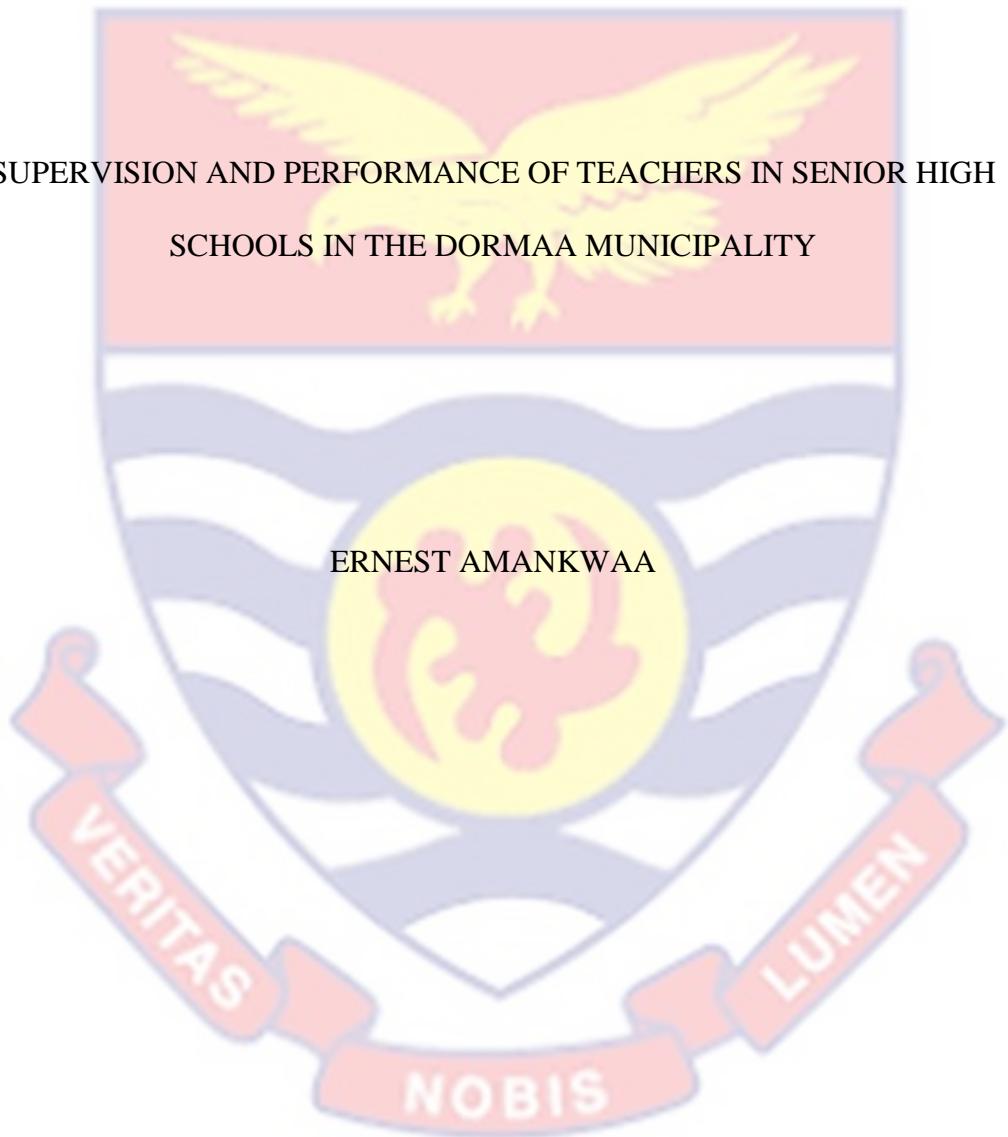


UNIVERSITY OF CAPE COAST

SUPERVISION AND PERFORMANCE OF TEACHERS IN SENIOR HIGH
SCHOOLS IN THE DORMAA MUNICIPALITY

ERNEST AMANKWAA



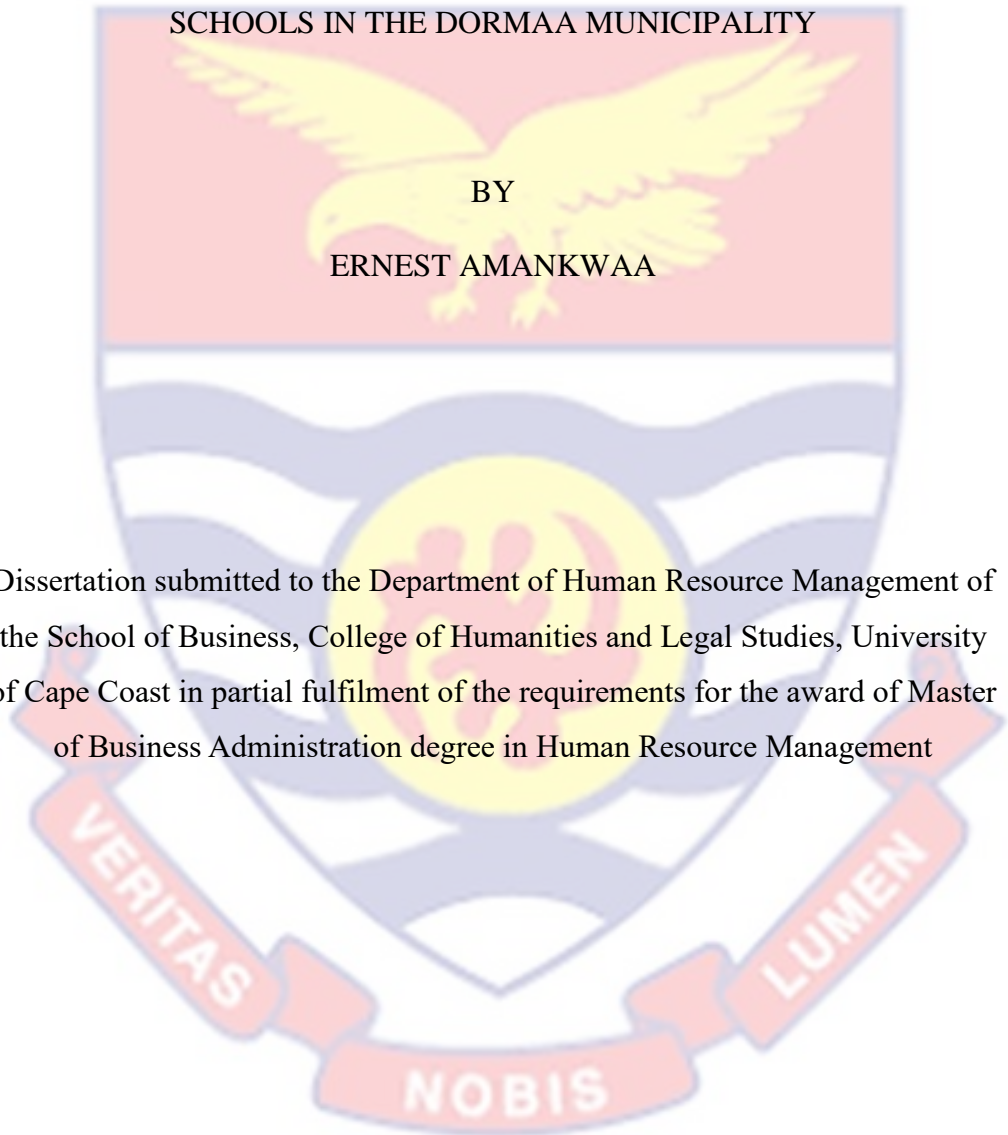
2021

UNIVERSITY OF CAPE COAST

SUPERVISION AND PERFORMANCE OF TEACHERS IN SENIOR HIGH
SCHOOLS IN THE DORMAA MUNICIPALITY

BY
ERNEST AMANKWAA

Dissertation submitted to the Department of Human Resource Management of the School of Business, College of Humanities and Legal Studies, University of Cape Coast in partial fulfilment of the requirements for the award of Master of Business Administration degree in Human Resource Management



SEPTEMBER 2021

DECLARATION

Candidate's Declaration

I hereby declare that this dissertation is the result of my own original research and that no part of it has been presented for another degree in this University or elsewhere.

Candidate's Signature..... Date

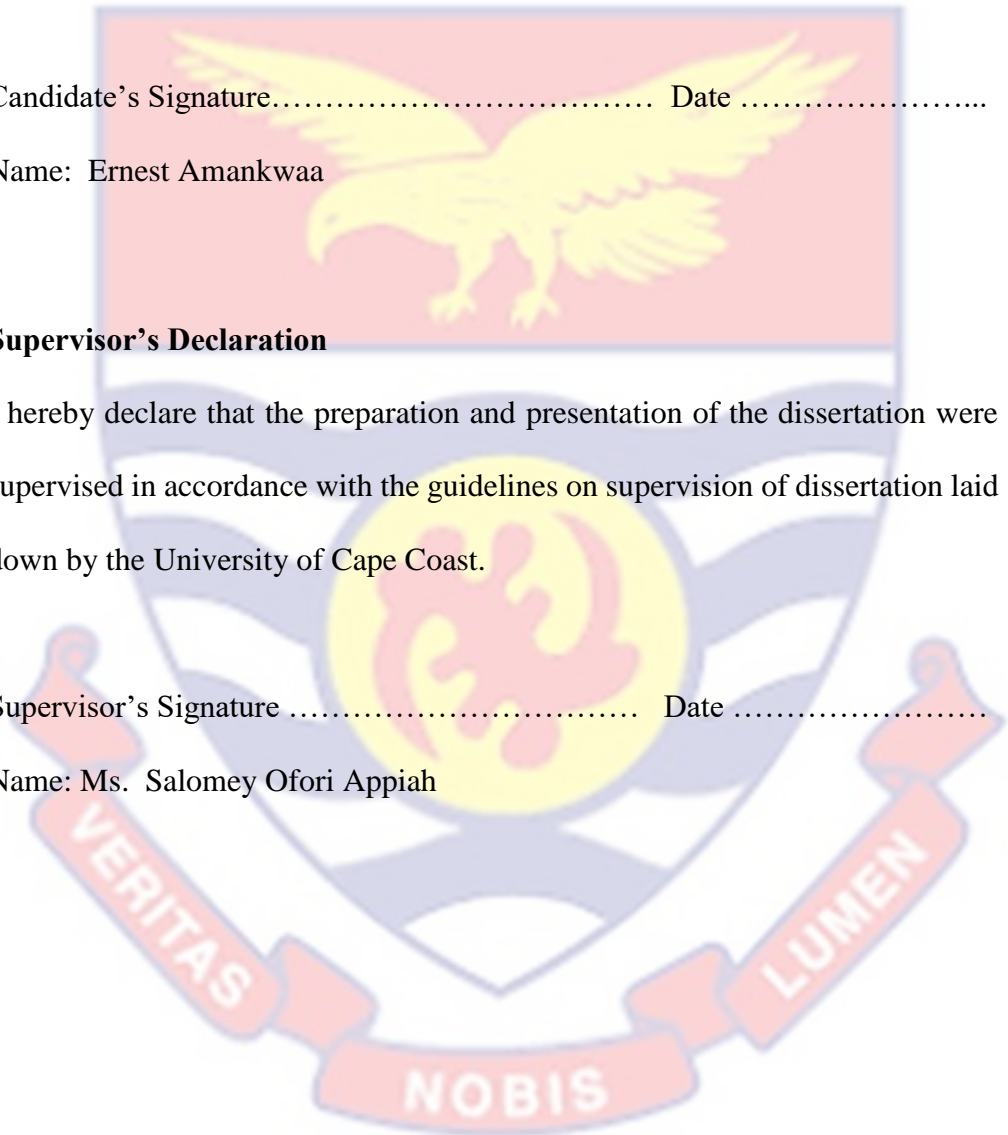
Name: Ernest Amankwaa

Supervisor's Declaration

I hereby declare that the preparation and presentation of the dissertation were supervised in accordance with the guidelines on supervision of dissertation laid down by the University of Cape Coast.

Supervisor's Signature Date

Name: Ms. Salomey Ofori Appiah



ABSTRACT

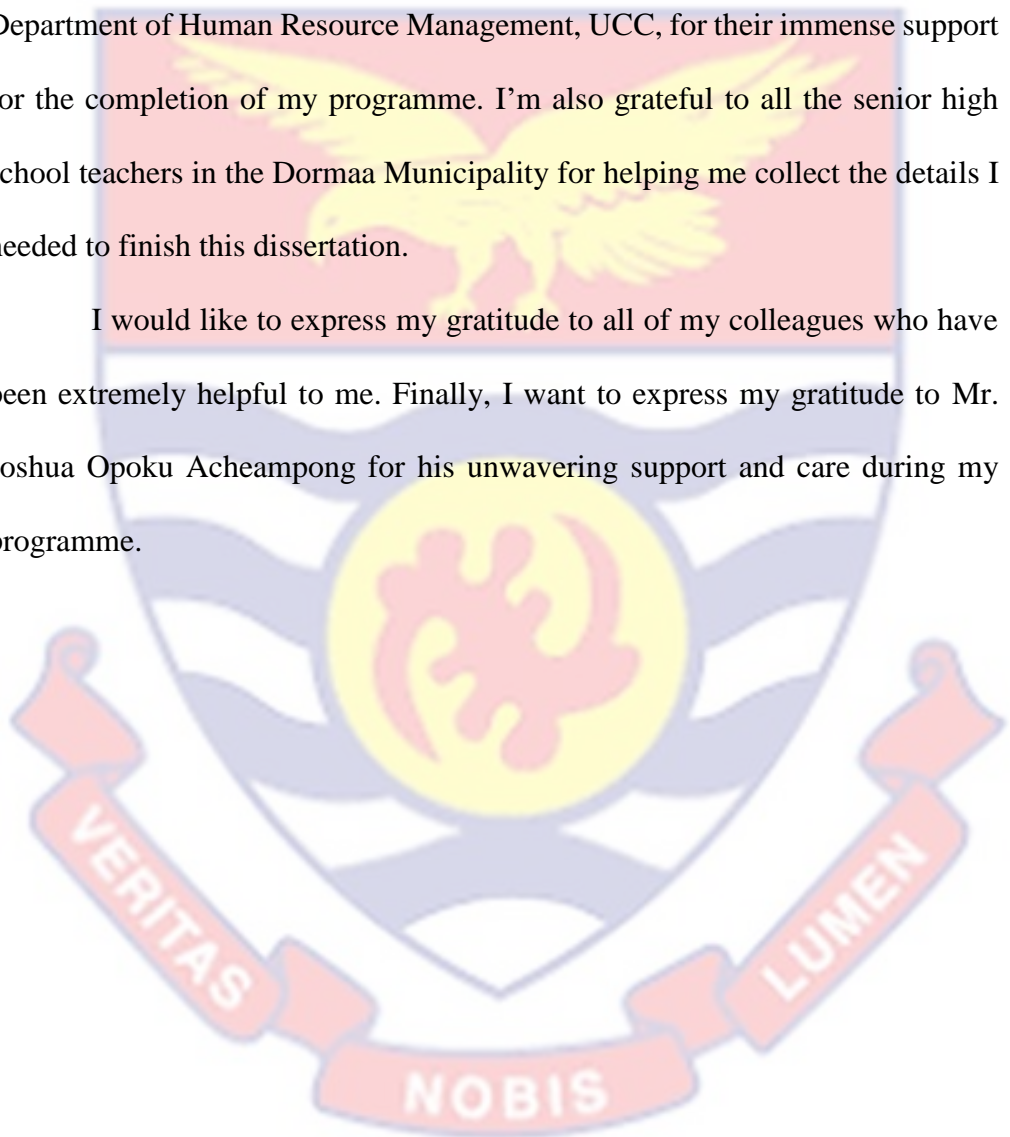
The study investigated the effect of supervision on performance of teachers in senior high schools in the Dormaa municipality. The study was approached quantitatively with correlational research design. The study specifically pursued the following research objectives, to assess the factors influencing supervision of teachers at Ghana Education Service in the Dormaa Municipality, to assess the effect of supervision on performance of teachers at Ghana Education Service in the Dormaa Municipality. A structured questionnaire was used to gather data from the surveyed respondents. A valid questionnaire of 140 were retrieved from a total sample of 155 teachers from four senior high schools in the Dormaa municipality. The IBM statistical package for social science (SPSS) analytical software version 26 was used to process the data and analysed the data using mean scores and linear regression statistical tools. The study found that the factors that influence supervision exercise had little effect on the supervision process. Also, supervision was found to have significantly and positively effect on employee performance at the selected school. The study further found that the supervision exercise is bewailed by numerous challenges, such as untimely information, lack of logistics, inadequate training of supervisors among others. The study recommends implementation of supervision must be accompanied by mechanisms or policies that create the opportunity to harness employees' performance. Again, staff job satisfaction should be the top priority of supervisors. When staff members feel secured, recognised and allowed to use their skills and abilities better performance is assured. Also, needed resources should be allocated to the supervisory process to facilitate the realisation of its intended goals.

