

Headteachers' Instructional Supervisory Practices and Teachers' Job Performance in Ga-East Municipality

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ABSTRACT

This study investigated headteachers instructional supervisory practices and teachers job performance in Ga-East Municipality, Ghana. This study employed descriptive survey design with quantitative approach where through census and proportionate stratified random sampling techniques, a sample of 195 comprising 65 headteachers and 130 teachers were respectively selected from seven circuits. Having satisfied the validity and reliability requirements, quantitative data was analysed using both descriptive and inferential statistic with the aid of Statistical Product for Service Solutions (SPSS) version 26. The finding revealed that the headteachers practiced all the instructional supervision dimensions outlined in this study, however, the headteachers mostly practiced checking teachers' professional records while conducting classroom observation was least practiced. The study established that the level of the teachers' general job performance as well as the various dimensions of job performance was very good, however, the teachers' level of job performance was highest in relation to their management skills and lowest on their teaching skills. The study indicated that the job performance of the teachers was linked to the instructional supervisory practices of the headteachers. Based on these findings it was recommended that the Ghana Education Service through the Ga-East Municipal Education Directorate should organize in-service training for the headteachers to equip them with relevant competences in the practice of instructional supervision in the schools, especially in conducting classroom observation the provision of instructional resources. It was also recommended that education stakeholders in the Ga-East Municipality should support the teachers to sustain this level of performance and improve on it so to realize educational goals in the municipality.

Key Words: Headteacher, Job Performance, Instructional Supervisory Practices, Teachers, Basic School.

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Introduction

Education is not only a human right but also an agent of transformation towards individuals' societal development. In cognizance of this, there has been deliberate global commitment among states not only to avail education to citizens but also a quality education (United Nations Educational, Scientific, and Cultural Organization (UNESCO), 2010-2011). In both developed and developing countries, policy-makers have shifted their attention from expansion issues to quality issues in education. The effect of globalization on education today has called for survival measures of education world over, and all organizations consciously strive for sustainable development. Armstrong (2009) states that this survival can only be achieved through work supervision as a strategy to organizational survival. Supervision is the administrative oil that lubricates the management engine (Okumbe, 2007). Teachers play a pivotal role in achieving quality education of any state.

Teacher's job performance refers to the accomplishment of given duties by a teacher at a particular period in the school system to achieve stipulated goals. Such duties are timely syllabus coverage, school and class regular and punctual attendance, setting examinations, classroom management among others. The nature of quality instructional supervision within a school is presumed to have effects on the expertise, practice and teachers' job performance and by extension ultimately on student academic achievement. The headteacher is the agent of supervision in a school on behalf of the quality assurance and standards directorates (Okumbe, 2007). It is

therefore incumbent upon the head to ensure proper translation of education policies and objectives into a programme within a school.

Over the years, the headteachers' teaching and clerical duties have been reduced and an increased emphasis placed on supervisory roles in the school. The headteacher has the responsibility to influence the teachers in their job performance by employing several practices. The practices involve checking the teachers' records and pupils' work; provide instructional materials, right motivation and enough stimulation for the staff and pupils to enhance teachers' job performance and pupil achievement. The headteacher analyses staff professional development needs and addresses them by running school-based In-service Training (NSET) programmes and organizing professional learning communities. Research by Tanner (1994) points out that, schools that use most of consultancy in their curriculum improvement efforts are the most effective. Consultation includes intervisitation, class visits, lesson demonstrations and constructive help for teachers within a school system and through networks of schools and engaging in collective problem solving.

In the Western countries, there is evidence of instructional supervision by principals. In the United States of America (U.S.A), headteachers take their responsibility of school management and instructional supervision seriously by visiting and doing class observation frequently (Archibong, 2008). Class observation is deemed as a communication tool where headteachers share various issues affecting teaching and learning in a particular classroom. Teacher supervision also acts as appraisal tool where teachers reflect on highlighted issues. Studies in Turkish private schools found out that the principal would decide to undertake impromptu visits to classrooms without informing the teachers (Ayse Bas, 2002). Studies done by Bouchamma and Kalule (2013) found out that supervision guarantees teachers' awareness of the duties entrusted to them and update them of their teaching practices. Supervision of teachers helps in supporting the teachers in their efforts that help the supervised teacher to learn from their errors and move forward in their career. Studies conducted on the nature of instructional supervision carried out in schools in three Asian countries - India, Malaysia and Thailand found out that there existed a 'cold war' between the teachers and the supervisors, and supervision was used as a means to control and exert power. For many teachers, supervision is a meaningless exercise that has little value other than completion of the required evaluation form.

