



## Effects of Heads of School Instructional Leadership Practices on Job Satisfaction of Senior High Schools Teachers' in the North East Region of Ghana

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<http://dx.doi.org/10.47814/ijssrr.v7i2.1837>

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### **Abstract**

This study examined the influence of heads of school instructional supervision on the job satisfaction of Senior High School (SHSs) teachers in the North East Region of Ghana. The study employed a cross-sectional survey design. The target population comprised headteachers, assistant heads, heads of departments, and teachers. The study employed purposive, quota, and simple random sampling procedures to choose a total of 150 participants drawn from five SHSs to complete a questionnaire. The internal consistencies of the items in the questionnaire were tested using Cronbach alpha formular. The data was analyzed with SPSS package version 20. The study found that the level of heads of school instructional supervision was generally low. Also, teachers were generally satisfied with their working conditions and career progression. However, their level satisfaction in relation to their bonuses and retirement plans was generally moderate. It was also discovered that the majority of teachers were generally dissatisfied with the current salary they receive from their employer, and heads of schools' instructional supervision practices has no statistically significant impact on the job satisfaction of teachers. The study suggests that the National School Inspectorate Authority (NaSIA) should provide support to SHS principals through training and resources to enhance their oversight of schools. The Ministry of Education should offer incentive packages, such as competitive salaries and bonuses, to motivate SHS teachers to increase their productivity. Finally, stakeholders like GES, GNAT, NAGRAT, and SSNIT should work towards improving the quality of services provided to teachers to motivate them to enhance their productivity.

**Keywords:** *Classroom Observation; Career Progression; Instructional Supervision; Portfolio Assessment; Teachers Job Satisfaction*

## 1.0 Introduction

Education is an important instrument that can be used to transform societies. By 2030, all people should have access to high-quality, inclusive education and opportunities for lifelong learning, according to Goal 4 of the Sustainable Development Goals (UNESCO, 2015). Since education can hasten the process of achieving each SDG, it needs to be a component of development plans aimed at accomplishing all the SDGs. The labor market, urbanization, migration, political unrest, environmental degradation, climate change, natural disasters, competition for natural resources, demographic challenges, rising global unemployment, enduring poverty, growing inequality, and growing threats to peace and safety necessitate education systems that are up-to-date, pertinent, flexible, and adaptable to the changing needs of man. In order to ensure that all children and adolescents receive the best quality education (pre-primary, primary, junior secondary and senior secondary education) by 2030, education institutions will need to enroll hundreds of millions of more students. To achieve this and Ghana's strategic goals of education, the Government of Ghana introduced full free senior high school policy in 2017. The goal was to expand access to quality secondary school education for all Ghanaian children and eliminate the equity issues that tend to exclude the vulnerable groups from enjoying quality secondary education. Access to secondary education in the country is still being created and expanded via the government's popular Free Senior High School Programme (Government of Ghana, 2023). The number of beneficiaries for the 2022/2023 academic year increased to 1,320,976 students with the enrollment of 448,641 first-year students in 2023 (Government of Ghana, 2023). Notwithstanding these gains, with the exception of 2022 and 2023 which witnessed consistent increases in SHS students' performance at the West Africa Secondary School Certificate Examination (WASSCE), SHSs students have historically performed poorly at the WASSCE. For example, in 2021, the Bono Region had the highest average pass rate (61.8%), followed by Ahafo (54.6%), Bono East (40.7%), Western North (36.6%), Greater Accra (35.4%), Western Region (34.4%), Eastern (33.3%), Central (32.9%), Ashanti (32.7%), Upper East (32.51%), Volta (32.1%), Upper West (23.3%), Oti (16.0%), Northern (15.7%), North East (9.2%), and Savannah (5.4%). Teachers and administrators of secondary schools are under constant pressure to double their efforts in order to improve the learning outcomes of their students at the WASSCE in order to reverse this trend. Recent survey of 1000 pre-tertiary educational institutions in Ghana by NaSIA revealed that almost two-thirds (66.8%) of the schools inspected were rated unsatisfactory for overall quality of teaching and learning (NaSIA, 2021).

