
An Evaluation of Head teachers Performance in Supervision of Instruction and Involvement of Staff in Decision-Making in the School

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ABSTRACT

Head teachers are expected to provide some services that will enhance the smooth performance of teachers in the school. This study evaluates the extent to which head teachers provide these services with particular reference to supervision and decision-making. The site selected for the study is the WA Municipality in the Upper West Region of Ghana. A descriptive survey design was used for the study. A sample size of 220 teachers and head teachers were involved in the study. A questionnaire and an interview guide were used to collect data while data analysis was descriptive. The results indicated that to a very large extent, head teachers in the WA Municipality provide supervision services for teachers, and also involve teachers in decision-making in their schools.

Keywords: Supervision, Teachers, Performance, Decision-making, Education, Evaluation, Services, Head teachers.

INTRODUCTION

Involving teachers in the decision-making activities of a school have been seen as an important contributory factor, for the success of educational institutions (Atakpa & Ankomah, 1998). This claim was revealed in a study conducted by Atakpa & Ankomah (1998) when they stated that, we have two categories of basic schools in Ghana; efficiently managed basic schools and ineffectively managed basic schools. The effectively controlled schools have good headteachers who perform their administrative tasks effectively and efficiently by involving teachers in the running of the school, and also supervising their work. In ineffectively managed schools, the head teachers hardly included their staff in the day to day running of the school. Supervision services under the new reforms of teacher education have been seen as an important step towards the success of the reform program. The availability of trained and suitably motivated teachers is considered to be equally crucial to driving the current 2007 educational reforms to success (Ministry of Education, 2013). Thus, it is proposed that, by 2015 all untrained teachers would be trained, this would serve as a form of motivation for teachers in the service (Hammond & Dzovor, 2007). To add to what Atakpa & Ankomah (1998) said, Leithwood, et al. (2003) noted that excellent schools have good administrators. These leaders have been identified as performing their supervisory roles very well, whereas failing schools have weak administrators who pay a little attention towards supervising their teachers (Leithwood, et al. 2003). Teachers are the pivot around which quality education revolves. Therefore, they need support to guide them through the day-to-day challenges posed by the ever increasing complex environment of the school. The complex activities come in the form of pupils' characteristics, curriculum standards, achievement benchmarks. Educational reforms in Ghana are another complex area that has posed some challenges to teachers. The reason is because they have failed to meet expectations in terms of their coverage, quality, equitableness, and economic utility (Ministry of Education, 2013). Head teachers have to respond to new collaborations with all the teachers in their schools to bring about proper administration and management of their schools (Atakpa, et al. 1998).

In a related view, Leithwood & Riehl (2003) confirm that a good administrator has positive effects on teachers and school performance. They direct their efforts towards mobilizing their teachers for

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effective teaching and learning in the school. The contributions of teachers depend not only on their strength but also on the satisfaction they derive from their work. Thus, a teacher who is satisfied with work conditions is most likely to perform better than a teacher who is not convinced with work conditions (Ankomah & Amoako- Essien, 2002). If head teachers in the WA municipality lack the skills to involve teachers in the decision-making process, then it is likely that the expected school outcomes will not be achieved in the district. It is against this background that, the study wants to evaluate head teacher’s role of supervising teacher’s work, and also the involvement of teachers in the decision-making process in their schools. The following two research questions were set to guide the study:

1. To what extent do head teachers involve teachers in the decision-making process of their schools?
2. What level of commitment do head teachers demonstrate concerning conducting supervision activities for teachers in their schools?

The purpose of the study is to find out if teachers are part of the decision-making process in their schools. In place of the fact that decision-making is an important activity for the success of a school. Research scholars have established that supervision is crucial to achieving success in any organization (Atakpa & Ankomah, 1998). Thus, another purpose of the study is to find out if head teachers supervise the work of teachers in their schools. The significance of the study is that it will contribute to knowledge in the field of education. It will also reveal the extent to which head teachers can enhance the work of teachers by offering supervisory services and also involving them in the decision-making process of the school.

Assessment of Performance in Educational Institutions

Teacher performance in educational institutions is a very crucial element in the teaching and learning process. It is through assessment that, we make several informed educational decisions that guide schools; some of the evaluations help us to discover the learning difficulties of pupils, and teacher weaknesses (Etsay, 2005). According to Etsay (2005) evaluations are useful measures of supporting teachers to identify their strengths and weaknesses and also proposing ways of correcting them before they affect the entire system. Just like many other concepts, different scholars have approached assessment differently. Dictionary definitions tend to agree with the fact that to assess is to put a value on something. The value could be in financial terms, but educational assessment and in particular the evaluation of the involvement of teachers in decision-making cannot be placed on financial terms. However, it is true that individual outcomes of evaluation in education come with economic benefits. For instance, a head teacher who has shown a high level of competencies resulting in improved performance in his or her school can receive a monetary or material award.

Rowntree (1988) in a related study, explain assessment to include the process of obtaining and interpreting information about knowledge, understanding, abilities, attitudes and performance of individuals in an organization. Additionally, Rowntree (1988) explained that assessment is a process by which pupils, teachers, head teachers and other authorities collect information about activities and programs effectiveness in a school. Aside using test and questionnaires to evaluate head teachers, we can also employ interview and observation methods (Creswell, 2003). According to Rowntree (1988) when an assessment is conducted formal, or informal it reveals to us the most important class of effects which is crucial for enhancing performance.

