



# School Managers' instructional supervisory practices and teacher performance: Perceptions of teachers in public basic schools in the Effutu Municipality

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## Abstract

Head teachers are the instructional leaders and sometimes, administrators the Ghanaian basic schools. Instructional supervision is one of the main businesses for instructional leaders, yet, some teachers perceive the supervisory practices of school leaders as a threat to their job performance. The study sought to measure head teachers' instructional supervisory practices on teacher performance in public basic schools in the Effutu Municipality. The study used a descriptive survey design, questionnaire and simple random sampling technique to collect data from 195 teachers and 23 Head teachers from the population of 524 teachers and 41 head teachers who work in the Effutu Municipality. Frequencies, percentages, means and standard deviations were used to analyze the background characteristics of the respondents, head teachers' supervisory practices and teacher performance. Pearson moment correlation  $s$  was used to determine the association between head teachers' supervisory practices and teacher performance in the study area. The study revealed that teacher performance in the Effutu Municipality was related to supervisory roles of the head teachers and the tools used for the supervisory activities. The study recommended that in order to influence teacher performance in the classroom, head teachers should concentrate on the knowledge of their supervisory roles and the tools used for the supervision

**Keywords:** Supervisory Practices; Teachers; Head Teachers; Teacher Performance

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## **1. Introduction**

School heads are normally seen as 'sense makers' of learning in schools. In this regard school heads are to ensure that improved student learning becomes the primary function of all schools. Also, as instructional leaders, the heads are to ensure effective teaching. Consequently, school heads are supposed to hold teachers accountable for providing quality education grounded on well-planned curricular and teaching strategies that take into consideration classroom diversity.

Segun (2004) posits that the significance attached to school supervision in modern educational demands a lot of attention, because many people are currently more conscious than in the past about the essence of education. Therefore, the school head needs to provide constructive instructional supervision so that continuous and productive feedback is constantly communicated to teachers to improve upon their professional capabilities. In the school environment the school head is regarded as the person responsible for the supervision of not only the school teachers, but also all other facets of school administration and management. In the basic school system, the school supervisors are usually the head teachers and the circuit supervisors from the educational directorate. Supervision has therefore, become an integral element and process in the operation of schools (Sergiovanni and Starratt, 2002) with the ultimate aim to improve classroom instruction.

Supervision can be explained as "the gum of a successful school". It can be seen as analogous to teaching in that teachers seek to improve students' behaviour, achievement, and attitudes while supervisors also seek to enhance teachers' behaviour, achievement, and attitudes (Glickman et al., 2007). However, in most public basic schools in the Effutu Municipality where the study was conducted, the perceived power of most supervisors seemed to be domineering over the teacher and sometimes led to negative relationship between supervisors and teachers. The resentment teachers feel toward supervisors remains a key obstacle in realizing educational goals. According to Blaise and Blaise (2000) supervision should encourage collaboration, peer coaching, inquiry, collegial study groups, and reflectivity to promote professional dialogue.

Segun (2004) underscores that supervision is the stimulation of professional growth and development of teachers, a selection and revision of educational goals, materials of instruction, methods of teaching, and the evaluation of instruction. Supervision as a way of advising, guiding, refreshing, encouraging, stimulating, improving, and over-seeing certain groups with the hope of seeking their cooperation to enable supervisors become successful in schools management responsibilities (Bessong and Ojong, 2009). From the definitions of educational supervision several functions could be identified. According to Hismanoglu and Hismanoglu (2010) six main categories can be identified, thus, development of curricula, supervision and organisation of the educational setting, supervision of the teachers' professional development, supervision of the novice teacher, supervision of the methods and techniques, , and evaluation of the educational process. Consequently, the current study sought to investigate how basic school managers negotiate their ways around these six main functions and possible associated conflicts.

### 1.1. Statement of problem

The nature and quality of instructional supervision within an educational setting is supposed to have effects on the expertise, practice and job satisfaction of the teacher and ultimately, on student achievement in Effutu Municipality. The basic school is the foundational class where all other levels would be built on and for that matter there is the need for the teachers to be supervised in the basic schools to help them perform well in the schools in which they teach (Glickman et al., 2007; Holland and Garman 2001).

