

AKENTEN APPIAH-MENKAH UNIVERSITY OF SKILL TRAINING AND
ENTREPRENEURIAL DEVELOPMENT

INFLUENCE OF HEADTEACHERS' INSTRUCTIONAL SUPERVISION
PRACTICES ON PUPILS' ACADEMIC PERFORMANCE IN JUNIOR HIGH
SCHOOLS IN ASHANTI MAMPONG MUNICIPALITY

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DECLARATION

STUDENT'S DECLARATION

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

SIGNATURE:

DATE:



SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of Dissertation as laid down by the Akenten Appiah-Menka University of Skills Training and Entrepreneurial Development.

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DEDICATION

To my dear wife, Rose Owusu who has helped me very much in pursuing this course. I again dedicate it to my headmistress Ms. Afua Sarpong Asamoah Bonsu who encouraged me in the pursuit of this academic exercise and my brother, Rev. Philip Duodu for his prayers.



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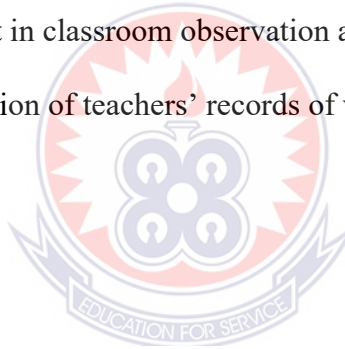


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LIST OF ABBREVIATIONS

BECE	Basic Education Certificate Examination
J H S	Junior High School
C. A.	Continuous Assessment
G E S	Ghana Education Service
M E O C	Municipal Education Oversight Committee
S P S S	Statistical Package for Social Sciences
SMART	Specific, Measurable, Attainable, Relevant, and Time-bound
S H S	Senior High School
M M E D	Fantasia Municipal Education Directorate
M o E	Ministry of Education
I Q	Intelligent Quotient
G P A	Grade Point Average



ABSTRACT

This study sought to investigate the influence of headteachers' instructional supervision on pupils' academic performance in Junior High schools in Ashanti Mampong Municipality. The objective of this study was to establish the influence of headteachers' evaluation of teachers' lessons preparation, classroom observation, engagement in conferences, evaluation of teachers' records of work, and influence of syllabus coverage on pupils' academic performance in Ashanti Mampong Municipality. The study employed a descriptive survey design to target 431 teachers and 60 headteachers from 60 Junior High Schools in Ashanti Mampong Municipality. Purposive sampling method was used to select 25 headteachers and convenient sampling method was used to select 114 teachers from 25 junior high schools. This study employed questionnaires as data collection instruments. The findings indicated that 80% of the headteachers always ensured the preparation of scheme of work and lesson plan as required and provided their staff with teaching learning materials for instruction. The findings also revealed that 72% of the headteachers discussed lesson objectives with teachers, guided them to select teaching materials and tools, discussed special needs of students with teachers, discussed lesson areas for observation and also created good environment for respect and rapport with teachers. It is recommended that the teachers should be motivated and encouraged to share with headteachers areas where they need support to enhance effective teaching and learning, cooperate in appraising students' exams results and also regularly monitor students exercise and work books.

CHAPTER ONE

INTRODUCTION

1.1. Background to the Study

Today, education has become an indispensable aspect of a civilized society. Volumes of discourse on instructional leadership took a quantum leap forward in the early 1980s with the emergence of the ‘effective schools’ movement’ in the USA and UK (Hallinger & Wen-Chung, 2015).

Supervision is considered as the main coordinating agency in any school system. It integrates all educational efforts to create and develop favorable settings for teaching and learning. Headteacher’s supervisory practices, has not received enough attention as a factor that can contribute to the disparity in performance (Mwambo, 2020). Supervision is recognized as essential to improving teachers’ instruction (Nolan & Hoover, 2011) and the quality of teachers’ instruction is related to student achievement. One of the important aspects of educational management is instructional supervision which may be defined as the process of bringing about improvement in the teaching-learning process through a network of cooperative activities and democratic relationship of persons concerned with teaching and learning, and it is considered as an important activity to achieve an effective education system (Oyewole & Ehinola, 2014). It is mainly concerned with pupil learning in the classroom, and it is seen as a collaborative effort which involves a set of activities structured with the aim of improving the teaching and learning process (Archibong, 2013). Instructional supervision is considered an essential activity in the management and administration of educational institutions because it ensures the quality of educational organizations, and draws together disconnected elements of instruction into whole-school

actions (Glickman, Gordon & Ross., 2010). Arong and Ogbadu (2010) share this view by commenting that instructional supervision provides opportunities for schools to be effective for improving professional development of teachers to effectively manage teaching and learning processes. Similarly, Okendu (2012), postulates that instructional supervision enhances teaching and learning through proper guidance and planning, and devising ways to improve teachers' professional knowledge, skills and experiences to make them creative in instructional processes.

From the foregoing, it could be said that the general consensus from literature is that instructional supervision aims at improving practice, improving student learning achievement, reflection, and improving the overall school and these goals can be achieved when teachers learn with and from one another (Harrison & Killion, 2007). It is therefore deduced that to promote quality teaching and learning in basic schools in Ghana, stakeholders need to pay attention to instructional supervision. Pupil's performance in examinations is attributed to several factors. These include effective school disciplinary policies, provision of physical facilities, classroom size, administrative support, and effective leadership (Pashler, McDonald & Bjork, 2009). Usman (2015), in a Nigerian study reveals that there is a significant effect of classroom visitation by the school headteachers on students' academic performance. Administrative support and effective leadership are important in school since they ensure that teaching and learning processes run effectively. Magati, Bosire and Ogeta (2015) posits that school's environment and teachers' expectations from their students also have strong influence on student performance. Schools are likely to be successful if their teachers perform well (Wildman, 2015). Consequently, Briggs (2012) on quality education in

Nigeria argues that to improve the quality of teaching and learning in the schools, supervision, both internal and external is an important component. Oduro (2008) found out that poor supervision of teachers is one of the major causes of poor academic performance among pupils in basic schools in Ghana. It is concluded that the type of schools in which students' study greatly influence the educational performance and academic achievement of the students.

In Ghana today, the Ghana Education Service (GES) has a policy regarding supervision of teaching and learning in our basic schools. Heads of basic schools, Circuit Supervisors, School Management Committees and Parent Teacher Associations are some of the bodies which have oversight responsibilities to see to the proper and effective management and supervision of schools on daily basis (Dewodo, Dzakpasu & Agbetorwoka, 2020). Esia-Donkor and Baffoe (2018), indicates that the Mfantseman Municipality, where Anomabo Education Circuit is found, has witnessed poor academic performance among pupils in recent times. Records in 2010 for instance, 1330 (47.2%) of the 2820 candidates presented for Basic Education Certificate Examination (BECE) in the Municipality passed, indicating that 52.8% of the candidates could not gain admission into Senior High Schools (SHS). In the same year, six schools had zero per cent (Mfantseman Municipal Education Directorate, 2016). In 2011, performance reduced to 36.8% pass rate, and 11 schools had zero per. The pass rates in the BECE in 2013 and 2015 were 48.2% and 53.2% respectively (MMED, 2016). The performance of pupils in public basic schools in the Anomabo Education Circuit had also been very poor since 2010.

Supervision still has a long way to go in the educational system of Ghana. It is against this backdrop that this research needs to be carried out to help identify the role of educational supervision in improving students' academic performance.

1.2 Statement of the Problem

One question that has preoccupied researchers for decades is why some basic schools consistently perform well in examinations while others consistently perform poorly (Nyagosia, 2011). Academic performance is a key concern for educational researchers because failure in the national examination spells doom for pupils whose life become uncertain and full of despair.

The problem that the researcher sought to address was that junior high schools in Mampong Municipal continue to register poor BECE performance compared with schools in neighbouring districts. How were head teachers, as instructional supervisors, responsible for improving academic performance in the schools in Ashanti Mampong Municipality carrying out supervisory practices to reflect in improved pupils' academic performance?

From GES Basic Education Division BECE results analysis of national summaries (2016, 2018 and 2019), it was revealed that, of three adjoining districts which comprised Ashanti Mampong, Ejura Sekyedumasi and Sekyere Kumawu, Ashanti Mampong Municipality scored the lowest BECE percentage aggregate. For example, in 2016, the BECE percentage aggregate for Ashanti Mampong was 39.80, while the percentage aggregates for Ejura-Sekyedumasi and Sekyere Kumawu were 81.35 and 64.74 respectively. In 2018, the BECE percentage aggregate for Ashanti Mampong was

54.04. But the percentage aggregates for Ejura-Sekyedumasi and Sekyere Kumawu were 90.72 and 91.08 respectively. Again, in 2019, the BECE percentage aggregate for Ashanti Mampong was 61.36, while the percentage aggregates for Ejura-Sekyedumasi and Sekyere Kumawu were 97.58 and 87.76 respectively.

Low BECE percentage aggregate scores for Junior high Schools in Ashanti Mampong Municipality suggest that there is an unaddressed problem that could be affecting performance of pupils in BECE. This study was designed to find out the factors that contributed to the performance J H S students in Ashanti Mampong Municipality.

1.3. Purpose of the Study

The purpose of the study was to investigate the influence of head teachers' instructional supervision on pupils' academic performance in junior high schools in Ashanti Mampong Municipality.

1.4. Research Objectives

The study addressed the following research objectives:

1. To establish the influence of headteachers' evaluation of teachers' lesson preparation on pupils' academic performance in Ashanti Mampong Municipality.
2. To establish the influence of headteachers' classroom lesson observation and conferences with teachers on pupils' academic performance in BECE in Ashanti Mampong Municipality.

3. To establish the influence of headteachers' evaluation of teachers' records of work and syllabus coverage on pupils' academic performance.

1.5. Research Questions

The study had the following research questions:

1. What is the influence of head teachers' evaluation of teachers' lesson preparation on pupils' performance in BECE?
2. What is the influence of head teachers' classroom visitation and conferences with teachers on pupils' performance in BECE in Ashanti Mampong Municipality?
3. What is the influence of head teachers' evaluation of teachers' records of work and syllabus coverage on pupils' performance in BECE?

