

# Supervisory Practices and Job Performance of Social Studies Teachers in the Junior High Schools of Ghana

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## Abstract:

Quantitative and qualitative approaches were employed in this study. The research design adopted for the study was descriptive cross-sectional survey. The population of the study was all headteachers and teachers in the Junior High Schools in Kassena-Nankana Municipality. Purposive and convenient sampling techniques were used to select the respondents for the study. Purposive sampling techniques was used to select 47 Public Junior High School headteachers and 71 Social Studies Teachers from the Kassena-Nankana Municipality. Convenience sampling technique was used to select 10 participants for the qualitative part of the study. Questionnaire and interview guide were the main instruments used for data collection for the study. Quantitative data were analysed using Version 20 of the Statistical Product for Service Solution (SPSS). This was done using percentages, mean, standard deviation and inferential statistics like t-test, ANOVA, and multiple regressions. The qualitative data were analyzed using the thematic approach. The study revealed that there was a strong and statistically significant positive relationship between supervisory practices and job performance of Social Studies teachers in the Kassena-Nankana Municipality. The study also concluded that headteachers' supervision was not without challenges. The challenges include work overload among the headteachers, uncooperative attitude of teachers, inadequate supervisory competences of headteachers, and inadequate resources for supervision. It is recommended that Social Studies teachers in the municipality should be supported and encouraged to sustain and improve on their job performance in the future. This could be achieved by Ghana Education Service instituting an award scheme for high performing teachers, and using the level of job performance as a core criterion in appraising and promoting Social Studies teachers. It is also recommended that The Public Junior High Schools in the municipality should liaise with the Parent-Teacher Associations (PTAs), old boys and girls, religious organisations, the Municipal Assembly, and philanthropists to solicit for resources that are needed to boost supervision in the schools.

## Keywords:

Supervision, Practices, Social Studies

## 1. Introduction

Basically, academic standards are fast falling and the blame is pushed on to the teacher, who is perceived not to be providing effective teaching and learning [1,2]. What then might have gone wrong to affect the performance of teachers such that their performances affect negatively the general output of pupils in the schools?. Integrated Social Development Centre (ISODEC) (2011), a non-governmental organization in Ghana, which points out that one of the major causes of fallen standards of education in Northern Ghana is weak supervision of teachers in public schools [3]. According to ISODEC, majority of teachers, knowing that they are not sternly supervised do not either attend school regularly to teach or render poor teaching to the school learners and that is affecting educational standards [3]. This situation seems to be the same in all regions in Ghana, hence, the statement by the then Minister of Education that the Ministry is taking steps to improve supervision in public basic schools in Ghana [4].

In the schools where performance is good the headteacher does a lot of supervision [5, 6]. This means the quality of supervision in a school determines the way students perform. Instructional supervision is a collective work between headteachers and the teachers which call for common understanding between the two parties. In conditions where the headteachers' and teachers' relationship is tense pupils' performance is probably to suffer. Headteacher has the knowledge in supervisory works, the type of supervisory approaches used and the nature of staff development in their schools. The roles of headteachers are seen as the facilitator of procedures of collective investigation, problem-solving, team building and school improvement [7]. Some basic schools' administrators have little or no knowledge in their training to prepare them as instructional supervisors [8].

Headteachers are responsible for overall management, control and maintenance of standards in the school and is accountable for all that happens in schools. Headteachers being the maiden supervisors check teachers' classroom work and assess their total performance based on students' achievements [9,10]. A study contends that headteachers should visit the classroom frequently to encourage teachers because one way to help teachers improve instruction is through clinical supervision. This study, hence, wishes to establish the relationship between headteachers' instructional supervisory practices and job performance of Social Studies teachers in public Junior High Schools in Kassena-Nankana Municipality of Upper East Region of Ghana. Through effective supervision in Social Studies Education, teachers will make conscious efforts to be committed to protecting, recognizing and honouring their diversity [2,11]. However, Social Studies Education like other disciplines cannot be an end in itself but a means to an end. The teaching of Social Studies in public JHS makes teachers to appreciate the fact that, it is unique in terms of distillate knowledge translation into values, attitudes and skills. School supervision is a whole mechanism systematically designed to accomplish the educational objectives efficiently so that internal structures of the school is determined by the functions which are carried on towards those ends [10, 12].