Instructional supervision is the main business for every instructional leader, yet, some teachers perceive the supervisory practices of the instructional leader as a threat to their job performance. They usually see such role of the head as fault finding, humiliating and unnecessary (De Grauwe, 2001). These attitudes and perceptions could affect teacher performance negatively because they undermined the effectiveness of supervision. Hayness (2011) concur that maintaining healthy employee relations is an important pre-requisite for organizational accomplishment, hence head teachers should relate well with the teachers for improved academic performance. It was against this backdrop that the researchers investigated head teachers' instructional supervisory practices on teacher performance: perceptions of teachers in selected public basic schools in the Effutu Municipality and to explore best practices for head teachers' instructional supervision in order to enhance teacher performance.

Indeed, two main research questions guided the study:

- 1- What is the nature of head teachers' instructional supervisory practices in the selected public basic schools in the Effutu Municipality?
- 2- What is the relationship between head teachers' instructional supervisory practices and teacher performance in the public basic schools in the Effutu Municipality?

## 2. Review of related literature

Grauwe (2007) traces the origins of instructional supervision back to the birth of public education, when young nations used education to forge a common language and culture. Supervision can be thought of as the "glue of successful school" and for every successful school there is an effective and efficient supervision programme". Supervision emerged slowly as a distinct practice, always in relation to the institutional, academic, cultural, and professional dynamics that have historically generated the complex agenda of schooling. In whatever context, supervision is purposely for improvement of work performance. Generally, according to Fleming and Steen (2004), one of the crucial elements of supervision is the idea that the role of supervision is to safeguard the best interest of the client. Basically, in the education sector, the main reasons of supervision are to enhance classroom instruction and to support professional growth and development of teachers. In the context of education, the main aim of supervisory practice in school is to make instruction worthwhile, that is teaching and learning is very essential in schools.

To Pearson (2009), when supervising in the educational setting, supervisors should seek to assist supervisee realize their full potentials while maintaining their usefulness. Supervisor should assess the teacher's work, ask the teacher questions concerning the teacher using a particular teaching methods and

techniques at a certain point and period in the cause of teaching and provide information on the best teaching pedagogics to enable teachers to improve. Mankoe (2007) states that school supervision has many purposes to the extent that teaching and learning are involved. These purposes include ensuring that maximum standards are met and that the teachers are being toned to the school's overall purposes and as well as helping teachers grow as persons and professionals.

### 2.1. Relationship between instructional supervision and teachers' performance

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

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

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

In Ghana, there seemed to be some confidence in local supervisors in public basic schools. The local supervisors are mostly the heads of the public basic schools to regulate teachers' works and attitudes in the school system. Thus, the local supervisors are mostly the heads of the public basic schools. Hence, it is essential for the school head to have a good interpersonal relationship with the teacher in the classroom and most

especially the newly trained teacher posted to the school, so that he or she can consult the head for help when needed.

## 2.2. Measuring teacher performance

According to the National Academy of Sciences (2009), effective teaching demands that educators adapt, develop, and improve their teaching skills to increase the level of student learning, and the academic institutions must provide the necessary resources to assist them to develop, support and improve their teaching performance especially if teaching performance is to be evaluated. Kowal and Hassel (2010) noted that as education shifts toward a more performance-focused culture, improving the measurement of teacher effectiveness will be a critical step. They argued that with accurate, reliable, and meaningful information about educators' performance, states, districts, and other providers will be able to better differentiate between "effective" and "ineffective" teachers. Thus, effective teaching has many components. Kowal and Hassel also identified six steps for effective performance measurement which can help motivate education leaders make better and faster improvements in performance measurement of teachers due to the growing knowledge base in the school setting.

The study adopted the five performance component skills necessary for effective teaching and learning of content expertise, instructional design skills, instructional delivery skills, instructional assessment skills and course management skills.

## 3. Methodology

The study adopted descriptive survey research design to investigate the Head teachers' instructional supervisory practices on teacher performance: perceptions of teachers in public basic schools in the Effutu Municipality, Ghana. The population for the study comprised all teachers and head teachers in public basic schools in the Winneba Municipality. The target population for the study were 41 head teachers and 524 classroom teachers using the Krejcie and Morgan (1970) table as the final stage of sampling procedure. The actual number of head teachers and classroom teachers participated in the study was 218 using simple random technique.

Questionnaire was developed by the researchers, for the quantitative measures of teachers' perspectives of head teachers' instructional supervision in schools in the Effutu Municipality. Construct, content and face validity checks were ensured with .82 average cronbach's alpha. The quantitative data was analysed with the help of IBMSPSS version 21.0 for statistical analysis. Quantitative data analysis method was applied whereby data collected was edited, coded, and entered in the Statistical Package for Social Sciences (SPSS). Computer Programme Version 21.0, from which descriptive statistics (means, percentages, frequencies, and standard deviations) and the data was analyzed using inferential statistics.

