

UNIVERSITY OF EDUCATION, WINNEBA

INFLUENCE OF HEADTEACHERS' INSTRUCTIONAL SUPERVISION ON  
STUDENTS' ACADEMIC PERFORMANCE IN PUBLIC JUNIOR HIGH  
SCHOOLS IN MENSONSO CIRCUIT OF AKROFUOM DISTRICT.



**A Dissertation in the Department of Educational Leadership, Faculty of  
Education and Communication Sciences, submitted to the School of Graduate  
Studies, University of Education, Winneba, in partial fulfilment for the award of  
Master of Arts (Educational Leadership) degree**

DECEMBER, 2020

## DECLARATION

### STUDENT'S DECLARATION

I, OBENG WILFRED KWABENA, declare that this Dissertation, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

SIGNATURE: .....

DATE: .....



### SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of Dissertation as laid down by the University of Education, Winneba.

NAME OF SUPERVISOR: DR. PHILIP OTI-AGYEN

SIGNATURE: .....

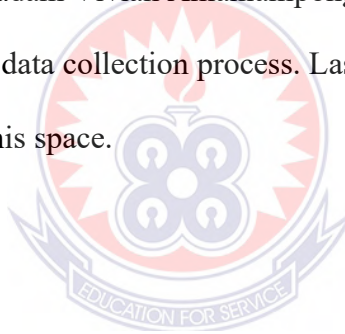
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## **DEDICATION**

To my wife Obeng Devaki Foli (Ghana Health Service, Obuasi), my son Obeng-Owusu Galen Nkunim (Koforidua), my parents Mr. & Mrs. Obeng (Asankrabreman, Western Region) and my sister Obeng Philomena Afua (Ghana Police Service, Airport-Kumasi) for their support, understanding and inspirational advice while I was out conducting the research.



## TABLE OF CONTENTS

Contents	Page
DECLARATION	II
ACKNOWLEDGEMENTS	III
DEDICATION	IV
TABLE OF CONTENTS	V
LIST OF TABLES	IX
ABSTRACT	XI
CHAPTER ONE: INTRODUCTION	1
1.1 Background to the Study	1
1.2 Statement of the Problem	7
1.3 Purpose of the Study	8
1.4 Objective of the Study	9
1.5 Research Questions	9
1.6 Significance of the Study	10
1.7 Delimitation of the Study	10
1.8 Limitation of the Study	11
1.9 Organization of the Study	11
1.10 Definition of Key Terms	11
CHAPTER TWO: REVIEW OF LITERATURE	13
2.0 Introduction	13
2.1 Concept of School Supervision	13
2.2 Types of School Supervision	16



2.3 Purpose of School Supervision	22
2.4 Professional Requirements for Instructional Supervisors	23
2.5 Headteachers Instructional Supervision and Student Academic Performance	27
2.6 Classroom Visits by Head Teachers' and Influence on Students' Academic Performance	30
2.7 Provision of Teaching and Learning Resources and Influence on Students' Performance	31
2.8 Teachers Perception on Head Teachers Instructional Supervision	33
2.9 Supervisory Challenges Experienced by Head Teachers	34
2.10 Factors for Promoting Effective School Supervision	35
CHAPTER THREE: METHODOLOGY	41
3.0 Introduction	41
3.1 Research Design	41
3.2 Study Area	43
3.3 Target Population of the Study	43
3.4 Sample and Sampling Techniques	44
3.5 Research Instruments	47
3.6 Validity of Instrument	48
3.7 Reliability of Instrument	49
3.8 Data Collection Procedure	49
3.9 Method of Data Analysis	50
3.10 Ethical Consideration	50
3.11 Summary	51
CHAPTER FOUR: RESULTS/FINDINGS	52
4.0 Introduction	52



4.1 Findings from the Teacher’s Questionnaire	52
4.1.1 Demographic Information of Teacher Respondents	52
4.1.6 Are you aware that your headteacher is supposed to carry out instructional supervision of your work?	56
4.1.7 Are you comfortable with your headteacher observing your lessons?	56
4.1.8 Instructional Supervision Activities of Headteachers	57
4.1.8.1 Headteachers Classroom Visit and its Influence on Student Academic Performance	57
4.1.8.2 Checking of Records and its Influence on Student Academic Performance	59
4.1.8.3 Provision of Teaching and Learning Resources and its Influence on Student Academic Performance	61
4.1.9 Teachers Perception on the Headteacher Instructional Supervision Activities	63
4.1.10 Challenges Experience by Headteachers in Conducting Instructional Supervision	67
4.2 Findings from the Headteachers’ Interview Guide	68
4.2.1 Demographic Information of Headteacher Respondents	68
4.2.6 Have you been trained on how to carry out instructional supervision as a headteacher?	71
4.2.7 Which agency did headteachers received their training n instructional supervision?	72
4.2.8 Do you supervise teachers work?	73
4.2.9 How Often Do Headteachers Supervise Teachers Work?	73
4.2.10 Instructional Supervision Activities Performed by Headteachers	74
4.2.11 Challenges Experience by Headteachers in Performing Instructional Supervision	76
4.2.12 Suggestions to Improve Effective Instructional Supervision	78
4.3 Findings from the Students’ Interview Guide	80
4.3.1 Demographic Information of Student Respondents	80

4.3.3 Classroom Visit by Headteachers	81
4.3.4 Provision of Teaching and Learning Resources by Headteachers	82
4.4 Discussion of Findings According to Research Questions	83
4.4.1 Research Question 1:	83
4.4.2 Research Question 2	85
4.4.3 Research Question 3	86
4.5 Summary of the discussion of the findings	88
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	90
5.0 Introduction	90
5.1 Summary	90
5.2 Conclusions	92
5.3 Recommendations	93
5.4 Recommendation for future research	94
REFERENCES	96
APPENDIX A	104
APPENDIX B	108
APPENDIX C	109





## LIST OF TABLES

TABLE	PAGE
1: Target Population	44
2: Distribution of Sample	45
3: Sex Distribution of Teachers	53
4: Age Distribution of Teachers	53
5: Academic Qualification of Teachers?	54
6: Working Experience of Teacher?	54
7: Rank of Teachers?	55
8: Teachers awareness of headteachers instructional supervision of their work?	56
9: Are you comfortable with your headteacher observing your work?	57
10: Headteachers Classroom Visit and its Influence on Student Academic Performance	58
11: Checking of Records by Headteachers and its Influence on Student Academic Performance	60
12: Provision of Teaching and Learning Resources and its Influence on Student Academic Performance	62
13: Teachers perception on Instructional Supervision	64
14: Challenges Experience by Headteachers in Instructional Supervision	67
15: Sex Distribution of Headteachers	68
16: Age Distribution of Headteachers	69
17: Academic Qualification of Headteachers?	69
18: Working Experience as a Headteacher?	70
19: Rank of Headteachers?	71

20: Training of headteachers on instructional supervision	72
21: Training agency of headteachers;	72
22: Headteachers' Supervision of teachers work	73
24: How often do headteachers supervise teachers work?	74
25: Sex distribution of students	80
26: Age distribution of students	80



## ABSTRACT

The purpose of the study was to find out the influence of headteachers instructional supervision on students' academic performance in public junior high schools in Mensonso circuit of Akrofuom District. The study employed descriptive survey research design. A sample of 60 teachers, 6 headteachers and 6 students, was drawn from the ten (10) Public Junior High School in Mensonso circuit of Akrofuom District. Data was collected using questionnaires and interview guides. Descriptive statistics involving frequencies and percentages were used to analyze quantitative. The study findings revealed that the Headteachers' instructional supervision activities influenced students' academic performance through headteachers' frequent checking records of work covered, checking of pupils notes, checking of scheme of work and lesson plan, class visit (observing teaching and learning activities). The findings also revealed that majority of teachers perceives headteachers' instructional supervision practices as an evaluative tool used to assess their performance. The results also revealed from study that, the most common challenges experienced by headteachers in conducting instructional supervision practices in public junior high schools were; provision of adequate learning resources in schools, headteachers are well skilled to handle administration matters in schools and teachers are always willing to work with headteachers for better performance. The study recommended that headteachers should continue with focused instructional supervision, by checking the teacher's record books and pupils' record books to enhance performance. The process should be well planned to ensure it does not inflict fear, intimidate or cause loss of morale among the teachers. Headteachers should strive to be role models worth imitation and should exhibit professionalism.

## CHAPTER ONE

### INTRODUCTION

This chapter presents the background of the study. It clarifies its research problem, purpose of the study, objectives, research questions, significance of the study, delimitation, limitation and organization of the study. It further explains the operational definitions of terms and the organization of the study.

#### 1.1 Background to the Study

For any nation to develop, the provision of relevant and quality education is indispensable. This explains the present high level of interest and concern about the standard of education by all stakeholders. The general consensus seems to be that the standard in education have fallen drastically.

A number of contributory factors are cited for the poor standards of education. Some of these factors includes: lack of effective instructional supervision, poor performance of teachers, inadequate textbooks and other logistics, indiscipline among students and teachers. (Aguba, 2009).

Several attempts have been made in trying to reverse the downward trends of the standards of education. The government of Ghana through the Ministry of Education engaged experts to undertake analytical work in education and some serious problems were identified. The results were the evaluation of the strategic plan for Basic Education Sector Improvement Programme (BESIP) (Todare, 1992). Some interventions were put in place immediately. For example, there was the Primary School Development Project (PSDP) and the Primary Education Project (PREP) which focused among other things, on the printing and distribution of a number of textbooks for

Basic Schools throughout the country. Pavilions were constructed for schools and teachers’ bungalow were also built in some rural areas to boost the morale of teachers and consequently improve pupil’s performance, Essiam (2011).

The expectations was that the cumulative effects of these interventions would lead to an appreciable improvement in learning outcomes at the basic education level. However, the evaluation of the educational inputs on teaching and learning outcomes through Criterion Referenced Test (CRT) of 1987 conducted on primary six pupils in 5% of primary schools in Ghana showed that only 6% of the pupils attained mastery level in English. The situation was worse in Mathematics in which only 2.7% of pupils attained mastery, Essiam (2011).

Research conducted by the International Institute of Education Planning (IIEP) in 1989 stated among other things that “improving quality education is not simply a matter of injecting more resources into the education system but the management of these resources efficiently at the school level...” (p.16).

The fCUBE is a comprehensive programme designed to provide good quality education for all children of school going age in Ghana at the Basic Education Level. The programme focuses on three major areas: Improving quality of teaching and learning, Improving the efficiency and effectiveness of management performances and Increasing access and participation. The Ministry of Education (MOE) started running a number of courses and workshops for Headteachers, Teachers, Circuit Supervisors, Assistant Directors in charge of monitoring and supervision, District Directors and also School Management Committees (SMC) and Parent Teacher Associations (PTA). This was done with the aim of improving academic standards of pupils and to manage all the schools well in order to achieve the desired objectives.

In spite of all the interventions, academic standards have not been improved significantly. Some stakeholders contend that things are hardly changing because the teachers' problems have not been adequately addressed. Poor performance of teachers is often attributed to a number of factors among which are: Poor condition of service for teachers which demotivate them, Lack of academic qualification which affects their mastery of subjects matter and leads to poor pedagogical skills needed to impart knowledge.

Effective supervision is one mechanism which can ensure that after all the inputs have been provided and intervention have been made, the two main key players in the educational enterprise-teacher and students, would be made to do what is expected in order to achieve the desire results. Effective supervision would ensure that curriculum implementation by the teacher is kept on course and that students are kept engaged enough to be able to reap maximum benefits of whatever goes on.

Unfortunately, supervision of instruction in Ghanaian schools has not received the vigorous attention required even though admittedly some progress has been made. Supervision should not be seen merely as classroom visits, individual teacher conferences, rating of teachers and writing of reports. According to Knezevich (1983), "supervision as an administrative activity is a controlling and coordinating device. It is not an end in itself hence; it may be viewed as a strategy to stimulate others toward greater effectiveness and productivity" (p.35)

Elsbree and Harold (1967) argue that "supervision has grown to include the curriculum, materials for instruction, the school community and other administrative functions" (p.11). They contend that these administrative functions include: curriculum organization, policies on pupils' progress, method of pupil assessment and reporting to parents, allocation of funds for materials and equipment and morale of staff. All these administrative functions affect the teaching and

learning process and cannot be omitted from supervision. Supervision therefore becomes an integral part of administration. Any leadership function concerned with improvement of instruction in the school is considered supervisory (De Grauwe, 2001).

Supervision is needed to launch and coordinate efforts to ensure maximum achievement. Supervision of instruction may enhance the quality of learning by working with and through classroom teachers. The purpose of supervision is to improve personnel. Subordinates deserve specific information (instruction) on what is expected and recommendations as to preferred modes of operation. Supervision is based upon mutual understanding and agreement between the supervisor and the person being supervised.

One aspect of supervision commonly spoken about is control. In its broadest sense it is a means of assuming that the organization is not straying too far off course from previously agreed upon goals. Control of organizational direction and outcomes should not be confused with negative control on individual behaviour. Control requires an understanding of what is to be accomplished and the quality level desired. It is achieved by means of observation and reporting. Appraisal which is another aspect of supervision may trigger in-service development of personnel, allocation of special resources to those being supervised and similar activities. Appraisal should not be seen as first step to personnel reprimand or even dismissal.

Instructional supervision has come a long way since the early days of inspection and compliance demands. It has become a specialized body of knowledge within education in general as well as educational administration.

Eye and Netzer (1972) identify the following as factors of instructional supervision:

1. A programme of in-service education and corporate group development; a means of maintain existing programme of instruction as well as improving them; as a planned

programme for the improvement of instruction; the efforts to stimulate, co-ordinate and guide continued growth of teachers in school both individual and collectively; all efforts of a designated school and official toward providing leadership to teachers and other educational workers in the improvement of instruction; assistance in the development of a better teaching-learning situation.

All the above imply that supervision sees the diagnosing of ineffective instruction as only the beginning of its task. The most important phase involves generating the strategies and programmes to help the individual teachers to become effective instructors. Supervision can assist in collecting performance data and interpreting the significance of such information. Supervision hence does more than help maintain the status quo at different levels. It also keeps abreast with new development to be able to manage the introduction of instructional changes. Supervision in the Gold Coast began around 1900. Inspectors were appointed whose reports led to the enforcement of payment by results. Teacher's salaries depended on satisfactory work done as recorded in reports by inspectors.

Actual school visits are said to have started around 1940. This was the time mission schools appointed visiting teachers to assist large number of untrained teachers in schools especially in the rural areas. They were to visit schools, help in provision of timetables and teach the teachers how to prepare lesson notes. They also gave demonstration lessons. The accelerated Development Plan of 1951 saw the appointment of Assistant Education Officers. They assisted in the training of untrained teachers in the course of their supervision.

By 1963, Principal Teachers were appointed as Supervisors. Their main duty was to improve teachers standards of teaching and through that raise the standards of the pupils in the schools assigned to them. By 1974, the Ghana Teaching Service (now Ghana Education Service) had two



types of supervisors- The Assistant Education Officer and Principal Teacher. They were both visiting offices with responsibilities of raising standard of teachers. Even, the Ghana Education Service basic aim of supervision did not change from giving professional guidance and advice to the teachers in order to raise standard of teaching and through that raise the standard of academic standards.

With the 1987 Educational Reforms, Circuit Monitoring Assistants and District Monitoring Assistants were appointed. Their task was to provide feedback to the Ministry of Education (MOE) on the instructional process, availability of teaching materials, textbooks and equipment. Their tasks included checking the following:

1. Regularity and punctuality among teachers and pupils
2. Number of visit of a particular school by the district officers.
3. Number of times teachers attended in-service training course organized by Ministry of Education.
4. Regular preparation of lesson notes, paying particular attention to the statement of instructional objectives and how to evaluate lessons. (Sullivan & Glanz, 2005)

Nowadays, community and other stakeholders in education are called upon by the Ministry of Education to exert some influence by way of supervision in the school in their localities. Even though they may not be professionally competent enough to supervise, they could still check certain unprofessional conducts like lateness and absenteeism among teachers. Hence, supervision of teaching and learning process has been part of the educational system. The aim has been the same that is ensuring the achievement of school objectives particularly curriculum and instructional objectives.

