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Impact of Instructional Role of Supervisors on Students' Academic Performance in Selected Senior High Schools

Angela Wireko Acheampong[1], Felix Senyametor[2*], Regina Mawusi Nugba[3], Emmanuel Dorsah[4], Kwame Nkrumah[5], Seth Gideon Aryee[6]

[1]Peter Pitseolak High School, Canada
[2,3]Department of Education and Psychology, University of Cape Coast, Ghana
[4]Department of Business and Social Sciences, University of Cape Coast, Ghana
[5]College of Distance Education, University of Cape Coast, Ghana
[6]Akatsi College of Education, PMB Akatsi, Ghana
https://orcid.org/0000-0001-9084-6672

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ABSTRACT

Purpose: Research has shown that instructional supervision is a significant predictor of students' academic achievement and success in first and tertiary educational systems. One wonders whether this variable will predict the academic performance of senior high schools in developing economies. This study, therefore, aimed at investigating the impact of instructional supervision on students' academic performance in selected Senior High Schools in a developing economy in Sub-Saharan Africa.

Methodology: Utilizing a descriptive survey research design, 603 respondents, including staff and students, were surveyed using Instructional Supervision Standards, Procedures, and Tools (ISSPAT) and tests as data collection instruments. Various sampling methods were employed to select participants, including proportionate stratified, purposive, and systematic sampling. Data analysis included techniques such as multiple linear regression, mean, and standard deviation.

Findings: The findings indicated that the developmental instructional supervision style emerged as the most significant predictor of students' academic performance in examinations. However, this supervision style was found to be the least utilized by teachers.

Unique Contribution to Theory, Policy, and Practice: This study contributes to theory by synthesizing clinical, developmental, and collegial instructional supervision models to create a framework that aligns educational practices with supportive teacher development while improving student outcomes. In terms of policy and practice, the findings underscore the need for educational authorities, particularly the Ghana Education Service, to prioritize and implement a developmental supervision style, which has been identified as the most effective predictor of students' academic performance, thus guiding future instructional supervision strategies and professional development programs for teachers.

Keywords: *Supervision, Instruction, Academic, Performance, Senior High School, Influence*

Introduction

Formal education is universally recognized as a critical factor in socio-political and economic advancement. One of the key indicators of a country's development is the level of formal education attained by its citizens (Alfredsson & Eide, 2023). Education is widely regarded as a fundamental human right, as emphasized in the Universal Declaration of Human Rights Charter of 1948, which advocates for accessible and free elementary education (KESTELOOT, 2024). The main objective of a nation's formal educational system is to empower citizens to contribute towards a society that eliminates social and economic inequalities (Walker et al., 2019).

Globally, formal education encompasses three main tiers: basic, secondary/high school, and tertiary education. The quality of basic education significantly influences the outcomes of students at higher levels (Machkour et al., 2025). Secondary education is a pivotal transitional phase that addresses national development issues related to human capital. It forms a crucial link between basic education and tertiary education or career development, ultimately leading to employment opportunities (Ntholeng, 2024). The quality of secondary education not only facilitates further educational advancement but also enhances career prospects, thus contributing to the socio-economic development of a nation (Basabe & Galigao, 2024). This has prompted many governments, particularly in developing countries, to invest heavily in secondary education.

In recent years, educational policymakers have prioritized secondary education financing. For instance, in September 2017, free secondary education was introduced to eliminate financial barriers and improve access (Nurudeen et al., 2018). Despite this significant government intervention, questions surrounding the quality of education at this level remain pertinent. Quality hinges on various factors, including teacher commitment, effective supervision, infrastructure provision, and availability of teaching materials (Senyametor, 2020).

To ensure quality secondary education, an effective and trustworthy educational system is essential. Trust is enhanced through various forms of supervision conducted by educational leaders (Mogea, 2022). Educational supervision encompasses two main aspects: instructional supervision and personnel supervision (Sun, 2022). Instructional supervision involves a series of activities aimed at improving teaching and learning processes, while personnel supervision focuses on addressing the challenges faced by teaching staff and motivating them to fulfill their instructional responsibilities effectively (Akgun & Greenhow, 2022). This study will primarily examine the connection between instructional supervision and student performance.

