ADMINISTRATORS' INSTRUCTIONAL SUPERVISORY PRACTICES IN ENHANCING CATHOLIC HIGH SCHOOL STUDENTS ACADEMIC ACHIEVEMENT IN THE CATHOLIC DIOCESE OF CAPE PALMAS, LIBERIA

PHILOMENA WREHDI JAPPAH

A Thesis Submitted to the Department of Postgraduate Studies in the Faculty of Education in Partial Fulfillment for the Award of a Master's Degree in Educational Administration and Planning

FACULTY OF EDUCATION
THE CATHOLIC UNIVERSITY OF EASTERN AFRICA

NAIROBI, KENYA
SEPTEMBER, 2023

DECLARATION

I, the undersigned, declare that this thesis is my original work and has not been submitted to any other university or college for academic credit. All information used in this study from other sources has been acknowledged accordingly.

Sr. Philomena Wrehdi Jappah, SHF

Registration Number: 1046332

Signature: Sr. P. Jappah Date: 29/09/2023

This thesis has been submitted for examination with our approval as University Supervisors

Dr. Sr. Elizabeth Nduku

Senior Lecturer, Educational Administration, and Planning

Faculty of Education

The Catholic University of Eastern Africa

Signature: _____ Date: 29/9/2023

Marcella Momanyi, PhD

Prof of Educational Administration and Planning

Faculty of Education

The Catholic University of Eastern Africa

Signature: _____ Date: 29/9/2023

DEDICATION

I dedicate this thesis to Most Reverend Andrew Jargaye Karnley, Bishop of the Diocese of Cape Palmas, Liberia - West Africa for the opportunity and fatherly support, to my siblings for the love, support, prayers, and encouragement throughout my life's journey. I also dedicate this thesis to my late beloved parents, Augustine Tetrion Jappah, Sr and Felicia Solo Williams–Jappah. They were both educators, who ensured the proper upbringing that made me who I am today. Finally, I dedicate this work to the late Most Reverend Boniface Nyema Dalieh, Founder of the Sisters of the Holy Family.

ABSTRACT

This study investigated the effects of school principals' supervisory practices on the academic achievement of students in four Catholic high schools within the Diocese of Cape Palmas, Liberia. The research questions that guided the study are: How does the provision of instructional resources enhance students' academic achievement in the Diocese of Cape Palmas? What teacher capacity-building services are provided by school administrators to assist teachers improve student's academic achievement in the Diocese of Cape Palmas? How does the assessment of learning outcomes improve students' academic achievement in the Diocese of Cape Palmas? What are the challenges experienced by the principals in the supervision of teachers in the high schools of the Diocese of Cape Palmas? A convergent parallel mixed-method design was adopted, using cross-sectional and phenomenological designs. A sample size of 407 participants was selected, comprising four principals, 86 teachers, and 317 students, chosen through probability (random) and non-probability (purposive) sampling techniques. Data was collected through semi-structured interviews with principals, questionnaires of teachers and students, document analysis, and observation guide. The reliability of Likert scale instruments was calculated using the Cronbach Alpha: the questionnaires for teachers scored 0.883 and for students scored 0.771. Experts were engaged to assess the face validity of the content. Ethical considerations were meticulously addressed. The study's findings emphasized the positive impact of instructional resources on students' academic performance, underscoring the essential role of school principals in providing adequate material to enhance academic achievement. Well-trained teachers and prescribed textbooks were found to positively influence students' academic success, while the encouragement of regular library use fostered a reading culture among students. However, challenges in the supervision process, such as lack of trust among teachers, ineffective communication, and mismanagement of instructional resources, emerged as significant barriers affecting teaching standards and students' academic achievement. The study recommends improving supervisory communication, enhancing on-campus experiences, investing in principals' professional development, promoting responsibility for instructional materials, encouraging student academic growth mindset, utilizing instructional resources effectively, and encouraging completion of curriculum/syllabus.

ACKNOWLEDGEMENTS

First, I wish to express my sincere gratitude to the Almighty God for His blessings each day of my life and throughout my study in Nairobi - Kenya. I remain grateful to Most Reverend Andrew Jargage Karnley, the Vicar General Msgr. Melvin Nyanti Gaye, my Superior General, Sr. Philomena Wonwin Godfrey, SHF, Sr. Edith T. Wallace, SHF (Superior Emeritus), Sr. Theresa B. Topor, SHF, and the entire Sisters of the Holy, all of the Diocese of Cape Palmas. My love and appreciation to my siblings: Fred, Felicia, Elizabeth, Augustine Jr., Victor II, Princeton, Snoti, and the Jappah and Williams families.

I am immensely thankful to my dedicated supervisors Sr. Dr. Elizabeth Nduku and Professor Marcella Momayi for their professional direction and guidance, in reading and correcting my research work. My sincere appreciation to Fr. Emmanuel Zandonda and Fr. Everistus Ekene for proofreading this thesis.

Many thanks to the Principals, Teachers, and students who participated in this study. Also, I appreciate NACES, especially CES Cape Palmas for their support. I am grateful to Prince Pah, Charles Dapae, and Lewis Leeco, who handled and administered my research instruments, and to Doris B. Quire who coordinated the entire process. I am also grateful to those who made my stay in Kenya, at CUEA and St. Bahkita Hostel homely especially Sr. Irene Piano, CM, Sr. Dr. Margaret A. Fagbamigbe, and the entire Bahkita Community. Special thanks to Caroline P. Gboi, Oretha M. Manneh, Cornelius Wreh, and Cyprian Wreh. Finally, I appreciate all those who checked on me regularly with calls or text messages and assisted me in one way or the other, whom I may not have mentioned, you are dear to my heart. May God bless you all abundantly.

TABLE OF CONTENTS

DECLARATION ii
DEDICATION ii
ABSTRACT iv
ACKNOWLEDGEMENTS v
TABLE OF CONTENTS vi
TABLE OF CONTENTS vi
LIST OF FIGURES x
LIST OF TABLES xi
LIST OF ABBREVIATIONS AND ACRONYMS xii
CHAPTER ONE 1
INTRODUCTION 1
1.1 Background of the Problem 1
1.1.1 Instructional Resources to Improve Teaching and Learning 11
1.1.2 Capacity Building Services 12
1.1.3 Assessment of Learning Outcomes 14
1.1.4 Challenges and Possible Solutions Experienced by Supervisors 15
1.2 Statement of the Problem 16
1.3 Research Questions 18
1.4 Significance of the Study 18
1.5 Scope and Delimitation of the Study 20
1.6 Theoretical Framework of the Study 21
1.7 Conceptual Framework 27
1.8 Operational Definition of Key Terms 29
CHAPTER TWO 31
REVIEW OF RELATED LITERATURE 31

2.1 Introduction 31
2.2 Critical Review of Theories 31
2.2.1 Two-Factor Theory (Herzberg's Motivation-Hygiene Theory) 31
2.2.2 Transformational Leadership Theory 35
2.3 Empirical Studies 39
2.3.1 Availability of Instructional Resources to Improve Teaching and Learning 39
2.3.2 Teachers' Capacity Building Services 45
2.3.3 Assessment of Learning Outcomes to Improve Students' Academic Achievement 50
2.3.4 Challenges and Possible Solutions Experienced by the Principals 58
2.4 Summary of Literature and Knowledge Gap 64
CHAPTER THREE 66
RESEARCH DESIGN AND METHODOLOGY 66
3.1 Introduction 66
3.2 Locale of the Study 66
3.3 Research Design 68
3.4 Target Population 70
3.5 Sample and Sampling Procedure 71
3.5.1 Sampling of Schools 74
3.5.2 Sampling of Principals 74
3.5.3 Sampling of Teachers 75
3.5.4 Sampling of Students 76
3.6 Description of Research Instruments 78
3.6.1 In-depth Interview Guide for Principals 79
3.6.2 Questionnaires for Teachers 81
3.6.3 Questionnaires for Students 82
3.6.4 Document Analysis Guide 82
3.7 Pilot Testing, Validity, and Reliability 84

3.7.1 Validity of Research Instruments....84
3.7.2 Pilot Testing of Research Instruments....85
3.7.3 Reliability Testing of Research Instruments....86
3.8 Data Collection Procedure....87
3.9 Data Analysis Procedure....88
3.10 Ethical Considerations....89
CHAPTER FOUR....91
DATA PRESENTATION, INTERPRETATION, AND DISCUSSION OF FINDINGS....91
4.1 Introduction....91
4.2 Instruments Return Rate....91
4.3 Demographic Information on the Various Study of Participants....92
4.3.1 Distribution of Students According to Class and Gender....93
4.3.2 Distribution of Students According to School....94
4.3.4 Distribution of Teachers and Principals According to the Demography....95
4.4 Presentation of the Findings, Interpretation of the Findings, and Discussion of the Findings as per each of the Research Questions....100
4.4.1 Provision of Instructional Resources....101
4.4.2 Capacity Building Services Provided by School Administrators....112
4.4.3 Assessment of Learning Outcomes to Improve Students' Academic Achievement....128
4.4.4 Challenges Experienced by Principals....138
CHAPTER FIVE....150
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS....150
5.1 Introduction....150
5.2 Summary of the Study....150
5.3 Conclusions....151
5.4 Recommendations....154
5.5 Suggestions for Further Research....156

REFERENCES **157**

APPENDICES **175**

Appendix I: Interview Guide for Principals 175

Appendix II: Questionnaires for Teachers 183

Appendix III: Questionnaires for Students 192

Appendix IV: Document Analysis Guide 199

Appendix V: Observation Guide of Instructional Materials 200

Appendix VI: The Reliability of Teachers and Students' Questionnaires 201

Appendix VII: Introduction Letter from the University 202

Appendix VIII: Introduction Letter from the Diocese of Cape Palmas 203

Appendix IX: Research Letter from the Diocese of Cape Palmas 204

Appendix X: Map of Liberia 205

Appendix XI: Plagiarism Report 206

LIST OF FIGURES

Figure 1: Conceptual Framework 28

LIST OF TABLES

Table 1: WASSCE Results of the Diocese of Cape Palmas 2017-2021 6
Table 2: Two-Factor Theory – Satisfiers and Dissatisfiers 33
Table 3: Population of all the Catholic Schools by Counties in the Diocese of Cape Palmas 71
Table 4: Population of Catholic High Schools in the Diocese of Cape Palmas 72
Table 5: Table for Determining Sample Size from a Given Population 73
Table 6: Sampling Matrix 77
Table 7: Instrument Return Rate 92
Table 8: Student Gender * Class Cross Tabulation 93
Table 9: Student Length of Stay in School * Location Cross Tabulation 94
Table 10: Demographic Characteristics of Teachers 95
Table 11: Demographic Characteristics of Principals 98
Table 12: Students' Responses to the Principal Provision of Instructional Resources 102
Table 13: Teachers' Response on the Principal Provision of Instructional Resources 108
Table 14: Students Response to Capacity Building Services 113
Table 15: Teachers' Response to Capacity Building by Principals 120
Table 16: Students' Response to Assessment of Student Learning Outcomes 128
Table 17: Teachers' Response to Assessment of Student Learning Outcomes 133
Table 18: Students Response to Challenges Experienced by the Principals in the Supervision of Teachers 139
Table 19: Teachers' Responses to Challenges Experienced by the Principals 145

LIST OF ABBREVIATIONS AND ACRONYMS

ACER	Australian Council For Educational Research
ACS	American Colonization Society
C. E. S.	Catholic Education Secretariat
FREE	Foundation for Research Education and Empowerment
GPE	Global Partnership Education
IPA	Innovation for Poverty Action
KCSE	Kenya Certificate of Secondary Education
LISGIS	Liberia Institute of Statistical and Geo-Informational Services
MOE	Ministry of Education
NACES	National Catholic Education Secretariats
NGO	Non-governmental Organization
NLAS	National Learning Assessment System
OER	Open Educational Resources
UNESCO	United Nations Educational Scientific Cultural Organization
UNICEF	United Nations Children's Emergency Fund
WAEC	West Africa Examination Council
WASSCE	West African Senior School Certificate Examination

CHAPTER ONE

INTRODUCTION

1.1 Background of the Problem

The concept of supervision is that act of overseeing something. It is process that involves instructing, guiding and correcting someone. Supervision in education is a term that is used to identify the duties of the administrator whose work is to ensure that the educational institution operates and works within the legal requirement and rules. Instructional supervision, therefore, according to Allida, Olela, Ogwari and Minja (2018) is the formal process of providing teachers with professional assistance so they can advance their knowledge and competence and take ownership of their work. It is the act of supporting, advising, and mentoring a teacher with the express objective of enhancing their delivery of classroom teaching and, as a result, the academic performance of their students. According to Maisyaroh et al. (2021), instructional supervision is the process of offering support to teachers in the form of direction, stimulation, guidance, or other development activities to advance. It enhances the teaching and learning process as well as the environment of a classroom. They continued by stating that it is a form of in-service training meant to boost teachers' proficiency.

To manage the teaching and learning process effectively, school leaders' supervisory responsibilities improve teachers' professional growth and work performance. Teachers' performance is improved, their motivation is increased, and their morale is boosted by supervisors' assistance and direction. Teachers, who in turn directly affect students' achievement, are significantly influenced by school leaders. The work environment at a school can be greatly impacted by the leadership that school administrators provide when managing the teachers' performance. If this

impact is positive, it may encourage teachers to model and practice the desired behaviors at work, which will increase their commitment to the institution. The process of selecting various teaching tactics and using them in various circumstances is a part of the principal's supervisory function. It's critical to understand that teachers are diverse persons with a range of demands, professional development needs, and years of experience. Principals must use various instructional supervisory tactics to be able to suit their various needs (Guardacasa & Benavides, 2020).

When it comes to carrying out instructional monitoring in schools, principals are essential. For schools, instructional supervision is a crucial tool because it helps them make sure that their vision and mission are realized through supervising, developing, and enabling teachers to give their students a worthwhile educational experience. By giving teachers unbiased feedback, diagnosing and resolving teaching issues, supporting teachers in the development of their strategies and skills, assessing teachers for promotions or appointments, and supporting teachers in maintaining a positive attitude, instructional supervision aims to help schools achieve their objectives (Basilio & Bueno, 2022). Principals should support teachers by providing instructional supervision because it increases teachers' competence and efficiency and inspires students to strive harder to meet the needed standard and enhance performance. Regular supervision strategies can be applied to the process of instructional supervision. There are two types of teacher supervision: group supervision and individual supervision, depending on the number of teachers. When many teachers are engaging in training, workshops, upgrading programs, teacher meetings, and other activities, group supervision is used, whereas individual supervision helps each teacher grow independently (Maisyaroh et al., 2021).

The principal has supervisory duties to carry out in addition to their job as an instructional leader. The principals (School Administrators) are responsible for a portion of the very broad general scope of oversight. It considers the educational work (including the teacher's schedule, lesson plan, students' written notes, and schedule, among others), Records and registers (admissions, attendance, student grade sheets/books, cash/log/receipt and stock books and inventories), school environment (school discipline, the relationship between the head and his/her staff and students, the atmosphere of the school, the culture of the school, the behavior of students, hygiene conditions), management (coordination of teachers, students, parents, community members, co-operations, and responsibility between principals and other stakeholders, achievement and failures), guidance to teachers, including educational reform initiatives, teaching innovations, organizing seminars, conferences, and workshops to examine issues and potential solutions, as well as training and construction projects (Kashyap, 2022).

Ngui (2018) adds that "Armchair" principals are to blame for the poor performance of both teachers and students. Armchair principals are those who do little to nothing to oversee the institution's instructional program while simply sitting in their offices. Ngui highlights the critical elements of instructional supervision that principals are required to perform, such as reviewing teachers' records, including the scheme of work, lesson plans, records of students enrolled, progressive records and files of both internal and external exams, as well as lesson notes and students' marked assignments and exam papers. These will support the principal in organizing instruction and keeping track of teachers' advancement. Since students' notes reflect the material covered by teachers, principals are expected to look over students' notebooks and teachers' lesson notes. The level of attention a student pays in class is

also shown in their notes (Ngui, 2018). When studying for tests, like the WASSCE in the case of Liberia, students consult their notes. For schools with large student populations, this may sound quite laborious, but a principal can choose kids at random, particularly based on the students' progress reports.

Education officials and school administrators use classroom performance, graduation rates, and test scores to gauge the academic accomplishment of students in various academic disciplines and subjects (Kendi, 2019; Kurmar & Tankha, 2021). Student performance in schools is impacted by school culture. The development of a sense of safety and comfort for students to learn at school is impacted by the presence of a positive school culture. Students are encouraged to attain their full potential in their academic performance by doing so. Additionally, for people to achieve self-actualization to their best potential at school, a sense of security must be provided. All aspects of the school—students, staff, professors, and even the physical environment—are involved in establishing the school's culture. Together, these elements form a supportive environment at school that allows students to fully express themselves while they are there. A good school climate lowers delinquency in schools (Saputra et al., 2020).

Poor academic performance at school has several causes. Some students are too slow to give their academics the time and attention they deserve. They engage in play and other activities that lead to a last-minute rush to study for quizzes or tests. Some students don't create effective study schedules or don't have enough study time. They lack focus, which frequently leads to failure or mediocre performance. Others are struggling financially and are unable to purchase the books and other study aids they need to excel. Additionally, students' progress is hampered by the insufficient

supply of study materials provided by the institution. Potential causes of failure or low academic success in students' academic endeavors include a broken household or single parents. Some pupils have self-doubt, while others don't ask for assistance when they need it and instead rely on their power. Some people are put off by failure and put off going to school. Thus, once doubt and discouragement set in, pupils will undoubtedly be in despair, which severely hinders life advancement and limits a student to ordinary performance (John, 2018).

In the year 2017, a remarkable achievement was witnessed at School 4, where an impressive 100% of the students successfully passed more than five subjects in the highly regarded West African Senior School Certificate Examination (WASSCE). This accomplishment stood out significantly when compared to other schools within the same region. In the two years that followed, the schools struggled to reach a meager pass of merely 50% among the total count of students who had undertaken the rigorous examination. Despite the conscientious efforts of regular supervision, carried out at least bi-annually, an intriguing pattern has emerged across the Catholic schools situated in the Diocese of Cape Palmas. These institutions have shown a consistent inability to maintain a steady level of academic performance. Instead, their achievements seem to vary dramatically from one year to the next. The standout performance of School 4 in 2017 serves as a testament to the potential for excellence within the Diocese of Cape Palmas' Catholic school system. The academic landscape within the Diocese of Cape Palmas is characterized by both achievements and challenges (Education Secretariat, 2021).

The university enrollment requirements stipulated by the Ministry of Education of Liberia state that candidates must achieve passing trades in a minimum of five subjects, with mathematics and English being mandatory subjects.

Unfortunately, a significant number of our students do not initially meet these criteria. Consequently, they often have to retake the WASSCE to fulfill these prerequisites and become eligible for university enrollment. The fluctuating nature of school performances (illustrated in Table 1), despite periodic supervisory efforts, necessitated this research to investigate the root cause of this inconsistency.

Table 1

WASSCE Results of the Diocese of Cape Palmas 2017-2021

2017	**# of students who sat**	**Passed any 5 subjects**	**Percentage**
School 1	53	48	90.50
School 2	56	50	89.30
School 3	62	45	72
School 4	37	37	100
Total	208	180	
2018	**# of students who sat**	**Passed any 5 subjects**	**Percentage**
School 1	60	0	0.0
School 2	48	0	0.0
School 3	68	0	0.0
School 4	64	0	0.0
Total	240	0	
2019	**# of students who sat**	**Passed any 5 subjects**	**Percentage**
School 1	59	0	0.0
School 2	31	14	45.2
School 3	56	3	5.4
School 4	65	6	9.2
Total	211	23	
2020	**# of students who sat**	**Passed any 5 subjects**	**Percentage**
School 1	61	1	1.6
School 2	44	36	81.8
School 3	68	0	0.0
School 4	77	13	16.9
Total	250	50	
2021	**# of students who sat**	**Passed any 5 subjects**	**Percentage**
School 1	55	13	23.6
School 2	66	21	31.8
School 3	61	41	67.2
School 4	73	69	94.5
Total	255	144	

Source: Compiled from each school's WASSCE results - 2023

This raises questions about how instructional supervision is carried out by the principals of the four high schools in the Catholic Diocese of Cape Palmas after the external supervisors—a team from the secretariat—leave the various institutions and how their duties as instructional supervisors affect the academic performance of the students in the aforementioned institutions. Instructional supervision is an ongoing process. After the CES Cape Palmas team has completed general supervision, are the Principals committed to completing the usual day-to-day instructional supervisory duties as a follow-up? (Researcher, 2022).

The vice principal (assistant principal), department heads, master teachers, or those who are given the duty due to their experience can all be considered additional supervisors inside the school. Teachers may also be tasked with supporting their peers through peer coaching. The administrators of the school are in charge of establishing specific objectives, procuring and assigning instructional resources, supervising the curriculum, overseeing instructors' lesson plans, and evaluating teachers. The head of the school has several duties, but the five most important ones are clinical supervision, developing group dynamics, professional development, developing curriculum, and action research (Guardacasa & Benavides, 2020).

These are the major five roles for heads of schools, of which instructional supervision is inclusive. Clinical supervision is the process of coaching inexperienced teachers to improve their ability to teach in a classroom setting (Tustin, 2022) and group dynamics development is the way people react and respond to each other in a group setting. Dynamics are the interactions among group members. The dynamics of a group affect its members' behavioral patterns, including their attitudes and capacities for collaboration, problem-solving, and production (Levitas, 2021). Professional development refers to an individual's ongoing education and career

training after they have started working for an institution to assist them in growing their careers, acquiring new abilities, and keeping up with current trends (Antley, 2020). Curriculum development is a methodical procedure used to enhance the courses that are provided at a facility. As the world continues to change, educational curricula must reflect new knowledge. Based on educational strategies and learning objectives. Additionally, it covers a wide range of vocational programs and creates lesson plans for the classroom. Action research is an interactive approach to data collection that is used to investigate issues related to teaching, curriculum creation, and student and teacher behavior in the classroom (Dutta, 2022; Levitas, 2021).

Additionally, each of these responsibilities consists of a variety of educational tasks that are designed to assist, oversee, and confer with teachers regarding the delivery of their curriculum and in-class instruction. The duties of school heads include instructional observation and evaluation, classroom visits, new teacher orientation, and in-service training. According to the professional code established by the educational sector on the national and international levels, the instructional supervision role of school heads should be ongoing and should improve educational performance. They must ensure that their school complies with testing requirements and other regulations. The actions of the school's principal must be taken into account (Guardacasa & Benavides, 2020).

The curriculum's content is taught to students in the classroom by teachers, who are there to help them learn it. The aim of the teachers and institution is accomplished when pupils can master what they have been taught in the classroom. Therefore, academic achievement is the quantity of academic material a student can learn in a specific amount of time, whether it be short- or long-term. Academic success needs to be quantifiable and measurable. To determine a student's academic

performance, testing, and assessment are frequently used. The ability of the student to pass tests and assessments is used to determine academic achievement, which varies depending on the lesson, the lesson plan, and the objectives. According to a certain field of knowledge and standard, evaluations such as scores, grade points, or marks are used to determine academic achievement (Barowski & Carter, 2021). Academic success is defined as the successful, observable outcomes of a person's academic accomplishment. These will consist of accomplishments that show an individual's aptitude and commitment to learning, such as grades, honors, achievements in competitions, and experiences (Spacey, 2022).

There are various reasons why academic accomplishment is important to academic institutions, not the least of which is because it assesses or describes the degree to which students fulfill their learning objectives. Good academic performance, according to Paul (2023), will offer students a sense of accomplishment, boost their confidence, and ultimately result in self-satisfaction. When students see their hard work paying off, it might inspire them to continue working harder. An advantage of having strong academic performance is the ability to enroll in any high school of one's choosing, which is a necessary step toward a bright future, greater employment options, and a more orderly or managed life. Institutions should encourage students to develop goals that they can work toward and aspire to attain to help them achieve academic success. Institutions are required to establish a supportive learning environment at schools, which is essential for both students and teachers, as well as to provide both groups with the instructional materials they require.

The effectiveness of students' learning and their academic accomplishment can be greatly impacted by the instructional supervision provided by school administrators and the classroom instructions provided by teachers. Despite their national and

cultural differences, principals in both Germany and the United States of America have a significant impact on teachers' working conditions, professional capabilities, and personnel development. These effects are mediated by the teaching practices. They share techniques for distributed, transformative, and instructional leadership (Pietsch et al., 2020).

Studies in Turkey found that principals' actions as instructional leaders improved the caliber of teaching methods, raised the standard of educational inputs, aided teachers' professional growth, and facilitated collaboration, communication, and coordination between teachers and supervisors. Efficacious supervision models, where professional development is prioritized, have grown essential in both theory and practice, even though the idea of traditional supervision appears to be losing ground. Teamwork between the teacher and the administrator is essential to the idea of instructional supervision, which seeks to support teachers' professional growth. This is because it benefits both the instructor and the students' education. A comprehensive approach should be taken while evaluating the school principal's supervisory procedure (Ozdemir & Sahin, 2020).

According to a study done in Cape Coast, Ghana, to make sure the school achieves its objectives, principals must engage in more frequent, ongoing internal supervision. If success is to be realized throughout the process, building mutual trust with the teachers and creating a happy learning atmosphere is essential. Practitioners define instructional supervision as the formal process of professional assistance that enables teachers to gain knowledge, compete, and take ownership of their practice. It is a process of supporting, advising, and mentoring a teacher with the primary objective of enhancing the way they give classroom instruction and, as a result, the learning of their students (Mensal & Yiadom, 2020).

Although instructional supervision in schools is limited, Yobe State in Nigeria has found that teachers are highly effective in Senior Secondary schools. Despite the challenges of the need for greater physical facilities and training of principals with more supervisory tactics, it was discovered that the supervisory climate and teachers' effectiveness had a statistically somewhat beneficial association in Senior Secondary schools (Abubakar et al., 2020).

To achieve effective and efficient teaching and learning in schools, both externally and internally, supervision is required, according to a study done at some schools in and around Monrovia, the capital city of Liberia, on the supervisory practices and challenges faced by supervisors (Principals). Although educational monitoring is required, many restrictions on the practices in Liberia have been noted. They discovered through their research that educational leaders and principals must engage in a variety of supervision-related activities. The research's conclusions highlight how supervision is endangered by a lack of funding, a shortage of teaching staff, inexperienced teachers, and unsuitable student and teacher attitudes (U-Sayee & Adomako, 2021).

1.1.1 Instructional Resources to Improve Teaching and Learning

Over the past few decades, a wider lens has been used to view educational resources in Asia and Europe. They are not simply textbooks; they are what is known as Open Educational Resources (OER), which are learning, teaching, and research materials in any format and medium that are in the public domain or protected by copyright and have been released under a license permit with no-cost assessment, re-use, re-purpose, and adoption and redistribution by others (UNESCO, 2019). Syllabi, lesson plans, films, software, exams, teaching methods, group projects, essays, textbooks, learning modules, experiments, simulations, and course designs are only a

few examples of OER (Plaisance, 2023). According to Jaitip, Shu-Hsiang, Birzina, Karanam, Angeli, Kovacova, Szudi, Alena, and Wang (2014), learning and teaching are becoming more learner-centered, enabling individual learning pathways, fostering online collaboration, and fusing formal and informal education.

When implementing the curriculum, instructional resources are crucial components. They support the teaching and learning process by providing direction. Therefore, it is necessary to make instructional resources available and set them up such that teachers and students may use them efficiently if good student achievement or performance is to be realized. Furthermore, it was found that the availability of teaching materials like chalk, chalkboards, student textbooks, teacher textbooks or guides, classrooms/infrastructure, laboratories, and adequate equipment and chemicals had an impact on students' academic performance on exams, such as the Kenyan Certificate of Secondary Education (KCSE) (Kimeu, Tanui, and Ronoh, 2015).

As a means of enhancing the production of high-caliber educational outcomes. The Ministry of Education (MOE) started distributing instructional materials throughout the nation's public schools with assistance from the Global Partnership of Education (GPE) through the Covid-19 emergency project. The distribution of educational resources had the sole purpose of enhancing and standardizing the nation's educational system, enhancing learning outcomes and MOE objectives, accelerating student learning capacity, and enhancing teachers with a focus on teaching and lesson presentation (Worzi, 2022).

1.1.2 Capacity Building Services

In the professional development program, emergent scholarship and practice were recognized through a pan-European collaboration encompassing 33 nations. They thought that educating teachers ought to be a top priority in efforts to change

society. A system of education that promotes unsustainable ways of thinking and behaviors shapes the world. Building educators' capacities will enable them to modify the curriculum and learning opportunities and help them comprehend sustainability. They noted that activities for higher education had increased around the world in terms of education sustainable development and professional development, and they urged institutions to incorporate professional development into their institutional teaching and learning agendas. Initiatives that promote the reorientation of higher education curricula towards sustainability are needed on a worldwide scale. They suggested that the nations' strategies and policies be revised (Mula, Tilbury, Ryan, Marder, Dlouha, Clemems, Benayas, Dlouhy, and Alba, 2017).

Solomon and Ofori (2014) found that for teachers in the polytechnics to remain relevant to their institutions in Ghana, their professors' capacity to regularly produce and share new information must be improved. In their efforts to prepare graduates with a focus on careers for the country's industries, they will be able to ensure that the roles of the teachers are in line with the demands of the present. The idea of capacity building, as a development strategy improves teachers' skills to carry out their primary responsibilities, address current issues, set and attain goals, and comprehend and sustainably, address their developmental requirements. In Ghanaian polytechnics, they concluded that there is an urgent need to increase instructors' capacity. To do this, teachers must upgrade their abilities and perform better.

To comprehend the effects of professional development on teachers' instruction and students' academic progress in secondary schools in Liberia, Cooper (2023) conducted a study. He saw that teachers who regularly participated in professional development events performed well, and student academic performance also improved. The teacher's approaches and methods of instruction are developed, he

continued. The teachers will then support the pupils in using critical thinking to achieve their goals. Cooper urged educational institutions to support initiatives that would help instructors grow.

1.1.3 Assessment of Learning Outcomes

The vital assurance that someone has acquired certain information and skills and is prepared for further education or employment is provided by an evaluation. The institution's character and its instructional initiatives are broadly signposted by assessment. In both direct and indirect ways, standardized evaluation affects education and how people learn. Exams typically represent the peak of evaluation, from cross-national to in-class. To determine the caliber of a person's learning, a formal assessment is performed. Assessment reform can raise the standard and effectiveness of learning at all levels. It is crucial to clearly express the contribution of evaluation to the audience for it to have an impact (Coates, 2015).

