

UNIVERSITY OF EDUCATION, WINNEBA

INSTRUCTIONAL SUPERVISORY ROLE OF HEADMASTERS AND ITS'
INFLUENCE ON STUDENTS ACADEMIC ACHEIVEMENT IN PUBLIC SENIOR
HIGH SCHOOLS IN THE BOLGATANGA MUNICAPLITY

The logo of the University of Education, Winneba, is a circular emblem. It features a central sunburst design with a flame-like top. Below the sunburst are four interlocking gears arranged in a square pattern. The entire emblem is set against a red background within a circular border. The text 'UNIVERSITY OF EDUCATION, WINNEBA' is written around the perimeter of the circle.

BERNICE ASOOH

**A Project Report 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 of requirements for
award of the Master of Arts (Educational Leadership) degree**

DECEMBER, 2018

DECLARATION

STUDENT'S DECLARATION

I, BERNICE ASOOH, declare that this project report, 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 project report as laid down by the University of Education, Winneba.

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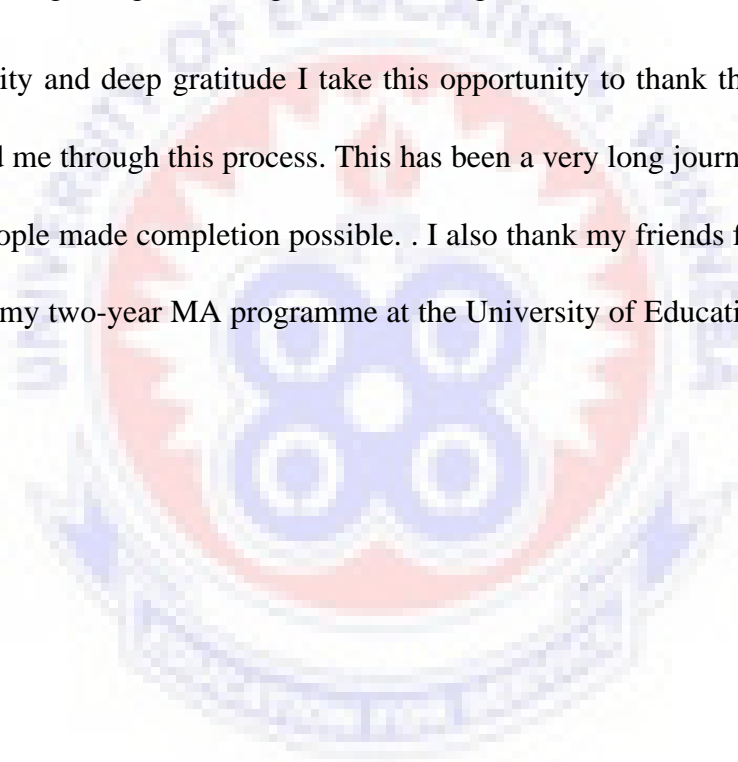
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DEDICATION

To my dear husband Mr. John Ayanga and my wonderful children for their understanding and encouragement



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ABSTRACT

The purpose of instructional supervision is to improve the quality of teaching through bettering skills of teachers which in turn enhance students' academic achievement. Informal discussion among the people in Bolgatanga suggests that poor students' performance in public senior high schools is as a result of ineffective supervision of teachers by headmasters. This study sought to examine the influence of instructional supervisory roles of the headmasters on student's academic achievement in Bolgatanga Municipality. A total of 117 participants were selected through probability and non-probability sampling procedures. Questionnaires, interview guides and document analysis guide were used to collect data. Descriptive statistics such as frequencies were used to summarize information obtained from the field. It was presented in distribution tables of frequency, percentages and pie charts. Qualitative data was categorized into themes guided by research questions and presented in form of narratives and direct quotes. The findings established that principals' orient new teaching staff supervise curriculum programs and monitor students' academic progress. They were rated very highly as roles frequently performed. Headmasters were found to refrain from visiting classrooms for lesson observation and rarely provided in-service training for teachers. The major challenges that faced headmasters included lack of finances, in-adequate staffing, high turnover of teachers and inter-relationship challenges. The study recommended that headmasters should be setting enough time for instructional supervision in schools. They are also to encourage classroom visitation and giving of feedback to the teachers.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Owing to the challenges that faced directorate of inspection, headmasters were entrusted with the task of instructional supervision within the schools. Several Commissions of education have discussed and made recommendations on improvement and maintenance of quality education. The commissions recommended that instructional supervision be undertaken in the schools by trained qualified and experienced personnel. The headmasters of schools were mandated amidst many other responsibilities to carry out instructional supervision in their schools. Headmasters have been legitimately entrusted with the task of managing schools in order to achieve the educational goals. Instructional supervision requires that headmasters focus mainly on the teaching staff who implement curriculum directly through instruction. Headmasters therefore ought to give instructional supervision special place in their discharge of duties.

Supervision in schools is very important and as a result only those teachers, who are trained, qualified, experienced and of high professional integrity are promoted as headmasters. Then instructional supervisory activities of the headmaster enable every child to reach their individual academic success. The purpose of instructional supervision is to improve the quality of teaching and learning through improved skills of teachers which in turn improves students' academic performance. The activities involve improving teaching and learning; developing supervisory strategies; executing strategies for improvement; maintaining the school system; improving curriculum and library materials; evaluating students' progress and timetabling (Okumbe, 2003).

The headmasters play the role of supervisor from time to time by checking the teachers' classroom work and assessing their overall performance based on students' academic achievement. Headmasters are also charged with the duty of promoting the academic and professional status of teachers by availing them with current curriculum materials and in-service courses. The headmasters are expected to provide the right motivation and stimulation for staff and students to enhance academic achievement. They are to use supervisor-teacher friendly methods moving away from the traditional method of control and authoritarianism (Wenzare, 2012).

The traditional methods of inspection instill fear to teachers and lower their moral. Headmasters therefore ought to be sources of inspiration for teachers and their students. Instructional supervisory role of the headmaster is key to the improvement of quality education in any school and leads to enabling students perform well in their academics. Highlight of the instructional supervision has been made by many stake holders who are increasingly holding the headmasters accountable for the results of their students (Zepeda, 2003). Poor performance is being registered in schools and yet headmasters are in schools expected to make a difference in student's academic performance through instructional supervision. While there have been many studies carried out on instructional supervision a little has been done on the relationship between the variable and students' academic achievement. The stakeholders are more and more becoming conscious of the need for the schools to be accountable of the results of the students they are teaching. This is exerting pressure on the headmasters to improve teaching in their schools. This pressure helps the headmasters to be keen on carrying out effective instructional supervision to improve students' academic performance. Headmasters have to pay attention to the instructional

leadership activities that bring about effective instructions which lead to academic success of the students. Headmasters have to relate administrative tasks and processes by a well-established program of supervision which helps to knit together the various activities towards achievement of school goals. Glickman et al (2010) description of supervision as a “glue” of a successful school holds true. As a result of its binding activity it acts as a sensory system and lifeblood of the school.

Researchers have focused on variables relating to the headmasters and their roles of instructional supervision. Some others have researched on instructional supervision activities and improvement of teachers’ class instruction. However, studies on this field have failed to bring in the variable of the students who are recipients of headmaster’s instructional supervisory activities.

Without bringing in student’s academic achievement the study will not be complete because teaching is only a means to an end which is student’s academic achievement. Student’s academic achievement is crucial when discussing the instructional supervision because it provides a reflection of the quality of the activities that have been offered. Poor academic achievement of students raises concern as to whether instructional supervision has positive influence on the student’s academic achievement. This study therefore examined headmasters’ instructional supervisory roles and its influence in student’s academic achievement.

1.2 Statement of the Problem

Although the Ministry of Education is focused on improving the supervision of instruction in schools much still needs to be done. Informal discussion among people in Bolgatanga municipality and related research findings suggest that poor students' performance in SHSs is as a result of ineffective supervision of teachers by headmasters. This assumption from the stakeholders that students in public SHSs schools in Bolgatanga municipality perform poorly as a result of ineffective supervision of headmasters is not verified. Yet the fact that many students perform poorly in their examinations is a reality. The purpose of instructional supervision is to support teachers develop their professional skills and techniques in order to help students learn better and perform well. Instructional supervision in schools as earlier stated is aimed at improving teacher instruction and hence students' academic performance.

The goal of this practice as laid down by the Ministry of Education is to enhance quality of education and thus make students succeed in their studies. The problem here is that there is no empirical evidence about the quality of supervision of instruction and how it influences students' academic performance in SHSs. Poor academic achievement raises concerns as to whether headmasters' instructional supervisory roles are effective in schools. Headmasters are expected to provide effective supervision of instruction services by motivating, stimulating and consulting with teachers in order to improve student's academic achievement. The Ministry of Education through Ghana Education Service do organize workshops and in-service training for headmasters in order to equip them as instructional supervisors. With these interventions in place it would seem reasonable and indeed necessary, to ask why students should perform poorly in their academic performance in public SHSs in Bolgatanga municipality.

Some researchers have found out that headmasters spend less than a third of their time in supervision (Cooley & Shen 2003) and (Goodwin, Cunningham & Childress, 2003). They have been reported to use only 20% of their time for visiting classes, curriculum-related task and staff development. Instructional supervisory activities that the headmasters should carry out in schools are clearly stipulated by the Ministry of Education. The poor rate at which SHSs students in Bolgatanga municipality perform need urgent attention hence headmasters are required to put instructional supervisory activities first in their discharge of duty. Although headmasters have been trained and prepared as instructional supervisors there is little to show effectiveness of instructional supervision in public SHSs in Bolgatanga municipality. When there are headmasters who are trained and have the necessary knowledge and skills in supervision one fails to understand why majority of students continue to perform poorly. Instructional Supervision within a school is expected to have effect on the teaching of students by teachers which brings about students' academic achievement. However very little is known about instructional supervision and how it influences student's academic achievement in Bolgatanga municipality.

Research on this field has been done on the following areas; roles and responsibilities of supervisors in schools (Sturge Krajewski, & love, 1979); role of headmasters in instructional supervision in public secondary schools (Muoka, 2007); and supervision of instruction in public primary schools Baffour-Awuah (2011). While Sturge et al (1979) reviewed research reports, articles and texts this study collected data from relevant respondents for its findings. The students' academic achievement was not addressed and hence it became the dependent variable of the current study. The researchers

focused on instructional supervisory practices but failed to bring out the end result or purpose of the practices. Instructional Supervision is only a means to the students' academic achievement.

Beneficiaries of headmasters' instructional supervision were also included as participants as most studies left them out. Being recipients of teachers teaching it is important to know what their perceptions concerning the issue under study. This study therefore examined the headmasters' instructional supervisory roles and its' influence on students' academic achievement. The current study was conducted in Bolgatanga municipality in the Upper East Region of Ghana.

1.3 Research Questions

This study was guided by the following research questions;

1. What instructional supervisory roles do headmasters play in senior high schools in Bolgatanga municipality?
2. To what extent do headmasters carry out instructional supervisory activities in public senior high schools?
3. How effectively do headmasters instructional supervisory roles influence students' academic achievement?
4. What challenges do headmasters face in carrying out their instructional supervisory roles?
5. How would the headmasters' instructional supervision be improved?

1.4 Significance of Study

This study hopes to contribute to improvement of performance of the supervision role of headmasters. It is hoped that the study findings will be useful to the headmasters and Ghana Education Service (GES). The study will be a tool of learning for the above agents of education because they are involved in one way or another in instructional supervision in the schools. The headmasters were challenged to improve their ways of motivating, supporting and directing teachers and allocating more of their time in instructional supervision. The study is hoped to help headmasters reinforce those supervisory activities that positively influence student's academic achievement.

The Ghana Education Service (GES) will use the findings to report to the Ministry of Education (MOE) on areas that require attention particularly during the formulation of policies relating to internal supervision in schools. Ghana Education Service would further use the study to improve their in-service programs for headmasters and teachers for better students' academic performance. The challenges that headmasters face while carrying out instructional supervision would also be known and be addressed by Ghana education service.

Ghana Education Service (GES) gained insights for the in-service training of headmasters. The research will also help them plan workshops or in-service courses that will help headmasters learn or acquire new ways of helping teachers develop their instructional skills for improvement of academic achievement in SHSs. Teachers would also benefit from the study by getting insights of the instructional supervisory roles that headmasters have been entrusted to perform in their schools to support motivate and stimulate them. The study would enable the teachers know what to expect from their headmasters and take initiative to seek for those services from their principals. Students

would also benefit from the study as a result of improved supervisory roles of the headmasters. The students would be able to cover the syllabus on time, understand each subject well as a result of quality teaching through improved teaching methodologies of teachers. The students would also be keen to set targets of their performance as a result of consistent monitoring of their academic achievement. They would benefit from quality instructional time which would be realized as a result of observance of punctuality by teachers which would spill over to the students. In this area of study there are suggested areas for researchers to study in order to enrich knowledge in this field. This would further improve the quality of education through better learning and teaching strategies. Other researchers would be motivated to study the problem in other learning institutions that would add to the existing data in order to further improve the quality of education through better learning and teaching strategies

1.5 Delimitation of Study

This study was delimited to headmasters' instructional supervisory roles in public SHSs and its influence in students' academic achievement in Bolgatanga municipality. The study was delimited owing to the shortage of sufficient empirical research investigating the above problem. The parents, Board of governors and the community at large have decried the low grades that students get at the West African Senior School Certificate Examinations. Headmasters were used in the study because they play a key role in the instructional supervision of their schools. They interact with teachers almost on a daily basis in and out of classrooms and indirectly influence students' academic performance. Headmasters are the internal supervisors who offer support, motivation, encouragement

and professional support. The research was delimited to the teachers because they work under headmasters and are the subjects of headmasters supervisory roles. Teachers influence students' academic achievement by their good instructional skills developed through effective instructional supervision. The teachers are also in a position to share information relating to the headmaster's supervisory roles in their schools and suggest ways for improvement.

The form three students were used in the study because they are the main beneficiaries of all the instructional supervisory responsibilities that the headmasters offer to teachers. The study is delimited to form three because they have been in school for a long time compared to other students and will be able to give relevant information relating to the problem. Majority of students were able to give information regarding the instructional supervisory activities being carried out by the headmasters. The different groups above were used in the study in order to provide room for triangulation contributed to the objectivity of the data collected. The students' academic achievement in this research was delimited to summative evaluation determined by West African Senior School Certificate Examination results (WASSCE). Summative evaluation was used because it is one way in which the headmasters' supervisory roles influence on students' academic achievement is measured.

1.6 Theoretical Framework

This study adopted psychological theory of supervision explored by Planturroot (2006). According to Planturroot within an organization there's a body of people where at least one person stands out as the leader or the one who supervises the rest of the body.

Usually someone has appointed this person. In order for one to have a purposeful organization, someone within should oversee the transitional processes of that organization. The supervisor is the overseer in most organizations and many times delegate duties to others within the organization. In educational institutions Planturroot (2006) explains that supervisors seek to improve schools, classroom instruction, and the growth of the organizational body by using one or more of the three philosophies namely: (i) essentialism (ii) experimentalism and (iii) existentialism. These three philosophies determine the manner in which the supervisor will direct the body of the organization. This study is going to build on the three philosophies because the strengths of each are useful for the headmasters instructional supervisory roles. These philosophies also complement each other in their limitation, bringing in a positive blend for instructional supervision in school

1.6.1 Essentialism

Essentialism refers to the traditional approach to education. It is so named because it strives to instill students with the essentials of academic knowledge and character development. The term essentialism as an educational philosophy was originally popularized in the 1930s by the American educator William Bagley (1874-1946). William Bagley is the first proponent of this philosophy. Essentialism is grounded in a conservative philosophy that accepts the social political and economic structure of the society. It contends that schools should not try to radically reshape society. School should rather produce students who fit into the model of the society.

Essentialists argue that schools should transmit the traditional moral values and intellectual knowledge that students need to become model citizens. They maintain that classrooms should be controlled by the teacher who ideally serves as an intellectual and moral role model for the students. The teachers or administrators decide what is most important for the students to learn and place little emphasis on students' interests. Essentialist teachers focus heavily on achievement test scores as a means of evaluating progress. Essentialism is applicable to supervision because it emphasizes the headmaster as the person who teaches truths about teaching and learning to teachers. Headmasters who are instructional supervisors are those most knowledgeable educators about curriculum and standards. This expertise of headmasters was learnt through training and experience. Headmasters help teachers through direct control to develop systematically in delivering tested knowledge through tested methods to the students. Teachers therefore get direct assistance from headmasters through clinical supervision where the headmasters uses observation to guide individual teachers.

A supervisor who possesses the essentialist philosophy meets individual teachers to help them grow and develop in their instructional practices. This philosophy is mainly important for headmasters when working with new teachers in their schools and motivating teachers who have specific teaching needs. This philosophy has been criticized for adopting an authoritative kind of leadership by being too traditional and rigid in its approach. Essentialist transmission of traditional knowledge is important but it is one sided for it employs a top-down approach. This study therefore does not find this philosophy sufficient because it limits teachers and students growth hence a need for another philosophy to complement it.

1.6.2 Experimentalism

Dewey (1920) in rejecting the essentialist philosophy and practice of traditional education set a new type of philosophy known as experimentalism. John Dewey (1859-1952) is a proponent of experimentalism. He entered the field of education as a liberal social reformer with a background in philosophy and psychology. In 1896, while a professor at the University of Chicago, Dewey founded the famous Laboratory School as a testing ground for his educational ideas. Experimentalism is centered on human experience. Dewey claimed that man behaved out of habit, and change often led to unexpected outcomes. As man struggle to understand the results of change he is forced to think creatively in order to resume control of his changing environment.