## 4. Data analysis and discussion

### 4.1. Head teachers' instructional supervisory roles

Head teachers' instructional supervisory roles are presented in Table 1 overleaf. The result showed that generally, the head teachers of the basic schools in the Effutu Municipality 'often' performed their instructional supervisory roles with (Overall mean of = 3.64, S.D = 0.79). The head teachers often perform their instructional supervisory roles by monitoring the academic progress of students (Mean = 4.26, S.D = 0.81), ensuring the organization of teaching (Mean = 4.07, S.D = 0.93) and curriculum (Mean = 3.88, S.D = 1.18) time tables and setting target performance for teachers (Mean = 3.74, S.D = 1.23). Also, the head teachers 'sometimes' provide orientation for new teaching staff (Mean = 3.25, S.D = 1.33) and in-service training for teachers (Mean = 3.05, S.D = 1.25).

The result of the study corroborates the findings of Samoei (2014) who revealed that head teachers perform instructional supervisory roles which include orientation of new teaching staff, curriculum timetabling, provision of teachers' in-service training, monitoring of students' academic progress and provision of instructional learning materials. The rest are setting target performance for teachers, ensuring organization of teaching time tables, provision of teaching materials and encouraging teachers to monitor and observe other teachers. The result of this study however, contradict the findings of Dawursk (2011) who argues for an approach that allows the teacher and head teacher to negotiate a plan of action where neither side's viewpoint is omitted. The end product is often a contract and both the head teacher and the teacher share the responsibility of supervision.

**Table 1.** Head teachers' Instructional Supervisory Roles

Head teachers' instructional supervisory roles	Mean	S.D
Monitoring of students' academic progress	4.26	0.81
Ensure organization of teaching time tables	4.07	0.93
Curriculum timetabling	3.88	1.18
Set target performance for teachers	3.74	1.23
Provision of instructional learning materials	3.52	1.15
Provides teaching materials	3.51	1.07
Encourages teachers to monitor observe other teachers	3.32	1.31
Orientation of new teaching staff	3.25	1.33
Provision of teachers in-service training	3.05	1.25
Overall mean	3.64	0.79

*n = 218, Source: Field Data, 2017. Means were calculated from a scale of 1= Never, 2 = Rarely, 3 = Sometimes, 4 = Often and 5 = Always*

Mankoe (2007) opined that school supervision has several purposes to the extent that teaching and learning are involved. These purposes include ensuring that maximum standards are met and that the teachers are being toned to the school's overall purposes and as well as helping teachers grow as persons and professionals. According to Pearson (2009) the supervisor should pursue the assistance of those already supervised and

recognize their capability, status and value. Thus, the instructional supervisor must look out for teacher's work, question them and use different teaching practices and deliver information on its best teaching regimes hence tutor advance in their careers.

#### 4.2. Head teachers' instructional supervisory activities

Table 2 presents the result of the study on the instructional supervisory activities of head teachers of the public basic schools in the Effutu Municipality. Overall, the results showed that the head teacher often performed their instructional supervisory activities (Overall mean = 4.07, S.D = 0.65). Even though, the head teachers often checked record of work (Mean = 4.23, S.D = 0.82) and protected instruction time (Mean = 4.10, S.D = 0.93), they 'always' checked teachers' scheme of work (Mean = 4.73, S.D = 0.58) and teacher punctuality (Mean = 4.47, S.D = 0.72).

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

**Table 2.** Head teachers' instructional supervisory activities

Head teachers' instructional supervisory activities	Mean	S.D
Checking teachers' schemes of work	4.73	0.58
Checks teacher's punctuality	4.47	0.72
Checks teacher's record of work	4.23	0.82
Protects instructions time by observation of punctuality	4.10	0.93
Observes teaching and learning	3.93	1.00
Makes visits to classroom to observe teachers	3.86	1.00
Check students exercise books	3.83	0.96
Provides feedback after lesson observation	3.42	1.19
Overall mean	4.07	0.65

*n = 218, Source: Field Data, 2017. Means were calculated from a scale of 1= Never, 2 = Rarely, 3 = Sometimes, 4 = Often and 5 = Always*

#### 4.3. Effectiveness of head teachers' instructional supervision activities

The effectiveness of the instructional supervision activities of the head teachers is presented in Table three. Generally, the teachers perceived the instructional supervision activities of the head teachers as 'effective.' Protecting instructional time by punctuality (Mean = 4.19, S.D = 0.88) and monitoring of students' academic progress (Mean = 3.99, S.D 0.81) are two main instructional supervision activities of head teachers that teachers in the basic schools perceived as 'effective.'