The statement of this study pointed out to the fact that there have been several studies on instructional supervisory types. A study on Functions and Practices of Curriculum Supervision in Senior High Schools in the Assin North Municipality of Ghana recommended that, ensuring compliance with the rules governing institutions should be considered as a major purpose of curriculum supervision. This would

enable curriculum implementers to follow what have been stipulated in the guidelines for curriculum implementation. Also, with regard to the curriculum supervision practices, it is recommended that the procedure to be used by the supervisors should be discussed with, and agreed upon by the supervisees [10]. Despite researches on instructional supervisory practices and the suggestions to boost quality teaching, the problem of lack of supervisory practices in public basic schools remains a threat to effective teaching to wane as education stakeholders on administrative and managerial position, assigned with direct supervisory responsibilities are turning a deaf ear and blind eye to this shocking problem. The study was guided by these research questions (1) What is the relationship between the demographic background of headteachers instructional supervisory practices and job performance of Social Studies teachers in the public Junior High Schools in Kassena-Nankana Municipality of the Upper East Region of Ghana? (2) What are the challenges that headteachers face in supervising Social Studies teachers in public JHS in Kassena-Nankana Municipality of the Upper East Region of Ghana?

### ***1.1. Instructional Supervisory Practices***

A study defined supervisory style as “the perception of the behaviors demonstrated by the administrators in the supervision hierarchy” [13]. The researchers share the same view with previous study that supervisory style is the perception of behaviors demonstrated by administrators and they are just thoughts about the teaching and learning situation (environment) [13]. Some researchers propose the use of several supervisory practices got from their own philosophies and beliefs [14]. Notwithstanding, the choice of a specific supervisory practice may depend on sole educator features as well as school context [15]. Direct instructional Supervisory practices comprise the fast interactions with teachers and other personnel to address classroom teaching, pupils’ achievements and curriculum concerns. These practices are grouped into two main categories connected to supervision: curriculum supervision and instructional supervision [16]. Curriculum include total in-school experiences, including classroom, learning experiences, student activities, use of learning resource centers, assemblies, social roles; and out-of-school learning experiences guided by the school [17].

Classroom visit is a basic kind of teachers’ assessment. They involve live observation of teachers and examining their class practices, their pedagogical skills, and personality and student-teacher interactions in the lesson [18]. He added that, a formal technique involves face to face contact between the supervisor and the teacher. This is followed by post observation conference investigation to assist teachers to improve and give feedback. A researcher calls this type of supervision Clinical supervision in which the supervisor (headteacher) employs an informal class visit and can just walk into a classroom and sees how instruction is going on. It provides a fast look at the teachers’ performance and the classroom environmental factors [19]. A study in a survey of literature, reveal a variety of practices and procedures that instructional supervisors, such as headteachers, may use as they work with teachers [20,21]. Supervisory practices are the precise processes and approaches that supervisors use when dealing with teachers and which are relevant to supervisors in the observation and documentation of teaching and learning manners and which contribute to the instructional supervision procedure. Varied terminologies have been used to describe supervisory practices: mechanics of supervision; orientation to

supervision; supervisory behaviors; supervisory options; and models of supervision [14, 19-22].

A researcher maintains that, headteachers carry out instructional supervision to certify quality teaching and learning [23]. This implies that, as part of their function as supervisors, headteachers do their best to improve instruction by reorganizing personnel in teaching. He stresses that headteachers are the internal supervisors of instruction of their schools and it is their duty to influence teaching behavior of teachers to enhance pupils' performance in schools [23]. Teacher related issues do influence pupils' performance and for that matter, the need for headteachers and teachers collaboration [24]. This is in line with other researchers that effective headteachers are those with the essential educational qualifications to adopt instructional supervisory practices that promote good performance. He outlines some of the supervisory practices as headteachers' classroom visitation, provision of teaching and learning materials, checking of professional records, and checking of pupils' workbooks [25].