1.6. Significance of the Study

The study may be of benefit to school head teachers in influencing decision making process. Data obtained may be useful to the Ministry of Education in establishing strategies and means of improving instructional supervision practices of primary school headteachers. The study may assist the Ministry of Education (MoE) and institutions like GES in coming up with methods of training head teachers to improve instructional supervision to enhance performance of pupils in BECE. The findings may also enable the District Directors to improve the criteria for appointing basic school headteachers on competitive terms to manage curriculum and instructional service delivery. The study may add to the existing body of knowledge on supervision and its influence on academic performance.

1.7. Limitations of the Study

The study was restricted by the use a self-rating questionnaire for head teachers, which means that the headteachers could overrate themselves on their instructional supervision effectiveness. This is because, as Webster, Iannucci and Romney (2002) established, respondents tend to overrate themselves on positive traits. To overcome this, the researcher looked for any contradictory data among responses. Another limitation is that some schools may have had recent changes in leadership which may lead to change of management structures and instructional supervision practices. To mitigate the effects of this, the headteachers and teachers were asked in the questionnaire to indicate the duration they had served in their current schools.

1.8. Delimitations of the Study

The study confined itself to only junior high schools; primary schools were not involved because most primary schools operate under different management structures from junior high schools. Study participants included school head teachers and teachers since they are greatly in instructional supervision.

1.9. Basic Assumption of the Study

The research study was centered on the assumptions that: 1. The headteachers in Ashanti Mampong junior high school are involved in supervisory activities 2. All participants would give truthful, genuine, and authentic responses to the questionnaire.

1.10. Definition of Significant Terms

The following are definitions of significant terms.

Academic performance refers to the grade or total score attained by a pupil in BECE examination which ranges from grade 1 to grade 9.

Curriculum refers to the total learning experiences both planned and unplanned which a pupil undergoes under the auspices and guidance of school teachers.

Instructional Supervision refers to a process through which head teachers engage teachers in instructional dialogue for the purpose of improving teaching and learning and promoting learner achievement.

Instructional supervisor refers to an officer charged with overseeing the teaching and learning process in the school. It is usually the head teachers who play the role of instructional supervisors.

Lesson observation refer to a formal or informal observation of teaching while it is taking place in a classroom or other learning environment in order to observe teaching method employed by the teacher.

Class observation refers to the action of the head teacher going round the class to monitor and support teachers in the teaching and learning process.

Conferences with teachers refers to the engagement of the headteacher and the teachers to deliberate on various issues affecting teaching and learning in the school.

Evaluation of teacher refers to the assessment of teachers, in relation to various aspects, including preparation of scheme of work, lesson plan and the completion of the syllabus.

Syllabus Coverage refers to the completion of the curriculum content, which is intended to be taught to the student, within a given time frame.

1.11. Organization of the Study

This study is organized into five chapters. Chapter one is the introduction of the study including background to the study, statement of the problem, purpose of the study, research objectives and questions, significance of the study, scope of the study, limitations of the study, definition of operational terms and organization of the study. Chapter two expounds on literature review on the concept of instructional supervision, classroom visitation, evaluation of record of work, evaluation of record of work, head teachers' holding conferences with teacher, evaluation of pupils' exercise books, and evaluation of teachers' lesson preparation. The theoretical and conceptual framework is also captured in this chapter. Chapter three gives an explanation on research methodology that including research design, target population, sample size and sampling techniques, research instruments, reliability and validity of the study, data collection procedure and technique. Chapter four presents the findings from data analysis in line with the research questions of the study, while chapter five is concerned with a summary of the research findings, conclusions, recommendations and suggestions for further research in the same area.

CHAPTER TWO

LITERATURE REVIEW

2.0. Introduction

This chapter presents a review of literature related to the study on influence of headteachers' instructional supervision on pupils' performance. The chapter covers literature on headteachers' classroom visitation, headteachers' engagement in conferences with teachers, headteachers' evaluation of teachers' lesson preparation, and headteachers' evaluation of teachers' records of work.

2.1. Concept of Pupil's Academic Performance

Students' academic gain and learning performance is affected by numerous factors (Ali, Haider, Munir, Khan & Ahmed 2013). Lot of studies have been conducted in the area of students' achievement and these studies identify and analyze the number of factors that affect the academic performance of the student at school, Ali et al (2013). Their finding identified students' effort, previous schooling, parent's educational background, family income, self-motivation of students, age of student, learning preferences and entry qualification of students as important factors that have effect on student's academic performance in different setting. Academic performance, according to the Cambridge University Reporter (2003) is defined in terms of examination performance. Academic performance is commonly measured by examination or continuous assessment but there is no general agreement on how it is best tested or which aspect are most important; procedural knowledge such as skill or declarative knowledge such as fact (Alomar, 2006). According Seikkula-Leino (2007), generally around the world, the performance of student is measured by the Academic Performance Index. However, there are some individual differences influencing academic performance.

Individual difference in academic performance has been linked to difference in intelligence and personality. Ampofo and Osei-Owusu (2015) documented significant relationship between academic performance and lower socio-economic status. There are associations between intelligence quotient (IQ) (categorized as optimal and sub-optimal) and academic performance (categorized as low, average, and high) and socio-demographic variables (Uzoamaka, Kenechukwu, Justus, Adaeze, Agozie and Anthony, (2020). Academic performance, which is measured by the examination results, is one of the major goals of a school. Marsh, Seaton & Marjorie (2013), argued that schools are established with the aim of imparting knowledge and skills to those who go through them and behind all this is the idea of enhancing good academic performance.

The academic and the quality assurance committee are concerned about those who do not perform well because if this poor performance goes unchecked, the learning institutions may lose their reputation (Richardson, Abraham & Bond, 2012). The grade point average (GPA) plays a significant role in the assessment of a student's overall past academic achievements and future potential for such purposes as college admission, admission to graduate programs, awarding of scholarships, and entry into training programs (Johannes & Tindal, 2012). People often consider grades first when evaluating academic achievement (Richardson, Abraham & Bond, 2012). Grades do not always reflect a person's knowledge or intelligence. Some students do not perform well in a classroom setting but are very intelligent and earn high marks on IQ tests, standardized testing or college entrance exams. Universities and employers consider these scores along with other measurements and may forgive a less-than-perfect GPA for students who perform well on these tests (Richardson, Abraham & Bond, 2012). Fewster and

Macmillan (2002) used GPAs in their study of curriculum-based measurement: “Schools generated student grades for junior secondary school courses in a number of different formats. Course grades were generally provided as year-end percentages, although some were reported as letter grades... English and social studies course grades were chosen as criterion measures because teacher experience indicates that these courses are the most reading and writing intensive. The ability to master a diverse set of skills illustrates intelligence, curiosity and persistence, qualities attractive to universities and employers (Marsh, Seaton & Marjorie, 2013). According to Richardson, Abraham and Bond (2012), initiative can also indicate academic performance. Some students demonstrate their competence by serving as student body president or holding officer positions in student groups such as the honor society or the science club. They might regularly organize student events such as fundraisers, pep rallies or dances. Others participate in volunteer organizations and coordinate food drives or other community outreach efforts. Universities and employers look favorably on consistent leadership activities, feeling these students will bring that same drive to their classrooms or board rooms.

2.2. Evaluation of Teachers’ Lesson Plan and Pupils’ Academic Performance

According to Chatterjee and Corral, (2017), writing effective learning objectives is a necessary skill in academics. Learning objectives are clearly written, specific statements of observable learner behavior or action that can be measured upon completion of an educational activity. They are the foundation for instructional alignment whereby the learning objectives, assessment tools, and instructional methods mutually support the desired learning outcome. A well-written learning objective outlines the knowledge, skills and or attitude the learners will gain from the educational activity and

does so in a measurable way (Chatterjee & Corral, (2017). This implies everything the teacher and pupils do during the lesson is connected to the objective. To Chatterjee and Corral, (2017), the mnemonic SMART—Specific, Measurable, Attainable, Relevant, and Time-bound—can be used to describe the elements of a well-written learning objective to avoid ‘bird walking’. ‘Bird-walking’ is an expression coined by Madeline Hunter that describes the incapability of a teacher to concentrate on the objective of the lesson (Jeremi, 2011). Jeremi (2011), argued that, as an alternative, the teacher bird walks, pecking at exciting ideas with what appears to be meaningful or informative digressions, disturbing the pupil’s thinking processes and leaving the pupils confused about the focus of the lesson. This may end up being detrimental to the learners. While making evaluation of teachers’ lesson preparation, headteachers should be aware that each strategy has a set of activities with an individual purpose and role for the teacher and pupils. Each strategy has a rational sequence which is crucial if pupils are to achieve the objective of the lesson (Nike, 2014). Thus, the selection of an instructional strategy is a composite task because there are many effective strategies that could be employed, depending on the instructional goal. The groundwork of professional documents has gone a long way in assisting the explanation of lesson objectives and has infused some remarkable focus in the affected teachers (Wellington, 2008). It has significantly aided the instructional and supervisory function on the part of the supervisors. The value in writing SMART objectives includes helping educators focus and specify what they intend to teach, assess, and offer as feedback for the learner. This shapes the learning session's scope, the method of instruction, and the type and quality of the assessment (Chatterjee and Corral, (2017).

Head Teachers' Classroom Visitation and Pupils' Academic Performance

Classroom visitation is still considered as an essential way to assist teachers towards effective teaching, Bonus (2020). It is in this activity that the head teachers assist the teachers in performance of duties. It offers plenty of opportunities between the school head, teachers and learners in assessing, studying and evaluating the status of the class, thus, classroom visitation as suggested by teachers must be friendly and develop rapport between the superior and subordinates. Classroom observation makes it possible for the head-teacher to discover the potentials in the staff that may be tapped and created. As pointed out by Sule, Arop and Alade (2012), that classroom visitation and observation as a strategy through which teachers job performance can be enhanced.

Matt and Matt (2010) add that through managerial visits, head teachers learn what is being done in the classroom, observe the methods and materials being used, the attitudes and responses of pupils and other factors that make for efficient learning. The post-observation phase is highlighted by the giving of observers' feedback to the teachers observed, serving two equally important functions: to reinforce positive actions and to provide alternative suggestions to adjust or enhance their performance (Cabigao, 2021).