According to Pearson (2009) the fundamental duty of a head teacher as supervisor in school is to advance teaching and learning through effective supervision.

**Table 3.** Effectiveness of Head Teachers' Instructional Supervision Activities

Effectiveness of head teachers' instructional supervision activities	Mean	S.D
Protecting instructional time by punctuality	4.19	0.88
Monitoring of students' academic progress	3.99	0.81
Visits to classrooms to observe teachers' lessons	3.67	1.01
Provision of feedback to teachers after class observation	3.52	1.08
Overall mean	3.84	0.76

*n = 218, Source: Field Data, 2017. Means were calculated from a scale of 1= Very ineffective, 2 = Ineffective, 3 = Fairly effective, 4 = Effective and 5 = Very effective*

#### 4.4. Tools for instructional supervision activities

The tools used by head teachers for instructional supervision activities are indicated in Table 4. The results show that the head teachers 'often' use instructional supervisory tools (Overall mean = 4.20, S.D = 0.64). Despite the fact that the head teachers 'often' use curriculum timetable with all subjects taught (Mean = 4.39, S.D = 0.96), update scheme of work regularly (Mean = 4.36, S.D = 0.89) and curriculum timetable with subject distributed correctly (Mean = 4.29, S.D = 0.91), the head teachers also 'always' checked scheme of work (Mean = 4.64, S.D = 0.63), update lesson plan regularly (Mean = 4.55, S.D = 0.72) and placed curriculum timetable on notice boards (Mean = 4.49, S.D = 0.98). The result of the study is consistent with the findings of Samoei (2014) who noted that head teachers are expected to provide the instructional tools for teachers to complement the teaching and learning activities. He noted that instructional tools which are used by head teachers are updated record of work, course books, exercise books, teachers' guide books, curriculum timetable, updated scheme of work and updated lesson plan.

**Table 4.** Tools for instructional activities

Tools for instructional activities	Mean	S.D
Scheme of work checked by heads	4.64	0.63
Lesson plan updated regularly	4.55	0.72
Curriculum timetable placed on notice boards	4.49	0.98
Lesson plan all used	4.47	0.68
Curriculum timetable with all subjects taught	4.39	0.96
Scheme of work updated regularly	4.36	0.89
Curriculum timetable with subject distributed correctly	4.29	0.91
Provision of course books	3.96	1.04
Record of work regularly checked	3.94	0.97
Record of work updated regularly	3.92	0.91
Provision of teachers' guide books	3.74	1.14



Provision of exercise books	3.36	1.14
Overall mean	4.20	0.64

*n* = 218, Source: Field Data, 2017. Means were calculated from a scale of 1= Never, 2 = Rarely, 3 = Sometimes, 4 = Often and 5 = Always

#### 4.5. Measuring teacher performance

The performance of the teachers in the public basic schools in the Effutu Municipality was measured in terms of five variables, namely content expertise, instructional design skills, instructional delivery skills, instructional assessment skills and course management skills.

#### 4.6. Content expertise of teachers

Table 5 shows that instructional content expertise of the public basic school teachers in the Effutu Municipality. Largely, the teachers rated their instructional content expertise to be 'very good' (Overall mean = 3.99, S.D = 0.59). The result of the study suggests that the teachers have 'very good' expertise in encouraging learners to participate actively in discussions (Mean = 4.41, S.D = 0.71), listening to learners (Mean = 4.28, S.D = 0.67), stating goals/objectives of the session clearly and concisely (Mean = 4.18, S.D = 0.82), expressing respect for learners (Mean = 4.16, S.D = 0.69) and calling attention to time (Mean = 4.15, S.D = 0.83). The result also shows that the teachers are 'good' when it comes to using whiteboards or other visual aids (Mean = 3.32, S.D = 1.29).

**Table 5.** Content Expertise of Teachers

Content Expertise variables	Mean	S.D
Encourage learners to participate actively in lessons	4.41	0.71
Listen to learners	4.28	0.67
State goals/objectives of the session clearly and concisely	4.18	0.82
Expresses respect for learners	4.16	0.69
Call attention to time	4.15	0.83
Provide enough opportunity for students to ask questions	4.12	0.84
Encourage learners to bring up problems	4.12	0.86
Effectively deal with disruptive students	4.10	0.92
State relevance of goals/objectives to learners	4.10	0.96
Avoid digressions	3.97	0.89
Repeat goals and objectives periodically to students	3.79	1.04
Refers to important schemes for clinical presentations	3.56	1.16
Help students draw connections between the clinical presentation and relevant science/physiology/anatomy	3.49	1.11
Use whiteboard or other visual aids	3.32	1.29
<b>Overall mean</b>	<b>3.99</b>	<b>0.59</b>

