 110$ .

##### Data Collection Instrumentation

Two sets of the questionnaire (one each for headteachers and another for teachers) was used to collect data because questionnaires are appropriate in obtaining data on perceptions, attitudes, knowledge and experiences of people. Since the study sought to investigate instructional, supervisory practices of headteachers and how these practices influence teacher continuous professional development. The use of the questionnaires which was in three sections was deemed appropriate. The questionnaires were structured based on the objectives of the study.

The first section, Section A, was to obtain general information of the respondents. Section B obtained data regarding the instructional supervision practices applied by the school headteachers. Section C obtained data on the benefits of the instructional supervision practices on continuous professional development on teachers. Section D obtained data on the influence encountered in instructional supervision practices while Section E obtained data on the challenges in instructional supervision practices employed by the school headteachers. Closed ended questions was included in the questionnaire. Using a 5-point Likert scale of (Strongly Disagree-1, Disagree-2, Uncertain-3, Agree-4

and Strongly Agree) and (Always-1, Very Often-2, Often-3, Rarely-4, Never-5) involving interference in the instructional, supervisory activities of the headteacher. The questionnaires was pre-tested in two randomly selected senior high schools in Ga Central District. A pre-test (pilot) study is preliminary data collection, using the planned tool, but whose sample size is smaller than the actual study sample size (Mosalo 2021). The purpose of a pre-test study is to determine the feasibility of the research instrument that was used in the actual study.

**Table 1: Scoring table for research instrument**

Numeric Scale	Numerical Likert Scale average weight	Degree of Intensity	Verbal Interpretation
5	4.50 –5.00	Strongly Agree	Very Good
4	3.50 – 4.49	Agree	Good
3	2.50 – 3.49	Neutral	Average
2	1.50 –2.49	Disagree	Poor
1	1.00 --1.49	Strongly Disagree	Very Poor

### The Validity of the Instrument

Prasad & et al., (2022), states that “Validity indicates the degree to which an instrument measures what it is supposed to measure.” This is the consistency and importance of inferences that are founded on the findings of the study. This is to what degree the findings obtained from data analysis reflect the phenomenon under study. Both construct and content validity tests were used to validate of the instruments. Construct validity was established with the help of experienced lecturers and supervisors who vetted my research tools where some commendable corrections were affected primarily in the relevancy of the tools to the study objectives. Content validity was established by carrying out pre-testing measures where a few selected teachers who have experience and expertise in the questionnaire to the real situations in the school were used for a pre-test study.

### Reliability of Research Instruments

Study credibility and dependability are methods of ascertaining the reliability of qualitative instruments. Credibility ascertains that the study reflects the experiences of the people being studied and the results are judged

to be trustworthy (Anderson et al., 2018). Reliability of the research instruments was carried out to check their consistency in yielding results. A measuring instrument was said to be reliable if it provides consistent results (Cheung et al., 2024).

### Data Analysis

Data generated was entered into Microsoft excel in analyzing the data, descriptive statistics such as mean, frequencies and percentages were determined, correlation and regression analysis were also used. The descriptive statistics reported using means and standard deviations to analyze the level of instructional supervision and ongoing professional development programs in which the headteachers engaged. The study of correlation and regression was used to assess the relationship between teachers' instructional supervision and continuing professional growth.

### Ethical Consideration

Research work that involves the use of human participants calls for the need to protect those participants to give their honest view during data collection. Ethical consideration is an

attestation from research confirming its adherence to research ethical standards of professional behavior (Nii Laryeafio, & Ogbewe, 2023). A formal introductory letter from Valley View University (School of Graduate Studies) was obtained. The letter was presented to Headteachers at the various schools to seek permission to administer questionnaire. The ethical considerations in a research study are meant to protect the respondent from psychological or social harm as a result of the study (Creswell et al., 2021). Ethical clearance and institutional approval were sought for the study. More so, confidentiality, anonymity, privacy was maintained for the research. Again, respondents were informed of the purpose of the study, the significance of the study, the duration of the study, their right of participating or withdrawing from the study after its commencement, their limits of privacy and confidentiality and who can be consulted in case of questions.

**Chapter Four**

**Data Analysis, Results And Discussions**

**Introduction**

This chapter provides information on the findings and analysis of the data collected for the study. The responses were derived from the respondents at five basic schools in Greater Accra. The responses are used for analysis and inferences.