2.3.1. Development of Classroom Visitation

Classroom visitation was initially described as inspection, which provided for the direct control of teachers. The term classroom visitation has gradually taken over inspection, but both terms are sometimes used together. The concept and practice of classroom visitation has evolved over the years (Simonsen, Fairbanks, Briesch, Myers & Sugai 2008). Simonsen et al, (2008) noted that, in the 19th century teachers were expected to adhere to an agreed style of teaching. Any deviation from the laid down

procedure could warrant a dismissal. There has been a shift from the authoritarian style of inspectors, as they were commonly called, to a consultative style of modern-day quality assurance and standards officers, as they are called today. The inspectors used to go to classes for a fault-finding mission and punish the teachers for the same, today the teacher and the supervisor has a mutual interaction on the best way to improve the performance of the teachers. Baffour-Awuah (2011), stated emphatically that teachers must be held responsible for the work performed in the classroom and that the supervisor, as expert inspector, would oversee and ensure harmony and efficiency. In 1970s, most people were dissatisfied with the traditional way of classroom visitation, which gave people think of creating a new model directing the process of classroom visitation. This led to the introduction of clinical model of classroom visitation. The advocates of this model argue that the teacher should be an active participant in the supervision process (Gentilucci & Muto, 2007). The major aim of this classroom visitation model is to prepare teachers to be responsible to the extent that they can evaluate and analyses their own performance and at the same time allow other people, including colleague teachers to help them. This ultimately helps the teachers to be self-directing (Simonsen, Fairbanks, Briesch, Myers & Sugai, 2008). This model supports the view that the teachers cannot live in isolation but rather the involvement of supervisors and other stakeholders in crucial; especially in the process of carrying out their duties. According to Bloom (2007), this model should strive to bring about face to face interaction between the head teachers and the teachers with the sole aim of improving instruction and increasing the teacher's professional growth. The head teachers should always aim at assisting the teachers to improve their instructions. In this model, head teacher also aims at helping teachers to become reflective and

autonomous by carrying out non-directive supervision (Baffour-Awuah, 2011). The teacher charts his or her own course and takes full responsibility for his/her own instructional improvement. In this model, the teachers' developmental level is put into consideration. According to Gentilucci and Muto (2007), this relies on three pre-requisite skills for the head teacher: Knowledge, interpersonal skills and technical skills.

2.3.2. Monitoring Mechanisms and Academic Performance

Monitoring in schools has been of tremendous help in improving academic performance. According to Nolan and Hoover (2011), inadequacies in the supervision of schools, both by district level officers and Head teachers, and the limitations of disciplinary processes are seriously undermining effective teaching and have had adverse effects on the academic performance of students. Bloom (2007) was also of the view that effective supervision of instruction can improve the quality of teaching and learning in the classroom. Supervision is the process of bringing about improvement in an institution by working with people who work with students. It is a process of stimulating growth, and a means of helping teachers and students to help them. Simonsen et al., (2008) maintains that effective supervision is necessary for efficient work and improving academic performance. It provides a climate in which people have a sense of working for themselves. In government schools in Ghana, internal supervision is normally done by the heads of institutions or their assistants while external supervision is done by supervisors or inspectors from the Ghana Education Service. Baffour-Awuah (2011) in a study of 60 schools in Ghana: 29 from urban and 31 from rural areas, found that academic performance was better in private schools than public schools because of more effective supervision of work. Of particular concern are the quality and impact of school

inspections and the degree of professional independence of the inspectors and circuit supervisors. The absence of an appropriate performance management framework which sets out clear and relevant accountabilities for monitoring purposes simply compounds the problem. Baffour-Awuah (2011) is of the view that, supervision and regular visits to the schools would motivate teachers to be more regular and punctual at school. Also, when students realize that supervisors are regular in visiting the schools and teachers are always present, they would be challenged to change their attitudes towards school. This would in turn reflect positively on their academic performance.

Baffour-Awuah (2011) found out that teachers are frustrated by their superior officers. This could be due to the superiors' nature of supervision and this can affect the performance of teachers in the district. This indicates that teachers attach importance to their superiors' supervision and this could therefore be an important determinant of better academic performance. In the effective school, pupils' progress on the essential objectives are measured frequently, monitored frequently, and the results of those assessments are used to improve the individual student behaviors and performances, as well as to improve the curriculum as a whole (DiPaola & Hoy, 2008). In his paper, Moswela (2010) cites that after what he terms the first generation of frequent monitoring of student progress is accomplished, schools will need to advance into a second generation of frequent monitoring of student progress. During the second generation, the use of technology will permit teachers to do a better job of monitoring their students' progress. This same technology will allow students to monitor their own learning and, where necessary, adjust their own behavior. The use of computerized practice tests, the ability to get immediate results on homework, and the ability to see correct solutions

developed on the screen are a few of the available tools for assuring student learning (Simonsen et al., 2008). Use of school- and classroom-based assessments emerged as a common trait of effective schools as well. Teachers administered frequent assessments as a way of communicating to students that there are multiple opportunities to improve and that a consequence of poor performance is not a bad grade (Baffour-Awuah, 2011). As a result of these frequent assessments, teachers reported being able to provide students more consistent and timely feedback on their performance. In addition, the schools that demonstrated the greatest improvements were those that used common assessments.

2.3. Head-teachers' Engagement in Conferences and Pupils' Academic Performance

Headteachers' engagement in conferences with teachers helps in communicating goals and change in teachers' instructional practices. During conferences, headteachers communicate school goals to the teachers in different ways. Teachers perceive their headteachers to be strong management leaders when they are accessible to discuss instructional matters, when they communicate school goals through, when interacting with them on their classroom performance, allowing teachers to try new instructional strategies by letting them know that it is okay to take risks, and undoubtedly communicating a vision for the school (Matt & Matt, 2010). Holding conferences with the aim of discussing the school goals by the headteachers has an important, positive relationship with teacher classroom innovativeness (Wellington, 2008). Classroom innovativeness is the teacher's enthusiasm to try new and various instructional approaches. This helps in improving the performance of pupils in major examination. At primary school level, Okwiri (2006) found that communication of school goals by the headteachers accounted for the biggest amount of variance in classroom innovativeness.

He revealed that framing school goals, communicating school goals, and promoting career development together accounted for 57% of the discrepancy in classroom innovativeness (Konchar, 2008). Engaging teachers in conferences in order to communicate school goals helps to encourage teachers to apply more reflection; this may lead to teachers improving their instructional techniques in order to deal with different learning needs of students (Wellington, 2008). The relationship between the communication of goals by headteachers and teachers' classroom instruction, nevertheless, was weak.

Wellington (2008) discovered that about 30% of the responding teachers felt holding conference with the aim of communicating school goals encouraged them to use more reflection. Any leadership approach identified by 35% or more of the responding teachers was considered a high impact influence. Individual conferences are generally held after classroom visits or on request basis of the head-teacher or teacher. Jeremi (2011) indicates that they provide for an exchange of ideas, giving meeting of productive suggestions about classroom materials of instruction or techniques and in ascertaining possible areas for curriculum study for the teachers' career development. Konchar (2008) maintains that headteachers' classroom visitation helps the teacher to improve teaching techniques and as a result, the pupil's performance is improved. Konchar (2008) argues that taking all opportunities in conferences, headteachers are able to discuss issues related to developing curricular, policies, assessing pupil data, to probe teachers' suggestion and to encourage ideas. Okwiri (2006) maintains that while expertise in instructional supervision is not required, holding conferences that involves teachers is important in understanding the change process and organizational dynamics. Instead of requiring

teachers to submit written lesson plans in advance, it is more appropriate for teachers to discover ways of working together on instructional development issues that will have positive impact on the pupil's performance.

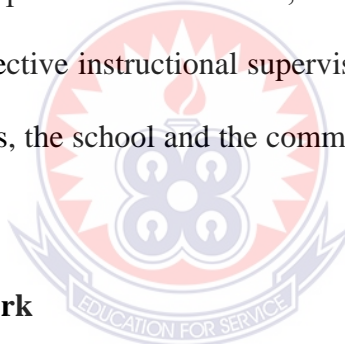
2.5. Evaluation of Teachers' Records of Work on Pupils' Academic Performance

Ololube, (2017) in citing (UNESCO, 2005), pointed out that record keeping generally concerns the administrative activities that are concerned with achieving cost-effectiveness and efficiency in the creation, maintenance, use and disposal of the records of educational institutions throughout their entire life cycle and in making the information they contain accessible in support of the school business administration. Alabi (2017), also hinted that record keeping in the school provides useful information on the progress and development made within the school and for providing information for parents and guardians who may seek information regarding the general conduct and academic performance of their children and wards at school. Alabi (2017) further stressed that school records on students enable the teacher know something about his students and through this be in a better position to assist them academically, morally and socially in addition to being able to predict their behavior and provide needed information to whoever may need it. The headteachers have a responsibility of ensuring that the pupil in their schools is provided with notes that should always act as reference materials in the subject of undertaking the learning process. The process of ensuring timely provision of notes for reference purposes is charged with the subject teachers. The teachers have to make sure timely handing out of assignments to the pupils in order to cover the import of the lesson.

Headteacher has an assignment of ensuring that the staff, pupils and community are contented with the functions of the school. Okech (2004), presents a reflective model of supervision in which he recommends that since teachers vary in their motives and learning styles, supervision should be accountable to these differences. Supervisors should be goal oriented in order to ensure that they can help in directing the efforts of the teachers in the direction of the right direction. Eshiwani (2001), examined the factors influencing performance among basic schools indicated that, schools that had revealed signs of excellent performance had sound and proficient leadership who were taking part in organizing the learning procedure and making sure that teachers' records of work are up to date for their schools. Thus, according to Eshiwani (2001), junior high schools where the headteachers evaluated schemes of work, lesson notes and registers of class attendance for their teachers registered good performance than schools where this kind of monitoring does not go on. Okech (2004) ascertained that through supervision in areas of evaluating teachers' records, a positive impact was obtained in pupils' academic performance. This agrees with a study by Kimosop (2002) that revealed that 70% of instructional supervisors who evaluated and advised teachers on appropriate preparations and keeping of records of work resulted in good performance of pupils. According to Dewodo, Dzakpasu and Agbetorwoka (2020), teachers should see supervisors as critical partners who complement their roles. Peterson and Peterson (2006) investigated the instructional role of headteachers in academic accomplishment and established that eighty percent of the headteachers in good-performing schools evaluated teachers' records of work.

