

## **Instructional Supervisors' Contributions to the Achievement of Social Studies Goals in Senior High Schools in the Ashanti Region, Ghana**

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### **Abstract**

This study explored the role of instructional supervision in promoting the goals of Social Studies in Senior High Schools (SHSs) in the Ashanti Region of Ghana. It was guided by the pragmatist worldview and a concurrent research design of the mixed methods approach. The population of the study comprised all 402 Social Studies instructional supervisors in all 134 public SHSs in the Ashanti Region of Ghana in the 2023/2024 academic year. Stratified and proportional sampling techniques were employed to select schools and a sample size of 201 supervisors, using Yamane's (1967) formula. Purposive and convenience sampling techniques were used to select twelve participants for the qualitative phase. Data was analyzed using both descriptive statistics and thematic analysis. Findings provided evidence that supervision advances the achievement of Social Studies goals by enhancing understanding, engagement and inclusion. It was also revealed that supervisors ensure teachers adopt interactive methods that engage students with Social Studies' purpose and align classroom practices that will foster responsible and participatory citizens. The study concluded that ideal instructional supervision is the pivot to the realization of Social Studies goals, as it strengthens teaching quality and promotes civic-oriented learning. Again, adequate supervision creates democratic and participatory classrooms that nurture responsible citizenship among students. Therefore, curriculum supervisors in senior high schools should make classroom observation and formative feedback an integral part of their routine practice to strengthen teachers' instructional skills and confidence in teaching Social Studies.

**Keywords:** Citizenship education; feedback; instructional supervisors; instructional supervision; social studies.

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### **Introduction**

The historical development of Social Studies as a school subject has always been intertwined with the pursuit of citizenship education and national cohesion (Adeyemi, 2000). Its evolution reflects how societies have continually sought to use education to nurture informed, moral and participatory citizens.

Social Studies emerged from a desire to respond to social fragmentation and declining civic values. Its roots can be traced to the early twentieth century in the United States, where educators confronted a citizenship crisis, following rapid industrialization, urbanization and political conflict (Ayaaba et al.,

2014). Before this period, History dominated the curriculum as the principal subject charged with preparing young people for effective citizenship (Evans, 2004). As Kankam (2013) notes, History was then regarded as a "top-notch educational subject" responsible for transmitting civic values and a sense of national identity.

However, major historical events, particularly the American Civil War (1861–1865), revealed the limitations of History in promoting civic responsibility and national unity. Evans (2004) explains that the aftermath of the war produced social unrest, lawlessness among the youth and racial hostility between Native Americans and

African Americans. These social disruptions undermined confidence in traditional History education as a tool for moral and civic formation. Reformers, such as Benjamin Franklin and other educational philosophers began to argue for a new educational model, one that would integrate moral training, citizenship education, judgment training and imaginative thinking as its foundation. Their efforts led to the introduction of Social Studies, conceived as a multidisciplinary subject that would help learners understand social issues and function as responsible citizens (Kwenin, 2017). Therefore, Social Studies emerged not just as a curriculum reform but as a social response to the weakening of civic values. The National Council for Social Studies (National Council for the Social Studies, 2023) later formalized the orientation, defining Social Studies as “the integrated study of the social sciences and humanities to promote civic competence.” Across the world, this definition has guided educational systems in their efforts to produce reflective and active citizens, capable of contributing to democratic life.

Despite this global consensus, recent literature shows persistent challenges in achieving the goals of Social Studies. In both developed and developing countries, studies have reported that learners’ civic engagement, moral responsibility and national consciousness often fall short of expectations (Banks, 2008; Heater, 2016). These findings point to a global implementation gap between the intended curriculum and the actual outcomes of Social Studies.

In the African context, the adoption of Social Studies followed similar motivations but under different socio-political realities. The post-colonial era brought about the need for nation-building, social integration and moral reorientation. Many African nations, emerging from colonial rule, sought to use education as a tool for forging unity and citizenship identity among diverse ethnic groups. As Adeyemi and Adeyinka (2003) observe, African governments viewed Social Studies as an avenue for promoting patriotism, cultural understanding and democratic values in newly independent states. Countries, such as Nigeria, Kenya and Ghana integrated Social Studies into their curricula to address ethnic divisions, corruption and civic apathy that threatened national stability. In Nigeria, for instance, Social Studies was introduced in the 1960s to develop citizens capable of rational decision-making and peaceful coexistence (Mezieobi, 2008).