In classroom visitation, a study revealed that headteachers' ought to visit the classroom frequently to encourage teachers [26]. One way to help teachers improve instruction is through clinical supervision. Model of clinical supervision presents a cyclical sequence of proceedings which should preferably be executed at least two times a year. The sequence include teacher pre-conferencing to determine the method and duration of the observation. This is followed by classroom observation which involves making use of physical indication, visual indication and interpersonal or directive analysis. Post conferencing is the last stage in clinical supervision aimed at discussing findings on remedial action and a critique by both the supervisor and the supervisee [27]. On the provision of teaching and learning resources, a study asserts that furniture, books, instructional materials and school activities are some resources that influence the quality of academic achievement [27]. The headteacher should therefore gather all possible resources from the GES, the community and other organizations to ensure that the resources are put into good use. Evidence of relationship between provision of books and performance is clear and consistent. The shortage of the necessary resources is alleged to a factor affecting teachers' performance in public basic schools. Schools with the best facilities are among the high achieving schools, having in mind that teachers add up to school resources.

Keeping records is an integral part in the teaching and learning. Teachers are therefore mandated to create and keep records, for instance, schemes of work, lesson plans, and records of work covered, progress record book and attendant register [29]. A study in Vihiga district in western Kenya investigating instructional role of headteachers' in the academic achievement in Kenya secondary education, established that 80% of headteachers in high performing schools checked lesson notes, schemes of work, class registers and school attendance [6]. A researcher argues that teachers prepare and arrange their lessons well when instruction is supervised frequently [30]. This by all means had direct implications on interpretation and delivery of what is taught by the teacher and the learner achievement. It is agreed that good record keeping on pupil's performance in schools is crucial and that schools which performances are very good imply headteachers in such schools regularly checked teachers lesson notes, schemes of work, class registers and school attendance [30]. On checking of pupils note books and pupils' performance, headteachers are duty-bound to ensure that learners are given some notes to copy as reference materials in the

course of going through the learning activities. Teachers, therefore, have to ensure timely handing out of assignments to learners to feedback for the learners [31]. It is the headteacher's function to frequently check on the pupil's exercise books to ensure that the syllabuses are well covered and all class works marked [30]. There is substantial impact of checking pupils' works on academic performance vis-à-vis teachers' job performance [32]. Another researcher had a different view that checking of students' notes does not produce a direct effect on students' performance [33].

Instructional supervisory tasks that have a potential to affect teacher development are through direct assistance, which is the provision of personal, ongoing contact with individual teacher to observe and assist in classroom instruction; group development, by bringing together teachers to make decisions on mutual instructional improvement; professional development, the task which includes learning opportunities for staffs provided by the school; the modification of the content, plans and materials of classroom instruction and action research, the systematic study by a staff of the school on what is happening in the classroom and school with the aim of improving learning [14]. By understanding that teachers grow most advantageously in a supportive and challenging environment, the supervisor can plan the tasks of supervision to bring together organizational goals and teacher needs into a single fluid entity [34].

In the process of instructional supervision, supervisors should find the answers for the teaching and learning problems teachers face, offer support and counseling services for teachers and likewise supervise the implementation of the guidelines of school enrichment programmes and new teaching methodologies by teachers. Based on the above statement, researchers argue that, to enhance instructional improvement, those responsible for supervision must have some fundamentals of the following skills: Knowledge skills base; supervisors need to comprehend what teachers and schools can be and what teachers and schools are; interpersonal skills base, supervisors need to know how their own interpersonal behaviors affect individuals as well as groups of teachers and then study ranges of interpersonal behaviors that could be used to encourage additional positive and change-oriented relationships; technical skills, supervisors must have technical skills in observing, planning, assessing and evaluating instructional improvement [14]. Habimana (2008) indicates that headteachers' supervisory practices are extremely indispensable in public basic schools which stimulate their performance. Therefore headteachers should be role models to their teaching staff by allowing teachers to attend workshop/seminars which improve their teaching methods [35]. A study carried out by Ngunjiri attributes poor performance of students in public schools to 'arm chair' headteachers who do not know what goes on in the classroom [36].