The Assessment of head teachers’ performance can be put to several uses that are diagnostic, evaluative, and grading by nature. However, Rowntree (1988) pointed out that the purposes for which we use assessment scores should be treated as a means to an end and not ends in themselves. We need to look at assessment as necessary tools for the development of individuals and institutions, and not for victimization as this will erase the fear people have towards assessment in schools. Rebore, (2001) supported this claim by saying that assessment comes with its side effects that can be counterproductive. The side effect occurs when the assessment is used as a judgment tool of a person’s work and not for developing the individual weaknesses. The other dysfunctional aspect is when an evaluation is conducted for the purpose of instituting extrinsic rewards, and it makes workers work only for the physical rewards that are not lasting and for that matter it trifles productivity.

The Role of Head Teachers in School Administration

The literature reviewed under this topic was purposely to give an overview of what school administration is, and its importance to educational institutions especially to head teachers. The

functions of management in schools cannot be over-emphasized. The study of school policy is a relatively new field but continue to widen up as more schools are established. The study of school policy has become necessary because schools demand efficient leadership to manage personnel within them to achieve goals (Knezevich, 1984). Educational goals cannot be achieved if leadership is dysfunctional or administration cannot manage the resources entrusted to their care. Educational policies cannot be implemented if schools lack competent administrative leaders who have special administrative skills to procure and secure resources in terms of both human and material resources to implement programs (Knezevich, 1984).

Knezevich (1984) pointed out that, administration requires a set of specialized functions that include; organizing and implementation of programs. He went on further to explain that it is school administrators who help institutions to develop because they enforce rules and regulations. Therefore, to get things done every organization requires an administrator who will facilitate the activities of the school. At the primary school level, it is the head teacher who is called an administrator. Knezevich (1984) observation is supported by Fobih (1997), who stated that the primary responsibility of school administrators is to coordinate, direct, and supervise activities in the school. These activities will ensure that the school achieves its goals and vision (Fobih, 1997). To carry out these responsibilities efficiently Knezevich (1984) added that, good school administration requires special training.

Decision-Making Programs

One of the greatest challenges facing Ghana Education Service today is how is retain people in the teaching profession (Yao, 2007). The challenge can partly be addressed if head teachers give support services to teachers already employed in the system. The needs of a teacher should be a priority to every school administrator (Owolabi & Edzii 2000).

According to Hay & Tarter (1993), shared decision-making has taken on added importance, as reformers advocate teacher involvement in the decision-making process of their schools. Involving teachers in the decision-making process of the school can improve the quality of decisions, and promote cooperation in the school. Hay & Tarter (1993) went on further to state that participation in decision-making is not simply a yes or no decision but varies along a continuum. They used the zone of Acceptance Model to explain the extent to which individuals are involved in the decision-making process. The model suggests conditions under which subordinates are involved in decision-making process, the frequency of involvement, purpose, nature and the structure of their participation (Hay & Tarter 1993).

According to their model, to maximize the involvement of teachers in decision-making then administrators should involve teachers in the process as early as possible. The first stage is defining the problem followed by specifying reasonable alternatives. The others are examining the consequences of each alternative, selecting a strategy for action, implementing the plan, and evaluating the project (Hay & Tarter 1993).

Teachers' participation in decision-making is limited when they are involved at the later stages. Thus, Hay & Tarter (1993) mentioned that it is important to make clear to teachers the boundaries of their authority and area of freedom to decide. According to them, most of the decisions that teachers are involved in are outside their zone of acceptance thus participation is mediated by commitment to the organization. Their zone of acceptance such as salaries and conditions of service are left to the higher authorities, and this often results in resentment of the outcomes. Some of the major tasks the head teacher can perform to achieve collaboration from their teachers is by:

1. Calling for frequent meetings with staff
2. Establishing committees for various activities the school has programmed for.

For example, debate competitions, quiz competitions, and what do you know competitions. These panels give teachers the chance to make their inputs into the day-to-day administration of the school (Knezevich, 1984).

3. Delegating duties to teachers such as supervising the cleaning of the school compound and monitoring pupils during assemble.

In a related development, it was noted that the success of private basic schools and especially in Cape Coast was dependent upon the administrative practices of the school (Ankomah, 2002). The others are

clear vision, participation in decision-making and management duties. The rest are explicit commitment to staff development by the head teachers, provision of teaching and learning resources, and staff motivation (Ankomah, 2002). The study again revealed that the involvement of teachers in regular staff meetings during which teachers are allowed to share their views on issues was another area that featured in most of the private schools. Also, teachers served on various school committees like health, discipline, sports and canteen (Ankomah, 2002). In some of the schools, to further encourage staff participation in the decision-making process head teachers provided suggestion boxes for teachers. The teachers deposit their views and ideas concerning the school. Other schools went on further to meet on every Friday of every Month to discuss various issues of interest to the overall development of the school.

Head teachers need competencies in problem solving and system analysis to practice participative leadership. More importantly, resources are scarce on one hand whereas schools, on the other hand, are faced with the ever-growing need for resources in the form of material, financial and infrastructural facilities. In the midst of all these, a school head requires good decision-making skills to be able to utilize the few resources available efficiently (Knezevich, 1984).