All the foregoing constitutes external supervision since the supervisor came from outside the schools. But equally important is internal supervision which is undertaken by people who are part of the school system itself. This involves the headteacher and his assistants, supervising students. Even students' prefects are engaged in peer supervision. Internal supervision involves areas like: checking teachers/students class attendance, completion of scheme of work by teachers, effective use of instructional time and also measurement and evaluation of work. It is thus observed that supervision has always been undertaken in the school system. What is of concern is the kind of instructional supervision being undertaken by headteachers at public Junior High Schools and its influence on student academic performance is the main concern of the present research.

## 1.2 Statement of the Problem

There has been a near public outcry about the state of the public Junior High Schools in the Akrofuom District with respect to poor academic results and indiscipline among students. The summary of the analysis of 2016-2017 Basic Education Certificate Examination (BECE) results and order of merit for Districts/Municipalities all over Ghana revealed that Akrofuom District placed twenty-seven (27) out of thirty (30) Districts/Municipalities in the Ashanti Region in the 2016 BECE. In the 2017 BECE, the District again placed twenty-nine (29) out of thirty (30) Districts/Municipalities in Ashanti Region (Akrofuom District Education Report, 2018). The fortune of public Junior High Schools in Akrofuom District worsened in 2018 BECE as no student from the thirty (30) public Junior High School was able to obtain aggregates between 6 and 24 (Akrofuom District Education Report, 2019). Many parents and other stakeholders have blamed this state of affairs on the lack of commitment by administrators of the schools and also performance of teachers.

The questions many may ask are these: Who ensures that the schools administration is focused on its duties in order to guarantee the achievement of set goals? Who is responsible for ensuring that teachers do their work effectively and that students attend classes and do their assignments? These questions borders on supervision. Supervision is one important way of ascertaining how well assigned responsibilities are being discharged effectively. Supervision of classroom instruction is intended to enhance the quality of teaching and learning. Is it really the case then that instructional supervision is lacking in the public Junior High Schools in the Akrofuom District? If so how serious is the problem? We would want to believe generally that some form of instructional supervision would be going on in the schools. What kind of instructional supervision is being undertaken in these schools? What are the impressions of teachers about the levels of instructional supervision in these schools? Who are involved in the instructional supervision internally and externally? Do we have any serious appraisal of classroom performance of teachers? Much of the evidence to these questions is anecdotal hence the need to find out the influence of headteachers instructional supervision activities on students' academic performance in public Junior High School in Mensonso Circuit of Akrofuom District.

### **1.3 Purpose of the Study**

The purpose of the study was to find out the influence of headteachers instructional supervision activities on students' academic performance in public junior high schools in Mensonso circuit of Akrofuom District.

#### **1.4 Objective of the Study**

1. To find out the nature of instructional supervision activities carried out by headteachers for improved students' academic performance in public Junior High Schools in Mensorso Circuit.
2. To examine teachers perception on headteachers instructional supervision activities in public junior high schools in Mensorso Circuit.
3. To identify the challenges experienced by headteachers in conducting instructional supervision activities for improved students' academic performance in public Junior High Schools in Mensorso circuit.

#### **1.5 Research Questions**

In the study, the following were examined with a view of finding answers to the influence of head teachers' instructional supervision practices in public Junior High Schools.

1. What is the nature of instructional supervision activities carried out by headteachers for improved students' academic performance in public Junior High Schools in Mensorso circuit?
2. How do teachers perceive headteachers instructional supervision activities in public Junior High Schools in Mensorso circuit?
3. What are the challenges experienced by headteachers in conducting instructional supervision activities for improved student academic performance in public Junior High Schools in Mensorso circuit?

## **1.6 Significance of the Study**

The significance of the study lies in the fact that its findings will enable Head teachers, Circuit Supervisors, District Monitoring and Supervision Officer, and other practitioners in the field of education to adopt the acceptable instructional supervisory practices that will enhance effective teaching and learning in public Junior High Schools in Ghana. The study will also help the Ghana Education Service and the Ministry of Education to be aware of the problems associated with instructional supervision in public Junior High Schools so as to help manage them.

Again, since the study is a descriptive survey, it would provide a situation profile as far as instructional supervision in junior high schools in the Mensorso circuit of Akrofuom District is concerned.

Finally, the study will add to existing literature on instructional supervision and students' performance for the use of the academic community and the general public. The suggestions that would be made shall hopefully, be found useful in policy decisions that would stress the importance of effective supervision and develop an organizational climate that support positive supervisor-supervisee relationships and allow for frequent and mandatory instructional supervisory sessions.

## **1.7 Delimitation of the Study**

Given the limitation of finance and time period involved, the study was limited to only Public Junior High Schools in the Mensorso circuit of the Akrofuom District. Also, only one hundred and ten (110) respondents were reached within the circuit. Not all questions were answered correctly, some questionnaires were also not returned by respondents. Aside this some respondents were also not willing to divulge information. In spite of the anticipated problems,

information which was gathered was cross checked to ensure that the quality and authenticity was maintained.

### **1.8 Limitation of the Study**

The study could not cover the entire District due to its large size. The schools were widely spread and therefore made it very difficult for all of them to be covered. Consequently only one (1) circuit was selected out of the four (4) circuits in the District.

### **1.9 Organization of the Study**

The study was presented in five chapters. Chapter one discussed the background to the study, the statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitation, delimitation, organization of the study and definition of key terms. Chapter two looked at the review of literature as it relates to the study. These information were sourced from the internet, documents, both published and unpublished such as books, journals, and newspapers that had useful information on the topic to be reviewed. Chapter three dealt with the methodology which was used in the data collection and how the data was analyzed. The sampling technique was also covered. Chapter four constituted data presentation, analysis of results and discussions. Chapter five centered on summary of the study, conclusion, recommendations and suggestions for further research.

### **1.10 Definition of Key Terms**

**Supervision:** Olembo et al (1992), define supervision as that dimension or phase of educational administration which is concerned in improving effectiveness. Supervision in education is

regarded as a service to teachers and learners both as individuals and groups. It's regarded as a means of offering specialized help in improving instructions.

**Junior High School (JHS)**-This is a free and compulsory three (3) year post primary education in Ghana. It forms part of the basic education in Ghana. Students in JHS falls within a range of thirteen (13) and fifteen (15) years of age.

**Pupils:** Students in basic education in Ghana.

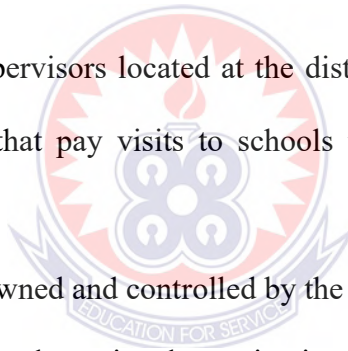
**Education circuit:** A number of basic schools (between ten and twenty) within a geographical district allocated to an officer for the purpose of monitoring and supervision.

**Circuit supervisor:** An officer assigned to monitor and supervise teaching and learning in an educational circuit.

**External supervisors:** Circuit supervisors located at the district level and inspectors located at the regional and national levels that pay visits to schools to promote effective teaching and learning.

**Public schools:** they are schools owned and controlled by the government only.

**Quality Education:** a high score on the national examinations.



## CHAPTER TWO

### REVIEW OF LITERATURE

#### 2.0 Introduction

This chapter reviews the literature on the effect of supervisory practices on students' academic performance in basic schools. The literature review relevant to this study embraced the following themes which emerged from the research questions of the study:

#### 2.1 Concept of School Supervision

Supervision has evolved from a function emphasizing inspection, monitoring and enforcement to one emphasizing curriculum development training and formative evaluation. Thus supervision has been given many interpretations by various writers but it appears they all seem to agree to the view that it is a service provided, which aims primarily at improving all factors that go into ensuring growth and development in the teaching and learning process.

Neagley and Evans (2001) see supervision as “a positive dynamic and democratic action designed to improve instruction through the continued growth of all concerned individuals, children, teachers, supervisors, administrators and parents or any other lay person”(p.2). According to Burton and Bruckner (1995) supervision is an expert technical service primarily aimed at studying and improving co-operatively all factors which affect child growth and development. Burton and Bruckner view modern supervision as entailing the following:

1. The aim is to improve the total teaching and learning process, the total setting for learning, rather than the narrow and limited aim of improving teachers in service.



2. It direct attention toward the fundamentals of education and orients learning and its improvement within the general aim of education.
3. The focus is on the setting for learning not on a person or group of persons. All persons are co-workers aiming at the improvement of a situation, one group is not superior to another operating to 'improve' the inferior group.
4. The teacher is removed from his embarrassing position as the focus of attention and the weak link in the educational process. He assumes his rightful position as a co-operating member of a group concerned with the improvement of learning.

According to Musaazi (1985) supervision is concerned with actions taken to ensure the achievement of instructional objectives. He therefore defines supervision as “all actions taken to improve or ensure the achievement of instructional objectives when teaching and learning are in process” (p.6). Wiles (2000) is another writer who sees supervision as an activity. He describes supervision as “consisting of all activities leading to the improvement of instructions, activities related to morale, improving human relations, in-service education and curriculum development” (p.4). Moorer (1998) on his part describes supervision as “all those activities which are primarily and directly concerned with studying and improving the conditions which surround the learning and growth of pupils and teachers” (p.7).

Other writers see supervision as part of school administration. According to Nyarko (2009) “supervision is one of the administrative tools which individuals as well as groups of people employ in the day-to-day administration of their work or organizations”. Eye and Netzer (1972) maintain that “supervision is that phase of school administration which deals primarily with the assessment and achievement of the appropriate selected instructional expectations of educational service”. Good (1945) also sees supervision as part of school administration as he

writes “supervision could be seen as all efforts of designated school officials towards providing leadership to teachers and other educational workers in the improvement of instruction in classroom”.

Supervision has also been described by some writers as a form of evaluation of the instructional process in the school. According to Enus (2000), supervision performs the following functions:

1. The motivation and stimulation function: Enus contends that because even well qualified and efficient teachers could lose some of their effectiveness through professional frustration, inappropriate assignment of duties and inept administration practice. Supervision as a facilitating function should be used to help remove obstacles to good teaching and at the same time provide the stimulus for creative work. The motivation function of supervision is therefore concerned with providing a challenging environment, giving professional leaderships, creating job satisfaction and boosting morale as well as ensuring teacher participation in formulating policies which enhance their own task performance.
2. The programme development function: This deals with adapting for local situations, variation in subject content and modification in order and method of presentation.
3. The staffing function: This includes recruitment, selection and placement, promotion and dismissal of teachers and other non-teaching staff.
4. Consultation function: This function according to Enus concerns providing for continuous professional development i.e. in-service training.

The foregoing are evidence that the scope of supervision has broadened considerably and all the factors that affect the learning and growing of pupils are in the province of supervision. The view of Burton and Bruckner (1995) that “administrative and supervision” cannot be

separated, is quiet popular. Merchoir (1950) contends that “supervision is mainly concerned with the oversight of the instructional programme in the school to ensure achievement of teaching and learning objectives”. Neagley and Evans (2001) are of the view that “Educational Administration is the comprehensive generic category which includes supervision as one of the major function”. According to them, other key areas of administration are finance and facility development.

Neagley and Evans conclude that “if primary aim of an act is the improvement of the teaching and learning situation, then that act may well be considered as supervisory”. Beeby (1977) also sees supervision as a method of evaluation when he contends that “supervision is an example of evaluation which deals with the systematic collection and interpretation of evidence in the school system, leading as part of the process, to a judgment of value with a view to action”.

## **2.2 Types of School Supervision**

The types of supervision and their effect on attainment of educational goals are of great interest to a number researchers and educationists. Neagley and Evans (2001) have written about two types of supervision. These are internal supervision and external supervision.

### **Internal Supervision**

According to Neagley and Evans (2001), internal supervision refers to supervision within various institutions by the leader. They referred to internal supervision as the one that takes place within the individual schools and institution by headteachers or principals of training colleges. These authorities are usually considered as the chief administrators of their daily administration and supervision. Musaaazi (1985) contends that internal supervision is a situation where the head is to ensure the improvement and making of the instructional process effective. Cubberly (1990)

notes that the responsibility of the head is to ensure continuous programme of curriculum improvement and sustained staff supervision. On the other hand, Wanzare (2011) is of the view that internal supervision deals with all the activities performed by teachers and principals in the school to enhance teaching and learning.

Internal supervision could be classified as that type of supervision that takes place within the school itself. Head teachers, teachers and pupils do this type of supervision. Supervision by the pupils is when from time to time prefects and class leaders ensure that assignments given to pupils/students are done, when teachers are absent from the classroom. Supervision of the pupils/students work by the teachers is very important in enhancing pupils' achievement because the teacher/pupil contact is on a daily basis more than any other contact the pupil has with other supervisors. Again, the Ghana Education Service Handbook for Head teachers (2002) emphasises on internal supervision as the sole responsibility of the administrator (head teacher). With the head teacher's position as the administrator and supervisor, he or she has the duty to improve upon teacher's professional competencies, techniques and skills in specific area of teaching and learning, addresses common needs of teachers with regard to teaching and learning and providing a new form of pedagogy to improve teaching and learning. Elsbree & McNally (1967) maintained that internal supervision is where internal measures are taken in the school by teachers to ensure the attainment of school objectives.

### **External Supervision**

According to Neagley and Evans (2001) external supervision deals with supervision from the local, district or national offices. External Supervision has also drawn comments and views from noted educational writers like Halpin, Beach and Reinhartz, Brickell, Burton and Bruckner. Halpin (1977) sees external supervision as playing a complementary role in the supervisory

process. He perceives external supervision as “complementing the role and duties of the internal supervision by providing professional advice and guidance to teachers”. Beach and Reinhartz (2000) are of the view that the external supervisor is mainly to evaluate the effectiveness of the instructional programme in terms of what it does to the people. Brickell (2000) observes that “the roles of the supervisor include making the work of teachers more effective through such things as improved working conditions, better materials for instruction, improved methods of teaching, preparation of courses of study, supervision of instruction through direct contact with the classroom teacher”. According to Burton and Bruckner (1995), “since the classroom teacher is so much preoccupied with teaching in the classroom, it is the external supervisor who is expected to enrich the professional knowledge of the teacher by giving him/her fresh ideas through in-service training courses”.

According to Musaazi (1982) supervision falls into a number of categories. These are Intensive Supervision, Routine Supervision and Casual or check-up visits.

### **Intensive Supervision**

Supervision which is usually carried out when a group of inspectors/supervisors look into all aspects of a school is termed Intensive supervision (Musaazi, 1982). For instance, subjects taught can be the object of supervision. In the course of supervising these, note is taken of such things as timetables, schemes of work, lesson preparation and subject teaching. The textbooks recommended officially must be known to the supervisor so that they are able to discuss their contents, their difficulties and weaknesses with the teachers who use them all the time.

According to Cubberly (1990) “carefully studying how effective the children are learning and a thorough examination of the teaching process should be supervisor’s initial concern”. The standard of education in each class should also be found out. The supervisors should discuss

ways of improving pupils learning process with the teachers concerned should there be any problem. They may suggest improvements and modifications in teaching techniques. This approach according to Swearingen (2001) is most applicable where it is obvious that an attempt to introduce radical changes would result in even less effective teaching and learning, or where in trying to follow other methods the teachers find themselves in even greater confusion.

Corey (1990) is of the view that apart from the school curriculum, the supervisors must examine the whole organization of the school. For example, the staffing situation in the school, enrolment figures, pupils attendance records, the daily routine, staff duties, school discipline, school records and ledgers, the cleanliness of the school and the health of the pupils, school meals if any and school funds. Elsbree and Harold (1967) include the examination of such things as school buildings, furniture and equipment. Specifically, they must determine whether there are sufficient books, classroom materials and visual aids. Full inspection in this connection takes into account the number of school libraries and how well they are stocked.

### **Routine Checking**

According to Wiles (2000) this kind of supervision involves discussion with teachers and the school head. A report is usually written with particular emphasis on the supervisor's own field of specialization and perhaps one other related subjects. For example, you may have an inspector who specializes in mathematics, but he/she may also be responsible for examining the teaching of science. In this report he/she will concentrate on the teaching of mathematics, but he will probably also make a few general observations about the teaching of science.