Similarly, in East Africa, the subject was framed to help learners appreciate interdependence and community responsibilities within democratic societies (Mutebi, 2011).

However, regional studies indicate that the goals of Social Studies in Africa have been only partially achieved. Some scholars report that learners often demonstrate weak civic attitudes, limited political tolerance and declining interest in public affairs (Adepoju, 2014; Mhlauli, 2015). This shortfall has been linked to inadequate teacher preparation, limited instructional resources and weak supervision systems (Cobbold et al., 2015). In many African educational systems, instructional supervision intended to guide teachers in achieving curriculum objectives is either ineffective or bureaucratic. As Oduro (2008) points out, the absence of strong supervision frameworks contributes to inconsistencies in curriculum implementation, leading to poor outcomes in citizenship education.

This regional pattern suggests that the challenge is not unique to one country but part of a broader systemic issue in how Social Studies is implemented and monitored across Africa. Instructional supervision, therefore, emerges as a key area requiring scholarly attention because of its potential to bridge the gap between curriculum intentions and actual classroom practices.

In Ghana, Social Studies was formally introduced in the 1970s as part of post-independence educational reforms aimed at promoting national unity, civic responsibility and development consciousness. Like the American and African precedents, it sought to equip learners with civic knowledge, skills and attitudes for effective participation in democratic governance and community life (Eshun, 2020; Kankam & Ampadu, 2020). The post-colonial government recognized that History and Civics alone could not address the complexities of Ghana’s socio-political environment. Social Studies was thus designed to cultivate critical thinking, appreciation of cultural diversity and commitment to democratic values. However, recent studies have raised concerns about the widening gap between the intended aims of Social Studies and the actual civic outcomes among students. Scholars, such as Kubey (2019) and Kankam (2013) observed that many learners exhibit low levels of civic engagement, weak democratic participation and indifference toward national issues. This mismatch between citizenship objectives of the curriculum and

students' civic behavior signals deficiencies in classroom implementation. The *issue*, therefore, is not whether Social Studies remains relevant but whether the teaching and supervisory mechanisms in schools are effectively promoting its citizenship goals.

Evidence shows that instructional supervision in Ghanaian schools often tends to be mechanical, fault-finding and compliance-oriented rather than developmental and supportive (Kusi, 2009; Opare, 2011). This form of supervision does not foster reflective teaching, innovation or the participatory methodologies necessary for effective citizenship education. Consequently, the goals of developing patriotic, law-abiding and socially responsible citizens remain elusive. In addition, Ghana's current civic landscape underscores the urgency of the problem. Reports of youth indiscipline, tolerance of corruption, and political apathy suggest a disconnection between what students learn and how they behave as citizens (Agyeman, 2018; Boadu, 2016). This context calls for a re-examination of the role of instructional supervision as a possible lever for improving civic outcomes, showing a need for a conceptual link between instructional supervision and Citizenship Education.

Instructional supervision ensures that teaching aligns with educational objectives. It provides professional guidance, feedback and monitoring that enhance instructional quality. Sergiovanni and Starratt (2007) described supervision as a collaborative process that supports teacher growth, improving learning outcomes. Effective supervision enables teachers employ inquiry-based and participatory methods that engage learners in moral reasoning and civic participation. Yet, as Osei (2019) and Donkor (2020) report, research on supervision in Ghana has focused primarily on its impact on academic achievement in core subjects, such as English and Mathematics. There remains limited empirical exploration of how supervisory practices influence the citizenship goals of Social Studies. This gap in the literature provides the basis for this study.

## **Review of Related Literature**

This section presents the theoretical framework and related literature.