Supervision Programs

The supervision of teacher performance in a school is an essential element for the continued effective performance of teachers in a school (Knezevich, 1984). Monitoring enables teachers to improve instruction for pupils to benefit. Without supervision, teachers are most unlikely to deliver the desired quality of teaching (Owolabi, 2000). Because of this inclination, it is one of the most important areas of staff personnel services that need utmost attention. Some of the tasks required of the headteacher to provide this service include:

1. Vetting of teachers' lesson notes.
2. Regular visits to the classroom to observe teachers lesson presentation and issuing confidential feedback.
3. Observing teachers attendance and punctuality.
4. Regular checking of pupils' exercises to find out teachers' output of work.
5. Inspecting pupils' assessment record books to find out how teachers make use of continuous assessment record scores.
6. Regular visits to the bookshop, library, and canteen (Knezevich, 1984).

According to Ankomah (2002), one of the characteristics of successful private schools was the presence of strong leadership manifested through supervision of teachers' work. For instance, in most successful schools the head teachers sit in the classroom during instructional time and note down points that they later discuss with the teachers. On a regular basis, the head teacher samples out some of the exercises done by children to find out the extent to which teachers are teaching. The head teacher also inspects the lesson plans of teachers and vets them every week. It is observed that head teachers in the private schools paid regular visits to other areas of the school, such as the library, the bookshop, the toilet facilities and the canteen. The exercise familiarizes them with the state of affairs at these areas. All these efforts boosted the morale of teachers prompting them to work harder.

The reviewed literature has been very useful to the study because it helped to clarify, direct, guide and focus the researcher attentions on very pertinent issues that need evaluation. It provided the background, and context for the research problem. From the various perspectives, administrators were viewed as people who are vested with a set of rules purposely to ensure the efficient delivery of educational services.

METHODOLOGY

The chapter presents the research design, the population, the sample and its selection procedure, the data gathering instrument, the pre-test, the data collection procedure and the analysis plan. A descriptive survey design is used because it specifies the nature of a given phenomena without altering its natural circumstance (Oppenheim, 1996). By this demand the researcher is interested in reporting things the way they are. The researcher is also determined to find out the extent to which school administration, provide decision-making and supervision services to teachers in public Junior Secondary schools (Wiersma, 1991). Besides, using a descriptive survey design will provide

educational planners and policy makers the needed information for policy formulation. Another benefit of using a descriptive design is that it makes possible for the study to be replicated by other researchers (Wiersma, 1991). Despite the advantages of using descriptive surveys, they are criticized for following events rather than making them happen (Wiersma, 1991).

The site selected for the study is the Wa Municipality in the Upper West Region of Ghana. The site is chosen on the basis of proximity, and cost effectiveness. One fundamental limitation to the site is the lack of accessible roads and transportation to some schools that are located within the municipality. To get access to the schools involved the researcher had to travel on a motorcycle. The target population is made up of a population size of 411. The accessible population is 336 teachers and 39 head teachers in the Municipality (Upper West Regional Statistic Office of the Ghana Education Service, 2007). The sample size for the study is 185 teachers and 35 head teachers.

Sample and Sampling Procedure

The target population is large, and for reasons such as the reliability of the measurements a sample is selected for the study (Creswell, 2003). Creswell (2003) noted that it is good to conduct analyses on samples that are still fresh. To support this finding, a sample of the population was used for the study. This process ensured that a shorter time is used to conduct the research, and assurance of the accuracy of the results is achieved (Wiersma, 1991). The sample size was determined through tables (Sarantakos, 1998). From the tables, a population size of 336 attracted an average sample size of 175 (Sarantakos, 1998. p. 163). However, a larger sample size of 185 teachers was involved in the study to achieve closer mirror of the entire population. All the remaining 35 head teachers in the Municipality were participating in the study. Proportional allocation and the lottery method in simple random sampling procedures were used in selecting the sample from the various schools. Proportional allocation was used to allocate the total number teachers from each school, while the lottery method was used to select the individual teachers in the schools to answer the questionnaire. Proportional allocation is used because, the distribution of teachers in the schools is not even, and thus the method ensured teachers selected from each school reflected the total number of teachers in the school. In addition, the lottery method was used in accordance with what Best & Kahn (1989) stated; that the best method of selecting sample for a study is random selection where bias or subjectivity is reduced to the barest minimum. A sample fraction of n/N , that is $185/337$ or 0.55 , was held constant for each school in the municipality (Sarantakos, 1998). The sample fraction of 0.55 was multiplied by the total number of teachers in each school to obtain the number of teachers to be selected from the schools.

To conduct the sampling, a serial number ranging from 1 to the total number of teachers in the school was assigned to each teacher's name in a school. The serial numbers were written on pieces of papers and dropped in a container. One sheet of paper is picked at a time until the required number is reached. The results are displayed in Table 2. In all 220 respondents made up of 185 teachers and 35 head teachers were selected to take part in the study.

Data Collection Instrument

To ensure that more reliable data is captured during the investigation, multiple data gathering method is used to collect data for the study (Best, 1977). The questionnaire and interview guide were personally designed and used to gather data for the study. The two methods were used to overcome the bias and weaknesses associated with single methods (Creswell, 2009).