Becker (1999) is of the view that, other essential areas that might also be inspected are the general administration and organization of the school. Such a report is not usually published but is used for evaluative purposes. For instance, the report can be used to collect information

about the quality of work in the school. It can be used as a basis for recommending schools for more grants. Normally, this type of supervision lasts for a short time, say, one or two days.

### **Casual or Check-up Visit**

Musaazi (1982) commenting on this type of supervision, stated that this kind of supervision is usually carried out informally. It is either ordered by the Assistant Director Inspectorate or an individual officer at the district level depending on the prevailing situation in the school. In this type of supervision, no written report is sent to the headteacher or the owner of the school. The supervisor makes a confidential report to the appropriate authorities' for necessary follow-up action. During such visits, the supervisor is expected to form a judgment on what he/she sees and to discuss it with the teachers and the school head. Generally, the supervisor assesses the work of the teacher and his pupils.

Doll (1983) is of the view that a supervisor should not behave as a faultfinder or as a bully or a mere critic, but as an advisor, inspirer, modernizer, authority and helper in every way possible in order to attain the desirable standard in schools and to maintain good relationship. The job of writing report is a secondary task. The role of the supervisor should never hamper the teacher's own personality, resourcefulness, progress or initiative. According to Eye and Netzer (1965), we must remember that whatever form of supervision is carried out, must be done in order to test the effectiveness of the teaching as well as that of the teacher in achieving the objectives of education in schools.

Furthermore, Glickman (1990) talked about clinical and peer supervision. Clinical supervision is a recent development in the field of supervision. It was developed at Harvard University by Morris Cogan, Robert Goldhammer and Robert Anderson. This form of supervision has generated considerable interest. Clinical supervision has been defined as “that

phase of instructional supervision which draws its data from first-hand observation of actual teaching events and involves face-to-face (and associated) interaction between the superior and the teacher in the analysis of teaching behaviours and activities for instructional improvement” (Goldhammer, 1980). Clinical supervision is based on the proposition that the relationship between the teacher and supervisor is mutual and that the two work together as colleagues rather than in a superior-subordinate relationship.

Most writers in the field of clinical supervision like Cogan (1973), and Anderson (1984), describe the model as consisting of stages or phases. Although they disagree as to the number and names of phases, their models have similar content and include establishing the supervisor-teacher relationship[, agreeing on the focus of the observation, observing and collecting descriptive data, analyzing the data, discussing the data’s meaning and implication for the teachers and planning for long-term development and future observations. Turner (1976) found evidence of teacher growth in self-confidence and self-direction as a result of clinical supervision experiences. They also found clinical supervision to be more democratic than the other supervisory approaches.

Alfonso, Firth and Neville (1984) posit that their peer supervision focuses primarily on the process of observation, analysis and feedback making teachers their own supervisors. However, within the broader context of supervision curriculum and development in-service education, goal setting, evaluation, selecting materials and long range planning, they argue that peer supervision is severely limited and should only be used as an adjunct to broad-based programme of instructional improvement and not as a replacement.



### 2.3 Purpose of School Supervision

Mankoe (2007) states that school supervision has many purposes. These include ensuring that minimum standards are met and that teachers are being faithful to the school's overall purposes and educational platform as well as helping teachers grow as persons and professionals. According to Mankoe, the purposes of supervision are:

**Supervision for quality control:** Heads of school and other supervisors are responsible for monitoring teaching and learning in their schools and do so by visiting classes, touring the school, talking to people and getting to know students.

**Supervision for professional development:** Heads and other supervisors help teachers to grow and develop their understanding of teaching and classroom life, in improving basic teaching skills, and in expanding their knowledge and use of teaching repertoires.

**Supervision for teacher motivation:** Mankoe (2007) further says that supervision builds and nurtures teachers' motivation and commitment to teaching, to the school's overall purposes, and to the school's defining educational platform. The achievement of these purposes, however, depends on the quality of supervisory practice and effective supervisory system.

Mankoe (2007), in addition categorises the following as purposes of supervision in schools.

- Seeks to improve methods of teaching and learning.
- Seeks to create a physical, social and psychological climate or an environment that is favourable to learning.
- Seeks to co-ordinate and integrate all educational efforts and materials in order to ensure continuity.
- Ensuring in teaching and learning quality, professional development and teacher motivation.

Adewole & Olaniyi (1992) also categorises the importance or purpose of supervision as follows:

- Improvement of teaching and learning.
- Systematic efforts to help students understand themselves get in touch with their own feelings and monitor their own behaviour.
- Helps teacher in school management.
- For approval of new school.
- Approval of schools for recognised examination bodies, for example, West Africa Examination Council (WAEC).
- Assessment of teaching and learning.
- Linking teachers with the ministry of education.
- Assistance in development of needed teaching competencies.
- To obey the education law that makes supervision mandatory.
- Helps to interpret school programme to the community.
- Development of sound education philosophy in teachers.
- Creates confidence in incompetent teachers.
- Identifies good qualities possessed by teachers.
- Determines whether a teacher should be transferred, promoted, retained or dismissed.
- Identifies urgent needs in classroom and schools.
- Examines continuously school instructional goals and assesses teacher's performance in meeting such goals.

## **2.4 Professional Requirements for Instructional Supervisors**

Supervision of instruction is a technical task that requires meticulous, firm and objective assessment. This is because in the absence of thorough instructional supervision in schools,

indiscipline may become the order of the day resulting in laxity among teachers and pupils. Maranga (1977) cited in Mouka (2007) warns that instructional supervision therefore, cannot be left in the hands of charlatans or mediocre.

Teacher quality depends on their qualifications, experience and level of discipline which in turn determines the level of commitment. The quality of the headteacher is very crucial in determining examination outcomes in the school. A good headteacher is self-disciplined and committed to work and ensures proper management of school time and other resources. Pupil's acquisition of knowledge, skills and ability are measured by the examination outcomes in the school. Schools which are well managed perform well in examinations.

Griffins (1994) observed that some supervisors do not provide expert knowledge and guidance to teachers due to poor preparation in formal training. This calls upon the Ministry of Education (MoE) to carefully select instructional supervisors from among competent and dedicated teaching personnel. This however does not guarantee improved supervisory practices and thus calls for a change of attitude among teachers and head teachers on issues pertaining to instructional supervision (Gachoya 2008). In this regard the Ministry should select instructional supervisors with higher educational qualifications. Such supervisors are likely to perform better in the field than those with lower qualifications. Instructional supervisors with higher qualification display more confidence in their work place. They are also more accessible to quality information, and adapt to the ever dynamic occupational environment than their colleagues with lower qualifications, who are more often indisposed and ill-equipped in adapting to modern changes.

To ensure quality, instructional supervisors could be given a special aptitude test to test various aspects of their personality to determine their suitability. Obanya (2005) states that such

an exercise stimulates confidence which is a basic ingredient for skill acquisition and performance. Instructional supervisors should exhibit many professional skills. These skills include: pedagogical skills, evaluation skills, disciplinary skills, motivational skills, reportorial skills, management skills, interactive skills and analytical skills.

Pedagogical skills include mastery of subject matter, teaching methods, improvisation, presentation of content, preparation of lesson notes and lesson plans and units. This will influence the teachers since they will view the instructional supervisor as an expert who has valuable skills and knowledge. It is therefore important for the headteacher to work to become an expert and seek out common principles and practices so that he/she has something to offer to teachers as well as skills in observation. Evaluation skills involve questioning, continuous assessment tests and examination skills.

Disciplinary skills include class control, punishment, use of rules and regulations and maintenance of order. The headteacher must have the ability to accommodate or tolerate and if possible provide guidance and counseling services to the pupils. This is the only way genuine love and concern, positive and acceptable disposition between and among teachers and pupils can be realized. This results in a harmonious interpersonal relationship between teachers and students and this could engender learning and attainment of educational goals. However there are situations, where force is useful: where a teacher is failing, it may be necessary to insist that certain things be done if unpleasant consequences are to be avoided. This may be applied when getting some teachers to try new ideas which they may not be willing to adopt.

Motivational skills on the other hand include issues bordering on rewards and reinforcement. This is the way of boosting the morale of the teachers and the pupils and has the capacity of instigating increased performance. Headteachers have an influence that could

encourage teachers to move in a certain direction. They have considerable influence on promotion which will have an effect on the way the teacher will regard his/her advice. Teachers can also be rewarded through approval, encouragement and practice. On the other hand, reportorial skills include documentation of report cards, class register, log book and attendance book. It is prudent upon the head teachers to give time to correspondence with the Ministry of Education and its parastatals, community affairs, parents and visitors.

Headteachers also require management skills such as skills on time management, good use of teaching aids, difficult situation and student's behaviour. This is in view of the fact that primary school head teachers are so weighed down by routine administrative burdens. In the absence of good time management the headteachers may hardly find time for supervisory roles such as walkthroughs and observation of teachers as they teach.

Also of importance are interactive skills which include creation of rapport, teacher's personality and general characteristics and cooperation. Akinyemi (2012) argues that the importance of any office will rise or fall to the level of the occupant. His/her ability to inspire people, verbalize their thoughts and turn them into actions and make an emotional connection with them are some of the attributes that will cause one to be remembered as a leader. The headteacher is a trusted personal friend who ought not to be offended and this is beneficial because it represents the best relationship that instructional supervisors can form within the establishments for which they are responsible.

Head teachers require analytical skills which include possession of statistical computation skills and interpretation of data. This enables instructional supervisors to understand the internal and external environments in which they work and the effects of change in one or more of these

environments on their organizations. These skills, Okumbe (1999) observes, can be expanded through further training and staff seminars.

Instructional supervisors therefore, need to be sponsored to seminars and workshops. This will enable them to update their knowledge and skills on modern and acceptable techniques in instructional supervision. Clark (1995) and Heidenmen (1990) in their studies found out that qualified supervisors contributed significantly to teachers' achievements inside and outside the classrooms.

## **2.5 Headteachers Instructional Supervision and Student Academic Performance**

According to Rob & Webbink (2009) in the studies carried out in Netherlands of effect of primary instruction supervision on test scores, the finding showed that supervision lead to an improved performance. Daresh & Playko (1992) as cited by Birech (2011) showed as closely associated between instructional supervision and pupils academic performance, findings showed that supervision done a record keeping, lesson planning and scheme of work led to importance in performance.

According to Gordon (2005) the major purpose of the instructional supervision practice is that it promotes learning through varied teaching methodologies, in this respect, it is assumed that pupils learning is reinforced by teacher being helped to improve practice in the classroom. Kariuki (2015) argues that the basis of supervision in buttressed by relevant teaching method. Instructional supervision ultimate goal is achieved betterment in learning quality. Improved academic performance need leaders who are effective in communicating the vision and mission of the school. This can be achieved by continuous reinforcement of school's mission. Therefore, principals are responsible in creation and establishment of instructional supervisors. Having

shared meaning and share sense making enables the instructional team to stay on concerning organization goals (Kirk & Jones, 2004).

Ayako (2009) observed that principal's effectiveness in schools is defined by their ability to set goals for academic utilization of limited available resources for their operations. The headteachers achieve this goal by providing diaries of subject, routine teaching time table, continued monitoring of students, checking of lesson notes as well as classroom observation. Moreover, provision of feedback on student's academic achievement and provide instructional facilities to enhance quality teaching and learning processes. For successful achievement of academic performance in schools. Headteachers are required to participate in effective instructional supervision. Most schools experience lack of such strategic leadership practices as delegation of duties. Effective curriculum supervision and implementation because the headteachers are never in schools to implement it or are busy with other administrative duties. Most headteachers do not involve other teachers in making decisions in the school. Some schools lack important curriculum materials and facilities that support learning due to financial mismanagement and clear and open channel of communication as the principal's office is closed to this. These affects student's and teacher/s morale leading to lack of effective teaching and learning culminating into poor academic performance in both internal and external or national examination (like BECE).

The performance of student's in external examination like BECE has not been satisfactory in general. Analysis of 2014 Basic Education Certificate Examination (BECE) results showed that of out of 422,946 JHS 3 students who sat the examination, 60 % achieved average scores in all core subjects except English (Education Sector Performance Report, 2015).

A number of factors have been highlighted to explained differential achievement and cause of poor performance between schools and amongst students.

Interaction between two people or more that leads to improvement, defines the concept of supervision. Glickman et al (2014) defines supervision as the process that headteachers use to establish relationships among teaching staffs with a principle objective of improving learning and teaching practice in their institutions. In another context, supervision is a concept of administering education with an objective of improving its quality (Sergiovanni & Starrat, 2004). Kimeu (2020) contends that performance monitoring in schools is the essence of school and staff supervision. Supervision concerns array of activities that improve teaching. Therefore, supervision is a vital process in ensuring quality of learning and teaching in school.

According to Wanzare (2006) effective leadership is ensure by the headteachers through workable leadership, their instructional leadership is therefore important in maintaining effective schools in term of academic performance. Wanjugu (2011) suggests carrying out instructional supervision is the mandate of the headteachers for the purpose of maintaining peak academic performance. The headteacher is therefore mandated in aligning the teaching staff with predetermined academic goals. This is done through restructuring teaching personnel since internal supervisors in the learning institutions are the headteachers.

In a school set up instructional supervision involves ensuring scheme of work that is adequate, observing class lessons, ensuring adequate preparation of lesson plans, records for work, and attendance of lesson (Ayemi, 2012). According to Sibanda et al (2011) there are myriad challengers in administration of instructional supervision, this includes delay in giving class observation reports, post class visit discussion, record keeping laxity by the teachers , scheme of work that are not comprehensive and mentality of fault finding. Yuguda & Jailani



(2014) assessed school's effectiveness as a result of school supervisor objective of betterment of teaching quality. They proposed that supervisors should manage implementation of various roles that are necessary in improving learning environment. The implementation of these strategies is essential in improving educational system that is viable as well as effective in improving academic performance.

## **2.6 Classroom Visits by Head Teachers' and Influence on Students' Academic Performance**

Glickman and Tamashiro (1980) note that during post-observation conference, supervisors may employ directive (control or informational), collaborative, and non-directive approaches to address issues which crop up to plan actions for instructional improvement. They contend that even though a supervisor may employ a combination of these approaches, he/she may be more inclined to one of them. A supervisor's inclination to any one of a combination of these approaches stems from his/her philosophical orientation or previous experience with other supervisors.

Blasé and Blasé (1998) found out in their study that visiting classrooms is a supervision strategy that positively affects teachers. Principals use informal visits to classrooms to learn what teachers are doing, assess whether sound instruction is being delivered and to interact with teachers (Blasé & Roberts, 1985). They noted that visibility was related to using new teaching strategies, considering different teaching techniques to address the needs of students and increasing levels of instructional time on task. Classroom visits is one of the most common forms of teacher evaluation (Brandt et al., 2007). Classroom visits involves live observation of a teacher and analyzing his or her class practices, the teaching learning process, teacher's personality, student – teacher interactions, lesson note and lesson presentation (Panigrahi, 2012). However, the format of classroom observation varies in schools. For instance, a head teacher

evaluation can consist of a formal observation using a validated instrument, conducted at a predetermined time, coupled with pre-interviews and post interviews with teachers and used for both formative and summative purposes (Heneman et al., 2006).

Classroom teaching is one of the principal contributors of primary education effectiveness. Effectiveness of teachers may however be determined by subject matter and pedagogical skills besides teacher motivation of which salary is only one part (World Bank, 1990). Acheson and Gall (1977) identified clinical supervision as a common technique of instructional supervision. The technique entails face-to-face contact between the supervisor and the teacher with the intention of improving instructions and professional growth. It also involves several phases such as pre-observation conference, classroom observation, post-observation conference and post-conference analysis (Panigrahi, 2012).

The focus of clinical supervision is on formative evaluation which is intended to increase the effectiveness of on-going educational programmes (Panigrahi, 2012). During classroom observation, the conditions under which observations are made are very important to the teacher. Classroom observation is a valuable means to obtain first-hand information and experience of the classroom climate. There is no other equally important choice than classroom visits for the betterment of instructions (Panigrahi, 2012).