Historically, supervision is rooted in bureaucratic inspection-type, this attitude is changing but very slowly. In many countries, teachers feel demoralized by supervision (Sharma, Marohani & Baba, 2011). In a study by Newstrom and Bittel (2002), 70% of the teachers who participated in their study in Botswana acknowledged that there was feedback after supervision. They recommended that there was need for planned classroom visits in consultation with teachers. In Tanzania, the headteacher is expected to have high levels of transparency and accountability in supervising teachers (Tanzania Ministry of Education and Vocational Training, 2005). In Uganda's education system, regular pedagogical support for teachers by their principals is limited (World Bank, 2005).

In Ghana, the Directorate of Education in Ga -East Municipality has on various occasions come under sharp criticisms over the declining performance in end of year examinations. Several reports have blamed pupils' poor academic performance on poor job performance by teachers. According to Amoah report (2010-2011) Class 8 pupils could not read Class 2 level story, and 10 out of 100 teachers were found to be absent from school on a given day. This revelation was shocking and casted aspersions on teacher supervision practices in schools. A study carried out by Mwasindo (2012) in Kilifi District on the influence of headteachers instructional supervision practices in Kenya by checking teachers' records of work had no influence on teachers' job performance. This is because there is a tendency to prepare teachers' records in arrears for the headteacher to see not for aiding in teaching. Kimosop (2002) carried out a study on the role of headteachers' instructional supervision and reported that many headteachers have no time to check teachers' records. Nyagaya's (2015) study on factors influencing teacher level of job satisfaction in public primary schools in Kayole reported poor perception of headteachers' supervision by the teachers.

Studies conducted by Education Watch (2017) in Ghana reported lack of quality education in public primary schools. This was blamed on teachers' laxity on their, job citing rampant absenteeism among teachers, lateness to school and class as some teachers commute from far due to high house allowance in town. The report also cited lack of teacher supervision by headteachers who have many responsibilities that keep them out of school on many occasions. The sub county has been deteriorating in quality of education which has been blamed on poor job performance by teachers. According to the D.E.O Ga-East Municipality, some of the teachers show a lot of laxity in professional duties. There is, therefore, the need to undertake a study to establish whether there is influence of headteachers' instructional supervisory practices on teachers' job performance.

Table 1: End of Year Examination Performance of Basic Schools in Ga-East Municipal 2019 – 2021

School Code	2018	2019	2020
P1	295.3	301.22	299.61
P2	282.4	285.15	295.15
P3	279.4	256.8	269.95
P4	270.2	258.19	269.57
P5	267.8	252.54	268.86
P6	252.8	257.15	268.3
P7	240.1	247.7	247.7
P8	266.8	246.68	269.81
P9	242.8	245.45	259.16
P10	244.6	237.76	237.75
P11	253.8	240	234.48
P12	239.5	230.96	232.39
P13	209.6	224.55	215.45
P14	214.1	225.33	208.64

Source: Ga-East Municipal, Education Department (2021)

Table 1 shows the District End of Year Examination performance of Ga-East District public basic schools between 2019 and 2021. The figures point out that most schools in the district did not perform well in 2019, 2020 and 2021 consecutively. In some cases, less than a half of the schools attained an average mean score of 250 in the District End of Year Examination. The Ghana government recognizes the importance of instructional supervision in enhancing quality education. Since 1995, the government has made concerted effort to improve school supervision to mitigate the falling standards of education, due to free primary education (FCUBE). The government revamped Quality Assurance and Standards to a directorate and increased its mandate in supervision. There was intensified professional development of headteachers through seminars and workshops. Through the MOE, the Ghana Education Service (GES) organized intensive workshops for headteachers and teachers to address the issue of teacher capacity. The argument is that the success or failure of a school depends, largely, on the way it is led and managed (Kusi, 2017). Consequently, there is need to investigate the headteachers' supervisory practices and their influence on teacher performance which may be the cause for this poor academic performance. The purpose of this paper was to investigate instructional supervisory practices of headteachers as well as their influence on teacher job performance in the public basic schools in Ga-East Municipality in the Greater Accra Region of Ghana.