The thinking faculty helps human beings therefore to understand and connect with the world around them. Students are helped through the instruction of teachers to use their thinking faculty to understand their world. Education according to Dewey should be based on the headmaster of learning through doing. If a hypothesis was tested and the results were true it was tentatively true. On repeated experimentation with the same results the hypothesis became real. Experimentalist however does not claim absoluteness because they believe that environment keep changing and what was today may not be tomorrow. A new situation and a different approach may alter yesterdays' reality (Glickman et al., 2010). Experimentalists explain man's wisdom as that ability to understand how the environment affects oneself and how one might affect it. Experimentalist therefore views knowledge as a result of the interaction between the scientific people in this case a teacher and his /her students.

Dewey applied experimentalist thinking to supervision. He observed that teachers need to learn the truths of their time, but they should not rest content with that parcel of knowledge but discover and apply new ones. Headmasters who are the immediate supervisors of teachers view schools as laboratories for working with teachers to achieve collective ends that will help everyone. Headmasters do not only convey age-old wisdom they also convey evolving knowledge and are guiders of trial and error exploratory learning. Planturoot (2006) expounded that when a supervisor uses experimentalism approach he or she continues to hold on to his or her goals of school improvement, classroom instruction, and organizational growth. The headmasters involve teachers in his or her instructional supervision strategies. Collegial supervision is preferred method where headmasters work with teachers to explore the best and relevant instructional practices. Teachers are involved in planning and executing the planned instructional supervision programs. Supervision becomes developmental in nature because it encourages the involvement, and collective action of teachers. In this case instructional supervisors who utilizes the experimentalist approach, allows teachers to test old ideas and try new ones. This approach allows teachers and students to grow while at the same time improving classroom instruction. When there is improvement in classroom instruction improvement of students' academic achievement is certain.

Experimental philosophy is friendly to educational research since it allows many new ideas which help schools to embrace change for improvement. Experimentalist teachers like to experiment and come up with new ways of teaching and helping students learn which improves instruction. This philosophy has some weaknesses too. Firstly there can be wastage of resources in trying out new ideas every now and then. Secondly

experimentalist can also fail to follow through the new ideas discovered and thus remain unutilized. Thirdly the philosophy can promise a lot through many new ideas but offer little in reality. While this philosophy has helped to fill the gap of collective approach and teacher involvement in instructional supervision it leaves out the non-directional approach to supervision. This gap therefore creates room for another philosophy to fill in the gap of non-directional supervision which contributes to instructional supervision.

1.6.3 Existentialism

Existentialism is a school of thought that was derived from the rejection of essentialism and experimentalism. Existentialism was born in nineteenth century in Europe. The proponents of this philosophy are diverse thinkers such as Soren Kierkegaard (1813-1855) and Fredrick Nietzsche (1811-1900). The proponents of existentialist would passionately disagree with one another on many basic philosophical issues but share in common respect for individualism. They argue that essentialist and experimentalism do not adequately respect the unique concerns of each individual. According to this philosophy the only reality that exists is one's own existence hence there exists no universal form of human nature. Human dignity and worth are of greatest importance. Human beings are the source and dispensers of all truth. With this realization, one acquires respect for all human beings and their uniqueness. Human relations become very important in affirming individuals' worth and protecting individuals' rights to enable each one discover their own truth. Humans are totally free not to be shaped by others or restricted by the changing times. They hold within themselves the capacity to form their own destiny (Glickman et al., 2010).

In applying existentialism to supervision the individual teacher is respected for his individual choice. In this case the headmaster provides an environment that enables the teacher to explore his or her own physical and mental capabilities. Headmasters do also help protect the rights of teachers to self-discovery and meet the teacher as a person of full importance. The instructional supervisor has to understand that learning is self-paced, self-directed and includes a great deal of individual contact with the teacher. The headmasters therefore use the non-directional informational strategy approach where he listens to staff and offer help when needed. In this type of approach the schools goals and mission must be clear and understood by all.

In self-directed supervision, special emphasis is placed on teacher-autonomy. Teachers set out their own professional growth goals without the aid of a specialist. They find the resources needed to achieve those goals, and work towards accomplishing them. They are encouraged to make judgments about their teaching process and appraise their own performances. Headmasters encourage teachers to choose meaningful and challenging goals, make use of feedback received and make constructive assessments of what they have accomplished. Existentialism is important in education because it helps individuals to take responsibility of their growth and development. It challenges individuals to think critically and use their abilities for the improvement of instruction.

Existentialist protects individual's unique contribution and gives room to self-expression. However no one person can possess the whole truth. Subjectivity does not help fulfill the common goals unless there is a high level of maturity amongst the teachers and supervisors. On the other hand not everyone is capable of discovering his or her own truth but is able to discover their truth in working with others.

Headmasters supervisory role is a process of choosing different instructional strategies and applying them in different context. Different teachers are at different stages of professional development, in different years of experience and with diverse individual needs. To be able to meet their different needs headmasters have to employ different instructional supervisory strategies.

It is clear therefore that an instructional supervisor has to apply different supervisory strategies to enable the teachers choose from the multiple choices of teaching styles. Planturroot (2006) points out that supervision is not a particular position but a systematic way of meeting the needs and accomplishing the goals of a mission. It should be designed to improve school environment, classroom instruction and the growth of the educational body. In these theories principals are regarded as experts who transmit instructional knowledge to teachers in an orderly manner. Headmasters work with teachers in a collaborative and democratic manner to test old hypothesis and try new ones. Finally, headmasters as instructional supervisors facilitate teacher exploration and autonomous decision making by use of non-directional approach.

In conclusion essentialist who believes in traditional knowledge and methods of teaching gives a principal the confidence of being a supervisor over teachers as a result of his training and experience. Teachers therefore benefit from the principals through support of tested knowledge and methods. Experimentalism brings in the aspect of collaboration in instructional supervision.

Headmasters consider teachers as colleagues and professionals and including them in planning for instructional supervision brings in individual teachers talents which contributes to successful supervision. Existentialism on the other hand brings in the idea

of respect for individualism. In as much as the teachers receive guidance and support from the headmaster, collaborate with other teachers in instructional strategies; they have also to know they are responsible of exploiting their own individual creativity in teaching and learning of students. The application of these three philosophies by the headmasters brings in the three approaches of direct assistance, collegial and non-directional instructional supervision. These approaches complement each other in their strengths and limitations to guide headmaster's instructional supervision and hence influence student's academic achievement

1.6.4 Strengths of Psychological Theory

According to this theory, an organization has a supervisor who oversees the processes of the organization. This supervisor uses different philosophies such as essentialism, experimentalism and existentialism in order to achieve the purpose of the organization. The strengths that essentialist brings in to supervision is the direct control of teachers to deliver tested knowledge through tested teaching methods. Teachers therefore get direct assistance from headmasters through clinical supervision. Experimentalism which is centered on human experience brings in the collegial approach. This human experience approach helps headmasters to encourage teachers not to be contented with traditional knowledge but to discover and apply new knowledge.

This philosophy further brings in the idea that schools are laboratories where principals work with teachers to achieve student's academic achievement. Collegial and team building between headmasters and teachers in planning instructional supervision in schools is one of its strengths.

Existentialism promotes human dignity and the uniqueness of every individual. There exists no universal form of human nature and hence everyone has the capacity to grow towards their individual destiny. Existentialism contributes the non-directional aspect of supervision in schools.

1.6.5 Weaknesses of Psychological Theory

Essentialism is limited in the sense that it adopts the authoritative kind of leadership; in this case it limits teachers and student's growth. The weakness of experimentalism is the fact that resources can be wasted when trying new ideas every now and then and sometime those new ideas might remain unutilized. Existentialism once not checked can be subjective in contribution especially if an individual is not mature and does not possess a high level of concern for the common good. Despite the weaknesses found in the three philosophies of psychological theory the researcher will use the theory because the three approaches complement each other in their weaknesses in a great extent.

1.6.6 Justification for Using Psychological Theory

The psychosocial theory is relevant to this study because it provides the three aspects of instructional supervision for the headmasters namely directional, collegial and non-directional approaches. This theory is applicable because the headmaster is the chief supervisor in schools and has the responsibility to oversee all the educational processes for the purpose of achieving the goals of the schools. This theory places the headmaster as the person who teaches truths about the absolute standards and provides direct control to teachers. Supervision is developmental by nature hence headmasters encourage and

involve teachers to plan for instructional supervision in the school. Experimentalist approach helps teachers to use old ideas and try new ones. This theory provides existentialism approach where the supervisee continues to hold on to his or her goals but the accomplishment of the goals are clearly achieved by the supervisor's facilitation of the teacher. This approach allows the supervisor to take on a nondirective - informational strategy which facilitates to listening to his or her staff and assist as needed. Psychological theory is relevant to this study because it lays the foundation of the different strategies of the headmasters' instructional supervisory roles that is used for improving classroom instruction to facilitate student's academic achievement.

1.9 Organization of Study

The structure of the research was made of five Chapters. Chapter one laid the foundation of the research by giving the introduction and background of the study. It provided the context of understanding, direction and in a nut shell hints the gap that the study intends to fill. This part of research gave importance and justification of study which is central to the study as it explained the reasons as to why the researcher undertook the study. This Chapter gave the scope and delimitation of the study.

Chapter two portrayed the review of related literature. This chapter is important for it links the existing knowledge and the problem of this study. Literature review showed how the current study compares to previous investigations and different theories related to stated problem. The literature review also indicated the gap that the study filled. Chapter three explained the design of the study. This chapter described the methods that are applied in the research. The first part of the chapter described the participants from whom data was

collected and the manner in which the participants were selected. Research design was explained together with the conditions for collection and analysis aimed with the aim of relating to the research purpose. Guidance on collection, measurement and analysis of data was also given. Data presentation, interpretation and analysis of the findings were presented in chapter four. This chapter was followed by Chapter five which summarized the whole research process.



CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

Literature reviewed in this chapter is related to instructional supervisory role of headmasters and how it influences students' academic achievement. The reviewed literature was discussed under the following subheadings; history of supervision, role of instructional supervisors, instructional supervisory activities, effectiveness of instructional supervisors role and challenges faced by instructional supervisors.

2.1 History of Supervision

Supervision as a field of education is as old as formal education. Supervision is a management tool for secondary school headmasters. Instructional supervision facilitates teachers' improvement in instructional practices. With quality and relevant instruction of students, the academic achievement of students is assured. By the instructional supervision offered by the headmasters, teachers are stimulated, supported and motivated to instruct the students well. Headmasters are the main actors in ensuring that teachers carry out their instruction towards the achievement of school's goals. Headmasters carry out instructional supervision by providing instructional materials, providing continued development of teachers and monitoring of students' academic progress. They also set academic standards of their schools. The improvement of school through instructional supervision has been a concern for educational researchers. Instructional supervision has had a history to the point it is understood as explained

Supervision emerged slowly as a distinct practice always in relation to the institutional academics (Tyagi 2010). Supervision began in USA as a process of external inspection. At

this period one or more local citizens were appointed to inspect what the teachers were teaching.

Superintendents were later appointed to inspect schools to see that teachers were following the prescribed curriculum and see that students were able to recite their lessons. This trend was changed as a result of multiplication of schools (Starrat 1997) which made it difficult for superintendents to reach all schools. Internal Supervision was introduced where the headmasters were made responsible of supervising schools. The focus at this time was on the teacher rather than on instruction and students learning. Headmasters made decisions based on what they observed at the sport without engaging the teacher in interaction and supervision. They were mainly concerned with management of schools rather than the improvement of teaching and learning. This type of supervision was referred to as administrative inspection and was used in between 1642-1875 (Okumbe, 1998). The years between (1876 -1936) supervision moved from administrative inspection to efficiency orientation. The orientation was geared toward improving the teaching and learning of students. The traditional methods of inspection were gradually dropped. The traditional methods created a gap for this study because instructional supervision encourages interactive collaborative and motivating opportunities for teachers for better classroom instruction. Supervisors started providing a friendly atmosphere and good interpersonal relationships gave rise to the period of co-operative group effort. The group effort enhanced collective responsibility on class instruction (Okumbe, 1998). A new way of managing supervision started in 1960's when various scholars carried out research on supervision. This method has greatly improved management and practice of instructional supervision in schools. The growth of research gave rise to the development of scientific

method of supervising teachers. This method of supervision became identified with various forms of clinical supervision such as collegial, coaching and objective classroom observation. However clinical supervision was not used for a long time. The reason being that it became time consuming and involved intensive labor (Starrat, 1977). The unpopularity of clinical supervision creates a gap for this current study to fill through other forms of supervision such as visits to classrooms and checking of teacher's professional records. The Ghana supervision had more or less the same pattern of growth. Inspection of schools was basically external (Mutua, 1996). The school Inspectors visited schools once in a while. Their role was mainly to check on teachers mistakes in their discharge of duties and correct them. Teachers perceived it as a policing activity and often strained relationship between them and inspectors. As the schools increased it became difficult for a few inspectors to visit all schools. Internal supervision was then preferred and the headmasters became key supervisors in their schools.

The headmasters were to take major role in instructional supervision in order to improve the quality of learning. Some scholars have carried out research on supervision of schools in relation to how it improves the quality of teaching and learning in SHSs. Most researchers have concentrated on the variables of instructional supervision, school improvement and staff development. This current study looked at instructional supervision and student's academic achievement in order to complete the process of internal supervision.

2.2 Roles of Instructional Supervisor

Headmasters are the chief instructional supervisors. Their roles are basically carried within the schools for the purpose of improving class instruction. An effective headmaster

motivates encourages, praises and gives appraisal to teachers to facilitate student learning (Ozigi, 1989). Instructional Supervision is primarily concerned with improving instructional practices for the benefit of students. The primary purpose of supervision is to help and support teachers. Sturge, Krajewski, love (1979) examined the roles and responsibilities of supervisors. They reviewed more than 100 research reports, texts and articles. They established that teachers prefer direct assistance to improve the learning opportunities of students. This presupposes the fact that headmasters have myriads of responsibilities and sometimes priorities might be mixed up. The role of the supervisors is to support and develop the staff to be able to handle instructions in the classroom. Teachers therefore require support in relation to class instructions. Professors who formed part of the sample felt supervisors should be people oriented and consultants to teachers. Headmasters are faced with many administrative duties but must always put instructional supervision at the centre of their work for better results. This study does address the role of the headmasters but does not connect with the student's academic performance. The current research brings into this field of study the role of the headmaster's supervision and how it influences student's academic achievement. The role of the headmasters as instructional supervisors is assigned by the ministry of education. The challenge however that schools face is the fact that traditional supervisory methods are still widely practiced in Ghana. Traditional supervisory methods seem to override the new friendly and supporting methods. Headmasters are yet to adapt to friendly supporting and motivating instructional supervisory practices. The perception hinders the application of contemporary strategies of instructional supervision in schools. Headmasters tend to mix up their roles of administrative and instructional roles. A step further has been to find out perception of head

teachers and government education officers on instructional supervision in schools. The findings indicated that instructional supervision was viewed as a process of checking other people's work to ensure that bureaucratic regulations and procedures are followed. Most studies therefore tend to look at instructional supervision as an end in itself.

This study wants to bring in the element of the use of new collaborative strategies in supervision of instruction in schools. Major problems found to frustrate the internal supervision were those associated with lack of consistency, questionable supervisor's practices and lack of resources. The methods the researcher used to reach the findings was not satisfactory it was more of convenience method. The present study used random sampling procedures to allow equal representation. Muoka (2007), conducted a study to examine ways headmasters undertake instructional supervision in public SHSs in the Bolgatanga municipality. The study wanted to determine the extent to which other teachers embrace and appreciate instructional supervision before taking up leadership in senior high schools. The adoption of new strategies of instructional supervision was found to be effective and help improve the practices of the principals. The headmasters were found to carry out instructional activities such as staffing, consultation with teachers, motivation of teachers and orientation of school program. It was an interest of the study to see how Muokas' (2007) findings would relate to student's academic achievement.

Challenges that teachers faced were different from those cited by Wenzare (2012). The teachers were faced with heavy work load and inadequate learning resources. The findings contradicted Staurge et.al (1979) who found out that headmasters do not carry out instructional supervision in public SHSs. The span of time might be a reason for the change

in this regard. The current study sought to establish the relationship between instructional supervision and students' academic achievement.

2.3 Headmasters Instructional Activities

Instructional supervision includes all activities by which headmaster's express leadership in the improvement of learning and teaching (Goldhammer et al., 1980). Headmasters influence the teaching and learning through the teachers. Whatever support and help the teachers receive from the headmasters is expected to help facilitate effective classroom instruction. The headmasters do not directly influence the student's academic performance. The headmasters therefore carry out various instructional supervisory activities directed to teachers for the benefit of the students. Some of the activities that the headmasters' practice are observation of classroom instruction, conducting of teachers groups and individual conference. Okumbe (1999) adds that instructional practices involve such activities as helping in the formulation and implementation of schemes of work, evaluating and overseeing modification of instructional programs and delivering instructional resources. Other activities include conducting and coordinating staff in-service, advising and assisting teachers involved in instructional programs and receiving community feedback about school programs. These instructional activities are mainly carried out to support motivate and stimulate the teachers to assist them improve their classroom instruction. When headmasters support the teachers in this way the students' academic achievement is improved. These processes of instructional activities help the teachers to identify teaching and learning problems and seek for various alternatives to solve them. Some studies have been carried out in relation to instructional activities of the

headmasters. Gaziel (2007) conducted a research in senior high schools in Israel on re-examining the relationship between headmasters instructional/educational leadership and student achievement in secondary schools. The study wanted to find out how frequently the headmasters invest their time in different instructional activities and whether they influence students' achievement. Gaziel employed quantitative approach where teachers who formed the sample were randomly selected.