## **2.7 Provision of Teaching and Learning Resources and Influence on Students' Performance**

Archibong (2012) found that quality in teaching and learning results from an interplay among a broad range of success factors that have important consequences for effective teacher performance and student learning. Such factors include; basic school facilities such as classrooms, standard libraries, staff offices, teaching facilities among others; financing such as provision of funds to schools, staff remuneration, school budget and its implementation;

personnel including quality and quantity, quality mind set and orientation among personnel usually resulting from organization's motivational efforts, staff satisfaction, commitment and morale among others; and the school's organizational environment including climate and leadership.

Head teachers influence classroom instruction by supplying teachers with necessary resources. Providing resources includes more than just monetary resources and materials. According to Duke (1987), providing resources includes scheduling, developing the curricular, hiring and correctly placing teachers, adopting textbooks and purchasing the necessary materials to support instruction.

Heck et al. (1990) note that Head teachers influence student achievement through helping teachers acquire necessary resources to support instruction. The lack of resources may be a barrier to the use of some instruction strategies by some teachers (Heck et al, 1990).

Wiles and Bondi (2002) found that education environment in Kenya is similar to most of African countries, where teachers work under very deplorable conditions, with poor pay and no accommodation or textbooks. Head teachers in countries such as Kenya are faced with poor staff morale and shortages of trained staff. This is contrary to observations made by Eshiwani (1983) that, factors such as efficient leadership in the school administration and provision of educational facilities determine performance of primary schools. According to Gongera et al (2013), provision of teaching and learning resources influences performance of pupils greatly.

Odhiambo (2008) notes that the professional performance of teachers cannot be separated from their pupil's performance. There is need to invest regularly in the development of teachers as teachers need access to continuous and effective updating (Odhiambo, 2008). A report by Child Support Fund in Western Kenya found that on average, 20% of junior secondary school

teachers are always absent. Teachers' absence impacts greatly on students' performance (Shitseswa et al, 2014).

## **2.8 Teachers Perception on Head Teachers Instructional Supervision**

Teachers have negative attitude towards supervision. Addressing the same issue, Nnabuo et al. (2004) refer to it as teacher resistance to evaluation research. This indicates that the attitude of teachers depends on the approach that is used to supervise or type of supervision offered. The inspectoral fault finding evaluations approach is likely to result in teachers viewing supervision negatively and lacking trust (Waters, Marzano and McNulty, 2003); the teacher's description of supervisors is a reflection of negative attitude.

Peretomode (2004) conducted a study in the US public primary schools and found that teacher participants reported that their supervisors did not force them to teach using only the prescribed techniques, nor were they criticised by their instructional leaders for trying out new approaches and teaching strategies. Nnabuo et al., (2004) reported that lack of contact between teachers and instructional supervisors in her study negatively affected instructional practices.

In her study of selected public primary school teachers in the US, Victoria (2007) found that most teachers believed that their supervisors' frequent visits and calls were important activities, whereas others reported that their supervisors were not seen in the classrooms enough. She observed that teachers were energized when supervisors "dropped by" the classrooms and interacted with the students.

Studies such as Zepeda (2007); Watene (2007) and Yunus (2010) reveal that because of its evaluative approaches; less experienced teachers have more negative perceptions on the practice of supervision than more experienced teachers. They consider supervisors as fault

finders; they fear that supervisors will report their weaknesses to the school administrator, and consider supervision as having nothing of value to offer to them.

A study by Kapfunde (1990) found that teachers usually associate instructional supervision with rating of teachers. Some teachers perceive supervision as a form of inspection and evaluation or supervision. Teachers may perceive supervision as a worthwhile activity if supervisors give teachers security by backing their judgments even though they may be wrong at times. Teachers must feel that the supervisor is there to serve them and help them become more effective teachers (Kapfunde, 1990).

## **2.9 Supervisory Challenges Experienced by Head Teachers**

Researchers have suggested that supervisors should possess some working knowledge and skills to be able to provide the necessary assistance, guidance, and support services to teachers for improved classroom practices (Kerubo, 2010).

Holland believes that educators (supervisors) must offer evidence that they have the necessary knowledge and skills to make important decisions about instruction. In Botswana and Zimbabwe formal induction training programmes existed, but not all newly appointed supervisors had the opportunity to attend (Maroko, 2010). Maroko (2010) observed that the in-service training courses which took place in the four countries were not integrated within the overall capacity-building programme, and did not focus sufficiently on supervision issues (Nnabuo et al., 2004).

In a related study conducted in Ghana by Wiles and Bondi (2002), about 75 percent of the interview participants (heads) reported that they received little or no training in leadership and, therefore, used trial and error techniques to address challenges they encountered in their leadership roles. They also found that 72 percent of the heads had some training in leadership

and management, but lasted between one day and two weeks. A study by Kerubo (2010) found that pupils' enrolment influences head teachers' instructional supervision in public primary schools in Njoro district Nakuru County. The study revealed that delays in funds disbursement influenced head teachers' instructional supervision in public primary schools in Njoro district. The study found that staffing level influences head teachers' instructional supervision in public primary schools in Njoro district (Kerubo, 2010).

A study by Danielson and McGreal (2000) cited a limited experience and lack of skills as problems in teachers' supervision. Inadequate formal training on the techniques, concept and practice of supervision is essential for supervision success. However, lack of enough training in providing constructive feedback while maintaining relationships is another challenge. Thus, unclarified, ambivalent relation of teachers to supervisors affects supervision effectiveness (Danielson & McGreal, 2000).

## **2.10 Factors for Promoting Effective School Supervision**

Effective supervision is a key factor in achieving quality teaching and learning in schools. Also supervision has the greatest potential in enhancing or developing teachers and head teachers performance. The task of supervision is very crucial and needs a high consideration by the government and other authorities of education who make decisions on teaching and learning. However for supervision to be effective, all stakeholders concerned with education delivery in schools must get involved and also re-orient their behaviours for the achievement of such goal. In the view of Mankoe (2002) supervision at the district, school and classroom level are ineffective and this must be given the maximum priority among other alternative for great improvement to be achieved in quality education in the country.

Various writers have written about conditions that can make supervision effective and also about how effective supervision can promote teaching and learning.

A search through the literature on supervision in organisation presents the following that have impact on supervision.

1. **A well planned activity:** Supervision must be well planned either by teachers, head teachers and circuit supervisors for effective and efficient execution and achievement of intended objectives. According to Kochhar (2001) supervision is a planned programme for the improvement of instruction. The supervisor must therefore check the effectiveness of the method of teaching for the various subjects in the schools. Furthermore teaching and learning materials to make teaching/learning interesting and effective, the timetable enable enforced to carry out the instructional work, and the distribution of work among the members of staff and their output of work must be emphasized. Kochhar (2001) stated that, the supervisor should check how effectively the various activities are being conducted, and how much the school check on cleanliness of school surroundings, beautification of the school, hygienic conditions of school canteens and other pertinent issues on good sanitation.
2. **Conducive atmosphere:** The environment should be made free of tension and emotional stress. The atmosphere should be given incentives for work. Wiles (1967) suggested that supervisors should provide leadership and competency in developing an organization, and working environment that makes possible continuous improvement in curriculum, instructions and learning. Kochhar (2001) is of the opinion that supervisors should be given good condition of service and working environment to enable them work effectively and efficiently

3. **Staff orientation:** Orientation is the personnel activity which introduces new employees to an enterprise and to their task, superiors, and workforce do not know the job, how the pattern for supervision, or whom to see to get job done. In view of this, new supervisors should be imbibed into the work system in order to make them effective. The quality and quantity of their work must be specified in clear terms. They should be made to understand clearly what they are expected to do or not. New supervisors must be given the necessary orientation to enable them reach set standards sooner. They should have a schedule to know where to get information and materials to assist them perform their work efficiently. Halpin (1966) and Merton (1968) also were of the opinion that, supervisors must be constantly orientated with current methods on supervision to enable them deliver effectively. Supervisors including being knowledgeable, having command of respect, good human relationship and being fair and firm for, the effectiveness of supervision will depend on their understanding of human behaviour.(Beckley & Tompkins, 1954).
4. **Training:** Training is said to be a systematic procedure of altering the behaviour of employees in a direction that will achieve organisation goals. Training is related to one's present job skills and abilities. It has a current orientation and helps employee master specific skills and abilities needed to be successful. According to Ivancevich (1998) acquisition and using knowledge for effective supervision is critical. In-service training, conferences and workshops which are significant for improving knowledge of supervisors, must be carried out in a way that will equip them with current tools of supervision. Tanner & Tan0ner (1987 p.206) are of the view that for supervision to achieve its objectives the quality of the supervisor should be considered paramount.



5. **Immediate recognition of good work:** Good work should be recognised. This implies that the acknowledgement of any good work done must be immediate and made public to others which will then serve as incentive to others. Incentive of merit, recommendation for promotion, etc. improve performances. Burton (1995: 1045) holds the view that supervision is effective in ensuring the achievement of school objectives because “it directs attention towards the fundamentals of education and orients learning and its improvement within the general aim of education”. Burton again emphasized that supervision is effective in ensuring the aims of educational objectives because it aims at the improvement of the total setting for learning rather than the narrow and limited aim of improving teachers in the service. They conclude that effective supervision ensures a proper appraisal of the teaching and learning processes in order to bring about the achievement of objectives.
6. **Constructive criticisms:** Supervisors must criticize poor work done by a subordinate constructively. Advice and personal relationship should be given to the affected staff. It needs be stated here that such criticisms should be made private and with clear mind. Kochhar (2001) is of the view that, the heart of supervision is interaction through communication, for it is the major key for good human relationship. Effective supervisors should therefore learn how to listen attentively and offer constructive criticisms and guidance to their teachers and head teachers to enhance teaching and learning, as well as to raise the educational standard of the pupils in the schools.
7. **Opportunity for improvement:** Supervisors should give opportunity to subordinates to prove their worth and for aspiring higher. They should therefore be allowed to use their initiatives in performing their jobs and taking decision. It will give them the motivation

to work much harder. Burton (1995) contends that supervision helps teachers to secure an effective working knowledge of the tools of teaching. They are also of the view that supervision is effective in the promotion of educational aims because while it helps teachers to understand theory, supervision again helps them to practice it. Supervision constantly seeks to refine methods and procedures for making theory effective

8. **Provision of logistics:** Logistics are the engine on which supervision thrives. Availability of logistics and materials for work are critical, in the sense that it creates confidence in supervisors and staff. Lack of logistics can greatly hinder the work of supervisors or slow down progress of work, as motivation is likely to dwindle. Halpin (1956) is of the view that supervision can effectively be carried out when logistics are provided to support it. Halpin (1977) is of the view that supervision can be effectively carried out when materials and logistics are provided to support it. To this, Baldrige (1971) also noted that, for supervision to achieve its objectives it is important that the quality of supervision be taken seriously into consideration. This means that supervision can be effectively carried out when materials and logistics are provided to support it.
9. **Team work:** Team building is of great importance to any successful business. Supervisors must collaborate with staff in a manner that will bring all partners together as a team. The team must learn and share a common goal or vision, belief and work together as professional. Neagley & Evans (1970) opined that for supervision to be effective, the general limits of authority and responsibility must be well established so that all members of the supervisory staff are able to function effectively as a team
10. **Report writing:** Report from supervisors after any supervisory work is key and paramount. This will help to make informed decisions about the existing situation in the

schools for the purposes of achieving educational goals and objectives. Musaari (1985: 26) is of the view that in order for supervision to achieve its goals, “the supervisor must provide accurate, honest and positive reports on the schools he supervises, on the teachers he observes and on the educational value obtained from the expenditure of public money.” These reports, according to Musaari, will be useful to people such as: heads of schools and their staff who refer to such reports for guidance of their work, managers of schools who would like to know how their schools compare with others and what improvements are necessary, those responsible for equipping the schools that is providing schools with textbooks, exercise books, equipment and tools, and to the inspector/supervisor as a record of what was seen to be lacking and what was recommended.



## CHAPTER THREE

### METHODOLOGY

#### 3.0 Introduction

This chapter discusses the methodology used in this study. It gives the description of the research design, the study area, population, sample and sampling techniques, research instrument, validity and reliability, data collection procedures, ethical consideration and data analysis.

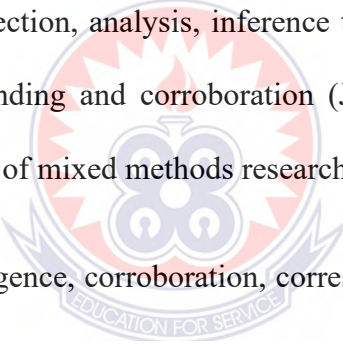
#### 3.1 Research Design

Research design is a set of guidelines and instructions to be followed in addressing the problem (Mouton, 1996). He continued that a research design serves as a plan or blueprint that assists the researcher to collect data. Creswell (2009) refers to the research design as a detail plan of how a study is to be conducted, by operationalizing variables to be measured, selecting samples of interest, the process of data collection to answer research questions and testing hypothesis, and the analysis of data.

In this study, the researcher used descriptive survey. According to Borg and Gall (1996), descriptive survey describes some aspects of a population or an existing phenomenon by selecting unbiased sample of individuals to complete questionnaire. To Doyle (1997), surveys are good for finding out from individuals about their perceptions, opinions and ideas though they are less reliable for finding out their actual behaviour. Descriptive survey deals with interpreting the relationship among variables and describing their relationships. Descriptive survey seeks to find answers to question through the analysis or relationships between or among variables

(Fraenkel & Wallen, 2000). In addition, the descriptive survey affords the opportunity to select a sample from the population being studied and then generalizes from the sample of the study (Best & Kahn, 1989). Descriptive research is highly regarded by policy makers in the social sciences where large population are dealt with using questionnaire, which are widely used in educational research since data gathered by way of descriptive survey represents field conditions (Osuala, 2001).

The study employed the mixed methods approach using the qualitative and quantitative data. Mixed methods research is the type of research in which a researcher or team of researchers combines elements of qualitative and quantitative approaches (e.g., use of qualitative and quantitative view points, data collection, analysis, inference techniques) for the broad purposes of breadth and depth of understanding and corroboration (Johnson et al, 2007, p.123). They further added that the overall goals of mixed methods research are:

- 
1. Triangulation seeks convergence, corroboration, correspondence of results from different methods
  2. Complementarity seeks elaboration, enhancement, illustration, clarification of the results from one method with the results from the other method.
  3. Development seeks the discovery of paradox and contradiction, new perspectives of frameworks, the recasting of questions or results from one method with questions or results from the other method.

The descriptive survey design was used because according to Fraenkel and Wallen (2000) an advantage of the design is that it has the potential to provide a lot of information obtained from quite a large sample of individuals. It was therefore expedient to use the descriptive survey to

find out the influence of head teachers instructional supervision practices on students' academic performance in public junior high schools in the Mensonso circuit of Akrofuom District.

### **3.2 Study Area**

The study was conducted at basic schools within the Mensonso Circuit, Akrofuom District. Mensonso which is the circuit centre is a town within the Akrofuom District of the Ashanti region, Ghana. . It lies south of the district capital, Akrofuom. It is a farming community with cocoa farming as the main occupation of the people (Akrofuom District Assembly, 2019). This area was purposively selected because it grant easy access to the researcher to contact respondents of the research and also geographically convenient since the researcher works within the communities.

### **3.3 Target Population of the Study**

Population in research refers to the aggregate or totality of objects or individuals regarding which inferences are to be made in a sampling study (Seidu, 2007). Population as used in this study refers to the people with common characteristics that the researcher decided to involve in the study.

The study targeted the entire headteachers, teachers and students of the ten (10) public junior high schools in the Mensonso Circuit, Akrofuom District of the Ashanti Region. The total headteacher, teacher and student population as at September 2018 /2019 academic year stood at ten (10), one hundred (100) and one thousand, one hundred and fifteen (1,115) respectively (Annual School Census, Akrofuom District, 2019). The total of ten (10) public junior high

schools are geographically distributed into three (3) electoral areas; Nkoransa, Mensonso and Sikaman as shown in table 3.1

**Table 1: Target Population**

Electoral Area	Name of School	No. of Headteacher	No. of Teacher	No. of Student
NKORANSA	Nkoransa D/A JHS	1	10	174
	Avornyokrom D/A JHS	1	10	97
	Yawowusukrom D/A JHS	1	10	85
MENSONSO	Mensonso D/A JHS	1	10	135
	Amoakokrom D/A JHS	1	10	100
	Agyeikrom D/A JHS	1	10	84
SIKAMAN	Sikaman Methodist JHS	1	10	125
	Nyamebekyere D/A JHS	1	10	105
	Brofoyedru D/A JHS	1	10	120
	Adoosu Community JHS	1	10	90
TOTAL		10	100	1,115

Source: Annual School Census, Akrofuom District, 2019

### 3.4 Sample and Sampling Techniques

A Sample is a subset of elements taken from population which is considered to be representative of the population, Bless and Smith (1995). Cohen and Manion (1994) expand this definition by explaining that in sampling, the researcher endeavours to collect information from a smaller group or subset of the population in such a way that the knowledge gained is a representative of the total population under study. These further explain the fact that it is difficult to cover every member of the population in a study. It is therefore in the right direction as a researcher to use a subset of the selected population that can represent the whole, by using suitable sampling techniques to limit the study to a relatively small portion of the population.