The findings may be used by the Ministry of Education and Ghana Education Service to guide in future policy formulation and provide necessary supervisory guidelines in schools. The study may assist parties involved in school supervision like School Improvement Support Officers and headteachers to address the gaps identified. The findings of the study would help re-examine the way instructional supervision is carried out to make it more appreciated by teachers.

Theoretical Framework

The study is based on interconnected model of professional growth by Clarke and Hollingsworth (2002). The theory postulated that education supervision is a continuous process that is aimed at teacher professional growth. It suggested 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. According to Wiles (2000), supervision as an activity. He described supervision as "consisting of all the activities leading to the improvement of instructions, activities related to morale, improving human relations, in-service education and curriculum development" (P4). According to Archibong (2008), instructional supervision is the process of assisting teachers in the form of guidance, direction, stimulation or other development activities to develop and improve the teaching and learning process and situation for a better one.

According to McNeil and Dull (2005), the major supervisory practices are assistance to individual teachers in determining more appropriate instructional objectives for the pupils in a specific classroom so as to improve the curriculum; planning and implementing a well-established in-service training program; aiding in goal

definitions and selections at local, state and federal level; and working closely with administrators to establish roles that are expected of consultant who are outside the school. Among these practices, the above researchers discovered that in-service training dominated headteachers' supervisory practices. On orientation of new staff, Samoei (2014) observed that 66.7% of headteachers always orient new teaching staff in their schools. In another study, Kusi (2017) observed that principals carry out inductions of staff and orientation of school programme. Okumbe (1999) identified lesson observation as one of the major supervisory practices of the headteacher. He added that instructional practices involve such activities as helping in the formulation and implementation of schemes of work, evaluating and overseeing modification of instructional programs and delivering instructional resources. However, Gaziel (2007) established that majority of principals neither make visits to classrooms to observe teachers' lessons or give feedback to teachers after class observations.

Recent research suggests that headteachers who engage in distributed leadership practices, where they share leadership responsibilities with other staff members, tend to have a positive impact on student achievement. This approach allows for a more collaborative and inclusive leadership style that can better support the needs of all students (Harris & Jones, 2021; Spillane, Halverson, & Diamond, 2020). Headteachers who prioritize instructional leadership, where they focus on improving teaching and learning, tend to have a greater impact on student achievement than those who focus solely on administrative tasks. This includes providing professional development opportunities for teachers, regularly observing and providing feedback on classroom instruction, and fostering a culture of continuous improvement (Davis, Darling-Hammond, LaPointe, & Meyerson, 2021; Hallinger, 2020). Headteachers who exhibit transformational leadership practices, where they inspire and motivate staff members to work towards a shared vision, tend to have a positive impact on school culture and student achievement. This approach involves developing a shared vision for the school, communicating that vision effectively, and fostering a sense of ownership and empowerment among staff members (Hulpia, Devos, & Van Keer, 2021; Leithwood, Harris, & Hopkins, 2020). Research suggests that headteachers who prioritize instructional leadership, distributed leadership, and transformational leadership practices are more likely to have a positive impact on student achievement and school culture.

The findings on the headteacher's instructional practices are consistent with the interconnected model of professional growth proposed by Clarke and Hollingsworth (2002), which suggests that effective teaching requires a complex interplay between teachers' knowledge, beliefs, and practices. The model emphasizes the importance of teachers engaging in ongoing professional learning and development to improve their practice, and this is reflected in the research on headteachers' instructional practices. For instance, the emphasis on instructional leadership aligns with the model's emphasis on teachers' knowledge and beliefs about teaching and learning. Headteachers who prioritize instructional leadership are likely to have a deep understanding of effective teaching practices and how to support teachers in implementing them. Similarly, the emphasis on distributed leadership is consistent with the model's emphasis on teachers' practices and the importance of collaboration and shared decision-making in improving teaching and learning. Headteachers who engage in distributed leadership practices are likely to create a culture of collaboration and shared decision-making that supports ongoing professional growth and development. Finally, the emphasis on transformational leadership is consistent with the model's emphasis on teachers' beliefs and the importance of motivation and empowerment in improving teaching and learning. Headteachers who exhibit transformational leadership practices are likely to inspire and motivate staff members to work towards a shared vision for the school, which can lead to a greater sense of ownership and commitment to ongoing professional growth and development.