The data was collected from self-report questionnaire that was developed by Hallinger (1985) the study found out that senior high school headmasters invest some of their energy and time in their instructional roles. According to the teachers' reports, headmasters maintain visibility, monitor student performance, coordinate curriculum and promote academic standards. This study also found out that headmasters neglected evaluating instruction, providing incentives to teachers /students and promoting teachers professional development. The study found that there was significant relationship between instructional leadership and students' achievement. The current study included the headmasters and students as participants and employed mixed method variation. In Nigeria Ondo State, Sabaitu and Ayandoja (2012) sought to find out the impact of instructional supervisory activities on students' academic performance in English Language in Senior high schools. The purpose of the study was to examine the relationship between instructional supervision and students' academic performance in senior high schools. Specifically, the study aimed at establishing the relationship between checking of students' notes, class visitations by headmasters, checking of teachers' punctuality and attendances, moderation of examination questions and marking schemes on students' academic performance in English Language. The study adopted a descriptive survey method and

sampled sixty English Language teachers in sixty public senior high schools and their students in Ondo State, Nigeria as at 2007/2008 academic session. The study showed that there was significant impact of instructional supervision of teachers on academic performance of students' English language.

The activities that were supervised were checking of students' notes, checking teachers' punctuality, attendance and moderation of examination questions and class visitation. In school set up teachers are accountable to the students they are teaching and to the entire community. This study included a wide range of instructional activities which gives weight to the findings however they used one group of respondents, the teachers. Teachers' attitude towards supervision could have influenced the answering of questionnaires. The use of different respondents within the population would help to eliminate such biases. The dependent variable was specifically on student academic performance in English. The current research added the number of participants to include headmasters, and students. The dependent variable was WASSCE.

Headmasters practice, experience and conceptualize instructional supervision as that which possesses characteristics of traditional supervision. While headmasters use traditional approaches, the teachers showed that they preferred contemporary practices of direct assistance, collaboration and involvement. These findings were observed by Baffour-Awuah (2011) who carried out a research on supervision of instruction in public primary schools in Ghana. The study aimed to better understand the practices of instructional supervision in the schools and uncover aspects that teachers think should be practiced. A mixed method approach was employed to collect data from multiple sources including questionnaires, interviews and policy documents on instructional supervision.

The teachers required consultative, supportive and collegial methods of supervision which are more modern and interactive ways of instructional supervision. This view was supported by Sturge et al., (1979) where the teachers wanted the principals to practice consultative services more frequently. The instructional practices of the headmasters is the only variable addressed by the researcher, it leaves out the outcome of the practices in the beneficiaries.

Kerubo (2010) carried out the same study in primary school level. The current researcher focuses on the senior high school level and includes the students among the respondents who are omitted in both studies. The most frequently performed supervisory activities by the head teachers are those concerned with timetable and keeping of records of instructional activities. Research revealed that the least performed supervisory activities are those that require more personal guidance by the head teacher. Guidance activities include assisting teachers in preparation of schemes of work, observing lesson plans, and visiting teachers in classroom to observe instruction, and helping teachers identify problem areas in the curriculum performance. The unexplained factor in these findings is how these activities contribute either positively or negatively to the student's academic achievement. The researcher's reason was therefore to find out instructional supervisory roles of the headmasters and its influence in students' academic achievement.

2.4 Effectiveness of headmasters' instructional supervisory role

Effectiveness in any role is key to the achievement of the goal of that particular role. The effectiveness of headmasters' instructional supervisory role determines to a great extent the academic achievement of students. In well performing schools' headmasters

employ different strategies and reinforce those which bear good results in teachers' classroom instruction.

Headmasters are slowly to discover among the three instructional supervisory methods of direct, collaborative and non-directive approaches, work well for teachers. In the following discussion empirical studies related to effectiveness of headmasters' instructional supervisory roles were reviewed. The findings of studies carried out by Blaise and Blaise (1999) showed that in effective principal-teacher interactions, there were processes such as inquiry, reflection, exploration and experimentation. These processes helped teachers build repertoires of flexible alternatives rather than collecting rigid teaching procedures and methods. Headmasters talked with teachers to promote reflection and professional growth. The study further found out that effective principals valued dialogue which influenced teachers' to think critically and reflect on their learning and professional practices. Headmasters used dialogue which consisted of making suggestions, giving feedback, modeling, soliciting advice and opinions and giving praise. This is an in-depth study that shows that instructional supervision is in-built in human relation and respect for teachers as professionals who together with the headmasters explore the best methods that work for students. The findings stressed on the aspects of collaboration where all teachers are colleagues, support each other to develop their professionalism for the common goal of improving instruction. The sample of teachers for the study was drawn from rural, suburb and urban. Teachers were sampled from elementary and junior high schools. The respondents were of middle age and with 11 and above years of teaching. Teachers in the sample were made of permanent and part time employees. The respondents belonged to different levels of profession, bachelor, masters, specialist and doctorate. The

variable stressed here was based on the effectiveness of headmaster's instructional supervisory roles which created a gap for the study. The current study sought to see how headmasters' instructional supervisory roles influence students' academic performance.

Most teachers in many studies find interactive, respectful personal advice and collaborative activities fruitful in teaching and learning. However, in most educational institutions aspects of traditional practices are still being carried out. The Supervisors at their various levels focus on regulations and their observances Tyagi (2010). The teachers abhor "the know it" all attitude of supervisors. In schools where instructional supervision is effective, new strategies of collaboration, teamwork in planning for instructional supervisory activities and employing more interactive approaches to give feedback to teachers of teaching and learning. In such situations students' academic performance is improved. The idea formed the basis of the current study which examined instructional supervisory roles of the headmaster and how they influence the students' academic achievement.

Private schools have been found to do well in internal Supervision when compared to government schools or public schools. The principals of these schools focus on instructional supervision and do it themselves. Tyagi (2010) examined how heads of government and private aided institutions feel about placing emphasis on providing instructional supervision for teachers.

The study also investigated how headmasters improve the teaching learning process and provide effective professional development of teachers at school level. The research was based on survey research. Data was obtained through interviews and document analysis. Open-ended questions and interviews were used. The data and information were

collected from 47 rural and urban senior high schools. The sample included 17 government–managed schools, 7 private-aided schools and 23 private schools. The study found that almost all the government school heads in the district provided routine advice for academic improvement. The pieces of advice included vague suggestions that certain teachers should improve their teaching. The Education officers perceived supervision as diagnosis and hence the absence of the supervisor as knowledge provider and supporters.

Headmasters in private schools on the other hand spent more time in instructional activities. They offered teachers guidance and help relevant to their instructional needs. The private schools had code of conduct for teachers which helped teachers improve their teaching and learning of student. The revelation of Tyagi (2010) study confirms that the school inspection by the government do not support instructional supervision in schools. Innovation and supervisory support is what is needed by teachers to improve teaching and learning. While instructional activities were found to be practiced by headmasters in private schools the end result of the instructional supervision is not addressed. The researcher wanted to fill the gap by finding out the Instructional supervisory roles of principals and how they influence students' academic performance. This study therefore was intended to add new knowledge to the already existing studies on the problem of instructional supervision in the secondary schools.

Headmasters who are qualified with long experience and have had leadership training through in-service prove to be good instructional supervisors.

Kimutai and Kosgei (2012) established that there is no relationship between students' academic performance and principal's inspection of lesson plans, teacher's lesson notes, and ensuring that assignments are marked and corrected. This contradicts Kerubo's

(2010) findings where the checking of teachers lesson plans, teachers lesson notes and students work correlated with students' academic achievement. There is however a positive relationship between the teachers' inspection of records of work, lesson attendance and teachers on duty giving report at the end of the week and students' academic achievement. Inspection of teacher's record of work lesson attendance and weekly report are key instructional activities because unless a student understands what is taught, covers the syllabus and is disciplined it might be difficult to pass the examinations. The researcher agrees with the findings of studies. The researcher used descriptive survey design with a population of 62 senior high schools. 30 schools, whose head teachers had served for three or more years as head teachers in their stations, participated in the study. The total number of teachers in the municipality was 627 and 396 were randomly sampled to participate in the study. The sample of teachers comprised of teachers with various levels of professionalism. All teachers were employees of teachers' service commission. In this study there was a good representation of the population and different characteristics of the participants were included. The current study used mixed method and included the students as respondents of the study. This sought to add something new to the study owing to triangulation and additional respondents which was not captured in the previous research.

2.5 Challenges faced by headmasters as instructional supervisors

Headmasters like other administrators face many challenges as they carry out their instructional roles in the schools. The challenges range from the material resources, professionalism, management of staff and interrelationships. Lack of required skills by the headmasters for carrying out supervision process contributes to the challenges.

Instructional Supervisors face challenges in development and implementation of approved curriculum and instruction. The major challenges facing headmasters is lack of time for instructional supervision as a result of, overload of work caused by many other responsibilities that headmasters carry out in schools. Headmasters do also face resistance to supervision by veteran teachers who consider themselves experts as a result of experience. As a result, headmasters face challenges presented by increased stress on teachers to be accountable to students' academic achievement. Nzabonimpa (2009). The study used mixed method, a population of 385 secondary schools. The sampling process was done through purposive and simple random sampling. A total number of 238 respondents participated in the study.

2.6 Critique of literature review and knowledge gap

The literature reviewed showed that research has been carried out on variables of roles and responsibilities of supervisors in schools Sturge Krajewski, & love (1979). Muoka (2007) studied on the role of headmasters' instructional supervision in public secondary schools while Baffour- Awuah (2011) conducted research on supervision of instruction in public primary schools. Gaziel (2007) conducted a study on re-examining the relationship between principal's instructional leadership and students' academic achievement in secondary schools. A study was carried out by Sabaitu and Ayandoja (2012) on the impact of instructional supervisory activities on students' academic performance in English. Tyagi (2010) examined how heads of government and private aided institutions feel about placing emphasis on providing instructional supervision for teachers.

Some studies have been carried out on the challenges faced by headmasters as instructional supervisors Nyandiko (2008). In the above studies variables that are related to instructional supervision have been done but there is limited study that included the students' academic achievement. Although Kerubo (2010) conducted a study on the role of head teacher's instructional supervision on Ghana Certificate of primary Education performance in public primary schools, it focused on the primary level. The current study sought to fill the gap created by the reviewed literature by looking at instructional supervisory roles of the headmasters and its influence in students' academic achievement in public senior high schools. The current study was carried out at the senior high level. Most of the reviewed studies used one method.

Descriptive survey design was used by Muoka (2007) and Gaziel (2007) while Quantitative paradigm was used by Sabaitu and Ayandoja (2012). The participants varied from one study to another. The fact that none of the studies sampled students created a gap for this study. A few studies, such as Baffour-Awuor (2011) and Nzabonimpa (2009) used mixed methods to collect and analyze data. This study used mixed method to increase the number of those studies that have used mixed method. Some reviewed literature used either one or two subjects for their study. (Tyagi 2010) Blaise and Blaise (1999) sampled only teachers. Beneficiaries of the headmaster's instructional roles have not been addressed in most studies. Instructional supervisory roles cannot be complete without looking at their outcome which is the student's academic achievement. The current study therefore used three different respondents namely principals, teachers and students in order to reduce biases in the study. The study included the students as participants of the study for they had

something to say concerning the headmasters' instructional supervisory roles and its influence on their academic achievement.



CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This chapter describes the methodology that was used to conduct the study. The chapter describes the research design, target population, sample and sampling procedures and description of instruments. Validity and reliability in data collection and data analysis of procedures is also discussed.

3.1 Research Design

This study used mixed method research approach where quantitative research paradigms were employed. Cross sectional survey and naturalistic phenomenology designs were used. Cross sectional survey design is that method that involves asking a large group of people at one point, such as principals' teachers and students questions about a particular issue.

The purpose of the survey is to describe existing conditions, identify the standards against which existing conditions can be compared, and investigate the relationships that may exist between events. (Creswell, 2003). Cohen, Manion & Morrison, (2000) explain that survey research involves collecting data to answer questions concerning the phenomenon under study and mostly uses questionnaire. Creswell (2003) adds that it may use both questionnaires and interviews to gather information from groups of respondents. The cross-sectional design was used in order to establish opinions and knowledge about how instructional supervisory role of the headmasters influence students' academic achievement in public senior high schools in Bolgatanga municipality in the Upper East Region.

Qualitative research approach seeks to probe deeply into the research setting to obtain in-depth understanding of the way things are, why they are that way and how participants perceive them in their context (Gay, Mills, & Airasian 2009). Naturalistic phenomenology design was used in this study. Phenomenology is the study of the world as it appears to individuals when they lay aside the prevailing understandings of those phenomena and revisit their immediate experience of the phenomena Gall, Gall, & Borg

(2007). The main characteristics of phenomenology are participants' experiences and their interpretations. The researcher constructs an overall description of the meaning and the essence of the experience. Document analysis is one of the instruments used by naturalistic phenomenology design to collect data. (Macmillan 2004). The document analysis guide was used to collect data from teachers' professional records, master time table and instructional materials. The use of questionnaires and document analysis to collect data helped to facilitate wider understanding of the problem under study. The instruments gave comprehensive analysis of the research questions.

3.2 Target Population

The target population for this study was all the 39 public senior high schools in Bolgatanga municipality. A target population is defined as a group which the researcher is interested in gaining information upon which generalization and conclusions can be drawn subsequently (Creswell 2009). The study also targeted all the 39 headmasters in public senior high schools, all the 120 teachers and all the 690 form three students in public senior high schools in Bolgatanga municipality.

3.3 Description of Sample and Sampling Procedures

Probability and non-probability sampling procedures were used to select the sample sizes in this study. A sample is a group of elements or a single element from which data are obtained Macmillan (2004). A sample is a subset of the population the researcher wants to study. Kerlinger (1998) defines sampling procedures as the method the researcher uses to select the sample. Wiersema (2009) points out that a sample should be large enough so

that the validity and reliability of the data is achieved. Gay et al (2009) stated that probability sampling procedures has every item of the population given an equal chance of inclusion in the sample. In cross sectional survey study Mugenda and Mugenda (2009) explained that it is adequate to take 10% to 20% of the total population for a large and a small population respectively. The students' sample was arrived at by use of 10% Wiersma (2009) points out that a sample should be large enough so that the validity and reliability of the data is achieved and proposes a sample of 30% of the population as being reliable. This study therefore used 30% to sample schools and teachers. The non-probability sampling procedures such as purposive and automatic inclusion do not estimate the likelihood that each item has the chance of being included in a sample.

3.3.1 Schools

There are 39 Public Secondary Schools and 3 private secondary schools. The schools are made of mixed day, mixed day and boarding, mixed boarding, boys' boarding, and girls' boarding schools. This shows that the schools are diverse in nature however they all can give relevant information regarding headmasters' instructional supervisory roles activities and the challenges they face while carrying out the same.

Stratified random sampling was used to sample 12 public secondary schools representing 30% of the target population. Stratified random sampling according to Kothari (2004) is a process of selecting a sample in such a way that identified subgroups in the population are presented in the sample in the proportion that they exist in the population. Mugenda and

Mugenda (2009) added that in sampling, subjects are selected in such a way that existing subgroups in the population are more or less reproduced in the sample. The procedure ensured that all the key groups in the population were involved. Stratification allowed the researcher to create three categories of schools based on the average mean grade of Ghana Certificate Secondary Examination performance of the year 2010, 2011 and 2012. The population of all 39 public secondary schools was first divided into strata of high performing schools, averagely performing schools and low performing schools. The gender of the school was not taken into consideration in this study since the focus was mainly on the schools' academic achievement.

All the 6 schools that obtained a mean score of 7 and above were rated as High performing schools (HPS). A number of 2 schools were randomly sampled from this category. The second stratum was made of 13 schools that got a mean score of 5 and below 7 and was rated as Averagely Performing Schools (APS).

Simple random sampling was used to select 4 schools from the second category to participate in the study. In the same way 20 schools with a mean score below 5 was rated as Low Performing Schools (LPS) and 6 schools from the category was randomly sampled to participate in the study by use of 30%.

3.3.2 Headmasters

Automatic inclusion was used to select the headmasters from the sampled schools. This sampling was chosen to allow all the 12 headmasters of the sampled schools to participate in the study. In Public SHSs, headmasters are key participants of this study because they are the instructional supervisors in the schools. They supervise the

curriculum, monitor students' academic progress, teachers' professionalism and provision of instructional materials to both teachers and students

3.3.3 Teachers

Stratified random sampling was used to select teachers from the stratified schools namely high performing; averagely and low performing schools. In each of the sampled schools, 10% of the sample was used to select 3 teachers from each school. The researcher used simple random sampling to select teachers as per the proportion of teachers in each category, 6, 12, and 15 teachers were sampled respectively. A total of 36 teachers were sampled from a sample of 120 teachers. The teachers were not selected as per departments or subjects because instructional supervision cuts across all departments. There would be no variation in relation to departments or subjects.

3.3.4 Students

Stratified random sampling was first employed to get students from the three categories of high, average and low performing schools. After the stratification, simple random sampling was used to select student participants from each category. In each stratum a number of 6 students in each school were randomly sampled representing 10% of the sample of 690 students of target population. From the sampled schools 12, 24 and students from the three categories were sampled respectively. This gave appropriate representation in each stratum. A sample therefore of 69 students was used in the study. The sample of 10% was used because 10% to 20% is sufficient for sampling participants in a large or small population as pointed out by Mugenda and Mugenda (2009).