The level of formal education in a nation not only reflects its development but is also impacted by the quality of supervision within educational institutions. Ineffective supervision can hinder the expected educational outcomes, particularly in public pre-tertiary schools in developing countries (Ankomah-Sey & Maina, 2016). Reports indicate that poor attendance among basic school teachers and their misuse of instructional time contribute significantly to low education standards

(Birago, 2015). As noted by Akyeampong (2016), these issues stem primarily from inadequate teacher supervision, adversely affecting the realization of educational objectives at all levels.

Despite the recognized significance of instructional supervision, many schools struggle to implement it effectively, particularly in senior high schools, where teachers are often viewed as subject matter experts requiring little supervision (Machkour et al., 2025). Insufficient supervision has been linked to declining student performance, particularly reflected in West African Senior Secondary School Certificate Examination (WASSCE) results (Ankomah-Sey & Maina, 2016). For instance, performance trends over three years, as presented in Table 1, in select developing economy schools highlight a downward trajectory in student achievements.

In summary, formal education plays a vital role in national development, with attention to quality education at all levels being crucial. Effective instructional supervision is fundamental to enhancing student performance and achieving desired educational outcomes. As governments continue to invest in education, it is imperative to address supervision challenges that contribute to declining quality, ensuring that citizens are equipped with the skills necessary for personal and national advancement.

Table 1: ***Students Academic Performance in WASSCE for 2022—2023***

Year	**2021**		**2022**		**2023**	
School	**Candidates Presented**	**Candidates Passed**	**Candidates Presented**	**Candidates Passes**	**Candidates Presented**	**Candidates Passed**
Senior High School A	412	412 (100%)	573	431 (75.3%)	665	490 (73.7%)
Senior High School B	603	603 (100%)	781	659 (84.4%)	846	692 (81.9%)
Senior High School C	417	285 (68.3)	451	282 (62.6%)	376	227 (60.5%)

Source: Students Performance Analysis Sheet (YAGS, Prempeh & AGSHS)

In effect, Birago (2015) observes that the leadership of most public senior high schools in the study setting has not been able to establish effective mechanisms to supervise instruction, leading to low performance of the students in some schools. From the foregoing, it appears that instructional supervision plays a crucial role in driving the academic performance of students in this study's setting; however, it appears to have received very limited research attention. For example, Mogea (2022) investigated the effect of education supervision on students' academic performance, while Anderson and Donkor (2016) addressed supervision in basic schools and the government's commitment to ensuring supervision. Similarly, Ankomah-Sey and Maina (2016)

assess the influence of instructional supervision on students' performance. Their study, however, considered some aspects of only one approach to instructional supervision, collegial supervision. Thus, Ankomah-Sey and Maina (2016) did not examine clinical and developmental instructional supervisions and how they relate to students' academic performance in the SHSs. This study intended to fill this research gap by assessing how instructional supervision (in the context of clinical, developmental, and collegial styles) influences the academic performance of students in senior high schools.

Research Questions

1. Which of the instructional supervision styles is most used in the selected SHSs?
2. Which instructional supervision style best predicts students' academic performance in the selected SHSs?

The Concept of Instructional Supervision

Instructional supervision encompasses multiple definitions by various authors. Guerin and Aitchison (2021) characterize it as the monitoring of teachers' classroom interactions with students, providing guidance to help achieve instructional objectives, and fostering communication between school authorities and teachers. This synergy aims to enhance the quality of teaching and learning, ultimately boosting students' academic achievements. Vîșcu and Rad (2024) describe instructional supervision as a collaborative process where school authorities and teachers jointly monitor instructional methods and student learning experiences to improve educational quality. They emphasize ongoing professional development for teachers as a critical component of this collaboration. Similarly, Kipleting et al. (2023) highlight that instructional supervision involves continual engagement before, during, and after lessons to improve teaching practices, addressing pedagogical weaknesses and enhancing strengths.