In Kenya, Musungu and Nasongo (2008) found out that the headteacher's instructional practices included checking lesson books, schemes of work, records of work covered, and attendance. Samoei (2014) discovered that most of the principals check schemes of work, teachers' record of work and protect student's instructional time through punctuality. Besides, the findings of Sabitul and Ayandoja (2012) revealed that principals check teachers' punctuality, and check and keep teachers' instructional records. They added that checking records deals with headteachers' weekly plans and pupil's work, and reviewing test data, and he observed that the headteacher can facilitate change through checking school records by providing legitimate, descriptive feedback for the teacher to consider and reflect upon.

According to Griffin (2000), 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. Teachers' job performance is highly connected to student outcomes as the end product in education (Okumbe, 2007). Hence when addressing quality issues in education, the teacher quality and job performance need to improve appropriately. It is therefore

necessary to consider teacher job performance determinants such as the headteachers' instructional supervision. The study was guided by three research questions as follows:

1. What are the headteachers' instructional supervisory practices in public basic schools in the Ga-East Municipality?
2. What is the level of teacher job performance in public basic schools in the Ga-East Municipality?
3. What is the influence of headteachers' instructional supervisory practices on teachers' job performance in public basic schools in the Ga-East Municipality?

Methodology

This was a quantitative study underpinned by the positivist paradigm and employed a descriptive survey design. The choice of the quantitative approach is consistent with the positivist philosophy which argues that researchers use quantitative methods to gather measurable and numerical data for analysis (Coolican, 2019). A descriptive survey design was considered for the study because it allows researchers to collect data regarding the opinion of participants on a particular topic, and it is used to investigate the existence of relationships (Leacock, Warrican & Rose, 2009).

Using a census sample frame, all the 65 headteachers from the public basic schools were involved in the study. Proportionate stratified random sampling was used to select 130 out of 1235 teachers from the study area (EMIS, 2022). The researchers identified the various education circuits in the Ga-East municipality and the proportion of teachers relative to the 1235 teachers in the target population in each education circuit. Then the researcher determined the number of male and female teachers in each of the education circuits as presented in Table 2.

Table 2: Distribution of Teachers by Education Circuit and Gender

Circuit	Number of Teachers (%)	Circuit Sample Size	Male (%)	Male Sample Size	Female (%)	Female Sample Size
A	200 (16)	21	96 (48)	10	104(52)	11
B	215 (17)	22	99 (46)	10	116(54)	12
C	175 (14)	18	89 (51)	9	86(49)	9
D	220 (18)	23	106 (48)	11	114 (52)	12
E	195 (16)	21	92(47)	10	103 (53)	11
F	230 (19)	25	113 (49)	12	117 (51)	13
Total	1235 (100)	130	595(48)	62	640 (52)	68

Source: Researcher's Computations, 2022

Two questionnaires were used in collecting the data, including Instructional Supervisory Questionnaire (ISQ) and Job Performance Questionnaire (JPQ). The ISQ was designed by the researcher while the JPQ was adapted from Underwood (2004). The adaptation involved rephrasing some of the items in the original questionnaire to suit the context of the study. The ISQ was made up of 19 items whilst the JPQ contained 25 items, totalling 44 items. The questionnaires were made up of three parts. The first part was the ISQ which focused on checking teachers' professional records, teachers' professional development, provision of instructional resources, classroom observation, and reward/motivation. The respondents were tasked to rate each item on a 5-point Likert-type scale such that Strongly Disagree (1), Disagree (2), Neutral, (3), Agree (4), and Strongly Agree (5). Both headteachers and teachers responded to the same items. Each of the instructional supervisory styles had 3 items each. The second part of the questionnaire centred on teacher job performance, which included teaching skills (7 items), 5 items for management skills, 6 items for discipline and regularity, and 6 items for interpersonal relationship. The respondents were required to choose only one option of each item to reflect their perception.

In establishing the reliability of the instrument, pre-test was carried out at the Ga-West Municipality because it was deemed to have similar characteristics with the main study area -Ga-East Municipality. The pre-test involved 20 participants, comprising 5 headteachers and 15 teachers based on the rule of thumb that 10% of the study sample should constitute the pre-test sample (Cooper & Schilder, 2011).