The first part of the questionnaire sought information on personal data that included gender and the length of service in the teaching profession. While the gender column indicated if there was a representation of both sexes in the study, the duration of service in the teaching profession column analyzed the number of years teachers have served in their various schools. The researcher believed that the longer the teachers served in the job better their responses would be in terms of accuracy.

The second part covered three sections, section A, B, and C. Section A and B sought for information on each category of the two areas under study. While section C found suggestions from teachers on how to improve the two areas of staff personnel services in their schools (Oppenheim, 1996). The basic structure of the questionnaire was based on a five-point rating scale and respondents were required to select the options from excellent to nil under sections A, and B.

Section C was an opened ended question. The interview guide was used to obtain data from head teachers, and it was personally designed and semi-structured (Connell & Katin, 1996). Involving head

teachers in the study increased their cooperation and participation rate. It also allowed the head teachers to encourage their teachers to participate in the study (Adams, & Schvanevaldt, 1991). The interview guide was also designed in two parts. The first part collected personal data of head teachers on gender and the length of service in the profession. The gender column indicated the representation of both sexes in the study to render it gender sensitive. While the length of service column analyzed the number of years, they had served as head teachers. It is assumed the longer they have served, the most experienced they were in providing the services under investigation. The second part of the interview guide consisted of 4 items. Yes or no questions were asked to ascertain if head teachers were providing staff personnel services in their schools. These were followed by questions prompting for reasons for their answers. There was a checklist of possible responses that were ticked when suggested by a head teacher (the checklist of the replies was drawn from responses of head teachers in the interview during the pre-test). The main purpose of the checklist is to make recordings of responses from head teachers much easier and also facilitated the analysis process. Head teachers were also given the opportunity to make suggestions on how to improve on staff personnel services in their schools.

The Validity and Reliability of the Instrument

The validity of the instrument was ascertained through content-related validity Cronbach & Warrington, (1951) as cited by (Amoatey, 2001). The validity of the instrument was also determined by two faculty members in the field of education. The coefficient alpha (α) developed by Cronbach (1951) was used to verify the internal reliability of the instrument after the pre-testing was carried out in four schools in the Municipality. A pilot study was conducted, and reliability was calculated for each section separately (Wiersma, 1991). The results indicated high-reliability co efficiencies for five (5) items under decision-making as 0.7989, and that of supervision of work as 0.8364. Figures 1-2 illustrate the results of the test. According to the literature, reliability coefficient of more than .7000 was adequate and reliable for a study (Sarantakos, 1998; Frank & Althoen, 2003). Therefore, the instruments were considered reliable for the main study.

Data Collection Procedure

Data was collected over a period of three weeks. The length of time gave the researcher ample time to conduct an intensive survey, especially with the interview. The collection of data depended on direct contact with respondents (Sarantakos, 1998). A total number of 185 teachers were served with questionnaires, and 185 were returned filled constituting a 100% proportion of usable responses and also a 100% return rate. Thirty-five (35) head teachers were interviewed. The interviews were conducted personally through face-to-face interaction with the head teachers. Open-ended questions were asked, and the responses were data recorded. There were a few follow ups on head teachers who were absent from school on the day of the visit. The follow-ups yielded a 100% participation rate.

DATA ANALYSIS AND DISCUSSIONS

Qualitative design is used by the researcher. The primary procedure for the analysis of data was by descriptive analysis. Descriptive statistics was employed purposely to compute responses to frequencies and percentages for easy analysis. This section deals with the presentation of the results of the study, and is divided into two parts. The first part deals with results from the questionnaire while the second part deals with results from the interview guide. The first part of the questionnaire presented results of the personal characteristics of the respondents. The second part presented results of the main study, and the third part presented suggestions on how to improve on the areas under investigation.

Table1. *Distribution of Gender*

| Gender | Frequencies | (%) |
|--------|-------------|-------|
| Male | 128 | 69.2 |
| Female | 57 | 30.8 |
| Total | 185 | 100.0 |

Gender

Junior Secondary Schools have a mixture of both male and female teachers, and it is important to have both sexes represented in the study to create a gender balance. Table 1 presents the results of the

findings which indicated that out of the 185 teachers who took part in the study, 128 (69.2%) were males while 57 (30.8%) were females.

Table2. *Distribution of Length of Service as Teachers in their schools*

| Length of Service | Length of Service | (%) |
|-------------------|-------------------|------|
| Less than 1 Year | 27 | 14.6 |
| 2-3 Years | 44 | 23.8 |
| 4-5 Years | 33 | 17.8 |
| 6 Years and Above | 81 | 43.8 |
| Total | 185 | 43.8 |

Length of Service as a Teacher

For purposes of analysis and to create a two-way perception about the length of service 2-3 years, 4-5 years, 6 years and above were merged to imply adequate number of years relevant for the study. While less than one year was rated as inadequate number of years to qualify as a member of this study (Sarantakos, 1938). Table 2 presents the results of the responses which indicated that out of the total number of 185 teachers a vast majority of 158 (85.4%) reported they had taught for two years or more while a minority of 27 (14.6%) indicated they had taught for less than one year. By these figures, the distribution is accepted and can be utilized as a representation of experienced teachers who have the require knowledge and information for the study.

Teachers’ Involvement in the Decision-Making Process

The study recorded a number of findings relating to the extent to which teachers were involved in the decision-making process of their schools. Information sought on this issue is presented on Table 3.