### **Theoretical Underpinnings**

This study was underpinned by Glickman's Developmental Supervision Theory (Glickman, 1981;

1992). The theory posits that effective instructional supervision should be adaptive to teachers' developmental level, competence and commitment. It emphasizes a collaborative, growth-oriented process rather than a top-down, evaluative model. Glickman identifies three supervisory approaches: directive, cooperative, and non-directive, each suited to different teacher needs. In the Ghanaian context, where instructional supervision remains central to quality education (Sulemana, 2019; Boakye & Arthur, 2022), the theory offers a valuable lens for understanding how supervision practices can enhance teaching effectiveness and promote Social Studies' civic mission.

Applying Glickman's framework to this study helps explain how developmental supervision supports teachers in achieving the goals of citizenship education in Social Studies. Directive supervision assists less experienced teachers in aligning their lessons with civic themes; collaborative supervision encourages reflective practice and participatory methods that nurture democratic values; non-directive supervision empowers experienced teachers to innovate and model responsible citizenship. Since the study examines perceptions rather than causal effects, Glickman's model, which views supervision as a professional development tool rather than a control mechanism, is highly suitable. It provides a theoretical base for interpreting how supportive supervision contributes to teacher growth and the broader aim of fostering civic responsibility among learners.

### **Related Studies**

Social Studies as a subject cultivates competent, reflective and responsible citizens. At its core, it nurtures values, attitudes and skills necessary for civic engagement and national development (Ayaaba et al., 2014). Instructional supervision, on the other hand, functions as a strategic tool for improving the quality of teaching and learning. Recent scholarship suggests a strong interplay between effective instructional supervision and realization of the Citizenship Education goals embedded in Social Studies (Sergiovanni & Starratt, 2019). This review synthesizes contemporary literature that explores how instructional supervision impacts the achievement of Citizenship Education goals in Social Studies.

Conceptualizing instructional supervision in the context of Social Studies has become necessary. Instructional supervision refers to the actions and

processes employed by school leaders, particularly department heads and circuit supervisors, to guide and enhance teaching effectiveness (Glickman et al., 2018). In Social Studies, supervision supports teachers in delivering participatory, inquiry-based and value-oriented content aimed at cultivating civic competence. Agyeman and Osei-Poku (2022) argued that when supervision emphasizes democratic leadership, collaborative reflection and contextual feedback, it significantly enhances the delivery of citizenship-oriented content in classrooms.

In Ghana and many other African countries, however, supervision has often been limited to administrative checks and syllabus compliance rather than capacity building (Ameyaw & Dzah, 2021). This misalignment limits the realization of critical citizenship outcomes, such as tolerance, active participation and national consciousness among students. Citizenship Education goals in Social Studies are quite imperative, focusing on producing knowledgeable, active and ethical citizens, who understand their roles and responsibilities in a democratic society (Kerr, 2020). In Social Studies, this is often framed within the development of civic attitudes, critical thinking, democratic participation and human rights awareness (Ajiboye & Odetoro, 2019).

National Council for the Social Studies (2023) emphasizes competencies, such as civic literacy, cultural awareness and engagement in democratic processes as key outcomes of quality Social Studies instruction. To achieve these goals, teachers must be equipped with pedagogical strategies that transcend rote learning. Here, instructional supervision becomes crucial, especially when it is formative, dialogical and learner-focused (Okai & Baffoe, 2021).

Emerging evidence indicates a correlation between regular, developmental supervision and enhanced instructional quality in Social Studies (Cobbold et al., 2015). According to Boateng and Antwi (2022), supervisory practices, such as classroom observations, mentoring and reflective feedback, enable teachers to integrate citizenship values more effectively. When supervisors encourage innovation in civic pedagogy, students develop a deeper interest in civic issues and responsibilities.

Studies by Nyamekye and Agyeman (2023) reveal that schools with robust supervision practices tend to report higher student engagement in civic projects and debates, indicating a positive link

between supervision and achievement of the citizenship goal. Instructional supervision further helps align teaching with contemporary national and global issues. Through supervision, teachers can be guided to include topical civic matters, such as governance, environmental justice and digital citizenship, in their teaching, making the content more relevant to learners (UNESCO, 2022).