ACKNOWLEDGEMENTS

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My sincere gratitude also goes to the management and staff of the Department of Human Resource Management, UCC, for their immense support for the completion of my programme. I'm also grateful to all the senior high school teachers in the Dormaa Municipality for helping me collect the details I needed to finish this dissertation.

I would like to express my gratitude to all of my colleagues who have been extremely helpful to me. Finally, I want to express my gratitude to Mr. Joshua Opoku Acheampong for his unwavering support and care during my programme.



DEDICATION

To my lovely wife Asantewaa Augustina and my children

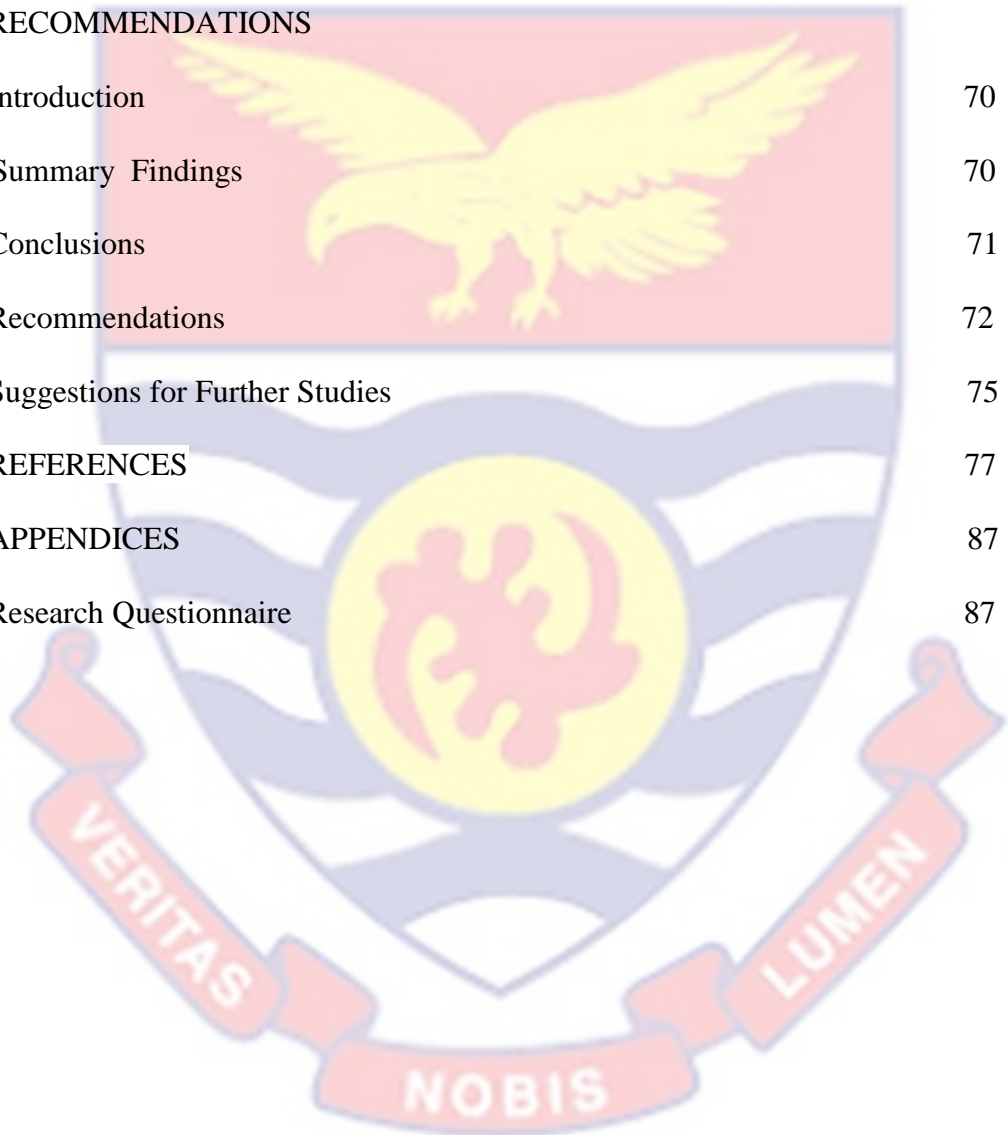


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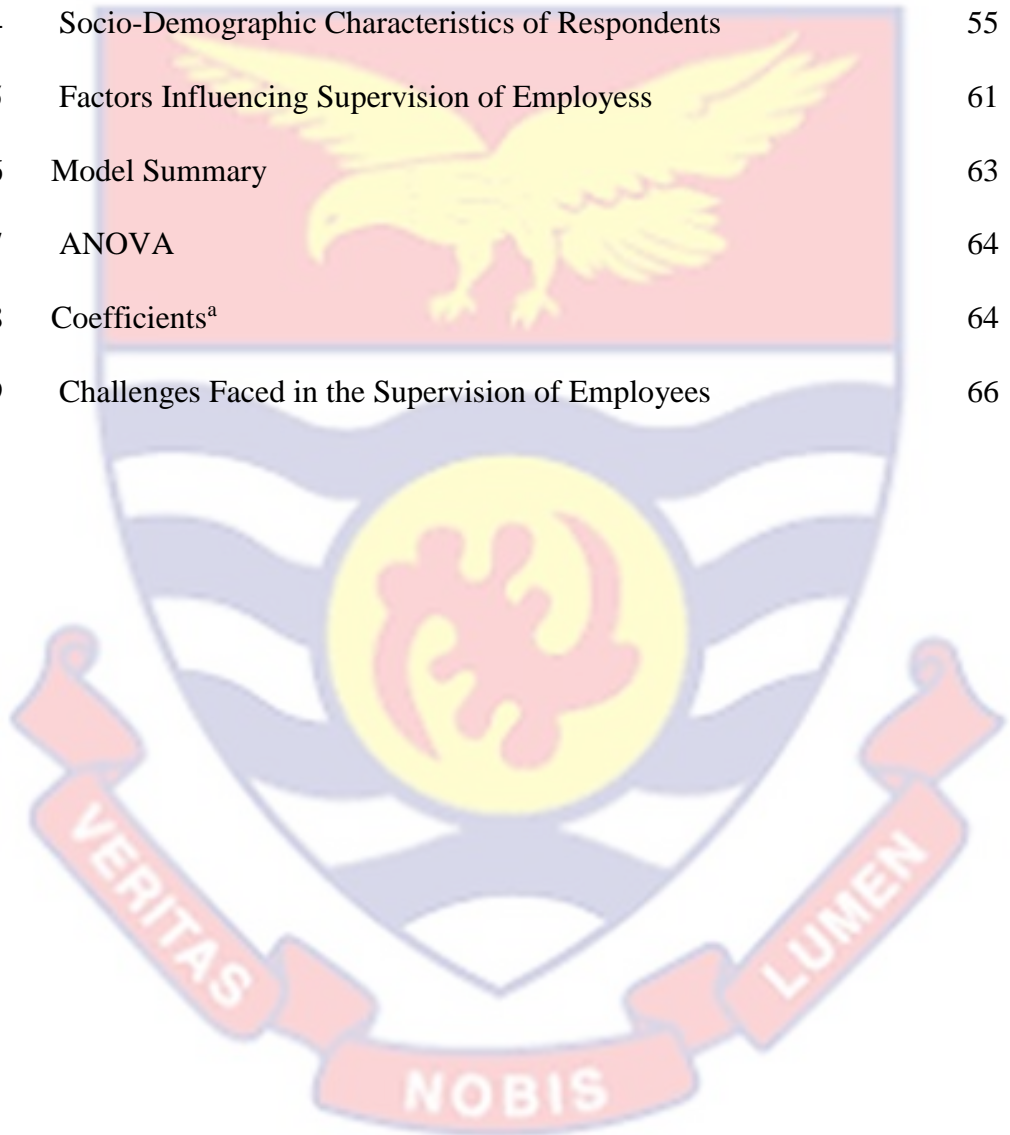
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CHAPTER ONE

INTRODUCTION

Employee supervision is one of the essential drivers of employee performance on the job. Supervisors have come under pressure, several times on their effect on staff performance. However, no matter what criticisms are levelled against them, their contributions cannot be over emphasised. If supervisors have the responsibility of improving employee performance by equipping them with knowledge, interpersonal skills, and technical skills then one will say that organisations cannot do without supervisors' involvement. Burgeoning literature claimed that employee supervision is able to predict how well the organisation performs. This introduction chapter captures the background of the study, the problem statement, research objectives and questions, the significance, delimitation and organisation of the study and a chapter summary.

Background to the Study

Supervision is conceived as the improvement of teaching and learning process for the ultimate benefit of the learner who is regarded as the pivot of education (Nasution, 2017; Tesfaye, 2018). Supervision is essentially a leadership function, a kind of superior subordinate relationship, where a leader or an officer instructs, oversees and corrects subordinates in order to enhance effective performance (Hannang, & Qamaruddin, 2020; Openteng, 2015). Supervision is needed in effective and efficient school activities, so that educators can really give their best in their various duties posts and as well make

extra ordinary contribution to brandishing learners who will be capable of competing globally with their counterparts (Hannang, & Qamaruddin, 2020).

Supervision of teacher is the means by which subordinate staff of the school are mobilized and motivated towards the full attainment of the goals and objectives of the school they serve (Adu, Akinloye & Olaoye, 2014). Supervision ensures that the right thing is done through direction and monitoring of teacher activities in school. That is making checks and balances to some specially assigned duties. Amanchukwu, Stanley and Ololube (2015) defined supervision in education as that phrase of school administration which focuses primarily on the achievement of education aims and objectives. Amanchukwu, Stanley and Ololube (2015), further opines that supervision is an activity which involves guiding refreshing, encouraging, improving and overseeing the teaching and learning with the hope of asking that co-operation of the teachers in order for the supervisor to be successful in his supervisory functions (Amanchukwu, Stanley & Ololube, 2015).

Supervisors have come under pressure, several times on their effect on staff performance. However, no matter what criticisms are levelled against them, their contributions cannot be over emphasized. If supervisors have the responsibility of improving staff performance by equipping them with knowledge, interpersonal skills, and technical skills then one will say that organisations cannot do without supervisors' involvement. Besigwa (2011) asserted that supervision has direct effect on staff performance. Supervisors assign task and clear responsibilities of performing those tasks and they in turn expects accuracy and punctuality from assignees (Tesfaye, 2018). Also supervision gives the right direction to people under supervision to enable them

to take initiative and responsibilities to go ahead on their own. Supervision seeks to equip individuals with the necessary knowledge, attitudes and skills to make them useful; not only to themselves but their immediate community and country (Osae-Apenteng, 2012; Mor Barak, Travis, Pyun & Xie, 2009).

Ghana Education Service (GES) becomes the channel through which the aims and objectives of education are carried out. This places greater responsibilities on Ministry of Education (MOE) and that failure to deliver is not only unacceptable but a real disaster to society (Osae-Apenteng, 2012). It is important that staff performance are constantly monitored and reviewed for it to be abreast with changes and developments. Today, supervision appears to be sporadic and quite often, serves as a token activity that is unable to achieve the objectives for which it is intended (Shakuna, Mohamad & Ali, 2016). Supervision is then seen as a control mechanism which has the task of correcting the activities of individuals and groups to ensure that their performance is in accordance with plans (Nasution, 2017; Tesfaye, 2018). Plans must be made but in most cases might not be achieved unless activities are monitored, and deviation from plans identified and corrected as soon as they become apparent (Osae-Apenteng, 2012).

According to the social exchange theory, workers who experience effective supervision through task assistance, social and emotional supervisory support, and the interpersonal supervisory relationship will reciprocate with more positive feelings and behaviours toward their job and the organization and enhance improve the overall performance of the organisation (Mor Barak, Travis, Pyun & Xie, 2009; Zapata, Olsen & Martins, 2013). Supervision in this regard hinges on certain dimensions such as organisational culture and practice,

job character, personal differences and the nature of team work determines the effectiveness of supervision at attaining improved employee performance (Osae-Apenteng, 2012; Tesfaye, 2018). The efficiency and effectiveness to get this guidance and behavioral influence therefore constitutes the quality attendant to supervision. In the event that goals are not being met by the employees, Shakuna, Mohamad and Ali (2016) noted succinctly that often the problem could be tied to challenges in supervision, such as lack of logistics, lack of funds, attitudes of teachers, travelling allowance and the implication of the leadership style adopted by the institution (Lee & Kusumah, 2020).

Effective supervision of school ensures proper function and mutual interaction of both human and non-human resources involved in the processing of the child and harmonize the efforts of all designated school personnel (Lee, Newton, Yu, Morphet, Kidman, Maloney & Haines, 2021). The adverse effects of supervision may lead to a situation whereby both the principal and the teachers put in their very best in order to satisfy the supervisor, after which they withdraw their efforts at the end of supervision (Ullah, Ayaz, Ullah, Ali, Khan, Khan & Ahmad, 2019). This leads to a kind of eye service performance in the school. It is therefore very importance for these concerns to be looked at within the school system that requires supervision, these are the instructional and discipline areas, where both the content method and mode of delivery and personality of both the student and the teachers are examined to ensure their adequacy for the school system (Lee, et. al., 2021; Ullah et. al., 2019).