Table3. *Distribution of Responses on Participation in Decision-making in the Schools*

| Ratings | Excellent | Good | Fair | Poor | Nil |
|--|-----------|-----------|-----------|----------|----------|
| Frequencies and Percentages | | | | | |
| Items | f. (%) | f. (%) | f. (%) | f. (%) | f. (%) |
| 1. Holding consultations with staff in decision making | 93 (50.3) | 65 (35.1) | 14 (07.6) | 8 (04.3) | 5 (02.7) |
| 2. Holding staff meetings regularly | 83 (44.9) | 66(35.7) | 29(15.7) | 4 (02.2) | 3(01.6) |
| 3.Welcoming suggestions from teachers during meetings | 99 (53.4) | 60 (32.4) | 19 (10.3) | 4 (02.2) | 3 (01.6) |
| 4.Encouraging ideas from teachers | 78 (42.2) | 74 (40.0) | 22 (11.9) | 8 (04.3) | 3 (01.6) |
| 5.Transparency on administrative issues | 76 (41.1) | 63 (34.1) | 24 (13.0) | 14(70.6) | 8 (04.3) |

Table 3 presents the extent to which head teachers involved teachers in the decision-making process of their schools. Under item 3, 158 (85.4%) of members representing the majority of the total number of participants expressed their view that head teachers held consultations with teachers in the schools. The rest of the members 14 (07.6%) indicated it was fair while for 13 (07.0%) of the members, holding consultations with teachers in the decision-making process of the school was merely inadequate.

Under item 4, majority of the respondents 149 (80.6%) expressed the view that holding of staff meetings in the school was regular and good. 29 (15.7%) of the members indicated that it was fair with only seven (03.8%) of the members expressing the view that it was poor. The results of item 5 were not much different from the rest. The results revealed that a vast majority of 159 (85.8%) of the members considered the statement that head teachers usually welcome suggestions from teachers during meetings was good. While 19 (10.3%) of the respondents stated that it was fair with only 7 (03.8%) of the respondents expressing their view that it was poor. The statement about head teachers encouraging teachers to share ideas during meetings under item 6, revealed that a vast majority of 152 (82.2%) of the respondents expressed the view that it was good with 22 (11.9%) of respondents expressing the opinion that it was fair whereas only 11 (05.9%) indicated that it was poor.

On the issue of transparency on administrative policies that concerned teachers under item 7, the results revealed that majority 139 (74.2%) of the members stated that it was good; 24 (13.0%) indicated it was fair while another 22 (11.9%) indicated that it was poor. It is apparent from the analysis in Table 3 that an overwhelming majority of the respondents are of the view that involving

teachers in the decision-making process of the school was adequate. The school is a system and as a system it needs the collaboration of all its members to operate well. The school head cannot perform alone and achieve the goals of the school, they need to work in cooperation with the staff to achieve success. This reasoning goes in line with the findings of a study conducted by Ankomah (2002) on the success story of private basic schools in Ghana. The involvement of teachers in the decision-making process of these schools was one of the major factors that accounted for their success.

During the interview with head teachers, some commented that they could not achieve much if teachers were left out of the decision-making process of their schools. It was not surprising when a majority of the teachers who took part in the study agreed that head teachers did involve them in the decision-making process of the school. The propositions of the new educational reforms that were launched on April 11, 2007 (Darkwa, 2007) would go a long way to strengthen the involvement of teachers in the decision-making process. The reforms proposed decentralization of the Ghana education system to include supervision and monitoring of schools to be left for the metropolitan, municipal and district assemblies (Darkwa, 2007). This move would further get more stakeholders of education including teachers to be more involved in the running of educational institutions. We can conveniently say that to a very large extent teachers are involved in the decision-making process of their schools in the WA Municipality. The involvement is done when they accept delegated responsibilities, and by engaging in regular staff meetings.

Head teachers’ Level of Commitment to Supervision

This section seeks to find out the extent to which head teachers were committed to the supervision of teachers' work in their schools. The results are presented in Table 4.

Table4. *Distribution of Responses on Supervision in the Schools*

| Ratings | S Agree | Agree | Disagree | SDisagree | Undecided |
|--|-----------------------------|----------|----------|-----------|-----------|
| | Frequencies and Percentages | | | | |
| Items | f. (%) | f. (%) | f. (%) | f. (%) | f. (%) |
| 1.Keeping teachers attendance book | 128(69.2) | 0(27.0) | 5 (02.7) | 1 (00.5) | 1 (00.5) |
| 2.Ensuring regular attendance of staff to school | 114(61.6) | 63(34.1) | 7 (03.8) | 1 (00.5) | 1 (00.5) |
| 3.Ensuring punctuality to school | 94 (50.8) | 78(42.2) | 10(05.4) | 3 (01.6) | 0 (00.0) |
| 4.Ensuring adequate use of supplies | 91 (49.2) | 76(41.1) | 15(08.1) | 2 (01.1) | 1 (00.5) |
| 5.Ensuring that teachers teach according to syllabus | 88 (47.6) | 71(38.4) | 20(10.8) | 2 (01.1) | 4 (02.2) |
| 6.Ensuring that lesson notes were vetted regularly | 97 (52.4) | 73(39.5) | 12(06.5) | 3 (01.6) | 0 (00.0) |
| 7.Ensuring that teachers teach during class time | 120(64.9) | 52(28.1) | 8 (04.3) | 5 (02.7) | 0 (00.0) |
| 8. Visiting classrooms to observe teaching and learning activities | 51 (27.6) | 91(49.2) | 31(16.8) | 8 (04.3) | 4 (02.2) |
| 9. Giving feed back to teachers performance | 44 (23.8) | 88(47.6) | 36(19.5) | 7 (03.8) | 10 (05.4) |