Stakeholders continue to make significant efforts to raise enrollment in the region of Eastern and Southern Africa as part of progressive education for all initiatives. A comparison of regional student evaluations was made with a focus on primary school pupils to identify the main barriers to learning for students in the area. The Australian Council for Educational Research (ACER) made this remark. They identified strategies and variables that could aid in the assessment of student learning outcomes. In addition to other things, they took into account things like age, gender, socioeconomic status, and the average test results of the pupils. The results demonstrated that there are initiatives to carry out assessments in schools; however, assessments for student learning outcomes must be integrated into education reform agendas for the provision of resources to effectively meet students' needs (Friedman, Schwanter, Spink, Tabata, Walters, 2016).

The link between policymakers and other educational stakeholders, such as school administrators, teachers, and parents, in the execution of their duties, is established by Gbollie and Gong (2018) in a study to establish this as being highly crucial to improve student learning outcomes. They stressed the work being done by all parties involved in education to help students develop the knowledge, abilities, values, and attitudes that will enable them to contribute to sustainable development that reflects the academic achievements of their students and schools.

1.1.4 Challenges and Possible Solutions Experienced by Supervisors

Managing their daily responsibilities in schools has proven difficult for principals in eight European nations. They said that the implementation of neoliberal education policies had changed how they conducted business in the classrooms (Rinne, Jarvinen, Tikkanen, and Aro, 2016). Integration into and use of technology were two main issues faced by principals in Pakistan and other developing nations, according to Hassan and Sagid (2013). The use of technology by principals was problematic, and they were unable to assist instructors in using the same strategies for student learning.

In Tanzania, Ngole and Nkulu (2021) noted that school administrators faced certain difficulties in their roles as instructional supervisors since they did not allot enough time for supervision in schools to have a greater impact on the teachers and pupils. They continued by recommending that school administrators obtain the fundamental and important supervisory skills from the Ministry of Education (MOE) or other educational stakeholders through capacity-building workshops, seminars, and other professional development activities.

The need for pre-and in-service training programs for aspiring and working principals is very acute in Ghana. As a result, they will be able to complete the duties

assigned to them quickly and successfully (Suaka and Kuranchie, 2018). In addition, U-Sayee and Adomako (2021) noted that unskilled teachers and a lack of instructional tools in Liberia restricted the ability of principals to educate their teachers. When instructors lacked the resources to improve their instruction, principals couldn't do much to help. They also saw the unprofessional behavior of the instructors, which was a significant obstacle for the principals in carrying out their duties.

1.2 Statement of the Problem -Better articulated and include social concerns

Effective teaching and learning can be achieved through the implementation of rigorous supervision, which also aligns with the natural process of human growth. Educational supervision, in its various facets, is primarily concerned with developing strategies to foster teachers' professional growth, thereby enhancing their instructional methods and promoting students learning outcomes (Gordon, 2019). With its focus on improving appropriate guidance, strategic planning, and innovative approaches to elevate educators' professionalism and unleash their creative potential, instructional supervision plays a crucial role in elevating students' academic achievements (Usman, 2015). The critical role of comprehensive teacher supervision during classroom instruction is essential to ensure the delivery of high-quality learning experiences or outcomes (Ampofo, Onyango, and Ogola, 2019). Consequently, the ongoing engagement of school leaders in overseeing the instructional process significantly influences the academic achievements of both students and teachers. Principals are entrusted with the responsibility of collaboratively working with teachers to raise instructional standards, thereby contributing to improved student performance and accomplishment (Atieno, 2019; Obunga, 2019).

The Catholic Diocese of Cape Palmas, in the Southeastern region of Liberia, owns and operates four Catholic high schools. Regrettably, these schools have

exhibited subpar performance in the West African Senior School Certificate Examination (WASSCE) over a continuous five-year period, from 2017 – 2021. The variability in the pass rates across the schools within the cohort, as well as the inconsistent performance among the four Catholic high schools, has raised concerns (C. E. S. Cape Palmas, 2020). It is important to recognize that the quality of students' work significantly influences the caliber of graduates who will eventually assume leadership roles and contribute to the nation's labor force, thereby driving the country's economic and social progress. In the holistic pursuit of national growth, educational institutions play an indispensable role (Gradefixer, 2018). Thus, the nation's economic advancement could be compromised if educational institutions fail to produce well-performing students. These concerns resonate not only among educational stakeholders, including parents, guardians, the C.E.S. Cape Palmas, and other partners, but also within the wider community.

Bush and Glover (2016) found in a study conducted across West Africa in countries including Nigeria, Ghana, Cameroon, Guinea, Benin, Sierra Leone, and Liberia that attention allocated to special training for school principals remains lacking. However, the unsatisfactory academic performance of students has been attributed to various factors including insufficient funding, excessive student enrollment, inadequate infrastructure, underdeveloped policies, lack of parental support (Andres and Mkulu, 2020); absence of effective professional development (Norman, 2012), corruption (Kroma and Sirduk, 2022), unqualified educators, and academic malpractices (U-Saylee and Adomako, 2021).

Remarkably, from several studies reviewed, private Catholic schools have received limited attention, with scant recognition of the pivotal roles that principals play in enhancing instructional standards and overall effectiveness among teachers

and students. To address this gap and to foster improvements in the academic progress of high school students within the Catholic Diocese of Cape Palmas, this study conducted an in-depth exploration of administrators' instructional supervision practices.

1.3 Research Questions

The study was guided by the following research questions:

i. How does the provision of instructional resources enhance students' academic achievement in the Catholic Diocese of Cape Palmas in Liberia?

ii. What teacher capacity-building services are provided by school administrators to assist teachers to improve students' academic achievement in the Diocese of Cape Palmas?

iii. How does the assessment of learning outcomes improve students' academic achievement in the Diocese of Cape Palmas?

iv. What are the challenges experienced by the principals in the supervision of teachers in the high schools of the Diocese of Cape Palmas?

1.4 Significance of the Study

The significance of this study lies in the potential impact it may have on the educational landscape in the Catholic Diocese of Cape Palmas and beyond. By conducting this study, administrators at the four Catholic high schools in the Diocese of Cape Palmas may be helped to better oversee teachers' instructional approaches, potentially leading to improvements in students' performance in the West African Senior School Certificate Examinations (WASSEC). The researcher anticipates that the outcomes of this study may prove beneficial to various stakeholders within the education sector. It is envisaged that the findings could aid not only the principals

within the Diocese of Cape Palmas but may also extend to the Diocese's Catholic Education Secretariat (C.E.S. Cape Palmas) and broader entities, including other Catholic dioceses, private schools across the country, the Liberian Ministry of Education and parents.

Principals may be challenged to refocus their efforts to provide heightened support, guidance, and direction to teachers, allocating more time to the supervision of instructional activities. For the Diocese of Cape Palmas' educational system, senior high students' strong academic achievement may remain of utmost importance. The conclusions drawn from this research could offer informed insights to the supervisory team at C.E.S. Cape Palmas. These insights might be communicated to the Local Ordinary of the Diocese of Cape Palmas, and subsequently to the Liberian Ministry of Education. The information could guide the development and implementation of policies related to the internal supervision of schools.

C.E.S. Cape Palmas may be able to determine the training needs and requirements for the supervision team, the principals, and the teachers through the conduct of this research. Through capacity building, seminars, and other professional development activities, principals may be able to assist teachers in identifying their educational resource and training needs as well as help them enhance their pedagogical expertise and learning environment. C.E.S. Cape Palmas and other educational stakeholders may be informed of the difficulties principals encounter when performing supervision and the time they allot for supervision.

The research hopes that other educational stakeholders, such as other Catholic Education Secretariats of the other Dioceses in Liberia, other private schools, and the Ministry of Education of Liberia, may use this study as a tool to help improve their institutions' instructional supervisory practices for better academic achievement of the

students or as a justification to carry out action research for their institutions. Findings from this study may also assist administrators in strengthening their supervisory duties and in better understanding the critical elements that may enhance teachers' pedagogical abilities. The assessment of student learning outcomes by administrators and teachers may be improved, which may raise students' accomplishment in the Diocese of Cape Palmas.

Teachers may be able to recognize the area in which they may require the greatest assistance and may be aware of what to anticipate from their administrators during instructional supervision. They may be able to know when to ask the principals or their co-workers for assistance. Regular observation by the teachers and principals may encourage students to put in more effort and improve their performance. The researcher is hopeful that students could enhance their attitude toward learning, instill discipline, and kindle motivation for collaboration with their teachers in achieving the goals of the classroom. Hence, as students' and teachers' performance is improved, parental trust in Catholic schools within the Diocese of Cape Palmas could improve correspondingly. They will be inspired to work hard to educate their children.

1.5 Scope and Delimitation of the Study

The study's primary focus was on the principals' responsibilities for instructional supervision and how those responsibilities affect students' academic achievement. In the southeast of Liberia, where the Diocese of Cape Palmas is situated, the study was conducted in the four Catholic high schools. Principals, teachers, and students were selected as participants in the study. The study encompassed each of these groups of individuals because they all play distinct roles and bear responsibility for the academic success and outcomes of the institutions.

Principals serve as important agents for instructional supervision, actively engaging both teachers and students daily. They are entrusted with the crucial responsibility of offering the necessary professional support that teachers require to sustain their commitment and effectiveness in their roles. Conversely, teachers maintain ongoing communication with both students and principals, following the guidance provided by principals and contributing to student's educational progress through their instruction and assistance. They significantly influence how well students perform academically. As the classes directly affected by the WASSCE, from which the school's achievement is assessed, the high school students in grades 10 through 12 were selected as participants. High school students may be able to share knowledge and opinions regarding the many initiatives taken by the principal to raise student achievement.

The four chosen schools are the focus because they are under the purview of the Catholic Education Secretariat of the Diocese of Cape Palmas and because the Education Secretariat of the Diocese of Cape Palmas places a high value on their capacity to produce superior results. The West African Senior School Certificate Examination (WASSCE), which serves as the pupils' summative evaluation, was also a major subject of the study. The test was taken into consideration because it serves as a valuable means to assess the impact of principals' supervision techniques on the academic performance of students.

1.6 Theoretical Framework of the Study

The research was anchored on the Path-goal Leadership Theory. By defining the path, removing barriers, and enabling the achievement of progress in the educational situation, the path-goal leadership theory is assumed by educational leaders to allow the influencing of subordinates' attitudes (Oluwoselu et al., 2019).

Martin G. Evans' ideas and writings from 1971 gave rise to the Path-Goal Leadership philosophy. According to Evans' description, it involves several procedures by which managers select particular behavioral patterns that are suitable for the requirements and surroundings of their staff members (Kekreja, 2019). Because he developed the Path-Goal Theory in 1971, Robert House is recognized as having created it. According to House, a leader's success is determined by their capacity to advance the objectives, skills, and general contentment of their workforce (Iger et al., 2022).

According to the path-goal leadership theory, a leader's personality and actions have a direct impact on the performance, motivation, and contentment of their team. To put it another way, a leader's effectiveness can be measured by their capacity to foster the satisfaction, objectives, and skills of their subordinates. The path-goal theory of leadership can be applied in various ways by leaders. Utilizing a certain leadership style would depend on the organizational structure of the company and interpersonal behaviors amongst team members, such as respect and trust (Dario, 2022).

Four different leadership methods, behaviors, or styles that can be used by leaders include directive, supportive, participative, and achievement-oriented. They are described as follows by Oluwoselu et al. (2019), Indeed (2021), and Dario (2022):

The directed leadership style is particularly task-oriented and recognizes the present and future depending on the organizational structure. In this strategy, the leader plays a more active role and establishes clear standards for objectives and output. Employees are told about expectations, and leaders assist them in meeting them. This clarifies objectives and offers team members a sense of purpose and belonging. This may involve more individualized coaching and classroom education in a learning environment like a school. Larger goals can be broken down into more

achievable phases with help along the way to achieve better outcomes. The assignment is specifically assigned by the leader for the team to complete. Additionally, the leader will establish expectations for behavior and definite guidelines. This strategy can be employed when workers are unable to comprehend the working task or the steps necessary to complete it.

The supportive leadership style places high importance on team members' relationships of trust, respect, and cooperation. The leaders help the staff emotionally by using this method. The team member-focused leader is approachable, demonstrates genuine concern for everyone at work, attends to the needs of the team, and may even provide assistance in solving issues. In this situation, offering training logically falls under the umbrella of helping team members reach their professional development objectives. Supportive leaders promote this attitude by attending to their employees' needs and considering them while making choices. Employees will be able to do this, which will encourage a positive attitude toward their jobs and the workplace.

Employees can participate directly in the decision-making process by conferring with them significant work-related decisions, setting task goals, and outlining the strategy to achieve those goals. Every employee and the institution's success is impacted by this. This leadership strategy largely depends on suggestions and criticism. It encourages informal peer networking, a supportive environment, and independent study. As a result, the employees will put forth more effort to complete the targets they have chosen, improving performance. This promotes effective communication at all levels between superiors and followers. Employees will comprehend the goal, advantages, and impact of idea sharing on the organization.

When a leader adopts an achievement-oriented leadership style, they concentrate on fostering excellence by establishing clear and rigorous objective targets. The leader trusts the team to rise to the challenge and encourages them to strive for the maximum level of performance. Leaders motivate staff to showcase outstanding job results and continuously enhance their performance. It is also referred to as the goal-setting theory. Leaders who adopt this strategy exhibit a high degree of faith in their workforce. The leader sets high standards.

1.6.1 Strengths of the Path-Goal Leadership Theory

Employee motivation is the path-goal leadership theory's most visible strength. Team members are typically more productive when they know why and how they perform what they do. The theory also allows for some flexibility in selecting the best leadership approach based on the circumstance and the type of people involved. Given that there doesn't seem to be a single strategy for team management and that different models of operation are needed for the range of activities, this looks like a good thing. The path-goal theory offers helpful insight into how various leadership styles can be used by employees depending on their traits and the goals they will achieve as a tool aimed at helping leaders become more effective (StudyCori, 2022).

1.6.2 Weaknesses of the Path-Goal Leadership Theory

The biggest drawback of the path-goal theory is that it may be difficult to put into practice since it takes into account so many different management and leadership principles (such as the idea that a leader's personality and actions can have a significant impact on the morale, productivity, and performance of their team members). Because it is difficult to gauge the theory's efficacy, not everyone in the management society accepts it. The theory's focus on the influence of a leader on an employee at the expense of the opposing process is another design error. The theory is

unstructured due to the lack of a clear set of rules. Furthermore, the theory does not provide the clear guidance that sustainable institutions require about each employee's responsibilities (StudyCori, 2022). However, the shortcomings of the path-goal theory can be reduced if a leader makes better decisions regarding which style or approach works best based on the current situation and the type of people they are dealing with.

1.6.3 Application of the Path-Goal Leadership Theory to Study

The supportive leadership style in path-goal theory is used by educational leaders to inspire their staff members by strengthening their emotional connections with them, encouraging a positive attitude toward their work, and fostering more trusting relationships. Employee self-confidence in finishing a task can also rise as a result of this encouraging approach. The employment of a supportive strategy by leaders in education may lessen conflicts, employee unhappiness, and stress. Through a directive leadership style, educational leaders can address the requirements of their staff by inspiring them, outlining the purpose and steps of the task, offering structures, and establishing the standards they should adhere to complete it. The directive approach is applied in educational institutions to encourage educational leaders to plan and coordinate staff development activities in their various educational institutions to improve the working abilities of their employees (Oluwodelu et al., 2022).

Oluwodelu goes on to say that education leaders who adopt a participative leadership style would value staff participation and feedback regardless of their position, status, or interpersonal ties. To implement the path-goal leadership theory's participative approach in educational institutions, education leaders must adopt this style of leadership and focus it on inspiring innovation and creativity by gathering fresh ideas, making suggestions, and offering solutions to improve institutional

effectiveness. When employees' efforts to attain goals are challenged, education leaders might apply the achievement-oriented leadership strategy. High standards and expectations are typically set for staff by leaders who want to meet their challenge goals. By delegating tasks to team members, removing roadblocks, and promoting institutional success, leaders can inspire their workforce. When there is significant pressure at work, the achievement-oriented leader should give the employee job satisfaction to ensure successful performance. Educational leaders should be more encouraging, especially if the institution's framework is rigid and well-defined. According to the notion, a highly structured institution with role and job clarity will be able to meet the aims of employee working tasks. Finally, leaders should be concerned with fostering positive working connections with staff members, boosting their morale at work, and reducing task boredom (Oluweselu et al., 2022).

Principals of schools will be able to make an effort to go over hurdles or impediments that are unavoidable by using path-goal leadership approaches. By utilizing the four techniques, principals can supervise and assist teachers in following their various needs and preventing issues from occurring. For teachers to accomplish their teaching aims and objectives, principals will be able to direct them in the right route. Teachers' productivity and confidence will increase dramatically under principals who use these leadership strategies, pushing them to reach their full potential. Teachers must maintain classrooms that are focused on the students, according to principals. Teachers will experience a feeling of belonging when principals encourage them, which will lower staff turnover. Furthermore, a more uplifting and useful environment will be fostered (Dairo, 2022).

In conclusion, leaders, staff, and the institution must work together to enhance the knowledge and abilities of all parties. In a similar vein, House (1971) laid the

foundation for the path-goal theory by examining the impact of leaders' supportive, directive, achievement-oriented, and participative behaviors on workers' motivation and performance at work. The notion states that a leader's behavior is dependent on how satisfied they are with their team members' performance. House (1971) emphasized further that each of the behaviors that are potentially effective or ineffective will have an impact on how motivated and satisfied employees are with their leaders. Employee performance will improve with such flexible behavior as clarification, direction, structure, and rewards. Adopting the path-goal leadership theory as a behavior gives leaders the ability to explain and provide guidance for employees, assist in removing obstacles, and offer encouragement and rewards for goal fulfillment. According to proposals of the path-goal theory, leaders should act as motivators for their teams by removing roadblocks and exhibiting effective leadership techniques. They should also act as facilitators and adopt diverse behaviors to inspire them to succeed. As a result, an institution will benefit from stronger leadership practices; in the instance of this study, the schools produced better results, which were reflected in the students' improved performance (Oluweselu et al., 2022).

1.7 Conceptual Framework

A conceptual framework shows how a researcher's variables should be related to one another. It outlines the pertinent research process objectives and how they fit together to produce a logical conclusion (Swean and George, 2022). It is the researcher's interpretation of the research issue, presented to the readers in an orderly and self-explanatory manner (Afribary, 2020).

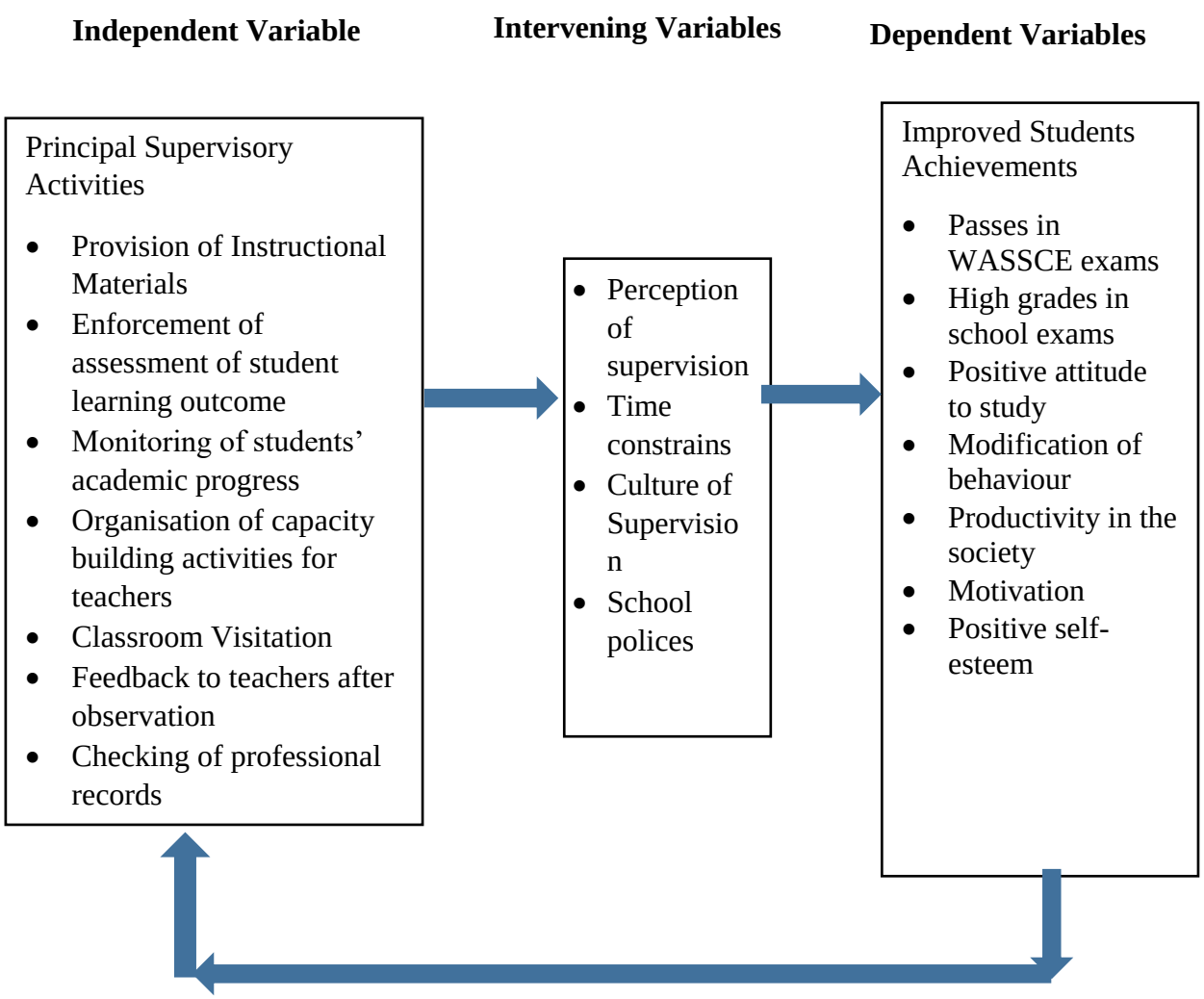


Figure 1: Conceptual Framework of the Study

Source: Researcher 2023

The conceptual framework for this study was concerned with the independent variable, the principal's supervisory activities, which include organizing activities to build teachers' capacity for professional development, providing adequate and current instructional resources for teaching and learning, routinely visiting the classroom, reviewing professional records, and keeping an eye on students' academic progress. The dependent variable in the study was student performance at the school and on the WASSCE. It would happen if the principals took actions that would have instructors perform well. The intervening factors that were taken into account included the

perception as well as the culture of supervision, the time allotted for monitoring, and the school's policy of supervision.

1.8 Operational Definition of Key Terms

Academic achievement: the desired mark or score obtained by students in the school as measured by the school test and the WASSCE. Good academic achievement of the students is that the marks obtained in school tests and the WASSCE

Catholic High Schools: schools independently run by Catholic religious congregations, parishes, or dioceses managed by the Catholic Church. The schools referred to in this study are schools run by the Catholic Diocese of Cape Palmas, Liberia. All the high schools in the Diocese of Cape Palmas run from 7 – 12 grades, a combination of Junior and Senior High schools and they are fed from the Elementary Schools in the Diocese. They are mixed schools with both genders who are practically day students.

Diocese of Cape Palmas: a Latin Church ecclesiastical territory or diocese of the Catholic Church in Liberia located in the southeastern part of the country. The episcopal see is Cape Palmas (Harper) in Maryland.

Instructional supervisory practices: day-to-day activities carried out by principals for detecting the presence or otherwise of effective teaching and learning in schools to ensure that the standards are improved all the time for the achievement of quality education.

Principal: the head teacher of a secondary school in Liberia and is responsible for the school's overall running and control.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter includes a critical analysis of related theories of supervision, a review of relevant literature that examined diverse authors' perceptions of school administrators' supervisory methods, a summary of the literature study, and an assessment of the knowledge gap.

2.2 Critical Review of Theories

One of a school principal's managerial responsibilities is supervision. There are various theories on how to manage instructors and students that are aimed at helping teachers perform better so that students achieve better. To improve the performance of teachers and pupils, this part aims to critically investigate notions surrounding instructional supervision in schools.

2.2.1 Two-Factor Theory (Herzberg's Motivation-Hygiene Theory)

When behavioral scientist Frederick Herzberg finished his research and published his book "The Motivation to Work" in 1959, this idea came into existence. Herzberg asserts that two factors influence employees' performance: "motivators," or elements of the workplace that foster satisfaction, and "hygiene factors," or elements of the workplace that foster discontent. This results in "satisfiers" and "dissatisfiers" in the workplace. He continued by saying that these motivating variables include pay, institutional rules, working conditions, fringe benefits, and job security. The hygiene aspects merely affect an employee's sense of unhappiness; they do not actively encourage an employee to work hard. The motivators, that influence an employee's job happiness, are inherent to that work. Motivators have a greater impact on job

performance and affect how an employee feels while carrying out their duties (Swartout, 2018).

Motivating Factors (Satisfiers)

Motivating variables, according to Herzberg and his collaborators, are important to increase job satisfaction because they satisfy people's desires for development and self-actualization. Herzberg examined several motivational factors in his original writings from 1966, including advancement (either positive or negative), the work itself (difficulty and engagement levels have a significant impact on job satisfaction and dissatisfaction), the growth potential (promotion in the workplace, professional development), responsibility (personal and given authority), recognition (getting praise and reward for achieving a higher goal or producing high-quality work), and achievement, that is, resolving a work-related issue, finishing a challenging task (Nickerson, 2021).

Hygiene Factors (Dissatisfiers)

The factors that reduce job unhappiness are those related to hygiene. Instead of being directly related to the nature of the job, hygiene factors often have more to do with the context of the job, such as interpersonal relations (the degree to which institutions and management policies affect relationships between employees, supervisors, subordinates, and peers in the workplace), salary (the amount of money earned and any unmet expectations regarding salary increases), and institutional policies and administration, relationship with supervisors (an employee's assessment of the competence or incompetence and fairness or unfairness of the supervisor or supervisors) and working conditions, that is, the physical environment of the job and whether it is good or poor, the amount of work, the space, ventilation, tools temperature, and safety measures (Grimsley, 2016).

To put it another way, having good working relationships with principals—who should be the teachers' direct superiors - a conducive work environment, institutional policies, collegial relationships, and sustainable salaries are all things that can help teachers stay committed to their jobs, and that commitment will translate into better student performance.

Table 2

Two-Factor Theory – Satisfiers and Dissatisfiers

Satisfiers (Motivators)	**Dissatisfiers (Hygiene Factors)**
Performance and Achievement	Salary
Recognition	Working conditions
Job-status	The physical workspace
Responsibility	Relationship with colleagues
Opportunities for advancement	Relationships with supervisor
Personal growth	Quality of supervisor
The work itself	Policies and rules
Improving these factors helps to increase	Improving these factors helps to decrease
Job satisfaction	job dissatisfaction

Source: Nickerson, 2021 (Two Factor Theory -Simply Psychology)

Strengths of the Two-Factor Theory

Iyer (2021) claims that the two-factor theory's merits are not mere platitudes but rather a theory that has a meaningful impact on how institutions operate. They offer insightful details. Herzberg's thesis provides a more in-depth understanding of how employees view their jobs. It considers institutional elements that encourage employees to achieve at a higher level. The two-factor approach asserts that other factors, such as policies and procedures, rather than subpar work performance are to blame for a lack of job satisfaction. According to the principle, managers and supervisors should assist, motivate, and support their team members while they carry

out their various duties. The two-factor theory's premise also urges managers and supervisors to be alert to employees who might struggle more to find fulfillment in their work. This makes sure their complaints are heard and, if required, that changes are considered to take them into account. The idea offers a framework for measuring institutional achievement as well as the levels of job satisfaction and discontent among employees.

Weaknesses of the Two-Factor Theory

The two-factor theory contains drawbacks that managers and supervisors should be aware of, much as other theories. Iyer (2021) claims that one of the drawbacks will be the discouragement that might develop between managers and teams due to the difficulty of gauging performance solely in terms of these motivational variables. Despite the manager's perception that there is space for development, a team member could be happy with their performance. Even while working well, an individual may occasionally feel unsatisfied with their employment. If this occurs, the manager or supervisor must take action and ensure that the issues are addressed. According to the two-factor approach, contented employees will produce more. However, it ignores the fact that several factors other than an employee's motivation affect productivity. Different people have various requirements, wants, and desires. Many workers would rather concentrate on getting things done than pursue personal development. Additionally, the department-specific problems that could lead to job unhappiness are not taken into account by the two-factor hypothesis.

Iyer goes on to describe how the two-factor theory's concept of job satisfaction and job discontent motivates employees. Despite appearing to be at odds, they function as a cycle. An employee may perform poorly or think about leaving the

company if they are not satisfied with their position. Employee turnover is reduced in an organization for a longer period when employees are satisfied with their jobs, perform better, and feel content with their work. An organization can function much better thanks to the value of content and happy personnel, which improves cultural effects, productivity, innovation, institutional value, and growth. The two-factor theory is a useful tool for maintaining staff members' commitment to any organization as they collaborate to achieve its goals.

When applying this theory to educational institutions, administrators and principals must keep in mind that in addition to providing motivators for their staff, they must also see to it that measures are taken for the hygiene factors because, while their absence will have a significant impact on student's academic achievement, their absence will limit the productivity of staff members, especially teachers. In other words, if hygiene elements are not present, there may be job unhappiness, and if motivators are not present, there may not be any job satisfaction. An academic institution can achieve success by putting the two-factor theory into practice, which is typically measured by improved student performance (Researcher, 2022).

2.2.2 Transformational Leadership Theory

James V. Downton introduced the idea of transformative leadership in 1973, and James Burns extended it in 1978. To incorporate techniques to gauge the performance of transformative leadership, researcher Bernard M. Bass further refined the idea in 1985. The goal of transformational leadership is to inspire followers by encouraging leaders to lead with authenticity and strength. It is a style of leadership in which the leader inspires and motivates staff to innovate and bring about change that will advance and influence the institution's future success. Transformational leaders encourage and inspire their team members, and they empower them to make decisions

in their allocated roles. It is a management approach made to give staff members greater freedom to use their imaginations, think forward, and come up with fresh answers to persistent issues. Through coaching and training, those who work for such a leader will likewise be equipped to lead transformationally themselves (White, 2018).

Transformational leaders, according to White, are bursting with vigor, passion, and desire. They emphasize supervision and achieving organizational objectives through methodical incentives and punishments to uphold the status quo of the organization. According to Bass, there are four main components of transformational leadership known as the "four I's" that assist in making the people under the leaders' control better and more effective. These are the four "I's": 1) Idealized influence: charismatic, inquisitive, and tactfully straightforward communicators. Role models who are well-liked and admired are leaders with idealized influence. 2) Inspiring motivation: Motivating leaders who are prepared to commit to a goal. They uplift the spirits of team members and use communication to create a sense of purpose inside the group. 3. Intellectual stimulation – These are the leaders who inspire their team members to be creative and unconventional, enhancing their problem-solving abilities. 4) Individual consideration: The leader pays attention to the individual requirements of each follower. In other words, valuing and acknowledging the needs and wants of each member.