The study sample comprised of six (6) headteachers, sixty (60) teachers and six (6) students. Its total number of respondents was seventy-two (72) as shown in Table 3.2

**Table 2: Distribution of Sample**

Electoral Area	Sample School	Sample Headteacher	Sample Teacher	Sample Student
NKORANSA	Nkoransa D/A JHS	1	10	1
	Avornyokrom D/A JHS	1	10	1
MENSOSNSO	Mensonso D/A JHS	1	10	1
	Amoakokrom D/A JHS	1	10	1
SIKAMAN	Sikaman Methodist JHS	1	10	1
	Brofoyedru D/A JHS	1	10	1
TOTAL		6	60	6

Source: Field Data, 2020.

The method of selecting a sample is critical to the whole research process. If research findings are not generalizable to some degree beyond the sample used in the study, then the research cannot provide us with new knowledge, cannot advance education as a science, and is largely a waste of time (Borg & Gall, 1989). As such all efforts were made to ensure that the sample chosen for this study was representative of the target population.

The study has the desire to provide all headteachers, teachers and students a chance to participate in the study and coupled with the fact that the sample frame of headteachers, teachers and students in the Mensonso circuit is not very large, a census of the total population was adopted. Census is a count or survey of all the elements in the population (Powell, 2004:93). By adopting a census one is sure of the representative nature of headteacher, teacher and student population and that the objectives of the study would be attained.



To select the sample for the study, the ten (10) public junior high schools in the circuit were first grouped according to electoral areas; Nkoransa, Mensonso and Sikaman. Nkoransa electoral area is made of three schools namely Nkoransa D/A JHS, Avornyokrom D/A JHS and Yawowusukrom D/A JHS, Mensonso electoral area is also made up of three schools; Mensonso D/A JHS, Amoakokrom D/A JHS and Agyeikrom D/A JHS while Sikaman electoral area has four schools namely Sikaman Methodist JHS, Brofoyedru D/A JHS, Nyamebekyere D/A JHS and Adoosu Community JHS.

Secondly, the first and second schools with the highest student population in each of the three (3) electoral areas was selected to form the sample for the study. Generally, the purposive sampling technique was employed since the population under this study was small. Purposive sampling is a form of non-probability sampling in which researchers rely on their own judgment when choosing members of the population to participate in their study (Kusi, 2012).

For teacher population of one hundred (100), to get the sample of sixty (60) teachers, all teachers in each of the two (2) most populated schools from each of the three (3) electoral areas were selected to form the sample for the study. For the headteacher population of ten (10), to get the sample of six (6) headteachers, all headteachers in each of the two (2) most populated schools from each of the three (3) electoral area were also selected to form the sample for the study.

For student population of 1,115 to get the sample of six (6) students, either the senior boys (1) or senior girls (1) prefects were selected from each of the two (2) most populated schools from each of the three (3) electoral areas. To ensure gender balance, three (3) senior boys and three (3) senior girls' prefects were selected respectively.

The purposive sampling was employed in selecting the headteachers, teachers and students for the study because their expertise were paramount to the study. It also fell in line with the assertion held by Nwana (1993) that every member of a population must be studied if the population size is small.

### **3.5 Research Instruments**

The instruments for this study were researcher made questionnaires for the teachers and interview guide for headteachers and students. Questionnaire is a form of enquiry document which contains a systematically compiled and well organized series of questions intended to elicit information which will provide insight into the nature of the problem under study (Seidu, 2007:50). According to Sudman and Bradburn, 1982, a well-designed questionnaire makes the researcher's work easier and improves the quality of data obtained. Questionnaires were considered ideal for collecting data from the teachers since they can express their feelings and attitudes in writing. Further a large number of teachers were used for the study hence questionnaire method was more appropriate to reach the large number of teachers.

The questionnaire for teachers was divided into sections A, B, C and D. Section A dealt with personal data of respondents. Section B dealt with issues relating to nature of instructional supervision. This section had 11 items dealing with issues ranging instructional supervision practices to provision of teaching resources. This section, extensive as it was, proved valuable in answering the research questions one.

Section C dealt with teachers' perception of headteachers instructional supervision practices. This section had 11 items. Teachers were requested to indicate by ticking their perception of headteachers instructional supervision activities with respect of teachers' work and the regularity of such activities. This section helped in answering research question two. Section

D dealt with challenges experienced by headteachers in conducting instructional supervision. This section had 5 items. Some common problems of supervision were stated and teachers were requested to rate them using a 5 point Likert scale ranging from “Always to “Never”. This section also helped in answering research question 3.

### **Headteachers and Students Interview Guide**

Mugenda and Mugenda (1999) state that the interview guide provides the respondents with an opportunity and freedom to express themselves freely without limitation. The interview schedule was used to collect information from headteachers and students. It consisted of focused questions so that the interviewees did not go outside the scope namely instructional supervision role performed by headteachers and challenges experienced by headteachers in conducting instructional supervision in public junior high schools in the Mensorso circuit. The researcher hoped that through the interviews, he will get the very best information from the headteachers and students informally which otherwise, they would not feel free to write on the papers.

### **3.6 Validity of Instrument**

Validity is the degree to which a test measures what it purports to measure the same way each time it is used under the same condition with the same subject (Borg & Gall, 1989). In order to be sure that the instruments are well structured, content validity was tested. Content validity according to Mugenda and Mugenda (1999), concerns the degree to which the tests represent the indicators or content of a particular concept being measured. The items to be tested were written down and questions were checked against these items to make sure that all the items were adequately represented. This was done during the pilot study to ensure that all the sections of the instruments were well structured. Experts in the field of educational research were used to go through them.

### **3.7 Reliability of Instrument**

Reliability is the consistency of a measurement, dependency or stability of a test (Cohen & Manion, 1994). Also, reliability of research instrument according to Fraenkel and Wallen (2000) refers to the extent to which the research instruments yields constant results on repeated trials.

To ensure the reliability of the research instrument, it was pilot tested at Roman Catholic Junior High School, Akrofuom which is near the context of the study on July 10, 2020. The school was chosen for the pilot exercise because the staffs and students have similar characteristics as those in public junior high schools in the Mensonso circuit. The pilot questionnaire was given to the 3 headteacher, and 7 teachers to gather their views and responses. Responses were later coded and analyzed to check for their reliabilities. The reliability test estimate for the questionnaire for teachers and students were .909 and .924 respectively using Cronbach co-efficient alpha formula. Aiken (as cited by Kouzes & Posner, 2002) states that instruments with reliabilities above .60 are considered good. The instruments were therefore deemed reliable.

### **3.8 Data Collection Procedure**

To conduct this study, an introductory letter was collected from the Department Educational Leadership of the University of Education, College of Technology Education, Kumasi and sent to various public junior high schools in the Mensonso circuit. The questionnaire was self-administered to the teachers on July 20, 2020. Also, the interview schedule for headteachers and students were conducted from July 22, 2020 to July 24, 2020. This strategy provided the researcher with the opportunity to clarify issues that the respondents raised about

the instrument. Also, administering the instrument personally encouraged the participants to respond to the items.

### **3.9 Method of Data Analysis**

Data analysis is the process of systematically searching and arranging the raw data with the aim of increasing one's understanding of the data (Miles and Huberman, 1994). Both the data collected through the questionnaire and the interview schedules were coded for easy analysis. Question-by-question approach were used for the analysis. This strategy required the researcher to organise the data across all respondents or interviewees and their answers so as to identify consistencies and differences. All responses were analyzed using the Statistical Product and Service Solution (SPSS) software to identify missing data and outliers. SPSS Statistics is a software package used for interactive, or batched, statistical analysis in social science.

Processing of quantitative data included descriptive analysis involving tables, frequencies and percentages to show how some variables were distributed. Also, qualitative methods were used to analyze the data collected using interview guides. The data was put in categories, themes or patterns for coding purposes then analyzed using frequencies and percentages. Thematic analysis was specifically applied while analyzing the qualitative data. The results were presented and analyze using inferential statistics such as percentages in relations to research questions and to examine the influence of headteachers instructional supervision practices on students' academic performance in public junior high schools.

### **3.10 Ethical Consideration**

Ethical codes specified in the American Psychological Association (APA, 2001) were strictly adhered to. These included voluntarism, compensation for subjects, confidentiality and

right of withdrawal among others. In the conduct of the present study, particular attention was paid to personal knowledge and understanding of the ethical guidelines in the conduct of research. The soundness of the research design, methodology and the ethical acceptability of the study in terms of ensuring that the benefits of conducting the research far outweighed the costs of not conducting it were taken into consideration (Kusi, 2012).

In the selection and recruitment of research participants, no amount of coercion (subtle or otherwise) was involved and no inducements offered for participation. The information sheet outlined the purpose of study and assured participants that there were no risks to them for participating in this study. The extent of anonymity and confidentiality was also explained to participants. In this regard, participants were informed that the results of this study will remain strictly confidential and purely academic and that at no point will their name be required. To assure participants of the confidentiality that would be attached to the data that they would provide, each of them was given the questionnaire individually in their work place or home in an envelope.

### **3.11 Summary**

This chapter describe the research design, the study area, population, sample and sampling techniques, research instruments, data collection techniques and how data was analyzed, including validity and reliability of research instruments, data collection procedures and method of data analysis ethical consideration.

## **CHAPTER FOUR**

### **RESULTS/FINDINGS**

#### **4.0 Introduction**

This chapter presents the analysis of the findings of the study according to the three research questions; (i) What is the nature of instructional supervision activities carried out by headteachers for improved students' academic performance in public Junior High Schools in Mensorso circuit? (ii) How do teachers perceive headteachers instructional supervision activities in public Junior High Schools in Mensorso circuit? (iii) What are the challenges experienced by headteachers in conducting instructional supervision activities for improved student academic performance in public Junior High Schools in Mensorso circuit?

Data were collected using questionnaire from teachers and interview guide for pupils and headteachers and were analyzed quantitatively using frequencies and percentages.

#### **4.1 Findings from the Teacher's Questionnaire**

The findings in this section are based on the answers to questions in the teachers' questionnaire.

##### **4.1.1 Demographic Information of Teacher Respondents**

This section presents and analyze the background characteristics of teachers.

**Table 3: Sex Distribution of Teachers**

Sex	Frequency	Percentage (%)
Male	35	58.33
Female	25	41.67
Total	60	100.00

Source: field data, 2020.

Data in table 3 shows that 35(58.33%) of the respondents were males while 25(41.67%) were females. This shows that male teachers in public junior high schools in Mensonso circuit of Akrofuom District are more than females. It means that more males granted the researcher the audience than their female counterparts. This might also be due to the fact that the male teachers are more, and are willing to share any information on influence of headteachers' instructional supervision practices on students' academic performance in public junior high schools.

**Table 4: Age Distribution of Teachers**

Age Range	Frequency	Percentage (%)
25-30	9	15.00
31-35	16	26.67
36-40	20	33.33
Above 40	15	25.00
Total	60	100.00

Source: field data, 2020.

Data in the table 4 indicates the ages of teacher respondents. It could be clearly seen that majority of the respondents 20(33.33%) were between the ages 36-40 years. This is followed by



16 (26.67%) who were between the ages 31-35years. This is followed by 15 (25%) who were above 40 years. The remaining 9 (15%) were between the ages of 25-30 years. The majority of the work force teaching in public junior high schools was below the age of 50 years which is an indication that the productive capacity of teachers could be very high if offered the necessary opportunities.

**Table 5: Academic Qualification of Teachers?**

Academic Qualification	Frequency	Percentage (%)
Diploma certificate	15	25.00
Bachelor's degree	40	66.67
Postgraduate's degree	5	8.33
Total	60	100.00

Source: field data, 2020.

Data in table 5 indicates that, majority of the respondents 40(66.67%) are first degree holders, 15(25%) of the respondents' are holds diploma holders while the remaining 5(8.33%) of the respondents holds various postgraduate degrees. It can be inferred from the data that majority of teachers are making efforts to upgrade their skills and knowledge through further studies.

**Table 6: Working Experience of Teacher?**

Number of years worked as a teacher	Frequency	Percentage (%)
1- 5 years	10	16.67
6-10years	15	25.00
11-15 years	20	33.33
More than 15 years	15	25.00
Total	60	100.00

Source: field data, 2020.

Data in table 6 indicates the working experience of teachers in public junior high schools in Mensorso circuit as follows: 10(16.67%) of the teachers fell within the category of less than 5 years. Also 15(25%) of them fell within those who had work between 6-10 years. 20(33.33%) of the teachers had worked between 11-15 years and the remaining 15(25%) had also worked for more than 15 years as teachers. This reveals that majority of the teachers had spent more than 5 years in the teaching profession. This shows that they have gain enormous experience in what is expected of them as teachers.

**Table 7: Rank of Teachers?**

Rank of Teachers	Frequency	Percentage (%)
Senior Superintendent II	15	25.00
Senior Superintendent I	15	25.00
Principal Superintendent	25	41.67
Assistant Director II and above	5	8.33
Total	60	100.00

Source: field data, 2020.

Data in table 7 indicates the ranks of teachers in public junior high schools in Mensorso circuit as follows: 15 (25%) of teachers have attained the rank of Senior Superintendent II and Senior Superintendent 1, 25(41.67%) had attained the ranks of Principal Superintendent . The remaining 5 (8.33%) had also attained the rank of Assistant Director II and above. This reveals that majority of teachers have upgraded themselves to higher ranks since joining the teaching service.

#### 4.1.6 Are you aware that your headteacher is supposed to carry out instructional supervision of your work?

In order to know teachers awareness of their headteachers role in instructional supervision, the researcher asked the teachers if they were aware headteachers are supposed to carry out instructional supervision of their work. Their responses were as shown in Table 4.1.6

**Table 8: Teachers awareness of headteachers instructional supervision of their work?**

Headteachers carryout instructional supervision	Frequency	Percentage (%)
Yes	55	91.67
No	5	8.33
Total	60	100.00

Source: field data, 2020.

Table 8 shows that majority of teachers were aware of the need for their headteachers to carry out instructional supervision of their work with 55 (91.67%) responses. Only few teachers indicated not been aware of the need for such with 5 (8.33%) responses.

#### 4.1.7 Are you comfortable with your headteacher observing your lessons?

In order to know teachers how teachers feel when headteachers observe their work, the researcher asked the teachers how comfortable they feel when their work is been observed by their headteachers. Their responses were as shown in Table 9.

**Table 9: Are you comfortable with your headteacher observing your work?**

How comfortable teachers feel	Frequency	Percentage (%)
Yes	40	66.67
No	20	33.33
Total	60	100.00

Source: field data, 2020.

Table 9 shows that 40(66.67%) of teachers feels comfortable when their headteachers observe their while 20(33.33%) of teachers are uncomfortable when their work is been observed by their headteachers. Although majority of teachers are comfortable when their work is been observed, teachers need to be educated on instructional supervision practices of headteachers so as to strengthen it in schools by headteachers.

#### **4.1.8 Instructional Supervision Activities of Headteachers**

Teachers were asked to indicate the frequency at which headteachers perform instructional supervision activities.