It undertakes a methodical review of the

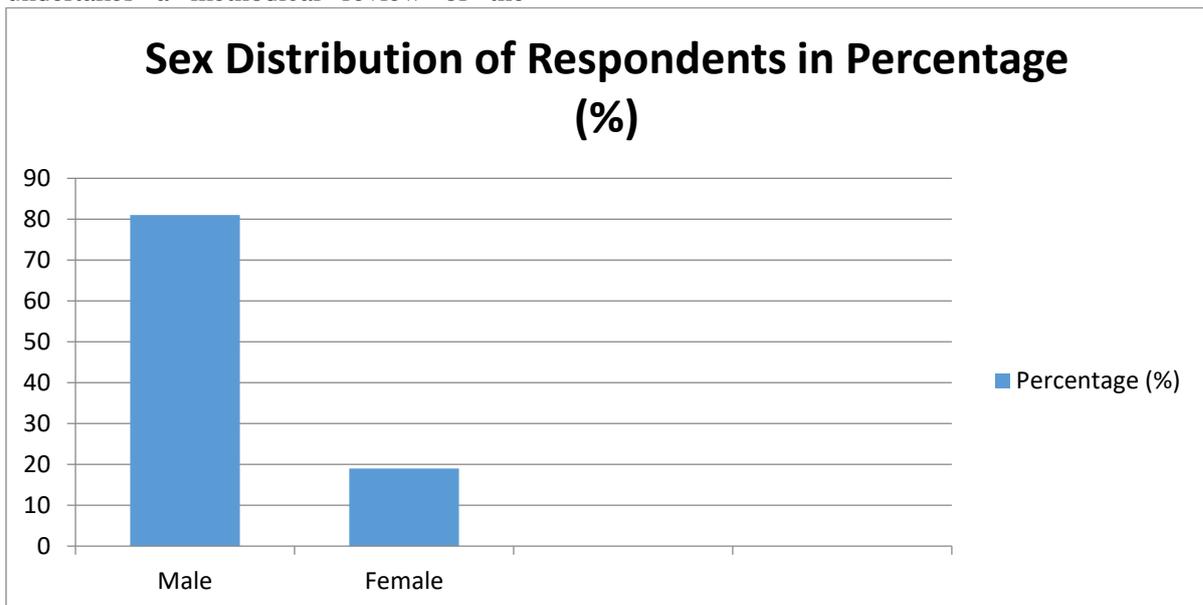
collected data to offer insights into different facets concerning the study topic. It also seeks to illuminate the present conditions, trends, challenges, and opportunities within the educational realm of basic schools in the Greater Accra. The analysis rigorously examines the responses, utilizing a blend of qualitative and quantitative approaches to identify patterns, correlations, and significant observations. Through this thorough examination of the data, the chapter aims to unearth pivotal findings that enhance comprehension of the research issues. This, in turn, facilitates well-informed discussions, conclusions, and recommendations in subsequent sections of the study.

**Background of Respondents**

The main research tool to gather data from the respondents was a questionnaire and the first section was intended to gather data on the background of the respondents. Charts and frequency tables were used in analyzing the data gathered from the respondents.

**Personal Data**

This variable seeks to derive information about respondents' gender.



**Figure 1: Sex Distributions of Respondents**

**Findings**

In figure 1, the sex distribution showed that both male and female were represented in the study and out of hundred and ten (110) respondents interviewed 81% were male and 19% female as indicated on table. This indicates that, in terms of gender, majority of the respondents were males.

Although the national gender distribution is skewed towards females, this finding demonstrates otherwise.

**Table 1: Age Distribution of Respondents**

This variable seeks to derive information about respondents' ages

	Frequency	Percentage (%)	Cumulative Percentage (%)
20 – 25	4	3	3
26 – 30	25	22	25
31 – 35	40	36	61
36-40	21	19	80
41+	20	20	100
Total	110	100	

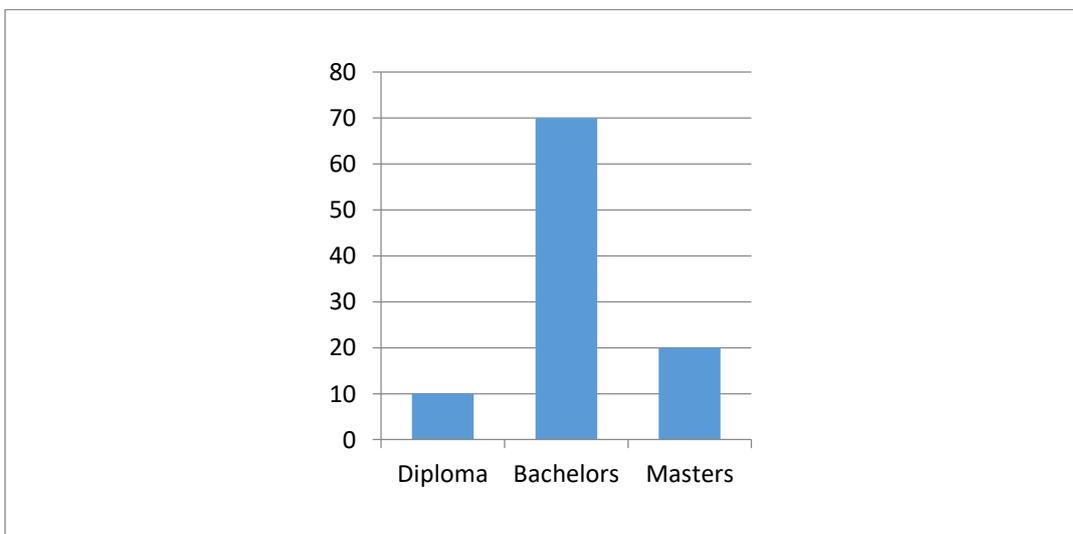
**Source of data: From the field, 2026**

**Findings**

Drawing from table 1, the age groups, 31-35 years were the most represented in the study with 36%. 26 – 30 years and above group had 22%. From the table above both age groups, 31-35 years and 26 – 30 years of the respondents still have some years to work with the schools or Ghana Education Service. The distribution of respondents across different age

groups provides valuable insights into the potential longevity of their careers as Teachers and Head Teachers. Both age groups offer distinct advantages to the school. The younger demographic brings fresh perspectives, innovation, and long-term potential, while the older demographic offers experience, wisdom, and institutional knowledge.