Table 4 indicated that for item 8, a very large majority of the respondents 178 (96.2%) showed that head teachers kept attendance registers for teachers in their schools. These attendance records were used to record teachers and the head teachers’ attendance to school. Six (03.2%) respondents disagreed with this contention whereas one (00.5%) of the members was undecided on the issue. Likewise, for item 9 majority of the respondents 177 (95.7%) agreed that head teachers ensured regular attendance of teachers to school while a minority of eight (04.3%) of the respondents disagreed, with only one (00.5%) of the respondent undecided on the issue.

Responses to the issue of head teachers ensuring that teachers were punctual to school under item 10 revealed that a vast majority 172 (93.0%) of the respondents agreed that head teachers ensured teachers were punctual to class whereas 13 (07.0%) indicated that they disagreed. None was undecided on the issue. Item 11 sought information on the use of school supplies by teachers in their schools. Majority of the respondents 167 (90.3%) indicated that they agreed to the fact that head teachers make available teaching and learning materials for teachers to use during instructional times, whereas 17 (09.2%) of the respondents disagreed. Only one respondent was undecided on the issue.

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As to whether head teachers ensured that teachers taught according to syllabus was the next item 12 in the section. Majority 159 (86.0%) of the respondents indicated they agreed that their head teachers were ensuring that they taught according to the syllabus while 22 (11.9%) of the respondents disagreed. Four respondents were undecided on the issue.

Responding to the issue under item 13, majority 170 (91.9%) of the members agreed that head teachers ensured that lesson notes were regularly vetted, while 15 (8.1%) of the respondents disagreed with none of the respondents undecided on the issue. Responses to item 14 indicated that a vast majority 172 (93.0%) of the members agreed that head teachers ensured that they taught during instructional periods, only 13 (07.0%) of the respondents disagreed, while none was undecided on the issue.

Visiting classrooms to observe teaching and learning activities under item 15 yielded the following results. Majority 142 (76.8%) of the respondents agreed with the statement while a minority 39 (21.1%) of the respondents indicated they disagreed, with only four indicating they were undecided on the issue. The last item 16 on this section sought information on head teachers giving feedback to teachers on their performance after supervising their work. Majority 126 (71.4%) of the members agreed with the statement, out of the rest of the respondents 43 (23.3%) indicated their disagreement while 10 (05.4%) indicated they were undecided on the issue.

Supervision entails finding out whether parts of a system are working according to plan. It is a service provided to teachers for the purpose of improving instruction with the pupils as the ultimate beneficiaries. Supervision of teachers' performance according to Knezevich (1984) is an essential element for the efficient performance of teachers. Without supervision, teachers are most unlikely to deliver the desired level of service for the benefit of their pupils. The analysis above indicated that a vast majority of teachers agreed that head teachers supervise their work in the school. It shows that to a vast extent supervision of teachers by head teachers in public Junior Secondary Schools in the Wa Municipality is sufficient and adequate.

This is a success story for public Junior Secondary Schools in the municipality, one would, therefore, expect that government Junior Secondary Schools in the district should perform well in their academic performance. According to Ankomah (2002) successful private schools practiced thorough supervision of teachers work, and this reflected in the performance of their pupils in the Basic Education Certificate Examinations (BECE). One of the demanding elements of supervision is the head teachers ensuring that teachers attend school regularly and are also punctual to school. The results are contrary to findings from previous research on the management of instructional time in some Ghanaian public primary schools by Koomson, Akyeampong, & Fobih (1999) which reported that in the northern zone as much as 52% of teachers were absent from school during their visit to some schools in the area. The present data suggested a contrary response to that ascension, where 96% of teachers indicated that head teachers ensured that they came to school early and regularly.

Even though positive responses were overwhelmingly high on the supervision of teachers in the schools, it is the opinion of the researcher that verbal expressions on the issue were not enough to ascertain whether proper supervision were been carried out in the schools. There was the tendency of teachers presenting false responses to protect their interest and that of their head teachers. Despite the fact that head teachers are carrying out their supervisory duties to teachers in their schools, it still beholds on the Ghana Education Service (GES) through circuit supervisors to monitor head teachers performance to reinforce their efforts.

Analysis of the Interview Results

The interview guide was designed to seek information from head teachers on the issue under investigation. Analysis of data gathered from the interview guide is carried out in three parts. The first part analyzed the personal data of head teachers, which includes gender and length of service as a head teacher in their current and past schools. The second part was analyzed in two categories; the first category analyzed the yes or no responses while the second group analyzed the reasons given for the yes or no responses. The third part analyzed data on the suggestions made by head teachers on how to improve services to teachers in their schools. Frequencies and percentages were used to summarize data for smooth presentation.

Personal Characteristics of Head teachers

In order to ascertain a representative sample of both sexes in the study, a frequency table was established for gender purpose. The results are presented in Table 5.