*n* = 218, Source: Field Data, 2017. Means were calculated from a scale of 1= Poor, 2 = Fair, 3 = Good, 4 = Very good and 5 = Excellent

The outcome of this study confirms the findings of Peets et al. (2010) who in a separate study identified fourteen content expertise skills a teacher must possess. These are listening to learners, encouraging learners to participate actively in discussion, expressing respect for learners, encouraging learners to bring up problems, calling attention to time, avoiding digressions and effectively dealing with disruptive students. The rest are, stating goals/objectives of the session clearly and concisely, stating relevance of goals/objectives to

learners, repeating goals and objectives periodically to students, using whiteboard or other visual aids, referring to relevant schemes for clinical presentations, providing ample opportunity for students to ask questions and helping students draw connections between the presentation and relevant subjects. According to NAS (2003), content expertise, is crucial but does not guarantee effective teaching. Thus school must endeavor to design and deliver instructional experiences in such a way that there is some assurance that learning will take place when students engage the experience.

#### 4.7. Instructional design skills of teachers

The instructional design skills of teachers are depicted in Table 6. The results revealed that overall, teachers in the study area had a 'very good' instructional design skills (Overall mean = 4.17, S.D = 0.50). Five main instructional design skills of teachers are 'very good' at are step-by-step demonstrations (Mean = 4.44, S.D = 0.69), prior review of skills and knowledge before beginning instructions (Mean = 4.38, S.D = 0.69), use of clear and concise language (Mean = 4.33, S.D = 0.79), monitoring student performance closely (Mean = 4.31, S.D = 0.70) designing, organising and focused lessons (Mean = 4.30, S.D = 0.73).

The findings of Archer and Hughes (2011) identified sixteen instructional design skills which must be possessed by teachers is confirmed by this study. The Authors revealed that teacher must emphasize instruction on critical content, sequence skills logically, break down complex skills and strategies into smaller instructional units, design, organize and focus lessons, begin lessons with a clear statement of the lesson's goals and expectations, review prior skills and knowledge before beginning instruction, provide step-by-step demonstrations and use clear and concise language during instruction. The rest are providing an adequate range of examples and non-examples, giving guided and supported practice, and demanding frequent responses, monitoring student performance closely, providing immediate affirmative and corrective feedback, delivering the lesson at a brisk pace, helping students organize knowledge and ensuring distributed and cumulative practice.

**Table 6.** Instructional Design Skills of Teachers

<b>Instructional design skills variables</b>	<b>Mean</b>	<b>SD</b>
Provide step-by-step demonstrations	4.44	0.69
Review prior skills and knowledge before beginning instruction	4.38	0.69
Use clear and concise language	4.33	0.79
Monitor student performance closely	4.31	0.70
Design organized and focused lessons	4.30	0.73
Break down complex skills and strategies into smaller units	4.25	0.77
Provide an adequate range of examples and non-examples	4.19	0.79
Begin lessons with a clear statement of goals and your expectations	4.18	0.93
Provide immediate affirmative and corrective feedback	4.17	0.74
Require frequent responses	4.10	0.70
Provide distributed and cumulative practice	4.09	0.74
Provide guided and supported practice	4.09	0.81
Sequence skills logically	4.03	0.74
Help students organize knowledge	4.03	0.77

Focus instruction on critical content	3.97	0.74
Deliver the lesson at a brisk pace	3.84	1.01
Overall mean	4.17	0.50

*n = 218, Source: Field Data, 2017. Means were calculated from a scale of 1= Poor, 2 = Fair, 3 = Good, 4 = Very good and 5 = Excellent*

Hoogveld et al. (2001) also in a study posited that in the age of information, students will have to take more and more responsibility for their own learning processes, which are initiated and directed by realistic, job-oriented or competency-oriented learning tasks. The Authors are of the opinion that the implementation of curricular change into new learning practices will affect teachers' role perceptions. Teachers will have to change their role from being "transmitters of content" to becoming "coaches of students' learning processes." Archer and Hughes (2011) added that effective instruction described as providing a series of instructional supports or scaffolds; first through the logical selection and sequencing of content, and then by breaking down that content into manageable instructional units based on students' cognitive capabilities (e.g., working memory capacity, attention, and prior knowledge).