However, while the accountability of large-scale testing motivates teachers to be more productive, it also puts strain on teachers, school heads, and students. Baidoo-Anua and Baidoo (2022) in their research on Ghanaian teachers' perception of the influence of high-stake testing on teaching and learning found that teachers devoted a large portion of their in-person instruction time to preparing their students ready for tests and teaching them content that was intended for a test rather than teaching them how to handle problems in real-world situations. Moreover, for political reasons, it appears successive education policy makers are more interested in students completing and passing these extensive, nationally standardized exams like the WASSCE at all costs (Baidoo-Anua and Baidoo, 2022). Furthermore, most Ghanaians assess the quality of education based on how many students pass these required, difficult tests and not what their children know and will be able to do with the knowledge acquired from the schools (Baidoo-Anua & Baidoo, 2022). Therefore, instructional supervision is necessary to guarantee that SHS teachers are imparting 21st century skills to their students, such as creativity and problem solving, critical thinking and innovation, communication and collaboration, digital literacy and global citizenship, and leadership and national identity, financial literacy and entrepreneurship that will propel them to actively participate in and contribute to national development.

The National Schools Inspectorate Authority (NaSIA) was established as an agency under the Ministry of Education (MoE) under the Education Regulatory Bodies Act 2020 (Act 1023). The primary mandate of NaSIA is to design, promote, and enforce the most rigorous standards and norms for excellent

education in both public and private pre-tertiary educational institutions in Ghana. The Authority utilizes Inspection Panels (IPs) to regularly conduct inspections using its Inspection Evaluation Framework (IEF) to evaluate schools' compliance and performance. This facilitates the advancement of educational enhancement by providing each school with an individual evaluation of its performance. The IPs employ distinct indicators to draw attention to the school's strengths and weaknesses, and eventually give the MoE and other relevant stakeholders trustworthy, fact-based information so they can review and develop policies and channel support where it is most needed (NaSIA, 2021). Besides NaSIA, heads of schools, assistant heads, heads of departments, and School Improvement Support Officers (SISOs) are supposed to routinely supervise pre-tertiary educational institutions' activities to ensure that they are providing the quality teaching and learning to students.

The degree of job satisfaction among teachers is another important factor that has a significant impact on teachers' efficacy. Job satisfaction manifest itself as financial benefits like a competitive salary package and a business that genuinely cares about the social welfare of its workers (Armstrong, 2010). According to Kythreotis, Pashiaridis, and Kyriakides (2010), job satisfaction is the state that results after doing a task. Depending on the task's consequences, this state of emotion may be positive or negative. In the context of enhancing instruction, supervision and leadership are comparable. Glickman et al. (2015) identify the specific influence of supervision on instructional leadership through five distinct tasks: action research, staff development, group development, curriculum construction, and direct assistance. Pajak (1990) defines leadership supervision via practice as consisting of twelve components: curriculum, problem-solving and decision-making, service to teachers, personal development, community relations, research, and programme assessment, communication, personnel growth, educational initiatives, strategic planning and transformation, motivation and coordination, as well as observation and consultation. Pajak added that the collective responsibility for these 12 activities lies with the entire personnel of an educational institution, rather than being attributed to a single individual. Herzberg's (1987) motivation hygiene theory hypothesized that certain factors in the workplace might enhance job happiness, while other factors can cause dissatisfaction (Pajak, 1990). Teachers might be motivated by various causes, such as achievement, acknowledgement, the nature of the job, responsibility, and professional growth. On the other hand, to avoid adverse consequences for teachers, it is essential to fulfil various factors such as school policy, supervision, relationships, work conditions, salary, retirement package, allowances, and security (Maldrine & Kiplangat, 2022).

Several empirical studies have produced contradictory findings about the influence heads of school instructional leadership practices on teachers' job satisfaction. Maldrine and Kiplangat (2022) conducted a study in the Nakuru West sub-county of Kenya to examine the relationship between job satisfaction and instructional supervision among teachers in public secondary schools. The results suggest that the school instructional supervision practices do not have a statistically significant effect ( $\beta = 0.125$ ,  $p = 0.197 >$ ,  $p = 0.05$ ) on job satisfaction of teachers. In a similar study by Baggay and Majire (2021), it was discovered that there was a weak relationship between teachers' job satisfaction and instruction supervision practices such as classroom observation, portfolio assessment, and identifying strengths and limitations. One of the numerous factors that influence job satisfaction is being under the principal's or head of school's supervision. This is predicated on the idea that educators not only seek material and intangible rewards for their work, but also seek an environment that meets their needs, such as transparency within the school, favorable working conditions, recognition, opportunities for advancement, awards, and a feeling of justice from the principal. This is because not all leaders recognize or reward exceptional work, and in some instances, some teachers often go unrewarded for their excellent accomplishments (Suchyadie & Nurjanah, 2016).