This variable seeks to derive information about respondents' level of education.



**Figure 2: Educational Level of Respondents Findings**

From Figure 2, the analysis of this variable revealed that, majority of respondents (70%) had bachelor's degrees in education, 20% had master's degrees, and finally the least (10%) had Diploma in education certificates. This implies that all respondents have had formal education. All respondents are professional teachers.

The prevalence of tertiary education qualifications among respondents highlights

the significance of intellectual rigor and academic achievement within the study's framework. It indicates a sample population that is thoroughly equipped to delve into the complexities of the research topic and offer valuable contributions to its examination and interpretation.

This variable seeks to derive information about how long respondents have been working in the various schools.

**Table 2: Years of working in the school**

Category (years)	Frequency	Percentage (%)	Cumulative Percentage (%)
1 – 5	6	5.5	5.5
6 – 10	34	30.9	36.4
11 – 15	35	31.8	68.2
15+	35	31.8	100
Total	110	100	

**Source of data: From the field, 2026****Findings**

Table 2 revealed the years of experience of staff in basic schools in Ghana. It shows that most of the staff, which is about 63%, has been working for more than ten years. This means they have been doing their jobs for a long time and probably know a lot about it.

Around 37% of the staff has less than ten years of experience. This group includes both newer staff and those who have a bit more experience but still less than ten years.

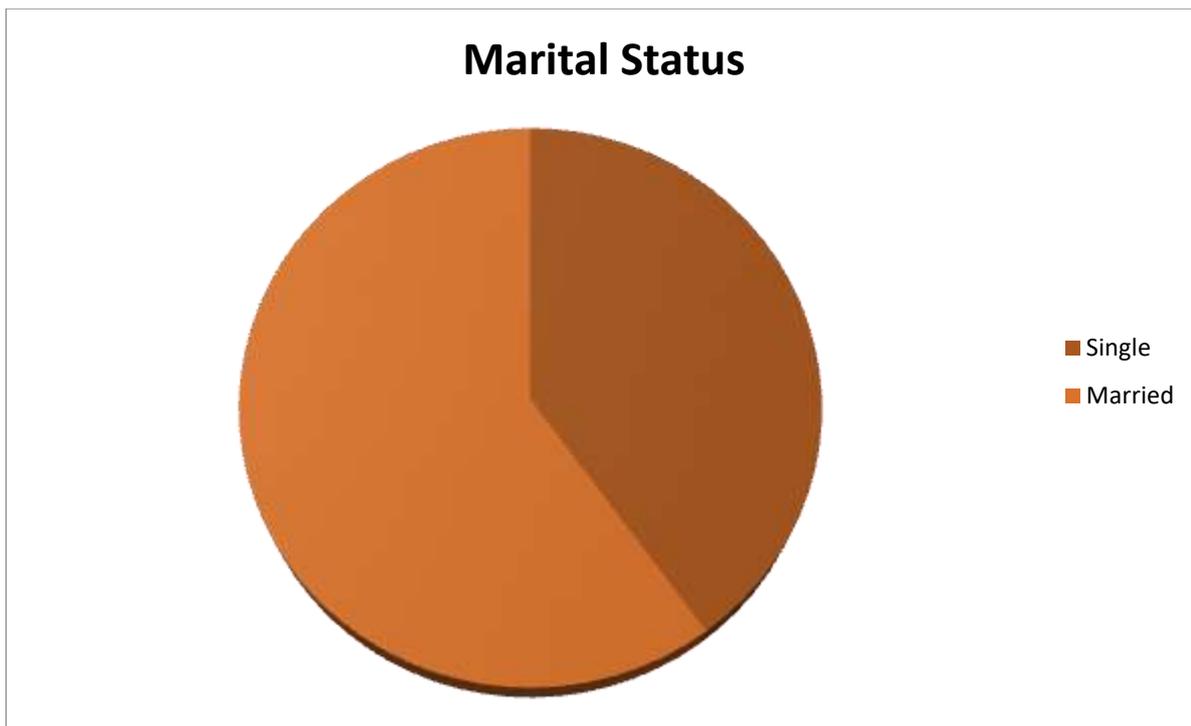
Another interesting thing is that almost a third of the staff, which is about 32%, have been working for 15 years or more. This means they

are very experienced and have been doing their jobs for a really long time.

However, there are still some newer staff members, about 5.5%, who have been working for only 1 to 5 years. This might be because they are new to the job or because some staff members recently joined the school.

In simple words, most of the teachers in basic schools have been working for a long time, with some having lots of experience and others still learning. It's a good mix because it brings different kinds of knowledge and skills to the school.

This variable seeks to derive respondents' view of their marital status.