Furthermore, educational supervision of teachers' professional performance has been researched by a few studies in Africa in general and Ghana in particular compared to studies carried out in Europe, America, and

different parts of Asian continents. For instance Singh et al (2010) studied the level of influence of supervision on employee performance in the USA and found a positive statistical influence. Lee and Kusumah, (2020) did theirs in Asia and noted that ideally, with efficient supervision, many of the productivity challenges would dissipate. In Africa, Tesfaw and Hofman, (2012) did an exhaustive study in Kenya and noted that businesses that were more autocratic had dipping productivity levels and therefore advocated for a robust and empowering supervision processes. Yet, few studies that investigated educational supervision in the Ghanaian context (Laporte 2012; Osae-Apenteng) have disregarded the dimensions as well as the challenges endured by supervisors in executing the process. Based on the aforementioned findings and the focus of extant literature on this phenomenon. The current study aims to investigate the effect of educational supervision on performance of secondary school teachers in the Dormaa Municipality.

Statement of the Problem

A critical assessment of the attitude of employees towards work for which they have been employed, make one wonder what the state of supervision across our senior high school has been. Regardless the efforts by Government of Ghana through the Ministry of Education and other stakeholders to train teachers, organise seminars and increase employee salaries in a bid to improve teachers' performance, the Ministry has continued to record an abysmal performance of teachers in some regions over the years (Osae-Apenteng, 2012). Yet performance of teachers forms the basis of student performance across schools in the country. This have had numerous attribution from various

stakeholders. An anecdotal evidence gathered from the interaction with some stakeholder in the Dormaa Municipality revealed that, the poor performance of senior high school teachers is due to improper supervision both internally and externally.

Again, the perilous assessment of the attitude of teachers towards work for which they have been employed, make one wonder what the state of supervision Ghana education Service (GES) has been carrying out. Meanwhile, supervision is an effective tool that could be used to promote good results as far as staff performance and students performance are concerned (Osae-Apenteng, 2012; Tesfaye, 2018). It is also acknowledged that there is always a link between supervision and effective work performance, but this will be perfectly true only when the needed resources and commitment are available and are put to judicious use (Teskaye, 2018). Though staff performance may not be the only criterion for measuring effectiveness of supervision, it is important that all stakeholders of education make it relevant to be used here as a proxy for measuring effectiveness of supervision (Renata, Wardiah & Kristiawan, 2018). It is generally accepted that structures put in place in every institution must be seen working and to ensure that work is really being done, supervision methods such as monitoring, support and evaluation must come into play (Osae-Apenteng, 2012; Tesfaye, 2018).

Empirically, most extant studies on the effect of supervision on employee performance have focused on manufacturing and service companies (Osae-Apenteng, 2012; Tesfaw & Hofman, 2012; Salas, Shuffler, Thayer, Bedwell & Lazzara, 2015; Shakuna, Mohamad & Ali, 2016; Sanyal & Hisam, 2018; Tesfaye, 2018; Saputri, Qomariah & Herlambang, 2020), neglecting

educational institutions (Karimi, 2016). Besides, some studies found employee supervision as insignificant predictor of employee performance (Renata, Wardiah & Kristiawan, 2018; Ullah, Ayaz, Ullah, Ali, Khan, Khan, & Ahmad, 2019; Lee, Newton, Yu, Morphet, Kidman, Maloney & Haines, 2021). Others (Osae-Apenteng, 2012; Adu, Akinloye & Olaoye, 2014; Tesfaw & Hofman, 2012; Salas, Shuffler, Thayer, Bedwell & Lazzara, 2015; Shakuna, Mohamad & Ali, 2016; Sanyal & Hisam, 2018; Tesfaye, 2018), however found employee supervision as a significant predictor of employee performance. These findings are contradictory. Which claim should be accepted? Conducting similar study could unfold the true state of affairs

Other evidences such as, records of action plans, monitoring and follow up reports show that supervision goes on in every unit, but unfortunately the effect does not seem to show in the work life of teacher as far as teaching is concerned. Is supervision being carried out well by the Ghana Education Service? Does this appear to affect the performance of its teachers? Are there problems or challenges confronting supervision to such an extent that work performance is not the best? These questions have prompted the researcher to investigate the effect of supervision on performance of secondary school teacher in the Dormaa Municipality.

Purpose of the Study

The purpose of the study is to investigate the effect of supervision on performance of secondary school teachers in the Dormaa Municipality.

Research Objectives

In order to achieve the overall purpose of the study, the following specific research objectives was pursued.

1. To assess the factors influencing supervision of teachers at Ghana Education Service in the Dormaa Municipality.
2. To examine the level of employee performance across the selected senior high school.
3. To assess the effect of supervision on performance of teachers at Ghana Education Service in the Dormaa Municipality.
4. To examine the challenges faced in supervising teachers at Ghana Education Service in the Dormaa Municipality.

Research Questions

In order to achieve the specific research objectives, answers will be found for the following specific research questions.

1. What factors influences the supervision teachers at Ghana Education service in the Dormaa Municipality?
2. What is the level of employee performance across the selected senior high school?
3. What effects does supervision have on performance of teachers at Ghana Education service in the Dormaa Municipality?
4. What challenges do supervisor encounter in discharging their roles at Ghana Education service in the Dormaa Municipality?

Significance of the Study

The findings of the study will be of immense help to many different stakeholders. To start with, it is expected that the findings of this study will provide insights that management of Ghana Education Service in the Dormaa Municipality can rely on to make scientifically informed decisions as to how to manipulate the predictor supervision considered in the study to improve the level of teachers performance across secondary schools in the Municipality. Similarly, the findings will provide enough evidence on how management can justify its investments in both educational supervision to improve teachers' performance. All insignificant indicators can be seen and worked on accordingly by management Ghana Education Service (GES) and the ministry of education in general. The finding of the study will help resolve the numerous narratives on the theme (supervision and employee performance). The finding will help reaffirm or disprove the finding other prior researcher have put forth regarding the theme.

Again, the findings of this study may be useful for HR practitioners as it will provide information about the measurement of the constructs and how these constructs could be manipulated to produce a desired state of performance in the work settings. Students and researchers may also tap into the rich information that this study will bring on board to facilitate their knowledge production process. The study will serve as a source of literature regarding the interrelationship between supervision and performance of teachers. Furthermore, the study may provide information that may contribute to theory building or justify existing supporting theories (considered in the study) in African context. Human resource practitioners may also see how the

manipulation of the predictors can actually impact of performance teachers and this could serve a guide to proposing solutions to other municipality where similar set of conditions exist.

Delimitation of the Study

The study seeks to investigate the effect of supervision on performance of secondary school teachers in the Dormaa Municipality. The study was conducted across secondary schools in the Dormaa Municipality. The Municipality has four (4) secondary school that assists in the impartation of knowledge to some estimated 4000 student (GES, Report, 2020). The study concentrated on only employee supervision and employee performance with focus on secondary schools in the Dormaa Municipality.

Limitation of the Study

The researcher encountered some challenges in the process of conducting the study. Due to the outbreak of the COVID 19 in the early months of the year, data collection became cumbersome and has to take a long time before administering questionnaire to respondents. Apart from this constraint of the researcher, the study was focused on four secondary school in the Dormaa municipality out of over 800 secondary schools across Ghana. This sample schools seems small for a study a like this to generalisable. The research should have included at least half of the schools in Ghana to allow for wider inclusion.

Organisation of the Study

The study is divided into five chapters. The first chapter consists of an introduction which includes the background, problem statement, objectives, research questions, significance, scope, limitations and organisation of the study. Chapter two provides a review of related literature of the study with emphases on a theoretical framework as well as an empirical analysis of the study while the third chapter outlines the methodology of the study which includes population, research design, sampling and sampling procedures, sources of data, data collection and procedures for data presentation and analyses. Chapter four analyses as well as discusses the results of data while the final chapter, summarize and offer conclusion recommendations as well as suggestion(s) for future studies.

Chapter Summary

This chapter presents the background to the study on employee supervision and employee performance across selected senior high schools in the Dormaa Municipality. The chapter also captured statement of the problem that articulates the gap and need for this study. This chapter has also presented the purpose of the study, research questions, and the significance of the study and the definition of terms as well as how the subsequent chapter will be organised were elucidated in this chapter.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This section of the study analysed the works of prior researchers in the area of educational supervision and the association it has with performance of teachers. Various theories are posted to explain the concepts in the research were examined and contributions were made to add to knowledge and theory. Moreover, this chapter will bring about consensus and disagreements on the subject matter and as well provide empirical evidence on the concept supervision and employee performance. A conceptual framework depicting the nexus between the two variables under consideration was also developed to offer a pictorial explanation of the study variables.

Theoretical Review

The applicable theories for this study include Social Exchange Theory, Leader Member Exchange Theory and the Role Stress Theory. These theories offers insight into the likely nexus between the supervision dimensions and performance of employees. From the standpoint of the researcher these theories are thoroughly reviewed and then linked to the context of the study.

The Social Exchange Theory

This theory was proposed by Blau (1964) to explain that the psychological contract that exists between the employee and his or her employer is vitally important in determining behaviour demonstrated by employees within the organization. The theory is founded on an agreement of implicit nature

between the employer and the employee, which is known as psychological contract (Walker, Accadia & Costa, 2016). According to Alhassan (2012), this theory is based on the reasoning that workplace relationship involves the exchange of two kinds of resources, namely economic and social types of resources.

According to social exchange theory, the way an individual thinks about a relationship is based on the balance between her or his efforts in the relationship and the rewards, whether anticipated or actual (Blau 1964; Cook 1977). The theory implies that if the supervisory exchange is deemed to be beneficial, the worker will reciprocate by having more positive emotions toward the supervisor and toward the workplace. The worker may also respond by devoting more effort to his or her other work. For example, if the exchange is deemed to be beneficial, a worker's attitudes toward work may improve (i.e., greater job satisfaction or organisation commitment) and there may be declines in intention to leave or in turnover.

The opposite may also be true. If the worker perceives supervision as less than what is expected or desired, the worker may reciprocate with negative emotions toward the supervisor and the workplace. An employees' commitment to the organisation may decline, as may his or her job performance. Social exchange theory also extends to models of psychological contract breach (Morrison & Robinson 1997; Coyle-Shapiro 2002). Such models further help to explain the relationships between supervision and worker outcomes. A worker's expectation regarding the supervisory relationship is part of the psychological contract for the relationship and serves as a backdrop against which she or he will evaluate the nature of the relationship that will ensue. Based on the norm of

reciprocity, the notion of psychological contract breach reflects an employee's perception that his or her supervisor has not lived up to expectations or obligations.

A perceived contract breach results in a sense of discrepancy between what is promised and what is fulfilled (Coyle-Shapiro 2002); workers perceive such a breach as betrayal (Morrison & Robinson 1997). This, in turn, may influence worker behaviour and hence improve performance. As individuals experience a psychological contract breach, they may reciprocate attitudinally by decreasing their commitment or behaviourally by disengaging from work-related tasks and organisational activities. Here employee performance turns to decline when their employer fails to fulfil his/her side of the mutual bargain which then translate into poor performance on the part of employees. If Ghana Educational Service maintains the psychological contract between their employees (teachers) by providing them with good condition of service, employees will reciprocate it by given off their best in terms of performance, thereby improving student academic performance at large.

The Leader Member Exchange Theory

The Leader-member exchange theory was propounded by Dansereau, Graen and Haga in the year 1975. The theory is an extension of the social exchange theory, highlights the interaction between leaders and followers (or between supervisor and supervisee, as is the context for the current study). The leader-member exchange process (LMX) is specifically defined as the reciprocal relationship between a person who has direct authority (e.g., the supervisor) over another and the person subject to that authority (e.g., the supervisee or worker;

Dansereau et al. 1975; Graen & Cashman 1975). Research links leader-member exchange theory with various worker outcomes. Over 25 years of research, high-quality Leader-member exchange theory has been shown to diminish turnover, increase positive performance evaluations, expand levels of organisational commitment, improve job attitudes, cultivate attention and support from the leader, and augment participation (Mor Barak, Travis, Pyun & Xie, 2009).

Peter Northouse (2007) concisely summarizes the point; “When leaders and followers have good exchanges, they feel better and accomplish more, and the organisation prospers.” Thus, it is expected that when workers have good relationships with their supervisors, there are both individual and organisational benefits. In essence, Leader-member exchange theory holds that the organisation will reap beneficial outcomes such as improved performance, reduced turnover and worker stress etc., if the worker perceives that he or she has a quality relationship with his or her supervisor.

The Role Stress Theory

This theory was also developed by Biddle in the year 1986 to provide additional perspective on supervision’s function in affecting two specific types of detrimental outcomes for workers: stress and burnout. Role theory focuses on employees’ perceptions of the extent to which they experience role conflict (i.e., the demands of meeting the competing demands of the job), role ambiguity (i.e., the extent of clarity about the expectations of one’s role), and role overload from their personal lives and work environments (i.e., the amount of work responsibilities and commitments (Tetrick, 1992).

Ralph Dolgoff (2005) discusses supervisors' responsibility to be aware of and help alleviate employees' stress and burnout. In this case employees will be willing to avail themselves and contribute to improving performance. Supervisors in this regard are expected to identify activities that imposes a lot of demands on employees and eliminate them to enable employees to remain committed and boost performance. Before Ghana education Service and achieve the desired result from their employees (teachers) it is prudent for them to identify all activities that places undue stress and burnout on the employees in the execution of their duties. This will in turn translate into the better performance on the part of the employees. The relevance of this theory are that that workers who experience effective supervision through task assistance, social and emotional supervisory support, and the interpersonal supervisory relationship will reciprocate with more positive feelings and behaviours toward their job and the organisation and enhance improve the overall performance.

Conceptual Review

This section of the study undertook a revision of related literature on the two variables understudy. The review captured the origin of educational supervision the concept of supervision, factors influencing employee supervision, employee performance, challenges in employee supervision, as well as the nexus between supervision and employee performance.

The Origin of Educational Supervision

The evolution of any profession certainly sets the boundary to its history. Educational supervision started from school supervision which has gone through

phases of development and redefining tasks and roles of the supervisor (Osae-Apenteng, 2012). Understanding the status of supervision today requires that one looks back into history. Wiles and Bondi (1986) identified some development of supervision in American schools and reported that during the early years of 19th and 20th century the task of supervision was teaching and management of facilities as well as reviewing school curricula. During this era, lay people were selected to form a board to supervise such activities in the schools (Osae-Apenteng, 2012; Tesfaye, 2018). They periodically reviewed the state of school facilities and progress of school and teachers performances. The relationship between the lay Board and teachers were very stern and strict.

During this period, assessment of teachers' performance was done by following guidelines developed by the lay high educational authorities. Gradually, the lay board system of school supervision gave way to individuals, appointed as superintendent to oversee the classroom instructional aspect of teachers' performance. Some superintendents gradually moved away from teaching to become complete administrators or managers of schools. Tanner and Tanner (1987) asserted that from the twentieth century onwards, the task of supervision has become more administrative work than improving classroom instructions. Supervision is dynamic and hence the need to explore its state presently for development in the future (Osae-Apenteng, 2012; Tesfaye, 2018). According to

In the Ghanaian setting, the history of educational supervision began in the 1940's with the appointment of visiting teachers by the Mission school authorities, to assist large number of untrained teachers especially in schools in the rural areas (Osae-Apenteng, 2012; MacWilliam & Kwamena-Poh, 1975).