2.6. Theoretical Framework

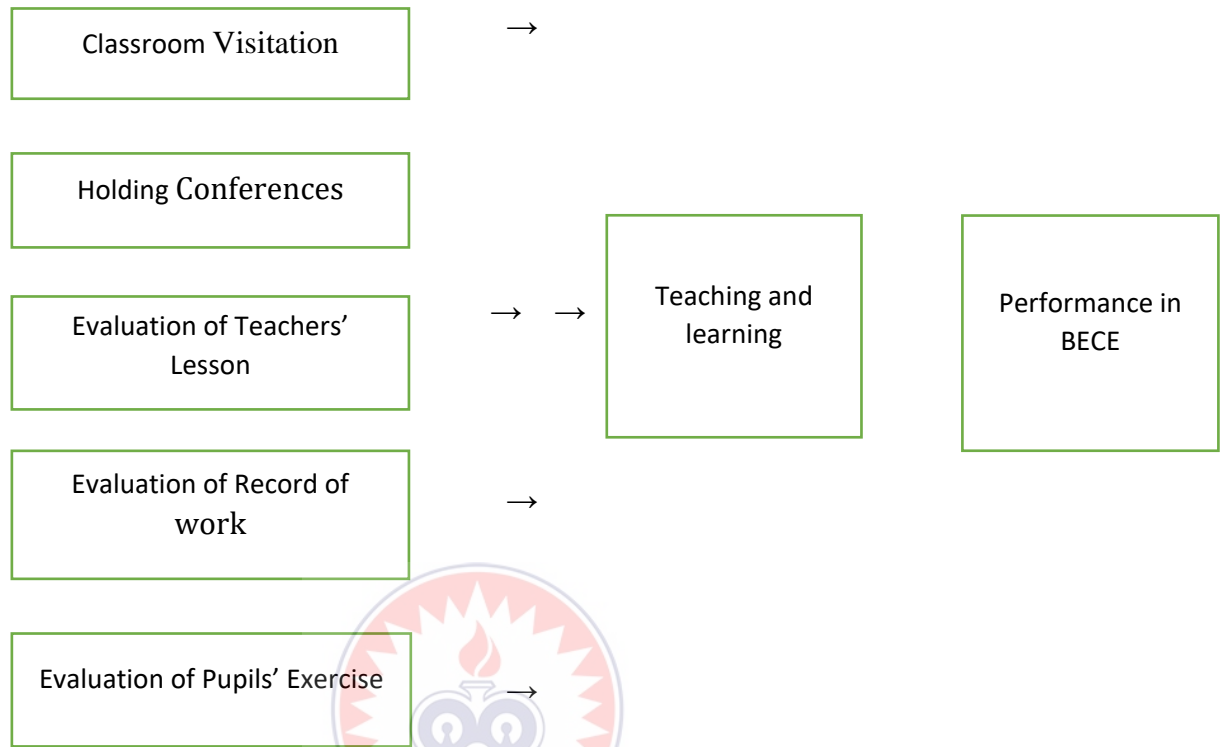
This study was guided by the systems theory whose proponent is biologist Ludwig Von Bertalanffy (1972). The theory postulates that a school as a system is composed of different parts which work together in order to accomplish the stated goals. According to this theory, education has various parts; these include pupils, teachers, headteacher, and parents. If one fails in the role, then the system fails. A school receives teachers, pupils and parents from the society. The head teacher coordinates the activities as he performs his instructional supervision tasks: classroom visitation, evaluation of record of work, evaluation of record of work, headteacher' holding conferences with teacher, evaluation of pupils' exercise books, and evaluation of teachers' lesson preparation. Therefore, effective instructional supervision by head teachers plays a major role in the success of pupils, the school and the community all of which forms an integral part of a larger whole.



2.7. Conceptual Framework

Figure 2.1 shows the conceptual framework of the study. This conceptual framework focuses on indication that classroom visitation, holding conferences, evaluation of teachers, evaluation of record of work and evaluation of pupil's exercise book influences teaching and learning. Teaching and learning in turns influences pupil's performance at BECE.

Figure 1.1: Conceptual framework of Headteachers' Instructional Supervision and BECE performance.



According to Figure 1. 1, there are various headteachers' supervision practices that influence teaching and learning process in school. These headteachers' supervision practices include classroom visitation, evaluation of record of work, evaluation of record of work, holding conferences, evaluation of pupils' exercise books, and evaluation of teachers' lesson preparation. These represent independent variables of the study, and are expected to have an influence on pupils' academic performance, which is the dependent variable. This means that schools whose headteachers effectively undertake classroom visitation, evaluation of record of work, evaluation of record of work, holding conferences with teachers, evaluation of pupils' exercise books, and evaluation of teachers' lesson preparation; always perform well and vice versa

2.8. Summary of Literature Review

This chapter has focused on presenting literature that relates to headteachers' Instructional Supervision practices. The review of literature related to the study on influence of headteachers' instructional supervision on pupils' performance. In this section, the researcher presented information that explains the relationships between pupils' academic performance and headteachers' lesson observation, headteachers' engagement in conferences with teachers, headteachers' evaluation of teachers' lesson preparation, and headteachers' evaluation of teachers' records of work. By reviewing literature that is related with headteachers' classroom visitation in relation to pupils' performance, the researcher is able to explain how headteachers' classroom visitation affect learning and teaching processes in school. The researcher successively reviewed literature on headteachers' classroom visitation, headteachers' engagement in conferences with teachers, headteachers' evaluation of teachers' lesson preparation, and headteachers' evaluation of teachers' records of work. The researcher examined the relationships between these factors and pupils' academic performance. However, the reviewed literature does not show how these factors really influence pupils' academic performance. Thus, the researcher aimed to fill the gap left by lack of adequate information of headteachers' institutional supervision practices in Ghanaian junior high school by carrying out this study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Introduction

In this chapter, details on how the research was conducted are presented. This chapter is divided into sections. This chapter include the research design, target population, sample size and sampling technique, research instruments, reliability and validity of instruments, data collection procedures, methods of data analysis technique and ethical considerations.

3.2. Research Design

The study employed a descriptive survey design. The design is considered appropriate for the study because according to Kothari (2004) descriptive survey design is concerned with describing, recording, analyzing and reporting conditions that exist or have existed. The survey design is the most frequently used method of collecting information about people's attitude, opinion, habits or any of the variety of education or social issues (Orodho, 2004).

3.3. Target Population

In the current study, the population comprised 60 Junior High Schools in Ashanti Mampong Municipality. In the target population, there were 431 teachers and 60 headteachers from all the 60 Junior High Schools in Ashanti Mampong Municipality.

3.4. Sample Size

In this study, purposive sampling was employed whereby the top junior schools, in terms of number of pupils, were selected. The researcher used purposive sampling method to select 25 schools from the 60 junior high schools in Ashanti Mampong Municipality. The sample size of the respondents comprised 25 headteachers and 114 teachers from the 25 junior high schools, a total of 139 respondents. The sample size of the headteachers and the teachers constitute 18% and 82% respectively. The percentage of the sample size is higher than Gay's (1981) recommendation of 10 to 20 percent.

3.5. Sampling Techniques

The researcher used purposive sampling method to select the headteachers from the selected Junior High Schools in Ashanti Mampong Municipality to participate in the study. The main reason for using this method was for the researcher to reach out to schools and headteachers with the highest student population in the municipality. Convenient sampling method was used to choose the teachers from the selected school. Of the 25 selected schools, the researcher with the permission from the headteachers, sampled the teachers who readily availed themselves for the survey. This provided the researcher with a sample size that was practically accessible and were ready to cooperate among the population being studied.

The Table below shows the target population, sample size, percentage sampled, and the sampling technique used for each category of respondents.

Table 3.1: Population

Respondents	Target Population	Sampled Size	Percentage Sampled (%)	Sampled Technique
Teachers	431	114	26.45	Convenient Sampling
Head Teachers	60	25	41.67	Purposive
Total	491	139	28.31	—

3.6. Research Instruments

This study used questionnaires as data collection instruments. The questionnaire was developed by the researcher as guided by the study objectives. There were two sets of questionnaires used to collect data from headteachers and teachers. Questionnaires were used because they can be filled out at the respondents' scheduled time. A questionnaire is an effective tool to measure the attitudes, beliefs, behavior, preference, opinion, and intentions of a relatively large number of people with respect to one or more than one specific subjects. The quantitative data collected from a questionnaire helped the surveyor to create new strategies and learn about the trends in the respondents. Also, questionnaires often let its respondents maintain their anonymity. It is not always necessary to have a personal touch while getting the responses from the respondents.

The questionnaire for head teachers was used to collect data from headteacher on the supervision activities. The questionnaire for headteachers contained five sections:

Section 1 gathered the background data of headteachers. Section 2 collected information that relates to the supervisory practices used. The questionnaire comprised both open-ended and close-ended items. The questionnaire contained three sections; section 1 obtained the background details of teachers. Section two focused on collecting data relating to supervisory practices used by headteachers. Section three collected data relating to the impact of supervisory practices on teaching performance. The questionnaire contained both open-ended and close-ended items.

3.7. Validity of the Instruments

Face validity (logical validity) refers to how accurately an assessment measures what it was designed to measure, just by looking at it (Gossett-Webb 2022). Face validity refers to the likelihood that a question was misunderstood or misinterpreted, thus, help to iron out ambiguity. The term face validity also explains the extent to which a test appears to measure what it claims to measure based on face value. The instruments were pre-tested so as to increase face validity. According to Delgado-Rico, Carretero-Dios and Ruch (2012), content validity is understood as the degree to which a sample of items represents an adequate operational definition of the construct of interest. Content validity refers to whether an instrument provides adequate coverage of a topic. The term also refers to how well a survey or test measures the construct that it sets out to measure.