### ***1.2. Relationship between Instructional Supervisory Practice and Job Performance of Teachers***

Teachers need to be skilled and up to date in the teaching profession and this can only be achieved when teachers are supervised regularly and effectively in order to enhance good relationship between supervisors and teachers. Based on the above claims, one may be able to decipher that the need for proper and effective supervisions in our public basic schools is to create a good atmosphere for dynamism and normal interactions among intellectuals [37]. However, job performances are the responsibilities performed by a teacher at a particular period in the school system in attaining organizational goals [38]. How effective headteachers are performing these

functions have been a matter of concern to many educationists [39]. Many headteachers do not see their leadership styles as critical in the teachers' job performance [38]. Therefore some of them appear to find it problematic to effectively administer their schools [40]. Headteachers need to effectively supervise teachers by making sure that they are observed regularly, lessons are planned early and structured with an exciting introduction, revision of previous knowledge, and teachers' use of voice variation and summary of key points at the end, teachers' use of appropriate teaching aids properly as well as teachers having a good relationship with their pupils. Where there is no effective supervision, quality of work suffers. Laxity in the improvement of instruction through wrong instructional supervisory practices by headteachers may go on without being noticed [41]. This may lead to low quality of instruction and invariably teachers' lack of commitment to their job [42].

Effective instructional supervision practices aids headteachers in coordinating, controlling, directing, improving and keeping high teaching and learning standards in schools. A research conducted in Nigeria, revealed that headteachers' classroom visitation approach, and inspection of lesson notes significantly influenced teachers' job performance. They recommended that regular supervision which must include classroom visitation strategy and inspection of lesson notes strategy be organized by government to enhance teachers' job performance [43].

The relationship between the teacher and the supervisor form the basis of the programme procedure and strategies designed to improve student learning by improving the instructional behavior. Headteachers need to observe their teachers formally on regular basis, make notes in the classroom and work with a clear commitment. The headteacher should discuss classroom observation with a teacher promptly in order to provide for in-school professional development. There is the need to monitor standards being achieved by the pupils, develop and implement strategies for systematic monitoring. researchers substantiates that, this is to evaluate standard to achieve curriculum strength and weakness and improve on the quality of teaching and learning [44].

Many factors affect teacher job performance. However, the greatest predictor of job performance is the teachers' perception of the supervisor's support [45]. However, the perception of headteachers by teachers can have a greater positive influence on teacher job performance in schools that serve traditionally marginalized students than that same principal would have on teachers in privileged schools [46]. Headteachers are a pivotal factor in the job performance of teachers, and the teachers' intention of remaining at their school [47]. Therefore, the selection of effective headteachers who offer meaningful feedback, and are skilled at working collectively with teachers is a critical decision that impact teacher job performance, satisfaction and retention.

Relating the import of supervision to job success, a researcher see supervisory practices as a growing process planned to assist and enhance an individual's acquisition of the motivation, autonomy, self-awareness, and talents necessary to effectively complete the job at hand [48]. Baffour-Awuah elucidate the practice of instructional supervision by examining teachers' and headteachers' concepts, perspectives, and experience with instructional supervision conducted a study with a sample of 250 teachers, 50 headteachers, and 2 administrators in Ghana. The method used was a mixed-method strategy (descriptive analysis methodology) and questionnaire, interviews, and analysis of the Ghana Education Service policy

document on supervision were employed as tools for the study [49]. Baffour-Awuah concluded that the policy document on instructional supervision, which emphasizes aspects of instructional supervision related to monitoring teaching activities and ensuring maximum use of instructional time, may have a negative impact on instructional supervision. Teachers and headteachers in this study primarily employed traditional instructional supervisory practices. While the participants were for the most part satisfied with these traditional practices, they also considered that more contemporary approaches to instructional supervision should be instituted. The study recommended revision of the policy document in consultation with teachers to include more contemporary practices such as sustainable teacher and supervisor training programs in the educational system [49].