##### **4.1.8.1 Headteachers Classroom Visit and its Influence on Student Academic Performance**

Teachers were asked to indicate the rate at which headteachers undertake classroom visit as instructional supervision activity. This will help to establish whether learning takes place. Their response were shown in table 10

**Table 10: Headteachers Classroom Visit and its Influence on Student Academic Performance**

Headteachers Classroom Visit	Always		Often		Sometimes		Rarely		Never	
	F	%	F	%	F	%	F	%	F	%
Check on the teaching learning materials used the teacher in classroom	35	58.33	10	6.67	10	6.67	5	8.33	0	0.00
Frequent monitoring of student discipline	40	66.67	10	6.67	5	6.67	5	8.33	0	0.00
Check on student exercise books to ensure regular marking takes place	30	50.00	15	5.00	6	10.00	5	8.33	4	6.67
Occasionally visit learning session in classroom	25	1.67	15	5.00	10	6.67	5	8.33	5	8.33

NB: This was a multiple response question

Source: Field data, 2020

Table 10 shows the rate at which headteachers undertake classroom visit as an instructional supervision activity in their schools as indicated by teachers. Headteachers have been visiting classrooms and conducting several activities in order to improve students' academic performance.

On the issue of checking on the teaching and learning materials used by teachers in the classroom by headteacher, 35(58.33%) of the teachers indicated always, 10(16.67%) respondents indicated often, 10(16.67%) indicated sometimes, 5(8.33%) while the remaining 5(8.33%) indicated rarely. This can be inferred that more than half of the teacher population indicated that headteachers always emphasize on checking on the use of teaching and learning materials in the classroom by teachers.

On the issue of frequent monitoring of student discipline by headteachers, 40(66.67%) of the teachers indicated always, 10(16.67%) respondents indicated often, 5(8.33) indicated sometimes while 5(8.33%) indicated rarely. This shows that majority of headteachers always emphasizes on monitoring of students discipline.

On the issue of checking students exercise books to ensure regular marking takes place by headteacher, 30(50.00%) of the teachers indicated always, 15(25.00%) respondents indicated often, 6(10.00%) indicated sometimes, 5(8.33%) respondents indicated rarely while the remaining 4(6.67%) indicated never. This can be inferred that more than half of the teacher population indicated that headteachers always emphasize on the checking of students exercise books to ensure regular marking.

On the issue of occasional visit learning session in classroom by headteacher, 25(41.67%) of the teachers indicated always, 15(25.00%) respondents indicated often, 10(16.67%) indicated sometimes, while the remaining 5(8.33%) indicated never. This means that most headteachers do not always visit learning session in the classroom.

#### **4.1.8.2 Checking of Records and its Influence on Student Academic Performance**

Teachers were asked to indicate the rate at which checking of records by headteachers influences student academic performance. The checking of records indicates teacher's preparedness to deliver in the classroom. The results from teacher's responses are shown in table 11.

**Table 11: Checking of Records by Headteachers and its Influence on Student Academic Performance**

Checking of Records by Headteachers	Always		Often		Sometimes		Rarely		Never	
	F	%	F	%	F	%	F	%	F	%
Check the records of work covered by teachers	25	41.67	15	25.00	10	6.67	5	8.33	5	8.33
Check and evaluate teachers lesson note	45	50.00	10	16.67	10	16.67	5	8.33	5	8.33
Check and evaluate teachers scheme of work	45	75.00	10	16.67	5	8.33	0	0.00	0	0.00
Monitor the adherence to school timetable by teachers	45	75.00	15	25.00	0	0.00	0	0.00	0	0.00

NB: This was a multiple response question

Source: Field data, 2020

Table 11 shows the rate at which headteachers undertake checking of records as an instructional supervision activity in their schools as indicated by teachers. Checking of records indicates teachers' preparedness to deliver in the classroom. Headteachers have been checking records and conducting a number of activities in order to improve students' academic performance.

On the issue of headteachers checking the records of work covered by teachers, 30(50.00%) of the teachers indicated always, 10(16.67%) respondents indicated often, 10(16.67%) indicated sometimes, 5(8.33%) respondents indicated rarely while the remaining 5(8.33%) indicated never. This can be inferred that half of the teacher population indicated that headteachers always emphasize on checking of records of work covered by teachers.

On the issue of checking and evaluating teachers lesson note by headteacher, 45(75.00%) of the teachers indicated always, 10(16.67%) respondents indicated often, while 5(8.33%) indicated sometimes. This shows that majority of headteachers always emphasizes on checking and evaluating teachers lesson note.

On the issue of checking and evaluating teachers scheme of work by headteacher, 40(66.67%) of the teachers indicated always, 15(25.00%) respondents indicated often and the remaining 5(8.33%) respondents indicated sometimes. This can be inferred that more than half of the teacher population indicated that headteachers always emphasize on checking and evaluating teachers' scheme of work.

On the issue of monitoring teachers adherence to school timetable, 35(58.33%) of the teachers indicated always, 15(25.00%) respondents indicated often, 6(10.00%) indicated sometimes and the remaining 4(6.67%) respondents indicated rarely. This can be inferred that more than half of the teacher population indicated that headteachers always emphasize on monitoring teachers adherence to school timetable.

#### **4.1.8.3 Provision of Teaching and Learning Resources and its Influence on Student Academic Performance**

Teachers were asked to indicate the rate at which headteachers provision of teaching and learning resources. Teaching and learning resources indicates the school's basic facilities, financing, personnel and organizational environment. The responses from teachers are shown in table 12.



**Table 12: Provision of Teaching and Learning Resources and its Influence on Student Academic Performance**

Provision of Teaching and Learning Resources	Always		Often		Sometimes		Rarely		Never	
	F	%	F	%	F	%	F	%	F	%
Ensure school has basic facilities and adequate personnel	30	50.00	10	6.67	10	6.67	5	8.33	5	8.33
Provision of adequate teaching and learning resources	40	66.67	10	16.67	5	8.33	5	8.33	0	0.00
Provide leadership and guidance in school	25	1.67	10	6.67	15	5.00	5	8.33	5	8.33
Provide frequent feedback to teachers regarding classroom performance	35	58.33	10	16.67	10	16.67	5	8.33	0	0.00

NB: This was a multiple response question

Source: Field data, 2020

Table 12 shows the rate at which headteachers provide teaching and learning resources in their schools as indicated by teachers. Teaching and learning resources indicate the school's basic facilities, financing, personnel and organizational environment. Headteachers have been involved in the provision of teaching and learning resources in order to improve students' academic performance.

On the issue of ensuring school has basic facilities and adequate personnel by headteacher, 30(50.00%) of the teachers indicated always, 10(16.67%) respondents indicated often, 10 (16.67%) indicated sometimes, 5(8.33%) respondents indicated rarely while the remaining 5(8.33%) indicated never. This can be inferred that half of the teacher population indicated that headteachers always emphasize on ensuring that the school has basic facilities and adequate personnel.

On the issue of provision of adequate teaching and learning resource by headteacher, 40(66.67%) of the teachers indicated always, 10(16.67%) respondents indicated often, 5(8.33)

indicated sometime while the remaining 5(8.33%) respondents indicated rarely. This can be inferred that majority of the teacher population indicated that headteachers always emphasize on providing teaching and learning resources in the school.

On the issue of providing leadership and guidance in school by headteacher, 25(41.67%) of the teachers indicated always, 15(25.00%) respondents indicated often, 10(16.67%) indicated sometimes, 5(8.33%) respondents indicated rarely while the remaining 5(8.33%) indicated never. This means that most headteachers do not always provide leadership and guidance in schools.

On the issue of providing frequent feedback to teachers regarding classroom performance by headteacher, 35(58.33%) of the teachers indicated always, 10(16.67%) respondents indicated often, 10(16.67%) indicated sometimes, while 5(8.33%) respondents indicated rarely. This can be inferred that more than half of the teacher population indicated that headteachers always provide frequent feedback to teachers regarding classroom performance.

#### **4.1.9 Teachers Perception on the Headteacher Instructional Supervision Activities**

Teachers' were asked to indicate their perception on headteachers' instructional supervision practices as pertains in their schools. Teachers' perception indicates the degree to which the headteachers' instructional supervision is accepted or rejected. Their responses were shown in Table 13.

**Table 13: Teachers perception on Instructional Supervision**

Perception on Instructional Supervision practices	Always		Often		Sometimes		Rarely		Never	
	F	%	F	%	F	%	F	%	F	%
Encourages excellence in staff performance through constructive suggestions	30	50.00	15	5.00	10	16.67	5	8.33	0	0.00
Rewards effective teachers by recommending them for promotion.	10	16.67	15	25.00	5	8.33	10	6.67	20	33.33
Matches staff members need to staff development opportunities	15	25.0	15	25.00	5	8.33	15	5.00	10	16.67
Supports and participates in staff development activities	35	8.33	10	16.67	6	10.00	5	8.33	4	6.67
Encourage effective use of academic time	35	8.33	10	6.67	6	10.00	5	8.33	4	6.67
Further cooperation and teamwork among staff members	45	75.00	6	10.00	5	8.33	4	6.67	0	0.00
Provide professional selection of textbooks	25	1.67	15	5.00	10	6.67	5	8.33	5	8.33
Holds teaching methodology meetings with members of staff.	20	3.33	10	16.67	10	16.67	15	5.00	5	8.33
Gives instructional guidance to teachers during staff meetings	40	6.66	6	0.00	6	10.00	4	6.67	4	6.67
Encourages teachers to further their field of discipline	35	8.33	10	16.67	6	10.00	5	8.33	4	6.67
Provides in-service training for teachers to increase their effectiveness	25	1.67	15	5.00	10	16.67	5	8.33	5	8.33

NB: This was a multiple response question

Source: Field data, 2020

Table 13 shows teachers' perception on instructional supervision practices performed by headteachers. On the issue of encouraging excellence in staff performance through constructive suggestions as perceived by teachers an instructional supervision activity by headteacher, 30(50.00%) of the teachers indicated always, 15(25.00%) respondents indicated often, 10(16.67%) indicated sometimes, while the remaining 5(8.33%) indicated rarely. The results also show that half of teachers felt that headteachers encourage excellence in staff performance through constructive suggestions always.

On the issue of rewarding effective teachers by recommending them for promotion as perceived by teachers an instructional supervision activity by headteacher, 10(16.67%) of the teachers indicated always, 15(25.00%) respondents indicated often, 5(8.33%) indicated

sometimes, 10(16.67%) respondents indicated rarely, while the remaining 20(33.33%) indicated never. This means that the least number of teachers noted that headteachers always rewards effective teachers by recommending them for promotion.

On the issue of matching staff members need to staff development opportunities as perceived by teachers an instructional supervision activity by headteacher, 15(25%) of the teachers indicated always, 15(25%) respondents indicated often, 5(8.33%) indicated sometimes, 15(25.00%) respondents indicated rarely, while the remaining 10(16.67%) indicated never. This means that most teachers felt that headteachers do not always match staff members need to staff development opportunities.

On the issue of providing supports and participates in staff development activities as perceived by teachers an instructional supervision activity by headteacher, 35(58.33%) of the teachers indicated always, 10(16.67%) respondents indicated often, 6(10.00%) indicated sometimes, 5(8.33%) respondents indicated rarely, while the remaining 4(6.67%) indicated never. This means that most teachers felt that headteachers do engage in the provision supports and participates in staff development activities

On the issue of encouraging effective use of academic time as perceived by teachers an instructional supervision activity by headteacher, 35(58.33%) of the teachers indicated always, 10(16.67%) respondents indicated often, 6(10.00%) indicated sometimes, 5(8.33%) respondents indicated rarely, while the remaining 4(6.67%) indicated never. The result shows that more than half of the teachers felt that head teachers encouraged effective use of academic time.

On the issue of furthering co-operation and teamwork among staff members as perceived by teachers an instructional supervision activity by headteacher, 45(75.00%) of the teachers indicated always, 5(8.33%) respondents indicated often, 6(10.00%) indicated sometimes, while

4(6.67%) respondents indicated rarely. The results reveal that majority of teachers felt that head teachers always further co-operation and teamwork among staff members.

On the issue of providing professional selection of textbooks as perceived by teachers an instructional supervision activity by headteacher, 25(41.67%) of the teachers indicated always, 15(25.00%) respondents indicated often, 10(16.67%) indicated sometimes, 5(8.33%) respondents indicated rarely, while the remaining 5(8.33%) indicated never. This means that most headteachers do not engage in the provision professional selection of textbooks.

On the issue of holds teaching methodology meetings with members of staff.as perceived by teachers an instructional supervision activity by headteacher, 20(33.33%) of the teachers indicated always, 10(16.67%) respondents indicated often, 10(16.67%) indicated sometimes, 15(25.00%) respondents indicated rarely, while the remaining 5(8.33%) indicated never. This means that most teachers felt that headteachers do not always holds teaching methodology meetings with members of staff.

On the issue of giving instructional guidance to teachers during staff meetings as perceived by teachers an instructional supervision activity by headteacher, 40(66.66%) of the teachers indicated always, 6(10.00%) respondents indicated often, 6(10.00%) indicated sometimes, 4(6.67%) respondents indicated rarely, while the remaining 4(6.67%) indicated never. The results reveal that majority of teachers noted that head teachers always give instructional guidance to teachers during staff meetings.

On the issue of encouraging teachers to further their field of discipline.as perceived by teachers an instructional supervision activity by headteacher, 35(58.33%) of the teachers indicated always, 10(16.67%) respondents indicated often, 6(10.00%) indicated sometimes, 5(8.33%) respondents indicated rarely, while the remaining 4(6.67%) indicated never. This

means that most teachers felt that headteachers do always encourages teachers to further their field of discipline.

On the issue of providing in-service training for teachers to increase their effectiveness as perceived by teachers an instructional supervision activity by headteacher, 25(41.67%) of the teachers indicated always, 15(25.00%) respondents indicated often, 10(16.67%) indicated sometimes, 5(8.33%) respondents indicated rarely, while the remaining 5(8.33%) indicated never. This means that most headteachers do not engage in the provision in-service training for teachers to increase their effectiveness.

#### 4.1.10 Challenges Experience by Headteachers in Conducting Instructional Supervision

Teachers were asked to indicate the challenges headteachers experience in conducting instructional supervision. Challenges indicate the extent to which efforts by headteachers in conducting instructional supervision are 1 or not. Their responses were shown in table 14.

**Table 14: Challenges Experience by Headteachers in Instructional Supervision**

Challenges experienced by Head Teachers	Always		Often		Sometimes		Rarely		Never	
	F	%	F	%	F	%	F	%	F	%
Teachers are always willing to work with headteachers for better performance	40	66.67	10	16.67	5	8.33	5	8.33	0	0.00
Learning resources in school are adequately provided	35	58.33	10	16.67	6	10.00	5	8.33	4	6.67
Parents provide the necessary support to the school headteachers	30	0.00	15	5.00	6	0.00	5	8.33	4	6.67
Headteachers are well skilled to handle administration matters in schools.	45	75.00	5	8.33	6	10.0	4	6.67	0	0.00

NB: This was a multiple response question

Source: Field data, 2020

The results shown in Table 14 reveal that majority of teachers 45 (75%) indicated that the leading challenge was that headteachers are well not skilled to handle administration matters in schools. This was followed by 40(66.67%) who indicated the willingness of teachers to work

with headteachers for better performance. It was also followed closely by 35(58.33%) of the teachers felt that provision of adequate learning resources in school was a challenge. It was also closely followed by 30(50.00%) of teachers who felt that parents provide the necessary support to the school headteachers was a challenge.

## 4.2 Findings from the Headteachers' Interview Guide

The findings in this section are based on the answers to questions in the headteachers' interview guide.

### 4.2.1 Demographic Information of Headteacher Respondents

This section presents and analysis the background characteristics of head teachers.

**Table 15: Sex Distribution of Headteachers**

Sex	Frequency	Percentage (%)
Male	4	66.67
Female	2	33.33
Total	6	100.00

Source: field data, 2020.

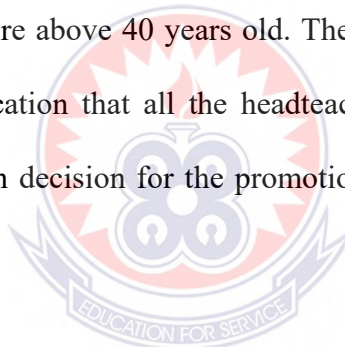
Data in table 15 shows that 4(66.67%) of the headteachers were males while 2(33.33%) were females. This shows that there are more male head teachers in public junior high schools in Mensorso circuit than females. This also means that more males granted the researcher the audience and provided information on influence of headteachers instructional supervision practices than their female counter parts.