With the launching of Accelerated Development Plan in 1951, the number of schools increased and therefore more untrained teachers were employed (MacWilliam & Kwamena-Poh, 1975). During this period the government had to employ visiting officers called Assistant Education Officers (AEOs) in 1952. Principal teachers were selected from the ranks of senior teachers to assist in the supervisory exercise in schools. Their duties, apart from other duties, the supervisor may sometimes be called upon to perform from time to time the main duties of the principal teacher and to improve the teacher's standard of the pupils in the schools assigned to him by the district education officer under whom they works.

The institution of the Ministry of Education (MOE) in 1984 saw the need to give more attention to supervision. The inception of the education reforms of 1987 also called for more supervision work to be done (Osae-Apenteng, 2012). This led to the appointment of circuit monitoring assistants. The education reform review committee (1995) Furthermore, with the Free, Compulsory and Universal Basic Education (FCUBE), one could say that the need for effective supervision is more than ever before, not only to ensure that the curriculum is on course but also to ensure that a high standard level of education is attained through better performance of staff of Ghana Education Service. Education Act of 2008, (Act 778) makes provision for school supervision and inspection.

The Concept Supervision

Supervision is a management function which ranks at the bottom, but that do not mean that the function is less important means of other functions for supervision has actually been around since the establishment of the organisation

structure itself (Hannang & Qamaruddin, 2020). Supervision means determining that has been done, that evaluate the performance and if necessary apply corrective measures so that the work will correspond with plan (Hannang & Qamaruddin, 2020; Osae-Apenteng, 2012). In an organisation or company, supervision is frequently done by a leader to his subordinates in the delegation of authority, duties and responsibilities (Shakuna, Mohamad & Ali, 2016). Supervision in the context of management is to oversee all of the tasks done by the subordinates in order to avoid mistakes, both technical and process (Rulandaris, 2017).

Supervision has direct effect on employees' performance (Hannang & Qamaruddin, 2020). Supervisors assign tasks and clear responsibilities for performing those tasks and further, they expect from the assignees accuracy and punctuality (Tefaw & Hofman, 2012). It may be concluded that supervision is not just about the position one occupies in an organisation or the delivery of instructions to satisfy the achievement of company system objectives, but rather supervision is a developmental process to support and enhance individuals' acquisition of the motivation, autonomy, self-awareness, and skills necessary to effectively accomplish the job at hand (Rulandaris, 2017). Nonetheless, having supervision in place does not always establish desirable effects. The supervisor should have sound knowledge and understanding of all facilities and process areas for the site he or she is responsible for (Ullah, et. al., 2019; Zapata, Olsen & Martins, 2013). The supervisor should be familiar with all applicable Standard Operating Procedures (SOPs) to know what action is to be taken when needed.

According to Osae-Apenteng (2012) an effective supervisor can be a business most valuable asset that every organisation can dream of. The well

trained supervisor who excels at managing employees can make everyone around him or her more effective and efficient (Amanchukwu, Stanley, & Ololube, 2015). Several supervisory skills directly affect employee's development, helping them to achieve their potential while gaining skills that are valuable to the organisation (Lee, & Kusumah, 2020). Typically, the performance of each individual should create an impression in the entire organisation and like the business organisations, staff of Ghana Education Service are supposed to contribute effectively in their performance (Osae-Apenteng, 2012).

The performance that each staff might contribute represents the various factors such as the functions and roles assigned to them; the organisational structure in which they operate; their workload; and work management (Adu, Akinloye & Olaoye, 2014). In addition, the performance of the staff can be supervised according to the tasks or responsibilities given to them (Mor Barak, Travis, Pyun & Xie, 2009). The researcher is in support of this concept in that each individual's work adds up to achieving goals of the organisation. It is therefore crucial for administrators to set standards for the staff to keep them aligned in their field of work or to formulate the kind of motivational approaches to increase the performance of the individual (Adu, Akinloye & Olaoye, 2014).

Therefore, supervision of the Ghana Education Service staff is the most effective way that the administration perceives to successfully aim their targets of improvement among their staffs (Osae-Apenteng, 2012). In support of this, it is clear that the attitudes and competencies of supervisors can influence the staff through training and support provided in their profession. Staff supervision, also known as staff coaching, is described to be one of the components of

professional development (Osae-Apenteng, 2012). This includes the variety of education, training, and development activities. The common goal of staff supervision is to increase the knowledge and skills of the staff in order to facilitate the improvement in their performance (Burkhauser & Metz, 2009). According to Circuit Supervisor's Handbook (2019) the performance of an individual lies in his ability to cope with changes and adopt the working conditions. But one cannot be successful without the direction or guidance coming from their superior (Osae-Apenteng, 2012).

The most common presentation of supervision is guiding the subordinates to achieve the expected outcome. Supervision of staff has its own unique procedures that are equally influential in the career opportunities. However, the supervision services coming from the superiors or other Ghana education Service officials might be difficult, for it has to be with a direct contact on the daily work of the staff (Adu, Akinloye & Olaoye, 2014; Osae-Apenteng, 2012). Still, the supervisors are looking forward to deliver the appropriate outcome for the staff and create a positive effect on the staff performance. There are many questions that can be asked on the efficacy of supervision, but in the examination on the school settings from various countries, the supervision and the associated actions or concern on supervision services depends on the situation of the country or their traditions, the specific roles and functions of the supervision, control and support of supervision (Adu, Akinloye & Olaoye, 2014).

The supervisors' roles are also changed and sometimes called as the advisors of the staff. The contribution of supervisors in staff performance creates an impact, especially in organising the different services (UNESCO, 2010).

Based on the various coaching theories, the supervisor should have the knowledge in the area of the staff and have to build the relationship (Burkhauser & Metz, 2009; Osae-Apenteng, 2012). This is the reason for which supervisors should build the respect, trust, and collegiality that increase the interaction abilities of the staff. Both staff and the supervisor should engage in wide variety of activities. Through the help of the guidance and supervision program, the staffs are allowed to experiment, practice, and learn through their mistakes (Osae-Apenteng, 2012). All of the experience that the staff can gather is effective reference or sources for his sole decision making. The school administration should thereby, promote the supervision initiatives with the aim of long-term professional development strategy (Burkhauser & Metz, 2009).

Appraising the performance of the staff is the duty of the supervisor to determine the improvement on the staff performance as well as the involving complexity (Tesfaye, 2018). The appraisals are set in order to supervise the accomplishment of the job, goals, and standards. This can also be done in day-by-day basis, as far as it is responding on the changing needs of the staff and their phases of improvement (Burkhauser & Metz, 2009). Supervision is a way of stimulating, guiding, improving, refreshing, encouraging and overseeing certain group with the hope of seeking their cooperation in order for the supervisors to be successful in their task of supervision. According to Tesfaye (2018) in order to measure the performance of a worker, a supervisor has to observe the worker on the job over a period of time. It is inferred that the supervisor is familiar with the individual with regard to performance and the fact that he has had the opportunity to observe the actual performance for a long time. Supervision offers opportunity to keep up to date with professional development

and finally helps to identify strengths and weaknesses of the individual employee (Hannang & Qamaruddin, 2020).

Factors Influencing Employee Supervision.

Empirically, numerous factors influences employee supervision within an organisation. For this study factors such as organisational culture and practice, job character, personal difference, team work were employed as the key factors that influences employee supervision. Elaborations on the aforementioned, factors are explained the ensuing paragraphs below.

Organisational Culture and Practice

Organisational culture is the set of shared values, beliefs, and norms that influence the way employees think, feel, and behave in the work place (Maamari & Saheb, 2018). Employees must absorb the organisational culture at the maximum strength and the top management should provide a precise guideline and direction to motivate the employees in achieving the company's objectives (Caruso, 2017). Research shows that if employee are committed and having the same norms and value as per organizations have, can increase the performance toward achieving the overall organisation goals (Fitria, 2018; Kawiana, Dewi, Martini & Suardana, 2018).

The perceptions and beliefs of people that make up an organisation's culture are advanced and refined by communications and interactions among people inside and outside the organization (Caruso, 2017). These perceptions and beliefs can effect and can be effected by people's behaviours on such things as ways to proffer solutions to problems, how to carry out a job and how to

communicate. These, in turn, affect an individual's job performance and satisfaction, and then affect an organisation's performance (Maamari & Saheb, 2018). It has been shown that organisational culture can have a positive effect on competitive advantage, increased productivity and a firm's performance (Caruso, 2017).

According to Saha and Kumar (2018) organisational culture could affect an employee's participation and involvement. This because the organisational culture operates our awareness, frequently employees do not even know what we know (Tesfaye, 2018). Employees pick expectations and assumptions up in the cradle. Employees unconsciously learn what to notice and what not to notice, how to divide time and space, how to walk and talk and use our bodies, how to behave as men or women .how to relate to other people, how to handle responsibility, whether experience is seen as a whole or fragmented (Tesfaye, 2018; Osae-Apenteng, 2012).

Job Characteristics

In relation to the job characteristics approach, research has revealed that the nature of an individual's job or the characteristics of the organisation that the individual works for predominantly determines job satisfaction (Oerlemans & Bakker, 2018). Job characteristics focus on the relationship between work and the individual and deal with certain aspects of a job that can be altered to create higher job satisfaction (Abelha, Carneiro & Cavazotte, 2018). According to Grobelna (2019), a job characteristic is an aspect of a job that generates ideal conditions for high levels of motivation, satisfaction, and performance. There is a positive relationship among the job characteristics, individual differences in

need strength and employee's motivation, satisfaction, performance and absenteeism on the job (Acquah, 2017). Those individuals who have high levels of growth need strength are particularly affected by certain job characteristics.

Growth need strength is defined as the need for personal growth, development, creativity, and challenge (Oerlemans & Bakker, 2018). Job redesign positively effect on the ability, effort and capability of the employees however, if employees not satisfied with the job then it may cause turnover intentions, increasing costs, decreasing profits and ultimately customer unhappiness with the organisation(Acquah, 2017). Job redesign has to do with changing some aspects of the job to suit the employees and make them perform effectively to the achievement of organisational goals (Gordon, Demerouti, Le Blanc, Bakker, Bipp & Verhagen, 2018). The attention on job redesign has a direct relationship with job characteristics theory as propounded by (Oerlemans & Bakker, 2018). The job characteristics theory describes the relationship between job characteristics and individual employees' responses to work. (Grobelna 2019), define the five job characteristics as follows;

First, skill variety which is the degree to which a job requires a variety of different activities in carrying out the work, involving the use of a number of different skills and talents of the person. Task identity which is the degree to which the job requires completion of a whole, identifiable piece of work; that is, doing a job from beginning to end with visible outcome. Third, task significance refers to the extent to which the job has a substantial impact on the lives of other people, whether those people are in the immediate organisation or in the world at large. Fourth, autonomy which is the degree to which the job provides substantial freedom, independence, and discretion to the individual in

scheduling the work and in determining the procedure to be used in carrying it out. Finally, job feedback has to do with the extent to which carrying out the work activities required by the job provides the individual with direct and clear information about the effectiveness of his or her performance.

Personal Difference

All employees are not equal in their working and they have different modes of working like some have highest capability regardless of the incentive but other may have occasional jump start (Osae-Apenteng, 2012). If personal differences are handled effectively, the result can be greater productivity and increased employee morale. Mostly the motivation of the employees is ignored in small companies. The reason is being employers' constant pressure to increase productivity, profitability and revenue growth and it often overshadows the importance of how an unengaged workforce can negatively affect performance (Adu, Akinloye & Olaoye, 2014).

In Ghana education Service, employees are given allowances, benefits and other motivational awards which are intended to increase their performance. It is not yet clear though whether motivation has an effect on employee performance in the company. Perhaps you have a dynamic personality and dress and act accordingly. The personal/emotional needs dimension is multifaceted. Included among the indicators are a large number of items which attempt to assess cognitive deficits (Osae-Apenteng, 2012).

Problem solving, interpersonal relationship skills, inability to understand feelings of others and narrow thinking (Shakuna, Mohamad & Ali, 2016). In this project it will be discussed to find the effectiveness personnel difference in

employees performance in any company (Tesfaw & Hofman, 2012). Role of supervision or management is also a very important role in getting the success of profitability of the organisation (Tesfaye, 2018). In Ghana Education Service, personnel difference plays a critical role as the decision making and implementation of the useful decision is the major part of the supervision and management (Osae-Apenteng, 2012).

Team Work

In today's organisational settings, there has been so much emphasis on pride and personal achievement at workplace; where by the concept of teamwork seems to be overlooked by managers and employees (Fianko & Baiden, 2021). Due to this management sees less essence of teamwork as a major tool of performance which has lead them to poor performance and productivity in the industry market (Carelli, 2010). Team can be described as a group of people who work together to achieve the same goals and objectives for the good of the service users and organisations in order to deliver a good quality of service (Sanyal & Hisam, 2018). Team building, planning events and activities have the potential to bring the people you employed to a strong sense of direction, workable plans and solutions, a powerful feeling of belonging with and on the team and clear strategic customer-focused values (Carelli, 2010; Tesfaye, 2018).

A team is a formal group of members who interact at a high level and work together intensely to achieve a common group goal (Fianko & Baiden, 2021). When teams are effective, they draw on the abilities and experiences of their members to accomplish things that could not be achieved by individuals working separately or by other kinds of work group (Wiyono, 2018). Teams are

especially appropriate for conducting tasks that are high in complexity and have many interdependent subtasks. Organisations which have emphasized more on teams have results in increased employee performance, greater productivity and better problem solving at work (Sanyal & Hisam, 2018).

Today, business competition, customer expectations, new technology, and many other developments, it is more critical than ever to build teamwork in your organisation (Fianko & Baiden, 2021). Scholars and practitioners suggest that effective team behaviours can facilitate the improvement of performance when organisations face new challenges (Sanyal & Hisam, 2018; Salas, Shuffler, Thayer, Bedwell & Lazzara, 2015). Understanding the impact of teamwork on performance is important because teamwork is viewed by some researchers as one of the key driving force for improving performance (Fianko & Baiden, 2021).

As elucidated above, employee supervision process revolves around factors such as organisational culture and practice, job character, personal difference, team work. When employees abreast themselves with the organisational culture at the maximum strength and the top management provide a precise guideline and direction to motivate the employees in achieving the organisations' objectives. Again, the degree to which a job requires a variety of different activities in carrying out the work, involving the use of a number of different skills and talents of the person. In Ghana Education Service, personnel difference and team work plays a critical role as the decision making and implementation of the useful decision is the major part of the supervision and management. From the review these factors are believed to have characterised the employee supervisory process.

Challenges Faced in the Supervision of Employee

Management and leadership are not only important, but are a large part of today's business and the public works industries (Osae-Apenteng, 2012). Every public and most private facility need capable supervisors. One common problem with most supervisors and managers is that they cannot find the time or resources to improve their supervisory skills (Tesfaye, 2018). In fact, many firms conduct employee performance reviews, but often the review sessions are awkward, difficult, and rarely structured to analyse problems or suggest ways to improve performance. Within the supervisory structure, performance reviews need to encompass at least three steps; goal setting, progress review, and performance review (Ullah et. al., 2019).