Table5. *Gender Analysis for Head teachers*

| Gender | Frequencies | (%)_ |
|--------|-------------|----------|
| Male | 25 | (71.4%) |
| Female | 10 | (28.6%) |
| Total | 35 | (100.0%) |

The analysis on Table 5 indicated that out of the 35 head teachers who took part in the interview 25 (71.4%) were males while 10 (28.6%) were females. This is an indication that both sexes were represented in the study.

Length of Service as a Head teacher

Head teachers were asked to indicate how long they had served as head teachers. To identify a two way perception about the results 2-3 years, 4-5 years and 6 years and above were merged to mean experienced head teachers while less than 1 year was taken to mean inexperienced. The reason is that, if a head teacher has not served for up to a year then you may not have adequate information to provide for the study. The results are displayed in Table 6.

Table6. *Length of service as Head teachers in their Schools*

| Length of service | Frequencies | (%) |
|-------------------|-------------|----------|
| Less than 1 Year | 3 | (08.6%) |
| 2-3 | 10 | (28.6%) |
| 4-5 | 7 | (20.0%) |
| 6 and Above Years | 15 | (42.9%) |
| Total | 35 | (100.0%) |

Majority of the head teachers 32 representing (91.4%) indicated they have been head teachers for two years and above which, is an indication by our measures that they were experienced head teachers while 2 (08.6%) indicated they were head teachers for less than a year an indication that they were inexperienced. The results have a majority of the head teachers as experienced and for that matter have the needed information for the study.

Provision of Staff Personnel Services in Schools by Head teachers

Analysis of Yes and No Responses

To find out at first hand if head teachers provide staff personnel services to their teachers, yes or no items were set and respondents were required to provide responses to these questions, the results are presented below.

Yes or No Responses

Do you involve your teachers in the decision-making process of the school? There was a 100% yes response to the question.

Do you supervise the work of your teachers in the school received a 100% yes response to the question.

How Staff Personnel Services Are Provided By Head teachers

The analysis above indicates that all the two areas received a complete 35 (100%) yes responses. Thus we can accept that head teachers involve teachers in decision-making, and provide supervision services as well. However, the researcher wanted to know the extent to which these services were provided, thus head teachers were asked to give reasons for their yes responses. Below are the responses given by head teachers to clarify why they said they involved teachers in school decision-making process and also provided supervision services for teachers in their schools?

Table7. Analysis of the Main Issues from the Interview

| | | | |
|-----------------|--|----|---------|
| Decision Making | By consultation | 35 | (100%) |
| | By brain storming during staff meetings | 35 | (100%) |
| | By soliciting the views of staff | 35 | (100%) |
| | By delegating duties to teachers | 33 | (94.0%) |
| | Through reports of teachers on duty | 10 | (29.0%) |
| Supervision | Visits classrooms | 35 | (100%) |
| | Vets lesson notes | 35 | (100%) |
| | Assessed pupils exercise books | 35 | (100%) |
| | Observed teaching learning process in classes | 35 | (100%) |
| | Ensured teachers are in classrooms teaching | 4 | (11.0%) |
| | Provides duty roster to guide teachers in Their work | 34 | (97.0%) |
| | Monitors' attendance registers | 24 | (69.0%) |
| | Issues verbal query to teachers | 35 | (100%) |
| | Vets continuous assessment forms | 10 | (29.0%) |

Item 1 on Table 7 sought to find out how teachers were involved in the decision-making process of their schools. It was evident from the analysis that all thirty five (35)100% of the head teachers indicated the following: that they usually involve their teachers in the decision-making process of the school by consulting teachers on issues pertaining to the school administration, they also solicit the views of teachers by brainstorming during meetings, and also through soliciting the views of teachers by consulting individual teachers when the need arise.

About 94% said they involve their teachers in the decision-making process of the school by delegating responsibilities to teachers while only 29% indicated they implemented some of the suggestions teachers make on their reports. Item 2 on Table 7 seeks to find out how head teachers supervised the work of their teachers in the schools. All 35 (100%) of the head teachers mentioned the following: They occasionally visited classrooms during teaching and learning process to observe teachers teach: They vetted the lesson notes of teachers to ensure they prepared their lesson notes regularly. The vetting activity was to ensure that teachers derived the benefit of the preparation of lesson notes. In addition, they assess pupils' exercise books to ensure that teachers give exercises and mark them as well. The last on the list was the issue of verbal queries issued to teachers who were found wanting. All 35 head teachers indicated they query teachers who were found wanting in the performance of their duties.

Ten (10) of the head teachers said they vetted continuous assessment forms to ensure that teachers enter the right scores. Four head teachers indicated they ensured that teachers were in classrooms teaching during instructional periods. By this way they think their teachers were being monitored adequately to give out their best. Thirty-four (34) said they provide duty roster to guide teachers in their work, and another Twenty-four (24) said they monitors' attendance registers to ensure teachers were present in school.

How Staff Personnel Services can be improved by Head teachers in Schools

Head teachers were asked to make suggestions on how to improve upon their services to teachers. Their responses to the item were varied, and to make analysis easier the responses were presented in accordance with the commonalities of particular variables of interest to the study. Frequencies and percentages were used to indicate the rate of multiple responses. Table 8 presents a summary of their responses.