In Ghana, Boakye's (2021) research on senior high school teachers' perceptions of the instruction supervision of beginning Economics teachers in Kumasi Metropolis revealed that although school heads have a positive attitude towards the instructional supervision of their teachers, they face a number of

challenges. It was further discovered that there were no statistically significant variations in the priority that heads of private and public schools placed on the instructional supervision of beginning economics teachers. By offering instructors professional support, instructional supervision should be centered on enhancing instruction and student progress (Sungu et al., 2014). Teacher requirements and career stages are taken into consideration when using differentiated and developmental supervisory approaches, which are more teacher-driven. Despite having different focal points, all of these models aim to provide instructors with professional development opportunities that will boost their effectiveness as teachers and enhance the learning outcomes of their students (Glickman et al., 2015; quoted in Maldrine & Kiplangat, 2022). Ashun (2022) conducted a survey on the issues faced by headteachers and School Improvement Support Officers (SISOs) when supervising social studies lessons at public basic junior high schools in Ghana. The difficulties were attributed to multiple sources. The factors contributing to the problem were inadequate road networks that hindered scheduled supervision, the District Directorate's inability to promptly, firmly, and fairly handle reports from instructional supervisors, a shortage of resources for regular supervision, a lack of current knowledge and skills for organizing instructional supervision, and financial limitations. Nonetheless, it appears that not much research has been done on how senior high school teachers in the North East Region feel about their jobs in relation to the instructional supervision provided by heads of schools. Southern Ghana is the focus of the few research that have been published in the literature. In light of this, a study was conducted to examine the impact that instructional supervision procedures implemented by heads of schools had on SHS teachers' job satisfaction in the North Eastern Region.

### **1.1 Research Questions**

The study provided answers to the following questions.

1. To what extent do heads of SHSs in the North East Region conduct instructional supervision in their schools in connection with lesson planning, direct classroom observation, portfolio assessment, and interventions to improve teaching?
2. What is the level of job satisfaction among SHS teachers in North East Region in connection with their salary and allowances, working conditions, career progression, bonuses, and retirement packages?

### **1.2 Research Hypothesis**

The study formulated and tested the subsequent null hypothesis.

Ho1: Heads of school instructional supervision practices has no statistically significant effect on Job Satisfaction of senior high school teachers in the North East Region.

## **2.0 Literature Review**

### **2.1 Theoretical Framework**

This study was conducted based on the Transformational Leadership hypothesis put forth by Burns in 1978. Burns introduced the transformational leadership theory in 1978, which was the second theory proposed. Transformational leadership is a leadership approach that facilitates change in both individuals and social systems. They facilitate the transformation of followers into leaders by instigating substantial and beneficial change inside them. Transformative leadership, when implemented accurately, enhances the morale, motivation, and productivity of followers through several means. These strategies involve motivating followers to assume more responsibility for their work by actively challenging them to do so; acknowledging the abilities and limitations of followers in order to assign them tasks that optimize

their performance; and establishing a connection between a follower's personal identity and the organization's mission and shared sense of purpose. This theory emphasizes the positive impact of school heads who motivate and inspire their teachers to achieve exceptional school performance. Within this framework, this research examined how heads of SHSs through their instructional supervision practices, foster a supportive and empowering environment suitable for effective teaching and learning. This can include providing clear expectations, offering timely feedback, promoting continuous professional development, and creating a sense of share vision and purpose which can positively affect teachers job satisfaction.

### **3.0 Materials and Methods**

This study employed a cross-sectional survey design. The cross-sectional survey design is a research methodology that collects data from a population at a specific point in time (Kothari, 2014). Data is collected from a subset of individuals or units within the target population. The survey instrument(s) gather data on multiple variables of interest concurrently, enabling researchers to analyze the correlation between distinct variables at a single moment in time. The researchers in this study utilize a cross-sectional survey design to gather data and obtain a comprehensive understanding of the features, opinions, behaviours, and attitudes of school heads and teachers about instructional supervision techniques and their impact on teachers' job satisfaction.

#### **3.1 Sampling and Sample size**

The study's population consisted of headteachers, assistant heads, heads of departments, and teachers who were specifically chosen from SHSs in the study area. The study utilized a multi-stage sampling approach to choose participants. Stage one, a Simple Random Sampling (SRS) technique was used to sample 5 schools, which represented 35% of the total. Simple random sampling refers to a method where the elements within a population are picked as sample subjects based on their known chance or likelihood of being chosen (Sekaran 2003). The objective of probability sampling is to minimize sampling error (Bryman & Bell, 2003). In Stage 2, a purposive sampling method was employed to choose 5 school principals and 15 department heads to complete the questionnaires for the study. Purposive sampling is limited to individuals who possess the exact characteristics necessary to deliver the desired information pertaining to a particular subject being investigated (Sekaran, 2003). In stage three, the researchers utilized a simple random sampling approach to pick a total of 150 SHS teachers to complete the Standardized Teachers Job Satisfaction Scale (STJSS).