Respondents	Target Population	Sample Size	Percentages%	Sample Techniques
School	39	12	30%	Stratified, simple random sampling
Headmaster	39	12	30%	Automatic inclusion
Teacher	120	39	30%	Stratified, Simple random sampling
Student	690	69	10%	Simple random sampling

Source: Researcher and DEO'S Office

3.4 Description of Data Collection Instruments

Data was collected using three types of instruments, Questionnaires, interview guide and document analysis guide. The questionnaire helped the researcher to collect a relatively wide range of information from a large sample within a short time and at a reasonably low cost (Orodho, 2006). All the respondents were literate and so could conveniently answer the questions of the study. The three instruments brought about the varied understanding of the problem under discussion. Different types of instruments were used in the study for triangulation purpose.

3.4.1 Questionnaire for headmasters

The Researcher used questionnaires which consisted of a number of questions printed in a definitive order (Kothari 2004). Questionnaires consisted of three sections, demographic, Likert scale items, and three open-ended questions. Section A sought information concerning gender, age, professional qualification and years of administrative experience. Section B was made of Likert scale of three parts. The first part contained some items on headmasters' instructional supervisory roles such as orientation of new staff, curriculum timetabling, and provision of instructional materials to teachers and monitoring of students' progress. The second part was made of items on headmasters' instructional supervisory activities such as checking of teachers' schemes of work, teachers' record of work, visits to classrooms and giving of feedback after visits to classroom. The third part covered the effectiveness of headmasters' instructional supervisory roles. Section C was made of open-ended questions which addressed the challenges of the headmasters and how headmasters' instructional supervisory roles can be improved.

The researcher used questionnaires to collect data from a large population of students and teachers. Questionnaires were used because they were easier to administer and analyze. Questionnaires are also economical to the user in terms of time and money. This self-report tool has an element of privacy so that headmasters, teachers and students were able to express themselves freely without fear of anyone (Cohen et al., 2000). The researcher used questionnaires because the participants were all literate. The items in the questionnaire were developed using relevant information received from the literature reviewed related to the study and researcher's knowledge on the topic

3.4.2 Questionnaires for Teachers

Questionnaire for teachers was divided into five sections A, B, C, D, E. Section A gathered demographic information of the teachers. In this section the researcher collected information on teacher's personal details such as gender, age, professional qualification and teaching experience. Section B focused on instructional supervisory roles of the headmasters. Section C dealt with instructional supervisory activities that the principals carry out in senior high schools. Section D addressed effectiveness of headmasters' supervisory roles on students' academic achievement. Section D contained an open-ended question on challenges facing headmasters in their instructional supervisory roles. Section E sought ways of improving instructional supervisory roles of the headmasters.

3.4.3 Questionnaire for Students

Questionnaire for students was made of five sections; Section A collected data on the background of the students. Section B focused on the instructional supervisory roles of the headmasters. Section C gathered information on the headmasters' instructional supervisory activities such as visiting classrooms, checking teachers' schemes of work and providing feedback after class observation. Section D addressed effectiveness of headmasters' instructional supervisory roles on student's academic achievement. Section D and E looked at the challenges of headmasters and how instructional supervision might be improved in public schools. The students were expected to have been long enough in school to be able to relate monitoring of students work, visits to classrooms, protection of instructional time to yearly academic achievement. This practices impact on their

individual internal examinations to the extent that students can tell the positive and negative effects of each role in summative evaluation.

3.4.4 Interview Guide for headmasters

An Interview Guide made of open-ended questions was used to complement the questionnaire because interviews allowed the researcher to enter another person's viewpoint, to better understand his /her perspectives. This was possible because it was a two-person conversation initiated by the interviewer for the specific purpose of obtaining research-relevant information (Kombo & Tromp (2006). Interview also allowed a wide range of participants 'understanding to be explored, and reveal important aspects of the phenomena under study (Cohen et al, 2000). The researcher used open-ended questions to interview the participants. This research instrument collected data through direct verbal interaction between the interviewer and interviewee. The researcher used interview guide to lead the respondents towards giving in-depth information to meet the objectives of the study. In this study interview guide was used for three headmasters. The information was collected by writing down the information that was given by respondents.

3.4.6 Document Analysis Guide

Document Analysis guide was used by the researcher to collect data about headmasters' instructional activities mainly on teachers' professional records such as schemes of work record of work and curriculum timetable. The main purpose of content analysis is to study existing documents such as books magazines and others (Mugenda and Mugenda, 2003). Assertion analysis was used where the frequency of the use of

professional records was taken and comments made beside them. The analysis took the form of matrix with teachers professional records being placed in a row and comments placed at the column (Orodho & Kombo, 2002). Therefore the professional records that were analyzed were put in a row while three columns were created for comments.

3.5 Validity and Reliability of Research Instruments

Validity is that quality of a data gathering instrument or procedure that enables it to measure what is supposed to measure. Validity is the degree to which a method, test or research tool actually measures what is supposed to measure. Mugenda and Mugenda (2009) described validity as the degree to which results obtained from the analysis of the data actually represent the phenomenon under study. Reliability is the measure of the degree to which a research instrument consistently measures whatever it is measuring in repeated trials (Gay et al, 2009). Reliability therefore is the accuracy of the results obtained by use of a research instrument and not about the instrument itself. Reliability helps to determine how much error is present in the test score.

3.5.1 Validity of Research Instruments

The research instruments were subjected to validation by three experts, two supervisors and one professional in Educational Leadership at the University of Education Winneba-Kumasi Campus. The experts assessed the face content validity to see whether the instruments measured what they appear to measure according to the researchers' subjective judgments. The experts helped the researcher assess the extent to which the items are related to the topic. Experts also judged the importance of the various parts of the

instrument. The research instruments used in this study were validated through the pilot administration of questionnaire to 2 headmasters 6 teachers and 10 students. The participants were taken from two public SHSs that were not part of the study but had the same characteristics with those of the study. The feedback that was received was used to improve the instrument by making appropriate corrections and adjustments in the final draft in order to increase the level of validity.

3.5.2 Pilot Testing

Pilot testing was conducted in order to detect any difficulties that respondents were likely to face when responding to the items. Pilot testing is a preliminary survey (Kothari, 2004) and was carried out by giving questionnaires to 2 headmasters 6 teachers and 10 students from two public senior high schools that were not part of the sample. The findings of the pilot testing were used to determine the reliability of the research instruments.

3.5.3 Reliability of Research Instruments

Reliability of the research instruments was carried out to check their consistency in yielding results. A measuring instrument will be said to be reliable if it provides consistent results (Macmillan, 2004). When a measure has a high reliability it means there is little error in the scores and if it is low the errors are much (Macmillan 2004). There are four main techniques for measuring reliability split half, test retest, equivalent-form and internal consistency. The estimates are reported in form of a reliability coefficient which is a correlation statistics that ranges between 0.00 and 0.99. If the correlation coefficient is high say 0.78 or 0.85, the reliability is said to be high. Correlation coefficients below 0.60

generally indicate inadequate or at least weak reliability. This study adopted split –half technique which administered the instrument to one group of people at the same time. This involved dividing the items in the questionnaires into two parts and using one group of people at the same time. The scores were then computed to establish the correlation of the scores of the two parts. This method eliminated chance error due to differing test conditions as in the test re-test or equivalent form techniques as observed by Macmillan (2004). Cronbach’s Alpha Co-efficient was then used to compute reliability of the data. The correlation Coefficient reliability was accepted at 0 .60.

The reliability was calculated and results of Cronbach’s coefficient for each questionnaire were obtained. The Cronbach’s Alpha coefficient for principal’s questionnaire was .794, Teachers 692 and Students was .733 respectively showing that the questionnaires used in the study was reliable. This indicates a high overall internal consistency among the 40 items. The Cronbach’s alpha coefficient of the questionnaires used in the study had varied consistency as shown in Table 2.

Table 2

Reliability Indexes

Questionnaire Cronbach's Alpha N of Items

Headmasters.794 18

Teachers .692 17

Students .733 15

Credibility and dependability of qualitative data was carried out by the researcher to ensure the reliability and validity of data. The importance of this is to judge the overall

trustworthiness and usefulness of the results Credibility and dependability was carried out to test the extent to which the proposed interview guide and document analysis guide would give similar information when used by different researchers on similar levels of experience and merit. The researcher used the same time for each interviewee then checked the consistency of the information given by the two respondents. The researcher increased credibility through triangulation of methods of collecting data. The two methods included interview and document analysis guide.

The credibility and dependability is important in qualitative data hence the researcher gave every respondent the opportunity to refuse to participate in the interview so that only those genuinely interested were interviewed. The participants were encouraged to be frank from the beginning of the interview. The researcher created rapport with respondents at beginning indicating to them that there are no right and wrong answers. The researcher probed for detailed information and paraphrase previous questions to respondents to confirm accuracy. Where contradictions emerged the researcher decided to discard the particular data.

3.6 Description of Data Collection Procedures

The researcher obtained a letter of introduction from Head of department for Post-Graduate Studies in Education at University of Education Winneba-Kumasi Campus. Using the introductory letter the researcher applied for research permit from Ministry of Education. After getting the research permit, the researcher visited the District Education Office (DEO) within Bolgatanga Municipality for a formal introduction. At the district level, the researcher obtained permission using the permit to access the schools sampled

for the purpose of this study through the headmasters. According to Cohen et al (2000) a researcher needs to ensure that not only access is permitted but is in fact practicable.

The researcher made an appointment with the headmasters of selected schools through the phone. The headmasters helped to facilitate the getting of analyzed results of the year 2010, 2011 and 2013. Before administering the questionnaires, the researcher explained that confidentiality was going to be kept. This created rapport between the researcher and the participants. The researcher administered the questionnaires to the sampled headmasters, teachers' and students. The researcher waited for the sampled headmasters, teachers and students to fill the questionnaires then collected them back and thank them for participating in the study. The researcher also interviewed five sampled headmasters, the interview sessions took between 10-25 minutes. This method helped the researcher to get first-hand information and an opportunity to have an in-depth interaction with the interviewee on the subject.

3.7 Description of Data Analysis Procedures

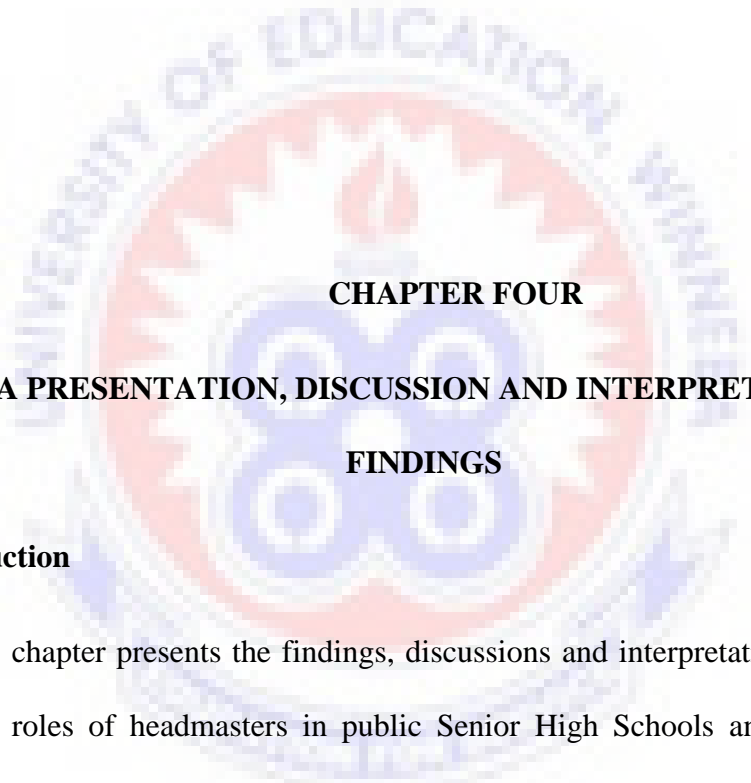
The researcher used Statistical Package for Social Sciences (SPSS) version 17.0 to organize the quantitative data collected from the participants into manageable information that was understood. The data analysis was based on the research questions. Both quantitative and qualitative data was analyzed. Data on the questionnaires was edited by inspecting the data pieces before coding them. The process helped in identifying those items which were wrongly responded to, spelling mistakes and blank spaces left by the respondents. The data was then coded to facilitate data entry into the computer to allow for statistical analysis.

Qualitative data was derived from open-ended questions in questionnaires and interview guides. The interviews data was transcribed and analyzed qualitatively. The data was presented in a narrative form and in themes in accordance with the research questions. Data that was collected through document analysis guide was analyzed through frequencies. The analysis of data was important because it brought out clearly the characteristics, interpretations to facilitate description, and the generalization from the study Creswell (2009). Descriptive statistics such as frequencies, percentages was used to summarize the data. The results that were obtained were used to make a report which comprised of conclusions and recommendations for the future.

3.8 Ethical Considerations

Ethics in research is usually put in place to control the relationship between the researchers and participants and between the researchers and the fields they wish to study (Flick 2006). The researcher observed and adhered to some research ethics. Informed consent allows the respondents to choose to participate or not Kombo & Tromp (2006). In this study the participants' informed consent was used when sampling the participants. The participants were given the freedom to choose to participate or not to in the study. Confidentiality indicates the researchers' ethical obligation to keep the respondent's identity and responses' private. Urombo (2000) states that a respondent's anonymity is guaranteed when the researcher cannot identify a given response: Confidentiality and anonymity was achieved by not asking participants to write their names on the questionnaires. Research ethics require that respondents are not harmed. Harm to respondents may include embarrassment, irritation, anger, emotional outburst, stress, loss

of self-esteem, sleep deprivation, negative labeling, invasion of privacy and damage to personal dignity, Kombo & Tromp (2006). Respondents experience psychological harm if asked to provide information on private and sensitive issues. The participants did not experience harm because no private and sensitive questions were asked. The researcher avoided research plagiarism by citing all the sources of information used in the study.



CHAPTER FOUR
DATA PRESENTATION, DISCUSSION AND INTERPRETATION OF
FINDINGS

4.0 Introduction

This chapter presents the findings, discussions and interpretation of instructional supervisory roles of headmasters in public Senior High Schools and its influence on student's academic achievement in Bolgatanga Municipality. The analysis was done in response to the following research questions: What instructional supervisory roles do headmasters play in senior high schools in Bolgatanga municipality; To what extent do headmasters carry out instructional supervisory activities in public senior high schools?; How effectively do headmasters instructional supervisory roles influence students' academic achievement?; What challenges do headmasters face in carrying out their

instructional supervisory roles?; How would the headmasters instructional supervision be improved?.

4.1 Demographic Characteristics

The demographic characteristics of the respondents for the study included their gender, age, academic qualification and teaching experience.

4.1.1 Gender of Headmasters

From figure 1, majority of the headmasters (78%) were male while 22% of were female. This imply that there are many male principals than the female principals in public senior high schools in Bolgatanga Municipality. It is not clear whether this imbalance is caused by the few female teachers who apply for the position of principals or biases in recruitment of teachers. It further implies that majority of the female teachers are not employed like their male counter parts the headmasters. The gender of the respondents was sought because in SHSs gender plays a key role in motivating the learners to receive instruction from teachers for the sole purpose of doing well in their academic achievement. The supervisory instruction therefore supports the teachers of different gender to improve class instruction to the benefit of students of different gender.

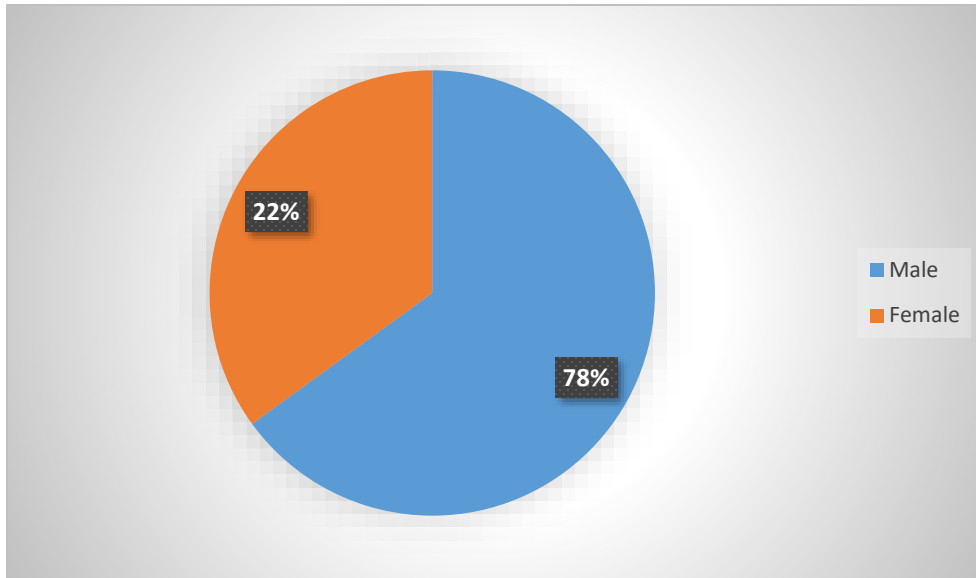


Figure 1: Gender of Headmasters

Gender of Teachers

Figure 2 shows that majority of the teachers 65% were male while 35% of the teachers were female. Although the number of female teachers was slightly high compared to the female headmasters, male teachers were still higher in number. This indicates that there is gender disparity in employment of the teachers. The disparity could be attributed enrolment in teacher education degree programmes and senior high teacher training colleges which reveals wide gender disparities in favor of males. The imbalance could also be attributed to the fact that women teachers are over-represented in many urban areas and under-represented remote rural areas. This is not in agreement with gender policy which advocates for gender equity. This would also imply that male teachers would head girls' schools. The scenario is in agreement with what is stated in the gender policy that women are grossly under-represented in governance of public affairs in Ghana. The policy also reported that the management of primary and senior high schools including appointment of head teachers shows a trend of male dominance.