**Table 16: Age Distribution of Headteachers**

Age range	Frequency	Percentage (%)
31-35	0	0.00
36-40	4	66.67
Above 40	2	33.33
Total	6	100.00

Source: field data, 2020.

Data in the table 16 indicates the age distribution of headteacher respondents. It could be clearly seen that majority of the respondents 4(66.67 %) were between the ages 36-40 years. This is followed by 2(33.33%) who were above 40 years old. The majority of the headteachers were above 30 years which is an indication that all the headteachers are matured and could make necessary instructional supervision decision for the promotion of teaching and learning in their schools.

**Table 17: Academic Qualification of Headteachers?**

Academic qualification	Frequency	Percentage (%)
Diploma certificate	0	0
Bachelor's degree	3	50.00
Postgraduate's degree	3	50.00
Total	6	100.00

Source: field data, 2020.

From the data in table 17, 3(50%) of headteachers are first degree holders while 3 (50%) of the respondents' holds various postgraduate degrees. None of the respondents 0(0%) hold diploma



certificate. It can be inferred from the data that majority of headteachers are making efforts to upgrade their skills and knowledge through further studies.

**Table 18: Working Experience as a Headteacher?**

Number of years worked as a headteacher	Frequency	Percentage (%)
1- 5 years	0	0.00
6-10years	1	16.67
11-15 years	3	50.00
More than 15 years	2	33.33
Total	6	100.00

Source: field data, 2020.

Data in table 18 indicates the working experience of headteachers in public junior high schools in the Mensonso circuit: 1(16.67%) of the head teachers fell within the category of 6-10 years. Also 3(50%) of them fell within those who had work between 11-15years while 2 (33.33%) have served more than 15 years. None 0(0%) of the head teachers have served as headteachers between 1-5 years. This reveals that majority of the head teachers had spent more than 5 years in their working experience as head teachers. This shows that they have gain enormous experience in what is expected of them as head teachers.

**Table 19: Rank of Headteachers?**

Rank of headteachers	Frequency	Percentage (%)
Senior Superintendent I	0	0.00
Principal Superintendent	4	66.67
Assistant Director II and above	2	33.33
Total	6	100.00

Source: field data, 2020.

It can be observed from Table 19 that, 4(66.67%) of the head teachers who responded to the guide have attained the rank of Principal Superintendent, 2 (33.33%) have attained the rank of Assistant Director II and above while 0 (0.0%) were of the rank of Senior Superintendent I. The higher ranks of headteachers indicate that they have spent numerous years serving in the teaching profession.

#### **4.2.6 Have you been trained on how to carry out instructional supervision as a headteacher?**

In order to know if headteachers have been given training to enable them carry out instructional supervision effectively, the researcher asked the headteachers if they have been trained on how to carry out instructional supervision. Their responses were as shown in Table 20.

**Table 20: Training of headteachers on instructional supervision**

Training of headteachers on instructional supervision	Frequency	Percentage (%)
Yes	4	66.67
No	2	33.33
Total	6	100.00

Source: field data, 2020.

Table 20 shows that 4(66.67%) of headteachers have received some form of training on instructional supervision since their appointment as headteachers in their respective schools while 2 (33.33%) have not. This show that not all headteachers capacities have been built enough through numerous training workshops and seminars.

#### 4.2.7 Which agency did headteachers received their training n instructional supervision?

In order to confirm if headteachers have indeed received some training on instructional supervision, the researcher asked the headteachers to identify the training agency they received their training. Their responses were as shown in Table 21.

**Table 21: Training agency of headteachers;**

Training Agency	Frequency	Percentage (%)
MoE/GES	4	100.00
Others	0	0.00
Total	4	100.00

Source: field data, 2020.

Table 21 shows that majority of headteachers have received training from GES/MoE with 4 (100%) responses. This show that all headteachers have gone through training that has built their capacities to perform as headteachers.

#### 4.2.8 Do you supervise teachers work?

In order to know if headteacher have been supervising teachers' instructional work, the researcher asked the headteachers if they have been supervising teachers work. Their responses were as shown in Table 22.

**Table 22: Headteachers' Supervision of teachers work**

Teachers work supervision	Frequency	Percentage (%)
Yes	6	100.00
No	0	0.00
Total	6	100.00

Source: field data, 2020.

Table 22 shows that all headteachers have been supervision teachers' instructional work. All 6 (100%) headteachers responded yes when asked by the researcher. This show that headteachers provide instructional supervision of teachers work in their schools.

#### 4.2.9 How Often Do Headteachers Supervise Teachers Work?

In order to confirm if headteachers have been supervising teachers' work, the researcher asked the headteachers to state frequency with which they undertake supervision of teachers work. Their responses were as shown in Table 23.

**Table 24: How often do headteachers supervise teachers work?**

Frequency of work supervision	Frequency	Percentage (%)
Weekly	3	50.00
Monthly	2	33.33
Termly	1	16.67
Total	6	100.00

Source: field data, 2020.

Table 24 shows that majority of headteachers undertake supervision of teachers work weekly with 3 (50%) responses, 2 (33.33%) indicated they have been undertaking supervision of teachers work on monthly and 1 (16.67%) indicated termly. This show that all headteachers do undertake supervision of teachers work at least in a term.

#### 4.2.10 Instructional Supervision Activities Performed by Headteachers

Instructional supervision is a core function performed by headteachers in every school in order to improved students' academic performance. During the headteachers interview, a question was asked like:

**What are some of the instructional supervision activities you undertake when supervising teachers work?** This was what one of them had to say:

*“As part of my instructional supervision functions, I perform three main roles: I visit classrooms to establish whether teaching and learning takes place, I check records of work performed by teachers to know teachers preparedness to deliver effectively in the classroom and I also provide*

*teaching and learning resources in my school; these teaching and learning resources indicates the basic facilities, finance, personnel and school environment.*

*I perform specific activities under each of the state roles like checking the teaching and learning materials used by teachers, checking and evaluating teacher's lesson notes, providing frequent feedbacks to teachers regarding their classroom performance among others.*

*I believe, if all headteachers do same, students' academic performance will improve in the circuit and the district as a whole."*

*(A headteacher).*

In another interview with a different headteacher on the above question. This was his response:

*"I inspect teachers' attendance, inspect and monitor their lesson notes preparation and lessons deliveries, inspect the number of exercises given and marked, take reports of recalcitrant teachers and deliver information from the metro office among others. You know, when I do this and another head also does the same, it will help promote the quality of education we are all yearning for".*

*(A headteacher).*

Another headteacher in a different school also responded by saying;

*"As a headteacher, I visit classroom to observe teaching and learning activities, I ensure that all teachers teach and adhere to the curriculum, I regularly vet teachers lesson notes, I make sure all teaching and learning materials bought are put to proper use, I ensure teachers teach according to the school's timetable and I am able to give feedback to teachers on their performance."*

(A headteacher).

Similar views were held by most of the head teachers interviewed.

This means that if these roles are carried out to the fore, students' academic performance will improved hence contributing to the quality of education delivery in public junior high schools in Mensorso circuit, Akrofuom District.

#### **4.2.11 Challenges Experience by Headteachers in Performing Instructional Supervision**

Headteachers were asked to indicate the challenges they experience in performing instructional supervision activities. Challenges indicate the extent to which efforts by headteachers in conducting instructional supervision are successful or not. During the key informant interview with headteachers, a question was asked:

##### **What challenges do you face when performing instructional supervision?**

One of the head teachers reiterated that one challenge confronting headteachers is how to ensure that the staff cooperate with them and adheres to rules and regulations of Ghana Education Service (GES). She asserted that the unwillingness on part of teachers to work with headteachers for better performance by abiding by the strict rules and regulations of the institution is a major concern.

She lamented:

*“As a head teacher I apply all the possible means at my disposal to advice, counsel, and enforce rules and regulations within the Ghana Education Service(GES) ambit to achieve quality education but adherence to instructional timetable is a challenge because some teachers come to school late and are not able to deliver at the output level set for them”.* (A Headteacher).

Another headteacher revealed that teaching and learning resources such as textbooks, lesson note books as well as furniture are not adequately provided either by Government through the District Education Directorate or parents of students in the school. Therefore, he said:

*“I am not able to work effectively due to lack of adequate teaching and learning materials such as textbooks, lesson note books, furniture provided for the school to be used by teachers to enhance teaching and learning. This has resulted in lack of cooperation from recalcitrant teachers who refuse to prepare their lesson notes and hence not able to deliver their lessons effectively.”*

(A headteacher).

Another headteacher asserted that most headteachers are not well skilled enough to handle all administrative matters in schools. This is because few headteachers have had any formal training in the leadership functions of schools and promotions may not be based on leadership or management skills. Further, many heads of schools continue to have extensive pedagogical responsibilities in addition to administrative ones. This leaves little time for supervision and support of staff. He said:

*“I have not had any in-service training programmes on Human Resource Management, leadership training and capacity building training since my appointment as headteacher. These programmes would have updated my knowledge on supervisory issues, helped me to manage the human resources under me and also helped me to be innovative and tolerant in discharging my duties.”*



(A Headteacher).

Other headteachers interviewed also held similar views.

This means that, despite the efforts made by the Government through the District Education Directorate to ensure quality education delivery, there are serious setbacks in promoting quality education delivery and students' academic performance in public junior high schools in Mensorso circuit, Akrofuom District. These challenges disenable headteachers to work effectively and reduce them to ordinary observers of the system. This will not help to achieve quality education and improved students' academic performance.

#### **4.2.12 Suggestions to Improve Effective Instructional Supervision**

Headteachers' were asked through their interview guide to suggest ways to improve instructional supervision activities they perform in their schools. The suggestions will help educational authorities to formulate and implement policies gear towards improving instructional supervision activities in school aimed at achieving quality education delivery and improved students' academic performance. During the headteacher interview, a question was asked:

#### **Give suggestions on how headteachers can become better instructional supervisors?**

This was the view of one of the headteachers on suggestions to improve instructional supervision:

*"I suggest the need to organize regular in-service training programmes on Human Resource Management, leadership training and capacity building training for headteachers by the District Education Directorate or headteachers themselves attend such programmes organized*

*elsewhere. I believe these programmes will updated my knowledge on supervisory issues and helped me to manage the human resources under me effectively and efficiently. ”*

(A Headteacher).

Another headteacher in a different school also responded by saying;

*“I suggest schools should have adequate staffs especially those in rural communities so that the headteachers can be detached in order not to overburden them with workloads. Many headteachers in such schools due to understaffing continue to have extensive pedagogical responsibilities in addition to administrative ones. This leaves little time for supervision and staff support.”* (A headteacher)

In another interview with a different headteacher on the above question. This was his response:

*“I suggest teachers should be made to understand how they should be supervised by headteachers during their orientation sessions, in-service training at both school and cluster based levels, seminars and workshops. During those sessions, they will be advice, counsel, and made know the rules and regulations within the Ghana Education Service (GES) and how to cooperate and abide by those rules in order to achieve quality education.”*

(A headteacher)

Similar views were held by most of the headteachers interviewed.

This means that, headteachers who are the principal instructional supervisors in their schools can offer good suggestions with respect to various challenges that confront them as they undertake instructional supervision activities in their schools. These suggestions are hands on approaches when well implemented will improve the quality of education delivery.

### 4.3 Findings from the Students' Interview Guide

The findings in this section are based on the answers to questions in the students' interview guide.

#### 4.3.1 Demographic Information of Student Respondents

This section presents and analysis the background characteristics of students.

**Table 25: Sex distribution of students**

Sex	Frequency	Percentage (%)
Male	3	50.00
Female	3	50.00
Total	6	100.00

Source: field data, 2020.

Data in table 25 shows that 3(50.00%) of the respondents were males while 3(50.00%) were females. This shows that an equal opportunity were given to both female and male respondents in public junior high school in the Mensonso circuit, Akrofuom District.

**Table 26: Age distribution of students**

Age Range	Frequency	Percentage (%)
13-15	5	83.33
16-18	1	16.67
Total	6	100.00

Source: field data, 2020.

Data in table 25 shows the ages of student respondents. It could clearly be seen that majority 5(83.33%) of the respondents were between 13-15 years, and 1(16.67%) were between 16-18 years. Thus the pupils were within the adolescent age of 13 and above and had the appropriate level of maturity and insight.

### 4.3.3 Classroom Visit by Headteachers

Headteachers' classroom visits indicate the frequency of teacher and class observation which is important for establishing whether learning takes place. Headteachers have been visiting classrooms and conducting several activities in order to improve students' academic performance. During the student interview, a question was asked like:

**Do headteachers visit classroom to observe teaching and learning? If yes, how frequent?**

This was what one of them had to say:

*“Yes, my headteacher visit classroom when teaching and learning is ongoing at sometimes and also when there is no teacher in the classroom. During those occasional visits, he checks on our exercise books to ensure teachers regularly marks class exercises, homework's and assignments given to us. I believe it helps him to know if teachers actually teach while we also learn.”*

(A Student)

A student in a different school also responded by saying;

*“My headteacher ensuring effective teaching and learning takes place in the school, he visit the classroom every week to check if teachers are teaching. He also occasionally, check on the teaching learning materials used by teacher in classroom and ensure both students and teacher*

*are disciplined at all times. He makes sure that set rules and regulations in the school are obeyed and adhere to by all and sundry.”*

(A Student)

In another interview with a different student on the above question. This was her response:

*“My headteacher has been observing teaching and learning in the school anytime he visit my classroom. I can recall he visit the classroom twice in a month. Most of his visits were unannounced. The headteacher always ensures teachers use the appropriate teaching and learning materials during lesson delivery in the classroom.”*

(A Student)

Other students interviewed shared similar experiences.

#### **4.3.4 Provision of Teaching and Learning Resources by Headteachers**

Teaching and learning resources indicate the school’s basic facilities, financing, personnel and organizational environment. Headteachers have been involved in the provision of teaching and learning resources in order to improve students’ academic performance.

During the key informant interview with students, a question was asked:

**Do headteachers provide teaching and learning resources in your school? If yes, how?**

In another interview with a student on the above question. This was her response:

*“I believe my headteacher provide the school with the needed teaching and learning resources. She makes sure the school has adequate teachers to teach all subjects been taught in the school.*

*I sometimes see teachers teaching with some materials of which I believe were provided for by the headteacher”*

(A Student)

A student in a different school also responded by saying;

*“Yes, I believe my headteacher do provide teaching and learning resources in the school. She inspect teachers’ attendance, inspect the number of exercises given and marked by teachers. She also visit classroom to observe teaching and learning activities and ensures that all teachers teach according to the school’s timetable.”*

(A Student)

A different student interviewed also responded by saying:

*“Yes, my headteacher do provide teaching and learning resources in the school. He ensures that all teachers teach according to the syllabus and adhere strictly to the school’s timetable anytime he visit the classroom to observe teaching and learning. Also, he ensures that all resources provided for the school are put to effective use.”*

(A Student)

Most students interviewed on the above question shared similar responses.

#### **4.4 Discussion of Findings According to Research Questions**

##### **4.4.1 Research Question 1:**

*What is the nature of instructional supervision activities carried out by headteachers for improved students’ academic performance in public Junior High Schools in Mensonso circuit?*

According to the findings of this study, teachers, headteachers and students reported that the most common instructional supervision practices found in the Public Junior High Schools were checking records of work covered ( check and evaluate teachers scheme of work and lesson plan, monitor teachers adherence to school time table), classroom visit ( observing teaching and learning activities, check pupils exercise books to ensure marking takes place, check the use of teaching and learning materials in the classroom) and provision of teaching and learning resources (ensuring school has basic facilities and adequate personnel, provision of adequate teaching and learning resources, provide leadership and guidance, provide feedback to teachers on their classroom performance).