One of the most convincing ways to achieve successful review results is in the training of supervisors and employees to both practice the art of performance review (Renata, Wardiah & Kristiawan, 2018). There are two key factors which make research on supervision challenging. The first is that staff supervision, unlike field instruction supervision, is embedded in an organisational context. It is difficult to separate supervision from other organisational factors which contribute to both worker attitudes and their practice with clients (Tesfaw & Hofman, 2012). Secondly, the power differential between the supervisor and the supervisee, the importance of performance evaluation to the worker's success in the agency, and the confidential nature of the supervisory process make it difficult to recruit supervisee and supervisor research participants (Tesfaye, 2018).

Supervisors find that they cannot depend on supervision sessions to monitor the progress of service programs and must rely on additional informal

meetings with staff (Osae-Apenteng, 2012). Front line staff thinks that opportunities for professional development are neglected and that supervision sessions are too administratively oriented a supervisor's life experiences, such as marriage, parenting, sickness, and separation, are viewed as assets, which increase the supervisor's understanding of staff members as human beings and strengthen the staff's acceptance of the supervisor's seniority (Shakuna, Mohamad & Ali, 2016). The developmental stages of the supervisor, the supervisee, and the supervisory process affect the format and structure of supervision, the purposes of supervision, the supervisory relationship, and the use of supervisory authority. The combination of the stages of the three variables (the supervisor, the supervisee, and the process) makes the interaction of the supervisory practice very dynamic and complex (Lee & Kusumah, 2020).

Employee Performance

Performance is the work of quality and quantity achieved by an employee in performing his duties in accordance with responsibilities given to him (Renata, Wardiah & Kristiawan, 2018). According to Hadiana, (2019), the performance of organisations is dependent upon the performance of employees (job performance) and other factors such as the environment of the organization. The distinction between organisational and job performance is evident; an organisation that is performing well is one that is successfully attaining its objectives, in other words: one that is effectively implementing an appropriate strategy (Hadiana, 2019). Performance is often defined simply in out- put terms the achievement of quantified objectives.

But performance is a matter not only of what people achieve but how they achieve it. The accomplishments, execution, carrying out working out of anything ordered or understand. Performance appraisal means evaluating an employee's current or past performance related to the person's performance standards appraisal involves (Osae-Apenteng, 2012). High performance result from appropriate behaviour, especially discretionary behaviour and the effective use of the required knowledge, skills and competencies. The concept of performance has been expressed by (Tesfaye, 2018) as follows performance means both behaviours and results. Behaviours emanate from the performance and transform performance from obstruction to action. Not just the instrument for results, behaviours and also outcomes in their own right-the product of mental and physical effort applied to tasks and can be judged apart from results (Kochar & Yüksel, 2010).

The overall aim of performance management is to establish a high performance culture in which individuals teams take responsibility for the continuous improvement of business process and their own skills and contribution with in a framework provided by effective leadership (Lee & Kusumah, 2020). Specifically performance management is a bought aligning individual objective to organisational objectives and ensure that individual uphold corporate core values. It provides for expectation to be defined and agreed in terms of role responsibilities and, the aim is to develop the capacity of people to meet and exceed expectations and to achieve their full potential to the benefits of themselves and the organisation (Nasution, 2017).

Supervision and Employee Performance

Supervision is an extremely vital part of a workplace that intends to maximize its success potential (Shakuna, Mohamad & Ali, 2016; Singh, Kochar & Yüksel, 2010). It naturally follows, then, that poor supervision in a workplace is among the primary obstacles to achieving potential successes by a business. After all, employees, no matter their task, must have the proper instruction and training to ensure that they are doing their jobs correctly, and with minimal risk of error or injury (Besigwa, 2011; Osae-Apenteng, 2012). Though the views by the aforementioned researchers may be convincing, it not yet known whether it is the same situation in Ghana education service in the Dormaa Municipality, are fact that this study seeks to establish.

According to Osae-Apenteng, (2012) when a company has poor supervision, there is not enough responsibility for taking action for the prevention of problems, mistakes, accidents, and injuries. Poor supervision removes a very important part of the employee support process, eliminating the opportunity for reference, learning, and safety (Saputri, Qomariah & Herlambang, 2020). After the initial training has been completed, supervision remains necessary for continuing skill and knowledge development among employees. It is for this reason that many businesses today refer to their supervisors as coaches. Supervisors are referred to as coaches but the researcher wants to establish whether coaches also exist in Ghana education service.

Performance of employees is essential in ensuring that a company's workforce is motivated, productive and committed to their jobs. Traditionally, managers monitor their employees' performance through quarterly or annual performance reviews. These sessions allow managers and employees to discuss

the employee's strengths and weaknesses exemplified over the course of the review period. However, other activities are required to monitor employees' performance because supervision improves employee performance (Nasution, 2017). In Ghana education service, supervisors and managers ensure that they have a continuous follow up of the subordinates to make them perform better in form of daily tasks reviews and performance. The researcher is however not sure whether this kind of supervision improves employee performance in Ghana education service. Osae-Apenteng (2012) notes that poor supervision also opens the door for unethical behaviours within a company.

With poor supervision, employees commonly feel that their work is not valued by the company, and loyalty is difficult to be established. Without loyalty, employees are more likely to deviate from acceptable business practices. Such activities can include theft, decreased employee effort, using equipment without authorisation, and falsifying documents, among other things (Nasution, 2017). Poor supervision may therefore be responsible for the poor employee performance in Ghana education service which prompted the researcher to carry out this study. Goal development is important in the business world in supervision because effective goal-setting activities in employee supervision are directly associated with higher employee satisfaction and performance (Tesfaye, 2018).

Having clearly defined supervision activities motivates employees to work toward their expected achievements. In turn, employees are evaluated by managers based on completion of goals throughout the year (Lee & Kusumah, 2020). Provide regular supervision for subordinates increases employee productivity and overall performance. Regular supervision acts as continuous

monitoring. At this time, supervisors should compare employees' work performance against the standards and expectations. Supervision sessions also allow employees to express concerns and ask questions as things come up, rather than having to wait all year to touch base at their annual review (Lee, & Kusumah, 2020). By being available to connect with employees, managers monitor performance on a more consistent basis. In turn, they detect concerns and resolve performance issues more promptly (Nasution, 2017).

In Ghana Education Service, monitoring performance through consistent subordinate records improve employee performance. It is therefore not very clear whether monitoring of subordinate records have an effect on performance teachers in the Dormaa Municipality which prompted the researcher to carry out the study. Offering employee's feedback on their work is an effective way of monitoring their progress and letting employees know how well they performed a particular task or project which is a form of supervision. Furnishing employees with constructive notes makes them feel like their work is valued and appreciated, without having to meet in a formal setting (Osae-Apenteng, 2012).

Some supervisors at Ghana Education Service ensure that they provide feedback to employees and employees provide feedback to their subordinates. It is however not evident whether this feedback has an effect on their work performance of teacher at the Ghana education service which prompted the study to be undertaken. Formal performance reviews are individual meetings between supervisors and their employees. Prior to the meeting, the supervisor fills out an evaluation form that scores the employee's performance based on professionalism, quality of work, organisational skills, timeliness and productivity (Osae-Apenteng, 2012). When the supervisor meets with

employees, the results of the evaluation are shared and the supervisor summarizes what the employee's strengths are, as well as which areas need to be improved. In Ghana Education Service, supervisors ensure that they meet with employees or juniors, they summarize the employee's strengths as well as areas that needs to be improved.

However much of these supervision practices are carried out in the company, it is not evident whether they have an effect on employee performance. Poor supervision does not only mean that there is not enough supervision, but can also be the exact opposite, where there is too much supervision (Singh, Kochar & Yüksel, 2010). When employees feel as though they are being too heavily watched and policed, they get the feeling that the company does not trust or respect them. This increases tension in the workplace and decreases overall employee morale (Shakuna, Mohamad & Ali, 2016). The views by aforementioned author may be correct but it is not clear whether it is the same situation in Ghana Education Service.

Inferring from the above, if a supervisor is not present enough, or is too overbearing, then the reaction from employees will only be fear, resentment, and displeasure in their work (Tesfaye, 2018). The productivity will not be as good, and the employee turnover will increase. In a company that intends to maximize its performance and profits, a quality supervisory team should be employed and trained to ensure the very finest results from their individual employee groups (Nasution, 2017). These supervisors should have their own support system, and their importance should be made very clear, to ensure the highest degree of productivity. Supervision is one of the essential roles played by managers in an organisation and it is vital for the overall growth and profitability of an entity

(Singh, Kochar & Yüksel, 2010). Supervision can be formally termed as the relationship which exists between the junior members and senior members in any profession.

The relationship is usually evaluative, aims at enhancing skills and knowledge of the junior member and also acts as an overseer to the profession. Supervision however does not entail conditioning or even threatening the junior persons to behave in a particular manner which the manager or leader is comfortable with (Saputri, Qomariah & Herlambang, 2020). According to Tesfaw and Hofman (2012), supervision entails overseeing the activities of the junior members to ensure that they are in line with an organisation's policies, objectives and goals. Different models of supervision have been developed which are employed in different situations according to the different needs of the juniors. Supervision also involves helping the employees or junior persons to extend their understanding and professional skills (Shakuna, Mohamad & Ali, 2016). Effective supervision in workplaces acts as a motivating factor and increases job satisfaction leading to high productivity and hence profitability.

However, lack of supervision in workplaces has far reaching negative impacts on employees' safety, productivity and morale and performance. Lack of supervision exonerates responsibility for preventing mistakes, problems, accidents and / or injuries.

Empirical Review

This sub-section of the chapter two reviews related works on the topic supervision and employee performance, the research methods employed and the findings reported in those studies and the recommendations offered. In that

regard, Hannang and Qamaruddin (2020) investigated the influence the level of supervision on employees' performance in the City of Manpower Office of Palopo. The study employed quantitative descriptive approach. The saturated sampling technique was utilised to sample 117 respondents for the study. The study found that the performance of employees in carrying out their duties and responsibilities is not optimal due to the weak level of supervision from the Head of Division and the Head of the Manpower Office of Palopo City. The research hypothesizes that there is an influence of the level of supervision on the performance of employees in the Palopo City Manpower Office with a percentage of influence of 98.6 percent while the remaining was 1.4 percent. The study recommends that the leaders carry out routine inspections of subordinate workspaces, conduct discussions, and evaluations to determine barriers to employee performance.

Also, Lee and Kusumah (2020) examined the influence of supervision on employee performance with work motivation as an intervening variable. Research was carried out at PT FAA, an enterprise in the forestry industry and a supplier of raw wood materials to pulp and paper manufacturing industries in Riau, Indonesia. Primary data for the study was collected from a total of 112 employees. The results of the study revealed the direct influence of the path coefficient between supervision and employee performance. Supervision has a direct positive impact on work motivation with a coefficient of 0.321. Furthermore, assessing the direct influence of the path coefficient between supervision on employee performance exercises a direct positive impact of 0.683. The path coefficient of the indirect influence of supervision on employee

performance through work motivation is positive at 0.692. In a nutshell, the study found indirect influence to be more significant than direct influence.

Similarly, Saputri, Qomariah and Herlambang (2020) examined and determine the effect supervision and discipline on the work performance of Banyuwangi District Civil Servants. A sample of 375 was drawn from a total population of 10,300 civil servants in the Banyuwangi Regency Government using a simple random sampling technique. The data gathered were analysed using Smart PLS software application version 3.0. The findings of the study indicated that compensation, supervision, and employee discipline, in isolation, has a positive and significant effect on work performance.

Furthermore Ullah et. al., (2019) conducted a study on the role of teacher supervision on school and performance of teachers. The study employed a descriptive survey design. The study sampled respondents were 330 out of 1650 using a simple random sampling technique. A of five point Likert scale questionnaire was utilized for the primary data collection. The analysis of data was made through SPSS (Version 16.0) using Linear Regression as a statistical tool. The study found that there is clear impact of teachers' supervision on Secondary school performance.

Also, Tesfaye (2018) analysed the effect of supervision on employee performance at Fine General Service Share Company using a descriptive design and a mixed research approach. The study sampled 140 employees out of total of 400employee Fine General Service Share Company limited using simple random and purposive sampling for the interview section. The gathered data was coded into SPSS version 21 for onward analysis. The study found that effective supervision has a positive bearing on employee performance. The study

recommended that management augment the supervision activities and its corresponding dimensions, so as to aggravate the performance of the employee in fine General Service Share Company limited.

Nasution (2017) researched on the influence of supervision and discipline on the performance of employees and to know the influence of simultaneously supervision and work discipline on the performance of employees at the North Sumatra Department of Transportation. The study employed an associative approach with quantitative research. The methods of collecting data are questionnaire method, interview method, and documentation studies. The data analysis techniques used multiple linear regression methods. The result of research indicate that supervisory variable has a positive and significant influence on performance of employees, work discipline variable has a positive and significant influence on performance of employees, and simultaneously supervision and work discipline have a significant effect on improvement of employees performance at the North Sumatra Department of Transportation.

Again, Shakuna, Mohamad and Ali (2016) investigated the effect of educational supervision teachers' performance among Libyan school teachers of English in the city of Zawiya in Libya. The study used a quantitative analysis, specifically a confirmatory factor analysis (CFA) to test the validity of the assumed relationships among these variables as well as structural equation modelling (SEM) through AMOS. The result of the study indicated that educational supervision was positively correlated with teachers' performance in teaching English. In addition, the results showed that training programs played

an important role as a mediator variable in making a higher indirect positive impact of educational supervision on teachers' teaching performance.

Based on these results, in order to enable the Libyan school teachers of English address their weaknesses and identify their strengths, educational supervisors should organize more effective activities related to teacher training. Their interests should not be exclusive to teachers' imperfections, but they should interact and communicate with teachers for better identifications of their strengths and weaknesses. By so doing, teachers can promote their professional knowledge, skills and experiences.

Osae-Apenteng (2012) examined the effect of supervision on staff performance in the Ga South Municipal Education Directorate. The study employed the descriptive survey as the research design. The simple random and purposive random sampling were used, to gather and collect primary data from respondents. The result of the study, indicated that supervision cannot have effect on performance if staff job satisfaction is down played. To improved performance, supervisors must make staff job satisfaction their top priority.

Besigwa (2011) conducted a study to establish the effect of quality of supervision on employee performance. For this study, emphasis was put on the different techniques of supervision and the various factors that affect employee performance. The methodology employed entailed a case study research design which employed both quantitative and qualitative research methods. The study findings show that there is a positive relationship between the quality of supervision and employee performance. We therefore recommend the need to master company goals, setting realistic timelines, and appropriate tools be

availed to the employees to accomplish company tasks, in order to increase employee performance.