A study on teachers' perceptions regarding selected instructional supervisory practices perceived to be used in supervising the performance of agriculture teachers in non-formal educational settings. The study sample comprised 234 teachers from 17 states. The cross-sectional survey design with electronic questionnaires was used [50]. The study concluded that the common beliefs and perceptions of agricultural-education teachers toward instructional supervision did not vary significantly by age or highest degree attained. The study recommended that there should be a regular survey of headteachers regarding their general beliefs and perceptions regarding supervision and the importance of instructional supervisory practices [50].

## 2. Materials and Methods

Quantitative and qualitative approaches were employed in this study. The research design adopted for the study was descriptive cross-sectional survey. The population of the study was all headteachers and teachers in the Junior High Schools in Kassena-Nankana Municipality. Purposive and convenient sampling techniques were used to select the respondents for the study. Purposive sampling techniques was used to select 47 Public Junior High School headteachers and 71 Social Studies Teachers from the Kassena-Nankana Municipality. Purposive sampling may also be used with both qualitative and quantitative research techniques. The inherent bias of the method contributes to its efficiency, and the method stays robust even when tested against random probability sampling. Choosing the purposive sample is fundamental to the quality of data gathered; thus, reliability and competence of the informant must be ensured [51]. Convenience sampling technique was used to select 10 participants for the qualitative part of the study. This was made up of 4 headteachers and 6 teachers. Questionnaire and interview guide were the main instruments used for data collection for the study. Likert scale questionnaire covered research questions one and two on two headings; relationship between headteachers' supervisory practices and job performance of Social Studies teachers, and challenges that headteachers face in supervision. The interview was conducted on four headteachers. The input of the interview guide expected the participants to share their experiences on; instructional supervisory practices, levels of job performance of Social Studies teachers', relationship between headteachers' supervisory practices and job performance of Social Studies teachers, and challenges that headteachers face in supervising Social Studies teachers. Interview guide for four teachers was made up of four semi-structured questions from research questions one to five focused on supervisory practices of the headteachers and job performance of Social Studies in public JHS in the Kassena-Nankana Municipal. Quantitative data were analysed using Version 20 of the Statistical Product for Service Solution (SPSS), this was done using percentages,

mean, standard deviation and inferential statistics like t-test, ANOVA, and multiple regressions. The qualitative data were analyzed using the thematic approach.

### 3. Results

#### 3.1. Relationship Between Headteachers' Supervisory Practices and Job Performance of Social Studies Teachers

This section present results on the research question - *What is the relationship between headteachers' supervisory practices and job performance of Social Studies Teachers in Public Junior High Schools in the Kassena-Nankan Municipality?* The study investigated the relationship between headteachers' supervisory practices and job performance of Social Studies teachers where the Pearson correlation was carried out. A researcher's suggestion was used to interpret the strength of the correlation coefficient. This scholar submitted that if the correlation coefficient is greater than 0.3 but less than 0.5, then the relationship is moderate; the relationship is weak if the correlation coefficient is less than 0.3; and the relationship is strong if the correlation coefficient is 0.5 or greater. The results of the analysis are presented in Table 1.