The construct validity of the instrument was determined through exploratory factor analysis. Firstly, the researchers determined the factorability of the data through Kaiser-Meyer-Olkin Measure of sampling adequacy and the Bartlett's test of sphericity as presented in Table 3.

Table 3: Results on Factorability of Data for Factor Analysis

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.863
Bartlett's Test of Sphericity	Approx. Chi-Square	6300.703
	Df	435
	Sig.	0.000

Source: Field Data, 2022

The results in Table 3 revealed that the KMO value was greater at least 0.50 while the Bartlett's test was statistically significant, confirming the appropriateness of the data for conducting factor analysis as recommended by scholars like (George & Mallery, 2019; Field, 2018). Therefore, the researchers proceeded to determine the number of factors to extract for rotation, and the results are presented in Table 4.

Table 4: Results of Factor Extraction and Rotation

	Component								
	1	2	3	4	5	6	7	8	9
CTPR2	0.901								
CTPR4	0.865								
CTPR3	0.853								
CTPR1	0.830								
PIR3		0.895							
PIR2		0.872							
PIR4		0.869							
PIR1		0.834							
TSK5			0.840						
TSK4			0.805						
TSK1			0.719						
TSK2			0.712						
DIR3				0.867					
DIR1				0.836					
DIR4				0.829					
TPD2					0.831				
TPD4					0.766				
TPD1					0.752				
RMT3						0.838			
RMT2						0.822			
RMT4						0.740			
MGT2							0.812		
MGT4							0.718		
MGT1							0.712		
COB3								0.840	
COB4								0.748	
COB1								0.731	
IPR2									0.808
IPR1									0.728
IPR3									0.700
Total	7.550	3.673	2.747	1.918	1.751	1.399	1.251	1.172	1.000
% of Variance	25.167	12.244	9.158	6.393	5.838	4.662	4.170	3.906	3.285
Cumulative %	25.167	37.410	46.568	52.962	58.799	63.461	67.632	71.538	74.823

Source: Field Data, 2022

Factor extraction was carried out using Kaiser's criteria, where factors with eigenvalues of least 1.0 were extracted for rotation (George & Mallery, 2019). Here, nine (9) factors were extracted and rotated using the varimax rotation method. Therefore, out of the 44 items that were initially developed prior to the pre-test, 30 items were retained and administered to the participants.

The retest was carried out after a time lapse of two weeks. The scores from both testing periods were correlated to determine their reliability using Pearson's Product Moment correlation co-efficient as presented in Table 5.

Table 5: Reliability Results

Variables	Pearson correlation coefficient (r)
Checking teachers' professional records	0.872
Teachers' professional development	0.787
Provision of instructional resources	0.799
Classroom observation	0.774
Reward/motivation	0.823
Teaching skills	0.788
Management skills	0.856
Discipline and regularity	0.793
Interpersonal relations	0.845

Source: Field Data, 2022

A correlation coefficient, which ranges from -1.00 to +1.00, showed the size and direction of a relationship between two sets of scores, a coefficient of 0.70 or greater was considered adequate (Best & Kahn, 2006). The results, therefore, confirmed that the questionnaire was reliable.

Descriptive statistics like frequencies, percentages, mean, and standard deviation were applied in the study to analyse the demographic characteristics of the respondents and provide answers to research questions one and two. Inferential statistics like multiple linear regression and Pearson product moment correlation were used to analyse research question three. After meeting the ethical requirements of anonymity, confidentiality and informed consent, as criteria for conducting research, the instruments were self-administered.

Results and Discussion

What are the headteachers' instructional supervisory practices in public basic schools in the Ga-East Municipality?

This research question examined the instructional supervisory practice(s) among headteachers in public basic schools in the Ga-East Municipality. The instructional supervisory practices included in the analysis were checking teachers' professional records, teachers' professional development, provision of instructional resources, classroom observation, and reward/motivation. The descriptive statistics such as mean and standard deviation were deployed to analyse the data, and the findings are presented in Table 6.