Strengths of Transformational Leadership Theory

The paradigm of transformational leadership in education places a strong emphasis on aiding the sector's evolution and climate-appropriate adaptation. It quickens a few crucial adjustments to the way we approach education. A more robust educational infrastructure will be developed in the future with the aid of this kind of

leadership. Support mechanisms that can lessen inequality on various levels will be designed with this support. Deans, principals, professors, and teachers can all lead by example by utilizing the concept of educational leadership. Inspiring both students and educators to higher levels of accomplishment places high importance on building community ties. The transformational leadership theory in education enables leaders to improve educational equity, teachers' morale and motivation, job satisfaction, student experiences, and school culture, ensure the sustainability of education systems, and community involvement in school decisions to improve student and teacher performance and produce better results (Fontein, 2022).

Any kind of leadership strives to motivate workers to go above and beyond the call of duty. By affecting other people's values and attitudes, this can be accomplished. Transformational leaders respect their followers and view them as equals, each within his or her talents and experience, and attempt to bring out the best in them through coaching and encouragement while maintaining the line of demarcation between leaders and workers or followers. Employee effort increases and turnover in the organization is decreased when workers feel supported. When it comes to transformational leadership, leaders excel in their capacity to assess a situation quickly and manage change to develop better and more precise visions for the development and expansion of the institution. The leader conveys the goal to the workforce to enlist everyone's support through enthusiasm, influence, and oversight. Since everyone is working toward the same goal and is united in it, performance under supervision is maximized (Thompson, 2019).

Weakness of Transformational Leadership Theory

One of the major flaws of transformational leadership is that it lacks the task focus that some employees require to direct them as they carry out their

responsibilities since it is overly conceptual. Since authenticity is so important to transformational leaders, they frequently put pressure on the staff to live up to the institution's culture and ideals. Some personnel may get demotivated and burnt out due to their relentless pursuit of the grand goal. Additionally, it is most likely to have negative effects if a leader fails to assess objectively if this specific change at this specific time and for the institution is the right reaction. Because sometimes the transformational leader's interpretation of appropriate action is incorrect, it entails a high risk of misuse. The power and respect of the transformative leader may be lost if employees are not hearing, feeling, and connecting with the vision, motivation is low, and there is little to no production (Thompson, 2019).

The development of support mechanisms that might lessen inequality and build a future educational infrastructure that is more resilient is made possible by transformational leadership in education. The transformational leadership approach aids leaders in inspiring, motivating, and encouraging staff to bring about constructive change. Deans, principals, professors, and teachers can all employ transformational leadership as a strategy to set a positive example for their students. It places a strong importance on fostering community ties, inspiring both students and teachers to achieve more. Future transformative leaders in all spheres of society are frequently inspired by and nurtured by current transformational leaders in education (Fotein, 2022). By setting high standards and objectives, supporting individual growth, creating positive relationships, and supporting instruction, transformational leaders can have an impact on educational results (Cowan University, 2019).

In conclusion, transformational leadership is essential for schools to advance. It improves job satisfaction, school climate, academic performance, decision-making abilities, and quality development at all levels. The use of transformational leadership

in educational institutions promotes both employees' and students' engagement in pursuing institutional objectives. Additionally, it promotes teachers' professional development and increases acceptance, which inspires them to be more dedicated. The school becomes a better place to learn and children perform better because of the good environment it fosters for all participants (Jovanovic and Ciric, 2016).

2.3 Empirical Studies

This section presents the empirical research that other authors and researchers have contributed to the topic. The review will be divided into sections based on the conceptualized variables derived from the research questions with the following themes: accessibility of instructional resources to improve teaching and learning, services for building teacher capacity, evaluation of student learning outcomes, and difficulties principals face. The review included studies from North America, Europe, Asia, and Oceania. Regional studies in Africa, particularly in East Africa, South Africa, and other West African nations like Liberia, were also covered in the review.

2.3.1 Availability of Instructional Resources to Improve Teaching and Learning

Learning is made more fascinating, useful, realistic, and engaging with the use of instructional materials. They also allow for active and effective participation in the lessons from both the professors and the students. They provide opportunities for the growth of self-confidence and self-actualization, as well as the acquisition of information and skills (Ajoke, 2017).

The use of instructional materials and how they support classroom activities to improve teaching and student performance was the subject of a thorough research survey carried out by Kaufman, Doan, Tuma, and Woo (2020) in twelve states in the United States of America, including Delaware, Massachusetts, Mississippi, Nebraska,

New Mexico, Rhode Island, Tennessee, Florida, California, New York, Lousiana, and Wisconsin. Students, teachers, and principals in public schools were the main subjects. Both the curriculum and the instructional materials used in kindergarten through the 12th grade for specific subjects like English, Language Arts, Mathematics, and Science were the focus of the research. It also looked at how teachers were supported in using the curriculum and the degree to which their students participated in practices that were aligned with standards in the classroom. One of the major conclusions was that few teachers followed any one curriculum exactly as it was designed. Instead, they stated that they used various curricula, made significant changes, or made their curriculum materials. The majority of educators concurred that they considered their use of curricula while observing and evaluating students. Fewer teachers reported obtaining professional development workshops or mentoring related to curriculum use. The degree to which instructors reported receiving curriculum evaluation comments or more frequently professional development that was curriculum-focused was related to how they utilized their curriculum. To collect data for an educational study using a survey design across 12 states, a mixed-method technique was adopted. Pre- and post-observations were conducted, and pre-and post-questionnaires were employed by the researchers. The study was conducted in the United States of America with a focus on public schools all around the nation.

Participation bias based on self-report, perceptions, or behavior might affect survey results. Additionally, there was no precise population or sample size included in the measurement of teachers and classroom procedures, which was aggregated and expressed in percentages. As a result, conclusions were generalized while leaving an opportunity for further study. With a focus on private Catholic high schools in the

Diocese of Cape Palmas, the researcher undertook this study in Liberia using a convergent parallel mixed-method research technique.

Research was undertaken in Australia by Perry and Sullivan (2013) to examine regional variations in school resources and student academic achievement. The analysis included 353 schools in eight different towns with populations ranging from less than a thousand in rural areas to more than a million in major cities. Data from the international student evaluation programs were used in the study. The research's findings showed how much school resources differ depending on where they are located, according to the principals' reports. Principals in rural and isolated locations were more likely to state that a shortage of teaching staff or instructional resources is a barrier to learning than principals in schools located in the heart of major cities. According to data from international student assessment programs, schools in large cities perform the best academically and experience the fewest shortages of teaching staff and instructional materials, while schools in small rural communities have the lowest performance. Questionnaires for teachers and students were the instruments utilized in the qualitative research. Utilizing descriptive analysis, data were examined. According to the findings, much more support for instruction is required. While this research took into account 4 schools in Liberia, the previous study took into account 353 schools in Australia. The emphasis placed on overseas students by programs didn't seem to be the best strategy. The precise participant sample size was not disclosed in the study reviewed. The results also pointed to an uneven allocation of educational resources.

To ascertain how the availability of teaching and learning materials affected teachers' effectiveness, which in turn affected students' performance in Kitui County

public schools, Kimani, Paul, and Mang'uu (2021) conducted research in Kenya. To identify and quantify the opinions of teachers, their study used a descriptive survey research design using a mixed method technique. They chose 488 teachers and 40 principals using purposive and random sampling. Principal interviews and teacher questionnaires were used to gather data. The Pearson correlation moment was used to assess the data both qualitatively and statistically. To display the percentages of participants' responses to the study questions, descriptive and inferential statistical analyses were utilized utilizing a Likert scale. The report advocated balancing the workload of instructors and making more teaching and learning resources available.

There was no discernible difference in teaching, learning resources, and teacher performance, according to the results of the study by Kimani et al. The researchers also suggested that principals collaborate closely with teachers to guarantee the availability of quality teaching resources. The study excluded children whose academic performance is also influenced by the accessibility of instructional materials and the effectiveness of the teachers. However, the focus of this study included students. While the four schools being considered in this study are located in four distinct counties in southeastern Liberia, Kimani and his colleagues' study was conducted in one county in Kenya. By reviewing other study papers, books, and journals, the validity of the research tools was established. Concerns were raised about the inferences made regarding the target group as a result. By subjecting the research instruments to content and face validity, as well as verifying their dependability, the current study sought to alleviate the fault and increase the correctness of the findings.

The impact of teaching and learning materials on the academic process in schools was the focus of a different study conducted by Malunga (2020) in Zambia.

Interviews were used to obtain data for the qualitative study, which employed descriptive methodologies. Data analysis was done using Excel computation. A random sample technique was used to choose the eight (8) primary school teachers who took part in the study. According to the research's findings, in the area under study, schools lacked enough instructional and learning resources. Only teachers participated in the study, which was done in Zambia. The literature reviewed didn't provide any information about the overall number of primary schools used in the study. To get a more accurate outcome, the present study conducted in Liberia at four high schools used students, teachers, and school authorities as participants.

To determine how instructional tools should be used for students' successful academic achievement, Bukoye (2019) conducted a study in Nigeria. The survey research design was employed in a non-experimental sort of quantitative study employing questionnaires for data collecting. The sample size was 100 responses from the five (5) high schools that were chosen. Correlational statistics were used to analyze the data. The results showed that instructional resources were not used effectively in the majority of the schools, and most teachers were unaware of the value that comes from using materials while instructing students. In Niger State, a large percentage of students failed their classes as a result of professors' improper use of teaching resources. The use of questionnaires had its limitations even if it was appropriate for gathering information from a sizable sample whose results were extrapolated to the target population. For instance, because there was little room for clarification, some respondents may have provided ambiguous replies. Additionally, the study's participants were solely students. To enhance the information to be gathered from the questionnaire, the researcher in this study integrated an interview guide to elicit specific information from the principals.

Gbollie and Keamu (2017) carried out a study on pupils' academic performance. The study aimed to investigate the learning practices and motivating beliefs of Liberian students. From two counties, Montserrado and Margibi, respectively, 323 students, participated in the study utilizing a cross-sectional quantitative research design with random sampling. Data were gathered with the use of questionnaires, and SPSS 17.0 was used for analysis. Results revealed that test anxiety was the least motivating notion among students, who were more extrinsically driven. Self-evaluation was reportedly the least thought about and was mainly utilized in rehearsed techniques. The study's primary focus was student self-reporting, and the researcher ignored the effects that instructional materials, teachers, or school officials may have had on students' performance. Additionally, the research was conducted a great distance away from the current study. They are separated by around 600 miles. This study will be conducted in the southeast of the nation, whereas Monterrdo is in the north and Margibi County is in the northwest. Although both public and private schools were included in the study, the population and sample size were not dispersed equally. The sample size of the private schools was outnumbered by the number of public schools and participants. Despite including both public and private schools, the population size of the study was not dispersed equally. The sample size from the public school included 8 schools with 182 participants and 141 individuals from 7 private schools. To increase the study's accuracy, the current study involved teachers as well as school administrators.

Romero, Sandefur, and Sandholtz (2019) studied an experiment by the Liberian government to outsource education in a program they called Program Partnership Schools for Liberia (PPSL), which handed management of 93 public preschools over to eight various private organizations or institutions. Taking into

account both their physical location and infrastructure, schools were chosen at random. The organizations were tasked with overseeing classroom supervision, training instructors, and providing teaching materials. A quantitative experimental study design was used. Twenty students from each of the schools participated in the study. Direct student interviews in the designated partnership schools and a thorough survey of English and Math teachers were used to get the data.

According to Romero et al.'s research, parents and pupils were more satisfied in treatment schools run by private organizations where teachers were overseen and educational materials were provided. The study was conducted within Liberia, specifically encompassing a selection of 93 public preschools and elementary schools that were chosen for the research focus. The category of participants or the process used to choose the sample size was not made clear by the researchers in the reviewed literature. In addition, the researchers did not explain the data analysis process. Four private high schools in Liberia's southeast hosted the current research. The researcher aimed to provide a thorough account of the research under study.

In summary, the availability of instructional resources improves teaching and learning by providing enhanced content, supporting differentiated instruction, increasing student engagement, fostering independent learning, facilitating teacher professional development, and offering flexibility in the learning process. These resources contribute to creating a dynamic and inclusive learning environment that promotes academic growth and success.

2.3.2 Teachers' Capacity Building Services

For teachers to survive, adapt, and prosper in a rapidly changing educational environment, it is necessary to grow and increase their capacity (Impact, 2019). To ensure that the students who will benefit from the program receive an education that

meets their needs academically, it is crucial to increase the ability of the teachers. To ensure that every child gets the most out of the instruction and the school, capacity building provides teachers with training in student-centered teaching techniques, social and emotional learning, and how to use various pieces of equipment, teaching aids, and technology effectively. Additionally, teachers receive training on subjects that are covered in the national curriculum as well as subject-specific refresher courses. The basic goal of capacity building is to empower teachers to give students the knowledge and resources they need to think critically and independently (Neem, 2021).

To increase teachers' self-efficacy in public secondary schools, Samosa (2021) studied the effectiveness of capacity-building programs in the Philippines. In the study, a descriptive and evaluative research design was used. Specifically, 50 teachers were chosen as participants. Data collection methods included surveys and interviews. Utilizing both descriptive and inferential statistics, the acquired data were examined. Teachers with first degrees made up the majority of the participants. According to the results, there is a significant gap in teachers' attitudes and self-efficacy, particularly among new teachers. To assist teachers in improving their research capacity, the researcher suggested that divisions establish a capacity-building program. Only teachers were chosen as participants, and action research was the main focus. The principal's involvement in helping teachers develop their competence was not discussed in the study. How the research tools' dependability was assessed is not provided. The researcher evaluated the validity and reliability of the research tools to have correct research for the current study.

Using instructional supervision, Makin, Abdullah, and Salwati (2018) in Malaysia conducted a study to determine the function of supervisory skills in

increasing teacher capacity. The quantitative research design method was used by the scientists. A survey design was utilized to collect data, and the instruments used were questionnaires. In one state of Malaysia, secondary schools were used for the study. The study included 390 secondary school teachers who were chosen by school administrators using a multi-stage sampling process. To examine the connection between teacher ability and supervisory abilities, data were gathered and analyzed using descriptive statistics and structural equation modeling. According to the study's findings, teacher capacity was at a moderate level while the level of supervisory skills construct was at a high level. The study also found a strong positive correlation between the supervisory skills construct and the ability of supervisors to enhance teachers' abilities.

Additionally, only teachers took part in the Makin et al. study, which exclusively employed questionnaires to gather data. The school heads who are directly involved in the instructional monitoring in the schools or the pupils who gain from the supervision were not consulted by the researchers. The validity and dependability of the study instruments were not included in the literature review. To gather sufficient data for this study, school principals, students, as well as interviews were used. For the study to be accurate, these are crucial.

A study was carried out in Kenya by Karimi, Mulwa, and Kyalo (2021) to determine the degree to which the capacity building of stakeholders for monitoring and evaluation affects the effectiveness of educational programs for literacy and numeracy. Using a descriptive survey research design and a correlation design, the researchers conducted a quantitative study. Data was gathered through the use of questionnaires and interviews. The 335 participants were randomly chosen at random with a purpose. Participants in the study were chosen from among primary school

teachers and heads of schools. The use of SPSS version 25 was made for data analysis. The researchers and research assistants managed the tools for the research. The instruments used in the research were assessed for validity and reliability. Results showed that participatory monitoring and evaluation include the development of stakeholder capacity. To ensure that instructional activities are carried out correctly, they must thus be observed at all times. Only 84% of those who were sampled responded. The results may have been impacted since some participants were unable to return the completed surveys, which had an impact on the return rate and created a gap. The current study aims to address such a problem by requiring complete participation from the sampled population and prompt return of completed surveys.

To ascertain the extent of teachers' capacity and its impact on their output in secondary schools in Ondo State, Ayeni (2020) conducted a study in Nigeria. It was decided to use a descriptive research design for the survey kind. 30 principals and 600 instructors took part in the study. Thirty public schools were chosen at random using a multi-stage selection process. We gathered data on the teachers' capacity growth and productivity using two sets of research questions. Results showed a substantial correlation between productivity and capacity building. The study under evaluation made no mention of the 30 schools' targeted demographic. Only using questionnaires was insufficient to gather enough data to ensure that the conclusions were accurate. To augment the information gathered from questionnaires, the current study used interviews with chosen individuals to gather in-depth information.

The capacity-building paradigm for professional development in Ghana was the subject of research by Perry and Bevins (2018). The study was conducted as part of a significant initiative to increase the professional development and ability of science teachers to prepare them to play a key role in fostering capacity-building

efforts to enhance Ghana's educational system. A total of 240 teachers participated in the study, which had a qualitative design and collected data through interviews using the storytelling technique. Inductive processes of coding and theming for analysis were used to acquire the data from the interviews. The results demonstrated that teachers' confidence is notably increased when they take on the position of professional development facilitator. Additionally, the development of professional capability aids in both teaching and learning. Study participants were not school officials; rather, they were science teachers. Data gathering for the study was limited to interviews. Although interviews help researchers gather detailed information, a key drawback was that they took a lot of time. Additionally, given the study's sample size, there may have been less probing and the information gathered may not have been sufficient to produce an accurate conclusion. Interviews and questionnaires were both used in the current study to obtain data.

The United States Agency for International Development (USAID) created the Accelerated Quality Education (AQE) for Liberia Children activity, which debuted in 2017, in response to Liberia's low enrolment and persistent student dropout rates. The activity's main objective was to give more out-of-school children in Liberia's six (6) counties—Bong, Grand Bassa, Nimba, Lofa, Monsterado, and Margibi Counties—access to education. Strengthening the policies, systems, and resources available to the Liberian Ministry of Education (MOE), notably in the field of accelerated education, was one of the program's main objectives. They planned to offer instruction, supervision, evaluation, and support in addition to strong monitoring and oversight, continual professional growth, and training. In 2021, the Liberian Ministry of Education was given "driver's seat" authority over this program's operations for sustainability and transitional reasons, with USAID continuing to offer support and

direction as required for a successful rollout. The author discussed the actions taken and the USAID program that was put into place to raise educational standards. The literature that was evaluated did not refer to a specific design or sample size. It demonstrates that participants in six different counties across the nation included kids and educational stakeholders. Unfortunately, the counties where this study will be conducted—Maryland, Grand Gedeh, and Sinoe—were not included in the program's list of beneficiaries. This raises questions regarding how activities to improve education will be implemented across the entire nation given that the research was only conducted in a small number of regions. The research's validity and accuracy would have risen if it had included individuals from every nation in the nation.

Overall, capacity-building activities provide teachers with the knowledge, skills, and resources necessary to enhance their instructional practices and create an optimal learning environment. When teachers are better equipped, students benefit from improved teaching methods, personalized instruction, and positive school culture, resulting in enhanced academic achievement.

2.3.3 Assessment of Learning Outcomes to Improve Students' Academic Achievement

The act of acquiring and analyzing data to draw conclusions about pupils' learning is called assessment. It is the vital connection between learning activities, instruction, outcomes, and content. Together with their teachers, students use assessments to determine where they are in their learning, where they need to go, and how to get there. Most instructional assessments aim to enhance learning, guide instruction, assist students in reaching their fullest potential, and produce insightful evaluations of their learning outcomes (Lyonga, 2020).

For educators to improve teaching and learning, Bently (2021) outlines the five (5) forms of assessment they need. Assessments can be classified as either diagnostic, formative, benchmarking, summative, or continuous. Diagnostic testing is intended to identify pupils' gaps, problems, and weaknesses so that educators and school officials can reconsider strategies that can enhance the learning process. Depending on what you want to learn, you can do it for a single student, an entire class, or an entire school. How well children are learning is determined by formative assessment. Before or during a class activity are both acceptable times. With the use of this strategy, teachers may adapt their instruction to the changing knowledge and abilities of their students. It is a method that makes use of a variety of techniques for acquiring information on pupils, such as spontaneous quizzes, student assessments, or other diagnostic exams. However, summative assessment occurs at the end of the educational process. The student's progress after receiving instruction is shown by a summative assessment. This can also aid a teacher in identifying any potential weaknesses in a lesson plan or program or areas where a particular student could require further assistance in the future. Summative tests include those given throughout a marking period, during a semester, and at the end of the school year.

Benly continues by stating that benchmarking assessments are another type of evaluation that can compare a student's performance to what is known as "a set point." It adopts a broad perspective that enables educators to spot changes and trends in how students are progressing. A benchmarking test would be something like the WASSCE. A teacher's daily observations of their students serve as the basis for continuous evaluation, which can be formal or informal. It is likely one of the most underappreciated types of assessment, yet it is essential in assessment and can help identify areas for improvement or potential for expansion in the educational journey.

The continuous evaluation of pupils includes assignments, participation in class, presentations, and even the midterm exam.

According to Panter and Williford (2017), the act of acquiring and analyzing data to ascertain the degree to which program graduates are attaining the main educational outcomes specified by the faculty is known as the assessment of student learning outcomes. It is a method of evaluating programs and curricula. A learning outcome is a description of the quantifiable information, abilities, and behaviors that students should be able to exhibit after completing the program. Because it assesses how far students have come in achieving the educational goals set forth by the curriculum evaluation, we can once more claim that the WASSCE is a method of assessing student learning outcomes.

The assessment of learning outcomes may differ by institution or program in the United States and can be either direct, indirect, or supporting evidence, according to a paper from the University of Wisconsin (2022). By looking directly at student work or performance, direct evidence assesses students' learning. It provides insight into the material that students have learned to a certain degree through evaluation of their essays, papers, performances, presentations, quizzes, observations, or other academic activities. Direct evidence gives decision-makers the power to assess the relative level of learning or mastery that students have attained. When possible, direct evidence should be gathered for assessment plans. On the other hand, indirect evidence shows up after learning has taken place and offers the required context or understanding for interpreting the assessment. It is seen as the kind of evidence that is accessible for program objectives designed to cultivate the attitudes, mental habits, and dispositions pupils need to succeed.

A combination of indirect and direct evidence must be included in an institution's assessment plan. Surveys, focus groups, interviews, and student self-evaluations all count as indirect evidence. As the name implies, supporting evidence aids in demonstrating a program's effectiveness or need, offers context for analyzing assessment data, or helps create assessment strategies that tackle crucial issues of interest to the program. It also contributes to the evaluation of any program's possible academic and non-academic plan goals. Students' grades, placement rates, graduation rates, student publications, and presentations, as well as course pass rates, can all be used as supporting evidence (University of Wisconsin, 2022).

A study by Andrews, Brown, and Mesher (2018) in the United Kingdom evaluated assessment and feedback practices used throughout the school. The study's findings led to the development of a brand-new and ground-breaking set of "assessments for learning" tools made in collaboration with students. This study used a mixed-methods approach. Students who participated in the study were contacted for interviews to gather data. Considering that the study was conducted in stages with various student groups, it is difficult to estimate the sample size. Results demonstrated that student experiences with assessment and feedback boosted assessment literature among students and teachers. The gaps suggested that the study was incomplete, that the sample size and demographic of the study were not precisely described, and that the researchers primarily recruited students from architecture programs. The validity and reliability of the research instruments employed in the study were not specified. These shortcomings were addressed in the current study since the researcher precisely defined the population, determined the sample size, and validated the research tools.

Shah, Cheng, and Fitzerald (2016) conducted a study to examine how Scottish and Australian universities use input from students to guide improvements. This was brought about by a major change in the way governments and institutions collected, evaluated, reported on, and utilized student feedback. The study compared the methods used by the universities for "closing the loop" on student feedback. It focused on two issues: first, the methodical procedures for sharing the results of student feedback with other students, staff members, and partners in education; and second, the promptness of the actions taken in response to feedback given. Although the survey was conducted over two cycles, a total of 29 universities from Scotland and 71 Australian universities submitted reports that were then thematically examined. Interviews were conducted, and a review of the self-portfolio was done for data gathering. Senior management, teaching and support personnel, students, employers from alumni associations, and staff and student unions were all present.

Shah et al.'s (2016) research revealed important inadequacies in the way students provide feedback. Autonomous academics used student feedback in an ad hoc manner to modify student services, teaching strategies, evaluation, and curriculum designs. Even though the study was qualitative, it was not clear from the evaluated study which research design was employed, who the target audience was, or how many people from each university or country were included in the sample sizes. The study's findings were questioned in light of the variations in the number of institutions used in each nation. By making the neglected design and methodology of the research fully stated, the current search remedied these shortcomings.

Papanthymou and Darra (2018) carried out research in Greece to look into two concepts: 1. The use of student self-evaluation in higher education and its effects on students and 2) The factors that influence pupils' capacity to accurately self-evaluate.

Only 34 empirical studies, conducted both abroad and in Greece, were examined as part of the study's qualitative research design. The obtained data were coded for analysis based on the advantages of student self-assessment, the reliability of student self-assessment, the methods of student self-assessment, and the variables influencing student self-assessment. The study's findings demonstrated that quizzes helped students self-evaluate their performance, enhance their self-regulation skills, and increase their motivation to work hard. It also assisted them in identifying any gaps in their knowledge. Researchers did not interview any subjects; they merely looked at records. Additionally, high school students were not included in the chosen literature for evaluation, which only included students in postsecondary institutions. The number of foreign and Greek documents that were evaluated was not specified. This study aimed to examine how high school students' learning results can be improved by the instructional supervision techniques used by principals. To gather sufficient data and ensure accurate results, the study used participant surveys and interviews.

Tokan and Imakulata (2019) did research in South Africa for a different study to ascertain how motivation affects learning behavior, learning success, and how it affects kids' education in Undana. Data was gathered utilizing questionnaires and records of academic accomplishment for the correlational study (quantitative research design). Descriptive and inferential analyses of the data were performed. The study's findings demonstrated that both motivation and learning behavior significantly influence students' ability to learn. The participants of the study were 229 biology students. Only questionnaires were employed in the study, no teachers or school administrators were included, and no mention of how the validity and reliability of the research tools were established was made. The researcher took all that into account

for the research accuracy. Interviews were used, and teachers and school principals were included in the study to minimize the shortcomings.

At the Bindura University of Science Education in Zimbabwe, Mudavanhu and Mutseekwa (2022) performed a study to examine trainee teachers' attitudes toward and trust in their peers in assessment for learning (AFL). A program that used a blended model of teaching and learning included trainee teachers. For the study, a mixed-methods research strategy was employed. Data were gathered using online peer assessment, where teachers were invited to rate one another using questionnaires and rubrics created for the course's lectures. Descriptive statistics were used to assess the quantitative data from the questionnaires. To determine the majority review, the qualitative data was evaluated using themes and frequency counts. The study's results revealed that the teachers' perceptions of peer evaluation ranged from the simplistic belief that it served only to grade their students' performance. They started to realize that it was also criticism and feedback in a conversation about improvement. The study found that new teachers were confident enough to use peer evaluation well. Teachers showed that they were ready to incorporate peer evaluation into their teaching and learning activities.

It was not specified in the study by Mudavanhu and Mutseekwa which group of teachers—primary or high— participated in the study. Additionally, the study omitted information about the study's sample size or population. Female participants outnumbered male participants was only briefly noted. Students, teachers, and school administrators were included in the present study, which aimed to describe the demographic that was left out of the reviewed literature as well as the sample size.

Research on summative and formative assessments of learning was also conducted in Cameroon by Lyonga (2020). The cross-sectional quantitative approach

was employed by the researcher in a descriptive survey research design. Data was gathered using questionnaires as the instrument. From five (5) teacher training institutions in Cameroon, 100 student teachers took part in the study. They were carefully chosen among the graduating classes. Statistical Package for Social Sciences (SPSS) version 22.0 was used to code and analyze the acquired data. The majority of respondents, according to the results, agreed that summative and formative evaluations improved the learning outcomes for student instructors and described the degree to which students had mastered the learning objective. There's a chance that the researcher wouldn't have had enough information from the study if simple questionnaires had been used. The study's scope was restricted to student instructors, and the researcher excluded principals, students, and experienced teachers from the analysis. The assessment of learning outcomes may not be as familiar to student teachers as it is to more experienced teachers or school administrators. To ensure that the research is accurate, this study involved teachers who have worked in the classroom for several years, students who are affected, and school administrators.

To close the learning gap in Liberia, Gbasakollie, Dayal, Herring, Holzinger, Jager, and Huggins (2021) assessed the situation. The first National Learning Assessment System (NLAS) for elementary school pupils was created by a collaboration between Innovation for Poverty Action (IPA) and the Liberian Ministry of Education (MOE). To participate in the oral and written pilot assessments, the study involved 874 primary school kids from the third and sixth grades from six (6) counties around the nation. Margibi 19%, Bomi 15%, Rivercess 8%, Grand Bassa 17%, Montserrado 24%, and Bong 17% were the counties participating, respectively. English and mathematics were the two disciplines assessed. The results revealed that students' responses to the written and oral questions varied. For instance, the

researchers found that the typical sixth-grader correctly answered 36% of the questions in English and 61% of the questions in mathematics during the oral exam. While on the written test, the typical sixth-grader correctly answered 47% of the English questions and 40% of the math problems. They also thought the pilot assessment's results were promising.

Both third graders and sixth graders were given the assessment, however, only the sixth students' performance was used to evaluate the results. This makes the findings' reliability and validity questionable. Additionally, if the test's outcomes will have an impact on all of the nation's primary school students, all 15 counties must participate in the assessment's administration. There was no mention of the study's research methodology. There was no discussion of the procedure or standards utilized to choose the participants.

In conclusion, the assessment of learning outcomes improves students' academic achievement by informing, setting clear expectations, promoting self-reflection, providing feedback, and fostering accountability. By utilizing effective assessment practices, educators can create a supportive learning environment that maximizes students' potential and helps them succeed academically.

2.3.4 Challenges and Possible Solutions Experienced by the Principals

A study by Bose and Stefan (2020) in Germany questioned the effectiveness and ineffectiveness of leadership and examined the difficulties, objectives, and metrics that reveal whether or not principals can recognize their difficulties or if they merely adhere to the supposedly "universal recipes" or accepted norms. Every school faces particular difficulties that, while they might be shared by other schools, call for a thorough analysis and must be taken into account in the specific circumstances of each institution. Descriptive, correlational, as well as exploratory, and confirmatory

component analysis are all parts of the researchers' mixed-methods approach. It was a longitudinal approach with 164 principals participating in the data collection. They looked into how difficulties, goals, and measurements link to improvements through cross-sectional analysis.

According to Bose and Stefan's research, the priority for school changes ought to be in line with the particular problems they detected and the objectives they established to solve them. Insecure, underprivileged communities were studied in German schools that served them. Only principals were involved in the study. Despite being in charge of their respective schools, principals do not manage everything. It may be unfair and insufficient for a research project to receive responses just from principals. Students and teachers were included in the current study in addition to principals because the supervisory role of principals has a significant impact on their performance.