From these discussions, it is clear that instructional supervision should foster genuine collaboration between school leaders and teachers, focusing on enhancing professional qualities and educational quality (Altınok, 2024). The intention is not to undermine teachers but to provide support that enables their growth and effective classroom execution. Kasa (2020) suggests that assessing teachers' needs through supervisory processes is vital for addressing concerns effectively. Vîșcu and Rad reinforce this notion, suggesting that instructional supervision should not be perceived as confrontational, but as a supportive scaffold that encourages a professional learning community.

The ultimate goal of instructional supervision is to improve student performance and maintain high educational standards. Glickman et al. (2008) assert that it involves putting measures in place to support teachers' professional growth, thereby enhancing instructional strategies and the quality of content delivery, which translates into improved student performance. Instructional supervision, therefore, serves two main purposes: enhancing teachers' professionalism and elevating students'

academic achievements, which reflects effective instructional leadership within the school (Akgun & Greenhow, 2022).

Theoretical Framework

This study defines instructional supervision through three theoretical constructs: clinical collaborative instructional supervision, collegial instructional supervision, and developmental instructional supervision. Each theory offers distinct approaches to enhancing instructional quality and teacher development.

Clinical Instructional Supervision Theory, developed by Morris Cogan and Robert Goldhammer (Goldhammer, 1969), emphasizes collecting classroom data to diagnose teaching challenges and devise improvement strategies (Aggarwal, 2023). This model follows four stages: pre-observation conferences, observation, data processing, and post-observation conferences (Kim, 2024). The process begins with a meeting between the teacher and supervisor to outline the supervision focus and the specific lessons to observe. Observations produce 'field data' on teaching practices, which is analyzed and shared with teachers to prepare them for a collaborative feedback discussion in the post-observation conference. This discussion aims to enhance pedagogical skills and address identified issues (Obi et al., 2024).

Developmental Instructional Supervision Theory, posits that supervisory processes should aid teachers' professional growth by adapting to their unique instructional needs (Mufua, 2019). This approach not only targets improving teaching methodologies but also emphasizes supporting teachers at various professional development stages. Glickman, Gordon, and Ross-Gordon (as cited in Akurugu & Ashun, 2023) suggest that this model should be dynamic, encouraging supervisors to adapt their strategies depending on individual teacher circumstances.

While both clinical and developmental instructional supervision theories focus on improving instructional quality, they differ in their emphasis; clinical supervision prioritizes teaching practice enhancement, while developmental supervision aims to help supervisors tailor their approaches to meet individual teachers' needs (Aggarwal, 2023). Given their alignment with the objectives of the Ghana Education Service (GES), which aims to foster professional growth through varied supervision strategies, both theories are applicable in this study.

Additionally, Collegial Instructional Supervision Theory posits that teachers can assume supervisory roles among peers to alleviate the supervisory burden on school leaders (Machkour, 2025). This model fosters professional cooperation and accountability, allowing teachers to critique and enhance each other's instructional practices. The GES enhances this approach through Continuous Professional Development (CPD) programs, encouraging collaborative efforts in improving teaching practices.

Research has highlighted that effective implementation of collegial instructional supervision correlates positively with student academic success (Amels, 2020). By fostering a culture of shared

goals and problem-solving in teaching, collegial supervision can lead to enhanced student performance (Sun, 2022). Modern practices under this model encourage information sharing, lesson comparisons, and collaborative research, promoting a professional nurturing environment where teachers take the lead in their development (Reigeluth, 2013).

Instructional supervision therefore, can be significantly strengthened through clinical, developmental, and collegial frameworks. Each theory provides a unique lens through which the supervisory practice can be improved, ultimately aiming to enhance both teacher development and student outcomes.

Conceptual Framework

The conceptual framework of this study is predicated on the three theories aforementioned due to their centrality to our investigation, because the assumption is that their application results in both teachers' professional improvement and students' enhanced academic performance. The conceptual framework in Figure 1 presents how the major variables considered in this research relate to one another. Instructional supervision (independent variable) is hypothesized to predict students' academic performance (dependent variable).