Table 6: Instructional Supervisory Practices of Headteachers

Variables	Minimum	Maximum	Mean	Std. Deviation
Checking teachers' professional records	2	5	4.05	0.815
Reward/motivation	1	5	3.87	0.835
Teachers' professional development	2	5	3.73	0.748
Provision of instructional resources	1	5	2.59	1.301
Classroom observation	1	3	1.98	0.741
Overall instructional Supervisory practice	2	4	3.24	0.427

Source: Field Data, 2022

The results in Table 6 revealed that the headteachers practiced all the instructional supervision dimensions outlined in this study. Generally, the instructional supervisory practice of the headteachers was rated with a mean score of 3.24 and a standard deviation of 0.427. However, the findings showed that the headteachers rated highest on checking teachers' professional records (M=4.05, SD=0.815), followed by reward/motivation (M=3.87, SD=0.835), teachers' professional development (M=3.73, SD=0.748), provision of instructional resources (M=2.59, SD=1.301), and classroom observation (M=1.98, SD=0.741) respectively. Therefore, the results established that checking teachers' professional records was the most frequently instructional supervision practiced by the headteachers while classroom observation was least practiced by the headteachers. It is further observed that based on the 5-point Likert scale used in the questionnaire where the mean score is 3.0 (1+2+3+4+5÷5), the findings established that the headteachers' practice of general instructional supervision as well as checking teachers' professional records, reward/motivation and teachers' professional development were above average while the instructional supervisory practices in relation to provision of instructional resources, and classroom observation were below average.

What is the level of teacher job performance in public basic schools in the Ga-East Municipality?

The second research question investigated the level of teacher job performance in public basic schools in the Ga-East Municipality. Five indicators of job performance were involved in the analysis, including teaching skills, management skills, discipline and regularity, and interpersonal relations. The level of teacher job performance was interpreted based on the recommendation of Underwood (2004) as presented in Table 7.

Table 7: Interpretation of Level of Job Performance

Scale	Range	Level of Performance
1	0.00 – 1.49	Poor
2	1.50 – 2.49	Fair
3	2.50 – 3.49	Good
4	3.50 – 4.49	Very good
5	4.50 – 5.00	Excellent

Source: Underwood (2004)

The results of the analysis are presented in Table 8.

Table 8: Level of Teacher Job Performance

Job Performance	Minimum	Maximum	Mean	Std. Deviation
Management skills	2	5	3.93	0.888
Discipline & regularity	1	5	3.75	0.889
Interpersonal relations	1	5	3.75	0.920
Teaching skills	1	5	3.55	0.894
Overall job performance	2	5	3.74	0.609

Field Data, 2022

Juxtaposing the interpretation of teacher job performance and the results in Table 7, it is observed that generally, the teachers' level of job performance was very good ($M=3.74$, $SD=0.609$). The results further showed that the level of teacher job performance in relation to management skills ($M=3.93$, $SD=0.888$), discipline and regularity ($M=3.75$, $SD=0.889$), interpersonal relations ($M=3.75$, $SD=0.920$) as well as teaching skills ($M=3.55$, $SD=0.894$) was very good. The results established that the teachers had the highest level of job performance with regards their management skills but rated lowest on their teaching skills.

What is the influence of headteachers' instructional supervisory practices on teachers' job performance in public basic schools in the Ga-East Municipality?

The aim of this research question was to investigate the influence of headteachers' instructional supervisory practices on teachers' job performance in public basic schools in the Ga-East Municipality. To answer this research question, the multiple liner regression analytical technique was employed, and the findings are shown in Table 9.

Table 9: Model Summary for the influence of instructional supervisory practices on job performance

Field Data, 2022

Model	R	R ²	Adjusted R ²	Std. Error of the Estimate	Change Statistics				Sig. F Change
					R ² Change	F Change	df1	df2	
1	0.834 ^a	0.695	0.693	0.258	0.695	322.620	5	708	0.000
Sum of Squares	Regression	Residual	Total						
Df	5	184	189						
Mean Square	21.500	0.067							
F	322.620								
Sig.	0.000 ^b								

The results in Table 7 showed that all the instructional supervisory practices collectively explained 69.5% of variance in teacher job performance which was statistically significant [F (5, 184) = 322.620, $p < 0.05$]. Based on these results, the researcher concluded that, generally, the instructional supervisory practices of the headteachers influenced the job performance of the teachers.

The researcher further investigated the influence of each instructional supervisory practice on teacher job performance, and the findings are presented in Table 10.