In Iran, Dorraj & Khalkh (2022) conducted another study to introduce management issues in schools. A quantitative descriptive correlational investigation was conducted. A purposive sample technique was used, and 500 principals took part in the survey. The data were analyzed using structural equation techniques and factorial analysis. The results showed that there were issues with school administration on the administrative, organizational, financial, structural, and individual levels. As a result, it is expected of school principals to acquire the skills required to assume the role of organizational pathologist in educational institutions. The study, which was carried out in Iran, was principal-focused but omitted information about the various levels of schools. The targeted population and the tools employed for data collection for the study were not mentioned in the article under consideration. The present study was carried out in high schools in Liberia, and the

researcher combined qualitative and quantitative research methods with questionnaires and interviews to gather data for a more precise outcome.

The requirements assessment was also the subject of research by Gaira (2020). It was a pilot study for a program to improve education in primary schools in Zimbabwe. The research was conducted using a qualitative approach. Participants in the study included 36 instructors from 18 schools, 18 administrators, and 3 educational officials. Surveys and interviews were the data collection tools employed. With the help of thematic content analysis, data were examined. The results demonstrated that no significant school self-evaluations were conducted in Zimbabwean primary schools and that there was no self-evaluation framework for those institutions. The target demographic from which the sample size was drawn was not indicated in the literature review, and the research was exclusively focused on 18 primary schools without mentioning the type of research participants. The present study, which focused on four high schools and included teachers, principals, and students, aimed to address that weakness by making it apparent how many people are included in each category of study participants. Additionally, using a single research methodology, such as qualitative research, does not accurately credit the study's findings.

A mixed-method research study was conducted in Tanzania by Charles and Mkulu (2020) to look at the management issues faced by school administrators and the academic achievement of students in public elementary schools. A total of 100 people attended, including chairs of school committees, district education officers (DEOs), district school quality assurance (DSQA), ward educational officers (WEOs), and instructors who were chosen from 10 public primary schools. To gather data, the researchers used questionnaires and interviewing protocols. Insufficient funding,

inadequate stakeholder cooperation, student over-enrollment, a lack of infrastructure, a lack of teaching and learning resources, and a teacher shortage were among the management issues that school administrators had to deal with. Students' academic results were impacted by the difficulties. They advised that actions be taken by those involved in education to lessen the difficulties. In Tanzania, 10 public schools participated in the study. Concerns about the study's findings were raised since the population size of the study's participants was not included in the paper under evaluation. They only described the participation category. With Catholic private schools as its primary setting, the current study aimed to quantify the size of each participant category's population.

To investigate the qualities of principals' and teachers' classroom management abilities in secondary schools in Ekiti State, Nigeria, Francis and Oluwatoyin (2019) used a descriptive research design study. The participants were chosen at random from each of the three senatorial districts. 720 teachers and 36 principals took part in the survey. For each participant category, questionnaires were utilized as the instruments. Statistics-based nominal analysis was used to analyze the data. The findings demonstrated that the principals embraced the supervision skills of communication, interpersonal relationships, decision-making, training, and growth and these abilities had a good impact on teachers' classroom management. The study on the abilities of principals in their supervisory roles was carried out in three districts of one state in Nigeria. The population of the schools used was not mentioned in the study, and neither were any pupils. Both the teachers' and the student's results in the current study are a result of the application of the administrators' supervising techniques.

Siryeh (2020) conducted a qualitative study in Liberia to evaluate the efficacy of attendance and discipline regulations in secondary schools in the Barnesville neighborhood of Monrovia. A purposive sample of 152 teachers, five principals, five vice principals, five deans of students, and five vice principals from each of the five Barnesville schools participated in the study. Documents, interviews, and questionnaires served as tools. The data were examined using descriptive statistics. According to the findings, among other difficulties experienced by the schools were a lack of well-developed policy, a lack of understanding of policy, a lack of parental support, and absenteeism. The researcher advised that all parties involved in education should collaborate to create and implement school policies so that they are owned by all parties. Only teachers and school officials participated in the study, which was only done in one area of Monrovia. Additionally, the validity and dependability of the study equipment were not mentioned by the researcher. Since school regulations also have an impact on pupils, the present study took place in four private high schools outside of Monrovia and involved student participants. It took into account how valid and reliable the research tools are.

To better understand how Liberian public school principals see their needs for leadership development opportunities and assistance, Norman (2012) performed a descriptive qualitative study. The goal of the study was to learn how principals in public schools in Liberia perceive their own needs. Twelve principals took part in in-depth and semi-structured interviews that were used by the researcher to collect data. Policy and program reviews included the use of content analysis. Findings demonstrated a critical need for school leadership policies and programs as well as professional development for principals of public schools. In the northwest of Liberia's Montserrado County, the study was carried out. The study only included

principals as participants, and it was only concerned with public schools. The researcher's method of validity and reliability was more like a validation of accurate citation of what was said during the interviews. The current study implemented the necessary reliability measures and evaluated the research tools. It will be carried out in four counties in the southeast of Liberia.

Kroma and Sirsuk (2022) in addition, conducted a qualitative study in Liberia to look into the connection between student dropout in private schools and corruption. Three schools were selected from Monrovia, the country's capital to participate. Purposive sampling was used to choose the participants, which included principals, instructors, and parents. The semi-structured interview was the method used to acquire the data, and the professional accountability model was utilized to analyze it. According to research, there is a connection between corruption and the reasons students leave school. Poor school leadership is one of the elements that the researchers feel contributes to corruption. The study was carried out in a county having private schools, albeit it was not specified if the chosen private schools were religiously affiliated. Students were not included in the study, and neither did the research specify the precise population number of participants. To include students as participants, the current study was carried out in four carefully chosen private church schools from four regions.

In a nutshell, addressing challenges requires strategic planning, effective time management, ongoing professional development for principals, and a supportive school culture. Collaboration between principals and teachers, as well as the provision of adequate resources and support, can help overcome these obstacles and promote effective teacher supervision in high schools.

2.4 Summary of Literature and Knowledge Gap

Studies that were reviewed were carried out all across the world. They are organized from a global perspective to a regional perspective and then to a local perspective, focusing on Liberia, to make it obvious that there is a knowledge gap that the current study aimed to fill. Even though there are literature evaluations on the instructional supervision procedures of school administrators, they are not all-inclusive and they affirm the numerous difficulties principals face. These difficulties give the current study an advantage to move into the field and conduct additional research on how the principal's instructional supervision practices can improve students' academic performance, with particular reference to the Diocese of Cape Palmas in Liberia, where no such recorded research has been conducted on this topic or published, creating a significant knowledge gap.

Liberians and other citizens who studied or are studying abroad conducted all of the research that was reviewed on Liberia. There are also not many recently published empirical studies of Liberian education. This raised concerns and the necessity for this study and additional research on this topic or associated Liberian educational challenges.

Depending on where and how the study was conducted, the majority of the studies under consideration use one of the research methodologies—qualitative or quantitative—or merged the methodologies into a mixed technique. To collect data within the allotted time and in the most practical manner, they employed styles or patterns that were suitable for the study or handy for the researcher. The majority of research also made use of various tools to gather data. Some solely used surveys, while others only used interviews. To increase the number of the few studies that use

both instruments for in-depth data collection in expectation of more accurate results, this study used both questionnaires and interviews.

All of the evaluated studies—all except one—centered their study on public schools. The only study about private schools that was examined (Kroma and Sirduk, 2022) did not focus on Catholic institutions. The capital city of Liberia, Monrovia, and its environs were the sites of all the research about Liberia that were analyzed. Therefore, the goal of this study was to determine how administrators' instructional supervision activities improve high school students' academic performance in the Catholic schools in the Diocese of Cape Palmas, which is located in southeast Liberia.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter presents the research design and methodology. It covers the research design, location of the study, target population, description of the sample, and sampling procedures. It also addresses the description of research instruments, the validity and reliability of the instruments, the description of data collection procedures, and the description of data analysis procedures. Finally, this chapter discusses the ethical concerns required for the study.

3.2 Locale of the Study

The study was carried out in the southeast of Liberia, in the Diocese of Cape Palmas. Generally speaking, the Republic of Liberia is a small nation with a land area of more than 40,000 square miles and about 360 miles of coastline. It is situated in the northwestern region of Africa, between 60N and 90N. Sierra Leone, Guinea, Cote d'Ivoire, and the Atlantic Ocean are Liberia's neighbors to the northwest, north, east, west, and south respectively (Bowen et al., 2021). Liberia's current population, according to the Worldometer is 5.37 million people elaborated in most of the recent United Nations 2023 data (Worldometer, 2023).

The nation is home to a beautiful rainforest with a wide variety of plant and animal life. One of the two nations in Africa that never experienced colonial rule is Liberia. However, the American Colonization Society (A.C.S.) obtained the land from the natives in exchange for freed black slaves from the United States of America. In 1821, the A.C.S. established a colony near Cape Monserado. It was later given the name Liberia in 1824, and the capital at the time was Monrovia, a name that the capital still bears today. The nation was mostly stable up until a revolt in 1989 turned

into a catastrophic civil war in the 1990s, which didn't end completely until 2004 (Jones et al., 2021). The education system was not exempt from the many negative effects the civil war had on the entire country. It was arguably the most severely affected sector.

Grand Gedeh County, Sinoe County, River Gee County, Maryland County, and Grand Kru County are five of the six counties in southeast Liberia that make up the Catholic Diocese of Cape Palmas, which spans an area of about 14,000 square miles. The Southeast is one of the most distant and underdeveloped regions of the country, despite producing a significant amount of the country's natural resources including timber, gold, diamonds, etc. Although there are a few small traders, there aren't many prospects for productive employment, hence unemployment is prevalent in the area. Approximately 65% of the population still lives in poverty, with 35% falling into the category of those who are completely indigent. The average Liberian household currently subsists on USD 4.00 per day with a 75:100 dependency ratio. Accordingly, 75 people need to be fed, clothed, housed, educated, and given medical care from every 100 individuals of working age (Caritas Cape Palmas 2018).

The Catholic schools within the Diocese of Cape Palmas follow a diverse and inclusive educational model, as they are mixed-gender institutions situated in both rural and urban settings. These schools cater to the academic needs of both boys and girls, reflecting a commitment to equal access to education for all. While most of these schools are day schools, there is a solitary institution that provides boarding facilities to a small number of girls. This educational approach underscores the diocese’s dedication to providing quality schooling in varied environments, thereby addressing the educational requirements of a broad spectrum of students across different geographic and social contexts (Researcher, 2023).

3.3 Research Design

The numerous study methods and procedures usually referred to as the structural framework that a researcher uses are organized into a research design. It supports a researcher's systematic pursuit of their exploration of the uncharted. The type of research design used might be either quantitative, qualitative, or mixed methodologies research, which is a combination of both types of designs (Leverage, 2021). According to Creswell and Clark (2018), mixed research technique designs incorporate at least one quantitative method intended to gather numerical data and one qualitative way intended to collect verbal data put into writing. Neither sort of method is fundamentally related to any one particular inquiry paradigm.

In this study, the researcher employed a mixed-method research design, specifically opting for a convergent parallel approach that integrates cross-sectional and phenomenological designs. This methodological choice allowed for a comprehensive exploration of the research topic from both quantitative and qualitative perspectives, enhancing the depth and breadth of insights obtained. The cross-sectional design provided valuable quantitative data, while the phenomenological design enriched the study by capturing the lived experiences and perspectives of participants, resulting in a more holistic understanding of the phenomenon under investigation. According to Jason (2020), the convergent parallel design is a mixed-method approach in which both qualitative and quantitative processes are carried out concurrently and produce relatively independent research questions, data-gathering methodologies, and analytic techniques.

Most researchers use the convergent parallel design when they want to combine the findings of the quantitative and qualitative data analysis so they can

compare the two results to obtain a more comprehensive understanding of the problem, validate one set of findings with the other, or find out if participants respond in similar ways if a quantitative predetermined scale or qualitative open-ended questions are used. Before comparing or combining the findings, the researcher gathers and conducts qualitative and quantitative analysis on two independent databases. To fully comprehend the research challenge, the researcher was able to gather various yet complementary data on the same subject. The convergent parallel design enabled the researcher to handle quantitative and qualitative data within a system using a variety of scientific tools. To provide broad interpretations, both data are typically combined and analyzed (Creswell & Clark, 2018). The process of triangulation, in this context, involved cross-verifying and corroborating information from distinct angles of qualitative and quantitative data, resulting in a more robust and well-rounded interpretation of the study's outcomes.

Cross-sectional research is defined as a sort of study strategy in which data are gathered from a large number of distinct people at one time and typically at many locations. In cross-sectional research, the variables are not altered; they are merely observed. Additionally, the researcher gathers information on a few distinct variables to evaluate how they influence a particular circumstance (Thomas, 2022).

Because cross-sectional research can be utilized to perform a study at multiple sites concurrently, the researcher in this particular study considered that. Due to its adaptability, data was collected quickly without affecting the study's integrity. Additionally, it enabled simultaneous comparisons of multiple variables by the researcher (Fleetwood, 2022). Information received from participants in the study may be used to explain current conditions as well as determine the benchmarks to which they may be compared. Additionally, a phenomenological research design is a

type of qualitative research that concentrates on the examination of a person's actual encounters in a specific setting to acquire a better understanding of how they interpret those encounters. It is a technique inquiry that works well for delving into difficult issues. The phenomenological research method enables the researcher to set aside any preconceived notions they may have about the situation under study (Neubauer et al., 2019.

Given that the participants of this study held a firsthand connection to the experiences and situation under investigation, the researcher deliberately opted for a phenomenological research design. This methodological choice was driven by the desire to attain a higher degree of accuracy in capturing participants' lived experiences and gaining a profound comprehension of their actions and encounters. The utilization of a phenomenological approach enabled the researcher to carefully examine the subjective viewpoints of the specific participants, enhancing the authenticity and depth of the insights gathered. Furthermore, the researcher embraced a mixed-method technique to leverage the strengths of both qualitative and quantitative approaches, thereby enhancing the resilience of the research. This approach was chosen due to its inherent reliability, allowing for the collection of precise and trustworthy data. By employing a combination of methodologies, the researcher sought to ensure a comprehensive and well-rounded understanding of the study, leading to more dependable and accurate findings that can withstand scrutiny.

3.4 Target Population

The persons in the target population were those whom the researcher planned to participate in conducting the study. The researcher was interested in gathering data from the target group that would allow generalizations and inferences to be made later (Barnsbee & Nghiem, 2018). The whole C.E.S. Cape Palmas school system's

Principals (15), Teachers (293), Support Staff (53), and Students (5,142) made up the target population. These 15 educational schools are situated in the five counties in southeast Liberia that make up the Diocese of Cape Palmas. These schools were the focus of the research because they are under the purview of the Catholic Diocese of Cape Palmas, whose Education Secretariat places a high value on high standards of performance in these schools. For a county-by-county breakdown of the C.E.S. school system, see Table 3.

Table 3

Population of all the Catholic Schools by Counties in the Diocese of Cape Palmas

County	No. of schools	No. of Principals	No. of teachers	Support Staff	No. of Student
Maryland	6	6	128	30	2,540
Grand Gedeh	3	3	57	10	1,102
Sinoe	1	1	33	6	468
Grand Kru	4	4	61	10	882
River Gee	1	1	14	-	150
Total	15	15	293	53	5,142

Source: C. E. S. Cape Palmas 2021/2022 Enrollment Statistics (2023)

3.5 Sample and Sampling Procedure

Sampling is the process of choosing a portion of the target population for a research project. A smaller group that embodies all the characteristics of the population of interest can be used instead of the vast majority of researchers who would want to involve the full population of interest. A population sample makes the research more practicable, speeds up data collecting, and minimizes research costs (Tuner, 2020). Since the sample represents the complete population, it is crucial to choose carefully to prevent a biased sample. An inflated or underrepresented sample would be considered biased (Mcleod & Evans, 2023).

By purposive and stratified sampling, from the targeted population, the researcher targeted the four (4) Catholic high schools using the four (4) principals,

107 other administrators/teachers, and 1,810 students in the four Catholic high schools of the Diocese of Cape Palmas, Liberia. These schools all consist of both boys and girls who are day students. See Table 4. The four sampled high schools are the only high schools owned and operated by the Diocese of Cape Palmas.

Table 4

Population of Catholic High Schools in the Diocese of Cape Palmas

High School	Location	No. of Principals	No. of VP/Teachers	No. of Students
Our Lady of Fatima	Maryland	1	27	446
St. Francis	Maryland	1	27	430
S. Joseph	Sinoe	1	28	468
Bishop Juwle	Grand Gedeh	1	25	466
Total		4	107	1,810

Source: CES Cape Palmas Statistics 2021/2022 Enrollment Statistics (2023)

According to Bukhari (2021), the need for an effective method of figuring out the sample size required to be representative of a given population led Krecjie and Morgan to develop a method in 1970 that is most trustworthy for researchers, as shown in Table 5.

Table 5

Table for Determining Sample Size from a Given Population

N	S	N	S	N	S
10	10	220	140	1200	291
15	15	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	49	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note: N is the Population Size while S is the sample size

Source: Krejcie & Morgan (1970)

This table was used to calculate the sample size for the study's participants based on the population of teachers and students. The study chose sample sizes using probability sampling and non-probability sampling methodologies. With the help of

the probability sampling technique, the researcher drew reliable statistical conclusions about the entire group. The researcher could quickly gather data using the non-probability sampling technique, which incorporates non-random selection based on convenience or other criteria. Every person in the population has an equal probability of getting chosen when using random sampling. In contrast, using purposive sampling, the researcher chooses a sample that would be most beneficial to the study (McCombes, 2022). Researchers use sampling approaches to cut down on the number of cases because they don't have enough time or resources to study the complete targeted population. With a specific amount of selected individuals to present the entire population, the researcher will be able to respond to the study's questions (Taherdoost, 2016). To choose the sample, the researcher used both probability and non-probability sampling techniques.

3.5.1 Sampling of Schools

For a more accurate information collection from the four subdivisions of the population of schools, the researcher chose to use only four (4) high schools owned and controlled by the Catholic Diocese of Cape Palmas in Liberia. This was done through the technique of purposive sampling.

Purposive sampling is a non-probability way of gathering a sample in which the researcher selects particular subjects who will aid in the achievement of the study's objectives. Participants from these institutions possess the specific qualities the researcher requires to assess the study questions (Frost, 2023). The participants were expected to supply the in-depth information required for the study.

3.5.2 Sampling of Principals

Purposive sampling was used to include all four (4) high school principals from the Diocese of Cape Palmas in the study. A non-probability sampling method

called "purposeful sampling" concentrates on choosing participants who have traits related to the research inquiry (Nikolopoulou, 2022). Principals were crucial participants in this study because they possess the knowledge and personal qualities necessary to supply the pertinent, in-depth, and trustworthy data required for it.

3.5.3 Sampling of Teachers

To choose the teacher participants, a stratified random sample technique was employed. A population is divided into smaller, more homogeneous groupings known as strata as part of the sampling technique known as stratified sampling. Since all of the individuals share similar qualities or traits, strata are established. It enables scientists to gather a sample population that most accurately mirrors the overall population under study (Hayes, James, and Beer, 2023). The researcher used random sampling to choose a sample in each stratum based on the population's overall demographics while taking into account the opinions of the representatives from each department to prevent bias.

The four (4) Catholic high schools of the Diocese of Cape Palmas employ 107 teachers who are dispersed throughout the counties. Using the Krejcie and Morgan table, 86 was the equivalent of 107 when rounded to the nearest whole number, which is 110. The four high schools included in the study each got a portion of this sum (see Table 4). For each stratum, 25% of the 86-person representative sample will be used. A sample of 10% to 30% is sufficient for sampling participants in a large or small population, claimed Mugenda and Mugenda (2019). Because 21.5 is 25% of 86, the sample size, 22 teachers from each stratum was chosen at random to participate in the study.

Since instructional supervision spans all departments and grade levels and because these teachers are dispersed over both levels of the high school, they were not

designated as upper high school or lower junior high school teachers in the schools. By using a random sampling process, each teacher had a chance of being chosen to take part in the study (Bhattacherjee, 2012).

3.5.4 Sampling of Students

Students were recruited for the study using stratified random sampling. In a stratified sampling procedure, participants are strategically chosen at random from each stratum after the population has been divided into groupings called strata. The sample size should be representative of the distribution of students from each stratum across all teaching and grade levels when stratified random sampling is used (Gay, Mills, and Airasian, 2012). Each school in this study, regardless of its location, has similar qualities and constitutes a strata. There were 1810 students in this study as a whole. Student representatives from the 10th, 11th, and 12th grades were in each stratum. To ensure accurate data collection and prevent any biases in the research, each of the selected classes from the selected schools was represented.

On the Krejcie and Morgan table, 1810 is represented by the number 317, rounded to the nearest full number, 1800. Once more, Mugenda & Mugenda (2019) claimed that a sample size of 10% to 30% is enough for selecting participants from both large and small populations. Accordingly, 79 students from each stratum were chosen at random to participate in the study since 25% of the sample size of 317 is 79.25. The researcher chose the sample size from each stratum using random sampling and the lottery approach. Each stratum's sample was drawn at random from a total of 79 students from each school's various classes of students in grades 10 through 12.

This table outlines the sampling details and techniques employed for various categories within the study's target population. The categories include schools, principals, teachers, and students. The data presented reflects the specific sample sizes selected from each category, the actual sample size per school, and the methods used for sampling.

Table 6

Sampling Matrix

Category	Target Population	Sample Size	Actual Sample per school	Sample Techniques
School	4	4	-	Purposive
Principals	4	4	1	Purposive
Teachers	107	86	22	Stratified/Random
Students	1,810	317	79	Stratified/Random
Total	1,921	407	105	

Source: Field Data (2023)

The table provides a clear overview of the selection process for each category within the target population. It shows the total number of entities within each category, the number of entities sampled, the number of entities sampled per school, and the specific sampling techniques used. For schools and principals, a purposive sampling method was employed, meaning that these entities were selected deliberately based on specific criteria relevant to the research. Principals were selected from all four schools. For the teachers and students, a stratified/random sampling method was employed. The teachers and students were categorized based on

geographical location, and then a random selection was made from each category to ensure representation.

The total sample size across all categories was 407, drawn from a larger target population of 1,921. The table provides valuable information on how the study's participants were selected and sampled, demonstrating the careful and systematic approach applied to ensure a diverse and representative sample for the research.

3.6 Description of Research Instruments

In addition to semi-structured interviews, the researcher used questionnaires. For principals, teachers, and students, the researcher created various sets of questions. A questionnaire is a research tool used to elicit information from respondents through a series of questions. They take the form of written or spoken questions and follow an interview-style structure. Teachers' and students' responses to questionnaires will be gathered. Because they provide a quick, effective, and affordable way to collect a lot of data from sizable populations, questionnaires are mostly utilized in research. The subject's behavior, preferences, intentions, attitudes, and opinions can all be measured with great success using these methods. They don't necessarily have to be administered with a researcher present and can be done via phone, email, paper, or in person. The researchers' use of open-ended and closed-ended questions enables them to collect both qualitative and quantitative data, producing more thorough results (Cint, 2022).

George (2022), on the other hand, asserts that an interview is a research technique or instrument that depends on posing spoken questions to gather data. The interviewer and the interviewee(s) are frequently involved, up to three people in total.

There are three types of interviews: structured (predetermined questions), unstructured (free-flowing), and semi-structured (combining the best aspects of both structured and unstructured). To achieve triangulation, various datasets, and techniques will be applied. That is a more comprehensive approach to boosting credibility and validity, according to Bhandari (2023). Cross-checking the evidence helped to eliminate bias while also providing a comprehensive grasp of the research problem.

3.6.1 In-depth Interview Guide for Principals

A list of broad subjects that a researcher intends to cover in an interview to gather data is known as an interview guide. It is made up of broad issues that a researcher hopes to address for each subject. A researcher can maintain concentration, structure their line of inquiry, and stay on track for reliable data collecting by developing an interview guide (Williams & Zimmermann, 2016).

Question-based data collection is a key component of the qualitative research approach known as an interview. At least two individuals participate in an interview. An interview's questions may be organized, unstructured, or semi-structured. The questions in structured interviews are predetermined. They frequently consist of multiple-choice questions or closed-ended questions with a yes or no option. Even so, they are less typical than closed-ended structured interview questions. An amalgam of organized and unstructured interviews is a semi-structured interview. The order and wording of the questions are not required when employing semi-structured interviews. They are typically flexible and open-ended, but they still have a feeling of structure since they adhere to a predetermined theme framework. In terms of research instruments, they are the most popular (George, 2022).

Unstructured interviews are the most adaptable kind of interviews, George continues. In an unstructured interview, there is no predetermined order or list of questions. Instead, the interview can move forward more naturally, based on the participants' prior responses. Typically, questions are left unfinished to promote openness and allow participants to elaborate freely. The flexibility of unstructured interviews enables researchers to delve deeply into their subject and identify trends among the participants.

The researcher used structured and semi-structured interviews. After all, they are excellent tools for enabling the researcher to gather in-depth information for the study because they asked the respondents questions that enabled participants to explain better, understand better, and explore more options, leading to a more thorough conclusion.

To get in-depth information from school administrators, the researcher employed a semi-structured interview guide (See Appendix I). In the first section, they were asked closed-ended questions to gather demographic data about their age, sex, and career background. The second section of the questions comprised free-response questions about the availability of educational materials to enhance teaching and learning. Open-ended inquiries about the support services for teachers' capacity-building make up the third section. The questions in part four provided the researcher with some information about how learning outcomes are assessed in the schools around the Diocese. The questions in part five gave the principals the chance to discuss the difficulties they face and offer potential remedies to enhance their supervision of school operations.

3.6.2 Questionnaires for Teachers

The purpose of a questionnaire is to collect information from respondents about their attitudes, experiences, and opinions. You can get both qualitative and quantitative data via questionnaires. They may be self-administered or administered by researchers. A self-administered survey can be sent via email, postal service, hand delivery, paper and pen, or the Internet. To ensure that every respondent is given the same questions with the same wording, all questions should be standardized. A questionnaire that is administered by the researcher is mostly in the form of an interview that is conducted by the researcher and respondents over the phone, in person, or online (Bhandari, 2021).

Because they are one of the most widely used methods, questionnaires were used by the researcher to collect data. Debois (2022) claims that it is one of the most reasonably low-priced research tools and that it is a more useful tool for gathering data from both small and large groups. There are numerous ways to collect data with questionnaires. It gives respondents better alternatives for preserving their confidentiality. It helps the researcher to gather comprehensive data by asking as many questions as they can. However, Bhandari (2021) asserts that because of their anonymity, questionnaires are economical, simple to use, and appropriate for delicate subjects. Interview-style questionnaires provide clarification of difficult or unclear questions and responses and ensure that responders are representative of a large audience.

To gather data from the teachers, the researcher asked both closed- and open-ended questions (see Appendix II). Demographic questions about age, sex, and professional experience made up the first section. The second section included a Likert scale with questions to learn more about the activities that principals perform

and how frequently they supervise instructional activities for the distribution of instructional materials, the development of teacher capacity, and the evaluation of student learning outcomes in the classrooms. The fourth section asked respondents about the difficulties they think principals encounter and potential solutions to help them enhance their supervision.

A rating system used to gauge opinions, attitudes, or behaviors is the Likert scale. It is made up of a sequence of questions or statements that are followed by five or seven answer statements. In response to a statement or question, respondents select the answer that most accurately expresses how they feel, believe, or know about it (Bhandari & Nikolopoulou, 2020).

3.6.3 Questionnaires for Students

To gather data from the students, the researcher will mostly ask them questions (see Appendix III). Demographic questions in the first section asked about factors including age, sex, and level of education. The second section of the survey is a Likert scale with questions to find out how the students felt about their school overall, what instructional supervision activities the principals carry out, such as providing instructional materials, enhancing teacher capacity, and assessing learning outcomes, as well as how frequently they do so. Researchers can gather comprehensive and accurate data using questionnaires, which are made up of a series of questions and other prompts (Kabir, 2016).

3.6.4 Document Analysis Guide

To evaluate, comprehend, and build upon the information provided by physical or electronic documents, document analysis is a qualitative research technique that entails examining the documents. Among the three categories of documents a researcher can examine are public records, which are open-access

official records of an organization's or institution's operations. For instance, instruction manuals, census data, statistics on birth and death records, etc. An individual's own experiences are described in personal documents. These could consist of diaries, blogs, social media posts, emails, journals, and so on. Posters or training materials are examples of tangible evidence that can be discovered in a research environment (Indeed, 2023).

Indeed goes on to say that document analysis enables researchers to interpret their non-numeric resources and choose facts pertinent to their research. Documentary resources are used by researchers for a variety of purposes, including providing content for the research, introducing questions for the research, suggesting scenarios for the research, offering additional insights a researcher may find useful, providing a way to track, and serving as a tool for correlating evidence from other research. Triangulation can be done via document analysis. Triangulation is the process through which researchers assess the similarities and/or differences between two or more sources of data belonging to the same category. For research to be taken seriously, triangulation in document analysis is essential.

To gather information regarding the principals' instructional supervision activities, the researcher used a document analysis guide. Primarily on instructors' professional files, including lesson plans, internal progress reports from students, and outcomes from national exams. Documents were taken into consideration by the researcher since they helped the researcher comprehend how assessment procedures relate to the principal's supervision techniques. A document analysis guide is used to direct the researcher as they gather data from documented sources such as school records, student disciplinary records, meeting minutes, and so forth (Makinda, 2019).

The researcher's goal in this study was to examine teachers' work schedules, lesson plans, work records, lesson notes, records on tracking students' academic achievement in schools, records of principals' workshops for teachers, and the principals' supervisory handbook or manual.

3.7 Pilot Testing, Validity, and Reliability

The instruments for data collection were pilot-tested, and validated, and their dependability was assessed before data collection. By doing this, the researcher made sure the research study worked without a hitch and automatically enhanced the study's outcome. It made it possible for the researcher to guarantee that the participants are not misled or perplexed by the research instruments. With the help of pilot testing, the researcher can also assess how long each task should take and how the experiment as a whole should last (Wright & So, 2022).

Although they differ, validity and reliability are closely related. How well a method measures what it is meant to measure is known as validity in research. When a result is very valid, it generates findings that are true to the traits, traits, and variations seen in the physical or social world. In contrast, a method's reliability refers to how regularly it measures a variable. The measurement is regarded as trustworthy if the same outcomes can regularly be obtained by applying the same techniques under the same conditions (Middleton, 2022).

3.7.1 Validity of Research Instruments

How precisely a method assesses something is shown by its validity. It is a method that accurately measures what it purports to measure and produces results that nearly match observed values, so it can be regarded as valid. Construct validity, content validity, face validity, and criteria validity are a few examples of validity categories. When determining whether a measurement tool accurately captures the

phenomenon the researcher is trying to quantify, validity can also be referred to as construct validity. Constructs are ideas that cannot be seen immediately but can be measured by looking at other indicators that are connected to them. Ingenuity, job happiness, gender equality, and freedom of speech are a few examples (Middleton, 2022).