#### **3.2 Instrumentation**

A questionnaire was administered to SHS teachers to determine the extent of instructional supervision often undertaken by heads of their schools. The validated Standardized Questionnaire (SQ) consisted of 28 closed-ended items presented on a 5-point Likert scale. The scale ranged from "Not at all" (NA) to "Very Great Extent" (VGE), with intermediate options of "Some Extent" (SE), "Moderate Extent" (ME), and "Great Extent" (GE). The questionnaire consisted of four distinct sections: lesson planning, classroom observation, portfolio assessment, and interventions to improve teaching. The survey instrument exhibited a coefficient alpha of 0.876. Conversely, the researchers utilized the Standardized Teachers Job Satisfaction Scale (STJSS), developed by Baggay and Mijares (2021), to evaluate the level of job satisfaction among SHS teachers in the study location. The Teacher's Job Satisfaction measure, which underwent validation, comprised 34 statements. The statements were formulated using a 4-point Likert scale, offering the following options: (1) Not Satisfied; (2) Somewhat Satisfied; (3) Satisfied; (4) Very Satisfied. Teacher's Satisfaction is directly proportional to the score, meaning that higher scores result in higher levels of satisfaction, while lower scores are associated with lower levels of satisfaction.



The questionnaire was divided into five discrete categories, namely: Job Satisfaction of teachers in relation to salary and allowances, working conditions, professional growth, bonuses, and retirement plan.

#### 4.0 Data Analysis

The study's data was examined using the SPSS package, specifically version 20. The data about the level of instructional supervision methods among SHS heads in the North East Region was evaluated using descriptive statistics, namely the Mean and Standard Deviation. Similarly, the study used inferential statistics, namely Multiple Regression Analysis, to investigate the impact of instructional monitoring by school heads on teachers' job satisfaction. The data analysis was performed according to the research inquiries and displayed in tables for easy comprehension.

**Research Question 1:** To what extent do heads of SHSs in the study area conduct instructional supervision in their schools in connection with lesson planning, direct classroom observation, portfolio assessment, and strategies to improve teaching?

A questionnaire was administered to heads of SHSs, assistant heads, and heads of departments to determine the rate at which they conduct supervision of teachers in their respective schools. The results are presented in Table 1.

Table 1: Extent of Heads of Schools Instructional Supervision of Teachers (20)

| Instructional Supervision Practices | Mean (M) | Standard Deviation (SD) | Interpretation  |
|-------------------------------------|----------|-------------------------|-----------------|
| Supervision of Lesson Planning      | 3.5059   | 1.14774                 | Moderate Extent |
| Classroom Lesson Observation        | 3.6107   | 1.04227                 | Moderate Extent |
| Portfolio Assessment                | 3.4982   | 0.97565                 | Moderate Extent |
| Interventions to Improve Teaching   | 3.1615   | 1.17751                 | Moderate Extent |

Source: Field data (2023)

The results in Table 1 indicates that lesson planning supervision by school heads recorded (M=3.5059, SD=1.14774); classroom observation recorded (M=3.6107, SD=1.04227); portfolio assessment recorded (M=3.4982, SD=0.97565); and interventions to improve teaching recorded (M=3.1615, SD=1.17751). The aforementioned findings demonstrate that heads of SHSs instructional supervision were generally moderate. This result slightly contradicts the findings of Baggay and Majares (2021), whose study discovered that school heads instructional supervision (portfolio assessment, classroom observation, identifying the strengths and weaknesses of teachers in the classroom, and creating interventions to help teachers get over their limitations) were very high in Philippines. Ampofo et al (2019) study in the Central Region of Ghana found that SHS teachers were of the view that heads of school supervision of teachers' assessment practices were high but that of direct classroom lesson observation was low.

**Research Question 2:** What is the level of job satisfaction among SHS teachers in North East Region in connection with their salary and allowances, working conditions, career progression, bonuses, and retirement packages?

To answer this research question, a Standardized Teachers Job Satisfaction Scale (STJSS) was adopted to assess job satisfaction of teachers in connection with their salary and allowances, working

conditions, career progression, bonuses, and retirement packages. This was administered to 130 teachers in the study area. The Table 2 present the results of the level of job satisfaction of teachers in relation to salary and allowances they receive from their employer.