These findings corroborate with a research conducted by Daresh & Playko (1992) as cited by Birech (2011) and other researchers like Rob & Webbinki (2009) who reported that there are close association between instructional supervision and student academic performance. These findings showed that instructional supervision practices in schools includes record keeping, checking of pupils notes, checking of scheme of work and checking of lesson plan. Blasé & Blasé (1998) and other researchers like Brandt et al (2007) in another study found out that visiting classrooms is an instructional supervision strategy that positively affects teachers. Principals use informal visits to classrooms to learn what teachers are doing, assess whether sound instruction is being delivered and to interact with teachers. They noted that visibility was related to using new teaching strategies, considering different teaching techniques to address the needs of students and increasing levels of instructional time on task. Classroom visits is one of the most common forms of teacher evaluation. Panigrahi (2012) also reported similarly in Tanzania that classroom visits involves live observation of a teacher and analyzing his or her

class practices, the teaching learning process, teacher's personality, student – teacher interactions, lesson note and lesson presentation.

Duke (1987) and Heck et al (1990) also reported that providing resources includes scheduling, developing the curricular, hiring and correctly placing teachers, adopting textbooks and purchasing the necessary materials to support instruction. They also noted that headteachers influence student achievement through helping teachers acquire necessary resources to support instruction. The lack of resources may be a barrier to the use of some instruction strategies by some teachers.

#### **4.4.2 Research Question 2**

*How do teachers perceive headteachers instructional supervision activities in public Junior High Schools in Mensorso circuit?*

As regards to teacher's perception of headteachers instructional supervision practices, the results of the findings reveal that while few perceive it as important because it furthers co-operation and teamwork among teachers, a great majority of teachers felt instructional supervision practices are used as an evaluative approaches by headteachers.

These findings corroborate with a study conducted by Kapfunde (1990) which reported that teachers usually associate instructional supervision with rating of teachers. Some teachers perceive supervision as a form of inspection and evaluation or supervision. Teachers may perceive supervision as a worthwhile activity if supervisors give teachers security by backing their judgments even though they may be wrong at times. Teachers must feel that the supervisor is there to serve them and help them become more effective teachers.



The results also agrees with studies conducted by Zepeda (2007); Watene (2007) and Yunus (2010) who reveal that because of the evaluative approaches of instructional supervision; less experienced teachers have more negative perceptions on the practice of instructional supervision than more experienced teachers. They consider supervisors as fault finders; they fear that supervisors will report their weaknesses to the school administrator, and consider instructional supervision as having nothing of value to offer to them. However the results in the study disagree with those of Nnabuo et al. (2004) who found that teachers had a negative attitude and resisted instructional supervision. This was supported by a study conducted by Victoria (2007) in some selected public primary school in the US, showed that most teachers believed that their supervisors' frequent visits and calls were important activities, whereas others reported that their supervisors were not seen in the classrooms enough. She observed that teachers were energized when supervisors "dropped by" the classrooms and interacted with the students.

#### **4.4.3 Research Question 3**

*What are the challenges experienced by headteachers in conducting instructional supervision activities for improved student academic performance in public Junior High Schools in Mensorso circuit?*

According to the findings of this study, headteachers and teachers reported that the most common challenges experienced by headteachers in conducting instructional supervision practices in public junior high schools were provision of adequate learning resources in schools, headteachers are well skilled to handle administration matters in schools and teachers are always willing to work with headteachers for better performance.

### **Learning resources in schools are adequately provided**

According to the findings of the study, teachers and headteachers alluded to the fact that a major challenge experienced by headteachers in conducting instructional supervision is the adequate provision of learning resources in schools. There should be no question at all on the assertion that inadequate learning resources in schools will affect headteachers instructional supervision and students' academic performance. . These findings are similar to those reported by Kerubo (2010) that delays in funds disbursement and provision of learning resources influenced headteachers' instructional supervision in public primary schools in Njoro district.

### **Headteachers are well skilled to handle administration matters in schools.**

According to the findings, it is evident in the affirmative that the leading challenge experienced by headteachers in conducting instructional supervision was that headteachers well not skilled to handle administration matters in schools. Instructional supervision plays a very significant role in students' academic performance. For headteachers to better perform this function, they must have acquired adequate skills and capacity through various forms of training. Instructional supervision when well undertaken by headteachers can be useful in every school.

However, most headteachers these days are doing the contrary. These findings are similar to those reported by Wiles and Bondi (2002) that headteachers received little or no training in leadership and, therefore, used trial and error techniques to address challenges they encountered in their leadership roles. They also found that few headteachers had some training in leadership and management, but lasted between one day and two weeks. Danielson and McGreal (2000) cited a limited experience and lack of skills as problems in instructional supervision. Inadequate formal training on the techniques, concept and practice of supervision is essential for supervision

success. However, lack of enough training in providing constructive feedback while maintaining relationships is another challenge.

### **Teachers are always willing to work with headteachers for better performance**

According to the findings of the study, teachers and headteachers alluded to the fact that a major challenge experienced by headteachers in conducting instructional supervision was the willingness of teachers to work with head teachers for better performance. The relationship headteachers establish with their teachers have an influence on their instructional supervision practices in every school. A good established relationship will in turn affects students' academic performance. Teachers also has the responsibility to act in good faith to help make instructional supervision better in schools but has not been the case these days. These findings corroborate with researches conducted by (Kerubo, 2010) who reported that supervisors should possess some working knowledge and skills to be able to provide the necessary assistance, guidance, and support services to teachers for improved classroom practices. Nnabuo et al. (2004) reported that teachers saw instructional supervision as evaluative hence their unwillingness to work with headteachers. They also indicated that the attitude of teachers depends on the approach that is used to supervise or type of supervision offered. The inspectoral fault finding evaluations approach is likely to result in teachers viewing supervision negatively and lacking trust.

### **4.5 Summary of the discussion of the findings**

This study has shown that there are various forms of headteachers instructional supervision practices in public Junior High Schools in the Mensorso Circuit of Akrofuom District that the researcher visited. There was some evidence that instructional supervision practices were checking of records of work covered ( check and evaluate teachers scheme of

work and lesson plan, monitor teachers adherence to school time table), classroom visit (observing teaching and learning activities, check pupils exercise books to ensure marking takes place, check the use of teaching and learning materials in the classroom) and provision of teaching and learning resources (ensuring school has basic facilities and adequate personnel, provision of adequate teaching and learning resources, provide leadership and guidance, provide feedback to teachers on their classroom performance).

The study has also show teacher's perception of headteachers instructional supervision practices as been mainly evaluative approaches which included giving instructional guidance to teachers during staff meetings, holding teaching methodology meetings with members of staff, encourage effective use of academic time, encourages excellence in staff performance through constructive suggestions, provides in-service training for teachers to increase their effectiveness. This study has shown the various challenges experienced by headteachers in conducting instructional supervision in schools were provision of adequate learning resources in schools, headteachers are well skilled to handle administration matters in schools and teachers are always willing to work with headteachers for better performance.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.0 Introduction

The chapter is a summary of issues that emerged from the previous chapter. It summarizes the findings and outlines the conclusions drawn. It also gives recommendations for the study based on the findings.

#### 5.1 Summary

The research obtained views from headteachers and teachers of public Junior High Schools in Mensorso Circuit on the influence of headteachers' instructional supervision practices on students' academic performance in junior high schools. From the data gathered and analyzed, all respondents agreed that instructional supervision practices influence students' academic performance in schools and similarly admitted that headteachers have a role to play in instructional supervision practices.

On the issue of instructional supervision practices, the research revealed that respondents have varied levels of frequency from always to never about instructional supervision practices in public junior high schools in Mensorso circuit. This implies that they will be ready to play their respective roles to ensure that instructional supervision are carried out effectively and efficiently in schools.

The results of the study revealed that the most common instructional supervision practices carried out in public junior high schools by headteachers were checking of records of work covered (check and evaluate teachers scheme of work and lesson plan, monitor teachers

adherence to school time table), classroom visit ( observing teaching and learning activities, check pupils exercise books to ensure marking takes place, check the use of teaching and learning materials in the classroom) and provision of teaching and learning resources (ensuring school has basic facilities and adequate personnel, provision of adequate teaching and learning resources, provide leadership and guidance, provide feedback to teachers on their classroom performance).

With regards to teachers' perception of headteachers instructional supervision practices, the results of the study showed giving of instructional guidance to teachers during staff meetings, supports and participates in staff development activities, encourages teachers to further their field of discipline, encourage effective use of academic time and encourages excellence in staff performance through constructive suggestions as the major perceptions. They also portrayed provision of professional selection of textbook, provides in-service training for teachers to increase their effectiveness, Holds teaching methodology meetings with members of staff, Matches staff members need to staff development opportunities and rewards effective teachers by recommending them for promotion as other perceptions teachers have about headteachers instructional supervision practices.

On the challenges experienced by headteachers in conducting instructional supervision practices, both teachers and headteachers responded that provision of adequate learning resources in schools, the skills level and ability of headteachers to handle administrative matters in schools and teachers willingness to work with their headteachers for better performance in schools are major challenges confronting headteachers in conducting instructional supervision in their various schools.

On suggestion to improve instructional supervision practices in schools so that it can achieve its purpose of improving both teacher and student performance, there must be the need for its effectiveness and efficiency. Suggestions provided by headteachers were teachers should be made to understand how they should be supervised, instructional supervision should be carried out at least twice a month and headteachers should not be overburdened with workload.

## 5.2 Conclusions

Headteachers' instructional supervision practice in junior high schools has become a cause for concern among teachers, headteachers and policy makers because junior high school students are at the core of the future of every nation as they are regarded as future leaders. Therefore, there is the need for proper and improved instructional supervision in schools to help students at that level to achieve good academic performance.

Instructional supervision combines a set of activities necessary for the improvement of both teachers and students' performance. Hence, it enables supervising the entire teaching and learning process.

Headteachers checking records of work covered by teachers enables the teacher to maintain instructions and improve on their teaching methodologies. Moreover, the study concludes that majority of the teachers are aware of the headteachers' instructional supervision role; however, they have counter-opinion to its process.

Observation of teaching and learning activities by headteachers is significant in identifying the strength and weakness of teachers regarding improving academic performance in the schools. There is also the need for holding productive meetings with teachers after class visits to discuss the

process of instructional supervision, this is important in promoting a good teacher and headteacher relationship.

Provision of adequate learning resources such as classroom, library, ICT laboratory, teaching facilities among others also provision of funds to schools influence academic performance in public junior high schools in Mensonso circuit of Akrofuom District.

### **5.3 Recommendations**

Based on the findings of the study, the following recommendations are hereby made:

1. The Ministry of Education through Ghana Education Service should supply schools with adequate teaching and learning resources such as teaching aids, learning materials and posting of more teachers to schools. Training, refresher courses and tours to well managed schools should be provided for teachers and headteachers to reveal the value of instructional supervision techniques for examination performance. The Ministry of Education through Ghana Education Service should address the problem of high staff turnover by having teachers empowered, supported and motivated through allowances.
2. The headteachers should continue with focused instructional supervision, by checking the teacher's record books and pupils' record books to enhance performance. The process should be well planned to ensure it does not inflict fear, intimidate or cause loss of morale among the teachers.
3. Headteachers should strive to be role models worth imitation and should exhibit professionalism. This will encourage teachers to do the same. Guiding, advising and encouraging teachers to teach well and plan the way forward to help pupils are important.



It is also important for headteachers to ensure that they are well skilled to handle administration matters in schools.

4. Headteachers should be retrained on effects of effective instructional supervision on academic achievement. They should also involve their assistants and heads of department in instructional supervision through effective delegation of duties.
5. Teachers should receive classroom visits positively in order to benefit pupils' in learning and eventual performance in junior high schools. This can be achieved through head teachers treating teachers with respect, openness and both working closely and by forming a team of few teachers irrespective of their position to sell his vision. The use of learner centred methods by teachers will also improve learning results. Teachers who are untrained should strive to undergo training in order to improve their capacity in teaching. Teachers should also ensure that school records such as time tables and lesson plans should be well made and followed to ensure effective learning.
6. Teachers should have adequate preparation before administering their lessons and also be well equipped with teaching and learning resources and lesson preparation tools such as scheme of work, lesson notes, teaching notes and records of work covered.

#### **5.4 Recommendation for future research**

The researcher suggests further study into:

1. A similar study should be conducted using greater sample size, more key informants, more instruments and more enumerators.
2. The impact of headteachers' leadership styles on the effectiveness of instructional supervision in basic schools in the Akrofuom District

3. Promoting quality education through effective teacher supervision in public junior high schools in the Akrofuom District.



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## APPENDIX A

### UNIVERSITY OF EDUCATION-WINNEBA COLLEGE OF TECHNOLOGY EDUCATION, KUMASI QUESTIONNAIRE FOR TEACHERS

Dear Respondent,

The questionnaire given to you is part of a research for Master of Arts, Educational Leadership Programme of the Department of Educational Leadership. The study is to obtain information on the Influence of Headteachers' Instructional Supervision Practices on Students' Academic Performance in Public Junior High Schools in the Mensonso Circuit of Akrofuom District. It is an academic work and the findings may enable the researcher to probe for some intervention for policy makers to stem the tide of instructional supervision in public Junior High Schools.

I would be grateful if you kindly answer all the questions in the questionnaire truthfully.

I assured you of maximum confidentiality.

**Instructions:** To answer the questions, put a tick (✓) against the most appropriate answer or fill in the blank spaces where the possible answers are not given.

#### SECTION A- Personal Information

1. Sex:                      Male (   )                                      Female (   )
2. Age
  - a. 25-30      (   )                                      c. 36-40      (   )
  - b. 31-35      (   )                                      d. Above 40      (   )
3. What is your professional qualification?
  - a. Diploma      (   )                                      c. Postgraduate (   )
  - b. Degree      (   )                                      d. Others      (   )
4. How long have you been a teacher in your current station?
  - a. 1 – 5 years      (   )                                      s c. 11 – 15 years      (   )
  - b. 6 – 10 years      (   )                                      d. Above 15 years      (   )



15	Ensure school has basic facilities and adequate personnel					
16	Provision of adequate teaching and learning resources					
17	Provide leadership and guidance in school					
18	Provide frequent feedback to teachers regarding classroom performance					

### SECTION C-Teachers Perception on the Headteacher Instructional Supervision Practices

The following are activities that a head teacher performs as an instructional supervisor. Rate your perception of headteachers instructional supervision practice in a five point scale 1 – 5 by putting a tick (√) where appropriate to reflect your opinion.

**Key:** A-Always, O-Often, S-Sometimes, R-Rarely, N-Never

S/N	Activities	A	O	S	R	N
18	Encourage excellence in staff performance through constructive suggestion					
19	Rewards effective teachers by recommending them for promotion					
20	Matches staff members need to staff development opportunities					
21	Supports and participates in staff development activities					
22	Encourage effective use of academic time					
23	Further cooperation and teamwork among staff members					
24	Provide professional selection of textbooks					
25	Holds teaching methodology meetings with members of staff.					
26	Gives instructional guidance to teachers during staff meetings					
27	Encourages teachers to further their field of discipline					
28	Provides in-service training for teachers to increase their effectiveness					

**SECTION D- Challenges Experience by Headteachers in Conducting Instructional Supervision**

Please indicate by use of tick (✓) your opinion against each statement using they Key:

A-Always, O-Often, S-Sometimes, R-Rarely, N-Never

S/N	ITEMS	A	O	S	R	N
29	Teachers are always willing to work with headteachers for better performance					
30	Learning resources in school are adequately provided					
31	Headteachers always welcome ideas and opinions from teachers					
32	Headteachers are well skilled to handle administration matters in schools.					



## APPENDIX B

### INTERVIEW GUIDE FOR HEADTEACHERS

Name of the school: .....

Sex: .....

Age: .....

1. What is your professional qualification? .....

2. How long have you been a headteacher in this school? .....

3. What is your rank? .....

4a. Have you been trained on how to carry out instructional supervision as a headteacher.....

b. If yes, which institution.....

5a. Do you supervise teachers work? .....

b. If yes, how often? .....

6. What are some of the instructional supervision activities you undertake when supervising teachers work.

a. ....

b. ....

c. ....

7. What challenges do you face when performing instructional supervision?

a. ....

b. ....

c. ....

8. Give suggestions on how headteachers can become better instructional supervision.

a. ....

b. ....

c. ....

## APPENDIX C

### INTERVIEW GUIDE FOR STUDENTS

Name of School: .....

Class: .....

Sex: .....

Age: .....

Position: .....

1a. Do headteachers visit classroom to observe teaching and learning?

b. If yes, how frequent? .....

2a. Do headteachers provide teaching and learning resources in your school?

b. If yes, how? .....