Despite its potential, several systemic challenges undermine the effective implementation of instructional supervision that fosters Citizenship Education. These include limited training for supervisors, overburdened school leaders, lack of resources for classroom support and overemphasis on summative inspection (Mensah & Dampson, 2021). In many Ghanaian schools, supervision is irregular and lacks the depth needed to meaningfully influence civic-oriented pedagogy. Furthermore, a disconnect often exists between policy guidelines and actual supervisory practices. Although the Ghana Education Service policy framework emphasizes learner-centered and values-driven teaching, supervisors usually lack the capacity to translate these principles into actionable supervision (GES, 2023). To unlock the potential of instructional supervision in achieving the goals of Citizenship Education in Social Studies, scholars call for a paradigm shift from bureaucratic inspection to transformative supervision (Zepeda, 2021). This involves professional learning communities, peer coaching and supervision models that prioritize reflective teaching and civic engagement.

## **Methodology**

This study was guided by the pragmatist philosophy, which recognizes that reality is multifaceted and no single research method can fully explain complex social phenomena. Pragmatism allows researchers to use approaches that best address the research problem (Creswell, 2008; Leavy, 2017). The pragmatist research paradigm proved appropriate given the multifaceted nature of instructional supervision and its influence on achieving Citizenship Education goals. Both quantitative patterns and qualitative insights were needed to understand supervisory practices, teacher development and student engagement comprehensively. Pragmatism's flexible orientation guided the integration of objective measurement of supervision outcomes with subjective interpretations from supervisors' lived experiences. This pluralistic stance enabled practical inquiry focused on what "works" in improving Social Studies

supervision for civic development (Creswell & Creswell, 2018).

A mixed methods approach was adopted to capture the complementary strengths of quantitative and qualitative data (Johnson & Onwuegbuzie, 2004). This integration was essential to identifying how supervision enhances teacher competence and democratic classroom practices, outcomes that could not have been fully explained using a single approach.

### Design

A concurrent mixed methods design was employed, where both quantitative and qualitative data was collected simultaneously but analyzed separately and later integrated. The triangulation convergence model guided the process, enabling cross-validation and enhancing the reliability of the findings (Creswell & Creswell, 2018). This design ensured that quantitative trends were supported and enriched by qualitative narratives, thus producing comprehensive insights into supervisory practices.

### Population and Sampling

The study targeted 402 instructional supervisors of Social Studies in the 134 public Senior High Schools (SHSs) of the Ashanti Region for the 2023/2024 academic year. These comprised 134 Assistant Headmasters (Academic), 134 Heads of Department (HODs) and 134 Social Studies Subject Heads. Inclusion criteria required at least two years of supervisory experience and willingness to participate. Using Yamane's (1967) formula with a 5% margin of error, a sample of 201 supervisors was drawn. Proportional stratified random sampling ensured fair representation across five educational zones. Participants for the interview consisted of 12 supervisors, who were selected based on purposiveness and convenience. These are three assistant headmasters, four department heads and five social studies subject heads. The number was determined after the point of saturation was reached. During the presentation on the findings, the participants were identified as SUP1 to SUP12. Table 1 shows the distribution of the sample from the selected schools within each zone.

**Table 1: Distribution of Samples from Zonal Schools**

Zone	Male	Females	Total
One	25	12	37
Two	28	14	42
Three	28	14	42
Four	27	14	41
Five	26	13	39
<b>Total</b>	<b>134</b>	<b>67</b>	<b>201</b>

### Instruments

Two instruments guided the data collection process: a structured questionnaire and a semi-structured interview guide. The questionnaire captured quantitative evidence of supervisory influence on instructional quality, student engagement and citizenship outcomes, using a five-point Likert scale. The interview guide focused on perspectives of supervisors on feedback, mentorship and interactive pedagogy as central to achieving Citizenship Education goals. Together, these instruments elicited both the measurable and experiential aspects of supervision (Kvale, 2007).

### Validity and Reliability

Legitimization was ensured through methodological triangulation, member checking, peer review and data convergence (Lincoln & Guba, 1985). The consistency between quantitative data and

qualitative themes confirmed internal credibility. Member checking with interview participants validated interpretations; on the other hand, triangulation across instruments enhanced confirmability.