**Table 1.** Pearson Correlation Matrix for Supervisory Styles and Job Performance.

N	SS	Mean	Std. Dev.	1	2	3	4	5	6	7	8	9	10
1	DC	4.37	0.54	1									
2	NC	4.09	0.46	0.31*	1								
				(0.00)									
3	DI	4.08	0.76	0.39*	0.27*	1							
				(0.00)	(0.00)								
4	CA	3.94	0.71	0.08	0.15	0.52*	1						
				(0.43)	(0.12)	(0.00)							
5	OSS	4.12	0.43	0.60*	0.54*	0.85*	0.70*	1					
				(0.00)	(0.00)	(0.00)	(0.00)						
6	TS	4.18	0.41	-0.02	0.29*	0.29*	0.42*	0.37*	1				
				(0.80)	(0.00)	(0.00)	(0.00)	(0.00)					
7	MS	4.41	0.39	0.79*	0.39*	0.15	0.00	0.42*	0.26*	1			
				(0.00)	(0.00)	(0.10)	(0.99)	(0.00)	(0.01)				
8	DD	4.08	0.49	0.45*	0.67*	0.90*	0.47*	0.91*	0.35*	0.30*	1		
				(0.00)	(0.00)	(0.00)	(0.00)	(0.00)	(0.00)	(0.00)			
9	IR	3.94	0.66	0.00	0.18	0.55*	0.87*	0.65*	0.66*	-0.05	0.51*	1	
				(0.98)	(0.06)	(0.00)	(0.00)	(0.00)	(0.00)	(0.62)	(0.00)		
10	OTP	4.16	0.35	0.36*	0.51*	0.69*	0.75*	0.84*	0.79*	0.43*	0.77*	0.82*	1
				(0.00)	(0.00)	(0.00)	(0.00)	(0.00)	(0.00)	(0.00)	(0.00)	(0.00)	

*N = 113 \*Correlation is significant at  $p < 0.05$  (2-tailed) NB: p-values are in parentheses*

*Key: N- Number SS= Supervisory Styles*

*Source: Survey Data, 2018*

The Pearson correlation results in Table 1 showed that generally, there was a strong and statistically significant positive relationship between supervisory styles and job performance ( $r = 0.84$ ,  $p < 0.05$ , 2-tailed). This finding implied that the supervisory practices exhibited by headteachers increased the job performance of the Social Studies teachers in the public Junior High Schools in the Kassena-Nankana Municipality. Therefore, this study concluded that supervisory practices of headteachers were critical determinants of job performance among the Social Studies teachers. The study further assessed the contribution of each of the supervisory practices to job performance, and the results revealed that there was a strong and statistically significant positive relationship between the non-directive control supervisory styles and job performance ( $r = 0.51$ ,  $p < 0.05$ , 2-tailed). Similarly, a

strong correlation was established between the directive informational supervisory practice and job performance which was found to be statistically significant ( $r = 0.69$ ,  $p < 0.05$ , 2-tailed). Furthermore, there was a strong and statistically significant positive relationship between collaborative supervisory styles and job performance ( $r = 0.75$ ,  $p < 0.05$ , 2-tailed). However, the results indicated that there was a moderate but statistically significant positive relationship between the directive control supervisory styles and job performance ( $r = 0.36$ ,  $p < 0.05$ , 2-tailed). Therefore, in order of magnitude, the collaborative supervisory styles contributed most to teacher job performance, followed by the directive informational and non-directive control supervisory styles while the directive control contributed the least to job performance.

The participants were asked whether the supervisory styles of the headteachers was linked to the teachers' job performance and one of them responded thus:

*Yes, I am convinced my headteacher's supervisory styles greatly connect with my job performance. During supervision, my headteacher makes sure her supervisory activities are related to the job I do in the classroom. Sometimes, the head teacher discusses the challenges we encounter in the classroom which become the focus of the supervision. In this way, the supervision is directly linked to the classroom teaching as we find solutions to the challenges. Supervision has been helpful in improving my performance (Teacher #3).*

It is observed from the above comments that the headteachers' supervisory activities are consciously tailored to address the challenges that the teachers faced during instruction which resulted in the improvement of their job performance. Another teacher indicated that the supervisory styles of the headteachers have been helpful in enhancing their performance on the job:

*Supervision keeps me on my toes to continuously offer the best services to the pupils and the school. My headteacher does not only check my performance, but he also motivates me to improve on my performance. For instance, the headteacher observes my lessons after which we discuss what I did well and identify areas for improvement. Because of the friendly manner in which the supervision is carried out, it encourages me to offer my views without intimidation. This has immensely resulted in an improvement in my job performance (Teacher #1).*

It is inferred from the above statements that the headteacher adopted the collaborative approach in their supervision which led to an improved job performance among the teachers. On the part of the headteachers, they were certain that their supervisory styles influenced the teachers' job performance. One of the headteachers had this to say:

*One of the purposes of supervision is to improve instruction, so I make sure that my supervisory practices are channeled to the instructional practices of teachers. These supervisory practices increase the job performance of the teachers. For example, I visit the classrooms and observe teaching and learning after which I discuss the strengths and weaknesses of the teacher and the pupils. This helps the teachers to improve on their performance on the job (Head #2).*

Another headteacher added that:

*I think supervision generally, is aimed at enhancing the professional development of teachers so that they can offer better services to learners. Therefore, any form of supervision boosts the knowledge and skills of teachers.*

*In my school, teachers are the main focus of supervision, so whatever I do as a supervisor is channeled towards the improvement of the teacher. In my view, my supervisory styles have tremendously improved the job performance of the teachers (Head #4).*

### **3.2. Challenges that Headteachers Face in Supervising Social Studies Teachers**

This sub-section also presents results on the research question - *What are the challenges that headteachers face in supervising Social Studies teachers in Public JHS in Kassena-Nankana Municipal?* The aim of the fourth research question was to explore the challenges that headteachers encounter in supervising the Social Studies teachers where data were collected through interviews. One of the headteachers indicated that:

*Combining administrative work and supervision of double stream classes is really a daunting task. As the administrator of the school, I carry out all administrative tasks of the school such as record keeping, financial management, and attending meetings. Therefore, adding the supervision tasks to the already administrative load is difficult (Head #1).*

It is inferred from these comments that the workload on the headteachers made supervision challenging. Therefore, it could be concluded that work overload was a challenge that confront the headteachers in their supervisory practices. Apart from the work load, the headteachers cited uncooperative attitude of teachers as a challenge confronting their supervisory practices as captured in the following statements “below”.

*Some of the supervisees fail to accord me the necessary respect and attention during supervision. Some teachers also hold the notion that they are always right, so they are unable to engage in an open-minded discussion to explore better ways of doing things (Head #2).*

The above remarks suggested that the teachers were uncooperative during supervision. With this uncooperative attitude, it is expected that supervision was not effective to attain the desired results. Responding to the challenges of supervision in the schools, a headteacher had this to say:

*Inadequate resource is a major drawback of supervision in the schools. Resources such as notebooks, instruments for supervision, and funds militate against supervision in the schools. These resources are needed to gather credible data in supervision as well as organizing in-service training for the teachers after supervision. However, the capitation grant that is intended to be used to provide resources does not come on time (Head #3).*

It is evident from these comments that unavailability of resources is a challenge to headteachers’ supervision in the schools. Even though the competence of the headteacher in relation to supervision is key to ensure efficiency in supervisory styles, some of the headteachers mentioned inadequate knowledge and skills in supervision as a major challenge to their supervisory practices as seen in the following comments “below”.

*I feel that I do not have adequate knowledge and skills in supervision to effectively supervise my teachers. Since I was appointed as a headteacher, no training has been offered to me on how to effectively supervise my teachers. Therefore, my supervisory practices are based on what I deem fit to supervise*

*which might not be what is needed most to improve the performance of the teachers. Oftentimes, the feeling of inadequacy in supervisory skills deters me from carrying out my supervisory task (Head #4).*

In essence, inadequate supervisory know-how among the headteachers caused some of them to abandon their supervisory tasks. Conversely, the headteachers could carry out effective supervision if they had the relevant proficiencies to do so.