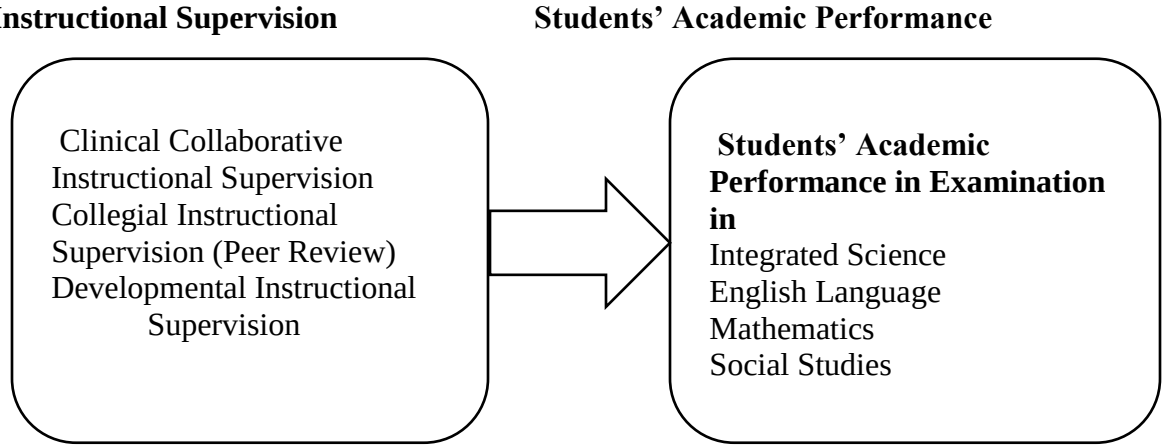

Figure 1: Conceptual framework on The Influence of Instructional Supervision on Students' Academic Performance (2023).

This study examines the impact of instructional supervision on students' academic performance, focusing on three primary styles: collaborative, developmental, and collegial supervision. These approaches are based on established theories: Clinical Supervision (Kim, 2024), Developmental Supervision (Glickman, 1995), and Collegial Supervision (Goldhammer, 1980; Garman, 2020). The dependent variable is students' academic performance, measured through test results in core subjects: English, Mathematics, Integrated Science, and Social Studies. The research assesses the implementation of these supervisory practices by school authorities and their influences on students' academic outcomes, as reflected in end-of-term examinations.

Empirical Review

Most Used Instructional Supervision Style in Schools

Evidence suggests that clinical instructional supervision is the most frequently employed style and significantly affects teaching and students' performance compared to collegial supervision (Abdinoor, 2013; Romiszowski, 2024). Aaronson et al. (2017) found that clinical supervision notably enhanced students' academic achievement, accounting for a 20% influence on performance. Some studies (Okafor, 2024; Sun, 2024; Lorensius, 2022) suggest collegial supervision positively affects student performance in basic and secondary schools. Notably, Garman (2020) reported that clinical supervision contributed 22% to the academic success of students with special needs.

Conversely, Vîșcu and Rad (2024) indicated that developmental supervision had the most beneficial impact on performance. Their findings emphasized the necessity of effective supervision to enhance academic outcomes.

Instructional Supervision Styles that Best Predict Academic Performance

Research by Ibrahim (2013) and Wiyono et al. (2017) suggested that developmental supervision positively influences academic performance, whereas Aaronson et al. (2017) alongside Romiszowski (2024) favored clinical supervision as the most effective approach. Collaborative supervision, providing quality feedback, ensures teachers adopt more student-centered instructional strategies. Higgins et al. (2018) highlighted the powerful impact of clinical supervision over collegial supervision on student achievement, recommending its promotion for ongoing teacher development.

In contrast, Mufua (2019) and Argina et al. (2017) argued for the positive influence of collegial supervision. The discrepancies in findings among these studies may be attributed to geographical and institutional factors. Collectively, the research underscores the significance of instructional supervision in shaping students' academic success and emphasizes the need for focused leadership in educational settings.

Methods

Population and Sample Distribution of the Selected SHSs

In connection of this study, there were four senior high schools namely, Senior High School A, Senior High School B, Senior High School C, and Senior High School D. Senior High School D was excluded from this study because it was a newly established SHS and had produced only one batch of students with the West Africa Senior Secondary School Certificate Examinations (WASSSCE) results at the time of this study. The overall sample size selected from the accessible population was determined using the sample size determination criteria of Krejcie and Morgan (as cited in Kothari, 2014) to obtain a sample size of 236 respondents from the staff population of 620

(made up of 206 teaching staff and 30 supervisory staff) whilst 367 sample size was also obtained from the students' population of 7,276. In all, the overall sample size for the study was 603 respondents, made up of 236 academic staff and 367 students of the three selected SHSs.