### Treatment of Data

Quantitative data was analyzed using descriptive statistics in terms of frequencies, percentages, means and standard deviations. The mean interpretation scale was as follows: 1.00-2.49= low, 2.50-3.49= moderate and 3.50-5.00= high. Qualitative data was thematically coded to establish recurring ideas on supervision's role in civic knowledge, democratic values and participatory teaching. Integration followed the triangulation convergence model, aligning numerical trends with interpretive meanings (Creswell & Plano Clark, 2018).

### Ethical Considerations

The study adhered to established ethical principles (BERA, 2018). Participants were briefed on the study's purpose, assured of anonymity and given the right to withdraw freely. Written consent was obtained before participation. Qualitative findings were reported using pseudonyms (SUP1–SUP12) to ensure confidentiality. The study further respected institutional ethics by ensuring transparency and appropriate data protection. Participants' views were represented accurately, and interpretations were verified to preserve their authenticity and dignity. The study ensured full compliance with established ethical standards by avoiding coercion, deception and potential harm (Kumar, 2011).

### Findings and Discussion

This section focuses on the presentation, interpretation and discussion of the study's findings.

### Demographic of Respondents

The demographic characteristics of the respondents appear in Table 2.

Table 2 shows that 66.7% of respondents were males while 33.3% were females, consistent with Trading Economics' (2024) report, which found that only 26.38% of Ghana's SHS academic staff are women. This gender imbalance provides context for the study's findings, as men hold the majority of supervisory and leadership roles. The strong positive perceptions of supervision's influence on teaching may reflect the assertive, directive styles often associated with male-dominated settings (Abonyi et al., 2024). This imbalance underscores the need for greater female representation in supervisory roles to foster more collaborative, empathetic and inclusive supervision practices in Social Studies education.

In terms of age, 84 (41.7%) belonged to the 40-49 and over 50 age groups. Just 24 (12.3%) of the sample were under 30. The 30-39 age group had the smallest share, accounting for just 9 (4.4%) of the total respondents.

**Table 2: Demographic Characteristics of Respondents**

Characteristics		Frequency	Percent
Sex of respondents	Male	134	66.7
	Female	67	33.3
Age of respondents	Up to 29	24	12.3
	30-39	9	4.4
	40-49	84	41.7
	50 and above	84	41.7
Highest qualification of respondents	Bachelor's degree	37	18.6
	Masters	154	76.5
	Doctorate	10	4.9
Professional status	Trained	201	100.0
	Untrained	0	0.0
Position of Respondents	Headmaster	67	33.3
	HOD	67	33.3
	Subject Head	67	33.3
<b>Total</b>		<b>201</b>	<b>100.0</b>

The vast majority of the respondents (76.5%), had a Master's degree as their highest qualification. Only 10(4.9%) had Doctorates while 37(18.6%) held bachelor's degrees. This trend demonstrates that the majority of the respondents were highly qualified, having completed at least a Master's degree. All the teachers were professionally trained.

Headmasters, Heads of Department and Subject Heads accounted for one-third, 67 (33.3% each). This indicates respondents held a balanced mix of senior, middle and junior management positions.

**Research Question 1:** What supervisory practices are employed by instructional supervisors in aligning teaching with Citizenship Education goals in Social Studies?

The first group of statements was to identify specific supervisory practices employed in the instructional supervision practices related to Social Studies goals as reflected in Table 3. Responses were systematically coded and the mean interpretation scale was applied.

The findings in Table 3 demonstrate that instructional supervision practices play an essential role in aligning teaching supervision with Citizenship Education goals in Social Studies. The mean scores ranged between 2.60 and 4.00, indicating moderate to high levels of supervisory engagement across the assessed dimensions. Supervisors reported that they often encouraged teachers to use diverse and interactive pedagogies (M = 4.00), provided

constructive feedback (M = 3.88) and supported the integration of diversity and inclusion in instruction (M = 3.78). However, relatively lower effort was observed in providing general guidance and support for teachers in aligning their work explicitly with Citizenship Education goals (M = 2.60). The standard deviation was 1.024, indicating a reasonable degree of variability around the mean. This suggests that while there is significant heterogeneity among responses, the majority did not offer the support and direction. This trend reveals a gap in directive informational supervision, one of Glickman's essential dimensions. This limitation suggests that some supervisors may lack deep content knowledge or confidence in the philosophical and civic foundations of Citizenship Education. In Glickman's terms, supervisors at this stage may operate at a "moderate developmental level," needing further professional growth to guide teachers effectively through explicit content direction.