Middleton says that when determining if a test is reflective of all facets of the construct, validity can also refer to content validity. It must include all pertinent elements of the thing being measured. The research is likely to experience omitted variable bias if some elements are either ignored entirely or included even though they are unimportant. Furthermore, validity can also be face validity when it takes into account how appropriate a test's material appears to be at first glance. It is comparable to the content validity, but it is a less formal and more individualized evaluation. Although face validity can be viewed as the weakest, it is more helpful when establishing a measurement initially.

The construct and content validity of the study instruments were evaluated. To determine whether the questionnaires and interview guide were appropriate and would adequately address the study questions, the researcher consulted with experts from the Catholic University of Eastern Africa's Faculty of Education. They were examined by the supervisors, who suggested necessary modifications and contributions that were adopted and implemented. They were then piloted after that.

3.7.2 Pilot Testing of Research Instruments

A research technique is practiced in a pilot study with a modest sample size so that the researcher is confident in the research tools. Before doing the primary research, the researcher will use pilot testing to evaluate, test, and iteratively enhance the research design. It permits the researcher to make sure that the participants are not

misled or perplexed by the study instruments. With pilot testing, the researcher can also assess how long each task should take and how the experiment as a whole should last (Wright & So, 2022).

The researcher pilot tested the rsearch instuments in 2 private high schools in two different areas and were excluded in the actual study. Pilot testing respondents included (2) principals, ten (10) teachers, and twenty (20) students from each of the two schools. The questionnaires were given to the study teacher participants

3.7.3 Reliability Testing of Research Instruments

How consistently a method assesses something is described by its reliability. The same findings are anticipated when applying the same methodology to the same sample and under identical circumstances. Otherwise, the measurement technique can be inaccurate or biased. When the same test is administered repeatedly to the same population over time, test-retest reliability assesses how consistently the results hold up. When assessing an outcome that is predicted to stay constant, it is employed in research. It can be used to evaluate a method's ability to withstand changes over time. Higher test-retest reliability is shown by a smaller discrepancy between the two sets of findings.

The correlation between two different assessment tools or sets of questions intended to evaluate the same or marginally different findings is measured by parallel kinds of reliability, which are used to establish dependability. The degree of agreement between various observers or reviewers of the same object is known as interrater reliability. It is used by researchers to categorize or rate one or more variables after data collection. Observer bias is lessened as a result. Reliable research seeks to reduce subjectivity as much as possible because individuals are subjective. A test's internal consistency reliability evaluates the correlation between various items

meant to measure the same construct. The reliability of the questionnaires in this study with more than two responses was tested using Cronbach's alpha (Heale and Twycross, 2015). The teachers' and students' questionnaires obtained a Cronbach Alpha value of 0.883 and 0.771 respectively when the reliability was assessed using the Alpha technique. See Appendix VI.

External and internal reliability are both possible. Examining a test's internal reliability, such as that of a questionnaire, measures the consistency of results obtained from different test items. In contrast, external reliability refers to how much a measure fluctuates depending on its intended application (Mcleod, 2013).

3.8 Data Collection Procedure

A letter from the head of the post-graduate studies in the Education Department at the Catholic University of Eastern Africa was given to the researcher. The letter made it possible for the researcher to request a research permit from the Local Ordinary of the Diocese of Cape Palmas where the research was conducted. The researcher spoke with the principals of the sampled schools after receiving permission to inform them of the research procedures. The researcher collaborated with representatives from each school using research assistants from the Diocese of Cape Palmas' Education Secretariat. To establish arrangements for data collection in advance, the research assistant consulted the principals of the sampled schools. The principals of the sampled schools got an explanation of the study's goal from the researcher. The research assistant distributed the surveys and prompted responders to respond right away. As soon as responders finished completing all of the items on the

questionnaires, they were collected. The researcher interviewed the principals personally.

3.9 Data Analysis Procedure

To find relevant information for decision-making, data analysis involves changing and modeling the data (Johnson, 2022). It is a method of arranging the data-gathered information while carrying out certain computations and evaluations to extract pertinent information to summarize the data-gathered information, find answers to queries, and establish inherent facts (Ibrahim, 2015). According to the research study, data might be examined quantitatively or qualitatively.

Data were obtained, organized, and deciphered. Non-numeric, unstructured qualitative data were examined. Data gathered were arranged, coded, and used in the analysis. The process of qualitative analysis has six steps, which are as follows: gathering and organizing the data for analysis; reading and perusing the data to help the researcher get a general understanding of the information; coding the data by classifying the images and text; developing how themes and descriptions will be represented; and finally, making an interpretation of the findings or the result Creswell (2013). Typically, questionnaires, surveys, polls, etc. are used to collect data for quantitative analysis (Eteng, 2022). To derive relevant insights or research conclusions, quantitative data analysis will be carried out by evaluating number-based data or translating non-numeric data into a numerical format utilizing various statistical approaches. Descriptive statistics will be used to assess participant responses to determine frequencies, mean, median, mode, range variance, and standard deviation as needed (Bhattacharjee, 2012).

Data analysis, according to Kelly (2022), is the process of modifying, analyzing, and cleaning raw data to extract useful information that may be used by

institutions to make educated decisions. By giving information and data, frequently displayed in tables, charts, graphs, and graphics, the technique helps lower the inherent risk in decision-making.

3.10 Ethical Considerations

Research ethics, according to Insights (2020), are moral guidelines that direct researchers on how to conduct and disclose research without lying or intending to hurt study participants or members of society, deliberately or inadvertently. Establishing the validity of the researcher's work requires adhering to ethical standards when doing research. Resnik (2020) contends that ethical standards encourage the qualities that are crucial to collaborative work, such as trust, responsibility, mutual respect, and fairness because research frequently includes a lot of cooperation and coordination among various people. These guaranteed the research's objectivity and public accountability.

As a result, the researcher followed the general ethical standards during the entire research investigation. To avoid plagiarism and strictly follow the American Psychological Association's (APA) guidelines for the study's recommended style, the researcher made sure all sources of material used in the study were credited. The school of study and other necessary authorities granted the researcher their approval and clearance. Before conducting the interviews and presenting the surveys, participants' consent was sought. Participants were given the assurance that their responses would be kept confidential, along with their anonymity, and were given the option to leave the research study at any time they so desired. On the questionnaires, participants won't be required to sign or give their names. For correct data to be provided from the field, questionnaires were handled by very responsible and reliable individuals.

CHAPTER FOUR

DATA PRESENTATION, INTERPRETATION, AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter presents the findings of the field study; all are related to the research questions that guided the study. The chapter is organized under the following sub-themes; instrument return rate, and demographic data of participants which comprise both students and teachers that include gender, age, and professional qualification. Other aspects covered in this chapter include the accessibility of instructional resources, teacher capacity building, and student and teacher assessment. Interviews from principals. The difficulties principals face in carrying out their administrative duties that are meant to improve students' academic performance and ways of mitigating them as discussed.

4.2 Instruments Return Rate

The instrument return rate is the number of people who answered to survey divided by the number of people in the sample, usually expressed in percentages (Amaya et al., 2023). The researcher distributed questionnaires to 86 teachers and 317 students among four high schools in the Diocese of Cape Palmas with appointments and at convenient hours when respondents were available. The principals were interviewed by the researcher at their convenient time and were recorded for accuracy purposes. Table 6 presents the instrument return rate.

Table 7

Instrument Return Rate

Respondents (%)	Sample Size	No. Collected	Return Rate
Principals	4	4	100
Teachers	86	86	100
Students	317	317	100
Total	407	407	100

Source: Field Date, 2023

Table 7 results show that all four principals of secondary schools availed themselves for interviews. That was possible because the researcher made prior arrangements with the principals on the date and time when they were available for the interview. Data on the same Table 7 also indicates that all the questionnaires distributed to 317 students and 86 teacher participants were filled and collected, thus constituting a 100% return rate. That was probable because the principals assisted the research assistant when the questionnaires were distributed. They were able to collect questionnaire responses from students while they were in class and from teachers when they were at work without interfering with the regular school activities. According to Mugenda and Mugenda (2019), a sample size of 10% to 30% is enough for selecting participants from both large and small populations. Therefore, having a 100% return rate was considered appropriate in this study thus proceeded with data analysis.

4.3 Demographic Information on the Various Study Participants

The study sought the demographic information of the study participants. Teachers and students were asked questions about their gender, age, professional backgrounds, tenures, educational levels, and posts held. The results are presented using tables.

4.3.1 Distribution of Students According to Class and Gender

Table 8 lists the gender and class of the teachers and students who took part in the study.

Table 8

*Student Gender * Class Cross Tabulation*

Total	Class			Total
	10th Grade	11th Grade	12th Grade	
Gender				
Male	36	71	57	164
Female	35	50	51	153
Total	88	121	108	317

Source: Field Data, 2023

The age description analysis revealed that the students included 36 male and 35 female 10th graders, 71 male and 50 female 11th graders, and 57 male and 51 female 12th graders. As a result, there were 164 male and 153 female students overall. The targeted upper classes were heavily represented among student participants since it was believed that their depth of education and proximity to the WASSCE would make them more knowledgeable. This implies that male students took part in the study at a higher rate than female students. This finding revealed the presence of both genders, albeit in varied degrees. With an encouraging percentage difference, the schools are in concurred with the Ministry of Education of Liberia whose overall objective is to guide and promote actions aimed at the progressive reduction of gender disparities in education and training as well as in management structures (MOE Liberia, 2021).

According to Mcleod and Evans (2023), an inflated or underrepresented sample would be considered biased. Therefore, having sampled both male and female

students ensured that both genders were represented in the study and their views were incorporated to avoid biases as well as promote equity and inclusion in the research.

4.3.2 Distribution of Students According to School

Table 9 shows how students are distributed among Pleebo, Harper, Greenville, and Zwedru based on how long they have attended their present institutions.

Table 9

*Student Length of Stay in School * Location Cross Tabulation*

Location	How long have you been in this school			Percentage	Total
	1-2 years	3-5 years	5 years above		
School 1	14	23	42	24.9	79
School 2	15	25	40	25.2	80
School 3	28	24	27	24.9	79
School 4	19	30	30	24.9	79
Total	76	102	139	100	317
	(24.0%)	(32.3%)	(43.8%)	(100%)	

Source: Field Data, 2023

Students from four high schools in the 10th through 12th grades took part in this study. In comparison, schools 1, 3, and 4 have a similar distribution of students across the three categories of duration of attendance, with 79 (24.9%) students in each category. School 2, however, stands out as having a higher proportion of students in the 5-year category with 40 students representing 50.0% of the student participants population. In Table 9, the “Total” row, presents the overall count and percentage of students across all four schools in each duration and attendance category. The results show that 76 students (24.0%) have been attending the four high schools for 1-2 years, 102 students (32.3%) have been attending the schools for 3-5 years, and 139 students (43.8%) have been attending all the four high schools for 5 years or more. The data provide insights into the longevity of student participants' enrollment in the

different schools. Students who have attended a school for a longer period have more experience and have witnessed teachers and principals at work more than students who have attended school for a shorter period. That is why the researcher preferred to use students in the higher class.

As pointed out by McCombes, (2022) a researcher chooses a sample that will be most beneficial to the study. Thus selecting students who have attended the school for a longer period meant that the researcher was able to get deeper insights into how administrators' instructional supervisory practices enhance the high school students' academic achievement in the Diocese of Cape Palmas.

4.3.4 Distribution of Teachers and Principals According to the Demography

The study examined the demographic information of teachers and Principals in the four high schools. Data were collected on gender, age, length of service, and qualifications. Their responses are displayed in Tables 10 and 11.

Table 10:

Demographic Characteristics of Teachers *n-86*

Variable		Frequency	Percentage
Gender	Male	79	91.9
	Female	7	8.1
	Subtotal	**86**	**100**
Age Range	29 – 30 years	37	43.0
	40 – 49 years	26	30.2
	50 – 59 years	21	24.4
	60 + years	2	2.3
	Subtotal	**86**	**100**
Length of Service	1 – 2 years	12	14.0
	3 – 5 years	31	36.0
	6 – 7 years	19	22.1
	Above 7 years	24	27.9
	Subtotal	**86**	**100**
Qualification	Diploma	23	26.7
	Bachelor	45	52.3
	Masters	15	17.4
	Others	3	3.5
	Subtotal	**86**	**100**

Source: Field Data, 2023

The table provides valuable information on the demographic characteristics of teachers based on a sample of 86 respondents. The variables analyzed are gender, age range, length of service, and educational qualifications. The data for gender indicates a significant gender disparity within the teaching profession in the sample. Among 86 teacher participants, 79 (91.9%) are male, while 7 (8.1%) are female. This indicates an overwhelming majority of male teachers in the sample. This implies that there might be gender-related challenges in the recruitment and retention of female teachers within the education sector of C. E. S. Cape Palmas. To address this issue, the principals and policymakers need to implement measures to promote gender diversity in the teaching workforce of the institutions, such as targeted recruitment strategies, professional development opportunities, and policies that support work-life balance to attract and retain female teachers. The findings are in line with those of Miriti (2020) study that there were more male than female teachers in educational institutions. This conclusion of variable gender in the study enabled the researcher to obtain a view from both male and female teacher participants thus avoiding gender imbalance views or opinions.

The distribution of teachers across different age ranges offers insight into the age composition of the teaching workforce within the sample. The highest percentage of teacher participants, 37 (43.0%), falls within the age range of 29-30 years indicating a significant proportion of young teachers and 26 (30.2%) were between 40-49 years. While 21 (24.4%) were aged 50-59 years whereas a minority of 2 (2.3%) were 60 years and above. This finding has implications for workforce planning as it suggests a potential need for succession planning and mentorship programs to ensure a smooth transition of knowledge and experience from senior teachers to the newest generation. Furthermore, C.E.S. Cape Palmas may want to focus on attracting and

retaining experienced teachers to ensure stability and expertise in the teaching profession in the four high schools.

The data on the length of service reveals the experience levels of teachers within the sample. The majority of the teacher participants, 31 (36.0%) have been in the teaching profession for 3- 5 years, indicating a considerable proportion of mid-career educators, while 19 (22.1%) have served for 5-7 years. On the other hand, 24 (27.9%) participants served for more than 7 years, and 1-2 years were 12 (14.0%). This finding suggests that there might be challenges related to teacher retention during the early years of their career. The schools can address this by providing comprehensive induction and support programs for new teachers, fostering a positive and supportive work environment, and offering opportunities for professional growth and advancement.

The distribution of educational qualifications among the teacher participants in the sample shows that the majority, 45 (52.3%) hold a bachelor's degree. However, there is also a significant percentage, 23 (26.7%) with a diploma qualification. Masters degree holders make up 15 (17.4%) of the participants, while other degree holders (AA or Ph.D.) participants 3 (3.5%). This suggests that the sampled schools might benefit from offering pathways and support for teachers to upgrade their qualifications to higher levels, such as master's degrees. Advancing teachers' qualifications can enhance their expertise, professional competency, and career opportunities, which positively impact student learning. These findings from the demographic information of teachers provide potential areas for further investigation and exploration to understand the underlying factors influencing the observed demographic characteristics of teachers.

These findings are corroborated by those of Guardacasa and Benavides, (2020) who noted that it is critical to understand that teachers are diverse persons with different qualifications and years of experience. Therefore, to enhance the students' academic achievement, principals must use various instructional supervisory tactics to be able to suit the various demographic profiles of the teachers.

Table 11

Demographic Characteristics of Principals *n-4*

Variable		Frequency	Percentage
Gender	Female	1	25
	Male	3	75
	Subtotal	**4**	**100**
Age Range	29 – 30 years	-	-
	40 – 49 years	-	-
	50 – 59 years	2	50
	60 + years	2	50
	Subtotal	**4**	**100**
Length of Service	1 – 2 years	1	25
	3 – 5 years	1	25
	6 – 7 years	1	25
	Above 7 years	1	25
	Subtotal	**4**	**100**
Qualification	Diploma	-	-
	Bachelor	4	100
	Masters	-	-
	Others	-	-
	Subtotal	**4**	**100**

Source: Field Data, 2023

Results in Table 11 provides the demographic characteristics of the four principal participants regarding gender, age range, length of service, and educational qualifications. Among the four principal participants, 3 (75%) were male, while only 1 (25%) is female. This indicates a significant gender disparity in educational leadership of the high schools operated by C.E.S Cape Palmas. The dominance of male principals reflects a broader societal trend where leadership roles, especially in certain fields like education, have historically been predominantly occupied by men.

This finding highlights the need to address gender representation in educational leadership to promote diversity and equity in school administration.

Regarding the age range, the data indicated that 2 (50%) of principal participants fall within the age range of 50-59 years, 2 (50%) are aged 60 years and above. There are no principals with the age range of 29-39 years and 40-49 years among the participants. While it is important to note that this age distribution might be due to the limited sample size it is also worth noting that the imbalanced representation of principals in the older age may indicate the potential presence of inexperienced school leaders.

The distribution of principal participants based on their length of service is relatively even, with each category: 1 to 2 years, 3 – 5 years, 6-7 years, and above 7 years containing one principal, each representing 25% of the sample. This suggests a mixed experience and a relatively low principal sample. Further research with a larger sample size of principals could provide more insights into the challenges and opportunities faced by principals at different stages of their careers. All the principal participants hold a bachelor's degree, representing 100%. There are no respondents with diplomas, master's degrees, or qualifications in the sample. Again, while this might be associated with the limited sample size, the finding indicates that a bachelor's degree is the minimum educational requirement for the principalship in the sample.

The researcher's view on the dominant male leadership can be linked with traditional norms associated with leadership qualities with masculine traits. From an early age, children are exposed to gender stereotypes and societal expectations that reinforce traditional gender roles. These gender perceptions of behavior and leadership can impact career choices and aspirations later in life. As a result, men see

themselves as natural leaders and women have faced gender biases that deter them from aspiring for leadership roles. Encouraging women in leadership requires a cultural shift that challenges traditional gender norms and fosters an inclusive environment that values diverse leadership. Educational institutions, C. E. S. Cape Palmas can work towards achieving gender equality in leadership by encouraging women in leadership, providing mentorship, raising awareness about gender biases and stereotypes, creating flexible work policies, and recognizing and rewarding leadership qualities in both men and women.

The findings are in tandem with those of Mbalilaki and Onyango (2022) who noted that one of the factors that hindered females' participation in school leadership was a lack of consideration of gender when appointing school leaders. Makori (2018) on the other hand pointed out factors such as a lack of women who have the minimum qualifications needed and a lack of interest in qualified candidates for leadership positions.

4.4 Presentation of the Findings, Interpretation of the Findings, and Discussion of the Findings as per each of the Research Questions

The research findings based on the research questions are presented in the following sub-sections. In the summary and analysis, the researcher combined the responses for "strongly disagree" and "disagree" as one category of "disagreed", while "strongly agree" and 'agree" as another category of "agreed" from the data collected as shown in the Tables. This allowed the researcher to compare the level of agreement and disagreement among the student participants regarding various statements related to their assessment of students' learning outcomes. The four schools will be referred to as School 1, School 2, School 3, and School 4 while the

principals will be referred to as High School Principal (HSP): HSP- A, HSP- B, HSP-C, and HSP-D.

4.4.1 Provision of Instructional Resources

This section presents findings from the study that aimed to explore teachers' and students' responses regarding the provision of instructional resources by their school principals. Data collected from a sample of 86 teachers and 317 students offer their understanding, perceptions, and experiences regarding the availability and accessibility of educational materials, tools, and support provided by their principals.

Students' Response to the Principal Provision of Instructional Resources

The student's response to the principal's provision of instructional resources is a crucial aspect of evaluating the effectiveness of educational leadership and the overall learning environment. In this context, instructional resources refer to materials used in teaching and learning, such as textbooks, library facilities, laboratory equipment, and supplementary materials – teaching aids as well as the teachers.

Table 12:

Students' Responses to the Principal Provision of Instructional Resources n=317

Statement on the provision of instructional resources by principals	SD	D	UD	A	SA
The principal gets enough teachers who teach us well	24 (7.6%)	20 (6.3%)	11 (3.5%)	138 (43.5%)	124 (39.1%)
In our school, we have all the required textbooks prescribed by the Ministry of Education	46 (14.5%)	69 (21.8%)	13 (4.1%)	117 (36.9%)	72 (22.7%)
In our school, there are enough textbooks for both students and teachers to use for teaching and learning	50 (15.8%	82 (25.9%)	17 (5.4%)	103 (32.5%)	65 (20.5%)
The principal ensures students make regular use of the library and add knowledge of what we learn in class	49 (15.5%)	56 (17.7%)	15 (4.7%)	119 (37.5%)	78 (24.6%)
The principal encourages teachers to use teaching aids to help students understand our lessons better with materials provided by the principal	45 (14.2%)	75 (23.7%)	20 (6.3%)	127 (40.1%)	50 (15.8%)
The principal supports the use of field trips for students to learn from real-life experiences	144 (45.4%)	89 (28.1%)	10 (3.2%)	51 (16.1%	23 (7.3%)
Poster sheets, flashcards, and other resources enable us to better understand the lessons in the learning process	106 (33%)	80 (25%)	16 (5.0%)	82 (25.9%)	33 (10.4%)
The principal ensures that teachers are punctual in class for all subjects	26 (8.2%)	29 (9.l%)	15 (4.7%)	124 (39.1%)	123 (38.8%)
The principal ensures that our school has an up-to-date laboratory equipped with resources to carry out our experiments	106 (33.4%)	76 (24.0%)	18 (21.3%)	69 (21.8%)	48 (15.1%)
The principal encourages teachers to simplify lessons through demonstration or illustrations for better achievement of students	36 (11.4%)	50 (15.8%	26 (8.2%)	126 (39.7%)	79 (24.9%)

Source: Field Data, 2023

The use of instructional resources in teaching and learning is crucial to improving students' academic performance. The majority of the student participants, 262 (82.6%) agreed that the principals get enough teachers who teach well. This positive response indicates a level of satisfaction of student participants with the

availability and effectiveness of teachers in their schools. However, a notable portion 44 (13.9%) disagreed. This dissenting view suggests that there is a subgroup of student participants who perceive a lack of effectiveness in teaching or believe that the number of proficient teachers in their schools is insufficient to meet their educational needs. A small percentage 11 (3.5%) remained undecided. These students might have mixed or limited experiences with teachers, making it challenging for them to form a definite opinion.

In another statement, the responses showed that slightly more than one-third of the student participants 189 (59.6%) agreed that the school has all the required textbooks, while a considerable number 115 (36.3%) disagreed and 13 (4.1%) were undecided. This suggests that there might be a shortage of textbooks in the school, which could hinder the student's learning experience. Another analysis showed that about one-third of the student participants, 168 (53%) agreed that there are enough textbooks for both students and teachers, while 132 (41.6%) disagreed, and 17 (5.4%) were undecided. This suggests that there might be a shortage of textbooks in the school, affecting the teaching and learning process. Principals during the interview remarked:

> In their schools, there are basic instructional resources to support teaching and learning across different subjects and grade levels. There are Ministry of Education (MOE) prescribed textbooks, the curriculum from MOE is available for them to use as a guide, teachers are given lesson plans and notebooks to prepare their lessons, and there are typical classroom materials like chalkboards, chalk, chairs, tables, poster sheets, charts with diagrams, and dusters, in a nutshell, adequate stationery supplies to facilitate interactive

> teaching and student engagement during the lessons (HSP-A, Personal Communication June 5, 2023).
>
> Before the outbreak of the civil war in Liberia, the educational system in Catholic schools was notably different. Schools enjoyed a state of affairs where there was an ample and sufficient supply of textbooks. During this period as was customary for each student to receive complete sets of the required textbooks, ensuring that they had access to the needed learning materials. However, in the wake of the conflict, this once-robust educational system experienced a significant shift, and the current conditions bear little resemblance to those prosperous times (HSP-D, Personal Communication: June 12, 2023).

In addition, responses showed that a significant number of the student participants, 197 (62.1%) agreed that the principals ensure students make regular use of the library to add to their knowledge of the classroom. However, a noticeable proportion of 105 (33.2%) disagrees, and 15 (4.7%) remain undecided. This implies that there might be room for improvement in promoting the use of the library. A considerable number of student participants, 177 (55.9%) agreed that the principals encouraged the use of teaching aids. However, a significant percentage of 120 (37.9%) disagreed, while 20 (6.3%) were undecided, suggesting that there might be a lack of support for teaching aids in some cases or by some teachers. The student participants, 74 (23.4%) agreed that the principals support the use of field trips for real-life learning experiences and 10 (3.2%) were undecided. However, a large majority 233 (73.5%) disagreed, indicating a lack of support for this type of learning

approach. A principal noted in the interview that field trips were not usually carried out as students desired because:

> There are a lot of insecurities when traveling with students on very bad roads especially during the rainy seasons in the country when the roads in the Southeast are very deplorable. Also, students preferred more social outings than field trips that would be of academic benefit. (HSP-C, Personal Communication June 8, 2023).

A significant number of student participants, 115 (36.3%) agreed that posters, sheets, and other resources help them understand the lessons better. However, a similar percentage of 186 (58.0%) disagreed, and 16 (5.0%) were undecided. This indicates that these visual aids might not be effective for everyone or are not used appropriately. The majority of student participants, 247 (77.9%) agreed that the principal ensures teachers' punctuality in class, while only a small percentage 15 (4.7%) remained undecided. in addition, there is a noteworthy portion of 55 (27.3%) disagreed, indicating some concerns about teachers' punctuality.

The data showed that a significant number of student participants, 117 (36.9%) agreed that the school has an up-to-date laboratory with adequate resources and 18 (21.3%) remained undecided. However, a greater percentage 182 (57.4%) disagreed, suggesting that there might be issues with the laboratory's resources and equipment. A principal remarked:

> It is indeed a point of pride that our Catholic schools stand as the sole provider of high school education in the Southeastern region with fully equipped and exceptional science laboratories. These

> facilities have been meticulously developed to foster an environment of innovation and hands-on learning. However, there is a gap between the potential of our laboratories and the current usage. Despite my strong encouragement and the dedicated efforts of C. E. S. Cape Palmas in conducting training workshops, teachers have not been making regular use of the laboratory as intended. Their reasons include time constraints, demand for additional incentives, and additional responsibilities (HSP-B, Personal Communication June 7, 2023).

The responses indicate that a considerable number of student participants, 205 (64.6%) agreed that the principal encourages teachers to simplify lessons through demonstrations or illustrations. A notable percentage, 86 (27.2%) disagreed while 26 (8.2%) remained undecided, suggesting that not all teachers may be using these methods effectively. Overall, the majority of the students in the sample expressed positive perceptions of the principals' provision of instructional resources, nonetheless, there were areas where students showed mixed responses. as the combined figures for student participants who agreed and strongly agreed with most of the statements are higher than the combined figures for disagreed and strongly disagree.

The findings are supported by those of Kaufman, et al. (2020) who established that the use of instructional materials supports classroom activities and improves teaching and student performance. The findings are also supported by Ajoke (2017) who noted that the availability of instructional resources made learning more fascinating, useful, realistic, and engaging thus boosting the academic achievement of students. However, the study by Malunga (2020) posited that schools that lacked

enough instructional and learning resources could affect the performance of students. As such, the principals not supporting field trips for the learners could affect their academic achievement as well as having laboratories that are not regularly used or the use of flashcards and other resources. As noted by Perry and Sullivan (2013), school resources differ depending on where they are located and this could be a contributing factor to the high schools in the Diocese of Cape Palmas.

The findings corroborate the Two-Factor theory since the analysis addresses both motivators/satisfiers and hygiene/dissatisfiers factors in the mixed responses of the student participants. This is because motivators have a greater impact on job performance and affect how an employee feels while carrying out their duties (Swartout, 2018). In a school setting the provision of instructional resources can act as a motivator to the students and this will lead them to perform better academically. The presence of motivators such as competent teachers, well-utilized library resources, and effective teaching methods positively impacts students' perceptions and satisfaction. On the other hand, the absence or inadequacy of hygiene factors such as textbooks, laboratory resources, field trips, and effective teaching methods can lead to dissatisfaction among students. The principals play a crucial role in enhancing the motivators and addressing the hygiene factors to create a conducive learning environment for the students.

Teachers' Response to the Principal Provision of Instructional Resources

The researcher sought to find out how the provision of instructional resources enhances students' academic achievement by making sure adequate teachers are assigned based on their specification and expertise, the provision of required textbooks and updated materials, proper use of the library as well as the laboratory by students and teachers, making sure teaching aids are available, encouraging the use of

WASSCE past questions for study and revision, the proper use of curriculum and syllabus among other instructional activities. The result of this analysis is as follows:

Table 13

Teachers' Response on the Principal Provision of Instructional Resources n=86

Statement on the provision of instructional resources by the principal	**SD**	**D**	**UD**	**A**	**SA**
The principal makes sure there are enough teachers and assigns teachers based on their area of specification and expertise	0 (0%)	5 (5.8%)	0 (0%)	24 (27.9%)	57 (66.3%)
The principal ensures that the required textbooks are available and ensure that they are used by teachers appropriately	0 (0%)	8 (9.3%)	4 (4.7%)	45 (52.3%)	29 (33.7%)
The principals guarantee a sufficient supply of updated instructional materials are in the school's library for use by the learners and staff	0 (0%)	11 (12.8%)	2 (2.3%)	31 (36.0%)	42 (48.8%)
The principal ensures teachers make regular use of the library	6 (7.0%)	9 (10.5%)	9 (10.5%)	48 (55.8%)	14 (16.3%)
The principal encourages teachers to use teaching aids correctly and improve where appropriate	3 (3.5%)	4 (4.7%)	6 7.0%)	37 (43.0%)	36 (41.9%)
The principal gets past questions on WASSCE examination papers and encourages teachers to involve the students in group discussions to assist one another	1 (1.2%)	15 (17.4%)	5 (5.8%)	47 (54.7%)	18 (20.9%)
The principal organizes advisory groups of teachers and parents to encourage parents to buy other additional resources needed by the students	5 (5.8%)	16 (18.6%)	5 (5.8%)	27 (31.4%)	33 (38.4%)
The principal ensures teachers make proper use of available updated curriculum/syllabus	1 (1.2%	2 (2.3%)	2 (2.3%)	45 (52.3%)	36 (41.9%)
The principal supports field trip studies to expose learners to experiences not found in the classroom with resources to carry out our experiments	11 (12.8%)	18 (20.9%)	7 (8.1%)	15 (17.4%)	35 (40.7%)
The principal encourages teachers to simplify lessons through the provided laboratory resources appropriately	9 (10.5%)	2 (2.3%)	5 (5.8%)	24 (27.9%)	46 (53.5%)

Source: (Field, 2023)

The results in Table 13 show teacher participants' perception and observation of the principals' provision of instructional resources in the schools where they are assigned. The overwhelming majority of teacher participants, 81 (94.2%) agreed that the principals ensure there are enough teachers and that they are appropriately assigned based on their expertise. The extremely low number of teacher participants who disagreed, 5 (5.8%) suggests that the principals are effective in this aspect. A significant percentage of teacher participants, 74 (86.0%) agreed that the principals ensure the availability and appropriate use of required textbooks. However, 4 (4.7%) were undecided and 8 (9.3%) disagreed, suggesting that there might be some issues related to textbook management and utilization. A large majority of the teacher participants, 73 (84.8%) agreed that the principals ensure a sufficient supply of updated instructional materials in the libraries. Meanwhile, 2 (2.3%) were undecided and 11 (12.8%) disagreed, suggesting that there may still be some room for improvement in maintaining the library's resources. In an interview with the principals, the majority of the principals were in consensus. One remarked:

> Our commitment to providing a rich and diverse array of instructional resources is evident in several key aspects of our school's approach. Our school allocates a significant portion of resources to procure a wide range of instructional materials including textbooks, supplementary reading materials, and educational tools. We understand that having access to a variety of materials enhances the teaching and learning process, catering to different learning styles and abilities (HSP-B, Personal Communication: June 7, June 2023).