There is therefore the need to enhance gender equity and equality in governance and management of education. The document on gender policy in education further suggest that affirmative action be used to enhance gender equity and equality in recruitment particularly in appointment of head teachers and deputy head teachers in schools.

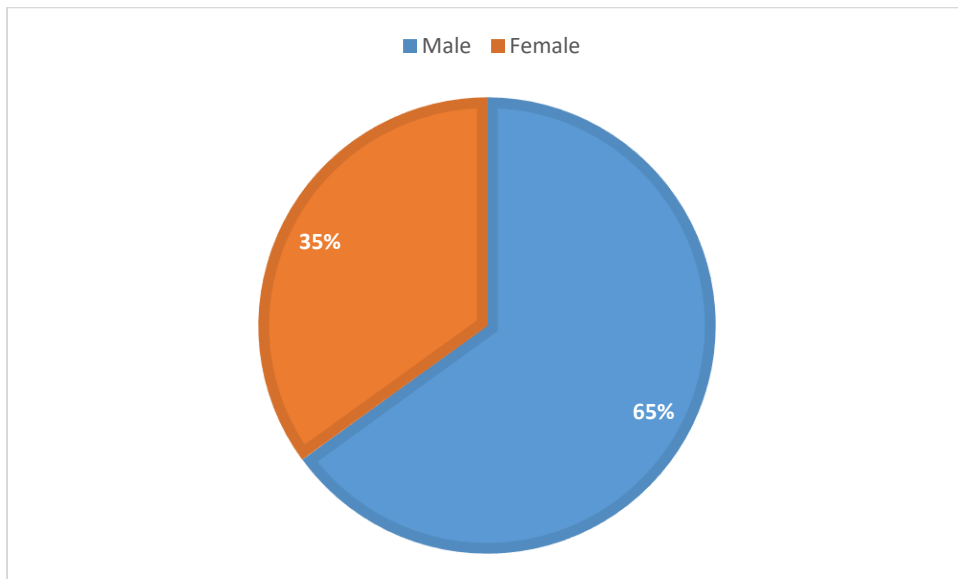


Figure 2: Gender of teachers

Gender of Students

The study indicated that there were 65% of students who were male compared to 35% of the students were female as shown in Figure 4. This showed that majority of students' respondents involved in the study were male. This implies that many boys enroll in senior high schools and majority gets to complete their senior high education in relation to girls.

The instructional supervisory roles of the headmasters are geared to benefit students' of both gender to enable them succeed in their academic achievement.

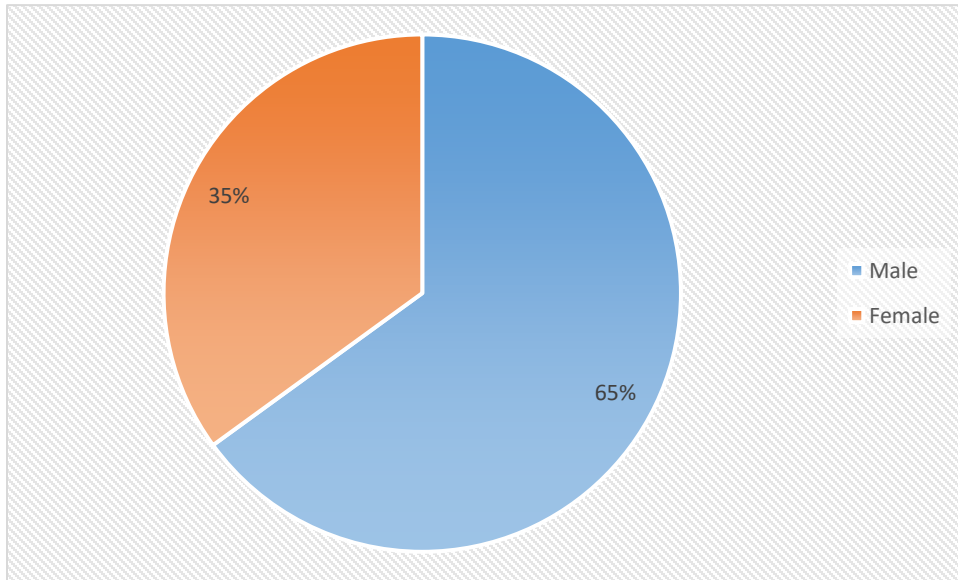


Figure 3: Gender of students

Age Brackets of Headmasters

From Figure 5, majority of the headmasters 75% were within the age range of 40 - 49 years, while 14% were of 50 years and above and another 11% were between the ages of 30 and below years. This study shows that those who are appointed as headmasters are teachers who have had a long experience as teachers and developed instructional supervisory leadership through being heads of departments and assistant headmasters. Majority of the headmasters are in their middle age meaning they have had some years to develop their prerequisite skills for instructional supervision and procedures to carry out the same. The implication of the maturity of the headmasters brings in the idea of the different approaches of instructional supervision, namely direct collegial and non-directional supervision. The age of the headmasters facilitates motivation, stimulation and consultation with teachers of

different ages because they themselves have experienced those roles. Training and experiences places them in a position to supervise the teachers under their management

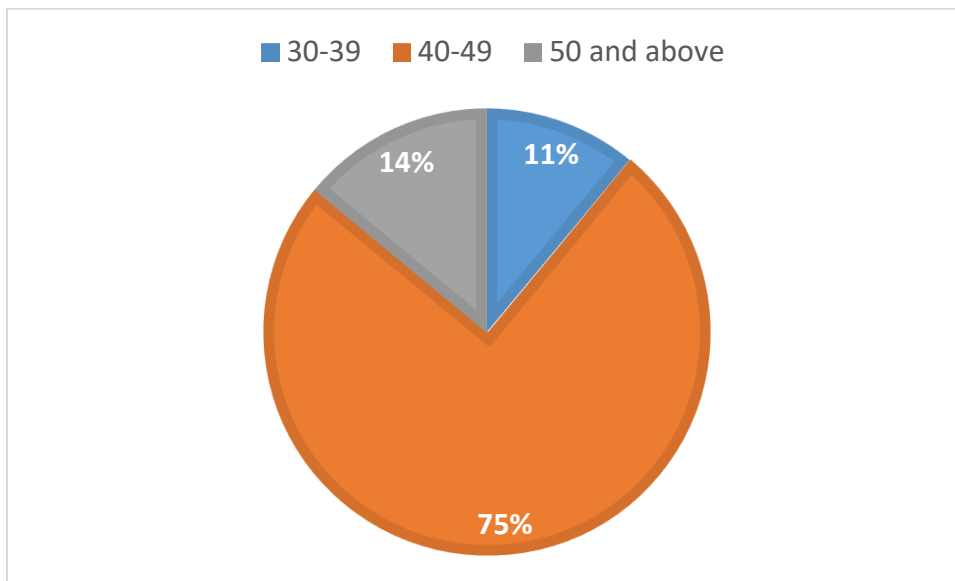


Figure 4: Age of Headmasters

Age Brackets of Teachers

The findings in Figure 5 showed that most of the teachers 34% were aged between 30-34 years while 25% were between 35-39 years and 30% were 40 years and above. These findings indicate that majority of the teachers were in their youthful age and were in need of headmasters' direct supervision through lesson observation and giving them feedback from class observation. According to Glickman (2010) teachers of this age are in what he calls survival Discovery stage. It is important for teachers

during this time to be guided in ways that help them see teaching from a broader perspective. Headmasters are required to guide the teachers in making connection between the theories they had been taught and their actual practice in the classroom. The class instruction directly influences students to master the content of the subject

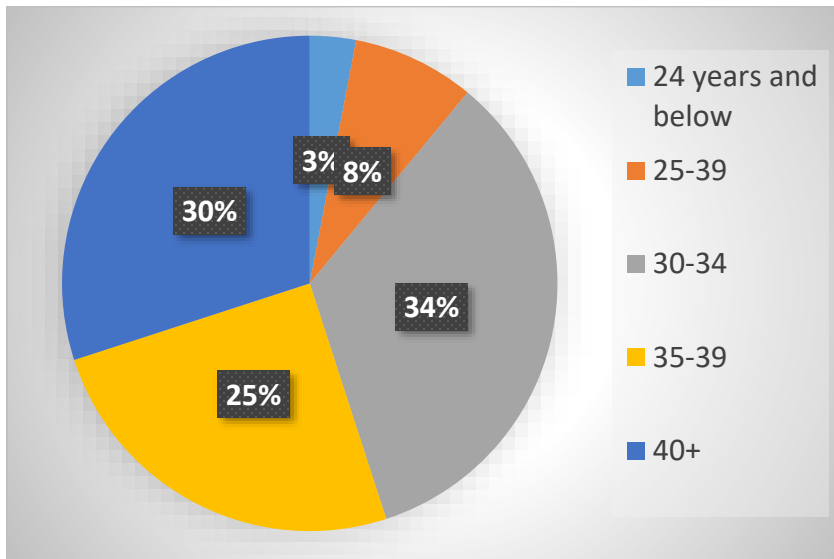


Figure 5: Age of teachers

Age Brackets of Students

Figure 6 shows that majority of the students, 71% were 16 years and above while 29% constituted students with 15 years and below.

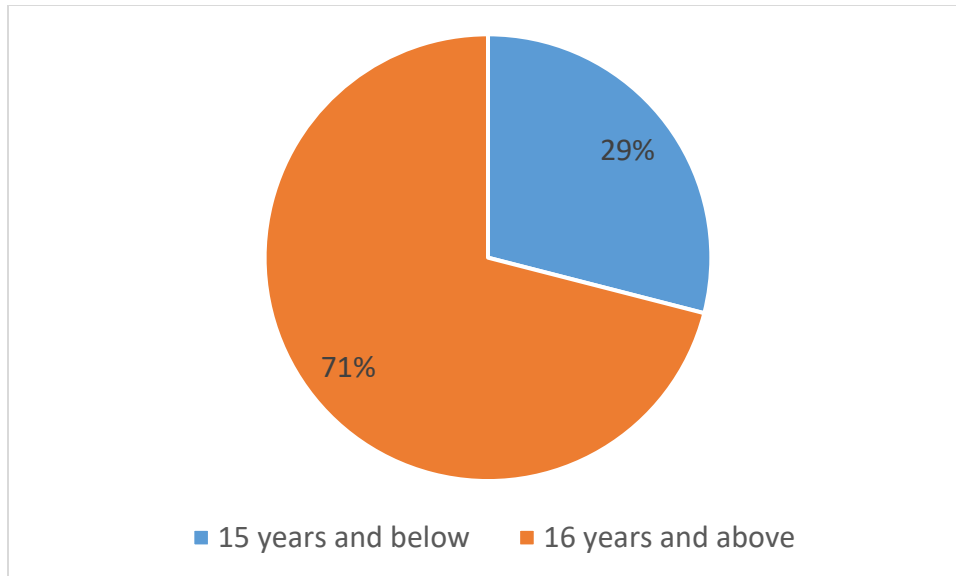


Figure 6: Age of students

4.1.3 Students' Years in Current School

The study sought to establish the number of years that the student respondents had been in their current school. The aim was to establish that the students had been long enough in their current schools to be able to give relevant information relating to the subject under study. From Figure 7, a significant proportion of the students, 59% spent three years in the current school. The study further revealed that 17% and 24% spent two years and one year respectively. As a result of the long stay in the school, they were in a position to understand and give relevant information regarding the instructional supervisory roles of their headmasters. They were also able to relate the performance of headmasters' roles such as visits to classroom, providing feedback after observation of lessons and monitoring of students' academic progress to the academic achievement of students in their school. The study also indicated that few students had transferred to their current schools.

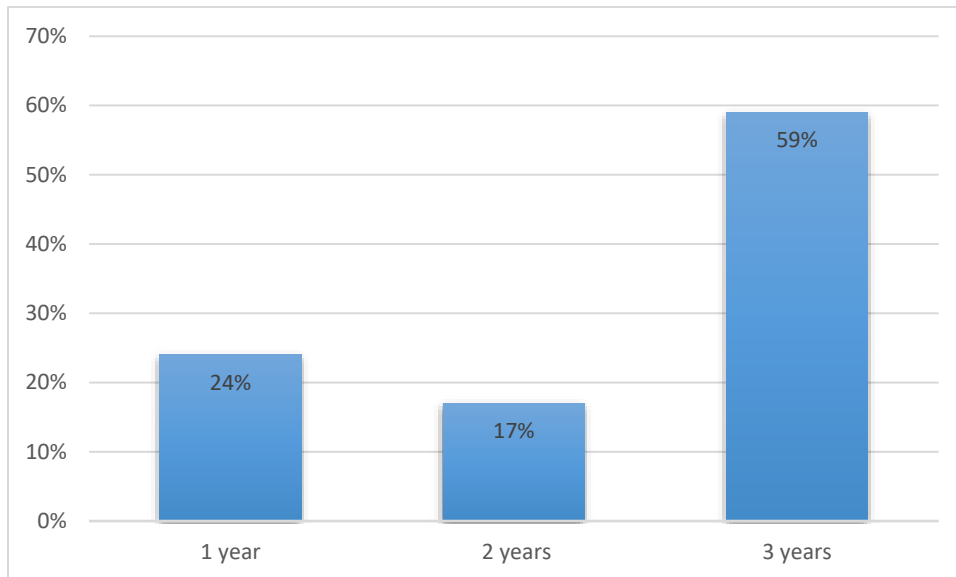


Figure 7: Students' Years in Current School

4.1.4 Headmasters Highest Academic Qualification

Training and professional qualification of headmasters is important for effective instructional supervision. Figure 8 shows the highest academic qualifications of headmasters. The findings indicate that majority of the principals, 66% had Bachelor's degree in education while 24% had Master's qualification. The findings indicate that most headmasters had the requisite bachelor of education degree academic professional qualification. This was in accordance with what the various commissions recommended that instructional supervisors especially the principals be professionally qualified. This was further in line with what Glickman (2010) explained that headmasters need to have pre-requisite of conceptual skills in order to guide the teachers in their schemes of work, record of work and drawing of lesson plans.

According to Blasé and Blasé (1999) in-service training provides teachers with new ideas that broaden their outlook, and increases instructional variety and innovation.

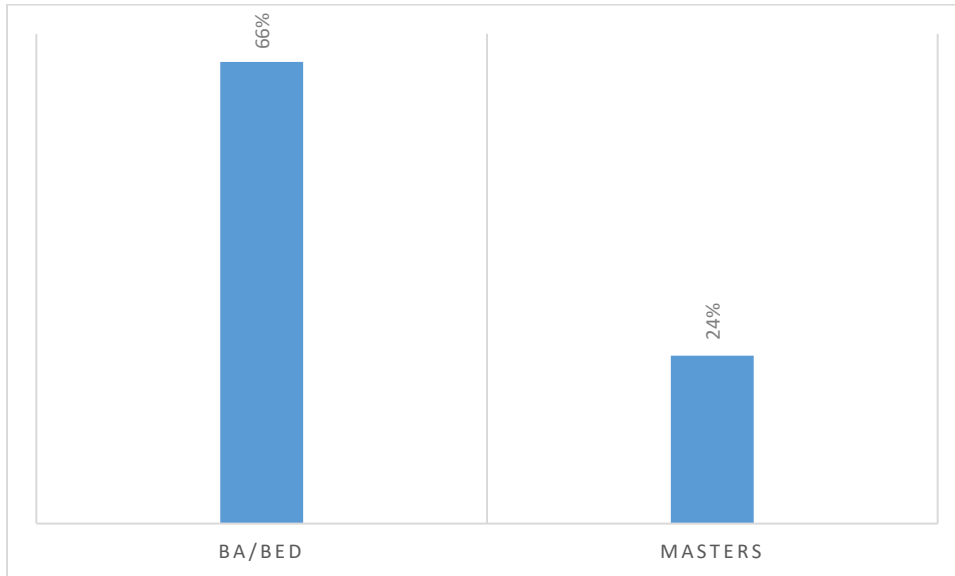


Figure 8: Headmasters Highest Academic Qualification

Teachers Highest academic qualification

The findings in Figure 9 indicated that 74% of the teachers had Bachelor's degree in education while 2% of the teachers had diploma. Teachers with masters degrees constituted 24%. The findings indicated that most teachers were professionally qualified with bachelor of education degree and diploma in education. This implies that though teachers are of the same qualification with most headmasters the age gap and the years of experience empowers the headmasters to be instructional supervisors of the teachers. Teachers are therefore able to benefit from direct guidance, collegial and non-directional support from the principals.