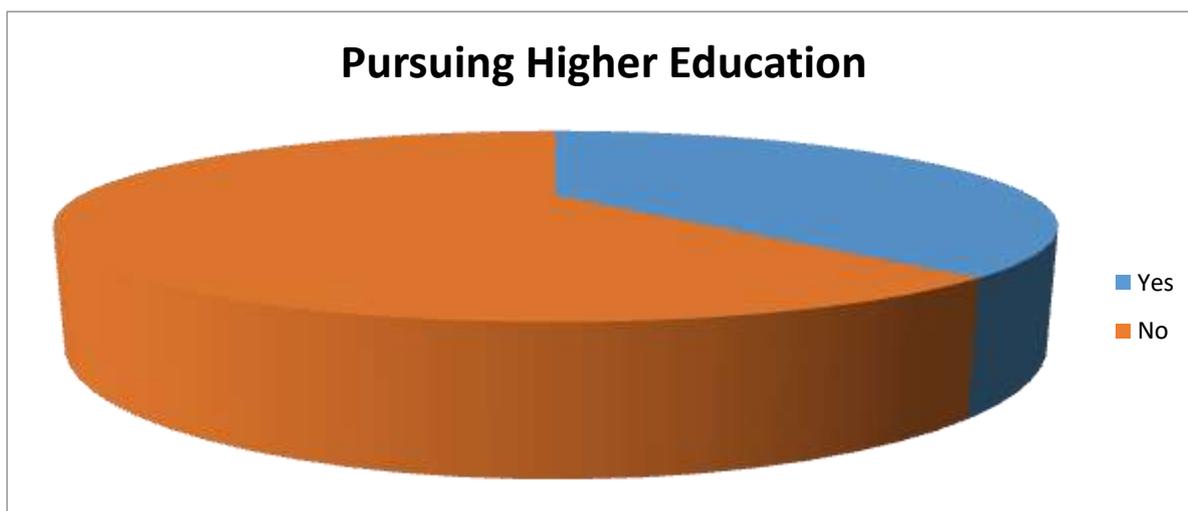


**Figure 3: Marital Status of respondents Findings**

Figure 3 showed that 60% of respondents are married, while 40% are single. Surprisingly, there are no divorced or widowed staff members. This suggests a diverse workforce, with most choosing to share their lives with a partner. In numbers, roughly 66 staff members

are married, and around 44 are single. This information helps us understand the different personal situations among the staff.

This variable aims to gather information about respondents who are currently enrolled in or planning to pursue a higher education program.



**Figure 4: Pursuing Higher Education Program Findings**

Figure 4 revealed that, out of the respondents, 42 are currently pursuing higher education, while 68 are not. This data translates to approximately 38% of respondents currently

pursuing higher education, with the remaining 62% not pursuing further studies. The fact that almost 40% of respondents are pursuing higher education indicates a notable interest in academic advancement within the school community. This suggests a positive attitude towards professional development and lifelong learning among staff members. Conversely, the majority of respondents, comprising 62%, are not currently pursuing higher education. This may be due to various reasons such as personal circumstances or a preference to focus on other aspects of their lives or careers. Understanding this distribution offers valuable

insights into the educational aspirations of the school community, enabling the school to tailor support and resources to meet the diverse needs of staff members. This fosters a culture of continuous learning, ultimately benefiting both individual growth and the overall quality of education provided by the school.

This section seeks to derive insight into instructional supervisory activities by Headteachers.

**Table 3: Instructional Supervisory Practices**

Category	Scale	Frequency	Percentage (%)	Cumulative Percentage (%)
Classroom visitation	Always	50	50	50
Checking teacher's professional records	Very Often	17	17	67
Organizing staff development programmes	Often	13	13	80
Monitoring punctuality and regularity of staff	Rarely	12	12	92
Provision of instructional resources	Never	8	8	100
	<b>Total</b>	100	100	

**Source of data: From the field, 2026**

### Findings

Table 3 relates to data collected from 100 teachers which provide insights into various instructional supervisory activities conducted by headteachers in the selected schools. Among these activities are classroom visitations, checking teacher's professional records, organizing staff development programs, monitoring punctuality and regularity of staff, and provision of instructional resources.

Focusing on Objective 1, which aims to examine instructional supervision practices of headteachers, we can see that 50% of headteachers reported conducting classroom visitations "Always." This indicates a consistent effort to observe teaching practices firsthand, aligning with the objective of examining supervision practices.

Additionally, 17% of headteachers reported checking teacher's professional records "Very Often," demonstrating a commitment to monitoring and assessing teachers'