Sample Size Distribution of Students and Staff of the Selected SHSs

The sampling techniques used in selecting the students and staff of the chosen schools were purposive and stratified random procedures. The stratified random sampling technique was initially applied to obtain the proportionate distribution of the sampled students and staff across the selected schools (see Table 2) to ensure fair representation in line with Adams, Margaret, and Katherine's (2021) formula:

$$S = \frac{sample}{population} \text{ x stratum}$$

S represents the student/staff sample required from each stratum (school).

The sample refers to the total staff sample size from all the selected SHSs. Stratum refers to the student/staff population from each SHS.

The purposive sampling was applied in the selection of only the core-subject teachers since the students' test results analyzed for this study were those from their core subjects that every one of them takes.

Table 2: ***Sample Size Distribution of Staff across the Three Selected SHSs***

School Name	Students Population	Sample Size	Staff Population	Sample Size
Senior High School A	3,420	173	254	97
Senior High School B	3,140	158	232	88
Senior High School C	714	36	134	51
Total	**7,276**	**367**	**620**	**236**

Source: Field Data, (2023)

Research Instruments

Three sets of instruments (Instructional Supervision Standard Procedures and Tools [ISSPAT], Instructional Supervision Standard [ISS]), and Tests were administered to the selected Senior High Schools' supervisory staff, the teaching staff, and students, respectively. The first instrument was given to the supervisory staff to solicit their views on the style of instructional supervision in use in the schools and the potential challenges associated with each of them. The second set was administered to the teachers to provide confirmatory information on the style of instructional supervision being used by their supervisors, and the test was administered to final-year students (SHS 3 students) to measure their performance in the four core subjects, namely, English Language, Mathematics, Integrated Science, and Social Studies. The tests consisted of 20 multiple-

choice/objective question items designed by subject specialists from the GES and two Measurement and Evaluation experts from the Department of Education and Psychology. The results were graded from 'A1' to 'F9' based on the West Africa Examination Council (WAEC) grading scale for Senior High School examinations.

The Instructional Supervision Standard, Procedures and Tools (ISSPAT) and ISS guide, modules 4 and 6 prepared by the International Institute for Educational Planning (IIEP) of UNESCO (2008) for pre-tertiary school administrators and principals, were adapted. The ISSPAT guide was adapted for this study because it has comprehensive coverage for clinical instructional supervision, collaborative instructional supervision, and developmental instructional supervision, which were addressed in this study. The ISSPAT is made up of 26 closed-ended question items with a Cronbach's alpha of 0.84. Twenty-three (23) out of the 26 question items from the ISSPAT are pitched on a 4-point Likert scale ranging from '1-strongly agreed' to '4-strongly disagreed' and were adapted for this study. According to the ISSPAT guide scale, a mean score of 2.5 to 4 means the respondents strongly agree with the construct being measured, whilst 2.4 and below indicates the respondents' disagreement with the construct being measured.

The instruments for the respondents were structured into three sections (A, B, and C.), except that of the teachers, which had only two sections (A and B). Section A covered the demographic information of the respondents, Section B addressed questions on the style of instructional supervision being used by the supervisors, and Section C contained items on the potential challenges associated with the type of instructional supervision being used in the schools. The instruments comprised strictly closed-ended questions designed on a 4-point Likert Scale ranging from 'Strongly Agree' to 'Strongly Disagree.'

Pre-testing Validity and Reliability of Research Instrument

Content validity was determined by two Measurement and Evaluation experts from the Department of Education and Psychology, who assisted in rewording some of the items to suit the setting of the study. The instruments were pre-tested using an assistant headmaster, 4 heads of department, and 45 teachers. The ISSPAT and ISS pretests were measured for their construct validity and reliability, and Cronbach's alpha Coefficient values of 0.77 and 0.75 were obtained, respectively, for supervisors and teachers.