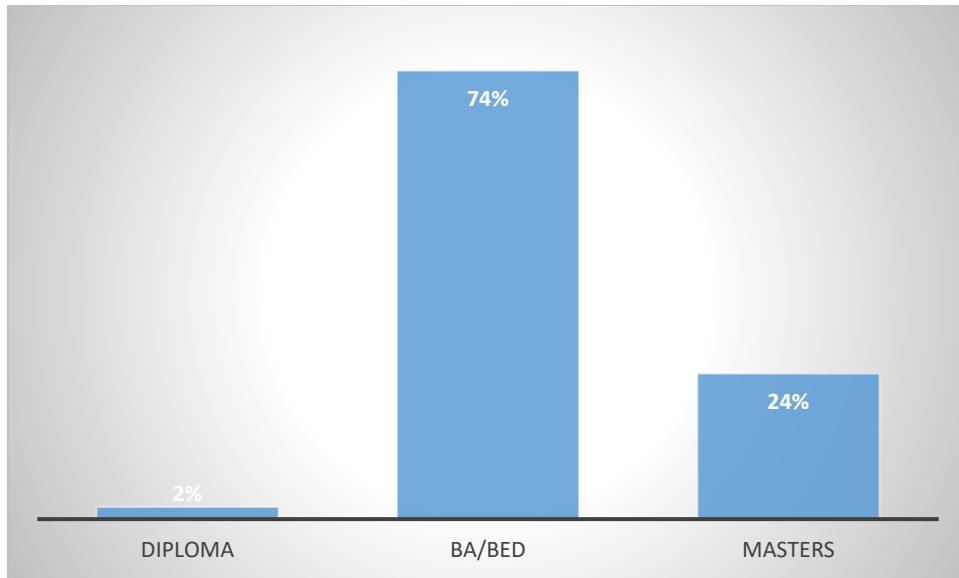


Figure 9: Teachers highest academic qualification

4.1.5 Headmasters and Teachers Years of Teaching Experience

The teaching years of experience of headmasters and teachers were varied as shown in Figure 10 and Figure 11. The researcher sought to know the years of experience of respondents because it facilitates explanations of headmasters, instructional supervisory roles.

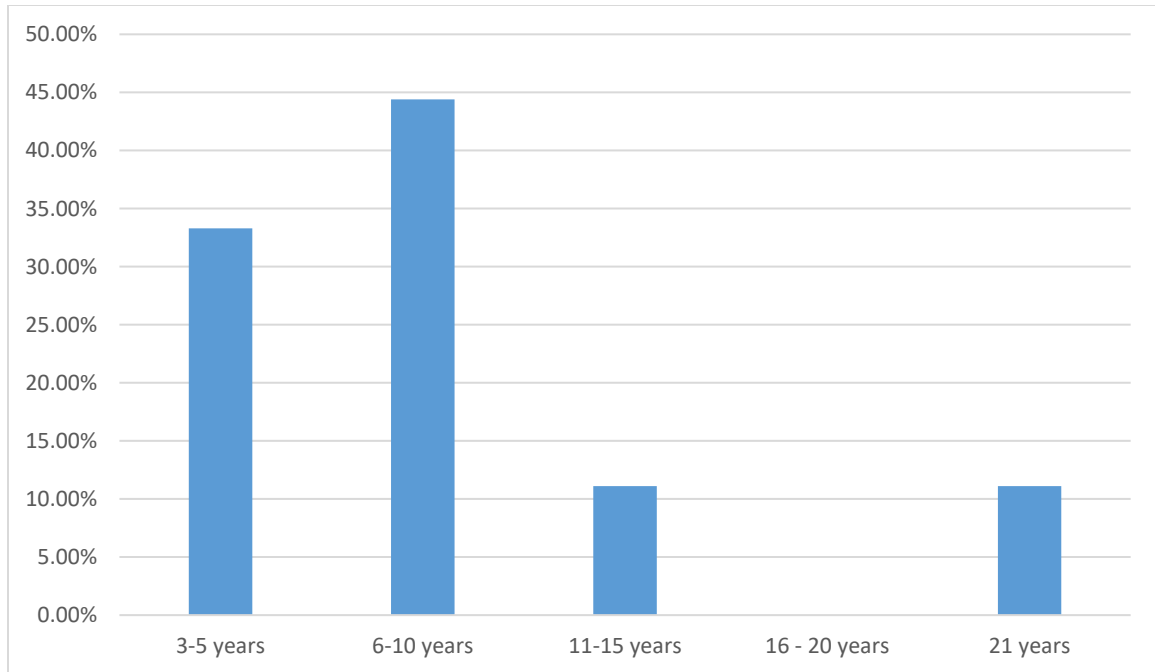


Figure 10: Years of Teaching Experience of headmasters

The study showed that 44.4% of the headmasters had between 6 and 10 years of teaching experience, with 33.3% having between 3 and 5 years of experience. The findings indicated that most of the principals had above 6 years of teaching experience. The findings showed that most of the principals had enough teaching experience to offer instructional supervision to support the teachers in their class instruction. The principals had therefore the knowledge to apply. The three philosophies of supervision namely essentialism, experientialism and existentialism. This implies that they used tested ideas of instructional supervision, worked with teachers to explore new ideas and approaches to teaching and learning and allow teachers individual creativity in classroom instruction.

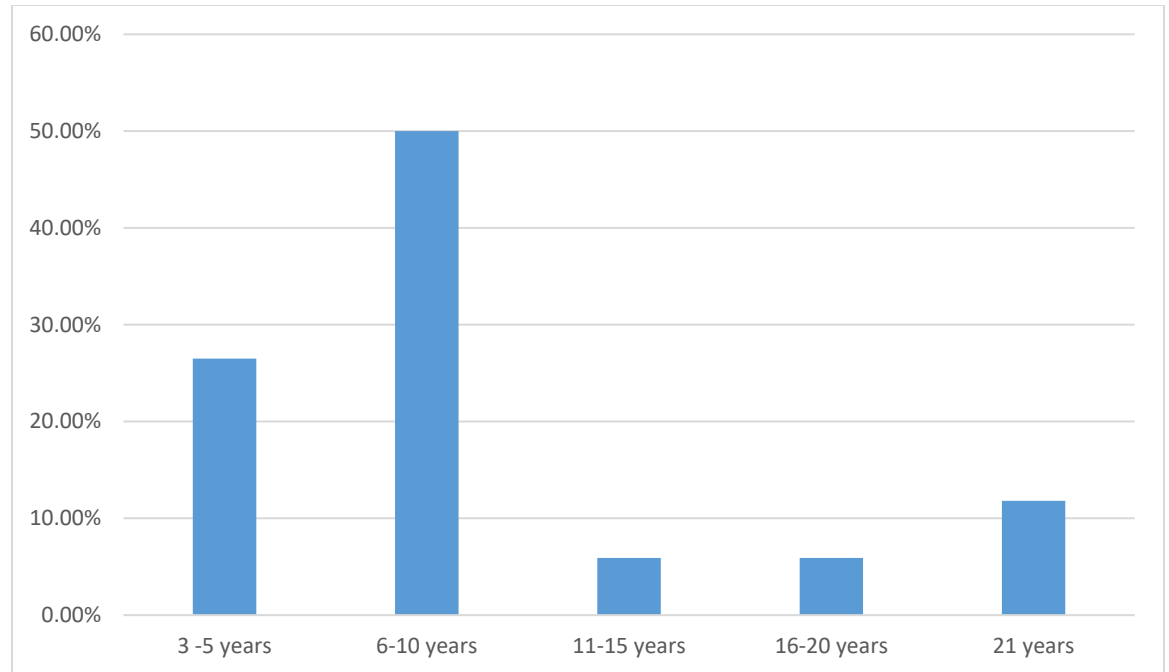


Figure 11: Years of Teaching Experience of Teachers

Most teachers 50% had between 3 and 5 years teaching experience while 26.5% had between 3 and 5 years' experience. The teachers had lesser years of teaching experience than headmasters hence they highly required the principals' direct supervision as indicated by the Theory of Psychology of Supervision (Planturroot, 2006). Teachers at this stage take responsibility of their teaching. At this stage too, teachers are stabilized and enjoy their classroom teaching they look out for opportunities to collaborate in planning and implementation of instructional supervision (Glickman, 2004).

4.2 Research Question 1: What Instructional Supervisory Roles Headmasters Play in Public Senior High schools?

The study sought to find out headmasters, teachers' and students' views on frequency of instructional supervisory roles of headmasters in public senior high schools in Bolgatanga municipality the principals, teachers and students were asked to rate how frequent the headmasters played various instructional supervisory roles as shown in Tables 3 and 4.



Table 3: Headmasters and Teachers' Views on Frequency of Headmasters Instructional Supervisory Roles

Instructional Supervisory Role	Respondent	Always		Often		Sometimes		Rarely		No at all	
		Fre	%	Fre	%	Fre	%	Fre	%	Fre	Fre
Orientation of New teaching staff	Headmasters	6	66.7	2	22.2	1	11.1				
	Teachers	19	55.9	7	20.6	5	14.7	2	5.9	1	2.9
Curriculum timetabling	Headmasters	7	77.8							2	22.2
	Teachers	17	50	14	41.2	3	8.8				
Provision of teachers in-service training	Headmasters	2	22.2	2	22.2	3	33.3			2	22.2
	Teachers	11	32.4	12	35.3	7	20.6	3	8.8	1	2.9
Monitoring of students academic progress	Headmasters	5	55.6	2	22.2	2	22.2				
	Teachers	18	52.9	12	35.3	4	11.8				
Provision of instructional learning materials	Headmasters	5	55.6	3	33.3	1	11.1				
	Teachers	21	61.8	10	29.4	3	8.8				

In the study most of the headmasters, 66.7% and 55.9% of teachers always orient new teaching staff in their schools as shown in Table 3. While headmasters reported they practiced the induction always, often and sometimes, 8.8% of teachers indicated that they experienced the role either rarely or not at all. Most of the headmasters, 77.8% always supervised curriculum programming and only 22.2% had never supervised curriculum programming. Plurality of teachers, 91.2% pointed out that principals do supervise curriculum timetabling always and often. A very low percentage of 8.8% reported having experienced supervision of curricular activities. The role of providing in-service courses was reported to be done sometimes by 33.3% of headmasters and always by 22.2%. Majority of teachers, 67.7% rated provision of in-service of teachers as being practiced always and often. Majority of headmasters, 55.6% and teachers, 52.9% itemized always for monitoring of students' academic progress. Most of the headmasters, 55.6% and 61.8% of teachers rated the provision of instructional learning as always being practiced by headmasters in schools.

The findings imply that most of the headmasters and teachers concur in their rating that the headmasters always orientated new staff on the vision, mission and core values of the school. They were also given orientation on the culture and physical set up of the school. The new teachers were introduced to the heads of the department and the issues related to their subject area. The headmasters supervised curriculum timetable to ensure that all the subjects are included and correct number of lessons was observed. Headmasters supervised curriculum timetable to ensure that there are no clashes in lessons where one teacher is expected to be at two different classes in one period. The findings further imply that headmasters monitored students' academic

progress. They supervised the frequent testing of students through the heads of departments. They also checked the spread sheet to monitor each student's performance and discuss them with the relevant teachers. At the release of the WASSSCE results headmasters discussed with the teachers the analyzed results and thereafter used it as a tool for future academic improvement. Headmasters provided instructional learning materials such as students course books teachers guide books reference books and equipping of laboratory. This agrees with the findings of Moraa (2010) that headmasters played instructional supervisory roles by supervising the implementation of the curriculum which involved supporting teachers in their instructional practices. The results also concur with Muoka (2007) who found out that headmasters carry out instructional roles such as inductions of staff and orientation of school program. The headmasters that were interviewed reported that though they supervised teachers, they sometimes delegated supervision to assistant headmasters and heads of departments due to the myriads of administrative duties.

Motivation of teachers was done by involving them in planning for instructional supervision in school. The headmasters discussed with teachers as a team on how to monitor students' academic progress, observation of lessons in the classroom and the mode of giving the feedback to the teacher. The headmaster together with the teachers discussed on how punctuality can be checked and improved in order to reinforce students' academic achievement. However, lower ratings were given by Headmasters and teachers on provision of in-service training of teachers. According to Tyagi (2010), in-service training of teachers was found to be lacking in schools. In addition, the study observed that supervision is perceived as a diagnosis and hence there

was absence of the supervisor as knowledge provider and supporter. Gaziel (2007) further confirmed this position that Headmasters neglect their duty of staff-development.

Students' Views on Frequency of Headmasters Instructional Supervisory Roles

Table 4 shows the students' views on the frequency of instructional supervisory roles of Headmasters in senior high schools. From the study, most of the students, 65.2% were of the opinion that Headmasters always set performance targets for students, 10.1% rated as being done often and 14.5% felt they sometimes set performance targets for students. This role is done by emphasizing on the class set performance targets during assemblies and by placing them on the notice boards. Majority of the students, 82.6% experienced the role of ensuring organization of teaching timetable always while 8.7% experienced often and 5.8% had never experienced the role.

However, 10.1% felt Headmasters monitored students' academic progress often while 7.2% reported they sometimes played the role of monitoring academic progress of students. Most of the students 56.0% pointed out that Headmasters always encouraged teachers to observe others. Only 11.6% of students indicated that Headmasters sometimes encourage teachers and 23.1% felt Headmasters had rarely and never encouraged teachers to observe other teachers.

At the beginning of every term Headmasters asked teachers to set target performance for their subjects and class teachers to set for their classes. This target is always referred to whenever continuous assessments tests are done. By reminding the students of the set target they are encouraged to work towards them which improve their academic achievement. The other role that Headmasters performed regularly is monitoring of students' academic progress by tallying their performance with their

set targets and encouraging them to work towards them. The organization of the timetable is often delegated by the Headmasters to their Assistants and other teachers to ensure all the required subjects are taught and the expected lessons per week are reflected in the timetable. The time table is placed on the notice boards where every class extracts their own timetable place them on the notice boards in their classrooms. The observance of the practice encourages syllabus coverage and protection of instructional time. The students are therefore exposed to all topics which favor them in answering of exam questions which boost their academic achievement. The findings of the study, like for Headmasters and teachers, imply that according to the majority of students, Headmasters set target performance for students and organize teaching time table. Additionally, they provide teaching materials, monitor students' academic progress. However, comparatively a significant percentage of students observed that Headmasters did not encourage teachers to observe other teachers.

As much as there was new strategies of supervision in schools including teachers observing other teachers, teachers do not take it kindly since they still have the old perception of inspection of schools. Supervision is still perceived as a fault-finding mission. The students' observation showed that Headmasters generally perform instructional supervisory roles as outlined by Okumbe (1999). During interviews of Headmasters, it emerged that monitoring of students' academic progress is very important because it improves students' academic performance. One Headmaster opined that: *'We have introduced a school testing policy comprising of two continuous assessment tests and one end of term examination. After the tests have been administered to students, the director of studies heads of departments and will ensure*

that they are marked within the set datelines by subject teachers. We also ensure there are discussions of the results with the students in various classes.

Some Headmasters reported that they delegated that role to the Assistant Headmaster Academic and heads of departments. They complained that they have so many duties that they do not get time to monitor students' academic progress. Their response implied that they had also had no time to monitor the delegated roles. These responses were more from low performing schools.



Table 4: Students' Views on Frequency of Headmasters Instructional Supervisory Roles

Instructional Supervisory Roles	Always		Often		Sometimes		Rarely		Never	
	F	%	F	%	F	%	F	%	F	%
Sets target performance to students	45	65.2	7	10.1	10	14.5	6	8.7	1	1.4
Ensures organization of teaching timetable	57	82.6	6	8.7	1	1.4	1	1.4	4	5.8
Provides teaching materials	55	79.7	10	14.5	2	2.9	-	-	2	2.9
Monitors students' academic progress	55	79.7	7	10.1	5	7.2	2	2.9	-	-
Encourages teachers observe other teachers	39	56.5	6	8.7	8	11.6	9	13.0	7	10.1

4.3 Research Question 2: To what Extent of Headmasters Instructional Supervisory Activities

The research question sought to establish the extent to which Headmasters carry out instructional supervisory activities in SHSs. Table 5 and Table 6 summarize the views of Headmasters, Teachers and Students on the extent to which Headmasters carried out instructional supervisory activities. Table 7 shows the availability of tools of instructional supervisory activities

The researcher obtained information from Headmasters and Teachers on their views on frequency of Headmasters instructional supervisory activities in their schools as depicted on Table 5. From the study 88.9% of the Headmasters and 50.0% of teachers reported that Headmasters checked teachers' schemes of work always and 11.1% of Headmasters and 35.3% of teachers' indicated that Headmasters checked teachers' schemes of work often. The study indicated that the checking of teachers' record of work is practiced always and often as reported by 77.7% of Headmasters and 85.3% of teachers.

The study established that 53.0% and 50.0% of teachers observed that Headmasters always and often visited classrooms to observe teachers lessons and provides feedback after class observation respectively. There was no Headmaster however that rated the two activities as occurring always. On the contrary, 55.5% and 66.7 of Headmaster reported that the rarely and never visited classrooms to observe teachers' lessons and provide feedback class observation respectively. The variation in Teachers and Headmaster ratings indicate that any visibility of Headmasters around

the classrooms by teachers implied their visits to classrooms to observe teachers' lessons. Consequently, their advice and suggestions were interpreted to mean provision of feedback. In the instructional supervisory activity of protecting instructional time of students through punctuality, 44.4% of headmaster and 58.8% of teachers rated the activity always. There is a little variation where teacher's frequency of protecting instructional time of students was higher than that of the headmasters. However, 5.9% of teachers rarely experienced the activity compared to 11.1% of headmasters. The headmasters that were interviewed reported that they do check teachers' schemes of work and records of work. However, they added that these roles are sometimes delegated to Assistant Headmasters. On the rationale for delegating these activities, a headmaster responded that "*I have many planned and emergent management duties to attend to within and outside the school*" On visiting the classrooms and observing teachers lessons one headmaster said "*The exercise is time consuming and requires preparation before carrying it out. It further requires time to give feedback to the teacher. I refrain more often from visiting classrooms for lesson observation because many teachers take it negatively and perceive it as witch hunting*". Some Headmasters said they invited the teachers from time to time to dialogue on ways to improve class instruction and explored strategies to improve their teaching methods. Other headmasters invited teachers for dialogue only if they had received information about limitation of a particular teacher.