It was evident from the analysis in Table 8 that, 100% of head teachers suggested that if teachers are well paid it would help to sustain them in the job. It will also ensure their output is maximized. Again, that when teachers are provided with basic amenities like accommodation and transportation it will enhance their services and produce good educational outcomes.

In addition, they also mentioned that teachers who cannot afford for further studies should be given scholarships to help them upgrade their knowledge and skills; this would go a long way to enhance their services. Additionally, they also said that more workshops should be organized for teachers on new methods of teaching as well as their areas of specialization. The approach will improve performance and create satisfaction among teachers.

Table8. Summary of Responses on Improving Staff Personnel Services

| Item | Suggestions | Frequencies | (%) |
|----------------|---|-------------|---------|
| How to improve | well paid teachers to sustain them in the job | 35 | (100%) |
| | Provide basic amenities (TVsets, Transportation) | 35 | (100%) |
| | Quota for further studies inadequate Thereby demotivating to teachers | 15 | (43.0%) |
| | Accommodation for teachers in rural schools | 9 | (26.0%) |
| | Need a mandate to sanction parents Who do not? Attend PTA/SMC meeting | 1 | (03.0%) |
| | Organize more workshops for teachers | 35 | (100%) |
| | Allocate funds for staff development | 35 | (100%) |
| | Orientation for head teachers | 2 | (06.0%) |
| | Work load of heads should be reduced | 2 | (06.0%) |
| | District awards scheme for teachers | 4 | (11.0%) |
| | No delay in payment of salaries for new teachers | 5 | (100%) |
| | Policy makers should fulfill their promises to teachers | 35 | (100%) |
| | Total number of responses | | 213 |

Furthermore, that government should allocate a particular fund for staff development on the capitation grant; this could be used to motivate teachers in kind or in cash for better service. More so, they also suggested that there should not be delays in payment of salaries for newly appointed teachers. Most newly posted teachers become frustrated when their wages are delayed, and this affects their perception of the service and also impact on their performance negatively.

Above all suggestions were also made those policymakers to fulfill their promises to teachers in the area of their service conditions. Most often there are delays in the implementation of new policies for teachers, and this creates friction between the government and teachers resulting in poor performance and attitudes towards the profession. Aside the suggestions given above, fifteen of the head teachers suggested that the quota for teachers to proceed on study leave with pay was inadequate and should be revised. The same percentage of head teachers recommended that textbooks were inadequate for teaching and learning making their teachers' job very difficult.

About nine respondents suggested that accommodation for teachers in rural schools was destitute and should, therefore, be an important priority for the government and the Municipal Assembly. The researcher observed that almost all the teachers posted to rural schools in the municipality were staying outside the academic community. A minor proportion of four members suggested that there was the need for the Municipal Directorate to institute an awards scheme for teachers in the district. They explained that the national and regional awards system were not good enough to cover teachers who deserve awards in the municipality. A total number of two members suggested that there should be orientation programs for head teachers on their duties while another two members suggested that the workload of head teachers should be reduced to enable them carry out their core mandate.

Only one head teacher suggested that head teachers should be given the mandate to sanction defaulting parents. According to him most parents in the municipality have become negligent about the education of their wards and have deliberately refused to attend Parent Teacher Association meetings and other functions carried out in the schools of which they should be a part.

It was also evident from the report that head teachers are doing their best to provide staff personnel services for teachers in the municipality except for the one hindrance which is the lack of funding for staff personnel services thereby, making it impossible to organized some of the activities that could encourage teachers to work harder in the municipality.

It must be noted that most of these demands and suggestions goes beyond the confines of this study and can only be attended to by higher authorities in the field of education like the Municipal Directorate, Municipal Assembly and the Ministry of Education. However, it is worth presenting them for future references by other researchers on the administrative task of head teachers.

CONCLUSION

From the study, involving teachers in the decision-making process of the school was adequate and excellent. Regular staff meetings were held during which teachers shared their views on issues

concerning the operation of the school through brainstorming and by consultations. Teachers were asked to serve on various school committees like discipline, health, sanitation, sports and culture. Teachers were also delegated responsibilities like form masters and guidance and counseling coordinators. The majority of the head teachers were also transparent on administrative issues including the disbursement of the capitation grant.

Supervision practices in the district were adequate and excellent. Head teachers monitored the attendance of teachers to school by the use of attendance registers, by ensuring punctuality at school and also visiting classrooms during instructional periods to observe teaching and learning activities. There was also feedback in the form of reports and queries to teachers on their performances. Sometimes personal meetings with teachers to discuss their shortcomings on lesson notes preparation, class attendance and report to school were organized. Almost all the head teachers interviewed mentioned that without supervision teachers would not work up to expectation and that it was one of their primary areas of concern.

Again it was evident from the findings that teachers were involved in the decision-making process in their schools. It provided a very cordial relationship between teachers and head teachers in the municipality. Teachers are given the opportunity through meetings to edge their views, and subsequently solutions were provided for their problems and their suggestions well taken. With supervision playing an essential role for the effective performance of teachers, it is not surprising when head teachers admitted that they were carrying out their supervisory duties diligently. Teachers confirmed this by indicating that, their head teachers adequately supervised them. Thus, conclusively supervision was adequately provided by head teachers for teachers in the municipality.

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