Mor Barak, Travis, Pyun and Xie (2009) investigated the influence of effective supervision on workers outcome in a social service organisations using a combined sample of 10,867 workers in child welfare, social work, and mental health settings. The results of the study indicate that supervisory dimensions of task assistance, social and emotional support, and supervisory interpersonal interaction are positively and statistically significantly related to beneficial outcomes for workers. The dimensions of social and emotional supervisory support and supervisory interpersonal interaction are found to be negatively and statistically significantly related to detrimental outcomes for workers. All effect sizes were moderate (r at the 0.30 to 0.40 range). These findings underscore the importance of effective supervision in fostering beneficial outcomes and in limiting detrimental outcomes for workers. They also indicate that social service agencies should devote resources to training supervisors across all supervisory dimensions.

Conceptual Framework

Based on the overall rationale for conducting the study, and the proposed nature of interrelationships among the constructs, the theories supporting the study, this conceptual framework is proposed to offer a pictorial explanation of the relationship that exist between the study variables. The interrelationship among the major constructs are presented in Figure 1

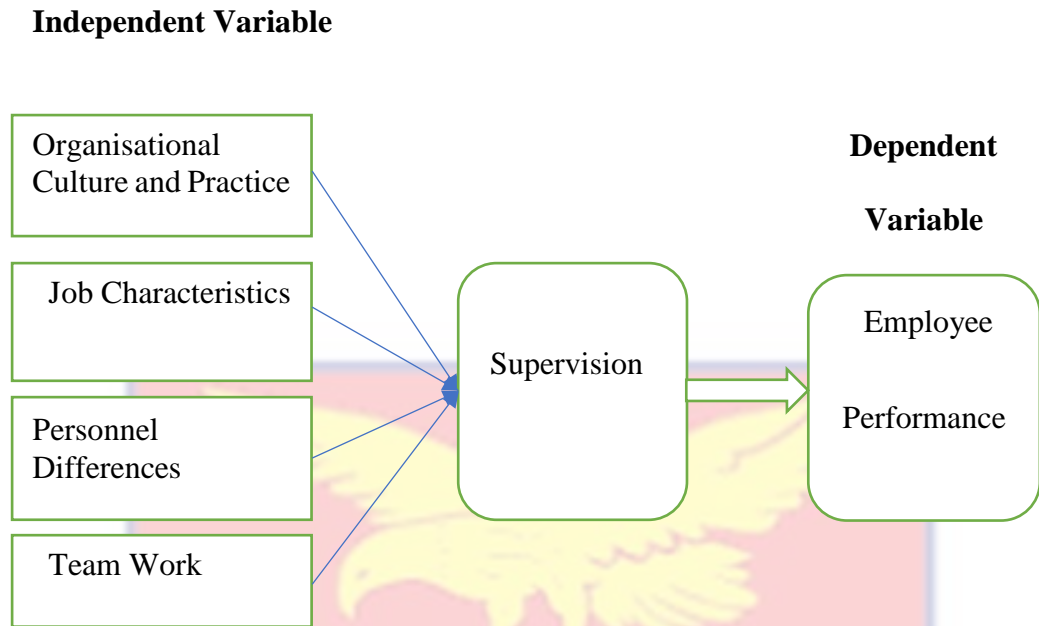


Figure 1: Conceptual Framework exhibiting the nexus between Supervision and Employee Performance

Source: Author Own Construct (2021)

In this framework, it is indicated conceptually that there are two sets of study variables that are independent and dependent. The Independent variable (supervision) is denoted by four predictors namely, organisational culture and practice, job character, personnel difference and team work. With teachers performance as the dependent variable. Based on social exchange theory and the leader member theory there are relational factors such as organisational culture, job character, personal difference and team work that influence employee performance. Hence the researcher tried to develop the conceptual framework of the study accordingly.

Chapter Summary

From the literatures review, it showed clearly that the term supervision is generic. It has been defined in different ways by different authors depending on their disciplinary area. While some school of thought attempt to equate supervision to administration of schools, others perceive it as the act of instructing people to get a job done. Supervision may be a blend of these two extreme observations. The key objective of supervision is the creation of an enabling environment where staffs can freely interact. From the foregoing, supervision is not just about the position one occupies in an organisation or the delivery of instructions to satisfy the achievement of educational system objectives but rather the activities one perform in order to enhance teaching and learning in the education. Supervision can also be conducted internally and externally. Performance was also seen as the production of valid results. For supervision to have effect on performance, supervisors must ensure job satisfaction at work. Also employees need to be appraised annually to identify the weakness or strength of staff to give a clue to how the supervisee should be helped. This has been the desire of all supervisors at the directorate. Conclusion drawn from the literature review revealed that supervision has great potential to improving staff performance through the creation of an interactive environment conducive enough for work.

CHAPTER THREE

RESEARCH METHODS

Introduction

The purpose of this chapter was to articulate the methods employed to achieve the purpose and objectives of this current study. The chapter is designed to capture issues relating to the approach, design, population, the way to obtain the sample for the study, and the procedure or technique to determine the kind of respondents to be included in the study. Again, the chapter provides information on the instrument to be used to gather information from respondents as well as data processing and analysis techniques. Issues of reliability and ethics were not be left out in this chapter. The chapter concludes with a summary of the various issues articulated in the study.

Research Approach

According to Neuman (2014), Creswell (2014), and Saunders, Lewis and Thornhill (2016), there are three broad approaches of research, namely; quantitative, qualitative and mixed methods. While quantitative approach enables the researcher to examine associations between variables, qualitative approach deals with small aspects of social reality (Ofori & Dampson, 2011). Saunders et al. (2016) advanced that the difference between quantitative methods of research and qualitative methods of research may be influenced by the nature of data used for the study. Whereas numeric data is used in quantitative research, non-numeric data is utilized in a qualitative research.

Neuman (2014) posited that the two approaches can also be differentiated in terms of the procedure used in data collection and analyses. For

example, whereas in quantitative research method, questionnaire is predominantly used by researchers for data collection and also analysing data quantitatively, in qualitative research method, interview is used by researchers for data collection and the analysis is done qualitatively. Sekaran and Bougie (2016), and Saunders et al. (2016) indicated that the third approach which is mixed method is merely a combination of the earlier two approaches. The authors further asserted that whilst the quantitative research method permits the generalisation of the sample results to the entire population, qualitative research method is not for the generalisation of the sample results to the entire population.

The current study employs the quantitative research approach. This is due to the nature and purpose of the study under consideration. The current study demands that researcher collect numerical data that would be analysed quantitatively. The current study also demands that the study's result is generalised on the entire population. Tashakkori and Teddlie (2010) averred that quantitative methods are often considered as deductive in nature because inferences from tests of statistical hypotheses result to general inferences about characteristics of a population. Lincoln, Lynham and Guba (2011) are also of the view that quantitative approach to research is directed towards the development of testable hypothesis and theories which are generalisable across settings. The factors raised earlier are the reasons behind the choice of quantitative research approach against the qualitative research approach.

Research Design

Research design is a set of guidelines and instructions to be followed in addressing the research problem (Leedy & Omrod, 2010). Lowhorn (2007), also

offers that research design is a blueprint that specifies the exact data procedure or strategy that the researcher will go through to achieve the objectives of the study. Research design is the overall plan for connecting the conceptual research problems to the pertinent (and achievable) empirical research. It details the procedures necessary for obtaining the information needed to structure or solve marketing research problems.

The study employed a correlational research design since the main objective of the study was to investigate the effect of supervision on employee performance across selected secondary schools in the Dormaa Municipality. Correlational research is concerned with establishing relationships between two or more variables in the same population or between the same variables in two populations (Leedy & Ormrod 2010). A correlational study design was employed because the researcher does not believe the statistical relationship existing between the variables (reward system and employee performance) is a causal one. It also allows the researchers to determine the strength and direction of a relationship so that later studies can narrow the findings down and, if possible, determine causation experimentally. The only demerit of this study design is that it uncovers a relationship; it cannot provide a conclusive reason for why there is a relationship. A correlative finding cannot reveal which variable influences the other.

Study Unit

The study was conducted in Dormaa Municipality in the Brong Ahafo Region of Ghana. The Municipality has a total of four (4) secondary school charged with the responsibility to provide quality education to the people in

Dormaa Municipality and its environs. The school provides education to a total 4,000 student (GES Publication, 2020). The four secondary school currently have a total staff population of 250 permanent teachers from four (4) selected secondary schools (Dormaa Senior High School, Christ Apostolic Senior High school, Salvation Army senior High school and Adehyeman senior High School respectively in the Dormaa Municipality.

The Dormaa municipality is one of the twelve districts in the Bono Region, Ghana. The municipality was then called large Dormaa District on 10 march 1989; until the eastern part of the district was splited off to create Dormaa East District on 1st November, 2007. However, on 28 January 2012, the Southwest part of the district was split off to create Dormaa West District, while the remaining part was elevated to municipality district assembly status on that same year to become Dormaa Central Municipal. The municipality is located in the Southwest part of Bono Region and has Dormaa Ahenkro as its Capital town. With the municipality's being the region the center of academic excellent across the sixteen region of Ghana. This accomplishment cannot be achieved if teacher who are the forefront of are not put under some kind of checks. For this reason the study on supervision and employee performance across the senior high school in the municipality is a step in the right position. Hence the conduct of the selection of the Dormaa Municipality for this study.

Population

According to Leedy and Ormrod, (2010) population can be seen as the target group about which the researcher is interested in gaining information and drawing conclusion. Robson (2002) also disclosed that population refers to all

the cases being under study. Robson further cautioned that population does not only mean people but may also refer to situations in which someone might be interviewed, as well as times and locations. The study population included permanent teaching staff of secondary schools in the Dormaa Municipality totalling 250 (GES Publication, 2020). The population included the permanent teaching staff from the following schools within the Dormaa Municipality, 100 teachers from Dormaa Secondary School, 50 teachers from Mansen Community Day School, 50 teachers from Nkrankwanta Community Secondary, 50 teachers from Wamanafo Community Day Secondary. This population excluded casual and temporary teachers in the four secondary schools.

Sampling Procedure

Sampling has also been referred to the act, process, or technique of selecting a suitable sample, or a representative part of a population for the purpose of determining parameters or characteristics of the whole population (Malhotra & Birks, 2007; Bassey, 2001). Before sampling, it is important for the sample size to be determined first. A sample size of 155 considered and respondents were subsequently made to participate in the study. The sample size was selected based on the sample determination formula by Yamane (1967). The formula is given as;

$$n = \frac{N}{[1+N(e)^2]}$$

Where n = sample size; N = sample frame; and e = margin of error. A margin of error of 5% as suggested by Yamane (1967) was applied.

The choice of this sampling formula was necessitated by the fact that it provides the chance for the researcher to meet the sampling requirement $[(n > 50 + 8 \text{ (Number of independent variables)})]$ proposed for regression analysis in social science research (Pallant, 2016).

Table 1: Population and Sample Size for each School

Population	Population size	Sample size
Dormaa Secondary School	100	62
Mansen Community Day School	50	31
Nkrankwanta Community Secondary	50	31
Wamanafo Community Day Secondary	50	31
Total	250	155

Source: Field Data (2021)

Data Collection Instrument

Self-administered questionnaires were used to collect data from the respondents. A questionnaire is a set of questions with a definite purpose designed for a target group of people to be administered by themselves within a particular time frame. Krosnick (2018), state that, questionnaire guarantees high efficiency in data collection and high generalizability of results over the more intensive research designs. Questionnaire is chosen for the data collection because it is a self-reported measure which guarantees confidentiality. It is also more likely to elicit truthful response with regard to the information required from the respondents. The questionnaire was designed to be brief. Also,

appropriate language was used to avoid ambiguity and to attract respondent's interest. The questionnaire consisted of different types of questions. And each was tailored based on the objectives outlined for the study.

The questionnaire was developed using existing scales developed by prior researchers. The dimensions of supervision questionnaire was adapted from the scale developed by Tesfaye (2018) and the employee performance was adapted from Osae-Apenteng (2012) and Mor Barak, Travis, Pyun and Xie (2009) respectively. These scales have been reported to have high reliabilities and have been recently used by other researchers in the study. In Lee and Kusumah (2020) and Hannang and Qamaruddin (2020) study, Chronbach's Alphas for the constructs and sub constructs of the supervision and performance of teachers loaded above the 0.70 reliability threshold. Moreover, the instrument covered sections A-D where section A collected respondents' characteristics, section B and C comprising Supervision and performance of employee respectively, while section D, captured questions on the challenges faced in supervision.

Pre-Testing

According to Pallant (2020) and Saunders et al. (2016), pre-tests are required ahead of a main survey for the following reasons. Firstly, they ensure that instructions, questions and scale items are clear. They further help potential respondents to comprehend the questions and respond appropriately. Finally, they help researchers to do away with any questions that may offend potential respondents. In line with this, after approval of the questionnaire by supervisor, the researcher engaged in pre-testing on ten (10) teachers in the Dormaa Basic

Methodist primary school. This school for the pre-test was chosen because of proximity to researcher and its similarity with the main study area; all being part of Dormaa Municipal educational structure. This sample size was deemed appropriate as it conforms to Saunders et al.'s (2016) minimum criteria of 10 for pilot studies by researchers. The outcome of the pre-testing indicated the instructions and scale items were clear to the respondents. This led to the maintenance of all scale items for onward administration.

Reliability and Validity of the Instrument

Reliability is a key component to be considered when evaluating a particular instrument. Reliability, according to Bless and Higson-Smith (2000), is concerned with consistency of the instrument. An instrument is said to have high reliability if it can be trusted to give an accurate and consistent measurement of an unchanging value. Reliability means dependability or consistency (Neuman & Kreuger, 2003; Creswell, 2014). It indicates the likelihood that a given measurement technique will repeatedly yield the same description of a given phenomenon.

The role of reliability is to minimize the errors and biases in a study (Roberts & Priest, 2006). In line with the foregoing, Cronbach's Alpha coefficient, as depicted in Table 2, was generated on the pre-test data so as to validate the internal consistency of the study elements. It has been revealed in the earlier researches that reliable scales are those with Cronbach's Alpha coefficient of 0.70 or more (Pallant, 2020). Based on this threshold, it can be concluded that all the study's constructs have good internal consistency.

Table 2: Reliability Test Results

Variable	Cronbach's Alpha	Number of items	Decision
Organisational Culture	.798	4	Reliable
Job Character	.843	4	Reliable
Personnel Difference	.824	4	Reliable
Team Work	.719	4	Reliable
Supervision	.796	16	Reliable
Performance of Teachers	.788	10	Reliable

Source: Field Data (2021)

The validity of an instrument refers to how well and instrument measures the particular concept it supposed to measure (Saunders et al., 2009). They further argue that an instrument must be reliable before it can be valid, implying that an instrument must be consistently reproducible; and that once this has been achieved, the instrument can then be scrutinized to assess whether it is what it purports to be. To ensure validity of questionnaires, the researcher reviewed other relevant literature and those literatures supported the construct of the instrument. Some of the items in the scales were scientifically validated items. Further, the designed questionnaire was submitted to the project supervisor for vetting, correction and approval before distributing it to the respondents.

Data Collection Procedures

Permission for the data collection exercise at the various secondary school was sought from the authority of the institution when a letter, issued by the Graduate School of School of Business in University of Cape Coast was then

sent to respective schools. The heads of the respective school then granted permission for the primary data collection and made the sampling frame available to the researcher. This sampling frame was rich in content. The schools also informed its workforce about the intended study.