While a significant percentage of teacher participants, 62 (72.1%) agreed that the principals ensure regular use of the library, there is a noteworthy percentage, 15

(17.4%) disagreed, and 9 (10.5%) remained undecided. This implies that not all teachers are making optimal use of the library facilities. The majority of teacher participants, 73 (84.9%) agreed that the principal encourages the correct use of teaching aids and improvements when needed. While there were 7 (8.2%) disagreements with 6 (7.0%) undecided teacher participants, the overall support for this practice is strong. The data shows that a considerable percentage of teacher participants, 65 (75.6%) agree with the principals' practice of using past questions and promoting group discussions among students. However, the presence of 5 (5.8%) undecided, and 16 (18.6%) disagreements suggest that there might be some varying opinions on the effectiveness of this approach.

The majority of teacher participants, 60 (69.8%) agreed that the principals organize advisory groups to encourage parents to buy additional resources. However, with 21 (24.4%) participants in disagreement and 5 (5.8%) undecided, this implies that there may be mixed opinions about the effectiveness of this approach and some doubts. A significant majority of teacher participants, 81 (94.2%) agreed that the principals ensure proper use of the updated curriculum/syllabus. The low percentage of disagreement, 3 (3.5%) and 2 (2.3%) undecided participants suggests that teachers generally comply with the prescribed curriculum. The data show that there is a notable division of opinion regarding the support for field trips. While 50 (58.1%) of teacher participants agreed with the principals' support of field trips, a significant percentage 29 (33.7%) disagreed, and 7 (8.2%) remained undecided, indicating a lack of consensus on the matter. A majority of teacher participants, 70 (81.4%) agreed that the principals encourage the use of laboratory resources to simplify lessons. The relatively low percentage of disagreement between 11 (12.8%), and 5 (5.8%) were undecided, suggesting overall support of this practice.

The findings are corroborated by Guardacasa and Benavides, (2020) who noted that the principals' assistance and direction motivate teachers to improve their performance and thus school head should offer instructional observation and evaluation, classroom visits, new teacher orientation, and in-service training. Another study by Ajoke, (2017) also noted that the provision of instructional resources by principals allowed for active and effective participation in the lessons from both the teachers and the students. Basilio and Bueno, (2022) also postulated that principals should support teachers by providing instructional supervision because it increases teachers' competence and efficiency and inspires students to strive harder to meet the needed standard and enhance performance. Another study by Ngui (2018) also noted that principals are required to perform duties such as reviewing teachers' records, including the scheme of work, lesson plans, records of students enrolled, progressive records, and files of both internal and external exams, as well as lesson notes and students' marked assignments and exam papers as these will support the principal in organizing instruction for improved academic performance.

The responses from the teacher participants in this study demonstrate elements that relate to both the Two-Factor Theory and the Transformational Leadership Theory. The responses align with the Two-Factor Theory as they reflect both motivators and hygiene factors. For instance, when teachers agree that there are enough teachers based on expertise and when they feel encouraged to use teaching aids and the curriculum effectively. On the other hand, when teachers express concerns about the availability of instructional materials or the organization of advisory groups, these represent hygiene factors that may lead to dissatisfaction if not addressed appropriately.

The responses also relate to the Transformational Leadership Theory, particularly in aspects of leadership behavior. Teachers' positive perception of principals encouraging the use of teaching aids, involving students in group discussions, and supporting field studies align with the transformative and inspirational qualities of a transformational leader. In other words, the teachers' responses indicate that the principals' actions and behavior play a crucial role in influencing their job satisfaction and engagement.

4.4.2 Capacity Building Services Provided by School Administrators

The researcher extended inquiries into the capacity-building services offered by the school principals. These services encompass various programs, initiatives, or activities aimed at enhancing the skills, knowledge, and capabilities of both teachers and students within the school environment. The results of the data analysis from both students and teachers, which underwent rigorous statistical examination, are presented in subsequent subsections.

These presentations include a comprehensive breakdown of findings, statistical methods employed, and the interpretation of results. By systematically organizing and sharing this analyzed data, the researcher aims to provide a clear, evidence-based understanding of how capacity-building initiatives impact the educational community, shedding light on their effectiveness and implication for teaching and learning.

Students Response to Capacity Building Services Provided by Principals

Table 14:

Students Response to Capacity Building Services *n=317*

Statement on capacity building services provided by principals	NA	OY	OS	M	W
Our teachers give us assignments when they are going to seminars	78 (24.6%)	99 (31.2%)	61 (19.2%)	44 (13.9%)	35 (11.0%)
The principal meets with students who need help one-on-one regularly	48 (15.1%)	27 (8.5%)	35 (11.0%)	82 (25.9%)	125 (39.4%)
The principal visits classes regularly to observe the teaching	22 (16.9%)	14 (4.4%)	15 (4.7%)	57 (18.0%)	209 (65.9%)
The principal motivates the teachers who perform well by awarding them during student assemblies	102 (32.2%)	102 (32.2%)	29 (9.1%)	29 (9.1%)	55 (17.4%)
Representatives from the Ministry of Education visit our school regularly to meet with our teachers	43 (13.6%)	66 20.8%)	63 (19.9%)	59 (18.6%)	86 (27.1%)
The provision of WASSCE past questions enables teachers to help students discuss questions that will help them prepare adequately for examination to achieve a good performance	10 (3.2%)	307 (96.8%)	0 (0%)	0 (0%)	0 (0%)
In our school, examiners are invited to talk to students about tackling examination questions to build our confidence	214 (67.5%)	103 (32.5%)	0 (0%)	0 (0%)	0 (0%)
In our school, students go on field trips to sharpen their observation skills	317 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
At our school, talks about good study habits are given to enable students to gather key information they need to pass exams	1 (0.3%)	66 (20.8%)	35 (11.0%)	99 (31.2%)	116 (36.6%)
Students who perform well are encouraged to help their schoolmates who are having difficulties in their lessons	30 (9.5%)	0 (0%)	0 (0%)	0 (0%)	287 (90.5%)

Source: (Field, 2023)

The table shows responses from 317 student participants about valuable insights into students' perceptions of capacity-building efforts in their schools. Here are some key observations and analyses: The majority of student participants receive assignments from their teachers when they are going to seminars, 44 (13.9%)

responded monthly, 61 (19.2%) once a semester, 99 (31.2%) once a year, (approximately 64 %) with a significant proportion receiving assignments once a year and 78 (24.6%) not at all. This suggests that there is room for improvement in incorporating seminar-related assignments more frequently to enhance the learning experience and engagement of students. The data shows that a substantial number of student participants, 82 (25.9%) monthly, and 125 (39.4%) weekly (approximately 65%) responded to the principal meeting with students when they need help one-on-one regularly. While other participants responded 35 (11.0%) once a semester, 27 (8.5%) once a year, and 48 (15.1%) not at all. This is a positive finding as it indicates that the principal is actively engaged in providing individualized support and assistance to students, contributing to their academic success.

The majority of the student participants 57 (18.0%) monthly, 209 (65.9%) weekly (about 84%) reported that the principals visit classes regularly to observe teaching activities with the highest frequency being weekly. Other participants reported, 15 (4.7%) once a semester, 14 (4.4%) once a year, and 22 (16.9%) not at all. This indicates that the school administration is actively involved in monitoring and assessing the teaching quality, which can have a positive impact on the overall learning environment.

Data shows that a considerable number of student participants, 55 (17.4%) weekly, 29 (9.1%) monthly, 29 (9.1%) once a semester, and 102 (32.2%) once a year (about 67.8%) reported that teachers who perform well are recognized and awarded during student assemblies at least once a year. Only 102 (32.2%) student participants responded not at all. Recognizing and motivating teachers can contribute to a positive teaching environment and potentially improve overall teacher performance. A significant proportion of student participants responded that representatives from the

Ministry of Education visit their school at least once a year, 66 (20.8%) once a year, 63 (19.9%) once a semester, 59 (18.6%) monthly, and 86 (27.1%) weekly. This suggests that the school is engaged with external authorities, which can lead to better oversight, guidance, and support for educational practices within the school. However, the response of some 43 (13.6%) student participants who responded not at all, suggests that they are some concerns about the visits of Ministry of Education representatives.

A high percentage of student participants, 307 (96.8%) acknowledged the benefits of providing WASSCE past questions suggesting that this practice is positively impacting their exam preparation. The fact that teachers use these questions to facilitate discussions indicates an active effort to align teaching with the examination format, which can help students become familiar with the question style and content. This finding is validated by the principals who thought that:

> The use of past questions as a learning resource can support students by providing them with a comprehensive understanding of the subject matter, improving their exam performance, and boosting their confidence through practice and targeted preparation. Past questions provide students with a clear understanding of the structure, format, and types of questions that may be asked in an exam. By reviewing past questions, students become familiar with the style of questions, allocation of marks, and time constraints, which can reduce anxiety and enhance their preparedness for the WASSCE exams. We expect that the past questions would help students identify key topics and concepts that are frequently tested. By analyzing and answering questions from previous exams, we believe that students will gain

> insight into the areas likely to be emphasized. Using past questions should allow them to focus their study efforts and allocate their time efficiently, ensuring they have a comprehensive understanding of the essential content. We assume that using the past questions in the final weeks before exams is a strategic and efficient tool to support students in their exam preparation journey. At that point, we believe that it complements their overall revision efforts (HSP-D, Personal Communication: June 12, 2023).

On the other hand, the 10 (3.2%) of student participants who responded that they do not receive WASSCE past questions may be at a disadvantage compared to their peers. Without access to these materials, they may not have the same level of preparedness, which could potentially impact their exam performance. Data also revealed that a significant majority of the student participants 214 (67.5%) do not have the opportunity to interact with examiners, which may indicate a missed chance for students to gain insights into examination expectations and build confidence in their test-taking abilities. Inviting examiners to talk to students could offer valuable guidance and reduce anxiety related to exams.

Regarding field trips to sharpen students' observation skills, all 317 (100%) student participants responded that they do not go on field trips in their school. In response to this finding, one of the principals validated the lack of field trips by providing reasons:

> The safety of the students is a primary concern of schools and educational institutions. The very bad roads in the Southeastern part of the country which is a potential risk that cannot be adequately mitigated, accessibility is an issue. Because of the civil crisis in the

> country, most of the areas for tourist and educational adventures were destroyed. Some trips students desire to make do not align with the educational curriculum and learning objectives. Students nowadays only want to make field trips associated with socializing and games activities. Field trips require students to adhere to specific rules and a code of conduct to ensure a safe and respectful environment, the behavior of students jeopardized the last field trips. Academic priorities and time constraints are also considered. These have been the reasons given by the Education Secretariat of the Diocese of Cape Palmas which permits field trips (HSP-C, Personal Communication: June 8, 2023).

When students were asked about the availability of talks about good study habits at their schools to help them gather key information for exam success, the responses varied. Only 1 (0.3%) of student participants reported that such talks were not given at all. On the other hand, 66 (20.8%) mentioned that they received these talks once a year, 35(11.0%) received the talks once a semester, 99 (31.2) received talks monthly, and the majority, 116 (36.6%), reported to receiving these talks on good study habits weekly. This indicates that the schools are actively involved in guiding students on effective study practices. Regarding the encouragement of well-performing students to assist their schoolmates who are facing difficulties in their lessons, a small proportion of student participants 30 (9.5%) responded that they do not receive such encouragement at all. In contrast, a vast majority of student participants 287 (90.5%) reported that this support and encouragement for peer assistance happen weekly. Hence, the school promotes a mutual learning experience

that benefits both the helper and the students in need of assistance. One of the principals elaborated a how the school encouraged peer coaching among students:

> To encourage high performance among students, we encourage them as much as possible to help their struggling peers. At the end of every marking period, we recognize students who have done very well with the honor roll listing pasted on the school bulletin to motivate more students. We encourage collaborative study groups in and out of the school campus led by high-achieving students. During lessons, students who understand lessons are encouraged to assist teachers in demonstrations and elaborations to help their peers understand lessons better (HSP-B, Personal Communication: June 7, 2023).

Overall, the findings suggest that the school places importance on capacity-building, professional development, and student support. The principals strive to provide students with opportunities, resources, and support to enhance their skills and knowledge. These efforts indicate that the school is striving to create a conducive and enriching learning environment for its students. However, it is essential to note that while research findings highlight positive aspects of capacity-building, there are also areas for improvement by the school principals.

The findings are in line with those of Paul (2023) who pointed out that when students see their hard work paying off, it might inspire them to continue working harder. The study by Pietsch et al., (2020) also established that the effectiveness of students' learning and their academic accomplishment can be greatly impacted by the instructional supervision provided by school administrators and the classroom instructions provided by teachers. As pointed out by Solomon and Ofori (2014), the

idea of capacity building, as a development strategy improves students' and teachers' skills to carry out their primary responsibilities, address current issues, set and attain goals, and comprehend and sustainably address their developmental requirements.

These findings corroborate the transformational leadership theory. Transformational leadership is a leadership style characterized by inspiring and motivating followers to achieve their full potential and work towards a common vision or goal. The findings suggest that the school's capacity-building efforts for students exhibit elements of this theory such as inspiring motivation (classroom observance by the principal), and individualized consideration (students receiving one-on-one support from the principal). In addition, intellectual stimulation (study skills), idealized influence (appreciating high-performing students), inspiring role modeling (peer coaching), and consideration of the collective (the presence of student leadership). According to White, (2018), transformational leaders are bursting with vigor, passion, and desire. They emphasize supervision and achieving organizational objectives through methodical incentives and punishments to uphold the status quo of the organization. Thus principals and teachers act as transformative leaders as they strive to transform the lives of high school students through quality teaching and corrective punishments for those who are underperforming.

Teachers' Response to Capacity Building Services Provided by Principals

In the ever-evolving landscape of education, the continuous development and growth of teachers are paramount to ensuring the delivery of high-quality education to students. Principals play a pivotal role in creating a culture of professional growth by providing capacity-building services and opportunities to their teaching staff. The data presented in Table 15 reflects teachers' responses to various capacity-building initiatives implemented by the principals in the schools.

Table 15:

Teachers' Response to Capacity Building by Principals *n=86*

Statement on the capacity building of teachers by principals	NA	OY	OS	M	W
The principal organizes workshops and in-service training for teachers in the school	48 (55.8%)	22 (25.6%)	9 (10.5%)	5 (5.8%)	2 (2.3%)
The principal takes unscheduled visits to class to observe teachers and give immediate constructive feedback to improve instruction	12 (14.0%)	2 (2.3%)	3 (3.5%)	18 (20.9%)	51 (59.3%)
The principal encourages teachers to conduct research related to teaching that leads to improved instruction and better academic performance of students	9 (10.5%)	7 (8.1%)	8 (9.3%)	31 (36.0%)	31 (36.0%)
The principal encourages teachers to attend workshops organized by the Ministry of Education related to their teaching subjects to improve their content delivery	5 (5.8%)	12 (14.0%)	19 (22.1%)	18 (20.9%)	32 (37.2%)
The principal helps teachers to develop and promote innovative and effective teaching and learning strategies	12 (14.0%)	8 (9.3%)	5 (5.8%)	36 (41.9%)	25 (29.1%)
The principals encourage peer coaching for teachers to assist each other in sharing new ideas	14 (16.3%)	7 (8.1%)	4 (4.7%)	21 (24.4%)	40 (46.5%)
The principal motivates teachers to attain higher performance	8 (9.3%)	9 (10.5%)	5 (5.8%)	20 (23.3%)	44 (51.2%)
The principal meets with the staff regularly to discuss instructional problems	5 (5.8%)	3 (3.5%)	12 (14.0%)	34 (39.5%)	32 (37.2%)
The principal observes teaching in class and uses feedback to plan and develop teachers	6 (7.0%)	1 (1.2%)	15 (17.4%)	20 (23.3%)	44 (49.5%)
The principal encourages teachers to attend workshops organized by the Education Secretariat of the Diocese of Cape Palmas	9 (10.5%)	20 (23.3%)	7 (8.1%)	26 (30.2%)	24 (27.9%)

Source: (Field, 2023)

Regarding the organization of workshops and in-service training for teachers, it is noteworthy that 48 (55.8%) of teacher participants reported not receiving such initiatives at all from the principals. This suggests a significant gap in providing

professional development opportunities to the teaching staff. Only a minority of teachers 22 (25.6%) responded once a year, 9 (10.5%) once a semester, 5 (5.8%) monthly, and 2 (2.3%) said weekly. The low frequency of workshops and in-service training indicates a need for increased efforts in this area to empower teachers with the necessary skills and knowledge to excel in their roles. On the statement of unscheduled visits to observe teachers and provide immediate constructive feedback for instructional improvement, the majority of teacher participants 51 (59.3%) received weekly visits from principals. This frequent observation and feedback mechanism can be beneficial for enhancing teaching practices and encouraging continuous improvement. This validates the principals' unscheduled visits to the classes and this is what the majority of them explained:

> Unscheduled visits to the classroom for teacher supervision can be beneficial for professional development and improving instructional practices. It provides an opportunity for quality assurance and ensures that instructional standards are being met by the teachers. It enables us to observe teachers in their natural teaching environment. We can assess the effectiveness of instruction, student engagement, and the implementation of best practices of teachers in the classroom to enhance quality education. In addition, we believe unscheduled visits to the classroom promote a culture of accountability for teachers, knowing that classroom visits can occur at any time. It reinforces the expectation that teachers should be prepared, and engaged in delivering instruction that meets established standards (HSP-D, Personal Communication: June 12, 2023).

However, it is concerning that a considerable number of teacher participants, 12 (14.0%) reported not receiving unscheduled visits at all. Another portion, 18 (20.9%), 3(3.5%), and 2 (2.3%) reported receiving visits monthly, once a semester, and once a year respectively. This indicates that there is room for improvement in ensuring that all teachers receive regular and constructive feedback from principals, which can positively impact the overall quality of instruction.

A considerable percentage of teacher participants, 31 (36.0%) weekly, and 31 (36.0%) monthly reported receiving encouragement in conducting research, showcasing the support provided by the principals in promoting a culture of research-driven teaching practices. This is a promising sign as research-based approaches can enhance teaching effectiveness and ultimately benefit students' learning outcomes. However, the data also highlights areas for improvement in further research initiatives among teachers. A small proportion of teacher participants, 9 (10.5%) not at all, 8 (9.3%) weekly, and 7 (8.1%) once a year reported that they do not receive encouragement for conducting research. To maximize the potential benefits of education research, it is crucial to create an environment that fosters teacher-led research projects.

Regarding attending workshops organized by the Ministry of Education related to their teaching subjects, the majority of teacher participants, 32 (37.2%) weekly reported receiving encouragement from the principals. This indicates a positive approach by school leaders in supporting professional development opportunities for teachers. However, there is room for improvement as the greater proportion of teacher participants, 19 (22.1%) once a semester, 18 (20.9%) monthly, 12 (14.0%) once a year, and 5(5.8%) not at all, reported receiving encouragement less frequently. To optimize the impact of these workshops, it is essential to ensure a

higher percentage of teachers have access to workshop opportunities regularly. A significant portion of teacher participants, 36 (41.9%) reported receiving assistance from the principals monthly, indicating a consistent effort to support teachers in developing creative and impactful teaching approaches. Additionally, 25 (29.1%) reported weekly assistance, further highlighting the commitment of school principals to fostering innovative teaching practices. However, the data also indicated areas for improvement. A notable percentage of teacher participants, 12 (14.0%) not at all, 8 (9.3%) once a year, and 5 (5.8%) once a semester reported that they do not receive assistance in developing innovative teaching strategies as frequently. In a response to the interview, a principal remarked:

> As a principal, I prioritize the professional growth of my teachers. Through regular discussions on innovative and effective teaching methodologies, I encourage a culture of collaboration and peer sharing, fostering an environment where teachers can exchange best practices and innovative ideas. Through frequent classroom observations and constructive feedback, I support teachers in implementing new strategies and overcoming challenges. I make the effort to allocate resources to provide teachers with the necessary tools for innovative teaching. (HSP-A, Personal Communication: June 5, 2023).

Regarding the encouragement of peer coaching among teachers to share new ideas, a substantial percentage of teacher participants, 40 (46.6%) reported receiving weekly encouragement. Additionally, 21 (24.4%) reported receiving encouragement monthly, reflecting positive efforts by the school principals to foster collaboration and the exchange of innovative teaching practices. However, there is a need for further

improvement, as a portion of teacher participants, 14 (16.3%) not at all, 7 (8.1%) once a year, and 4 (4.7%) once a semester reported they do not receive regular encouragement for peer coaching. By enhancing the promotion of peer coaching, principals can create a supportive and collaborative learning environment that nurtures professional development among teachers.

In terms of motivating teachers to attain higher performance, the majority of the teacher participants, 44 (51.2%) reported receiving weekly motivation from principals. This demonstrates a proactive approach to recognizing and reinforcing high performance. However, there is an opportunity to further motivate teachers as a portion of respondents, 20 (23.3%) monthly, 9 (10.5%) once a year, 8 (9.3%) not at all, and 5 (5.8%) once a semester indicated less frequent motivation. By consistently motivating teachers to excel, principals can enhance teacher morale, job satisfaction, and ultimately, student achievement. Regarding the frequency of meetings between the principals and staff to discuss instructional problems, a significant percentage of teacher participants 32 (37.2%) reported weekly meetings, while 34 (39.5%) reported monthly meetings. Regular staff meetings play a crucial role in facilitating open communication, problem-solving, and fostering a sense of shared responsibility for the school's success. However, there is an opportunity to further strengthen this practice as a portion of the teacher participants, 12 (14.0%) once a semester, 5 (5.8%) not at all, and 3 (3.5%) once a year reported less frequent meetings. By ensuring more consistent and frequent staff meetings, principals can promote a collaborative and cohesive school culture focused on continuous improvement.

The researcher conducted further inquiries with the teachers to determine the extent to which principals observe teaching in classrooms and utilize feedback to plan and develop teachers. From the responses of teacher participants, it was found that 44

(51.2%) reported receiving weekly observations and feedback, while 20 (23.3%) received them monthly. Additionally, 15 (17.4%) reported receiving such observation once a semester, 6 (7.0%) stated they do not receive any observations, and only 1 (1.2%) reported receiving them once a year. These findings indicate a positive practice by principals in actively observing teaching and providing feedback to support teacher development. However, there is room for improvement, as a small percentage of teachers reported infrequent or no observations at all.

On the matter of encouraging teachers to attend workshops organized by the Education Secretariat of the Diocese of Cape Palmas (C. E. S. Cape Palmas), 26 (30.2%) of teacher participants reported receiving encouragement monthly, while 24 (27.9%) reported being encouraged weekly. However, 20 (23.3%) reported once a year, 9 (10.5%) reported they do not at all receive encouragement to attend those workshops, and 7 (8.1%) reported once a semester. Although 30.2% is a significant portion, there is a need for greater efforts by principals to increase awareness and participation in the workshops. By actively promoting and supporting teachers' attendance, principals can contribute to professional growth, exposure to new ideas, and the implementation of innovative teaching practices. A principal commented:

> I understand the importance of professional development and attending workshops. However, some teachers claim to have conflicting commitments or responsibilities outside of school that make it challenging for them to attend every workshop organized by the Education Secretariat. Additionally, teachers have varying needs and preferences when it comes to their professional growth and once they miss a workshop, I try to provide alternative avenues for learning and development within the school. I ensure they still have opportunities to

> enhance their skills, especially through peer coaching to stay updated with the latest educational practices (HSP-C, Personal Communication: June 8, 2023).

Overall, the findings from teacher participants reveal both positive aspects and areas for improvement in the implementation of capacity-building initiatives by the principals. Regular workshops and professional development opportunities seem to be lacking in the schools, which can hinder teacher growth and ultimately impact student learning outcomes. However, the active involvement of principals through unscheduled visits, feedback, and support for innovative practices is commendable. To address the gaps identified, policymakers and school leaders need to prioritize and allocate sufficient resources for teacher professional development. They should promote a culture of continuous learning, support research initiatives, and foster collaboration among teachers. Additionally, effective communication and coordination between education authorities can help ensure better implementation and uptake of capacity-building initiatives across different regions and schools.

The findings are also supported by Neem (2021) who noted that the basic goal of capacity building is to empower teachers to give students the knowledge and resources they need to think critically and independently. The results are also in line with those of Cooper (2023) who established that organizing capacity building by principals for their teachers was essential as the teachers will support the pupils in using critical thinking to achieve their goals using the skills acquired. The findings are also supported by Neem (2021) who found that to ensure that the students who will benefit from the program receive an education that meets their needs academically, it is crucial to increase the ability of the teachers. The study by Makin, et al. (2018) also established that teacher capacity was at a moderate level while the level of

supervisory skills construct was at a high level. The findings are also in tandem with those of Karimi, et al. (2021) who noted that participatory monitoring and evaluation by principals include the development of stakeholder capacity. The results by Perry and Bevins (2018) further demonstrated that teachers' confidence is notably increased when they take on the position of professional development facilitator.

These findings support the transformational leadership theory. The theory postulates that transformational leaders respect their followers and view them as equals, each within his or her talents and experience, and attempt to bring out the best in them through coaching and encouragement while maintaining the line of demarcation between leaders and workers or followers (Thompson, 2019). Therefore, the fact that the principals encourage teachers to coach students and also to be innovative, motivates them to bring out their best in teaching which has a positive impact on the high school students. In addition, through the encouragement to attend workshops, the teachers can gain additional skills that are instrumental to their teaching career thus improving student academic achievement. Hence, the principal's leadership style as reflected in the survey responses, exhibits a strong alignment with the transformational leadership theory. The principals are viewed as supportive, visionary, and inspiring leaders who empower teachers to grow professionally and foster a culture of continuous improvement and innovation in teaching and learning. The emphasis on professional development, constructive feedback, and individualized support contributes to a positive school climate, and teacher satisfaction, which should ultimately result in better academic outcomes for students.

4.4.3 Assessment of Learning Outcomes to Improve Students' Academic Achievement

The researcher conducted a rigorous statistical analysis of data gathered from students and teachers on the assessment of learning outcomes. The main objective of this analysis is to identify potential areas for improvement that could positively impact students' academic achievement. The results are presented in Table 16

Table 16

Students' Response to Assessment of Student Learning Outcomes n=317

Statement on the assessment of student learning outcomes	SD	D	UD	A	SA
Principals check students' attendance	25 (7.9%)	19 (6.4%)	7 (2.2%)	99 (31.2%)	167 (52.7%)
As students, we are encouraged by our teachers to complete our assignments. At the end of the period, we normally sit for a test	11 (3.5%)	18 (5.7%)	19 (6.0%)	124 (39.1%)	145 (45.7%)
Our teachers give us our progress reports	20 (6.3%)	23 (7.3%)	21 (6.6%)	151 (47.6%)	102 (32.2%)
The principal encourages us to revise to be able to perform well in our exams	28 (8.8%)	61 (19.3%)	52 (16.4%)	107 (33.8%)	69 (21.8%)
The principal randomly pays regular visits to the classroom for observation	17 (5.4%)	22 (6.9%)	8 (2.5%)	106 (33.4%)	164 (51.8%)
The principal checks students' progress reports regularly	14 (4.4%)	32 (10.1%)	30 (9.5%)	121 (38.2%)	120 (37.9%)
The principal awards the best students to encourage other students to work hard	46 (14.5%)	38 (12.0%)	15 (4.7%)	96 (30.3%)	122 (38.5%)

Source: (Field, 2023)

Table 16 shows an analysis of data collected from students' responses to the assessment of student learning outcomes. In the statement on whether the principal checks students' attendance, 266 (83.9%), student participants agreed, which indicates that this practice is perceived positively by the respondents. Only a small percentage 44 (14.3%) disagreed, and 7 (2.2%) were undecided, suggesting that there might be some concerns about issues related to this practice for the minority of the students. As

students, we are encouraged by our teachers to complete our assignments because, at the end of the period, we normally sit for tests: A significant majority of the student participants 269 (84.8%) agreed that they were encouraged, indicating that the teachers' approach is generally motivating and supportive. However, there is a smaller percentage, 29 (9.2%) who disagreed, while 19 (6.0%) were undecided which may suggest that there could be room for improvement in motivating some students.

The majority of the student participants, 253 (79.8%) agreed that their teachers provide them with progress reports, indicating that regular feedback on their performance is being given. In addition, a notable portion 43 (13.6%) disagreed and 21 (6.6%) were undecided, which suggests that there might be some issues related to the feedback process or communication of their progress. While 176 (55.5%) of the student participants agreed that the principal encourages them to revise for exams, a significant percentage of 89 (28.1%) disagreed, and 52 (16.4%) were undecided, implying that not all the students feel equally motivated or supported in their exam preparation efforts. A vast majority of the student participants, 270 (85.2%) agreed that the principal makes regular classroom observations, which suggests that this practice is well-received by the students.

A smaller portion, 39 (12.3%) disagreed, and 8 (2.5%) were undecided, indicating that some students may have reservations about this approach. Most of the student participants, 241 (77.9%) agreed that the principal regularly checks students' progress reports. However, there are still some, 46 (14.5%) who disagreed and 30 (9.5%) who were undecided, indicating that some students might not perceive the principals' involvement in their progress monitoring positively. Similarly, the majority of the student participants, 218 (68.8%) agreed that the principal awards the best students as a form of encouragement for others. A principal further explained:

> As is the custom in the Catholic Schools of the Diocese of Cape Palmas, students who perform well are honored. Awarding the best students in school serves as a powerful tool to motivate, encourage, and celebrate students' academic achievements. It fosters a culture of excellence, provides role models for other students, and promotes continuous improvement among students. However, it is important to ensure that the awarding process is fair, and transparent, and considers the diverse talent and accomplishment of all students (HSP-B, Personal Communication: June 7, 2023).

Notwithstanding, a significant portion, 84 (26.5%) disagreed, and 15 (4.7%) were undecided suggesting that there might be differing opinions on the effectiveness or fairness of this approach. Generally, all responses show that most of the student participants agreed with the positive statements related to their assessment of students' learning outcomes, such as principals checking attendance, teachers encouraging completion of assignments and tests, and the principal conducting classroom visits. However, there are areas where a considerable number of student participants disagreed and were undecided, particularly regarding the principals' encouragement to revise for exams and the effectiveness of awarding the best students. Therefore, it is essential to consider these responses to identify areas for improvement in the educational system and address any concerns or discrepancies in the students' perceptions of the learning environment.