3.8. Piloting of the Instrument

Before actual data collection, a pilot study was conducted in Bosofour Roman Catholic JHS and T I Ahmadiyya JHS in Ashanti Mampong Municipality, which was not

included in the actual study. The respondents in the pilot study included four teachers and two headteachers from the two pilot schools. Galloway (1997) suggests that a population of at least 5-10 percent of the final sample is a considerably appropriate in any pilot study.

3.9. Reliability of the Instruments

The aim of this pilot study was to test the reliability and to assess the viability of the instruments. To confirm the reliability of the instrument, test-retest technique of reliability testing was employed whereby the pilot questionnaires was administered twice to the respondents, with a one-week interval, to allow for reliability testing. A reliability test was conducted using Cronbach Alpha to determine the reliability of the questionnaire items for the main data. The pilot test obtained a reliability Cronbach Alpha of 0.79. Almost all the items in the questionnaire have multiple scores and therefore, the Cronbach Alpha was considered appropriate to use. Ary Jacobs and Rezzavieh (1990) said that Cronbach Alpha is used when items have multiple scores.

3.10. Data Collection Procedure

The researcher sought an authorization from the Municipal Director of Education, Ashanti Mampong. Thereafter, the researcher booked an appointment with the sampled schools through the head teachers to visit and administer the questionnaires. The researcher then visited each of the schools and administered the questionnaires. The participants were given instructions and assurance of confidentiality after which they were given two weeks to fill the questionnaires. Giving respondents seven days in order to fill-in the questionnaire aimed at increasing the return rate. After all questionnaires

were filled in by the respondents, the researcher collected them in order to key in data in the SPSS software and prepare them for data analysis.

3.11. Data Analysis Technique

This study generated quantitative data; hence quantitative techniques were used to analyze the data obtained. Quantitative data was analyzed using descriptive and inferential statistics. Descriptive statistics involved the use of frequencies and percentages. The process of data analysis required the use of a computer spreadsheet, and for this reason the Statistical Package for Social Sciences (SPSS) was used.

3.12. Ethical considerations

Ethical issues in research were upheld during the research process. Informed consent was sought from the participants. Informed consent is one of the founding principles of research ethics. Its intent is that human participants can enter research freely or voluntarily with full information about what it means for them to take part, and that they give consent before they enter the research. Consent should be obtained before the participant enters the research, and there must be no undue influence on participants to consent. The minimum requirements for consent to be informed are that the participant understands what the research is and what they are consenting to.

The right of participants to privacy and confidentiality was also observed by desisting from disclosing the participants' identification details (Tri-Council Policy Statement, 2014). The respondents were assured of confidentiality of the information they would provide and that the outcome of the study would be used for academic purposes only. Respondents were also assured of their anonymity as they were not required to write their names on the questionnaire and that they could withdraw from

taking part in the study if they so wish. The respondents were not forced in any way to participate in the study. The respondents willingly participated in the study.



CHAPTER FOUR

DATA ANALYSIS, PRESENTATIONS AND DISCUSSION

4.1. Introduction

This chapter outlined data analysis and presentation of the study findings. The objective of this study was to establish the influence of headteachers' classroom lesson observation, headteachers' engagement in conferences with teachers, headteachers' evaluation of teachers' lesson plans, headteachers' evaluation of teachers' records of work, and influence of syllabus coverage on pupils' academic performance in Ashanti Mampong Municipality.

4.2. Supervisory Practices

Supervisory practices involve presentation of data relating to the supervisory practices undertaken by teachers and headteachers in public JHS in Ashanti Mampong Municipality in Ghana. The data presented in this section relate to supervision in curriculum implementation and supervision in curriculum evaluation. All questionnaires from teachers and head teachers were returned translating to 100% return rate.

4.3. Demographic Characteristics of respondents

The data presented in this section related to personal details. The personal details include age, gender and experience of teachers and head teachers. This information helped in indicating the demographic of individuals working as teachers and head teachers in JHS in Ashanti Mampong Municipality.

Table 4.1: Age of Teachers

Age	Frequency	Percentage
Below 25 years	0	0
26- 30 years	0	0
31- 35 years	5	20
36- 40 years	7	28
41- 45 years	8	32
Over 46 years	5	20
Total	25	100

Source: Field work data (2022)

Table 4.1 shows the ages of head teachers in public primary schools in Ashanti Mampong Municipality, Ghana. There was no head teacher who was of the age up to 30 years among the respondents. Table 4.1 indicates that there were 5 head teachers who were between the ages of 31 and 35 years. There were 7 head teachers who were between the ages of 36 and 40 years of age. There were 8 and 5 head teachers who were between the ages of 41 and 45 years and over 45 years of age, respectively. Thus, Table 4.1 indicates that the highest number of head teachers was between the ages of 41 and 45 years old.

Table 4.2: Gender of Headteachers

Gender	Frequency	Percentage
Male	13	52
Female	12	48
Total	25	100

Source: Field work data (2022)

The Table 4.2 shows the gender of headteachers in J H S in Ashanti Mampong Municipality, Ghana. According to Table 4.2, there were 13 males and 12 females headteachers in Junior High Schools among the respondents. This means that there was the likelihood that there were more male headteachers in Junior High Schools in Ashanti Mampong Municipality than the female counterparts.

Table 4.3: Experience of Headteachers

Years of Experience	Frequency	Percentage
5 years and below	5	20 %
6 years and above	20	80 %
Total	25	100%

Source: Field work data (2022)

Table 4.3 below indicates the experience of headteachers in JHS in Ashanti Mampong Municipality. According to Table 4.3, there were five head teachers who have work experience of less than five years. Table 4.3 also shows that there were 20 head teachers with experience of between 6 years and over. This means that most head

teachers in the Junior High Schools in Ashanti Mampong Municipality have experience of over 6 years.

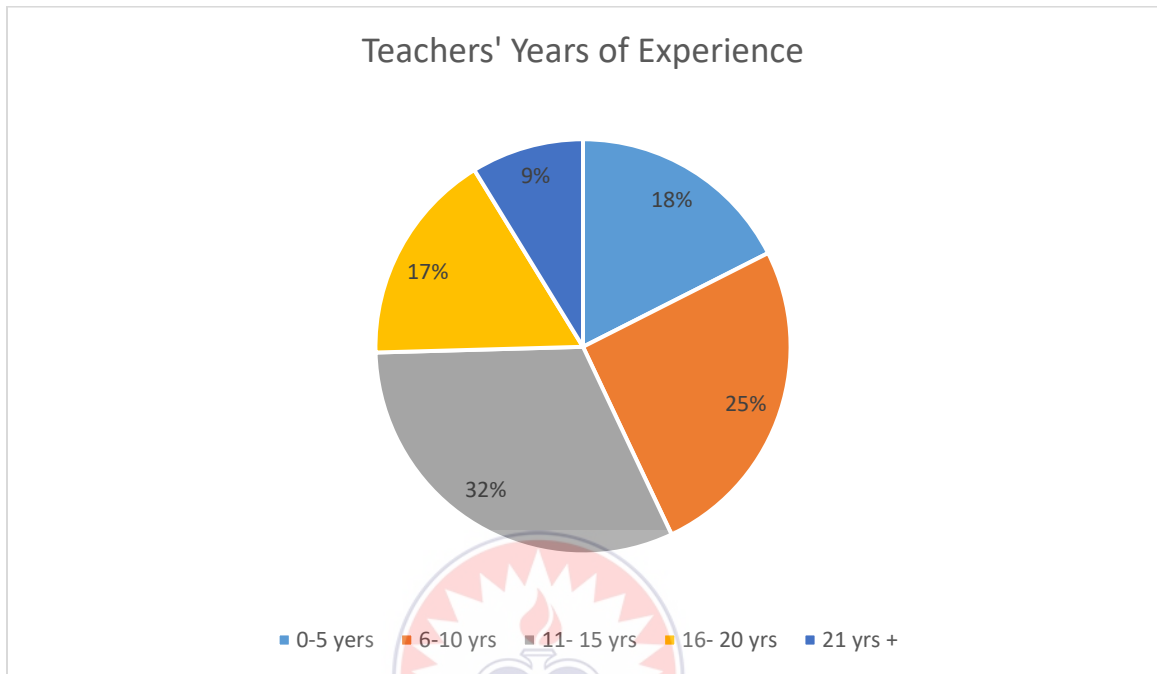


Figure 4.1: Years of Teacher’s Experience

Source: Field work data (2022)

The Figure 4.1 below shows data relating to years of experience of teachers in junior high schools in Ashanti Mampong Municipality. According to Figure 4.1, 18% percent of total number of teachers who took part in the study had experience of less than five years. Figure 4.1 indicates that, the highest number of teachers had 11 to 15 years of experience. Only a small percentage of teachers, 9%, who had an experience of over 20 years.

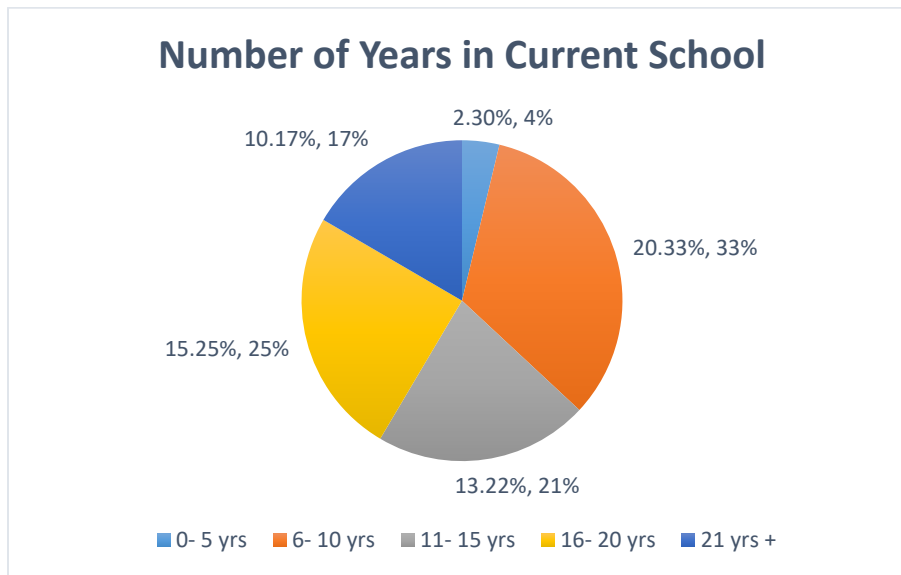


Figure 4.2: Duration Stayed as Teacher in Current School

Source: Field work data (2022)

Figure 4.2 presents data relating to how long the teachers had stayed in the current schools. According to Figure 4.2, 2.3% of the teachers had stayed in their current schools in less than five years. Figure 4.2 also indicate that 10.17% of the teachers had stayed in the current schools for over 20 years. The data presented in Figure 4.2 indicate that only a small percentage of teachers who had stayed in the current schools for less than five years, and the largest percentage of teachers had stayed in the current schools for a period of between 6 to 10 years. Having stayed in more than five years in the current school means that head teacher has a clear understanding of how the school has been performing. It also means that those head teachers have made significant contributions in the performance of their current schools.