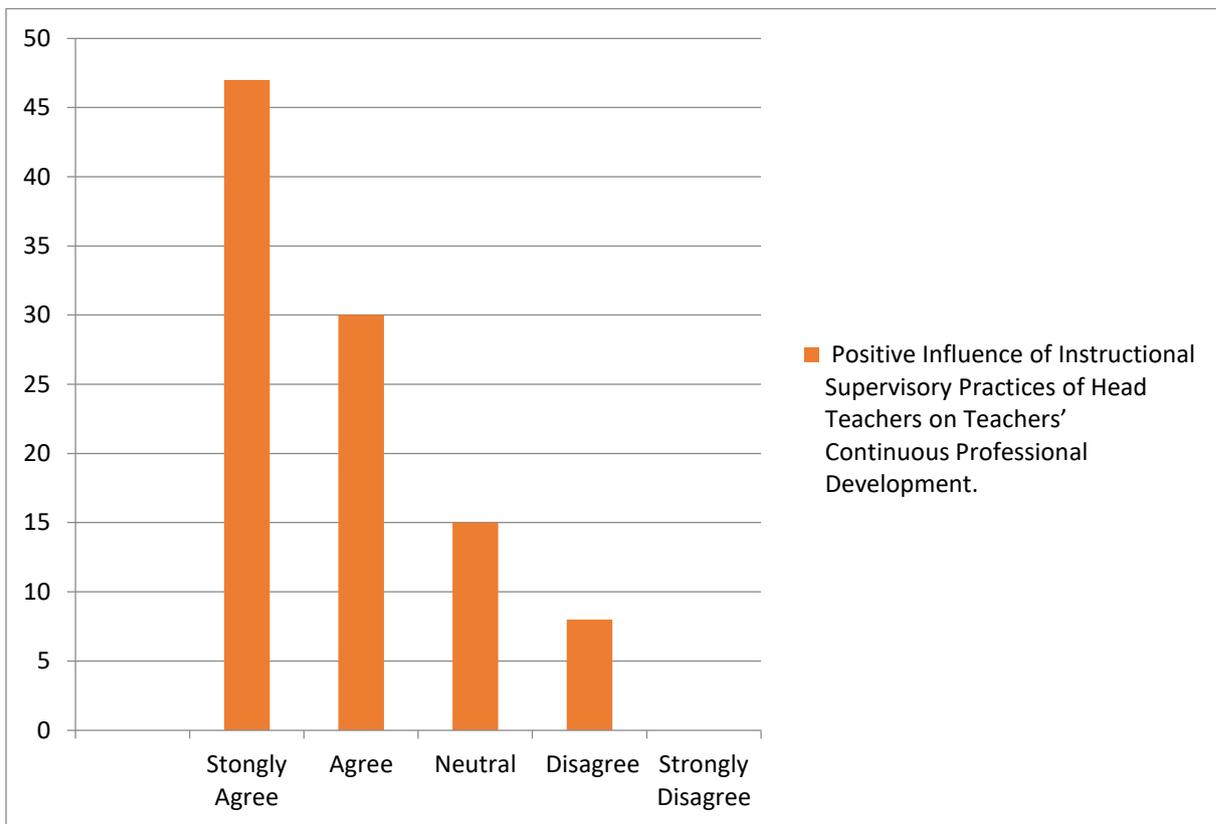
professional qualifications and credentials. This activity contributes to the overall supervision of teachers' performance.

These findings highlight the proactive approach taken by headteachers in supervising instructional activities, including direct observation of teaching practices and monitoring teachers' professional records. By engaging in these activities, headteachers can effectively oversee teaching quality and provide support and guidance to improve

teachers' performance, thereby achieving the objective of examining instructional supervision practices.

**Influence of Instructional Supervisory Practices of Headteachers on Teachers' Continuous Professional Development.**

This section seeks to derive insights into the effects of instructional supervisory practices of headteachers on teachers' continuous professional development



**Figure 5: Supervisory Practices of Headteachers' in CPD Findings**

Figure 5 assesses how headteachers supervision affects teachers professional growth, data from 100 teachers in the same school show interesting views. Out of the 100 teachers, 47 strongly agreed that headteachers' supervision positively impacts their professional growth. Additionally, 30 more teachers agreed, indicating many see the benefits.

However, 15 teachers remained neutral, showing uncertainty, while 8 disagreed with the idea. In terms of percentages, about 47%

strongly agreed, and 30% agreed, indicating most recognize the positive impact. Meanwhile, 15% were neutral, and 8% disagreed.

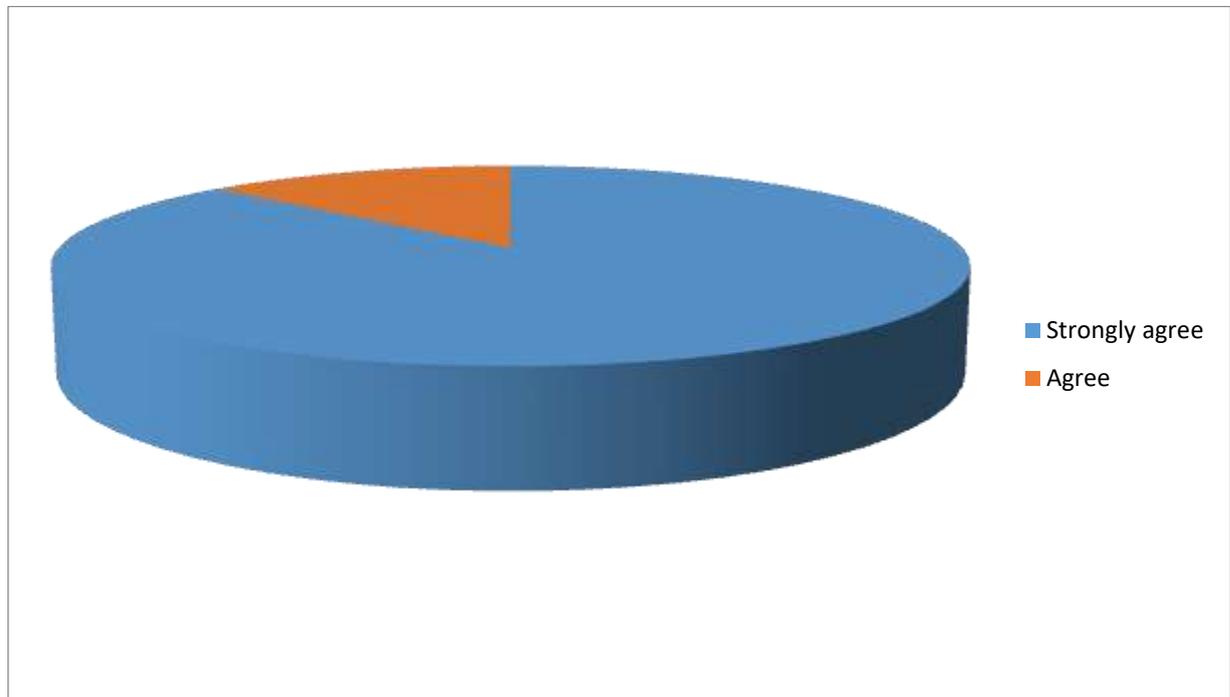
This data closely relates to objective 2, examining how headteachers' supervision affects teachers' performance. It suggests that many teachers believe effective supervision helps their professional development.