**Table 3: Respondents' Instructional Supervision Practices**

Statement	Mean	Std. Dev.
Providing support and guidance to teachers regarding the Citizenship Education goal	2.60	1.024
Promoting the alignment of instructional practices with the Citizenship Education goal	3.60	1.024
Encouraging teachers to use diverse and interactive teaching strategies in Social Studies	4.00	.896
Providing feedback to teachers that helps improve Social Studies delivery	3.88	.781
Supporting teachers in addressing issues of diversity, inclusion, and social justice in Social Studies	3.78	.660

Similar views were shared during the interview with the supervisors. Supervisors admitted that their ability to provide targeted guidance depended largely on their subject-matter expertise and prior experience. The supervisors reported that they encourage teachers to create interactive lessons by employing role-play, case studies and real-world examples. SUP10, for instance, said, "one of the strategies is encouraging teachers to have an interactive classroom. I believe such an environment is required for citizenship virtues." They also noted they provide "guidance and support to new teaching staff, especially regarding some controversial issues" (SUP5). SUP8 further stated:

With the regular observation, I can provide feedback to teachers on areas that require improvement. Ultimately, it enables teachers to align their objectives with Citizenship Education content, pedagogical approaches and classroom management. Furthermore, it enhances the teachers' skills and confidence in delivering practical citizenship lessons.

According to Glickman's Developmental Supervision Theory (Glickman et al., 2018), supervision should be adaptive, matching the supervisor's approach to the teacher's developmental level and competence. The findings suggest that supervisors in this study employed a combination of directive, informational, collaborative and nondirective approaches depending on situations. The high mean scores for feedback provision and interactive pedagogy suggest that supervisors predominantly used collaborative supervision, engaging teachers in reflective dialogue to refine instructional practices. Similarly, supervisors' emphasis on inclusive teaching and social justice indicates the use of nondirective, facilitative behaviors that support teacher autonomy while fostering a democratic and participatory classroom culture, central to Citizenship Education. The qualitative findings corroborate this pattern. Supervisors described encouraging teachers to use role-play, case studies and real-life examples to promote participatory learning. As one supervisor noted, "an interactive classroom is required for citizenship virtues," highlighting a conscious effort to align supervision

with civic outcomes. Supervisors also offered targeted feedback, guiding teachers in controversial issues and ethical dilemmas in teaching citizenship topics. These findings mirror Glanz and Hazi's (2019) principle of differentiated supervision, which argues that supervision extends beyond instructional monitoring to include mentorship, professional support, and moral guidance.

**Research Question 2:** What is the perceived instructional supervision influence on teachers' instructional practices, student engagement and overall achievement in Social Studies goals?

Table 4 presents the descriptive statistical analysis of respondents' views on the impact of instructional supervision on achieving the goals of Social Studies.

Table 4 provides the mean and standard deviation values for each statement. The mean scores, which range from 3.80 to 4.00, indicate that respondents generally agreed with all statements, suggesting that instructional supervision meaningfully impacts teacher performance, classroom interaction and student learning outcomes. The standard deviation values, ranging from 0.636 to 0.750, indicate relatively low variability among responses, meaning that participants shared consistent opinions about the importance and influence of instructional supervision.

With a grand mean of 3.90, respondents agreed that effective supervision enhances teachers' pedagogical and content knowledge in Social Studies, thereby aligning with the goal of promoting deeper understanding of social, cultural and civic concepts. The finding that supervision improves the quality of instructional practices (Mean = 4.00) reflects its contribution to developing critical thinking and problem-solving skills - core aims of Social Studies education.

Similarly, the high mean scores for statements relating to student engagement and inclusive learning environments (Mean = 4.00 each) indicate that supervision fosters participatory and democratic classroom settings where learners are encouraged to express opinions, collaborate and respect diversity. These outcomes correspond with the Social Studies goal of preparing learners for effective citizenship and responsible participation in society.