Table 2: Rate of Teachers Job Satisfaction in terms of Salary and Allowances (N=130)

| Categories of Job Satisfaction   | Mean (M) | Standard Deviation (SD) | Interpretation    |
|--|----------|-------------------------|-------------------|
| The current salary teachers receive monthly is commensurate with their work                      | 1.8923   | 1.10843                 | Not Satisfied     |
| Teachers can easily access a loan from the school in times of need                               | 1.8385   | 1.02529                 | Not Satisfied     |
| Teachers are content with policies and guidelines within which our salary increases are made     | 1.8923   | 1.01345                 | Not Satisfied     |
| Teachers are currently satisfied with the salary they receive from the employer                  | 1.6923   | .94702                  | Not Satisfied     |
| Teachers are content with the benefits and privileges given them by GES, GNAT, NAGRAT, and SSNIT | 2.2692   | 1.24601                 | Somehow Satisfied |
| Teachers are comfortable with the allowances they enjoy currently from their employer            | 2.4077   | 1.39042                 | Somehow Satisfied |

Source: Field data (2023)

The majority of teachers in the research area were unhappy with their pay and benefits, according to Table 2's results. The mean score, in particular, reveals that teachers are generally dissatisfied with their monthly pay (M=1.8923, SD=1.10843); they have easy access to school loans when they need them (M=1.8385, SD=1.02529); they are satisfied with the policies and procedures that led to their pay increases (M=1.8923, SD=1.01345); and they are generally happy with the salary they currently receive from their employer (M=1.6923, SD=.94702). The information above suggests that most instructors were not happy with their present pay and benefits from their employer. This may have contributed to the current upsurge in teacher strikes in Ghana. According to a related study, teachers in private schools in Ghana had greater levels of job dissatisfaction in comparison to educators in public schools, as stated by Baffoe and Bonney (2021). Idris and Wan (2008) identified various elements, including organizational policy and administration, technical supervision, income, working conditions, and job security, that are frequently mentioned as causes of job dissatisfaction.

Currently, a considerable proportion of workers in Ghana have a considerable burden of reliance, which has been exacerbated by the high cost of living (Abotsi et al., 2019; cited in Baffoe & Bonney, 2021). The current agitation that consistently land with the National Labour Commission (NLC) in Ghana primarily centered about wage rates, which is unsurprising. The Ghana National Association of Teachers (GNAT), National Association of Graduate Teachers (NAGRAT), and Concerned Teachers Association (CTA) frequently resort to strikes due to salary-related matters (Baffoe & Bonney, 2021). Due to the high expense of living and heavy dependency, employees now prioritize money concerns in labor disputes (Abotsi et al., 2019). The majority of public sector employees in Ghana received pay increases in 2010 as

a result of the government's decision to move them to the Single Spine Salary Structure (SSSS) in an effort to alleviate pay discrepancies. The new program was a component of government initiatives to reorganize pay scales and terms of service in order to ensure that public sector workers receive compensation that is rationalized. This was as a result of the Ghana Universal Salary Structure's (GUSS) sloppy implementation, which left pay differences unaccounted for (Abotsi et al., 2019).

#### 4.1 Rate of Teachers Job Satisfaction in Terms of Working Conditions

Teachers were surveyed to assess their level of agreement or disagreement with the following statements on their happiness with their working conditions. Table 3 displays the results.

Table 3: Level of Teachers Job Satisfaction in terms of Working Conditions (N=130)

| Level of Job Satisfaction  | Mean (M) | Standard Deviation (SD) | Interpretation     |
|--|----------|-------------------------|--------------------|
| Teachers received an orientation after recruitment into schools  | 3.1692   | 1.37609                 | Satisfied          |
| Teachers received enough copies of GES course syllabus, manuals, books, and policy guidelines  | 3.2538   | 1.24708                 | Satisfied          |
| School facilities like classrooms, library, ICT laboratories, workshops, and resource rooms are available and accessible to all teachers | 2.9308   | 1.31296                 | Somewhat Satisfied |
| Teachers maximize the use of all resources available in the school   | 3.0846   | 1.31794                 | Satisfied          |
| Instructional resources including technology-based resources are accessible to teachers for teaching                                     | 2.5923   | 1.26182                 | Somewhat Satisfied |
| Classrooms, ICT laboratories, and resource rooms are sufficient in the school to support teaching  | 2.9462   | 1.38828                 | Somewhat Satisfied |
| Libraries, classrooms, and ICT laboratories are well ventilated with good lighting systems conducive to support teaching and learning    | 3.2385   | 1.34570                 | Satisfied          |
| School's atmosphere is characterized by mutual trust and respect among all teachers, management and community members                    | 3.7846   | 1.21352                 | Satisfied          |
| School has a positive relationship with the community  | 3.7154   | .96637                  | Satisfied          |
| School has guidelines and policies to deal with all forms abuses including bullying, sexual harassment etc.                              | 3.4692   | 1.26484                 | Satisfied          |