Data Collection and Ethical Issues

Before the primary data collection, the researchers secured ethical approval from an Institutional Review Board (UCCIRB), paving the way for data collection at the selected senior high schools. Before the questionnaires were administered to the respondents, consent forms were issued for them to fill out to receive their approval. Each of the respondents was assured of anonymity and confidentiality of the information they provided, as their names were not required on the questionnaires, and the names of the selected SHSs were pseudonymized.

Data Analysis Procedure

The primary data collected were edited, coded, and uploaded into the Statistical Package for the Social Sciences (SPSS) software (version 16) and were analyzed. Data on research question one was analyzed using the mean and standard deviation. Similarly, data gathered on research question two were analyzed with a multiple regression model.

Research Question One: Which of the Instructional Supervision Styles is Most Used in the Selected SHSs?

The study sought to determine the instructional supervision style that is most applied in the selected SHSs. Composite indices (Mean of means) were computed for each instructional supervision style. A calculated composite value between 2.5 and 4 indicates the usage of a given instructional supervision style. The higher the composite value, the more commonly used the instructional supervision style. The results are shown in Table 3.

Table 3: The Most Used Style of Instructional Supervision

Construct	Composite Score (Mean)
Clinical Instructional Supervision	2.92
Collegial Instructional Supervision	2.85
Developmental Instructional Supervision	2.83

Source: field survey, (2023).

As shown in Table 3, the majority of the respondents (both the supervisory and the teaching staff) generally agreed that all the styles of instructional supervision are employed in the three selected SHSs. Nonetheless, clinical instructional supervision is the most used instructional supervision style by supervisors., evidenced by its composite index of 2.92. This is followed by collegial and developmental instructional supervision styles, supported by their respective composite index values of 2.85 and 2.83.

Research Question Two: Which instructional supervision style best predicts students' academic performance in the selected SHSs?

In answering this research requestion, a multiple regression was employed. The three instructional supervision styles were set as independent variables, and the overall students' performance in the examination was set as the dependent variable. The results are displayed in Table 4.

Table 4: ***Influence of Instructional Supervision Styles on the Students' Performance***

Variable	Standardized Coefficient (β)	Standard Error	t-statistic	p-value
Clinical	.030	.327	3.161	.002
Collegial	.038	.327	2.295	.048
Developmental	.076	.476	2.584	.030
Constant	17.143	5.424	2.679	.028

	R	R Square	Adjusted R Square	Std.Error of Estimate
Overall Instructional Supervision	.480[a]	.220	.202	.29519
Clinical	.198[a]	.091	0.083	.12162
Collegial	.106[a]	.048	0.045	.10848
Developmental	.176[a]	.081	0.074	.06494

Source: field survey, (2023) (B is significant at p≤0.05)

Dependent Variable*: Students' academic performance*

Predictor*: Clinical, collegial, developmental*

As seen from Table 4, the results show that developmental instructional supervision best predicts students' academic performance (B=0.076, p<0.05), followed by clinical and collegial supervision styles (B=0.030, p<0.002), (B=0.038, p=0.048), respectively. This implies that students' academic performance in examinations is best improved when developmental instructional supervision is applied.

The independent variable (integration of clinical, collegial, and developmental supervision styles) had a 44.9 percent influence on the dependent variable (students' academic performance in the examination). This is represented by the adjusted R-squared value of 0.202. This means that there are other variables not covered in this study that could influence students' academic performance in examinations by 55.1 percent.

Result Discussion

In Table 3, the majority of the respondents generally agreed that all the styles of instructional supervision were applied by the supervisors in the three selected SHSs. Nonetheless, clinical instructional supervision is the most used style of instructional supervision by supervisors in the schools, evidenced by its composite index of 2.92, which is the highest among the three. This was followed by collegial supervision and developmental supervision. This finding confirms those of Ndebele (2013), Moswela and Mphale (2015), Shah (2017), and Mogea (2022), who established

that collaborative, also known as clinical supervision style, among others, was most preferred by educational leadership over other supervisory styles. The point of departure from this finding was that of Ndebele (2013), who found both clinical and developmental supervision styles as the most applied supervision styles by educational leadership. The findings of this study, however, contradict that of Gordan and Ross-Gordan (2014), who revealed that the developmental instructional supervision style is most used by supervisors in schools. This supervision style may be most preferred in this study's settings due to its convenience to the supervisors.