#### 4.8. Instructional delivery skills of teachers

Sixteen delivery skills used for instructions were identified and used for this study as in displayed in Table 7. The result shows that generally, the instructional delivery skills of the teachers in the public basic schools in the study area was 'very good' (Overall mean = 3.74, S.D = 0.65). Even though the teachers are 'very good' at discussions (Mean = 4.12, S.D = 0.87), direct instructions (Mean = 4.08, S.D = 0.84), demonstrations (Mean = 4.06, S.D = 0.82), activities (Mean = 3.98, S.D = 0.81) and feedback (3.90, S.D = 0.94), the teachers were however, 'good' at field observation, fieldwork, field trips (Mean = 3.33, S.D = 1.17), debates (Mean = 3.30, S.D = 1.11) and case studies (Mean = 3.22, S.D = 0.96).

The result of the study is consistent with Petrina who revealed that instructional delivery method included but not limited to academic games or competition, activities, brainstorming, case studies, debates, demonstrations and direct instructions. The rest are discovery or inquiry, discussion, drills and practice, feedback, field observation, fieldwork, field trips, independent or supervised studies, projects, recitations and role playing.

**Table 7.** Instructional Delivery Skills of Teachers

Instructional delivery skills variables	Mean	S.D
Discussion	4.12	0.87
Direct instruction	4.08	0.84
Demonstration	4.06	0.82
Activity	3.98	0.81
Feedback	3.90	0.94
Brainstorming	3.83	0.79
Drill and practice	3.74	0.94
Academic games or competition	3.73	0.99
Role playing	3.72	1.02
Discovery or inquiry	3.69	0.92
Project	3.67	0.99
Independent study or supervised study	3.61	0.97
Recitation	3.49	1.00

Field observation, fieldwork, field trips	3.33	1.17
Debate	3.30	1.11
Case study	3.22	0.96
Overall mean	3.74	0.65

*n = 218, Source: Field Data, 2017. Means were calculated from a scale of 1= Poor, 2 = Fair, 3 = Good, 4 = Very good and 5 = Excellent*

It is plausible to assert that if all students in a class were at the same instructional level and if the goals and objectives of schooling were clearly prescribed and the same for all students, then instruction would consist of doing the same things with all students, in the right order, at the right time. But all students are not alike, and the goals and objectives of instruction are not the same for all students is the reason why planning is such an important part of instruction. (Archer and Hughes 2011). Peets et al. (2010) also added that planning entails making decisions about what information to present, how to present the information, and how to communicate realistic expectations to students.

#### 4.9. Instructional assessment skills of teachers

The instructional assessment skills used by the teachers in the study area are reported in Table 8. The result demonstrates that largely, the teachers are 'very good' with their instructional assessment skills. The teachers are 'very good' with End-of-term exams (Mean = 4.44, S.D = 0.70), End-of-course unit or chapter tests (Mean = 4.39, S.D = 0.72), students record keeping (Mean = 4.35, S.D = 0.82), observations (Mean = 4.11, S.D = 0.76) and questioning strategies (Mean = 4.11, S.D = 0.76). According to Garrison and Ehringhaus (2010) instructional assessment is a major topic that encapsulates everything from state-wide accountability tests to district benchmark or interim tests to everyday classroom tests.

**Table 8.** Instructional Assessment Skills of Teachers

Instructional assessment skills variables	Mean	S.D
End-of-term exams	4.44	0.70
End-of-unit or chapter tests	4.39	0.72
Student record keeping	4.35	0.82
Observations	4.11	0.76
Questioning strategies	4.11	0.76
Criteria and goal setting	3.91	0.77
Self and peer assessment	3.84	0.99
State assessments	3.81	1.24
District benchmark or interim assessments	3.72	1.28
Overall mean	4.07	0.57

*n = 218, Source: Field Data, 2017. Means were calculated from a scale of 1= Poor, 2 = Fair, 3 = Good, 4 = Very good and 5 = Excellent*

The British Columbia Institute of Technology (2010) noted that assessment should be frequent, well planned, and well organized to enable teachers are able to assist learners in progressing towards the realization of school curriculum outcomes. Therefore, opines that the best opportunities to assess student learning should occur within natural classroom where teachers encounter with students working individually and in small or whole groups. Hence, the Author's assertion that school heads should support teachers carry

out state assessments, district benchmark or interim assessments, end-of-course unit or chapter tests, end-of-term, criteria and goal setting, observations, self and peer assessment and student record keeping is confirmed by this study.