The findings are supported by those of the University of Wisconsin (2022) which noted that looking directly at student work or performance through direct assessment provides insight into the material that students have learned to a certain degree especially when done fairly. The findings are also corroborated by those of

Andrews, et al. (2018) whose results demonstrated that student experiences with assessment and feedback boosted assessment literature among students and teachers. Another study by Shah et al. (2016) established that autonomous academics used student feedback in an ad hoc manner to modify student services, teaching strategies, evaluation, and curriculum designs which motivated the students to perform better. Lyonga (2020) also illustrated that summative and formative evaluations improved the learning outcomes for student instructors and described the degree to which students had mastered the learning objective.

The analysis of student participants' responses to the assessment of student learning outcomes aligns with certain aspects of the Path-Goal Leadership Theory, which emphasizes the role of the leader in motivating and guiding their followers toward achieving their goals. For instance, conducting regular classroom observation indicates supportive leadership, encourages the completion of assignments and tests, and reflects a directive leadership approach. In addition, encouraging the revision for exams reflects a need for more participative leadership, awarding the best students to encourage others relates to achievement-oriented leadership, and responses regarding progress reports indicate the importance of effective feedback and communication. Hence, students' expression of disagreement and uncertainty indicates potential areas for improvement in the leadership approach of principals in the schools.

Hence, the findings also corroborate the Path-Goal Leadership Theory where its adoption gives leaders the ability to explain and provide guidance for employees and other stakeholders, assist in removing obstacles, and offer encouragement and rewards for goal fulfillment. The Path-Goal Leadership Theory also offers helpful insight into how various leadership styles can be used by employees depending on their traits and the goals they achieve as a tool aimed at helping leaders become more

effective (StudyCori, 2022). Through the application of the path-goal theory, principals can make better decisions regarding which style or approach works best based on the current situation in the school and the type of people they are dealing with to enhance the academic achievement of the students.

Teacher Response to Assessment of Learning Outcomes

The assessment of student learning outcomes plays an essential role in gauging students' academic progress and the effectiveness of teaching practices. As key stakeholders in educational progress, teachers' perspectives on assessment are crucial in shaping instructional strategies and enhancing students learning. The study focuses on investigating teachers' responses to the assessment of learning outcomes in their respective schools.

Table 17

Teachers' Response to Assessment of Student Learning Outcomes n=86

Statement on the assessment of student learning outcomes	SD	D	UD	A	SA
The principal checks on teachers' and students' attendance to reduce absenteeism and tardiness	5 (5.8%)	4 (4.7%)	0 (0%)	16 (18.6%)	61 (70.9%)
The principal involvement of teachers in the establishment of testing policies enables them to work together to set standardized tests with marking schemes	2 (2.3%)	3 (3.5%)	4 (4.7%)	41 (47.7%)	35 (41.9%)
The principal checks and analyzes the teacher's keeping of students' progress reports to identify areas of weakness that need immediate remedial measures	2 (2.3%)	3 (3.5%)	1 (1.2%)	40 (46.5%)	40 (46.5%)
The principal monitors content delivery, as well as the coverage of the syllabus/curriculum, maintains a definite standard of performance for teachers	6 (7.0%)	2 (2.3%)	5 (5.8%)	39 (45.3%)	34 (39.5%)
The principal gives feedback to teachers after lesson observation to enable them to improve on the identified deficient areas	1 (1.2%)	3 (3.5%)	5 (5.8%)	40 (46.5%)	37 (43.0%)
The principal visits the classroom for lesson observation to safeguard the appropriate use of teaching methodologies as well as good class control that enhances learning	2 (2.3%)	2 (2.3%)	0 (0%)	56 (65.1%)	26 (30.2%)
Frequent tests and quizzes inform students of their progress in study and concentrate more on their areas of weakness	2 (2.3%)	1 (1.2%)	2 (2.3%)	44 (51.2%)	37 (43.0%)
The principal checks on the professional records of teachers and confirms they are in line with the approved syllabus and that content coverage is up to date	3 (3.5%)	2 (2.3%)	6 (7.0%)	52 (60.5%)	23 (26.7%)
The principal monitoring and evaluation of learning outcomes maintain a definite standard of performance for teachers	3 (3.5%)	3 (3.5%)	5 (5.8%)	29 (33.5%)	46 (53.5%)
The principal ensures that both the formative and summative evaluation carried out provides valuable information on what students know and keeps them engaged in learning more	6 (7.0%)	1 (1.2%)	7 (8.1%)	45 (52.3%)	27 (31.4%)

Source: (Field, 2023)

Table 17 results show the analysis and summary of teacher participants' responses regarding various statements related to the assessment of student learning outcomes. The majority of the teacher participants, 77 (89.5%) agreed that the principal's involvement in checking attendance helps reduce absenteeism and

tardiness. Only a few respondents 9 (10.5%) disagreed with this approach. This suggests the teacher participants perceive this practice as beneficial and supportive in maintaining a positive learning environment. A large number of teacher participants, 77 (89.6%) agreed that their involvement in setting testing policies enables collaboration and standardized test development. However, 5 (5.8%) disagreed, and 4 (4.7%) were undecided, indicating that there might be concerns or reservations about this level of involvement in the setting of tests. The principals confirmed this when one of them explained how the test questions are drawn:

> Teachers play a very crucial role in designing test questions that effectively assess students' understanding of the materials covered. Before the tests are administered, every teacher draws questions from what they covered in the classroom. The questions are submitted to the principal for further scrutiny and standardization. Questions from teachers will align with the learning objectives, review curriculum and content, decide on the type of questions to be included in the test that will be comprehensive, and evaluate the different cognitive skills of students. By actively involving teachers in the process of drawing test questions, we can create assessments that effectively evaluate students' knowledge, skills, and understanding. This involvement ensures that the assessments are valid, reliable, and aligned with the desired learning outcome (HSP-A, Personal Communication: June 5, 2023).

An overwhelming majority of teacher respondents, 80 (93.0%) agreed that the principals' analysis of progress reports helps identify areas of weakness that need immediate remedial measures. And 5 (5.8%) disagreed while 1 (1.2%) was undecided. This suggests that teachers appreciate the value of regular feedback and

intervention to support struggling students. A significant majority of teacher participants, 73 (84.8%) agreed that the principal's monitoring of content delivery and syllabus coverage maintains a standard of performance. However, 8 (9.3%) disagreed, and 5 (5.8%) were undecided, implying that there might be varying perceptions about the impact of monitoring on teaching quality. Predominantly, 77 (89.5%) teacher participants agreed that receiving feedback after lesson observation helps them improve in deficient areas. Meanwhile, 4 (4.7%) disagreed, and 5 (5.8%) were undecided, this indicated that teachers value constructive feedback for professional growth.

A vast majority of teacher participants, 82 (95.3%) agreed that the principal's classroom visits ensure appropriate teaching methodologies and enhance class control, and 4 (4.7%) disagreed. This suggests that teachers view such visits positively as they contribute to better learning outcomes. Overwhelmingly, the majority of teacher participants, 81 (94.2%) agreed that frequent tests and quizzes help students identify their weak areas and concentrate more on them, yet 3 (3.5%) disagreed and 2 (2.3%) were undecided which implies that teachers recognize the importance of assessment for students' progress. A principal concurred with the others and explained:

> Like any other school in Liberia, the school year is structured into two semesters and consists of six marking periods that run for a maximum of 5 -6 weeks each (each semester runs for 3 periods). In the sixth week, period tests are administered. In adherence to the policy, every teacher within the school system of the Diocese of Cape Palmas is expected to have given students at least two assignments, and two quizzes before the marking period test at the end of the period. At the end of every semester, an exam is administered. These quizzes,

> assignments, and exams serve as formative assessments, allowing students to gauge their strengths and areas in need of improvement. After each marking period, a comprehensive period test is administered to evaluate students' grasp of the material covered. At the end of every three periods, a semester exam is administered. These assessments encompass the entirety of what has been taught during that period. All the scores obtained from quizzes, assignments, period tests, and exams are diligently tallied. Subsequently, both parents and students receive a comprehensive progress report, commonly referred to as a "report card" for each student. This report card provides a holistic overview of the student's performance, consolidating the accumulated marks from quizzes, assignments, period tests, and exams. It serves as a valuable tool for tracking a student's academic progress and identifying areas where improvement is necessary. This systematic reporting process helps keep parents and students informed about their educational journey, fostering a collaborative effort between educators and families to support the student's growth and development. (HSP-D, Personal Communication: June 12, 2023).

A significant majority of 75 (87.2%) teacher participants agreed that the principals' checking of professional records ensures alignment with the syllabus and up-to-date content coverage. However, 5 (5.8%) disagreed, and 6 (7.0%) were undecided, suggesting potential concerns about this practice. More than half of the teacher participants, 75 (87.2%) agreed that the principal's monitoring and evaluation maintain a definite standard of performance, yet, 6 (7.0%) disagreed, and 5 (5.8%) were undecided, this indicated that teachers recognized the importance of

accountability and performance evaluation. A majority of the teacher participants 72 (83.7%) agreed that the principal's focus on formative and summative evaluation provides valuable information to engage students in learning. However, a small percentage of 7 (8.2%) disagreed, and 7 (8.1%) were undecided, suggesting potential areas for further exploration of evaluation strategies.

Inclusively, the responses showed that most teachers agreed with the positive statements related to the principal's involvement in various aspects of student assessment learning outcomes such as checking attendance, analyzing progress reports, providing feedback after lesson observations, and safeguarding appropriate teaching methodologies. This indicated a generally positive perception of the principal's leadership and support in enhancing teaching practices and student learning. However, the analysis also highlighted areas where some teachers disagreed and were undecided, which may call for further discussions and collaboration between teachers and principals to address any concerns and ensure a more unified and effective approach to student assessment learning outcomes.

The findings are aligned with those of Friedman, et al., (2016) who noted that there are initiatives to carry out the assessments in schools such as making sure there are supportive policies to effectively meet students' needs for enhanced performance. The findings are also supported by Gbollie and Gong (2018) who found that by teachers assessing students' performance, they were able to improve student learning outcomes through the corrective measures given as feedback. The results are also supported by Papanthymou and Darra (2018) who found that quizzes helped students self-evaluate their performance, self-regulate, and become more motivated to work hard and also assist them in identifying any gaps in their knowledge. In addition, Oluwoselu et al. (2019) pointed out that in the directed leadership style the leader

plays a more active role and establishes clear standards for objectives and output, and leaders assist them in meeting them.

The findings also corroborate with the Path-Goal Leadership Theory which posits that a leader's effectiveness can be measured by their capacity to foster the satisfaction, objectives, and skills of their subordinates (Dario, 2022). The analysis demonstrates a strong correlation between the responses of teacher participants and the key principles of the path-goal theory of leadership. It shows the application of different leadership styles such as supportive (checking attendance and analyzing progress reports), participative (involvement in setting testing policies), directive (monitoring of content delivery and syllabus coverage), achievement-oriented, and receiving feedback, among others.

Furthermore, the Path-Goal Leadership Theory also elaborates that the supportive leadership style offering training logically falls under the umbrella of helping team members reach their professional development objectives. When principals act as supportive leaders in a school they can promote this attitude of enhanced achievement by attending to their employees'/teachers' needs and considering them while making choices. This is because team members are typically more productive when they know why and how they perform what they do thus through the assessment of learning outcomes the teachers can be able to check on the areas to improve.

4.4.4 Challenges Experienced by Principals

In light of the growing importance of effective teacher supervision for enhancing educational outcomes, the researcher investigated the challenges faced by principals in this fundamental aspect of their roles. Understanding these challenges can pave the way for targeted interventions and support systems to empower

principals in their supervisory responsibilities. By analyzing the data collected, the study aims to provide valuable insights that can inform educational policymakers and practitioners in creating more conducive environments for teacher professional development and student success.

Student Response to Challenges Experienced by the Principals

The role of school principals in supervising teachers has a direct impact on student's learning experiences and overall academic progress. As such, it becomes crucial to explore how students respond to the academic challenges their principals encounter in supervision. Soliciting the perspectives of students, their feelings, and perceptions, regarding the dynamics between principals and teachers was important for this study. Their responses are presented in Table 18.

Table 18:

Students Response to Challenges Experienced by the Principals in the Supervision of Teachers *n=317*

Statements on the challenges experienced by principals in the supervision of teachers	**SD**	**D**	**UD**	**A**	**SA**
Poor academic performance of students	59 (18.9%)	42 (13.2%)	22 (6.9%)	131 (41.3%)	63 (19.9%)
Parents not paying fees on time which affects the teaching and learning process	60 (18.9%)	51 (16.1%)	24 (7.6%)	115 (36.3%)	67 (21.1%)
Teachers are always absent from class	64 (20.2%)	82 (25.9%)	28 (8.8%)	93 (29.3%)	50 (15.8%)
Teachers' inability to complete syllabus/curriculum	44 (13.9%)	58 (18.3%)	47 (14.8%)	105 (33.1%)	63 (19.9%)
Students do not manage textbooks well	3 (0.9%)	1 (0.3%)	0 (0%)	178 (56.5%)	135 (42.6%)
Students take textbooks meant to stay in the library	(0%)	(0%)	(0%)	179 (56.5%)	138 (43.5%)
Students damage laboratory apparatus	(0%)	(0%)	(0%)	185 (58.4%)	132 (41.6%)
Students waste reagents intended for the experiments	(0%)	(0%)	(0%)	173 (56.6%)	144 (45.4%)

Source: (Field, 2023)

Table 18 presents the responses of 317 student respondents regarding the challenges experienced by principals in the supervision of teachers. A majority of student respondents, 194 (61.2%) agreed that poor academic performance of students is a challenge faced by principals in the supervision of teachers. However, 101 (32.1%) student participants disagreed, and 22 (6.9%) were undecided. This indicates that students recognize the impact of their academic performance on the overall school environment. The proportion of student participants' agreement and disagreement highlights the significance of addressing factors contributing to students' academic struggles and implementing strategies to improve their performance. A majority of the student participants, 182 (57.4%) agreed that parents not paying their fees on time affects the teaching and learning process. Yet, 111 (35.0%) student participants disagreed, and 24 (7.6%) were undecided. This emphasizes the importance of timely payments of fees to ensure smooth and uninterrupted educational activities. A principal narrated how the non-payment of fees affects the teaching and learning process when they unanimously said:

> The schools in the Diocese of Cape Palmas solely depend on fees paid by the students. The issue of parents not paying students' fees can have a significant impact on the performance of students. Unpaid fees result in a limited and timely supply of essential educational resources. It also results in teachers not being paid on time and this usually has significant implications on the performance of students. In our case, teachers usually go on strikes resulting in students missing instructional time when classes are canceled. Students whose fees are not paid may also become stigmatized among their peers resulting in social isolation. Sometimes we have no option but to keep them away

> from classes so that their parents pay the fees, which results in increased dropout rates (HSP-B, Personal Communication: June 7, 2023).

A significant number of the student participants, 143 (45.1%) agreed that teacher absenteeism is a challenge. Notwithstanding, the greater number 146 (46.1%) disagreed that teachers are absent from school, while 28 (8.8%) were undecided. The nearly evenly divided responses indicate the need for addressing teacher attendance issues to ensure effective classroom instruction. There is a need for improved attendance and accountability of teachers' attendance. More than half of the student participants, 168 (53.0%) agreed that teachers' inability to complete the syllabus is a challenge. However, 102 (32.2%) student participants disagreed, and 47 (14.8%) were undecided. This suggests the importance of efficient lesson planning and time management by teachers to cover the curriculum effectively.

An overwhelming majority of the student participants, 313 (98.8%) agreed that students' management of textbooks is a significant challenge. Only 4 (1.2%) of student participants disagreed. This underscores the need for promoting more responsible textbook usage and ensuring proper care of learning resources. All of the student participants, 317 (100%) agreed that taking books meant for the library is a challenge. This suggests the importance of implementing strict library rules and raising awareness among students about the consequences of such actions. Again, all the student participants 317 (100%) agreed that damaging laboratory apparatus is a challenge. This underscores the need for proper handling and care of laboratory equipment through laboratory safety protocols. Every student participant, 317(100%) agreed that wasting reagents is a challenge. This highlights the importance of promoting the responsible use of resources in the laboratory.

The research findings revealed that the student participants are generally aware of the challenges faced by principals in the supervision of teachers. They recognized issues related to academic performance, fee payments, teacher absenteeism, and student resource management. Addressing these challenges requires collaborative efforts among school administrators, teachers, parents, and students to create a conducive and successful educational environment.

The findings conform with those of Francis and Oluwatoyin (2019) who demonstrated that the principals embraced the supervision skills of communication, interpersonal relationships, decision-making, training, and growth and that these abilities had a good impact on teachers' classroom management. The findings are also in conformity with those of Dorraj & Khalkh (2022) which showed that there were issues with school administration especially due to inadequate financial support which hindered the effective management of schools. A study by Siryeh (2020) also noted that a lack of parental support hindered the academic achievement of students. Another study by U-Sayee and Adomako (2021) also noted that the lack of instructional tools restricted the ability of teachers to effectively educate students.

The findings from this analysis can be linked with both the Transformational Leadership Theory and the Two-Factor theory. The researcher would like to elaborate on how it is linked directly, partially, or indirectly with the two theories. According to the Two-Factor theory, there are dissatisfiers/demotivators that can affect performance (Nickerson, 2021). Some of the findings from student participants about the challenges principals faced during supervision align with Herzberg’s Two-Factor theory while others deviate from the Two-Factor Theory.

The Two-Factor theory suggests that job satisfaction and dissatisfaction are influenced by two sets of factors: hygiene factors and motivators. Hygiene factors are related to the work environment and do not directly affect the work, however, when they are inadequate or absent, they can lead to job dissatisfaction or job dissatisfaction. Motivators, on the other hand, are related to job content. When they are present and filling, they lead to increased job satisfaction and motivation. The findings from student participants that are directly linked to the Two-Factor theory include teacher absenteeism, which is related to the work environment, and teachers' inability to complete the curriculum, which may involve factors related to motivation and resources, other findings, such as poor academic performances of students and parents not paying fees on time, are partially linked or indirectly related to the theory. This is because poor academic performance of students relates to the absence of motivating factors, similar to hygiene factors in the workplace. Inadequate resources, like textbooks or facilities, can act as dissatisfaction factors, affecting students' motivation and performance. Also, parents not paying fees on time can indirectly influence students' motivation and involvement, aligning with the theory's focus on motivational factors, where parental engagement plays a pivotal role in student's academic motivation and success. On the other hand, the findings about student behavior and resource management, such as students not managing textbooks properly or wasting laboratory resources, are not directly related to the Two-Factor theory.

The research findings can also be analyzed in the context of the Transformational Leadership Theory, which is a leadership approach that focuses on inspiring and motivating followers to achieve exceptional performance and personal growth. Transformational leaders are characterized by their ability to bring about

positive change, create a shared vision, and empower and support their followers to reach their full potential. The research findings align with the principles of the Transformational Leadership Theory in several aspects. Transformational leaders would actively address the challenges identified in the research findings by fostering a positive and motivational environment, promoting accountability, empowering teachers and students, and working collaboratively with all stakeholders including parents to create a conducive and successful educational setting. For instance, considering the poor academic performance of students, Transformational leaders would likely address this challenge by setting a compelling vision for academic excellence, inspiring teachers and students to strive for higher achievements, and providing the necessary support and resources to improve academic outcomes. They would encourage a strong focus on continuous improvement and growth. Hence, by adopting a transformational leadership approach, principals can effectively address these challenges and drive positive change in the school community.

Overall, the challenges experienced by the principals in supervising teachers as well as their relationship with the students and teachers, the school environment, and the policies and rules can harm the academic achievement of the students if not carefully considered or addressed by the principals.

Teachers' Response to Challenges Experienced by the Principals in the Supervision of Teachers

As principals grapple with the challenges inherent in supervising teachers, it is equally vital to understand how teachers respond to these circumstances. This study explores the perspectives of teachers, their reactions, and their coping mechanisms. By examining teachers' responses, this research aims to provide a comprehensive

picture of the dynamics at play in the teacher-principal relationship. Their reponses are presented in Table 19 followed by qualitative responses of principals' interviews.

Table 19

Teachers' Responses to Challenges Experienced by the Principals n=86

Statement on the challenges experienced by the principals	SD	D	UD	A	SA
Principals lack time to conduct regular supervision	40 (46.5)	14 (16.3%)	2 (2.3%)	9 (10.5%)	21 (24.4%)
Teachers become suspicious about the intention of supervision	10 (11.6%)	15 (17.4%)	5 (5.8%)	50 (58.1%)	6 (7.0%)
Sometimes teachers are reluctant to accept corrections	30 (34.9%)	11 (12.8%)	2 (2.8%)	28 (32.6%)	15 (17.4%)
The principal does not communicate effectively	20 (23.3%)	19 (22.1%)	7 (8.1%)	21 (24.4%)	19 (22.1%)
Some of the principals lack supervision skills	12 (14.0%)	21 (24.4%)	6 (7.0%)	26 (30.2%)	21 (24.4%)
Teachers are not themselves when they are told of supervision ahead of time	18 (20.9%)	13 (15.1%)	10 (11.6%)	39 (45.3%)	6 (7.0%)
Teachers do not take supervision reports seriously	16 (18.6%)	17 (19.8%)	8 (9.3%)	23 (26.7%)	22 (25.6%)
Teachers do not avail themselves of supervision	24 (27.9%)	15 (17.4%)	10 (11.6%)	26 (30.2%)	11 (12.8%)
Some teachers lack professional skills	14 (16.3%)	5 (5.8%)	7 (8.1%)	36 (41.9%)	24 (27.9%)
Teachers' inability to complete syllabus/curriculum	16 (18.6%)	7 (8.1%)	9 (10.5%)	43 (50.0%)	11 (12.8%)

Source: (Field, 2023)

The table presents the responses of 86 teacher participants regarding the challenges experienced by principals in conducting regular supervision. The majority of teacher participants, 54 (62.8%) disagreed that principals lack time for regular supervision, while only 30 (34.9%) agreed, and 2 (2.3%) were undecided. The low percentage of undecided responses indicate a clear trend in teachers' perception, suggesting that most of the teacher participants believed principals do have sufficient time for supervision. A significant majority of teacher participants 56 (65.1%) agreed

that teachers become suspicious of the intention behind supervision, 25 (29.1%) disagreed, and 5(5.8%) were undecided. This finding highlights a potential lack of trust or clarity in the purpose of supervision, which could impact the effectiveness of the supervision process. In the responses to the statement that sometimes, teachers are reluctant to accept correction 43 (50%) teacher participants agreed, and 41 (47.7%) disagreed, with a small response of 2 (2.3%) who were undecided. This indicates that some teachers may be resistant to accepting corrections. Principals should adopt a supportive and non-punitive approach.

In the responses from teacher participants that the principals do not communicate effectively 40 (46.5%) agreed and 39 (45.4%) disagreed, while 7(8.1%) were undecided. This suggests the need for principals to work on improving their communication skills. Principals should hold regular meetings with teachers, and actively listen to their concerns. A significant percentage of teacher participants 47 (54.6%) agreed that some principals lack supervision skills, 33 (38.4%) disagreed, and 6 (7.0%) were undecided. This finding indicates the need for professional development and training opportunities for principals to enhance their supervision abilities. The majority of the teacher participants 45 (52.3%) agreed that informing teachers about supervision ahead of time might affect their behavior, 31 (36.1%) disagreed, and 10 (11.6%) were undecided. The findings conform to the statement of a principals who remarked that:

> Several teachers are not themselves when they are told ahead of time that they will be visited for supervision. Most of them are nervous and are very conscious of my presence in the classroom and it affects the teaching process. Their behavior and teaching methodologies are altered and do not seem authentic. There is limited spontaneity in

> classroom activities and interactions. They feel compelled to follow a predetermined plan or structure to ensure that everything appears well to create a positive impression. They worry about meeting expectations or being judged. While visits to the classroom should be announced, unannounced visits provide a more authentic perspective of teachers' regular instructional practices (HSP-D, Personal Communication: June 12, 2023).

This suggests that surprise visits or spontaneous feedback sessions might yield more authentic responses. However, it is essential to strike a balance between surprise visits and planned supervision to avoid undue stress on teachers. A considerable percentage of teacher participants, 45 (52.3%) agreed that teachers do not take supervision reports seriously, 33 (38.4%) participants disagreed, and 8 (9.3%) were undecided. To address this, principals should provide timely and constructive feedback that aligns with the teachers' professional development goals. Principals can engage in follow-up discussions to ensure that teachers understand and implement the recommendations from the supervision reports. On whether teachers do not avail themselves of supervision, 37 (43%) teacher participants agreed, 39 (45.3%), disagreed while 10 (11.6%) were undecided. This suggests that principals should actively encourage teachers to avail themselves of supervision. Principals can create a supportive and non-judgemental environment.

The majority of the teacher participants 60 (69.8%) agreed that some teachers lack professional skills, 19 (22.1%) disagreed, and 7 (8.1%) were undecided. This finding highlights the importance of identifying specific areas where teachers need support. Principals can work with teachers individually to address skill gaps and promote continuous learning. A dominant percentage of teacher participants, 54

(62.8%) agreed that teachers are unable to complete syllabus/curriculum, 23 (26.7%) disagreed, and 9 (10.5%) were undecided. This finding suggests that there might be challenges in time management or instructional strategies that lead to incomplete coverage of the required materials. It highlights the importance of providing teachers with the necessary resources, training, and support to effectively manage their curriculum delivery.

The findings are in collaboration with those of Charles and Mkulu (2020) who established that inadequate stakeholder cooperation was among the management issues that school administrators had to deal with and students' academic results were impacted by the difficulty. The findings are also in tandem with those of Ngole and Nkulu (2021) who noted that school administrators faced certain difficulties in their roles as instructional supervisors since they did not have adequate supervisory skills to have a greater impact on the teachers and pupils. The study by Norman (2012) also demonstrated a critical need for school leadership policies and programs as well as professional development for principals of schools to be able to manage schools properly.

The findings in the responses align with elements of the Path-Goal Theory and the Transformational Leadership Theory. The Path-Goal theory of leadership emphasizes how leaders can motivate and support their followers in achieving their goals. The findings from the study suggest that principals should focus on implementing supportive leadership behaviors to address teachers' suspicions about supervision's intentions and build trust in the process. Additionally, a more directive leadership approach may be necessary to address teachers' reluctance to accept corrections, helping them understand the importance of feedback for their professional growth. Lastly, embracing participative leadership by involving teachers

in supervision planning can create a collaborative and comfortable environment for the supervision process. By incorporating these elements, principals can effectively lead and support their teachers in overcoming challenges and achieving their objectives.

The Transformational Leadership Theory focuses on inspiring and motivating followers to achieve extraordinary outcomes and personal growth. The study's findings align with this theory in several ways: First, principals lacking supervision skills may struggle to exhibit idealized influence, which requires serving as role models and inspiring admiration from teachers. Secondly, the need for intellectual stimulation is evident as some teachers lack professional skills, emphasizing the importance of fostering a culture of continuous learning and innovation. Lastly, the call for individualized consideration indicates that principals should engage in personalized discussions with teachers to address their unique professional development goals and align supervision reports accordingly. By incorporating these transformational leadership aspects, principals can empower and support their teachers to reach their full potential.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Introduction

In this chapter, the study's findings are summarized, conclusions are drawn, and suggestions are made for how administrators' instructional supervisory practices can be improved in the future to raise the academic achievement of high school students. An overview of the answers to the research questions is presented at the beginning of the chapter. Based on the answers to each study question, conclusions are then presented. The chapter concludes by outlining suggestions and potential directions for further study.

5.2 Summary of the Study

The study explored administrators' instructional supervisory practices in enhancing high school students' academic achievement in the Catholic Diocese of Cape Palmas in Liberia. The study was guided by the following research questions: How does the provision of instructional resources enhance students' academic achievement in the Catholic Diocese of Cape Palmas in Liberia? What teacher capacity-building services are provided by school administrators to assist teachers to improve students' academic achievement in the Diocese of Cape Palmas? How does the assessment of learning outcomes improve students' academic achievement in the Diocese of Cape Palmas? And what are the challenges experienced by the principals in the supervision of teachers in the high schools of the Diocese of Cape Palmas?

The Path-Goal Leadership Theory served as the theory on which the study was grounded. A review of related literature was done using several sources, including journals, other research papers, and e-books from global, regional, and local perspectives. It became clear from the literature reviewed that the current

investigation was necessary to close several knowledge gaps: limited recent empirical studies on Liberian education, absence of research on Catholic Schools, and limited focus on Principal difficulties, among others. The study adopted a mixed-method research design particularly a convergent parallel mixed-method design using cross-sectional and phenomenological designs.

The participants enlisted were 407 respondents drawn from the four high schools in the Diocese of Cape Palmas, Liberia. The researcher used stratified random and purposive sampling to select the participants. Qualitative data was collected through interview schedules and for the quantitative data, questionnaires were used as research instruments. The data findings were analyzed through SPSS software version 21. The main findings are discussed in the conclusions.

5.3 Conclusions

The study highlights that instructional resources display a significant influence over students' academic performance, with school principals playing an essential role in ensuring the provision of adequate materials to enhance academic achievement. The presence of well-trained educators and official textbooks prescribed by the Ministry of Education demonstrated a positive correlation with students' educational success. Moreover, the proactive encouragement of library utilization by principals has nurtured a culture of reading among students, while the strategic utilization of teaching aids by teachers has enhanced the comprehension of lesson content. Nevertheless, the adverse impact of security threats on field trip opportunities has led to a detrimental effect on students' academic progress. The study identifies the underutilization of resources like teaching aids as an impediment to students' lesson comprehension, underscoring the significance of innovative, interactive teaching techniques and punctual attendance on the part of the teachers. In contrast, inadequate

use of library facilities influences academic performance, albeit the positive effects of utilizing past question papers for revision and fostering parental involvement through advisory groups offer promising avenues for further improvement.

Furthermore, the study's results shed light on the instrumental role of school principals in shaping students' academic achievement through various initiatives. Regular classroom visits by the principals and the provision of WASSCE past questions by teachers have been identified as key contributors to improved academic performance. These efforts have resulted in a deeper comprehension of subjects and a reduction in anxiety levels, even if their consistent application throughout the academic year may vary. However, the study underscores the positive impact of fostering a sense of teamwork among students to assist peers facing challenges, leading to enhanced confidence and overall performance. Even so, certain areas demand attention and enhancement. The absence of examiner talks and discussions on effective study habits could potentially hinder students' academic progress, depriving them of valuable guidance for exam preparation and efficient learning techniques.