The study also revealed that the developmental instructional supervision style best predicts students' academic performance because its application increases students' numerical grades by 0.076 points. However, this instructional supervision style is the least used in the municipality (see Table 3). It is therefore very important for the supervisory authorities in the management of the selected SHs to channel their efforts towards the use of the developmental supervision style to reap its full dividend of increased students' academic performance. This finding is in tandem with that of Mogea (2022), who established that developmental supervision had the most positive influence on students' academic performance compared with collegial supervision style. The finding, however, contradicts that of Lorensius(2022), Romiszowski (2024), and Aaronson et al. (2017). Obi et al (2024) revealed that clinical supervision style had the highest positive influence on students' academic performance compared with collegial supervision. Similarly, Aaronson et al. (2017) et al. established that clinical supervision style best drove students' academic achievement compared with developmental and collegial supervision, and Lorensius (2022) found that collegial supervision style had the most positive influence on students' academic performance in basic and second cycle schools compared with other styles of supervision. Geographical and institutional differences might have accounted for the disparities in the findings among these empirical reports and those aforementioned.

Policy Implication

Supervision in the teaching context is a creative-dynamic endeavor offering cordial directives, guidance, and mentorship to teachers for improved pedagogy that impacts students' academic performance. The supervision process, therefore, creates and maintains a positive and inclusive learning environment, enabling supervisors to address issues that pertain to classroom management and control, student engagement, and ensuring that the classroom remains a place of learning and growth for all students. Teaching supervision, therefore, cannot be underestimated; this made it relevant for this study to investigate the styles of instructional supervisory mechanisms (collegial, clinical, and developmental supervision) in place at some selected senior high schools in the study setting. This study's finding is hoped to bring institutional leadership, the state education services, and the Ministries of Education around the table to enact policies and procedures for prioritized instructional supervision in second-cycle institutions that will nexus students' academic performance. Furthermore, this study is envisaged to create awareness among

individuals and beneficiaries of instructional supervision (teachers) about the current developments in the teaching profession, and how they help promote teaching and learning, thereby adding to knowledge and serving as a source of literature for future research on the phenomenon of instructional supervision.

Conclusion

Supervisors in the selected Senior High Schools are generally aware of the role of instructional supervision in propelling students' academic performance. They therefore employed all the three instructional supervision styles proposed by Glickman (1995), Goldhammer (1980) and Glatthorn (1990), and the clinical supervisory style is the most preferred among the three instructional supervision styles in the selected SHSs. Although the three instructional supervisory styles may each have varying influences on Senior High School students' academic performance in examinations from different subjects, their collective influence on the overall examination performance accounts for 44.9 percent. This indicates that other factors may contribute about 55.1 percent to students' academic performance in examinations. The study further revealed that developmental instructional supervision style is the best predictor of students' academic performance in examinations; however, it was the least employed supervision style. It is, therefore, concluded that the supervisory authorities in the management of the selected SHs should consider applying the developmental instructional supervision style in their schools to benefit from its potency fully.

Recommendations

Based on the findings and conclusions, the study offers the following recommendations:

First, education managers, leadership, and heads of second-cycle institutions, especially the leadership in the selected examined SHSs, must be particularly attentive to the instructional supervision styles used in their institutions because they have significant implications for students' academic performance. More specifically, the headmasters, the assistant heads, and the departmental heads of the selected SHSs should apply more of the developmental instructional supervision style in their supervisory functions since it best predicts students' academic performance.

Refresher and in-service training programs on the styles and techniques of instructional supervision should be Education Directorate, the Municipal Assemblies, and the State Education Service for headmasters, assistant headmasters, and departmental heads in SHSs to boost their instructional supervisory skills.

It is further recommended that the governmental education managers should develop an instructional supervision policy manual for SHSs to provide support and guidance for instructional supervisors in the execution of their functions. Again, teachers in second-cycle institutions must

be sensitized on the relevance of instructional supervision to their pedagogical improvement so that they can cooperate with their supervisors fully to enhance students' academic performance.

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