#### 4.10. Course management skills of teachers

Table 9 indicates the result of the study on the course management skills of the teachers in the public basic schools in the Effutu Municipality. The result shows that the teachers in the study area have 'very good' course management skills (Overall mean = 4.13, S.D = 0.69). Five top course management skills the teachers possess are taking personal interest in students (Mean = 4.27, S.D = 0.84), using equitable and positive classroom behaviour (Mean = 4.17, S.D = 0.70), establishing clear learning goals (Mean = 4.17, S.D = 0.73), providing flexible learning goals (Mean = 4.15, S.D = 0.76) and awareness of high-need students (Mean = 4.03, S.D = 0.91).

The result of the study is in consonance with the findings of Marzano and Marzano (2003) who advocated that teacher should have the capacity to establishing clear expectations and consequences, clear learning goals, exhibiting assertive behaviour, providing flexible learning goals, taking personal interest in students, using equitable and positive classroom behaviour and demonstrating awareness of high-need students. Knorr (2006) also confirms that course management is a package that facilitates the distribution of course materials such as text books, course exercise books, course notes, tutorial notes, assignments, solutions, quizzes, practice questions, student grades. Simonson (2007) added that a course management system allows teachers to manage their classes, assignments, activities, quizzes and tests, resources, and more in an accessible classroom environment.

**Table 10.** Course Management Skills of Teachers

Course management skills variables	Mean	S.D
Taking personal interest in students	4.27	0.84
Using equitable and positive classroom behaviour	4.17	0.70
Establishing clear learning goals	4.17	0.73
Providing flexible learning goals	4.15	0.76
Awareness of High-Need students	4.03	0.91
Exhibiting assertive behaviour	4.01	0.81
Establishing clear expectations and consequences	3.91	0.75
Overall mean	4.13	0.69

*n = 218, Source: Field Data, 2017. Means were calculated from a scale of 1= Poor, 2 = Fair, 3 = Good, 4 = Very good and 5 = Excellent*

On a balance, the teachers rated their instructional performance in terms of content expertise, instructional design skills, delivery skills, assessment skills and course management skills as 'very good.' The result indicates that instructional design skills contributed more to the performance of the teachers whilst their instructional delivery skills contributed the least. The results of the study confirm the findings of the NAS (2009) who identified the five basic skills necessary for effective teaching and learning as content expertise, instructional design skills, instructional delivery skills, instructional assessment skills and course management skills. Kowal and Hassel (2010) noted that as education shifts toward a more performance-focused culture, improving the measurement of teacher effectiveness will be a critical step. They argued that with accurate, reliable, and

meaningful information about educators' performance, states, districts, and other providers will be able to better differentiate between "effective" and "ineffective" teachers.

#### 4.11. Overall teacher performance

Overall, the teachers rated their instructional performance in terms of content expertise, instructional design skills, delivery skills, assessment skills and course management skills as 'very good.' The results as presented in Table 11 indicated that instructional design skills contribute more to the performance of the teachers whilst their instructional delivery skills contributed the least.

**Table 11.** Overall Teacher instructional performance

Skills	Overall Means	S.D
Instructional content expertise	3.99	0.59
Instructional design skills	4.17	0.50
Instructional delivery skills	3.74	0.65
Instructional assessment skills	4.07	0.57
Course management skills	4.13	0.69
Overall teacher instructional performance	4.00	0.49

*n = 218, Source: Field Data, 2017. Means were calculated from a scale of 1= Poor, 2 = Fair, 3 = Good, 4 = Very good and 5 = Excellent*

#### 4.12. Relationship between teacher performance and instructional supervision variables of head teachers

The Davis (1971) convention for describing magnitude of correlation coefficient was used to deduce the magnitude of the relationships between teacher performance and the instructional supervision variables of head teachers of the basic schools in the Effutu Municipality. The results presented in Table 12 shows that there was a 'substantial', positive and significant relationship between teacher performance and the tools for instructional supervision activities ( $r = 0.51, p = 0.00$ ), and also 'moderate', positive and significant relationships between teacher performance and instructional supervisory roles ( $r = 0.48, p = 0.00$ ), instructional supervisory activities ( $r = 0.40, p = 0.00$ ) and effectiveness instructional supervision activities of head teachers in the study area ( $r = 0.44, p = 0.02$ ) at 0.05 alpha level. In other words, improving head teachers' supervisory roles, activities, tools for supervisory activities and the effectiveness of the supervisory activities will improve the instructional performance of the teachers in the public basic schools in the Effutu Municipality. The result shows clearly that to improve the teacher instructional performance in the study area, the supervisory roles, activities, tools for supervisory activities and the effectiveness of the supervisory activities must be considered much.