Research Question I: What is the influence of head teachers' evaluation of teachers' lesson preparation on pupils' performance in BECE?

The respondents were asked a number of questions relating to the way they evaluate teachers lessons preparation before the teachers go to class to teach in Junior High Schools to enhance students' performance. The results are presented in Table 4.4

Table 4.4: Head teachers' evaluation of teachers' lesson preparation (n=25)

Evaluation of teachers' lesson preparation the head teacher:	Always		Sometimes		Rarely		Never	
	n	%	n	%	n	%	n	%
Ensure teachers prepare schemes of work	20	80	5	20	-	-	-	-
Ensure teachers prepare lesson plans regularly	21	84	4	16	-	-	-	-
Provide teaching learning materials for teachers	17	68	7	28	1	4	-	-
Discuss lesson objectives with teachers	10	40	8	32	6	24	1	4
Guide teacher to select materials and equipment	8	32	11	44	4	16	2	8
Discuss special needs of students before class visits	12	48	9	36	4	16	-	-
Discuss lesson areas for observation	13	52	10	40	1	4	1	4
Create an environment of respect and rapport	15	60	8	32	1	4	1	4

Source: Field work data (2022)

Table 4.4, shows 20 of the respondents representing 80% of the headteachers always made sure that their teachers prepared schemes of work they embark on academic

work, and 5 representing 20% said they sometimes ensured the preparation of the schemes of work. For regular lesson notes preparation, 21 representing 84% of the headteacher affirmed that they always ensured lesson notes preparation while 4 representing 16% said they sometimes did.

This finding is supported by Meador (2019), who stressed that teaching is not something you can do effectively on the fly. It requires a healthy blend of content knowledge, instructional strategies, and classroom management tactics. Preparation and planning play a critical role in the development of these things. 17 representing 68% of them said they always provided their teachers with the necessary teaching learning materials (TLMs) to enhance students' learning. 7 making 28% of the headteachers said they sometimes did provide the TLMs for teachers, while 1 representing 4% of the respondents said they rarely provided TLMs for teachers.

Again, 10 making 40% of the respondents had the habit of always discussing lesson objectives with teachers before lesson delivery, while 8 making 32% sometimes discussed lesson objectives. 6 representing 24% rarely discussed lesson objectives before lesson begins and 1 making 4% never discussed lesson objectives. Chatterjee and Corral 2017, agrees with the findings that a well-written learning objective outlines the knowledge, skills and or attitude the learners will gain from the educational activity and does so in a measurable way.

The Table also show that 8 representing 32% of the respondents always guided their teachers to select proper teaching materials and tools for lesson, while 11 making 44% of them sometimes did that. Again, 4 making 16% and 2 making 8% of them respectively rarely and never guided teachers to select materials and tools.

Furthermore, 12 making 48% emphasized they always discussed special needs of students with teachers prior to instructions, while 9 making 36% sometimes did discuss special needs, but 4 making 16% of them rarely discussed the special needs. Moreover, 13 representing 52% of the respondents said they discussed with teachers the lesson areas the teachers want them to observe during instructions. 10 making 40% sometimes discussed the lesson areas for observation. 1 making 4% each said they rarely and never discussed lesson areas for visits.

Finally, 15 representing 60% affirmed that they always created an environment of respect and rapport among staff members, while 8 representing 32% said they sometimes created such environment. 1 making 4% rarely did that and another 4% of them never did that. This data supports Nike (2014) who maintains that while making evaluation of teachers' lesson preparation, headteachers are aware that each strategy has a set of activities with an individual purpose and role for the teacher and pupils.

The respondents were asked a number of questions relating to the way they respond to headteacher's evaluation lessons preparation before they go to class to teach in junior high schools to enhance students' performance. The results are presented in Table 4.5.

Table 4.5: Teachers and Lesson Preparation (n=114)

Teachers' Response to Lesson Preparation:	Always		Sometimes		Rarely		Never	
	n	%	n	%	N	%	N	%
Always Plan scheme of work	105	92.11	9	7.89	-	-	-	-
Prepare necessary materials and tools	93	81.58	9	15.79	3	2.63	-	-
Prepare lesson notes regularly	105	92.11	12	10.53	-	-	-	-
Discuss Pre-classroom visit with headteacher	98	85.96	-	-	3	2.63	1	0.88
Inform headteacher of areas to observe for improvement	45	39.47	60	52.63	8	7.02	1	0.88
Discuss students' special needs with headteacher	80	70.18	27	23.68	7	6.14	-	-

Source: Field work data (2022)

Table 4.5 shows that 105 representing 92.11% of the respondents affirmed that they always prepared scheme of work, while 9 representing 7.89% said they sometimes prepared their scheme of work to guide them in instructions. The number of respondents who prepared materials and tools in advance were 93 which represent 81.58%, while 18 representing 15.79% of them sometimes prepared advance materials and tools for lesson. But 3 respondents, making 2.63% of rarely prepared advance materials and tools for lessons. The data agrees with Sarfo and Adentwi (2011), that media help teachers to provide students with meaningful sources of information, stimulate their interest, and to elicit students' responses. Sarfo and Adentwi (2011) further emphasized that using instructional media as presentation aid can make teaching and learning very effective.

The Table again indicates that 105 representing 92.11% of teachers contacted always prepared lesson plan for instructions, while 9 representing 7.89% sometimes prepared lesson notes prior to instructions. When it comes to pre-visit to classroom for observation, the Table shows that 98 making 85.96% of the respondents met their headteachers for brief discussion before instructions, while 12 representing 10.53% sometimes held pre-visit discussions with headteachers. 3 representing 2.63% rarely made time to meet their heads, and 1 making 0.88% never held meeting with the headteacher for pre-visit briefings.

Again, the Table indicates that 45 representing 39.47% of the teachers always showed their headteachers the lesson areas they wanted them to observe for improvement, 60 representing 52.63% sometimes discussed the lesson areas with their heads. 8 making 7.02% of them rarely did not discuss any lesson areas and 1 representing 0.88% of the respondents never indicated any lesson area for improvement.

More so, 80 respondents representing 70.18% of the teachers affirmed that they always discussed special needs of students with headteachers before lesson begin. But 27 respondents representing 23.68% indicated that they sometimes discussed the special needs of students, while 7 people representing 6.14% said they rarely discussed special needs of students with their headteachers.

Research Question II: What is the influence of head teachers' classroom visitation and conferences with teachers on pupils' performance in BECE in Ashanti Mampong Municipality?

Table 4.6: Headteachers' classroom visitation and conferences with teachers (n=25)

Classroom visitation and conferences with teachers:	Always		Sometimes		Rarely		Never	
	n	%	n	%	n	%	n	%
Visit teachers regularly in class to observe teaching	18	72	5	20	2	8	-	-
Make sure that all the lessons are taught	20	80	5	20	-	-	-	-
Make sure that teachers employ the right teaching methods	19	76	4	16	2	8	-	-
Get involved in conferences with teacher	16	64	7	28	1	4	1	4
Allow teachers to assess their own teaching strategies	15	60	6	24	3	12	1	4
Share teaching strategies with colleague teachers	18	72	6	24	1	4	-	-
Give guidelines on diversified curriculum	13	52	8	32	3	12	1	4
Sponsor teachers for workshops and seminars	20	80	4	16	1	4	0	0

Source: Field work data (2022)

The above Table brings to light that 18 representing 72% of the headteachers always paid regular visit to classrooms to observe teachers teach lessons, 5 representing

20% sometimes visited classrooms to observe teachers, and 2 representing 8% rarely observed teachers teach. Also, 20 respondents representing 80% of the headteachers always made sure that lessons were actually taught, while 5 respondents representing 20% sometimes ensured lessons delivery.

The data from the table again shows that 19 respondents representing 76% of the headteachers always ensured that the right teaching methods were employed during instructions, while 4 respondents who represent 16% sometimes ensured the right teaching methods. On the contrary, 2 respondents representing 8% rarely ensured the deployment of the right teaching methods in class.

The findings also indicate that 16 respondents representing 64% of the headteachers held post visit conferences with their teachers. 7 of the respondents representing 28% said they sometimes held such conferences, while 1 each representing 4% said they rarely and never held such conferences with their teachers.

The collected information in this study relates to what Glickman, Gordon and Ross- Gordon (2010), affirms about conferences which stipulate that in the collaborative approach, both supervisor and teacher share information and possible practices as equals in arriving at a mutual plan. Additionally, the table reveals 15 respondents, representing 60% of the headteachers always allowed their teachers to assess themselves of their strengths and areas for improvement during the post-visit conferences. 6 respondents representing 24% of the heads sometimes allowed the teachers to do self-assessment. 3 respondents representing 12% rarely allowed for self-assessment while 1 respondent representing 4% never allowed for self-assessment during post-visit conferences.

The data from the table again indicate that, 18 respondents making 72% of headteachers shared teaching strategies with their colleague teachers. 6 respondents who represent 24% said they sometimes did, but 1 person representing 4% said he never shared teaching strategies with colleagues.