Table 10: Unstandardized and Standardized Coefficients for instructional Supervisory Practices and Teacher Job Performance

Model		Unstandardized Coefficients		Standardized Coefficients		Collinearity Statistics		
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	0.756	0.085		8.854	0.000		
	CO	0.128	0.018	0.179	7.039	0.000	0.665	1.504
	PIR	0.196	0.024	0.264	8.048	0.000	0.401	2.495
	CTPR	0.207	0.025	0.277	8.264	0.000	0.384	2.602
	TPD	0.207	0.028	0.230	7.378	0.000	0.442	2.260
	R/M	0.044	0.024	0.049	2.846	0.035	0.611	1.637

Source: Field Data, 2022

CO (Classroom Observation); PIR (Provision of instructional resources); CTPR (Checking teachers' professional records); TPD (Teachers' professional development); R/M (Reward/motivation)

The findings in Table 10 indicated that classroom observation ($\beta = 0.179$, $t = 7.039$, $p < 0.05$), provision of instructional resources ($\beta = 0.264$, $t = 8.048$, $p < 0.05$), checking teachers' professional records ($\beta = 0.277$, $t = 8.264$, $p < 0.05$), teacher professional development ($\beta = 0.230$, $t = 7.378$, $p < 0.05$), and reward/motivation ($\beta = 0.049$, $t = 2.846$, $p < 0.05$) independently and statistically significantly influenced teacher job performance. Therefore, there is evidence to conclude that all the instructional supervisory practices are crucial in determining the job performance among teachers in the Ga-East Municipality.

Discussion of the Findings

The findings indicated that the instructional supervisory practices of the headteachers included checking teachers' professional records, teachers' professional development, provision of instructional resources, classroom observation, and reward/motivation of teachers. However, the findings revealed that headteachers' checking teachers' professional records was practiced most while classroom observation was least practiced. This study finding conflicts with Okumbe's (1999) finding which revealed that lesson observation was the most prevalent instructional supervisory practice of heads. The findings of this study also contradict Gaziel's (2007) finding where it was established that majority of principals did make visits to classrooms to observe teachers' lessons. However, the findings of this study agree with Sabitul and Ayandoja (2012) and Samoei (2014) finding that most of supervisors checked teachers' professional records. These findings suggest that the headteachers were conscious of the instructional supervisory role which they practice in their schools. Therefore, the study concluded that instructional supervision is a major administrative function which the headteachers practice in the schools.

In relation to the second research question, the findings established that the level of the teachers' job performance as well as the various dimensions of job performance was very good. However, the teachers' level of job performance was highest in relation to their management skills and lowest on their teaching skills. This finding disagrees with previous findings by Bolarinwa (2002) which revealed that teachers did not perform their job to expectation in schools in Nigeria. The results of this study suggest that teachers in public basic schools in the Ga-East Municipality demonstrated better job performance than their counterparts in Nigeria. It is therefore expected that, the good job performance among the teachers will translate into effective schools.

The findings in relation to the third research question pointed out that the general practice of instructional supervision among the headteachers as well as the individual indicators of instructional supervision influenced the job performance of the teachers. This implies that instructional supervision is an essential determinant of job performance among the teachers. These findings concurred with previous studies (Arthur, 2021; Otchere-Turkson, 2021; Sayeram, 2020; Osakwe, 2016) that instructional supervision influenced the job performance of

teachers. Therefore, one strategy to boost the job performance of the teachers in the schools is to encourage the headteachers to practice instructional supervision in the schools.

Conclusions and Recommendations

The study concluded that the headteachers practiced all the instructional supervision dimensions but the most dominant was checking teachers' professional records, while conducting classroom observation was least practiced. It was, therefore, recommended that the Ghana Education Service through the Ga-East Municipal Education Directorate, should organize in-service training for the headteachers to equip them with relevant competences relating to the practice of instructional supervision in the schools. Special attention could be given to conducting classroom observation during such training programmes.

The study further concluded that the general level of teachers' job performance as well as the various dimensions of job performance was very good. Therefore, it was recommended that education stakeholders in the Ga-East Municipality should support the teachers to sustain this level of performance and improve on it so to realize educational goals in the municipality.

Last but not the least, the study concluded that the instructional supervisory practices of the headteachers influenced the job performance of the teachers in the Municipality. It was, therefore, recommended that the headteachers should be encouraged and supported to perform the instructional supervision role outlined in the study so as to enhance the job performance of the teachers.

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