Source: Field data (2023)

The Table 3 present the results regarding teachers' job satisfaction in connection with their working circumstances. The evidence shows that teachers' job satisfaction was relative average, with a mean that varied from 2.5923 to 3.7154. Following their recruitment into their schools, teachers received an orientation (M=3.1692, SD=1.37609); enough copies of the GES course syllabus, manuals, books, and policy guidelines exist (M=3.2538, SD=1.24708); and maximum utilization of all school resources



( $M=3.0846$ ,  $SD=1.31794$ ). The school maintains a good relationship with the community ( $M=3.7154$ ,  $SD=.96637$ ), and its libraries, classrooms, and ICT laboratories have good lighting and ventilation systems that support teaching and learning ( $M=3.2385$ ,  $SD=1.34570$ ). The school also has policies and guidelines in place to deal with various forms of abuse, including sexual harassment and bullying ( $M=3.4692$ ,  $SD=1.26484$ ). This suggests that most SHSs teachers in the North East Region were content with their working conditions. Working conditions and job satisfaction have been linked in a number of research (Hui et al., 2014; Karim, Khan, & Shamim, 2017; Nie et al., 2015). Working environments in schools are crucial for students' learning possibilities as well as for teachers' motivation, efficacy, and job satisfaction (Bascia and Rottmann, 2011). A favorable learning environment, opportunities for professional growth, collegial cooperation, and access to sufficient resources and facilities have all been shown to be important elements in ensuring the quality of teachers' efficiency and effectiveness.

#### 4.2 Level of Teachers Job Satisfaction in Connection with Career Progression

The teachers in the study area were quizzed to indicate the extent to which they agree or disagree with the following statements in connection with their rate of satisfaction in terms of their Professional Growth and Career Progression. The Table 4 present the findings.

Table 4: Level of Teachers Job Satisfaction in connection with Career Progression (N=130)

| Level of Job Satisfaction   | Mean (M) | Standard Deviation (SD) | Interpretation    |
|---|----------|-------------------------|-------------------|
| Opportunities for professional growth such as study leave with pay, leave without pay among others exist in this school | 3.0154   | 1.11359                 | Satisfied         |
| Policies and guidelines for promotion exist and are followed firmly and fairly  | 3.2846   | 1.08001                 | Satisfied         |
| Opportunities for development of leadership skills among teachers exist   | 3.1000   | 1.09862                 | Satisfied         |
| School has a clear succession plan  | 3.1923   | 1.06455                 | Satisfied         |
| Policies exist to guide the selection of teachers for workshops, conferences, and other CPD programmes                  | 2.9615   | 1.11650                 | Somehow Satisfied |
| Opportunities for membership of professional organizations exist  | 3.1846   | 1.15325                 | Satisfied         |
| Transfers within GES are often conducted in a free, transparent, and fair manner.                                       | 3.3077   | 1.10563                 | Satisfied         |
| Recruitment into the service is competitive and base on merit.  | 2.6846   | 1.30613                 | Somehow Satisfied |
| Free exit from the job exists.  | 2.7308   | 1.36279                 | Somehow Satisfied |

Source: Field data (2023)

The results in Table 4 illustrate that the majority of teachers were generally satisfied with their career progression as staff of the Ghana Education Service. For instance, opportunities for professional growth such as study leave with pay, leave without pay among others exist in their schools had a score of (M=3.0154, SD=1.11359), policies and guidelines for promotion exist and are followed firmly and fairly (M=3.2846, SD=1.08001), opportunities for development of leadership skills among teachers exist (M=3.1000, SD=1.09862), schools has clear succession plans (M=3.1923, SD=1.06455), policies exist to guide the selection of teachers for workshops, conferences, and other CPD programmes (M=2.9615, SD=1.11650), and opportunities for membership of professional organizations exist (M=3.1846, SD=1.15325). These results implies that the majority of the teachers were satisfied in their professional growth career progression with their employer.

These findings align with the study conducted by Baggay and Majires (2021) in the Philippines, which showed that teachers in the surveyed area had a very high level of job satisfaction in terms of Professional Growth, with a mean score of 3.33. Professional growth, as a type of education, has the potential to enhance instructors' classroom teaching. By receiving backing from school management and having access to ongoing learning opportunities and tools for professional development, teachers are more effectively prepared to become proficient educators. Programmes such as seminars, training, and workshops enable instructors to enhance their skills and motivation, broaden their knowledge, and ultimately contribute to their job satisfaction. The primary goals of ongoing professional development are to: Offer avenue for utilizing concepts and life lessons to enhance professional proficiency and dedication; Provide teachers with social, emotional, and intellectual activities to enhance their experiences; Uphold the high level of competency that comes from continuous learning; Showcase social responsiveness by urging educators to work together as a community of specialists and to be up to date, competent, and informed in their field; Maintain the integrity of educators and stay up to date; and Uphold the highest standards of professionalism (National Teaching Council, 2020).