Overall, this emphasizes the importance of effective supervision by headteachers in helping teachers grow. By providing support and feedback, headteachers can boost teachers' skills and performance

### Teachers Derive Benefits from Continuous Professional Development (CPD)

This section delves into the advantages teachers gain from Continuous Professional

Development (CPD). By examining data or findings, we aim to grasp the positive effects of CPD on teachers' abilities, expertise, and overall career advancement.



#### Figure 6: Teacher Derive Benefits From CPD

Figure 6 examines the responses from 100 teachers within the schools. It provided valuable insights into the influence of instructional supervisory practices of headteachers on teachers' continuous professional development. The data paints a clear picture of unanimous agreement among teachers regarding the positive impact of instructional supervisory practices on their professional growth. Specifically, a staggering 87% of teachers strongly agree that these practices contribute positively to their continuous development. Additionally, 13% of teachers agree with this sentiment, further solidifying the perceived benefits of such practices.

What's particularly striking is the absence of neutrality or disagreement among the teachers. This absence underscores a strong consensus among the respondents regarding the beneficial influence of instructional supervisory practices on their continuous professional development.

This finding directly corresponds to objective 2 of the study, which aims to examine the influence of instructional supervisory practices of headteachers on teachers' performance. The data highlights the pivotal role that effective instructional supervision plays in enhancing teachers' skills, knowledge, and overall professional development within the school context.

Moreover, the high percentage of teachers who strongly agree underscores the importance of fostering a supportive and empowering supervisory culture. Through constructive feedback, guidance, and mentorship provided by headteachers, teachers can continuously refine their teaching practices and contribute to the overall educational excellence of the school.

In conclusion, the data emphasizes the positive impact of instructional supervisory practices of headteachers on teachers' continuous professional development. By recognizing and leveraging the benefits of such practices, schools can cultivate an environment

conducive to ongoing growth and excellence in teaching and learning.

This section seeks to derive insight into instructional supervisory activities by

headteachers. In this variable, only ten (10) headteachers were interviewed.

**Table 4: Instructional Supervisory practices**

Category	Scale	Frequency	Percentage (%)	Cumulative Percentage (%)
Classroom visitation	Always	4	40	40
Checking teacher's professional records	Very Often	3	30	70
Organizing staff development programmes	Often	3	30	100
Monitoring punctuality and regularity of staff	Rarely	0	0	100
Provision of instructional resources	Never	0	0	100
	<b>Total</b>	10	100	

#### Source of data: From the field, 2026

#### Findings

In analyzing the instructional supervisory practices of headteachers within the same school, data obtained from 10 headteachers offers valuable insights into their approaches to overseeing instructional activities. Presented in Table 4, the data showcases the frequency at which these headteachers engage in various supervisory activities.

Examining the percentages, we note that 40% of headteachers reported conducting classroom visitations "Always," indicating a consistent effort to observe teaching practices firsthand. Additionally, 30% stated that they checked teacher's professional records "Very Often," highlighting a commitment to monitoring and assessing teachers' credentials and qualifications. Another 30% mentioned organizing staff development programs

"Often," suggesting an active involvement in enhancing teachers' skills and knowledge.

However, no headteachers reported monitoring punctuality and regularity of staff or providing instructional resources, indicating potential areas for improvement in the overall supervisory practices within the school.

These findings directly correspond to objective 1 of the study, which aims to examine the instructional supervision practices of headteachers. The data suggests that while certain aspects of supervision, such as classroom visitations and checking teacher records, are frequently practiced; there may be room for enhancement in other areas, such as staff punctuality monitoring and resource provision.