The finding that supervision helps students acquire the knowledge, skills and attitudes necessary for active citizenship (Mean = 3.80) underscores its role in shaping values such as tolerance, responsibility and national consciousness. Overall, the results suggest that consistent and supportive instructional supervision enhances both teaching effectiveness and learner outcomes in Social Studies, thereby advancing the broader goal of developing informed, reflective, and active citizens.

**Table 4: Impact of Instructional Supervision on the Achievement of Social Studies Goals**

Statement	Mean	Std. Dev.
<b>Instructional supervision.....</b>		
enhances teachers' understanding of Social Studies	3.80	.750
improves the quality of instructional practices related to Social Studies	4.00	.636
increases student engagement and participation in Social Studies-related activities	4.00	.636
contributes to positive and inclusive learning environment for Social Studies	4.00	.636
helps students acquire the knowledge, skills and attitudes for active Social Studies	3.80	.750
influences student achievement in Social Studies	3.80	.750
<b>Grand Mean and Average Standard Deviation</b>	<b>3.90</b>	<b>.69</b>

The interview excerpts provide some richness and detail to complement the quantitative findings. First, the supervisors recognized that their content knowledge influences how much they can contribute. If their expertise is higher than that of teachers, they can contribute more to ensuring goals are met. Nevertheless, even those less knowledgeable in Social Studies can still contribute by focusing on methodology. SUP2, for example, noted,

If, as a supervisor, your content knowledge and expertise exceed those of the teachers, then you can make significant contributions. Still, if your content knowledge is limited, you cannot do much as a supervisor to ensure the achievement of the goal. Nevertheless, I am not an expert in Social Studies, but I contribute to achieving the Social Studies goals and my contribution is evident in how the subject is presented. The teacher at the SHS level

should not be using solely the lecture method, and therefore, my contribution is mainly felt in the methodology.

In addition, the supervisors reiterated that they see their role as ensuring teachers use interactive methods that make students aware of the purpose and importance of Social Studies, not just transmitting content. They promote the achievement of citizenship goals by ensuring that actual classroom practices align with stated goals. For example, SUP9 held that as supervisors, they ensure that school election activities adhere to appropriate procedures and rules. He mentioned:

Yes, supervisors ensure that citizenship goals are achieved by ensuring that the content taught is put into practice. For example, after teaching about elections. The supervisor would have to ensure that the students' behavior during school elections is in line with election rules.

Similarly, SUP5 noted that the achievement of the Social Studies goals in the classroom hinges on the teacher; as such, the supervisor must ensure that the teacher possesses adequate knowledge in Social Studies, creates a conducive classroom and employs the appropriate skills and techniques during instruction.

To achieve the Social Studies goals, it falls on the supervisor to ensure teachers do the right thing. That is, having sufficient knowledge of Social Studies, employing learner-centered teaching methods, using compelling motivation and providing a democratic classroom environment. With these, the goals are achieved (SUP5).

Participant SUP8, who is also a Social Studies professional, added that students need to develop a lifelong learning mind-set. This relies on the supervisor ensuring that the teacher has knowledge of the content and employs appropriate strategies in the classroom. Furthermore, SUP8 added,

The Social Studies goals can be achieved, but it depends on the approach teachers use to teach the subject. Students must be made aware of the purposes of teaching the subject; it should not be treated as a subject for the sake of examination but as one that impacts a person's life and transforms the individual, even after the examinations. When students understand the importance of studying the subject, it will go a long way in shaping how they approach the instructional period. With this, the teacher must demonstrate knowledge in the content as well as use suitable learner-centered approaches.

These excerpts provide further explanation of the quantitative findings presented in Table 4, which show an agreement that supervision contributes to the realization of Social Studies goals. The findings demonstrate that instructional supervision plays a pivotal role in achieving Social Studies goals by enhancing teaching practices, student engagement and democratic classroom environments. These results align with Glickman et al.'s (2018) contextual supervision model, which emphasizes adaptability.

**Research Question 3:** In what ways do instructional supervisors' feedback and support contribute to civic education through Social Studies?

Table 5 presents statements with their associated outcomes on the roles that feedback and support instructional supervisors play in social studies.