## **4. Discussions of the Results**

### ***4.1. Relationship Between Headteachers' Supervisory Practices and Job Performance of Social Studies Teachers***

The study examined the link between headteachers' supervisory styles and teachers' job performance, and the results revealed that there was a strong and statistically significant positive relationship between supervisory practices and job performance ( $r = 0.84$ ,  $p < 0.05$ , 2-tailed). The implication of this finding is that the supervisory practices of the headteachers are capable of either increasing or reducing the job performance of the teachers. In essence, effective supervisory styles will heighten the teachers' job performance while ineffective supervisory styles will diminish job performance among the teachers. This finding endorsed the findings of a previous studies that effective instructional supervisory styles of headteachers boosted the teachers' job performance which translated to improved pupils' academic performance [27,43]. It explains the link between supervisory styles and job performance among the teachers. Another study posited that supervision helps to evaluate standards by determining curriculum strengths and weaknesses which ultimately improves the quality of teaching and learning [53]. However, other researchers had conflicting results on the relationship between supervisory styles and teachers' job performance. For instance, a researcher argued that headteachers supervisory practices that do not encourage the professionalism among teachers which had a negative impact on their job performance. The scholar noted that the consequences of this situation are detrimental to schools like teacher attrition particularly in schools that serve traditionally marginalized students [46]. It is inferred from the perspectives of Grissom that the association between supervisory practices and job performance ought to be studied and discussed in a particular setting [46]. The researcher supports this claim because whiles supervisory practices in a particular school or group of schools might be supportive of teachers' job performance this might not be the case in other schools. Therefore, accepting the general link between the two variables and generalizing it to all settings could be problematic [46].

### ***4.2. Challenges that Headteachers Face in Supervising Social Studies Teachers***

The study investigated the challenges that confront the headteachers in carrying out their supervisory practices. This study established that the major challenges included work overload, uncooperative attitude of teachers, inadequate resources for supervision, and lack of competence among headteachers on supervision. The finding of this study reflects an earlier study that enumerated the challenges of supervision as inadequate logistics, lack of training of headteachers, and lack of support from some subordinates [53]. Similarly, a researcher discovered that some basic school administrators have little or no knowledge in their training to prepare them as instructional supervisors [8]. Indeed, the headteachers involved in this study complained that they have never been given any training on their role as supervisors

since they were appointed as headteachers. Similar to the finding of this study, previous study pointed out that less financial support to the schools has led to numerous difficulties in having the best instructional supervision by the school authorities [54]. On workload, a similar also showed that headteachers who have many responsibilities that keep them out of school on many occasions is serious challenge to instructional supervisory practices. It is pertinent to say that in the face of these challenges, it would be difficult for the headteachers to conduct effective supervision in their schools [55].

## 5. Conclusions and Recommendations

The study revealed that there was a strong and statistically significant positive relationship between supervisory practices and job performance of Social Studies teachers in the Kassena-Nankana Municipality. The implication of this finding is that the supervisory practices of the headteachers are capable of either increasing or reducing the job performance of the teachers. In essence, effective supervisory styles will heighten the teachers' job performance while ineffective supervisory styles will diminish job performance among the teachers. The study also concluded that headteachers' supervision was not without challenges. The challenges include work overload among the headteachers, uncooperative attitude of teachers, inadequate supervisory competences of headteachers, and inadequate resources for supervision. The municipal education directorate and all relevant education stakeholders are required to support the headteachers in their supervisory tasks to attain set goals. It is recommended that Social Studies teachers in the municipality should be supported and encouraged to sustain and improve on their job performance in the future. This could be achieved by Ghana Education Service instituting an award scheme for high performing teachers, and using the level of job performance as a core criterion in appraising and promoting Social Studies teachers. It is also recommended that The Public Junior High Schools in the municipality should liaise with the Parent-Teacher Associations (PTAs), old boys and girls, religious organisations, the Municipal Assembly, and philanthropists to solicit for resources that are needed to boost supervision in the schools.

## Conflicts of Interest

The authors declare that there is no conflict of interest regarding the publication of this article.

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