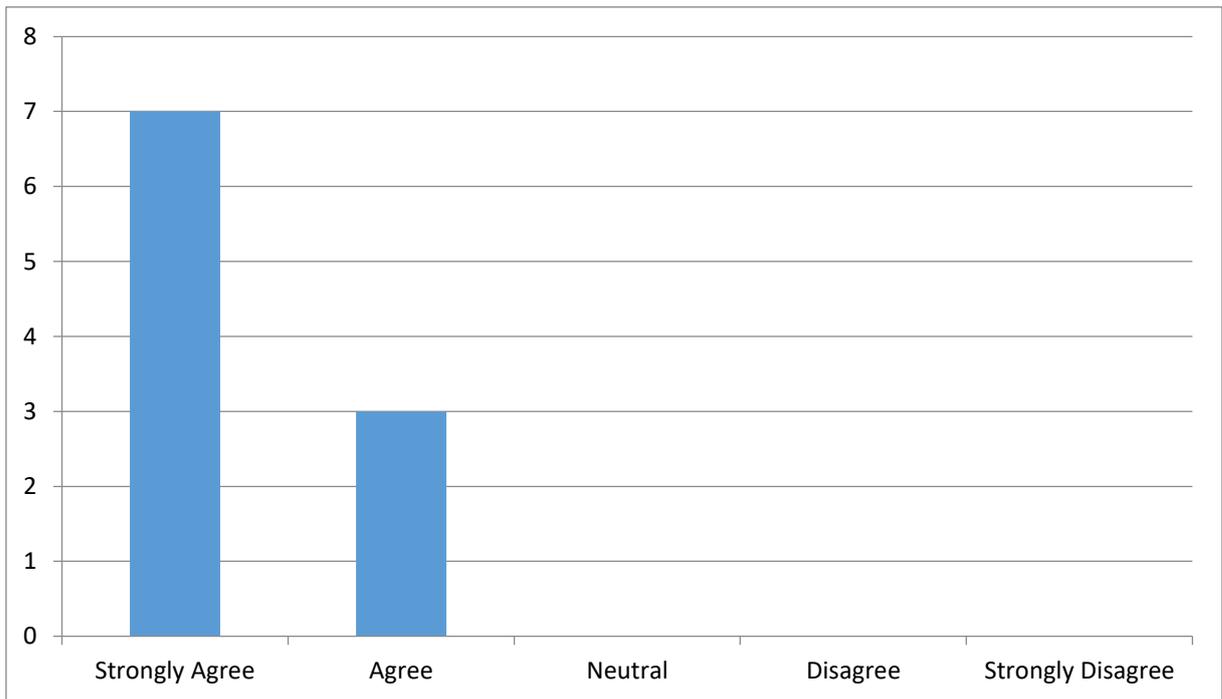
Overall, the data provides valuable insights into the supervisory practices of headteachers, highlighting both strengths and areas for improvement. By addressing these aspects

effectively, schools can strive towards more comprehensive and impactful instructional supervision, ultimately contributing to the continuous improvement of teacher performance and overall educational quality.

**Challenges Headteachers Face in their Instructional Supervisory Practices on Continuous Professional Development.**

This variable seeks to uncover the challenges that headteachers encounter in their

instructional supervisory practices concerning the continuous professional development (CPD) of teachers. By exploring these challenges, we aim to understand the obstacles that hinder effective instructional supervision and, subsequently, impede teachers' professional growth and development. In this variable, only ten (10) headteachers were interviewed.



**Figure 7: Challenges Headteachers’ face in their Instructional Supervisory Practices on CPD.**

**Findings**

Figure 7 examines the feedback from 10 headteachers in the same school sheds light on the difficulties they encounter in their instructional supervisory roles, especially regarding their impact on teachers' continuous professional development (CPD).

The data reveals that 7 headteachers strongly agree, and 3 agree that challenges exist in their instructional supervisory practices. None of the headteachers expressed neutrality, disagreement, or strong disagreement with this idea.

In simpler terms, 70% of headteachers strongly agree, while 30% agree with the

presence of challenges in their instructional supervisory practices.

These findings directly tie in with Objective 3 of the study, which aims to explore the significant hurdles headteachers face in their instructional supervision. These challenges include juggling administrative tasks that interfere with supervision, the need for proper training and experience in supervision and monitoring, issues stemming from teachers' attitudes and perceptions towards supervision, insufficient resources and funding to support supervision on CPDs, and a lack of expertise in modern technology, hindering effective supervision.

**Conclusion**

In conclusion, the outcome of the study offers valuable insights into instructional supervision's impact on Teachers' Continuous Professional Development. Table 3 reveals the frequency of supervisory practices, aligning with objective 1. Figure 5 shows how supervision influences professional growth, supporting objective 2. Figure 6 highlights the benefits of continuous

development, reinforcing ongoing learning, and support. Table 4 outlines challenges headteachers face, addressing objective 3. Overall, effective supervision is crucial for supporting teachers' growth. By addressing c challenges, schools can foster continuous improvement in teaching and learning.