On the issue of workshop and seminar sponsorship, the findings indicated 20 respondents representing 80% of the headteachers always sponsored teachers for in-service training, 4 respondents who make 16% said they sometimes sponsored their teachers. But only 1 respondent representing 4% said she never sponsored teachers for any workshop. This data supports the finding of Darling-Hammond, Hyler, and Gardner (2017), which emphasized that policymakers can provide flexible funding and continuing education units for learning opportunities that include sustained engagement in collaboration, mentoring, and coaching, as well as institutes, workshops, and seminars.

More to the point, 13 respondents who represent 52% of the heads said they always gave guidance to their colleague teachers on diversified school curriculum for improved instruction, while 8 respondents who make 32% indicated that they sometimes gave such guidance to teachers. 3 respondents making 12% said they rarely gave such guidance to teachers. Only 1 respondent who makes 4% said he never gave any guidance to teachers.

The findings further hinted that as high as 20 respondents who make up 80% of the headteachers sponsored teachers for workshops and seminars; four respondents making 16% do sometimes sponsored teachers. However, 1 respondent who makes 4% said he rarely sponsored any teacher for workshops.

The respondents were asked a number of questions related to their role in classroom visits and post visit conferences by the headteachers and its effects on students' performance.

Table 4.7: Teachers' involvement in classroom observation and post visit conferences (n=114)

Classroom observation and post Visit Conferences with Headteachers:	Always		Sometimes		Rarely		Never	
	n	%	n	%	n	%	n	%
Cooperate with headteacher during observation	100	87.72	13	11.40	1	0.88	0	0
Maintain composure during class visits	81	71.05	10	8.77	15	13.16	8	.02
Meet with headteacher for post visit conference	57	50	37	32.46	16	14.04	4	.51
Share weakness and strength with headteacher	48	42.11	49	42.98	12	10.52	5	.39
Discuss strategies for improvement with headteacher	89	78.07	20	17.54	5	4.39	0	0
Attend workshops and seminars readily	104	91.23	10	8.77	0	0	0	0

Source: Field work data (2022)

From Table 4.7, 100 respondents representing 87.72% of the teachers in the survey indicated that they always cooperated with their headteachers whenever they visited them to observe lessons. Meanwhile 13 respondents who make 11.40% also affirmed that they sometimes cooperated with the headteachers, while 1 respondent representing 0.88% said he rarely cooperated with the headteacher.

81 people making 71.05% of the teachers contacted said they were always able to maintain their composure by not feeling nervous whenever the headteachers visited the to observe the lesson. 10 of the respondents who make up 8.77% of the teachers said they were sometimes able to maintain composure during class visits. 15 respondents who constitute 13.16% said they rarely maintained their composure whenever there is a class visit. Only 8 respondents who make 7.02% said never were they able to maintain their composure whenever the supervisor visited the class to observe teaching.

Again, 57 respondents who constitute 50% of the teachers surveyed indicated they always made themselves available to hold post visit conference with the headteachers. 37 of them who make up 32.46% said they sometimes held conferences with the head. 16 people, making 14.04 % also confirmed that they rarely got time to hold post meetings with their headteachers, 4 respondents, who constitute 3.51% said they never had time for post visit conferences. The data hammers Jeremi (2011)'s belief that post visit conferences provide for an exchange of ideas, giving meeting of productive suggestions about classroom materials of instruction or techniques and in ascertaining possible areas for curriculum study for the teachers' career development.

Furthermore, from the table, it is revealed 48 respondents representing 42.11% of the teachers were always ready to share their strength and areas for improvement with their headteachers, while 49 people who constitute 42.98% said they sometimes shared their strength and weakness with the heads. Meanwhile 12 people making 10.53% said they rarely did that, and 5 respondents, constituting 4.39% said they never shared theirs.

Also, 89 respondents who constitute 78.07% affirmed that they always discussed strategies for improvement with their headteachers. 20 people, forming 17.54% however

said they only sometimes discussed improvement strategies with their heads while 5 respondents who make up 4.39% said they rarely did that with the headteachers.

On the issue of attending workshops and seminars, 104 respondents who constitute 91.23% affirmed that they always readily attended such facilities, while 10 people who make up 8.77% said they sometimes made themselves ready to attend workshops and seminars.

Research Question III: What is the influence of headteachers' evaluation of teachers' records of work and syllabus coverage on pupils' performance in BECE?

The respondents were asked a number of questions related to the effects of headteachers' evaluation of teachers' record of work and syllabus completion on students' performance, especially at the BECE level. The respondents include both headteachers and teachers.

Table 4.8: Headteachers' evaluation of teachers' records of work and syllabus coverage (n=139)

The headteacher's evaluation of teachers' records of work and syllabus coverage helps in	Strongly Agree		Agree		Disagree		Strongly Disagree	
	n	%	n	%	n	%	n	%
Keeping better records of work by teachers and headteachers provide good reference for school	103	4.10	33	3.74	3	2.16	0	0
Ensuring learners' continuous assessment to make students learn	110	9.14	20	4.39	6	.32	3.	2.16
Monitoring syllabus coverage to enhance good preparation by teachers	98	0.50	31	2.30	5	3.60	5	3.60

Checking on students' work and exercise books put to teachers on their toes	65	6.76	58	1.73	10	7.19	6	4.32
Appraising exam results with staff and students to help both staff and students set achievable targets	66	7.48	50	5.97	17	12.23	6	4.32
Effective remediation activities to boost students' performance	113	1.29	21	5.11	4	2.88	1	0.72

Source: Field work data (2022)

Table 4.8 indicates 103 respondents representing 74.10% of headteachers and teachers strongly agreed that proper record keeping by teachers provides good source of reference for the school. 33 of these respondents who constitute 23.74% agreed while 3 people representing 2.16% disagreed with the assertion that records keeping by the school provides source of reference. The information relates to Adebayo, (2014), which stresses that statutory records are required by law to be kept as a matter of routine to help in the management of the school. The results buttressed Alabi (2017)'s assertion that school records on students enable the teacher know something about his students and through this be in a better position to assist them academically, morally and socially in addition to being able to predict their behavior and provide needed information to whoever may need it.

Again, 110 respondents who represent 79.14% strongly agreed that when the school ensures continuous assessment of the learners, it makes them sit up to learn, 20 respondents who also represent 14.39% agreed to the statement, 6 respondents forming 4.32% disagreed, while 3 respondents who constitute 2.16% strongly disagreed to the statement.

Furthermore, 98 respondents who make up 70.50% strongly agreed that when the headteachers monitor syllabus coverage by teachers, it makes the teachers prepare well, while 31 people who constitute 22.30% agreed to the statement. But 5 respondents each representing 3.60% said they disagree and strongly disagree with the statement. The results confirm the study by Shikuku (2012), that offered an empirical support indicating that late or non-coverage of the syllabus contributed to the poor performance among students. This is supported by (Chinyani, 2013), that academic performance is a major indicator of quality education and it involves coverage of syllabus which endeavours to inculcate certain skills and attitudes to students through various subjects.

Also, 65 respondents who make up 46.76% and 58 respondents who also make up 58% respectively said they strongly agreed and agreed to the statement that when headteachers check on students' work and exercise books regularly, it helps put teachers on their toes to enhance students' performance. But 10 and 6 of the respondents each who constitute 7.19% and 4.32% respectively said they disagreed and strongly disagreed with the statement.

Table 4.8 again revealed that 66 respondents representing 47.48% strongly agreed to the assertion that the headteacher should appraise examination results together with their teachers and students to enable them set achievable targets. Again, 50 of the respondents who represent 35.97% also agreed to the statement of appraising examination results. However, 17 respondents and 6 respondents who constitute 12.23% and 4.32% respectively disagreed and strongly disagreed to appraising examination results. The results affirm Fuglei (2022), that data from standardized testing gives district leaders, school administrators and teachers a global view of their students. The information gives

teachers high-level insight into what students know. This allows teachers to understand the major gaps students might have in their learning before they go to class to teach.

The data again revealed that 113 respondents who constitute 81.29% strongly agreed that when teachers give students effective remediation activities after instructions, it helps boost their students' performance in examination. 21 people who also make up 15.11% agreed to giving remediation activities. On the contrary, 4 respondents and 1 respondent who constitute 2.88% and 0.72% respectively said they disagreed and strongly disagreed to that assertion.



CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter outlines summary, conclusions and recommendations. The chapter also gives suggestion for further studies.

5.1 Summary of the Study

The purpose of the study was to investigate the influence of head teachers' instructional supervision on pupils' academic performance in junior high schools in Ashanti Mampong Municipality. The objectives of the study were to establish the influence of headteachers' evaluation of teachers' lesson preparation on pupils' academic performance in Ashanti Mampong Municipality; to establish the influence of headteachers' classroom lesson observation and conferences with teachers on pupils' academic performance in BECE in Ashanti Mampong Municipality; and to establish the influence of headteachers' evaluation of teachers' records of work and syllabus coverage on pupils' academic performance.

Descriptive survey design was used for the study. The target population for this study was 491 which comprised sixty (60) headteachers and four hundred and thirty-one teachers (431). Purposive sampling was used to select twenty-five (25) headteachers while convenient sampling was also used to select one hundred and fourteen (114) teachers from twenty-five out of the sixty (60) Junior High Schools in Ashanti Mampong Municipality.

5.2 Findings

5. 2. 1. The influence of head teachers' evaluation of teachers' lesson preparation on pupils' academic performance.

The study aimed at finding out how head teachers' evaluation of the teachers' preparation positively imparts the students' academic performance at the junior high school level. The findings indicate that a good number of head teachers put their feet down to make sure their teachers always prepare scheme of work. The results also show that around the same number of head teachers who emphasized on scheme of work preparation by teachers also go further to ensure that same also prepare their lesson plan as required. The findings again put it to light that a majority of the headteachers also provide their staff with teaching learning materials for instruction. It also revealed that a moderate number of headteachers discuss lesson objectives with teachers and also guide them in the selection teaching materials and tools. The results also had it that a moderate number of the headteachers discuss special needs of students with teachers, discuss lesson areas for observation and also create good environment for respect and rapport with teachers.