### 4.3 Level of Teachers Job Satisfaction with Reference to Bonuses

The respondents were asked to indicate the rate at which they agree or disagree with the following statements in connection with their satisfaction in relation to Bonuses they currently receive as teachers from their schools for extra work executed. The results are presented in Table 5.

Table 5: Level of Teachers Job Satisfaction with reference to Bonuses

| Level of Job Satisfaction in connection with Bonuses                       | Mean (M) | Standard Deviation (SD) | Interpretation    |
|--|----------|-------------------------|-------------------|
| Bonuses are often paid before or on the date they should be given          | 1.8769   | .94840                  | Not Satisfied     |
| Bonuses are fairly given to all deserved teachers in the school            | 2.1923   | 1.18842                 | Somehow Satisfied |
| Bonuses are sufficient to be applied where they are allotted for           | 2.3308   | 1.10943                 | Somehow Satisfied |
| Teachers are well informed about the breakdown of the bonuses they receive | 2.5077   | 1.22788                 | Somehow Satisfied |

Source: Field data (2023)

The data in Table 5 shows that the majority of the teachers were not satisfied with bonuses paid them by the Ghana Education Service for the extra tuition they have been offering the students.

Specifically, bonuses are often paid before or on the date they should be given ( $M=1.8769$ ,  $SD=.94840$ ), bonuses are fairly given to all deserved teachers in schools ( $M=2.1923$ ,  $SD=1.18842$ ), bonuses are sufficient to be applied where they were allotted for ( $M=2.3308$ ,  $SD=1.10943$ ), and Teachers are well informed about the breakdown of the bonuses they receive ( $M=2.5077$ ,  $SD=1.22788$ ). These findings depart from Baggay and Majires (2021) who found that the level of teachers' job satisfaction in terms of bonus in Philippines was very high with the mean score ranging from 3.31 to 3.43.

#### 4.4 Rate of Teachers Job Satisfaction in Relation to Retirement Package

Participants were requested to express their level of agreement or disagreement with the above statements regarding their happiness with the retirement plan they now had as teachers. The findings are displayed in Table 6.

Table 6: Rate of Teachers Job Satisfaction in relation to Retirement Package

| Level of Job Satisfaction in connection with Retirement plan                                     | Mean (M) | Standard Deviation (SD) | Interpretation    |
|--|----------|-------------------------|-------------------|
| Teachers have enough information about their retirement plans                                    | 2.3308   | 1.13019                 | Somehow Satisfied |
| Retirement plan for teachers is transparent, inclusive and fair to all                           | 2.4692   | 1.15597                 | Somehow Satisfied |
| Teachers' retirement package is sufficient to meet all their needs when they go on retirement    | 2.2385   | 1.13986                 | Somehow Satisfied |
| Retirement package is process and provided on the date an application is submitted to SSNIT.     | 2.5769   | 1.22547                 | Somehow Satisfied |
| Retirement package is reasonable and based on years spent in the service and contributions made. | 2.5692   | 1.22594                 | Somehow Satisfied |

Source: Field data (2023)

The data in Table 6 shows that the majority of the teachers in the study area were somehow satisfied with regard to their retirement package. Specifically, teachers have enough information about their retirement plans ( $M=2.3308$ ,  $SD=1.13019$ ), retirement plan for teachers is transparent, inclusive and fair to all ( $M=2.4692$ ,  $SD=1.15597$ ), teachers' retirement package is sufficient to meet all their needs when they go on retirement ( $M=2.2385$ ,  $SD=1.13986$ ), retirement package is often processed and provided on the date an application is submitted to SSNIT ( $M=2.5769$ ,  $SD=1.22547$ ), and retirement package is reasonable and based on years spent in the service and contributions made ( $M=2.5692$ ,  $SD=1.22594$ ). These findings oppose the conclusions of Baggay and Majires (2021), whose research indicated a high degree of job satisfaction among teachers in Philippines in relation to their retirement plan. Teachers are motivated by receiving adequate compensation and job satisfaction. Teachers that get compensation will have better job satisfaction, leading to a higher quality of teaching. Muguongo, et al. (2015) found that insurance coverage had a significant impact on teachers' job satisfaction. Mensah, et al. (2017) identified dedication, loyalty, and commitment as the primary factors contributing to the retention of fulfilled and satisfied employees.