The purpose of the study was explained to all participants. Consent of the respondents was sought. Dates for questionnaire administration to the participants were set on some agreed terms. The drop-and-pick survey approach was adopted. The questionnaire was self-administered to the respondents in the respective secondary school. The survey was administered on 1st March, 2020 and collected on 22nd March, 2020. In all, one hundred and fifty-five (155) questionnaires were issued to the respondents. Out of this, only one hundred and forty (140) questionnaires were deemed completed answered. The remaining fifteen (15) questionnaires were due to incomplete responses, non-responses and was set aside. This led to a 90.32% response rate.

Data Processing and Analysis

Analysis of data is a process of editing, cleaning, transforming, and modelling data with the goal of highlighting useful information, suggestion, conclusions, and supporting decision making (Adèr, Adèr & Mellenbergh, 2008). The use of analytics requires reducing complex data into meaningful and actionable information (Johnson, Levine, Smith & Stone, 2010). The responses from the questionnaires were edited, coded and entered into Statistical Package for Social Science (SPSS version 26.0) for the analysis. This statistical software is recommended for us in studies in social sciences (Zickmund, 2000). Composite variables were formed for each of the constructs and this enhanced

holistic approach to data analysis. The data were analyzed and interpreted with descriptive statistical techniques such as mean, standard deviation, frequency count and percentage.

Demographic information, objectives 1 and 3 were all measured with descriptive statistics, while objective 2 was analyzed using linear regression. The use of any of these descriptive statistics was influenced by the nature of findings at hand (Leedy & Ormrod, 2010). Standard linear regression was conducted to find out how much variance in the dependent variable (performance of employee) is explained by the independent variables (Supervision). Thus, objective 2 was all analyzed using standard linear regression techniques as statistical tool. Linear regression allows us to predict an outcome based on one or several predictors (Kellar & Kelvin, 2013; Polit & Beck, 2010). The findings were chronologically presented on Tables and Figures, which made the interpretation and discussion of the findings easier and straight forward. Tables 3, provides the statistical tools employed for the analysis.

Table 3: Summary of Statistical Tools

No	Objectives	Statistical Tools
1	Assess the factors that influence supervision of teachers at Ghana Education Service in the Dormaa Municipality.	Descriptives
2	Examine the level of employee performance across the selected senior high school	Descriptives
3	Assess the effect of supervision on performance of teachers at Ghana Education Service in the Dormaa Municipality.	Regression

- | | | |
|---|---|--------------|
| 4 | Examine the challenges faced in supervising teachers at Ghana Education Service in the Dormaa Municipality. | Descriptives |
|---|---|--------------|
-

Source: Author's Own Construct, (2021)

Ethical Consideration

According to Plaisance (2006), ethics is mostly associated with morality and deals with issues of right and wrong among groups, society or communities. It is therefore important that everyone who is engaged in research should be aware of the ethical concern (Rubin & Babbie, 2016). Ethics is the norms or standards of behavior that guide moral choices about our behavior and our relationships with others (Saunders, Lewis & Thornhill, 2007). The researchers will employ every effort to avoid as far as possible violation of ethical principles. Edginton, Enarson, Zachariah, Reid, Satyanarayana, Bissell and Harries (2012) have identified the basic ethical consideration for research as; respondents being fully informed about the aims methods and benefits of the research, granting voluntary consent and maintaining the right of withdrawal. The rationale for the study, assurance of confidentiality and the right of withdrawal was explained to the participants.

First of all, the researcher took a letter of introduction from the department regarding the researcher's intention to conduct the study and presented to the secondary schools to allow for data collection. The researcher in the conduct of this study also educated the participants concerning the details needed for the study, the reasons why the information are being gathered, the rationale, as well as the way in which they were expected to participate. The respondents were fully detailed about the sampling process and those who

qualified were not forced to participate in the study but were however encouraged to participate in the study.

Similarly, the questionnaire was designed in such a way to make it easier to complete. The content of the questionnaire was such that the anonymity and privacy of the participants were protected. Again, the information provided by the respondents were treated with utmost confidentiality. The data gathered were processed as dully collected. Thus, no data manipulation of was done afterwards. Similarly, the results were presented as were found after the data analysis.

Chapter Summary

This chapter explained in details the methodology followed in carrying out the research. The theoretical foundation of the study, research approach, research design, sampling technique, procedures for data collection, data collection instrument and data analysis were thoroughly discussed. The positivism research paradigm was used as the theoretical foundation of the study. The quantitative research approach was employed for the study because the data collected using questionnaire were quantitatively analysed by using both descriptive and inferential statistics. An explanatory and descriptive research design was adopted to ensure objectivity in the research process. Simple random sampling technique was used to select samples for the study. The data collection instrument used was a 5-Likert scale questionnaire. The Statistical Package for Social Sciences (SPSS) version 26 was the software use to analyse the data.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This fourth chapter of the present study presented results of the entire study followed by the discussion of the results and their implication in the Ghanaian context. The study was conducted to investigate the effect of supervision on performance of employees (teachers) of selected secondary schools in the Dormaa municipality. This chapter provides information concerning the findings of the study. Again, the findings were discussed in light of their managerial implications as well as how they relate to some empirical claims as enshrined in the literature reviews. The findings are presented on Tables chronologically reflecting the order of the specific objectives stipulated.

A response rate represents the number of respondents who actually participated in a given study. The authors claimed that, a response rate of 70% and above is excellent and suitable for analysis, 60% is very good, and 50% is good and below 50% is not appropriate for quantitative research analysis. Out of the one hundred and Fifty-five (155) questionnaires that were distributed to the participants (permanent teaching from the four selected secondary schools in the municipality) of the study, only one hundred and forty (140) respondents representing 90.32% response rate, fully completed and returned the questionnaire to the researcher. The remaining 15 questionnaires were as result of complete non response, or incompleteness of the questionnaire from the participants and was set aside. Based on the criterion of the aforesaid researchers, the obtained response rate was appropriate and applicable for the study.

Demographic Characteristics of Respondents

Before reporting on the main objectives of the study, the demographic characteristics of the respondents comprising gender, age, educational qualification and number of years worked in the district were presented as shown in Table 4. In this analysis descriptive statistics such as frequencies and percentages was employed to analyse the demographic characteristics of the surveyed respondents. The ensuing table provides details on the demographic characteristics of the respondents.

Table 4: Socio-demographic Characteristics of Respondents

Variable	Options	Frequency (N)	Percentage (%)
Gender	Male	80	57.14
	Female	60	42.86
Total		140	100
Age	20-29years	18	12.86
	30-39years	42	30.00
	40-49years	50	35.71
	50years and above	30	21.43
Total		140	100
Educational Background	Degree	82	58.57
	Masters	54	38.57

	Doctorate	4	2.86
Total		140	100

Year of Experience in	1-5years	48	34.29
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Teaching

	6-10years	28	20
	11-15years	34	24.29
	16years and above	30	21.42
Total		140	100

Source: Field Data (2021)

For the purposes of obtaining data for analysis in this study, questionnaires were distributed by the researcher to surveyed respondents. Out of 140 respondents there are 80 males which constitute 57.14% and 60 females constituting 42.86% of total surveyed respondents. Although this study yielded results from a larger males sample than a female sample, this does not necessarily mean that the selected schools are dominated males, it could be that some of the female employees did not partake in the study because participation was voluntary. Regarding the age group distribution, 18(12.86%) respondents were below 20-29years, 42(30%) respondents were between below 30-39years, 50(35.71%) respondents were between 40-49-45age bracket. whilst the remaining 30(21.43%) respondents were between 50years and above. According to (Douglas, 2001) populations aged from 25 to 45 are considered to be in a highly productive age bracket. Implying that majority of the surveyed respondents were within their active working age.

Again, responses obtained on the educational qualifications of respondents showed that, out of 140 respondents, 82(58.57%) respondents had first degree qualification, 54(38.57%) had masters qualifications, whilst the remaining 4(2.86%) of the respondents had doctorate qualifications. The statistics on the educational qualification of the respondents clearly shows that all the surveyed respondents had some sort of educational qualification. Regarding the number of years respondents have worked in their respective schools, 48(34.29%) respondents claimed they worked in their schools for 1-5 years, 28(20%) respondents had worked between 6-10years, 34(24.29%) of respondents had worked for 11-15years. The remaining 30(21.48%) of the respondents had worked in their respective schools for 16 years and more.

Factors Influencing Supervision of Employees

This section was designated to analyse the result of the first objective of the study which sought to assess the factors influencing supervision of employees. Prior to the analysis of the objective, an assessment of the normality of the subscale constructs defining supervision and supervision itself were done to determine how well the data was to the explanation of the stated objective. According to Pallant's (2016) criteria for assessing normality, Skewness values ranging between 0 to ± 1 and Kurtosis values ranging between 0 to ± 1.5 are enough to justify that, normality rules are not violated in a study. A quick glance of Table 5, confirmed that, the data was normal for constructs considered supervision in the study. The objective was therefore, analysed using the mean values generated for the subscale constructs. In this study, organisational culture and practice, Job character, Personnel difference and team work were used as

constructs of supervision adapted from Tesfaye (2018). The overall assessment of the objective was done using a scale ranging from 1 to 5 with 1 to 2.9 representing low levels and 3 to 5 representing high levels of a variable as applied by Dess, Lumpkin and McFarlin (2005).

Table 5: Factors Influencing Supervision of Employees

	Mean	Std. Deviation	Skewness	Std. Error	Kurtosis	Std. Error
Organisational Culture and practice	2.1400	.6181	-.264	.255	-.737	.506
Job character	2.9522	.65157	.541	.255	.327	.506
Personnel Difference	2.9017	.69148	.529	.255	-.481	.506
Team Work	2.9053	.78124	.302	.255	-1.209	.506
Employee Supervision	2.7248	.68557	.546	.255	.864	.506
Valid N (listwise)						

Source: Field Data (2021)

The results in Table 5, as per the guidelines of Dess et al. (2005) suggests that there was low level of employee supervision across the selected secondary school in the Dormaa municipality ($M=2.7248$, $SD=.68557$). This is because the mean value of employee supervision was found within the 1 to 3 range for determining lower levels of a construct or variable. Specifically, the employees stated that the organisational culture and practices in their respective is not linked with the supervision exercise ($M=2.1400$, $SD=.618$). With regards to the job character, they indicated that it does not determine the supervision of

teachers in the ($M=2.9522$, $SD=0.65157$). Again, it was found that personnel difference does not influence the supervision exercise carried out both internally and externally ($M=2.9017$, $SD=0.69148$). Finally, the results suggest that team work was also a lower factor contributing to the supervision of teachers across the selected schools in the Dormaa municipality ($M=2.9053$, $SD=0.78124$).

The findings of the study corroborate that of Tesfaye (2018) who pointed that when an organisation that does not create an elements of organisational culture and practices, job character, personnel differences and team work in the supervisory process will record abysmal performance from its employees. In addition, Saputri, Qomariah and Herlambang (2020), discovered factors such as organisational culture and practices, team work, personnel differences, and job character as elements that must be strategically manipulated by an organisation to spur the supervisory process and hence improve performance. The same revelations was reached by Shakuna, Mohamad and Ali (2016), who found organisational culture and practice, team work, job characteristics and training as the key dimensions with employee supervision is premised. Therefore, management of the Ghana Education Service (GES) should strategically and synergically adopt policies that will enhance the supervision of teachers particularly in the Dormaa municipality and the country at large.

Effect of Supervision on Performance of Teachers

This section of the study reported the findings relating to the second objective which sought to assess the effect of supervision on performance of teachers at Ghana Education Service in the Dormaa Municipality. According to Pallant (2016), a regression analysis is conducted to establish cause and effect

between two variables. Here, supervision was the independent variable whilst employee performance being the dependent variable. In analyzing the effect, simple regression was applied and findings were captured in the ensuing table.

Table 6: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.226 ^a	.051	.040	1.89896

a. Predictors: (Constant), Supervision

Source: Field Data (2021)

First, Table 6, inform the researchers about the relationship and the extent to which variation in the dependent variable was accounted for by the independent variable. In view of Tabachnick and Fidell (2012), the column marked R, which is also the correlation coefficient, tells the direction and strength of the relationship between the dependent and independent variable while, Adjusted R-squared, also, the coefficient of determination explains the extent to which changes in one variable affect the other. Per the results in Table 6, it could be concluded that, there is weak relationship between supervision and employee performance according to the criteria put forth by Cohen's (1992) ($\pm 0.1 \leq R \leq \pm 0.29$ = weak relationship; $\pm 0.3 \leq R \leq \pm 0.49$ = moderate relationship and $\pm 0.5 \leq R \leq \pm 1$ = strong relationship). The implication of this findings are that supervision is a weak positive predictor of employee performance across senior high schools in the Dormaa Municipality. Again, the results indicated that only 4% variation in employees' performance of teachers in the municipality was accounted for by supervision. However, to ascertain the statistical

implication of the results in Table6, Table 7 was generated to explain such implications.

Table 7: ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	16.346	1	16.346	4.533	.036 ^b
	Residual	302.908	139	3.606		
	Total	319.254	140			

a. Dependent Variable: Employee Performance

b. Predictors: (Constant), Supervision

Source: Field Data (2021)

From Table 7, the regression model was statistically significant because the significant value was seen well below the threshold for determining the statistical significance of a 95% confidence interval, 2-tailed ($F(1, 139) = 4.533$, $P = 0.036 < 0.05$). Prior researchers claimed that, a probability level of less than or equal to 0.05 meet the condition for significance of a regression model (Pallant, 2016; Tabachnick & Fidell, 2012).

Table 8: Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.593	.878		6.373	.000
	Supervision	.915	.430	.226	2.129	.036

a. Dependent Variable: Employee Performance

Source: Field Data (2021)

To confirmed results in Table 6 and Table 7, Table 8, was generated to explain results. From Table 8, there is a significant influence of supervision on employee performance ($t= 2.129$; $P=.036$). This finding leads to the conclusion that, there is a significant positive effect of supervision on employee of the selected secondary schools in the Dormaa municipality. By implication, supervision serves as a positive predictor for employee performance in the selected schools. However, the magnitude of influence was very minimal, implying that other variables which were not considered in this study rather influences the performance of employee performance more. This means that the management of the GES in the Dormaa Municipality should inquire into those factor that gingers employees to performance aside from supervision. The aforementioned findings of the study corroborate Hannang and Qamaruddin (2020), Lee and Kusumah (2020), Saputri, Qomariah and Herlambang (2020), Tesfaye (2018), Nasution (2017) and Mor Barak, Travis, Pyun and Xie (2009) who found that supervision had a direct relationship with a significant influence on performance of employees.

Challenges Faced in Supervising Teachers

The final objective of the study was to examine the challenges faced in supervising teachers at Ghana Education Service in the Dormaa Municipality. The assessment proceeded with the checks on the normality of the data collected on the variable. A cursory check on Table 8 shows there were no issues of normality or discrepancies in the data. This means that, the indicators of challenges of the employee supervisory process were rated normal and that further analysis was granted. The main finding of the objective was presented in

same table, Table 8 using the scores of the means and standard deviation. The overall assessment of the objective was done using a scale ranging from 1 to 5 with 1 to 2.9 representing low levels and 3 to 5 representing high levels of a variable as applied by Dess, Lumpkin and McFarlin (2005).