**Table 5: Recommendation Matrix**

Objectives	Research Questions	Findings	Recommendations
1.To examine the instructional supervision practices of headteachers in the selected schools.	1. What are the instructional supervision practices of headteachers in the selected basic schools?	Presented in Table 4, the data showcased the frequency at which headteachers engage in various supervisory activities. It was noted that 40% of headteachers reported conducting classroom visitations "Always,". Additionally, 30% stated that they checked teacher's professional records "Very Often," Another 30% mentioned organizing staff development programs "Often," suggesting an active involvement in enhancing teachers' skills and knowledge.	It is recommended that headteachers should establish a supportive and teachers feel esteemed, valued, and motivated to seize ownership of their professional growth.
2. To examine the influence of instructional supervisory practices of headteachers on teachers' performance.	2. How do headteachers instructional supervisory practices influence teachers performance in the selected schools?	Out of the 100 teachers, 47 strongly agreed that headteachers' supervision positively impacts their performance and professional growth. Additionally, 30 more teachers agreed. However, 15 teachers remained neutral, showing uncertainty, while 8 disagreed. This means that, about 47% strongly agreed, and 30% agreed, indicating most recognize the positive impact of instructional supervisory practices. Meanwhile, 15% were neutral, and 8% disagreed indicating that instructional supervisory practices have no impact on their job performance.	The Ghana Education Service (GES) should prioritize the establishment and execution of comprehensive training programs for headteachers and supervisory staff. These programs should concentrate on improving their competencies in instructional oversight, offering guidance on effective observation methods, feedback delivery, and mentorship strategies in order to improve teaching and learning in their schools.

<p>3. To investigate the significant challenges headteachers face in their instructional supervision in the selected schools.</p>	<p>3.What are the significant challenges headteachers face in their instructional supervision practices in the selected schools?</p>	<p>The data reveals that 7 headteachers strongly agree, and 3 agree that challenges exist in their instructional supervisory practices. In simpler terms, 70% of headteachers strongly agree, while 30% agree with the presence of challenges in their instructional supervisory practices. The challenges include; lack of adequate knowledge and experience, multi-task role of the headteacher, teachers’ poor attitudes towards supervision and inadequate basic instructional materials.</p>	<p>Schools should allot resources, including time, finances, and access to educational materials and seminars, to bolster educators' professional development endeavors. Extending opportunities for educators to participate in conferences, workshops, and training sessions can enrich their competencies and knowledge in various instructional domains.</p>
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**Chapter Five**  
**Summary, Conclusions And**  
**Reccomendations**  
**Summary**

In summary, the findings suggest that effective supervision practices, such as regular classroom visits and monitoring teachers' professional records, play a crucial role in maintaining and improving teaching standards within basic schools. By actively observing teaching practices and ensuring compliance with educational standards, school leaders can provide valuable feedback and support to teachers, thereby facilitating their professional development.

Moreover, the overwhelming agreement among teachers regarding the positive impact of supervision on their growth underscores its significance in fostering continuous improvement in teaching quality. When teachers receive constructive feedback, guidance, and mentorship from their superiors, they are better equipped to enhance their skills, knowledge, and instructional practices.

However, the study also identifies challenges faced by headteachers in fulfilling their supervisory roles effectively. These challenges include the competing demands of administrative tasks, limited resources, and teachers' attitudes towards supervision. Despite these obstacles, the study emphasizes the importance of overcoming them to ensure that supervision remains a cornerstone of professional development initiatives in basic schools.

In essence, the study underscores the critical role of supervision in supporting teachers' growth and improving education quality. By addressing challenges and fostering a supportive supervisory culture, schools can create an environment conducive to continuous learning and excellence in teaching and learning.

Overall, effective supervision is vital for supporting teachers' growth and improving the quality of education in schools.

**Conclusions**

In summary, effective supervision plays a crucial role in supporting teachers' growth and improving education quality in basic schools. To enhance this, it's recommended to improve training for supervisors, encourage collaborative learning, introduce peer feedback systems, allocate resources for professional development, and foster supportive leadership. By implementing these steps, schools can create a culture of continuous improvement, ultimately benefiting both teachers and students.

**Future Research**

Future research could investigate the interplay between instructional supervision and other school management aspects, such as curriculum development and teacher collaboration. This would provide a comprehensive understanding of their combined effects on educator growth and student learning. Additionally, conducting comparative studies across diverse educational contexts may reveal

contextual factors influencing supervision effectiveness. Examining the roles of external stakeholders, such as parents and policymakers, could provide insights into broader influences on teacher development.

### Recommendations

The following recommendations have been provided based on the findings from data collected and interpreted:

1. **Enhance Training Initiatives:** Ghana Education Service (GES) should prioritize the establishment and execution of comprehensive training programs for headteachers and supervisory staff. These programs should concentrate on improving their competencies in instructional oversight, offering guidance on effective observation methods, feedback delivery, and mentorship strategies.
2. **Cultivate Collaborative Learning Communities:** Schools can foster cooperative learning communities where educators exchange best practices, cooperate on teaching methodologies, and participate in peer-to-peer learning. This approach fosters a culture of continuous enhancement and offers educators valuable prospects for professional advancement.
3. **Introduce Peer Observation and Feedback Systems:** Introducing peer observation and feedback systems can furnish educators with constructive input from their peers, nurturing a culture of responsibility and ongoing growth. Educators can observe and glean insights from each other's teaching methods, exchange ideas, and provide support to refine their instructional efficacy.
4. **Allocate Resources for Professional Growth:** Schools should allot resources, including time, finances, and access to educational materials and seminars, to bolster educators' professional development endeavors. Extending opportunities for educators to participate in conferences, workshops, and training sessions can enrich their competencies and knowledge in various instructional domains.
5. **Foster Supportive Leadership Environment:** School leaders should establish a supportive and empowering atmosphere where educators feel esteemed, valued, and motivated to seize ownership of their professional growth. Leaders can offer mentorship, coaching, and acknowledgment to inspire educators to excel in their roles and contribute to the overall prosperity of the school community.

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