The findings imply that most of the Headmasters checked schemes of work, teachers' record of work and protected student's instructional time through punctuality. This finding is in agreement with Sabaitu and Ayandoja (2012) who stated that

Headmasters check teachers' punctuality, check and keep teachers instructional records. The finding is in agreement with Gaziel (2007) who found out that Headmasters invested their time in instructional supervisory activities.

The findings showed that majority of headmasters neither make visits to classrooms to observe teachers' lessons nor give feedback to teachers after classroom observations. This is contrary to the theory of psychology of supervision as explained by Planturroot (2006) where Headmasters are required to encourage teachers to make use of feedback received from supervisors in order to improve their skills for classroom instruction. The study therefore showed that the least performed supervisory activities are those that require more personal attention and guidance of the Headmaster.

Table 5: Headmasters and Teachers' views on frequency of headmasters instructional supervisory

Supervisory Activities	Always	Often		Sometimes		Rarely		Never			
		F	%	F	%	F	%	F	%	F	%
Checking teachers' schemes of work	Headmaster	8	88.9	1	11.1	-	-	-	-	-	-
	Teachers	17	50.0	12	35.3	4	11.8	1	2.9	-	-
Checks teacher's record of work	Headmaster	4	44.4	3	33.3	1	11.1	1	11.1	-	-
	Teachers	20	58.8	9	26.5	3	8.8	2	5.9	-	-
Makes visits to Classroom to observe Teacher's lessons	Headmasters	-	-	-	-	4	44.4	4	44.4	1	11.1
	Teachers	7	20.6	11	32.4	6	17.6	8	23.5	2	5.9
Provides feedback after class observation	Headmasters	-	-	1	11.1	2	22.2	5	55.6	1	11.1
	Teachers	12	35.3	5	14.7	6	17.6	8	23.5	3	8.8
Protects instructional time by punctuality	Headmasters	5	55.6	4	44.4	-	-	-	-	-	-
	Teachers	23	67.6	8	23.5	1	2.9	2	5.9	-	-

Student's Views on Frequency of Headmasters Instructional Supervisory Activities

The students' views on the extent that Headmasters carried out instructional supervisory activities were sought as shown in Table 6. From the study 31.8% of students opined that Headmasters always and often checked student's books to examine the quality of content being taught and cross checked the topics covered. Headmasters also checked student's books to see if they had been given home works and whether they were marked by their subject teachers. However, 39.1% of the students reported that Headmasters rarely or never checked their books. The study showed that 69.6% of the student respondents indicated that Headmasters always checked teachers' punctuality. The study specified that plurality of students, 59.4% observed Headmasters visited their classes always. As to whether the Headmasters observed teaching and learning, the highest number of students, 78.3% reported that Headmasters practiced the activity always. The study indicated that 79.7% of the students have experienced Headmasters protecting instructional time by ensuring punctuality always and ensuring that no other activities were organized for during instructional time.

The findings imply that majority of Headmasters checked teachers punctuality, visited classrooms to observe teaching and learning and protected instructional time by punctuality. The findings are in agreement with the findings of Sabaitu and Ayondoja (2012) whose studies found out that some of the instructional activities supervised by the Headmasters include checking students note books, teachers punctuality, attendance and class visitation. The activities that were supervised were checking of students' notes, checking teachers' punctuality, attendance and class visitation. On the

contrary, most Headmasters rarely checked students' books. **Kimutai and Kosgei (2012)** established that there is a positive relationship between instructional supervisory activities of Headmasters with students' academic performance. Some of the instructional supervision included inspection of teachers records of work, lesson plans and teachers attendance.

Table 6: Student's Views on Frequency of Headmasters Instructional Supervisory Activities

Supervisory Activities	Always		Often		Sometimes		Rarely		Never
	F	%	F	%	F	%	F	%	F
Checks students books	15	21.7	7	10.1	20	29.0	20	29.0	7
Checks teacher's punctuality	48	69.6	9	13.0	5	7.2	4	5.8	3
Makes visits to classroom	41	59.4	4	5.8	18	26.1	4	5.8	2
Observe teaching and learning	54	78.3	6	8.7	3	4.3	3	4.3	3
Protects instructions time by	47	68.1	8	11.6	11	15.9	3	4.3	-
Punctuality	-	-	-	-	-	-	-	-	-

Availability of Tools of Instructional Activities

Table 7 shows the availability of tools of instructional activities. The document analysis of various documents such as schemes of work, master timetables, lesson plans, records of work and instructional materials was used to establish the availability of tools of instructional activities in schools. From the study it was found out that records of work were available and regularly updated, checked and sometimes by the Headmasters in most of the schools. In 30% of the schools, most of the records of work were being checked by Assistant Headmasters, Academic. Instructional materials which included the provision of course books, exercise books and teachers' guides were available in 70% of the schools. The curriculum time table was available and was placed on the notice boards in 66.7% of the schools and not available in 33.3%. All the schools had all the required subjects taught. From the study the schemes of work were found to be updated regularly by teachers in 88.9% of the schools and not checked by 88.9% of the Headmasters. The lesson plans were not made and not used in all the schools. Headmasters interviewed pointed out that this was substituted by the teachers using lesson notes. Lesson plans were not widely prepared by a percentage of 95% of teachers. The teachers use teachers guide book and lesson notes for class instruction and they found the making of lessons plans duplication. The findings from the document analysis of tools of instructional activities show that SHSs Headmasters carried out their instructional supervisory activities as depicted from the study. It was observed that Headmasters delegated some of their instructional supervisory activities to the Assistant Headmasters, Academic such as checking of records of work, curriculum programming.

In schools where course books were not enough, teachers gave the explanation that students lost books and they take long to replace by buying them. Some teachers explained that where supervision and monitoring was not done, books were not well maintained or replaced. In one of the well performing schools, the Assistant Headmaster, Academic commented that the Government makes an effort to provide course books to the students in a ratio of 1:2. However, in their school they were trying to ensure to reach a ratio of 1:1 in order to increase the availability of books to students'. The students can vary their study timetable at any time which will increase their concentration and hence improve their performance.

Table 7: Availability of Tools of Instructional Activities

Tools of Instructional Activities available	Available		Not	
	F	%	F	%
Record of Work				
Regularly updated	9	100.0	-	
	-			
Regularly checked	9	100.0	-	
	-			
Instructional Materials				
Provision of course books	9	100.0	-	
	-			

Provision of exercise books	9	100.0	-
	-		
Teachers guide book	9	100.0	-
	-		
Curriculum Time Table			
Subjects distribute correctly	6	66.7	3
33.3			
Placed at notice boards	6	66.7	3
33.3			
All subjects taught	9	100.0	-
	-		
Schemes of Work			
Updated regularly	8	88.9	1
11.1			
Checked by principal	1	11.1	8
88.9			
Lesson Plans			
Regularly updated	-	-	9
100.0			
Are they used	-	-	9
100.0			

4.4 Research Question 3: How Effectively Headmasters Instructional Supervisory Roles Influence Students' Academic Achievement

The research question sought to find out how effectively Headmasters instructional supervisory roles influence students' academic achievements in SHSs. The views of Headmasters, teachers and students were sought in the following areas; Visits to classrooms to observe teachers lessons, monitoring of students' academic progress, provision of feedback to teachers after lesson observation. The results of three years 2010, 2011 and 2012 were used to obtain the mean grade of the high, average and low performing schools.

4.4.1 Effectiveness of Headmasters Instructional Supervisory Roles

The Headmasters, teachers' and students' participants were to give their views on effectiveness of Headmasters instructional supervisory roles in their schools. From the study as indicated in Table 8, 55.6% of the Headmasters rated the monitoring of students' academic progress to be very effective and 44.4% of Headmasters rated the role to be effective. It was equally noted that 58.8% and 29.4% of teachers rated monitoring of students' academic progress to be very effective and effective respectively. When Headmasters discussed with teachers on how to monitor students' academic progress and put strategies in place, the resultant effect is improved students' academic achievement. The Headmasters checked each students' academic progress by cross checking whether they were making progress on a termly basis. In some schools students were grouped according to their academic abilities and then their progress monitored. WASSCE results were often analyzed whenever they were released-weaknesses were worked on and strengths

were reinforced for the continuing students. Feedback was also given to the students of all classes through assemblies. These practices were found to motivate the students and made them work harder as they aim to meet their academic target.

The study showed that 44.4% of the Headmasters observed that Headmasters' visit to classes to observe teachers' lessons was fairly effective while 33.3% of them reported it to be ineffective. Teachers' ratings indicated that 17.6% and 41.2% of Headmasters' visited classes to observe teachers' lessons as very effective and effective correspondingly. The findings on Headmasters' visits to observe teachers lessons was fairly effective. The Headmasters interviewed reported that they generally did not visit classrooms to observe teachers lessons unless an issue has been reported. This is because most teachers have a negative attitude towards the exercise. The old tradition where schools were inspected with the intention of finding out faults still lingers on in the minds of many teachers.

The study found out that 44.4% of the Headmasters rated provision of feedback to teachers after class observation to be fairly effective while 33.3% felt that the role was ineffective. The Headmasters visited classes in two ways through clinical supervision or visibility approach. The Headmasters were found not to use the clinical supervision often but would visit classes to just check what is going on. The study indicated that 35.3% of the teachers rated Headmasters' provision of feedback to teachers after class observation to be very effective and 29.4% rated effective with 20.6% rating it fairly effective.

The low percentage in this role shows that not many Headmasters visit classes to observe lessons but check that everything is okay. They check whether learning is going on and see to it that students are learning and are in school. The visibility of the Headmasters sends a signal to all present that things are to be done as per the school program. The teachers whose lessons were observed by Headmasters found feedback useful because the Headmasters used the long experience and their expertise to provide advice on lesson planning, presentation and different methods to use while presenting the content of the lesson. When the role is done it improves students' academic achievement because class instruction is improved where students get to understand the subjects better and hence improve their academic achievement.

The study showed that 88.8% of headmasters and 91.2% of teachers rated the protecting of instructional time by punctuality as very effective and effective respectively. The findings on the protection of instructional time by ensuring punctuality implied the role is very effective in influencing students' academic performance. This role ensured that instructional time was efficiently utilized by both teachers and learners to achieve syllabus coverage which facilitate students' academic achievements.

The findings on the Headmasters' and teachers' views on effectiveness of Headmasters' instructional supervisory roles concur with Moraa (2010) who found out that instructional supervisory role of the Headmaster influence students' academic achievement. Kimutai & Kosgei (2012) observed that teachers' attendance of all lessons and inspection of student's progress reports had a positive relationship

with academic achievements of students in examinations. Forums such as seminars and workshops should be organized to reinforce the relevance of Headmasters' visits to classrooms to observe lessons and provide feedback to teachers.

Table 8: Headmasters' and Teachers' Views on Effectiveness of headmasters Instructional Supervisory

Principals Instructional Respondent	Very Ineffective	Effective		Fairly Ineffective		Effective			
		F	%	F	%	F	%	F	%
Supervisory Roles									
Very Ineffective									
Effective									
F	%	F	%	F	%	F	%	F	%
Visits to classrooms to	Headmaster	-	-	2	22.2	4	44.4	3	33.3
-	-								
Observe teachers lessons	Teachers	6	17.6	14	41.2	10	29.4	3	8.8
1	2.9								
Monitoring of students	Headmaster	5	55.6	4	44.4	-	-	-	-
-	-								
Academic progress	Teachers	20	58.8	10	29.4	4	11.8		-
-	-								
Provision of feedback to	Headmaster	1	11.1	1	11.1	4	44.4	3	33.3
		-	-						

Teachers after class	Teachers	12	35.3	7	20.6	10	29.4	5	14.7
-	-								
Observation									
Protecting instructional	Headmaster	4	44.4	4	44.4	1	11.1	-	-
-	-								
time by punctuality	Teachers	20	58.8	11	32.4	3	8.8	-	-
-	-								

Students' Views on Effectiveness of Headmasters Instructional Supervisory Roles

Table 9 shows that most of the students 72.5% rated the monitoring of students' academic progress by Headmasters to be very effective, with 15.9% as effective and 10.1% as fairly effective. The findings therefore imply that Headmaster's monitoring of students' academic progress was very effective. From the study, most of the students, 47.8% and 24.6% rated the classrooms visits by Headmasters to be very effective and effective respectively. Although visits to classrooms by Headmasters comparatively scored lower ratings, the findings nonetheless imply that headmasters generally visited classrooms to observe teachers' lessons. From the study, 68.1% of students rated headmasters' observation of teachers' lessons to be very effective, 14.5% as fairly effective and 7.2% as sometimes effective. According to students, the findings showed that headmaster's observation of teachers' lessons were very effective in enhancing teachers teaching.

The study found out that majority of the students, 58.8% indicated protection of instructional time to be very effective and 24.6% rated it as effective. Interviews of headmasters showed that teachers' punctuality and lesson attendance was taken seriously in schools. A headmaster remarked that: *'We give a book to class prefects to be recording teacher's entry and departure time for lessons and lesson attendance. There is a calendar of academic activities across the term. I monitor and evaluate how each teacher has fared in meeting the deadlines such as submission of schemes of work, records of work, students' scores and departmental minutes'*.

The findings are in conformity with Kimutai & Kosgei (2012) who established that there is a positive relationship between the teachers' inspection of records of work, lesson attendance and students' academic achievement. It stated that inspection of teachers record of work lesson attendance and weekly report are key instructional activities because unless a student understands what is taught, covers the syllabus and is disciplined it might be difficult to pass the examinations.

The findings are also in tandem with that of Blaise and Blaise (1999) who opined that effective headmasters encourage teachers to reflect, explore and dialogue so that they improve instruction. The study results found the instructional supervisory roles of the headmasters found to be very effective; protection of instructional time, monitoring of students' academic progress which involved, collaboration, dialogue and feedback. This is in line with Planturroot (2006) explanation on direct supervision, experientialism and essentialism.

4.5 Research Question 4: What challenges Facing Headmasters in Instructional Supervision in School?

The research question sought to establish the challenges facing headmasters in their instructional supervision roles in SHSs in Bolgatanga municipality. The headmasters, teachers and students identified various challenges. The limitation was caused by lack of school fees payment. Without the instructional resources both the teachers and the students are adversely affected.

Teachers need to make references to various books in order to reinforce students' academic achievement. Lack of adequate time is yet another challenge that faced headmasters in carrying out instructional supervision. They have so many responsibilities that they sometimes fail to supervise instructional activities in their schools. This affected effectiveness of teachers' class instruction which is a means to students' academic achievement. This concurs with Nyandiko (2008) which stated that the major challenges facing headmasters include lack of time for instructional time as a result of overload of work caused by many other responsibilities. This is also supported by Wenzare (2010) who observed that headmasters are not always available for teachers when they wish to consult. Students observed that some teachers do not have good relationship with their headmasters which hinders smooth supervision of instruction and sometimes spills over to the students, affecting their academic achievement. The poor relationship is caused by individual personalities and levels of maturity of both the headmasters and teachers.

Indiscipline was identified by the students as affecting the headmasters' instructional supervision and limits time for supervision of teachers' instructional activities affecting students' academic achievement. The same challenge faced the headmaster in their various schools. Principals reported that financial constrains limit the

provision of required facilities to achieve the goals of instructional supervision such as academic improvement.

Inadequate staffing and high teacher turn-over were cited as some of the challenges faced by the headmasters. During the interview with a principal, it emerged that understaffing was a major challenge to their effective performance of supervisory instructional roles- *What we have resorted to do is to employ teachers through the NSS in order to ease the work load This challenge heightens when the school is not able to pay teachers due to financial constraints. The few teaching staff is often spread and as a consequence, some of the subjects are not taught for a long time.* Some headmasters faced challenges of uncommitted teachers and unethical and unprofessional practices by some of them. For instance, some teachers were not meeting datelines when given certain duties to perform, negative attitudes and even outright resistance to new instructional approaches such as frequent testing of students and marking of their work, lesson observation by the headmaster or by other teachers. Nyandiko (2008) found out that veteran teachers resist because they considered themselves as experts as a result of experience. The headmasters also occasionally faced the problem of external interferences such as teacher's strikes. Communication breakdown between instructional supervisors and supervisees in the administration of some SHSs such as poor clarification of teachers' duties was one of the challenges cited. Some students fear to approach teachers for assistance due to poor teacher-student relations and bureaucratic management structures. Among the challenges that the students cited as facing headmaster in their instructional supervision roles in public schools included poor cooperation of teachers to take care of the student's questions. In addition,

students noted teachers' absenteeism and lack of support in boosting students' performance. Teachers' absenteeism was seen to delay the coverage of syllabus.

4.6 Research Question 5: How would the Headmasters Instructional Supervision be improved?

The research question sought to find out how headmasters' instructional supervision can be improved in school. The headmasters and teachers identified various strategies headmaster's instructional supervision could be improved in schools. Since the fee paid by students was not enough, the schools have to look for other sources of finance such as sustainable income generating projects. Policies should be put in place to require school fees is paid annually to avoid interruptions of instructional programmes.

The headmasters should formulate and implement school instructional policies that enhance students' academic achievement. These include involving teachers in planning and executing of instructional supervisory roles, clarification of instructional duties, dialogue and motivation of unwilling teachers to adopt new instructional supervisory approaches. Others are putting up an effective communication system, regular briefs and meetings with teachers and thus improving interpersonal relations with them all the stakeholders such as parents, teachers and the government should collaborate by using conferences seminars and in-service training in order to improve teaching and learning.