**Table 12.** Relationship between Teacher Performance and Instructional Supervisory Variables of Head Teachers

Independent variables	Correlation Coefficient (r)	p. value	Type of correlation	Strength of relationship
Instructional supervisory roles	0.48	0.00*	Pearson	Moderate

Instructional supervisory activities	0.40	0.00*	Pearson	Moderate
Effectiveness instructional supervision activities	0.44	0.00*	Pearson	Moderate
Tools for instructional supervision activities	0.51	0.00*	Pearson	Substantial
Year of head teaching experience	0.24	0.24	Pearson	Low

\* $p < 0.05$ ,  $n = 218$ , Source: Field Data, 2017

The result of the study buttresses the findings of Gerumi (2003) who showed mathematically that there was link between teachers' performance and instructional supervision. This means that, head teachers have to supervise teachers so that teaching and learning can be effective. The result also confirms the assertion of Okumbe (2007) who posited that supervision as a tool in school administration helps and facilitates only qualified professional teacher with skills to improve learning and teaching of pupils.

## 5. Conclusion and recommendations

The results revealed that in general, the head teachers of the basic schools in the Effutu Municipality 'often' performed their instructional supervisory roles. The head teachers 'often' perform their instructional supervisory roles by monitoring the academic progress of students, ensuring the organization of teaching and curriculum time tables and setting target performance for teachers. Also, the head teachers 'sometimes' provide orientation for new teaching staff and in-service training for teachers. The results of the study on the instructional supervisory activities of head teachers of the public basic schools revealed that overall; the head teacher 'often' performed their instructional supervisory activities. Even though, the head teachers 'often' checked record of work and protected instruction time, they 'always' checked teachers' scheme of work and teacher punctuality.

The effectiveness of the instructional supervision activities of the head teachers shows that generally, the teachers perceived the instructional supervision activities of the head teachers as 'effective.' Protecting instructional time by punctuality and monitoring of students' academic progress are two main instructional supervision activities of head teachers that teachers in the basic schools perceived as been 'effective.' The results show that the head teachers 'often' use instructional supervisory tools. Despite the fact that the head teachers 'often' use curriculum timetable with all subjects taught, update scheme of work regularly and curriculum timetable with subject distributed correctly, the head teachers also 'always' checked scheme of work, update lesson plan regularly and placed curriculum timetable on notice boards.

All in all, the teachers rated their instructional performance in terms of as 'very good.' The result indicates that instructional design skills contributed more to the performance of the teachers whilst their instructional delivery skills contributed the least. The result shows that there is 'substantial', positive and significant relationship between teacher performance and the tools for instructional supervision activities, and also 'moderate', positive and significant relationships between teacher performance and instructional supervisory

roles, instructional supervisory activities and effectiveness instructional supervision activities of head teachers in the study area at 0.05 alpha level.

### 5.1. Conclusions

Based on the summary of the findings of the study, the following conclusions and lessons were drawn;

- 1- Head teachers in the study area performed their instructional supervisory practices such as checking of teacher's lesson notes, monitoring of student's academic performance, ensuring of punctuality and regularity of teachers.
- 2- The findings of the study revealed that protection of instructional time and monitoring of students' academic progress are the two main instructional supervisory activities perceived by teachers as been effective
- 3- Teachers in the study area are very good in terms of their instructional design skills, content expertise, assessment skills and course management skills but fell short of their instructional delivery skills.
- 4- There is a substantial and moderate correlation between teacher performance in the public basic schools and the head teachers' instructional supervisory roles, activities, tools for the activities and effectiveness of the activities.

### 5.2. Recommendations

The following recommendations were made for improving teacher performance and head teachers' supervisory practices in the public basic schools in the Effutu Municipality;

- 1- Apart from checking of teachers' scheme of work and punctuality, Head teachers should also pay attention to their other roles and activities such as make visits to classroom to observe teachers, provision of feedback after lesson observation and check students exercise books.
- 2- The head teachers should ensure that there is adequate supply of exercise books, teachers' guide, record of work and text books in the public basic schools in the Effutu Municipality to enhance teaching and learning.
- 3- The Municipal Directorate of the Ghana Education Services should ensure that there is adequate allocation of teachers' guide with its corresponding text books, record of work and other teaching and learning materials in order to make the supervisory activities of the teachers to be very effective.
- 4- Teachers should work at improving on their instructional design skills, content expertise, assessment skills, course management skills and most especially their instructional delivery skills in order to improve their performance in the class room.

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