**Table 5: Provision of Feedback and Support in Areas of Social Studies**

Statement	Mean	Std. Deviation
I promote civic knowledge and understanding	4.00	.896
I foster democratic values and behaviors	4.20	.752
I encourage student participation in civic engagement activities	4.00	.636

The results from Table 5 indicate that instructional supervisors' feedback and support meaningfully contribute to advancing the aims of Social Studies, particularly in promoting civic knowledge, democratic values and student participation. The findings show that the supervisors reported providing feedback in these areas, with the

strongest emphasis placed on fostering democratic values and behaviors ( $M = 4.20$ ,  $SD = .752$ ), followed by promoting civic knowledge ( $M = 4.00$ ,  $SD = .896$ ) and encouraging student participation ( $M = 4.00$ ,  $SD = .636$ ). These findings suggest that supervisory practices not only reinforce the content mastery of Social Studies teachers but also actively shape

pedagogical approaches that prepare learners for responsible citizenship.

During the interviews, the research participants stated some of the feedback and support they offer to teachers, which is geared towards the realization of the Social Studies goals. SUP11, for instance, maintained that “Supervisors provide constructive feedback to teachers, emphasizing areas for improvement, which will in turn encourage the teacher to be more abreast with content in Social Studies.” SUP1 further highlighted the role of feedback in encouraging students’ participation, stating that “Teachers can adjust their teaching methods based on this feedback, leading to more effective citizenship instruction, enhancing both teaching quality and student learning.”

SUP5 noted that constructive feedback from instructional supervisors goes a long way to enable students to internalize Social Studies values. He reported, “Supervision support encourages teachers in creating interactive lessons that foster critical thinking, debate and civic awareness. These students who are engaged are more likely to understand and practice citizenship principles.”

Literature points to the relationship between regular, developmental supervision and the enhancement of instructional quality in Social Studies (Cobbold et al., 2015). According to Boateng and Antwi (2022), supervisory practices, such as classroom observations, mentoring and reflective feedback, enable teachers to integrate citizenship values more effectively. When supervisors model participatory leadership and encourage innovation in civic pedagogy, students develop a deeper interest in civic issues and responsibilities. The findings demonstrate that supervisors’ feedback and support have a multifaceted role in advancing the goals of Social Studies. Feedback is not only corrective but developmental, encouraging reflective practice, contextual responsiveness, and differentiated growth pathways.

## **Conclusions and Recommendations**

### **Conclusions**

Instructional supervisors predominantly employed practices, such as providing support and guidance, promoting the alignment of instructional strategies with Citizenship Education goals and encouraging teachers to adopt diverse and interactive teaching methods. These practices are perceived to foster better integration of civic values into classroom

instruction, leading to more engagement and understanding among students.

Supervisors promoted the use of interactive teaching strategies through classroom observations, reflective feedback and mentoring. These supervisory actions motivated teachers to employ learner-centered, participatory approaches that actively involve students in civic debates, discussions and problem-solving, thereby making Social Studies lessons more relevant and engaging.

Supervision plays a crucial role in fostering democratic classroom environments by emphasizing formative assessment, reflective practices, and learner inclusion. These approaches help develop students' civic competencies, sense of responsibility, and active engagement in democratic processes, ultimately nurturing responsible citizens equipped for participation in societal development.

### **Recommendations**

The following recommendations are made based on the findings and conclusion. To strengthen ideal supervisory practices, the regional educational directorate should organize targeted training workshops that focus on effective supervision techniques that emphasize support, mentorship and promotion of interactive and participatory teaching strategies. Supervisors should also be encouraged to regularly observe classrooms and provide formative feedback that guides teachers toward more civic-oriented pedagogies.

Supervisory authorities within the regional educational directorate should institutionalize continuous professional development programs that focus on innovative and interactive pedagogies. Integrating peer coaching and collaborative lesson planning among teachers can reinforce the use of participatory methods, ensuring that interactive teaching becomes a routine aspect of Social Studies instruction.

The regional educational directorate of the Ghana Education Service should revise supervision policies to prioritize developmental and democratic classroom practices. This includes training supervisors on transformational leadership and civic pedagogy, establishing monitoring frameworks that track the impact of supervision on democratic values and encouraging culture of continuous reflection and participation among teachers and students.

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