Teachers and headmasters should work in partnership in provision of supervisory tools and monitoring of students' academic progress. Others include protecting instructional time, meeting set datelines and adoption of new instructional

supervisory strategies. The government and parents should provide financial support to the schools in order to provide required educational facilities, in-service training for teachers, improve student-teacher ratio by deploying enough teachers and giving bursary to every needy student. Good facilities within learning institutions provide conducive environment for learning and boost students' academic achievement. The right teacher- student ratio facilitates better understanding of lessons and class management which fastens and improves students' retention of knowledge. The answering of questions is therefore highly facilitated and record high academic achievement.

The students identified various strategies that can be used to improve headmasters instructional supervision in their schools. In order to address rampant indiscipline, school rules should be enforced and guidance and counseling strengthened. Suggestion boxes should be placed in schools and open forums involving teachers and students be held regularly. Teachers should benchmark and improve their teaching techniques in order to register higher students' achievements. It was suggested that the headmasters should be in school always and monitor teachers' attendance of lessons and help minimize absenteeism. Students' further suggested that frequent meetings be held between teachers and students. The study indicated that 30% of students observed that co-operation and collaboration between the headmasters and the teachers be enhanced. Most 50% of teachers supported the fact that teachers expected feedback from their classroom teaching observation immediately because it helps them improve their instruction. They also proposed that headmasters to develop

effective communication to avoid frequent conflicts as they carry out their instructional supervisory roles.



CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION

5.0 Introduction

This research on instructional supervisory roles of headmasters and its influence on students' academic achievement was carried out in Bolgatanga Municipality, Upper East Region, Ghana. The study was guided by five research questions that sought to find out instructional supervisory roles that headmasters play in senior high schools; extent of headmasters instructional supervisory activities; how effectively headmasters instructional supervisory roles influence students' academic achievement; challenges facing headmasters in carrying out instructional supervisory roles and ways of improving headmasters instructional supervisory roles.

5.1 Summary of the Findings

5.1.1 Instructional Supervisory Roles of Headmasters in SHSs

- The study revealed that most headmasters always orient new teaching staff in their schools as well as supervise curriculum timetabling, monitor students' academic progress and provide instructional learning materials.
- It also emerged headmasters sometimes delegated supervision to Assistant Headmasters and Heads of Departments due to the myriads of administrative duties.
- Motivation of teachers was done by involving them in instructional planning and checking their punctuality which consequently improved students' academic performance.

- The results also showed that headmasters set target performance for students and organize teaching timetable as reported by majority of students chosen for this study.
- Additionally, they provide teaching materials, monitor students' academic progress and encourage teachers to observe other teachers. The students' observation showed that headmasters generally perform instructional supervisory roles.

5.1.2 Extent of headmasters' instructional supervisory activities

- The findings showed that most of the headmasters checked schemes of work, teachers' records of work and protect student's instructional time through punctuality.
- Headmasters generally refrained from visiting classrooms for lesson observation because many teachers take it negatively by associating it with witch-hunting. The study therefore showed that the least performed supervisory activities are those that require more personal attention and guidance of the headmaster.
- The document analysis showed that records of work were available and regularly updated and checked by the headmasters.

5.1.3 Effectiveness of headmasters' instructional supervisory roles and its influence on students' academic achievement

- The findings indicated that monitoring of students' academic performance by the headmasters was very effective in influencing students' academic achievement.

- The study observed that testing policy in schools boost students' academic achievement whereby students are tested regularly and their scores discussed with them.
- The findings on the headmaster's protection of instructional time by ensuring punctuality showed that the role was very effective. This ensured that instructional time was efficiently utilized by both teachers and students to achieve syllabus coverage which facilitated students 'academic achievements.

5.1.4 Challenges facing headmasters in carrying out instructional supervisory roles

- Constrains caused by poor and delayed payment of fees limit the provision of required facilities to achieve the goals of instructional supervision such as academic improvement.
- Some headmasters face challenges of uncommitted teachers, unethical and unprofessional practices by some of them- teachers not meeting datelines, negative attitudes and resistance to new instructional approaches.
- Occasional external interferences such as teacher's strikes affects headmasters supervisory roles
- Teachers' absenteeism and lack of their support in boosting students' performance was found to delay the coverage of syllabus.
- Headmasters lacked adequate time to supervise all departments because they had many responsibilities.
- Most of the students lamented the failure of teachers to set target performance for students. The failure to set target performance for students affects the effort that the students ought to put in their studies.

5.1.5 Ways of improving headmasters' instructional supervisory roles

- The headmasters should formulate and implement school instructional policies that enhance students' academic achievement, including involving teachers in planning and executing of instructional supervisory roles.
- All the stakeholders such as parents, teachers and the government should collaborate in order to improve teaching and learning. Teachers and headmasters should work in partnership in provision of supervisory tools and monitoring of students' academic progress.
- In order to address rampant indiscipline among students, school rules should be enforced by ensuring that they are clearly stated and short enough to be understood.
- The students suggested guidance and counseling be strengthened in schools. Consistent guidance and counseling help students sought out their issues relating to their lives relationships and academic work.
- Suggestion boxes should be placed in schools and open forums involving of teachers and students be held regularly.
- Headmasters should develop their teachers by sending them for seminars, having exchange programs with well performing schools.

5.2 Conclusion

The study established that headmasters oriented new teaching staff, supervised curriculum timetabling and monitored students' academic progress. Headmasters checked schemes of work, teachers' records of work and protected student's

instructional time through punctuality. However, headmasters were found to generally refrained from visiting classrooms for lesson observation and hence feedback to teachers was not frequently given.

The major challenges faced by headmasters included lack of finances, in-adequate staffing,

high turnover of teachers, interrelationship challenges and. unprofessionalism of some teachers. Headmasters were encouraged to initiate income generating projects to subsidize the school fees paid by students. In order to address rampant indiscipline, school rules should be enforced and guidance and counseling strengthened. If these practices are implemented it will help headmasters in carrying out instructional supervisory roles in schools.

5.3 Recommendations

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

- Headmasters should be setting time for instructional supervision in schools because it is one of the roles that influence students' academic achievement positively.
- Also, emphasis should be placed on the development and application of technical skills by headmasters in order to ensure they effectively motivate teachers to respond positively to various instructional activities in their schools.
- There is also need to ensure that the delegated duties of SHSs to assistant headmasters and heads of departments are supervised as some may abdicate.



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APPENDIX I

QUESTIONNAIRE FOR HEADMASTERS

Dear Respondent,

I am post-graduate student at University of Education Winneba-Kumasi Campus. I am currently carrying out a research as part of my final year thesis project. This research is a requirement of master's program. My study is on instructional supervisory roles of the headmasters and its influence on student's academic achievement.

I am kindly requesting you to respond honestly to the following questions on the topic.

Your participation is completely voluntary and the information you give will be treated with utmost confidentiality and will be used for the study only.

Thank you very much for accepting to take part in this study.

Yours faithfully,

Bernice Asooh.

The following structured questions concern the demographic information of the principal. Kindly tick () your appropriate answer in the blank spaces provided.

Section A: Demographic Information of Headmasters

1. Gender

(a) Male () (b) Female ()

2. A bracket of Headmasters Age

24 years and below () 25 -29 years () 30 -35 years () 40 – 49 years ()
50 years and above ()

3. Your Professional Qualifications

(a) Diploma () (b) Bachelor () (c) B.A with PGDE () (d) M. Ed. ()

(d) Others (Please Specify) _____

4. Years of administrative experience of Headmasters:

a) 2 – 5 year () b) 6 -10 years () c) 11 – 15 years () d) 16 – 20 years ()
(e) 21 years ()

Section B: Instructional Supervisory Roles

The following table contains items about the headmasters' instructional Supervisory roles. Please indicate the extent to which you perform them in your school by ticking against the item in the table below. The following key will be useful:

Always = 1 Often = 2 Sometimes =3, Rarely = 4 Never=5

No.	Items	1	2	3	4	5
1	Orientation of new teaching staff					
2	Curriculum timetabling					
3	Provision of teachers in-service training					
4	Monitoring of students academic Progress					
5	Provision of instructional learning Materials					

Section C: Headmasters Instructional Supervisory Activities

The following statements relate to headmasters' instructional supervisory activities. Read them carefully and tick how often the headmasters carry them out in your school. The following key will be useful: Always =1 Often=2, Sometimes=3, rarely=4, Never 5

NO	Supervisory Activities	1	2	3	4	5
6	Checking teachers' schemes of work					
7	Checks teacher's record of work					
8	Makes visits to classroom to observe teacher's lessons					
9	Provides feedback after class observation					
10	Protects instructional time by punctuality					

11. Any other supervisory activities that you carry out in your school

Section C: Headmasters Instructional Supervisory Effectiveness.

The following statements relate to the effectiveness of headmasters' instructional supervisory roles. Show your response by ticking in one of those boxes provided to the right of each statement. You will find the following key useful: **VE:** Very Effective =1 **E:** Effective = 2 **FE:** Fairly Effective

3, **I:** Ineffective = 4, **VI:** Very in effective

NO	ITERM	1	2	3	4	5
12	Monitoring of students' academic progress					
13	Provision of feedback to teachers after class observation					
14	Provision of feedback to teachers after class observation					
15	Protecting instructional time by punctuality					

Section E: Challenges Headmasters Face in Instructional Supervision in School

16) What instructional supervisory challenges do you face?

- i) _____
- ii) _____
- iii) _____

Section F: How can Headmasters Instructional Supervision be improved in school.

17) How would instructional supervision be improved in your school?

- i) _____
- ii) _____
- ii) _____

Thank You



APPENDIX II

QUESTIONNAIRE FOR TEACHERS

Dear Respondent,

I am post-graduate student at University of Education Winneba-Kumasi Campus. I am currently carrying out a research as part of my final year thesis project. This research is a requirement of master's program. My study is on instructional supervisory roles of the headmasters and its influence on student's academic achievement.

I am kindly requesting you to respond honestly to the following questions. Your participation is completely voluntary and the information you give will be treated with utmost confidentiality and will be used for the study only.

Yours faithfully

Bernice Asooh

This first section contains items concerning the background of headmasters. Please tick (✓) the appropriate answer in the blank spaces provided

Section A: Demographic Information of Teachers

1. Gender

(a) Male () (b) Female ()

2. Teachers Age Bracket

a) 24 years and below () b) 25 -29 year () c) 30 -35 years () d) 40 – 49 years () e) 50 years and above ()

3. Your Professional Qualifications

(a) Diploma () (b) Bachelor () (c) B.A with PGDE () (d) M. Ed. ()
 (d) Others (Please Specify) _____

4. Years of teaching experience in your current school

a) 3 – 5 years () b) 6 -10 years ()
 c) 11 – 15 years () d) 16 – 20 years () e) 21 years ()

Section B: Instructional Supervisory Roles

The following table contains items about the headmasters ‘instructional supervisory roles. Please indicate the extent to which the headmaster performs them in your school by ticking against the item in the table below. The following scale will be useful:

Always =1 Often =2 Sometimes =3 rarely =4 Never =5

NO	ITEMS	1	2	3	4	5
1	Orientation of new teaching staff					
2	Curriculum timetabling					

3	Provision of teachers in-service training					
4	Monitoring of students academic progress					
5	Provision of instructional learning materials					

Section C: Headmasters Instructional Supervisory Activities

The following statements relate to headmasters’ instructional supervision activities. Read them carefully and tick how often the headmaster carries them out in your school. The following scale will be important Always =1 Often=2 Sometimes=3 rarely=4 Never=5

NO	Supervisory Activities	1	2	3	4	5
6	Checking teachers’ schemes of work					
7	Checks teacher’s record of work					
8	Makes visits to classroom to observe teachers					
9	Provides feedback after lesson observation					
10	Protects instructions time by observation of punctuality					

10 Protects instructions time by observation of punctuality

11. Any other supervisory activities that you carry out in your school?

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Section C: Effectiveness of Headmasters Instructional Supervisory Roles

The following statements relate to the effectiveness of headmasters' instructional supervisory roles. Show your response by ticking in one of those boxes provided to the right of each statement. You will find the following key useful; **VE:** Very Effective =1 **E:** Effective =2

FE: Fairly Effective =3 **I:** Ineffective = 4 **VI:** Very ineffective =5

NO	ITEMS	1	2	3	4	5
12	Visits to classrooms to observe teachers lessons					
13	Monitoring of students' academic progress					
14	Feedback of observation of teachers lessons					
15	Protecting instructional time for student by punctuality					

Section E: Challenges headmasters face in instructional supervision in school

16) What instructional supervisory challenges do headmaster in your school face?

- i) _____
- ii) _____
- iii) _____

Section F: How can headmaster Instructional Supervision be improved in school.

17) How would instructional supervision be improved in your school?

- i) _____
- ii) _____
- iii) _____

Thank You

APPENDIX III

QUESTIONNAIRE FOR STUDENTS

Dear Respondent,

I am post-graduate student at University of Education Winneba- Kumasi Campus. I am currently carrying out a research as part of my final year thesis project. This research is a requirement of master's program. My study is on instructional supervisory roles of the headmasters and its influence on student's academic achievement.

I am kindly requesting you to respond honestly to the following questions. Your participation is completely voluntary and the information you give will be treated with utmost confidentiality and will be used for the study only.

Yours faithfully

Bernice Asooh

This first section contains items concerning the background of headmasters. Please tick (✓) the appropriate answer in the blank spaces provided

Section A: Background Information of Teachers.

Gender (a) Male () (b) Female ()

2. Students Age Bracket

a) 14 years and below () b) 15-17 years () c) 17-19 years ()

d) 20-22 years () d) 22 years and above ()

3. How many years you have been in your current school

(a) 1 year () (b) 2 years () (c) 3 years () (d) 4 years ()

(d) Others (Please Specify)

Section B: Instructional Supervisory Roles

The following table contains items about the headmasters' instructional Supervisory roles. Please indicate the extent to which your headmaster performs them in your school

by ticking against the item in the table below. The following scale will be useful:

Always=1 Often=2, Sometimes=3,

Rarely=4 Never=5 where 1 is the highest score of frequency and 5 is the lowest score of frequency

NO	ITEMS	1	2	3	4	5
1	Sets target performance to students					
2	Ensures Organization of teaching time table					
3	Provides teaching materials					
4	Monitors students' academic progress					
5	Encourages teachers observe other teachers					

Section C: Headmasters Instructional Supervisory Activities

The following statements relate to headmasters' instructional supervision activities. Read them carefully and tick how often your headmaster carries them out in your school. You will find the following key useful: Always=1 Often=2 Sometimes=3 rarely=4 Never=5 where 1 is the highest score of frequency and 5 is the lowest frequency

NO	Supervisory Activities	1	2	3	4	5
6	Checks students books					
7	Checks teacher's punctuality					
8	Makes visits to classroom					
9	Observe teaching and learning					

10	Protects instructions time by punctuality					
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11. Any other supervisory activities that your headmaster carries out in your school

Section D: Headmasters Instructional Supervisory Effectiveness

The following statements relate to the effectiveness of headmasters' instructional supervisory roles.

Show your response by ticking in one of those boxes provided to the right of each statement. You will find the following key useful: **VE:** Very Effective=1 **E:** Effective=2 **F** **E:** Fairly Effective=3

I: Ineffective=4 **VI:** Very effective=5 where 1 apply to highest score and 5 is the lowest score

NO	ITEMS	1	2	3	4	5
12	Visits to classrooms					
13	Monitoring of students' progress					
14	Observation of teachers lessons					
15	Protecting instructional time					

Section E: Challenges haedmasters Face in Instructional Supervision in School

16) What instructional supervisory challenges do principal in your school face?

- i) _____
- ii) _____
- iii) _____

Section F: How can headmasters Instructional Supervision be improved in school.

17) How would instructional supervision be improved in your school?

- i) _____

ii) _____

iii) _____

Thank You

APPENDIX IV**DOCUMENT ANALYSIS GUIDE**

With the aid of school authorities the researcher will analyze the documents ask probing questions and make remarks on the following instructional tools then make comments in relation to each item

ITEM	AVAILABLE	NOT AVAILABLE	COMMENT
Record of work Regularly updated Regularly checked			
Instructional Materials Provision of course books Provision of exercise books Teachers guide book			
Curriculum Time table Subjects distributed correctly All subjects taught			
Schemes of work Updated regularly Checked by principal			
Lesson Plans Regularly updated Are they used			

APPENDIX V**INTERVIEW GUIDE FOR HEADMASTERS**

1. What is your gender? _____
2. What is your age bracket? 24 years and below () 25 -29 years () 30 -35 years () 40 – 49 years () 50 years and above ()
3. What is your highest professional qualification? _____
4. How many years have you served as a headmaster? _____
5. What instructional Supervisory Roles do you carry out in your school? _____
6. Explain how you induct new teachers in your school? _____
7. How often do you send teachers for in-service courses? _____
8. (a) What teachers' professional documents do you check? _____
(b) How often do you check them? _____
- 9 (a) How often do you visit classrooms to observe teachers teaching? _____
(b) If yes, do you give them feedback after observation? _____
10. (a) Would you explain the instructional supervisory roles you have found effective. _____
(b) In your opinion do you think that they contribute to students' academic performs? _____
11. How is punctuality observed in your school? _____
12. (a) Do you monitor students' academic progress? _____
(b) How do you monitor students' academic progress? _____
13. What challenges do you face in carrying out instructional supervision in your school? _____
14. How would instructional supervision be improved in your school?