Table 9: Challenges Faced in Supervising Employees (Teachers)

	Mean	Std. Deviation	Skewness	Kurtosis		
	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Lack of needed resources to execute the intended supervision exercise	3.0465	1.40509	1.010	.260	1.33	.514
Inadequate funds to carry out the supervision exercise in schools	3.4070	1.52144	.571	.260	.099	.514
Lack of co-operation from both supervisors and staff	3.4535	1.50025	.595	.260	.368	.514
Lack of needed logistics such as laptops transport to carry out supervision exercise	3.4070	1.71071	.148	.260	-.654	.514
Inadequate training of supervisor to execute the supervision exercise properly	3.3285	1.27433	.484	.260	.984	.514
Improper dissemination of information on supervision exercise	3.2372	1.4674	.889	.260	1.28	.514
Valid N (listwise)						

Source: Field Data (2021)

From the table, a number of questions adapted from Osae-Apenteng (2012) were used examine the challenges faced in supervising teachers at Ghana

Education Service in the Dormaa Municipality. The results suggest that the supervisory teachers in the Dormaa municipality is besieged with a lot of challenges (Osae-Apenteng, 2012). When the respondents were asked about the availability of resources needed to carry out the supervision exercise”, majority of them agreed that, there is absence of needed resources to execute the intended supervision exercise ($M=3.0465$, $SD=1.40509$). Again, majority of the respondents concurred that inadequate funds to carry out the supervision exercise in schools is a major challenge facing the municipal educational office ($M=3.4070$, $SD=1.52144$). With respect coordination and supervision between supervisors and employees, majority of them again opined there is absence of co-operation from both supervisors and staff ($M=3.4535$, $SD=1.50025$). Similarly, the most of surveyed employees confirmed that they lack needed logistics such as laptops transport to carry out supervision exercise ($M=3.4070$, $SD=1.71071$). Also, majority of the surveyed employee averred that training they receive prior to the supervision exercise is inadequate ($M= 3.3285$, $SD=1.27433$). Finally, issues of information dissemination regarding supervision of employees was a major challenge ($M= 3.2372$, $SD=1.4674$).

The implication of the findings is that the employee supervision exercise carried out by Ghana Education Service is besieged with numerous challenges which usually retards the benefits that should have accrue from the exercise. The findings echoes the claims made by Osae-Apenteng (2012), whose study identified lack of logistics, improper information dissemination as the key challenges that confront the supervisory process. The findings are also in line with the revelation of Ullah, Ayaz, Ullah, Ali, Khan, Khan and Ahmad (2019), whose study found lack of training and coordination between the supervisor and

the employee as the key bottleneck in the supervisory exercise. Shakuna, Mohamad and Ali (2016), also found lack required resource such as logistics, funds, adequate time etc., as factors that can hamper the employee supervisory exercise. Similarly, a study by Besigwa (2011), also discovered lack of training, logistics, and untimely information dissemination, lack of coordination between the supervisors and employees as a key bottleneck to the employee supervisory process. Thus, management of the Ghana Education Service in the Dormaa municipality should device ways of addressing these challenges that confront the employee supervision to achieve the intended purpose of this exercise across schools in the municipality.

Chapter Summary

The chapter discussed the results of the study which begun with the demographic characteristics of the respondents followed by the main findings of the study. Data regarding respondents' demographic information were analysed using descriptive analysis of frequency, percentages etc. Similarly, objective one and three were analysed using descriptive statistics such as mean and standard deviation. The second objective on the other was analysed using inferential statistics such regression. In the results, it came to light that the males were more than the females across the selected schools in the Dormaa municipality with majority of them within their active working age. The findings of the results showed that there was low level employee supervision across the selected schools in the Dormaa municipality due to numerous challenges that besiege the supervision exercise. Similarly, the relationship between employee supervision and performance the study found that there was significant effect employee

supervision on performance of teachers across the selected schools in the Dormaa municipality.



CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Introduction

The chapter presents an overview of the findings of the study. This was preceded by a summary of the research methods employed in the study. In addition to that, the chapter presents an overview of the analytical tools employed in this study and the results based on the objectives of this study, recommendations based on the key findings of the study and suggestions for further research. The study employed the correlational design to meet the methodological underpinning of the research design. Out of the 155 surveyed respondents from the selected Secondary schools in the municipality, only 140 of the returned questionnaires was deemed fully completed and was used for the analysis. The study employed a 5-Likert typed questionnaire to gather data from the respondents.

Summary of the Study Analytical Tools

To analyse the specific objectives of the study, different statistical techniques were employed. Whereas descriptive statistics such as mean and standard deviation were utilised to address the first and third objectives, inferential statistics (regression) was adopted for analysis of the second objective. Moreover, the study conducted a preliminary assessment of the normality of the data collected for constructs of the study after running commentary of the demographic characteristics of the respondents. The assessment showed that data was normal and was furthered applied to analyse

the specific objectives of the study. The analysis was aided by IBM statistical package for social science (SPSS) version 26.

Summary of Key Findings

The study was primarily designed to investigate the effect of supervision on performance of teachers selected secondary school in the Dormaa Municipality. To achieve the overall purpose of the study, the study pursued the following specific objectives;

1. To assess the factors influencing supervision of teachers at Ghana Education Service in the Dormaa Municipality.
2. Examine the level of employee performance across the selected senior high school in the Dormaa Municipality.
3. To assess the effect of supervision on performance of teachers at Ghana Education Service in the Dormaa Municipality.
4. To examine the challenges faced in supervising teachers at Ghana Education Service in the Dormaa Municipality.

With respect to the first objective of the study which assessed the factors influencing supervision of employees, the findings indicated that, at a whole the factors of employee supervision had a small influence of the supervision of employees in the selected schools with the municipality. The surveyed employees indicated low levels of agreement to all the constructs (organisational culture and practice, job character, personnel differences and team work) that were adapted to measure supervision in the study. In the assessment, means and standard deviation was employed as applied by previous researchers.

The second objective which addressed the effect of supervision on performance of employees in selected secondary schools in the Dormaa municipality. The study found that supervision had a positive and significant effect on the performance of employees. However, the magnitude of influence that supervision had on employees performance was very minimal implying that other extraneous various which were not considered in the study rather had greater effect on employee performance.

For the final objective of the study, it was found that, the employees indicated a high level of perception with regards to the challenges of supervision of teachers across secondary schools in the municipality. Majority of the respondents indicated that, the supervision exercise carried out for them is besieged with numerous challenges such as inadequate funds, lack of needed logistics, lack of co-operation from both supervisors and staff, inadequate training of supervisor to execute the supervision exercise properly, Improper dissemination of information on supervision exercise among others. It was concluded therefore that supervision exercise for secondary schools teaches had numerous challenges which usually retards the attainment of its intended goals.

Conclusion

The study was aimed at investigating the effect of supervision on performance of teachers in selected secondary school in the Dormaa Municipality. Based on the key findings and implications drawn, the study made the following conclusions. In reference to the first objective, the study findings revealed that the factors influencing employee supervision had a very minimal effect on the supervision exercise done across the Dormaa municipality. The

influence of the factors as far as supervision was concerned was low. Therefore, the study concluded the factors used in determine the level of supervision across the selected secondary schools had a very low influence on the supervision exercise carried out for among secondary school teachers with the Dormaa municipality. Implying that, aside these factors management of the Ghana Education Service should inquire into those factors that would enhance supervision exercise carried out for their employees in various secondary schools with the municipality.

With the second objective, there was a statistically significant positive effect of supervision on employee performance cross the selected secondary school in the Dormaa municipality. This led to the conclusion that, the elements of supervision which were considered in the study predicted employee performance across the selected schools. However, the magnitude of the effect of supervision on the performance of teachers in the selected school was very minimal

The final objective of the study, it was concluded that the supervision exercise carried out across the senior high schools in the Dormaa municipality is besieged with numerous challenges. The implication drawn from the study suggest when the management of the Ghana Education Service should device ways to overcome all the bottlenecks associated with the employee supervisory process. Such mechanism can be done through employer-employee dialogues, allowing freedom of unionism so that the employees can easily place request to management about things bordering their job in the workplace. The overall the purpose of the study was partly achieved in the sense that employee performance was found to be weak positive predictor of employees across the selected senior

high school in the Dormaa Municipality. Implying that other variables not considered in the study were the keen predictors of the performance across the selected senior high schools in the municipality.

Recommendation

Based on the strength of the research findings and conclusions made, the following recommendations were made.

First the study recommends that supervision exercise must be more of ideas sharing and participatory than conventional or control oriented in order to improve on performance. In order to gather a wide range of knowledge as well as technical and inter personal skills, as indicated that when employee are given the opportunity to use their abilities and skills, they utilized their talents and perform wonderfully. Secondly, the implementation of supervision must be accompanied by mechanisms or policies that create the opportunity to harness employees' performance. Therefore, the main aim and focus of Ghana Education Service (GES) should be on augmenting the supervision activities and its corresponding dimensions, so as to aggravate the performance of the employee.

Thirdly, Ghana Education Service should implement the supervision exercise aiming that the employee will have positive experience which increases their performance. They should exercise develop its own methods to measure effectiveness of supervision to use the supervision exercise effectively for future. To overcome challenges associated with supervision, on-the- job training and re-fresher courses must be given the necessary attention. Supply of training materials must be improved to enable supervisors to organise adequate training for staff. In addition, staff job satisfaction should be the top priority of

supervisors. When staff members feel secured, recognised and allowed to use their skills and abilities better performance is assured.

Finally, the findings showed that the frequency of on the job training was inadequate, for this reason the researcher recommends adequate training to sharpen the skills for better job performance. Again as supervisors stated, funds and logistics have been some of their major hindrance to organising training for staff. It is the wish of the researcher that funds will be released at the right time, accompanied with necessary logistics. Ghana Education Service should train employees and involve them in supervision and to create the feeling of belongingness and to influence the employees to improve their performance.

Suggestion for Further Study

Despite the numerous limitations that bewailed this study, the study offers invaluable information regarding the relationship and the effect of supervision and employee performance. A significant weak positive relationship was evidenced between supervision and employee performance. For further research, the gap between external supervision and employee performance should be looked at in order to make supervision more participatory and ideas sharing. Also, future researchers should consider a mixed method to investigating a phenomenon like this. This will provide an in-depth understanding of the phenomenon on the ground as the researchers through qualitative studies will uncover the explicit views, perception and opinion of the employees on supervision and employee performance. Future researcher should also consider the influence of the supervisor's knowledge, timely dissemination

information, supervision logistics / resource among other things on employee performance



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APPENDIX-A

UNIVERSITY OF CAPE COAST

COLLEGE OF HUMANITIES AND LEGAL STUDIES

DEPARTMENT OF HUMAN RESOURCE MANAGEMENT

SCHOOL OF BUSINESS

Research Questionnaire

This questionnaire is part of a study that is investigating effect of educational supervision and performance of secondary school teachers in the Dormaa Municipality. Kindly indicate your preference among alternative answers for each question by ticking in the appropriate box. Where alternative answers are not provided, fill in the gaps provided. Thanking you in advance for your cooperation and contribution. Respondents are assured of the confidentiality of the information provided for this exercise, because it will be solely used for academic purpose and nothing else.

SECTION A: DEMOGRAPHIC CHARACTERISTICS OF RESPONDENT

Instruction: Please choose the most suitable answer by ticking the appropriate box for each case.

1. Gender: Male [] Female []
2. Age: 20-29years [] 30-39years [] 40-49years [] 50 years and above []
3. Highest level of educational qualification: Degree [] Masters []
Doctorate []

4. Number of years served at the institution: 1-5years [] 6-10years [] 11-15years [] 16years and above []

SECTION B: FACTORS INFLUENCING SUPERVISION OF EMPLOYEES

Respondents would be asked to indicate their level of agreement with regards to each of the following statements on factors influencing supervision of employees. The responses would be measured numerically such that SD = Strongly Disagree, D = Disagree, N= Neutral, A= Agree and SA = Strongly Agree to the issues.

Items	SD	D	N	A	SA
DIMENSIONS OF SUPERVISION					
ORGANISATIONAL CULTURE					
The school is very controlled and structured place, Formal procedures generally govern what people do					
The school is very result oriented a major concern is with getting the job done ,people are very competitive and achievement oriented					
The school is a very personal place, it is like an extended family people seem to share a lot of them selves					
The company emphasizes human development high trust, openness and participation persist					
JOB CHARACTER					

I receive information from immediate supervisor on my job performance?					
My jobs depends on my ability to work with others					
I act independently of my supervisor in performing my job					
There is a similarity of tasks I perform in a typical work day					
There is a good opportunity to talk informally with other staff in the schools.					
PERSONNEL DIFFERENCE					
The school has the ability to attract and retain its personnel					
The difference in the personnel play a vital role for the performance of the teachers.					
The interpersonal relationship of the companies can influence employee performance					
The problem solving ability of the employees align with the performance of the teachers					
TEAM WORK					
I have previous experience with team work					
My team member communicate well together					
All team member share in the decision making process					
Team member set guidelines to avoid conflict					

All team members abilities are used well to accomplish our goals					
I am satisfied with the performance of the team					
The bank gives recognition for exceptional work by staff					
The provide long service awards to staff					
The bank provides staff reliable feedback on their work					
The bank allows staff to participate in all activity					

SECTION C: PERFORMANCE EMPLOYEE (TEACHERS)

Respondents would be asked to indicate their level of performance of teachers with regards to each of the following statements on the level of performance teachers as a result of the supervision given by the Dormaa Municipal Educational Office. The responses will be measure numerically such that SD = Strongly Disagree, D = Disagree, N= Neural, A= Agree and SA = Strongly Agree to the issues.

EMPLOYEE PERFORMANCE	SD	D	N	A	SA
Supervision has a direct effect on teachers performance					
Supervision contribute in any way to teachers performance					
Supervision shape the attitude of teachers for better performance					

The supervision data are used as inputs for recognition and encouragement of high performance					
The performance review are conducted with high quality and care to improve teachers performance					
I demonstrate willingness to learn new skills in the school following the supervision					
I Perform a full range of duties and responsibilities associated with the job					
I have the ability to develop and implement effective solutions					
I always meet deadlines in a timely and efficient manner					
I maintain professional working relationships with co-workers					

SECTION C: CHALLENGES FACED IN SUPERVISION

Respondents would be asked to indicate their opinion on some of the challenges faced in the supervision of teachers’ by the Dormaa Municipal Educational Service in carrying out their supervision exercise. The responses to this statement are measured numerically such that SD = Strongly Disagree, D = Disagree, N= Neural, A= Agree and SA = Strongly Agree to the issues.

CHALLENGES FACED IN SUPERVISION	SD	D	N	A	SA
Lack of needed resources to execute the intended supervision exercise					

Inadequate funds to carry out the supervision exercise in schools					
Lack of co-operation from both supervisors and staff					
Lack of needed logistics such as laptops transport to carry out supervision exercise					
Inadequate training of supervisor to execute the supervision exercise properly					
Improper dissemination of information on supervision exercise					

THANK YOU VERY MUCH FOR YOUR TIME