#### 4.5 Exploratory Analysis

The exploratory analysis was required to test the null hypothesis stated below to determine whether heads of school instructional supervision (independent variable) significantly affect the job satisfaction of teachers (dependent variable).

Ho1: Heads of school instructional supervision practices has no statistically significant effect on Job Satisfaction of senior high school teachers in the North East Region?

Multiple regression analysis was adopted to test this hypothesis. The results are presented in Table 7.

Table 7: Multiple Regression Analysis on the Effect of heads of schools' Instructional Supervision on Teachers Job Satisfaction

| Variables                         | B     | Std Error | Beta  | t      | Sig. |
|-----------------------------------|-------|-----------|-------|--------|------|
| Lesson Planning                   | .377  | .590      | .304  | 2.784  | .006 |
| Classroom Observation             | -.010 | .140      | -.008 | -.073  | .942 |
| Portfolio Assessment              | -.035 | .147      | -.022 | -.235  | .814 |
| Interventions to improve teaching | -.138 | .123      | -.112 | -1.123 | .264 |

*Dependent Variable:* Teachers job satisfaction. *Predictor variables:* Heads of school instructional supervision of (lesson planning, classroom observation, portfolio assessment and interventions to improve teaching). In the multiple regression equation,  $Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \varepsilon$ ;  $\beta_0$  is the intercept term;  $\beta_1$  is the slope or coefficient;  $\varepsilon$  is the error term; and  $X_1$  is the predictor.

The Table 7 presents the results of multiple regression analysis which indicates that heads of school instructional supervision in relation to lesson planning, direct classroom observation, portfolio assessment, and designing interventions to improve teaching and learning are not statistically significant, with a p-value of .006, .942, .814, and .264 respectively. This implies that the four variables (lesson planning, classroom observation, portfolio assessment, and interventions to improve teaching) are correlated with teachers' job satisfaction but not to a significant extent. Upon closer scrutiny of the regression analysis data provided in Table 7, it was discovered that the B coefficient for lesson preparation was .377. This suggests that a one-unit increase in the monitoring of lesson planning activities is associated with a comparable increase of .377 in teachers' work satisfaction. The classroom observation yielded a coefficient of -.010, indicating that for each increase in classroom observation, there is a corresponding decrease of -.010 in teachers' job satisfaction. In addition, the analysis of the portfolio assessment resulted in a B coefficient of -.035, which signifies that for every unit rise in portfolio evaluation, there is a corresponding loss of -.035 in teachers' job satisfaction. Finally, interventions to improve teaching documented a score of -.138 B coefficient, which implies that for every unit increase in discussing strategies to improve teaching results in a -.138 decrease in teachers job satisfaction. The four indicators (lesson planning, classroom observation, portfolio assessment, and discussing of strategies to improve teaching) have a p-value which is greater than the significant level of  $\alpha = 0.05$  which implies that they do not significantly predict teachers job satisfaction.

These results are consistent with the research conducted by Baggay and Mijares (2021) who found that the instructional supervision carried out by school administrators, which includes activities such as classroom observation, portfolio assessment, and identification of strengths and weaknesses, was

indeed related to teachers' job satisfaction. However, this relationship was not statistically significant. Maldrine and Kiplangat (2020) did a study in Kenya and discovered that the instructional supervision approaches employed by school administrators do not have a significant correlation with job satisfaction of teachers. Supervision, as stated by Suchyadi (2018), has the main purpose of enhancing both teaching and learning, as well as promoting, coordinating, and enabling the overall growth of the teaching profession. Instructional supervision differs between nations, cultures, and educational institutions. Nevertheless, scholars and professionals in the field of education commonly concur that successful supervision is distinguished by significance and reciprocal confidence.

#### 4.6 Recommendations

Heads of SHSs in the study area should intensify their instructional supervision practices of their schools to help improve teachers' effectiveness and learning outcome of their students. Second, the Government of Ghana through the Ministry of Education should come out with incentive packages and better salary schemes for SHS teachers in Ghana to enhance their productivity. Third, the Government of Ghana through the Ministry of Education should offer bonuses and attractive retirement packages to SHS teachers in Ghana. This will motivate them to teach effectively with highest level of commitment, professionalism and dedication. In order to guarantee the overall satisfaction and enhance the overall experience of senior high school teachers, the Ghana Education Service (GES), Ghana National Association of Teachers (GNAT), National Association of Graduate Teachers (NAGRAT), and Social Security and National Insurance Trust (SSNIT) should improve the quality of the services they offer.

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