On the part of the teachers, the findings indicates that majority of them do both prepare scheme of work and their and lesson plan towards instructional delivery. The results further indicate most teachers in the municipality adequately select and prepare the right instructional materials to facilitate teaching and learning in their respective schools. The results further revealed that majority of teachers meet headteachers for pre visit discussions before lesson observation, but a moderate number of them do not

indicate the lesson areas for observation and support. However, a good number of them discuss students' special needs with headteachers before lesson begin.

Through headteachers' evaluation of teachers' lesson plans, teachers are motivated to always prepare scheme of work and lesson plans. As a result of this it helps in facilitating the adoption of better teaching materials, methodology and processes which help in improving pupils' academic performance in the schools.

5. 2. 2. The influence of head teachers' classroom lesson observation and conferences with teachers on pupils' academic performance in BECE.

The study again sought to find out the rate at which the head teachers' planning to visit and observe how their teachers carry out instructions in the classroom and its subsequent post visit conference positively affect students' academic performance at the junior high school level.

The findings revealed that most head teachers have committed themselves to the practice of always visiting and observing teachers teach during instructions. Again, a majority of them ensure that teachers teach lessons as planned. The results further indicates that when it comes to the deployment of the right teaching methods, a good number of the headteachers always ensure the practice. It was revealed from the findings that only an average number of headteachers from the municipality hold post classroom visit conference with teachers to discuss and dialogue over lessons taught. An average number of the headteachers also allow teachers to personal assessment of their strength and weaknesses in lesson delivery. Again, the findings revealed that most of the headteachers share teaching strategies with teachers and also give them guidance. It was

revealed that a majority of the heads support their teachers to attend workshops and seminars for improvement.

On the other hand, the results indicated that a majority of the teachers give cooperation to headteachers during lesson observation, but the number reduces when it comes to post visit conferences. The result had it that a number of them maintain composure during class visits and conferences. Again, the results revealed that an average number of them share their strength and weaknesses on instructions during post visit conferences. The findings also had it that majority of the teachers readily attend seminars and workshops to up-grade themselves to enhance students' performance.

5. 2. 3. The influence of head teachers' evaluation of teachers' records of work and syllabus coverage on pupils' academic performance.

According to the findings, a moderate majority of both teachers and headmasters strongly believe agreed to keeping accurate school records for referencing and continuously assessing students to enhance learning. A good number also believe that when the syllabus coverage is well monitored, it makes teachers to prepare better. An average number of them were also of the view when the supervisor regularly checks on students' exercise and work books, and also appraise examination results with teachers and students, it helps put teachers on their toes and makes both teachers and learners set achievable targets for themselves. Moreover, a vast majority of both the headteachers and teachers strongly agreed to giving students effective remediation activities to boost students learning in other enhance their performance in the school.

5.3 Conclusion

From the study findings summarized above, the following conclusions were made:

Headteachers regularly evaluate teachers' preparation for instructions, while the teachers also give their support to the supervisors which enhance students' performance in junior high schools.

Both the headteachers and the teachers in the studied area practically engage in lesson observation and hold post classroom visit conferences and also ensure that teachers attend workshops and seminars for skills enhancement in the schools.

Headteachers and teachers support keeping accurate school records, assessing students continuously, monitoring syllabus coverage, appraising examination results giving students remediation exercises to boost students' performance in the school.

5.4 Recommendations of the Study

In relation to the study findings, the following suggestions were made:

1. The Headteachers in collaboration with the Ghana Education Service should find enough time in discussing lesson goals and objectives, special needs of students and assist teachers with the selection and preparation of learning materials and tools.
2. Ghana Education Service should motivate and encouraged teachers to share with headteachers areas where they need support to enhance effective teaching and learning. Meanwhile, the headteachers should also deal with their teachers in a confidential manner.

3. Headteachers should periodically appraise examination results with their teachers and students and also regularly monitor students exercise and work books.

5.5 Suggestions for Further Research

1. The current study only focused on headteachers' instructional supervision practices on students' performance in junior high school in Ashanti Mampong Municipality. There is therefore the need to find out how other factors such as school community relationship, collegiality among staff and teaching methodologies influence students' academic performance in junior high school in Ashanti Mampong Municipality.
2. Since the study was undertaken in junior high school in Ashanti Mampong Municipality only, the findings of the study may not be generalized to cover the whole Ashanti Region and the country as a whole; and as such a similar study should be carried out in other districts in Ashanti Region in order to ascertain whether similar findings would be obtained.

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APPENDIX A

AKENTEN APPIAH-MENKA UNIVERSITY OF SKILLS TRAINING AND ENTREPRENEURIAL DEVELOPMENT QUESTIONNAIRE FOR RESPONDENTS

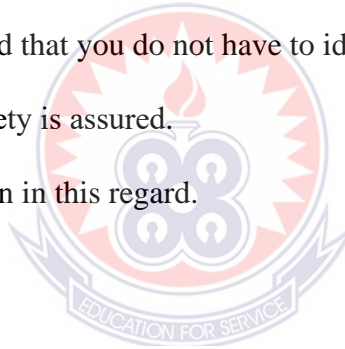
Please, I am a student of the of the above-mentioned institution, and conducting a study on influence of headteachers' instructional supervision practices on pupils' academic performance in junior high schools in Ashanti Mampong Municipality in partial fulfillment for the award of Master of Arts Degree in Educational Leadership.

I wish to assure you of confidentiality and anonymity as the study would be used for academic purposes only and that you do not have to identify yourself in anyway.

Respondents' right and safety is assured.

I Count on your cooperation in this regard.

Thank you in advance.



Kofi Acheampong

(Post Graduate Student)

APPENDIX B: QUESTIONNAIRE FOR TEACHERS AND HEADTEACHERS

You are kindly requested to provide answers to these questions as honestly and precisely as possible. Responses to these questions will be treated as confidential. Please tick [] where appropriate or fill in the required information on the spaces provided.

Section I: Personal Data for Teachers

1. In which age bracket are you?

Below 25 years [] 26-30 years [] 31-35 years []
36-40 years [] 41-45 years [] Over 45 years []

2. What is your gender?

Male [] Female []

3. What are your years of teaching experience?

Below 5 years [] 6-10 years [] 11-15 years []
16-20 years [] Over 21 years []

4. For how long have you been teaching at your present school?

Below 5 years [] 6-10 years [] 11-15 years []
16-20 years [] Over 21 years []

Section II: Personal Data for Headteachers

1. How old are you?

Below 25 years [] 26-30 years [] 31-35 years []

36-40 years []

41-45 years []

Over 45 years []

2. What is your gender?

Male []

Female []

3. What are your years of experience as a headteacher?

Below 5 years []

6-10 years []

11-15 years []

16-20years []

Over 21 years []

4. For how long have you been a headteacher at your present school?

Below 5 years []

6-10 years []

11-15 years []

16-20 years []

Over 21 years []

Section III: Head teachers' evaluation of teachers' lesson preparation

This section is designed to gather information on the headteacher's evaluation of teachers' lesson preparation in your school. Please, using the Table below, rate the extent to which you evaluate teachers' lessons preparation as listed.

Evaluation of teachers' lesson preparation by the headteacher	Always	Sometimes	Rarely	Never
Ensure teachers prepare schemes of work				
Ensure teachers prepare lesson plans regularly				
Provide teaching learning materials for				

teachers				
Discuss lesson objectives with teachers				
Guide teacher to select materials and equipment				
Discuss special needs of students before class visits				
Discuss lesson areas for observation				
Create an environment of respect and rapport				

Section IV: Teachers' involvement in lessons preparation

This section is designed to gather information on the teachers' role on the evaluation of lessons preparation in your school. Please, using the Table below, rate the extent to which you get involve in lessons preparation as listed.

Teachers Response to Lessons	Always	Sometimes	Rarely	Never
Preparation:				
Always Plan scheme of work				
Prepare necessary materials and tools				
Prepare lesson notes regularly				
Discuss Pre classroom visit with head teacher				

Inform headteacher of areas to observe for improvement				
Discuss students' special needs with headteacher				

Section V: Headteachers' Classroom visitation and conferences with teachers

This section is designed to gather information on headteachers' classroom visits and conferences with teachers to improve students' academic performances. Please, using the Table below, rate the extent to which you visit classes to observe lessons and hold conferences with teachers as listed.

Classroom visitation and conferences with teachers	Always	Sometimes	Rarely	Never
Visit teachers regularly in class to observe teaching				
Make sure that all the lessons are taught				
Make sure teachers employ the right teaching methods				
Get involve in conferences with teacher				
Allow teachers to assess their own teaching strategies				
Share teaching strategies with colleague teachers				
Give guidelines on diversified curriculum				
Sponsor teachers for workshops and seminars				

Section VI: Teachers' Responsibility in Classroom visitation and conferences with Headteachers

This section is designed to gather information on teachers' role in classroom visits and conferences with headteachers to improve students' academic performances. Please, using the Table below, rate the extent to which you cooperate during the headteacher's class visit to observe lessons and hold conferences with you as listed.

Classroom observation and post	Always	Sometimes	Rarely	Never
Visit Conferences with Headteachers				
Cooperate with headteacher during observation				
Maintain composure during class visits				
Meet with headteacher for post visit conference				
Share weakness and strength with headteacher				
Discuss strategies for improvement with headteacher				
Attend workshops and seminars readily				

Section VII: Evaluation of teachers' records of work and syllabus coverage

This section is designed to gather information from both headteachers and teachers on headteachers' evaluation of teachers record of work and syllabus coverage in students' academic performance. Please indicate your level of agreement or disagreement to the following statements on the 4-point Likert scale using the following keys: 4=**Strongly Agree (SA)**, 3= **Agree (A)**, 2=**Disagree (D)**, 1=**Strongly Disagree (SD)**.

The headteacher' evaluation of teachers' records of work and syllabus coverage helps in....	Strongly Agree	Agree	Disagree	Strongly Disagree
Keeping better records of work by teachers and headteachers provide good reference for school				
Ensuring learners' continuous evaluation make students learn				
Monitoring syllabus coverage enhance good preparation				
Checking on students' work and exercise books to put teachers on their toes				
Appraising exam results with staff and students to help both staff and students set to achievable targets				
Effective remediation activities to boost students' performance				