The study advocates for the principal's prioritization of capacity building for students to further develop their skills and capabilities. External workshops organized by entities like the Ministry of Education or C. E. S. Cape Palmas are encouraged as well as in-service training by the principals for the improvement of teachers. However, the study acknowledges the principals' positive influence in promoting innovative teaching and learning strategies. Additionally, it underscores their support practices such as peer coaching and the provision of constructive feedback.

The study's comprehensive findings reveal that the school's academic achievement is supported by a range of effective practices and strategies. Ongoing assessment of learning outcomes has been implemented to enhance students'

academic performance, ensuring continuous improvement. The principals play a vital role in monitoring students' attendance to prevent class absences and encourage the timely completion of assignments. Furthermore, the principals' active encouragement of revision and test-talking, along with the regular review of progress reports, fosters a supportive learning environment, motivating students to excel. Transparent and merit-based award systems have been established to recognize and reward students for their academic achievements, serving as a positive reinforcement for further improvement.

The study brings to attention the establishment of testing policies to maintain standardized marking schemes, ensuring the reliability and validity of learning outcomes. Frequent quizzes and tests are administered to assess students' understanding of the content and address areas of weakness, reinforcing learning. Teachers actively analyze students' progress reports to identify areas for improvement, contributing to tailored support for individual students. Additionally, the principals' close monitoring of teachers' professional records and adherence to the syllabus ensures consistency in teaching practices, ultimately bolstering students' academic performance. Both formative and summative evaluations are conducted by the principals to provide valuable insights into students' knowledge levels and keep them engaged in the learning process. These evaluation practices further contribute to students' academic achievement.

The absence of trust among teachers regarding the principals' supervision and ineffective communication as major barriers in the supervisory process were emphasized. Moreover, the lack of supervision skills among principals and some teachers' unavailability during scheduled supervision, leading to non-serious consideration of supervision reports, and the mismanagement of the school's

instructional resources by students and teachers, have been identified as significant challenges. The study also reveals the lack of professional skills among some teachers has contributed to their inability to complete the syllabus/curriculum and has led to a decline in the teaching standards and students' performance.

Based on the study findings, the study concludes that the role of instructional resources and school principals in shaping students' academic performance is essential. Adequate provision of instructional materials, well-trained teachers, and official textbooks prescribed by the Ministry of Education is associated with improved educational success. Principals' efforts in encouraging library utilization and strategic use of teaching aids by teachers to enhance comprehension. However, challenges such as security threats impacting field trips and the underutilization of teaching aids and laboratories hinder lesson understanding. Moreover, the study highlights principals' instructional contributions through initiatives like classroom visits, provision of past question papers, and fostering teamwork among students. While effective practices like ongoing assessment, attendance monitoring, and tailored support contribute to a positive learning environment, challenges in supervision, communication, and resource management warrant attention for sustained improvement.

5.4 Recommendations

The study recommends that the Education Secretariat of the Diocese of Cape Palmas (C.E.S. Cape Palmas), the Principals, and teachers ensure the following: Improve supervisory communication, enhance on-campus experiences, invest in principals' professional development, promote responsibility for instructional materials, encourage student academic growth mindset, utilize instructional resources effectively and encourage completion of curriculum/syllabus.

Teachers should effectively maximize the use of a variety of instructional resources, and teaching aids to create engaging and impactful learning experiences. They should prioritize proper planning, organization, and hands-on activities that will facilitate a deeper understanding of concepts and prevent mismanagement of resources. In addition, teachers should strive to complete the curriculum/syllabus by creating a comprehensive instructional plan, optimizing teaching strategies, setting realistic timelines, monitoring student progress, and seeking collaboration and support from peers and school administration.

Principals should prioritize open and transparent communication with teachers, students, and educational stakeholders. Inform teachers in advance of supervision visits, provide constructive feedback, focus on strengths, and suggest specific strategies for improvement in a supportive manner to build trust in the supervision process. They should enable teachers to organize on-campus field trips and engage in activities to complement classroom learning, foster exploration, and provide practical application of knowledge. Utilize the school grounds for hands-on learning experiences, and invite professionals to speak about different careers. The principals should create a culture of responsibility, respect, and proper care of instructional materials to ensure their longevity and maximize their impact on teaching and learning

C.E.S. Cape Palmas through principals should foster a growth mindset among students by setting clear goals, developing effective study habits, managing time effectively, seeking assistance when needed, and prioritizing self-care for better academic performance. They should ensure that principals actively participate in

professional development sessions, seminars, or workshops to improve their supervision skills and stay updated with effective educational practices.

By implementing these recommendations in the next year, the schools involved can foster a positive school culture, enhance teaching and learning practices, and ultimately improve students' academic achievement and overall educational experience.

5.5 Suggestions for Further Research

This study only focused on the administrators' instructional supervisory practices in enhancing high school students' academic achievement in the Catholic Diocese of Cape Palmas in Liberia, which is one Catholic Diocese in Liberia. It would be more prudent for similar studies to be carried out in the other Catholic Dioceses in the country as well as in other public and private schools for comparison. The following topics are therefore suggested for further research:

a. The relationship between parental involvement in education and student achievement.
b. The impact of effective supervisory communication on teacher morale and job satisfaction.
c. The relationship between effective utilization of instructional resources and student learning outcomes
d. The influence of socio-economic factors, on students' achievement.

REFERENCES

Abubakar A. A., Luka Y. B., Musa M., Yahaga K., & Bukar S. Y., (2020). Principals' Supervision as Correlate of Teachers' Effectiveness in Senior Secondary Schools in Yobe State, Nigeria. *International Journal of Research and Innovation in Applied Science, 5 (8).*

Academy (2022). Five Strategies to Improve Supervision*: Occupational Safety & Health Training (OSHAcademy)*
https://www.oshatrain.org/courses/pages/712m5improve.html

Afribary (2020). *Conceptual Framework* – Meaning, Importance and How to Write It
https://afribary.com/knowledge/conceptual-framework/

Ajoke, A. R. (2017). The Importance of Instructional Materials in Teaching English as a Second Language. *International Journal of Humanities and Social Science Invention*, *6*(9), 36-44.

Allida V., Michael O., Ogwari P., & Minja O., (2018). Best Practices in Instructional Supervision: A Study of Adventist Secondary Schools in Ranen Conference, Kenya: *Baraton Interdisciplinary Research Journal, 8 (Special Issue) 1-7.*

Altbach, P. G., de Wit, H., & Woldergiyorgis, A. (2021). *UNESCO Global Education Monitoring Report*: Public Vs. Private Participation in Higher Education: Realities and Debate

Ampofo, S. Y. Onyango, G. A., Ogola, M., (2019). *Influence of School Heads Direct Supervision on Teachers Role Performance in Public Senior High Schools* – Central Region, Ghana. IAFOR Journal of Education, 7 (2) 9-26.

Andrews, M., Brown, R., & Mesher, L. (2018). Engaging Students with Assessment and Feedback: Improving Assessment for Learning with Students as Partners. *Practitioner Research in Higher Education*, *11*(1), 32-46.
https://insight.cumbria.ac.uk/id/eprint/3840/1/Andrews_EngagingStudents.pdf

Antley, T., (2020). What is Professional Development and Why is it Important?
https://www.webce.com/news/2020/07/16/professional-development

Archarya, S., (2022). *Supervision*
https://www.economicsdiscussion.net/management/supervision-meaning/31921

Atieno, O. E., Jotham, O., & Onyango, A. G. (2018). Perceptions of Principals, Heads of Departments, and Teachers Regarding Effectiveness of Principals' Instructional Supervision in Assisting Teachers in the Implementation of the Curriculum. *European Journal of Education Studies*.

Atieno, O. E. (2019). Effectiveness of Principals' Instructional Supervision in Enhancing Teachers' Professional Development in Public Secondary Schools in Nairobi and Kajiado Counties, Kenya. *Unpublished Thesis*.

Ayeni, A. J. (2020). Teachers' capacity building and productivity in secondary schools in Ondo North Senatorial District of Ondo State, Nigeria. *Innovative Studies International Journal (ISIJ)*, *3*(1), 1-9.

Barnsbee, L., & Nghiem, S. (2018). Target Population-an overview| ScienceDirect Topics.

Barowski, J., & Carter, V. (2021). *What is Academic Achievement*? Study.com https://study.com/learn/lesson/academic-achievement-overview-factors.html

Basilio, M. B., & Bueno, D. C., (2022). Instructional Supervision and Assessment in the 21st Century: *IMRaD Journal* https://www.researchgate.net/publication/358742303_Instructional_supervision_and_assessment_in_the_21st-century

Bently, E., (2021). *A Guide to 5 School Assessment Types and their Key Purposes:* JANISON Teaching and Learning https://www.janison.com/resources/post/a-guide-to-5-school-assessment-types-and-their-key-purposes/

Bhandari, P., & Nikolopoulou, K., (2020). *What is Likert Scale*? Guides and Examples https://www.scribbr.com/methodology/likert-scale/

Bhandari, P., (2021). *Questionnaires Design, Methods, and Questions:* Types and Examples https://www.scribbr.com/methodology/questionnaire/#:~:text=

Bhandari, P., (2023). *Triangulation in Research*: Guides, Types, Examples: Scribbr https://www.scribbr.com/methodology/triangulation/

Bhattacherjee, A., (2012). Social Science Research: *Principles, Methods, and Practices:* Collection 3: University of South Florida, USA: 2nd Edition

Böse, S., & Brauckmann-Sajkiewicz, S. (2021). (In) effective Leadership? Exploring the Interplay of Challenges, Goals, and Measures in the Context of School Improvement. *Journal of Educational Administration*, *59*(4), 454-471. https://www.tandfonline.com/doi/abs/10.1080/18146627.2016.1229572

Bowen, J. A., Petterson, D. R., & Holsoe, S. E., (2021). Republic of Liberia. Encyclopedia Britannica. https://www.britannica.com/place/Liberia

Brew, E. A., Nketiah, B., & Koranteng, R. (2021). A Literature Review of Academic Performance, an Insight into Factors and their Influences on Academic Outcomes of Students at Senior High Schools. *Open Access Library Journal*, *8*(6), 1-14.

Bukhari, S. A. R. (2021). Sample Size Determination using Krejcie and Morgan Table. Research Gate. https://www.researchgate.net/publication/349118299

Bukoye, R. O. (2019). Utilization of Instruction Materials as Tools for Effective Academic Performance of Students: Implications for Counselling. In *Proceedings*, 2(21), 1395. MDPI.

Bush, T., & Glover, D., (2016). School Leadership in West Africa: Findings from a Systematic Literature Review. *Africa Education Review*.

Cantwell, P. J., (2020). *Census Sampling*: Sage Research Methods https://methods.sagepub.com/reference/encyclopedia-of-survey-research-methods/n61.xml

Caritas Cape Palmas (2018). *Caritas Diocese of Cape Palmas Annual Report and Economic Analysis of the Livelihood of the People of the South-eastern Liberia*

Catholic Institute of Education (2021). *Schools Overview*: South Africa https://www.cie.org.za/pages/schools-overview

Cengage (2021). *Liberia, the Catholic Church In* https://www.encyclopedia.com/religion/encyclopedias-almanacs-transcripts-and-maps/liberia-catholic-church

Center for International Volunteering Services (2022). *The Role of Education in The Community Development:* Kenya https://www.civskenya.org/about-us/our-blog/167-role-of-education-in-community-development

Chabalala, G., & Naidoo, P. (2021). Teachers' and Middle Managers' Experiences of Principals' Instructional Leadership Towards Improving Curriculum Delivery in Schools. *South African Journal of Childhood Education*, *11*(1), 1-10.

Charizzie, A., (2021). Why is Education Important and How Does it Affect One's Future? *World Vision, Oct, 13*.

Charles, A., & Mkulu, D. G. (2020). Management Challenges Facing School Administrators and Pupils' Academic Performance in Public Primary Schools in Sengerema District Mwanza, Tanzania. *International Journal of Humanities and Education Development (IJHED)*, *2*(3), 191-207.

Chow (2022). *Catholic Church in Liberia:* aciafrica. http://www.gcatholic.org/dioceses/diocese/cape2.htm

Cint (2022). *Market Research*: What is a Questionnaire and How is it used in Research? https://www.cint.com/blog/what-is-a-questionnaire-and-how-is-it-used-in-research

Coates, H. (2015). Assessment of Learning Outcomes. *The European Higher Education Area: Between Critical Reflections and Future Policies*, 399-413.

Cooper, J. J. (2023). Management Role In Professional Development And Its Impact On Teacher Teaching And Student Academic Achievement In Secondary Schools In Liberia.

Cowan University (2019). *Five Effective Ways of Leadership Style in Education*: Leading Education https://studyonline.ecu.edu.au/blog/effective-leadership-styles-education#

Creswell, J. W., & Clark V. L, P., (2018). *Mixed Methods Research:* Designing and Conducting: 3rd Edition: SAGE Publication

Creswell, J. W., (2013). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches:* New York, N. Y. SAGE Publications, Inc.

Dalieh, F. T. (2017). *Liberian Educational Stakeholders' Perceptions of Overcrowding in an Urban Public Elementary School in Monrovia* (Doctoral dissertation, Walden University).

Dalle, J., Poernamawijaya, L. W., Sulaiman, S., & Suriansyah, A., (2018). Contribution on Supervision of Supervisor, Principals Motivation, Kindergarten Teacher Performance to Improving the Kindergarten Quality in West Banjarmasin, Indonesia. *European Journal of Alternative Education Studies*.

Dario, Y., (2022). *Path-Goal Theory of Leadership: Application in Corporate Training* https://www.edapp.com/blog/path-goal-theory-in-online-leadership-training/

Debois, P., (2011). *10 Advantages and Disadvantages of Questionnaires:* Pointerpro https://pointerpro.com/blog/questionnaire-pros-and-cons/

Dictionary.com (2023). *What is a Basic Definition of Education? :* Random House Inc. https://www.dictionary.com/browse/education#:~:text

Diocese of Cairns (2022). *Catholic Education Services:* The Catholic Difference: https://www.gcps.qld.edu.au/about-us/the-catholic-school-difference/

Dodoo, L., & Gezaye, C. W., (2020). *Upgrading the Educational System in Liberia:* Some Suggestions for Policymakers' Consideration https://frontpageafricaonline.com/opinion/commentary/upgrading-the-educational-system-in-liberia-some-suggestions-for-policymakers-consideration/

Dorraj, P., & Khalkhali, A. (2022). An Induction of Schools' Managerial Problems in IRAN. *School Administration*, *10*(1), 1-12. https://journals.uok.ac.ir/article_62175_7f5092852ce1207df3f1cf79eb005fc2.pdf

Dutta, A., (2022). *Curriculum Development and its Importance for the Educators: EvelynLearning* https://www.evelynlearning.com/curriculum-development-its-meaning-categories-and-types/

Dye, T., (2022). *Qualitative Data Analysis***:** Step-by-step Guide (Manual Vs Automatic): Thematic Insights https://getthematic.com/insights/qualitative-data-analysis/

Education Secretariat (2021). *Annual Report of the Catholic Education Secretariat*: Diocese of Cape Palmas

Eteng, O., (2022). *Quantitative Data Analysis:* Methods and Techniques Simplified: HEVO https://hevodata.com/learn/quantitative-data-analysis/#:~:text=

ExamPlanning (2022). *Definition of Education by Different Authors:* Education Definition. https://examplanning.com/definition-of-education-by-different-authors/#

Eye, G. G. (1975). Supervisory skills: The evolution of the art. *The Journal of Educational Research*, *69*(1), 14-19. https://www.jstor.org/stable/27536808

Ferlazzo, L., (2022). *How Can You Measure a School's Success?* It is Not Just Through Test Scores: EducationWeek: https://www.edweek.org/leadership/opinion-how-can-you-measure-a-schools-success-its-not-just-through-test-scores/2022/03#

Fisher, H. P.., (1929). The Catholic Church in Liberia: *Records of the American Catholic Historical Society of Philadelphia*, 40 (3), 249-310. https://www.jstor.org/stable/pdf/44209056.pdf

Fleetwood, D., (2022). *Cross-Sectional Study*: What is it and Free Examples: QuestionProhttps://www.questionpro.com/blog/cross-sectional-study/

Fontein, D., (2022). *Your Guide to Transformational Leadership in Education* https://thoughtexchange.com/blog/transformational-leadership-in-education/

Formplus (2022). *Achievement Testing in Education*: Meaning and Examples https://www.formpl.us/blog/achievement-tests#

Francis, O. B., & Oluwatoyin, F. C. (2019). Principals' Personnel Characteristic Skills: A Predictor of Teachers' Classroom Management in Ekiti State Secondary School. *International Journal of Educational Leadership and Management, 7*(1), 72-103.

FREE Liberia - Front Page Africa (2017). *Free Liberia Study Unravels Underperformance Factors of Liberian Students* https://frontpageafricaonline.com/news/2016news/free-liberia-study-unravels-underperformance-factors-of-liberian-students/

Friedman, T., Schwantner, U., Spink, K., Tabata, N., & Waters, C. (2016). Improving Quality Education and Children's Learning Outcomes And Effective Practices in the Eastern and Southern Africa Region. *Australian Council for Educational Research (ACER).* Commissioned by UNICEF Eastern and Southern Africa Regional Office (ESARO), Basic Education and Gender Equality (BEGE) Section. UNICEF

Frost, J., (2023). *Purposive Sampling Definition and Examples:* Statistics: Making Statistics Intuitive https://statisticsbyjim.com/basics/purposive-sampling/

Gbasakollie, J. K., (2021). *Closing the Learning Gap: Building Liberia's First National Learning Assessment System*: IPA Innovations for Poverty Action: Article https://www.poverty-action.org/blog/closing-learning-gap-building-liberias-first-national-primary-learning-assessment-system.

Gbollie, C., & Gong, S. (2018). Enhancing Pre-K-12 Students Learning Outcomes: The Need for Synergies of Policy-Makers, School Administrators and Parents. *Educational Research and Reviews, 13(8), 270-280*

Gbollie, C., & Keamu, H. P. (2017). Student Academic Performance: The Role of Motivation, Strategies, and Perceived Factors Hindering Liberian Junior and Senior High School Students Learning. *Education Research International, 2017*.

Gebhard, J. G., (1984). *Models of Supervision:* Choices *TESOL Quarterly*. 18(3) Teachers College, Columbia University https://www.jstor.org/stable/3586717?seq=1#metadata_info_tab_contents

George, T., (2022). *Types of Interviews in Research:* Guide and Examples https://www.scribbr.com/methodology/interviews-research/

Giara, E. (2020). Needs Assessment for the Development of Educational Interventions to Improve Quality of Education*:* A Case of Zimbabwean Primary Schools. Social Sciences &Humanities Open, 2(1), 100020. https://doi.org/10.1016/j.ssaho.2020.100020

Glen, E., & Netzer, L. A., (1965). Supervision of Instruction: A Phase of Administration. *New York: Harper and Row, Publishers*, *1977*, 183.

Gordon, S. P. (2019). Educational Supervision: Reflections on Its Past, Present, and Future. *Journal of Educational Supervision*, *2*(2), 27-52.

Grace, G., & Wodon, Q., (2021). Catholic and Faith-based Schools in Sub-Saharan Africa: Introduction to the Special Issue. International Studies in Catholic Education, 13(2), 154-162.

Gradesfixer (2018). *Student Academic Performance Linked With the Social and Economic Development of A Country* https://gradesfixer.com/free-essay-examples/student-academic-performance-linked-with-the-social-and-economic-development-of-a-country/#

De Grauwe, A., & Carron, G. (2011). *Supervision:* A Key Component of a Quality Monitoring System – Module 1: https://unesdoc.unesco.org/ark:/48223/pf0000215928

Gray, A. (2022). *Catholic Education America: Struggle and Success:* https://www.sfarch.org/catholic-education-in-america-struggle-and-success/

Grimsley, S. (2016). *Hygiene Factors:* Definition and Explanation https://study.com/academy/lesson/hygiene-factors-definition-lesson-quiz.html

Guardacasa, C. G., & Benavides, N. G., (2020). Supervisory Roles of the School Heads of the 2nd Congressional District of Sorsogon. *International Journal of Novel Research in Education and Learning, 7(4), 6-12.*

Guterres, A. (2022). *Education During Covid-19 and Beyond*: The Future of Education is Here: https://www.un.org/en/coronavirus/future-education-here#

Hallerman, S., Lewis, C., & Dreshbach, B. (2019). *What is a 21st Century Education?* BattelleforKids https://www.battelleforkids.org/Insights/learning-hub-item/what-is-a-21st-century-education#:~

Sajid, R. A. (2013). ICTs in learning: Problems faced by Pakistan. *Journal of Research & Reflections in Education (JRRE), 7*(1).

Hayes, A., James, M., & Beer, K. (2023). *How Stratified Random Sampling Works with Examples:* Investopedia: Corporate Financial Analysis https://www.investopedia.com/terms/stratified_random_sampling.asp#:

Heale, R.,& Twycross, A., (2015). *Validity and Reliability in Quantitative Studies*: Research Made Simple: Evid Based, 18(3), 66-67 https://ebn.bmj.com/content/ebnurs/18/3/66.full.pdf

Hook, T., (2017). *Partnership Schools for Liberia*: A Critical Review: ActionAid https://download.ei-ie.org/Docs/WebDepot/LIBERIA18julyv7.pdf

Hoque, K. E., Bt Kenayathulla, H. B., D/O Subramaniam, M. V., & Islam, R. (2020). Relationships Between Supervision and Teachers' Performance and Attitude in Secondary Schools in Malaysia. *Sage Open*, *10*(2), 2158244020925501.

Huyen, N. P., Yen, D. T. H., Duong, N. T., & Hoang, N. H. (2021). The process of developing leadership competencies for high school principals-insights from Vietnamese case. *Educational Sciences: Theory & Practice*, *21*(2), 27-43.

Hvidston, D. J., McKim, C. A., & Holmes, W. T. (2018). What are principals' perceptions? Recommendations for improving the supervision and evaluation of principals. *NASSP Bulletin*, *102*(3), 214-227.

Iyer, Y., (2022). *Herberg's Two-Factor Theory in Project Management*

Iger, B., (2022). *Path-Goal Theory Leadership*: How to use the Path-Goal Theory: MasterClass Articles https://www.masterclass.com/articles/path-goal-theory

Impact (2019). *Capacity Building:* Academic Impact: United Nations https://www.un.org/en/academic-impact/capacity-building

Indeed - Editorial (2021). *A Guide to Path-Goal Theory*: Indeed Editorial Team https://www.indeed.com/career-advice/career-development/path-goal-theory

Indeed - Editorial (2023). *Document Analysis Guide*: Definition and How to Perform It: Indeed Editorial Team https://www.indeed.com/career-advice/career-development/document-analysis

Insights (2019). *What is the Importance of Research Ethics*? Editage Insights https://www.editage.com/insights/importance-of-research-ethics

Iyer, B. (2021). *Herzberg's Two-Factor Theory in Project Management* https://www.wrike.com/blog/what-is-herzbergs-two-factor-theory/#What-is-the-two-factor-theory

Iyer, B. (2022). *Herberg's Two-Factor Theory in Project Management* https://www.wrike.com/blog/what-is-herzbergs-two-factor-theory/#What-is-the-two-factor-theory

Jason, A. (2020). *The Gates are Closed Here:* A Mixed-Methods Study Examining the Lived Experiences of Black South African Township Youth. Unpublished Thesis, University of Denver, Electronic Thesis and Dissertations Graduate

School. https://www.researchgate.net/figure/Convergent-Parallel-Mixed-Methods-Design-Creswell-Plano-Clark-2011_fig3_344382195#:~:text=

John, A. (2018). 10 Causes of Poor Academic Performance in School – Most Students Never Admit # 8

Johnson, D. (2022). *What is Data Analysis*? Research Types and Examples https://www.guru99.com/what-is-data-analysis.html

Jones, A. B., Peterson, D., & Holsoe, S. E., (2021). *Republic of Liberia*. Britannica. https://www.britannica.com/place/Liberia

Jovanović, D., & Ćirić, M. (2016). Benefits of Transformational Leadership in the Context of Education. The European Proceedings of Social & Behavioral Sciences, 15, 496-503.

Kabir, S. M. S. (2016). Methods of Data Collection. Basic Guidelines for Research: An Introductory Approach for All Disciplines: Book Zone Publication, 1(9), 201-275
https://www.researchgate.net/publication/325846997

Karimi, S. S., Mulwa, A. S., & Kyalo, D. N. (2021). Stakeholder Capacity Building in Monitoring and Evaluation and Performance of Literacy and Numeracy Educational Programme in Public Primary Schools in Nairobi County, Kenya. *Higher Education Studies*, *11*(2), 186-200.
https://files.eric.ed.gov/fulltext/EJ1297300.pdf

Kashyap, D. (2022). *Meaning and Scope of Supervision:*
https://www.yourarticlelibrary.com/educational-management/meaning-and-scope-of-supervision-in-education/63738

Kelly, K. (2022). *What is Data Analysis*? Methods, Process, and Types Explained: Data Science and Business Analytics https://www.simplilearn.com/data-analysis-methods-process-types-article

Kendi, I. (2019). *Academic Performance:* Ballotpedia
https://ballotpedia.org/Academic_performance

Keya, F. M. (2019). *Leadership and Professional Development: Path-Goal Theory of Leadership:* University of the West of Scotland UWS https://www.researchgate.net/publication/330486366

Kilayko, H (2022). *School Supervision*: Definition of School Supervision: Academia https://www.academia.edu/14102999/SCHOOL_SUPERVISION_Definition_of_School_Supervision

Kimani, M., Mang'uui, N. S., & Paul, M. (2021). Effects Of Availability Of Teaching and Learning Resources On Teachers Performance in Public Secondary Schools in Kitui County, Kenya.

Kimeu, R. M., Tanui, E., & Ronoh, A. (2015). Influence of Instructional Resources on Secondary School Student's Academic Performance in Makueni County, Kenya: *International Journal of Scientific Research and Innovation Technology: 2.*

Krejcie, R. V., & Morgan, D. W. (1970). Determining Sample Size for Research Activities. *Educational and Psychological Measurement*, *30*(3), 607-610.

Kukreja. P. (2022). *What is the Path-Goal Theory* https://www.managementstudyhq.com/path-goal-leadership-theory.html

Kumar, V. V., & Tankha, G. (2021). *Leading Schools with Social, Emotional, and Academic Development (SEAD):* Nurturing Spiritual Intelligence in the Classroom https://www.igi-global.com/dictionary/academic-performance/42383

Lawrence, N. (2020). *Supervision in Education* – Healthier Schools for All Barnardo's Scotland Report on the use of Professional and Reflective Supervision in Education.

Learn.org (2022). *What is Educational Supervision* https://learn.org/articles/What_is_Educational_Supervision.html

Leverage Education-Team (2021). *Research Design* https://leverageedu.com/blog/research-design/

Levitas, J (2021). *Action Research in Education*: Methods and Examples: Study.com

Levitas, J. (2021). *What are Group Dynamics*? Definition and Theory: Study.com https://study.com/academy/lesson/what-are-group-dynamics-definition-theory-quiz.html

Liberia Population Live (2023). Population of Liberia https://www.worldometers.info/world-population/liberia-population/

Liberia Strategic Analysis (2017). *Education Quality and Access in Liberia*: Final Report https://pdf.usaid.gov/pdf_docs/PA00MZZ7.pdf (Full Document) https://www.eccnetwork.net/resources/education-quality-and-access-liberia-equal-final-performance-evaluation) (Excerpt)

Llego, A. M. (2022). *How does Education Contribute to Community Development:* TeacherPH https://www.teacherph.com/education-community-development/

Lyonga, N. A. N., (2020). Assessment and the Attainment of Students' Learning Outcomes in Teacher Training Colleges in Foka and Meme Divisions, Cameroon: *European Journal of Educational Studies 7(3)2501*

Madukwe, E.C, Owan, V.J, & Nwannunu, B.I (2019). Administrative Networking Strategies and Principals' Supervisory Effectiveness in Secondary Schools in Cross River State, Nigeria. *British Journal of Education*, *7*(4), 39-48.

Maisyaroh, B., Bambang, B. W., Hardika, Valdaz, A. V., Mangorsi, S. B., & Canapi, S. P. T., (2021). The Implementation of Instructional Supervision in Indonesia and the Philistines and its Effect on the Variations of Teacher Learning Models and Materials: Teacher Education and Development Research Article. *Cogent Education, 8 (1) 1962232*

Makin, M., Abdullah, Z., & Shafee, S. (2018). The Art of Supervision: Role of Supervisory Skills in Developing Teacher Capacity. *MOJEM: Malaysian Online Journal of Educational Management*, *6*(4), 37-55.

Makinda, H. (2019). *Research Methods Lecture Notes:* Catholic University of Eastern Africa

Malak, M. (2022). *The Role of Education in Economic Development* https://studybay.com/blog/the-relationship-between-education-and-development/#

Malunga, A. (2020). The Contribution of Teaching and Learning Materials to the Learning of Literacy in Selected Primary Schools of Lusaka District, Zambia https://www.researchgate.net/publication/346397847

Mandefro, E. (2020). Identifying Improvements in Supervision Practices in Ethiopian Primary Schools: A Pragmatic Perspective. *Issues in Educational Research*, *30*(3), 866-882.

Maria, O., & Ilias, K. (2020). The Effect of Administrative Actions on Satisfaction of Primary and Secondary Public School Principals. *Journal of Contemporary Education Theory & Research (JCETR)*, *4*(1), 21-27.

McCallister, J & Levitas, J (2021). *Action Research in Education:* Methods & Examples: Study.com https://study.com/academy/lesson/action-research-in-education-examples-methods-quiz.html

McCombes, S. (2022). *Sampling Methods, Types, Techniques, and Examples* https://www.scribbr.com/methodology/sampling-methods/

Mcleod, S. (2013). *Research Methods*: What is Reliability? Simply Psychology https://www.simplypsychology.org/reliability.html

Mcleod, S. (2013): *What is Reliability?* Simply Psychology https://www.simplypsychology.org/reliability.html

Mcleod, S., & Evans, O. G. (2023). *Sampling Methods in Research*: Types, Techniques, and Examples https://www.simplypsychology.org/sampling.html

Mensah, E. K., & Boakye-Yiadom, M. (2019). Assessment of Instructional Supervision Practices at Efutu Circuit in the Cape Coast Metropolis. *Assessment*, *10*(31).

Middleton, F. (2019). *The Four Types of Reliability in Research*: Definitions and Examples https://www.scribbr.com/methodology/types-of-reliability/

Middleton, F. (2022). *Reliability versus Validity in Research: Difference, Types & Examples* https://www.scribbr.co.uk/research-methods/reliability-or-validity/

Middleton, F. (2022). *The Four Types of Validity in Research*: Definitions and Examples: Scribbr https://www.scribbr.com/methodology/types-of-validity/

Mudavanhu, Y., & Mutseekwa, C. (2022). The Use of Peers in Assessment for Learning: A Case Study of Trainee Teachers at Bindura University of Science Education (BUSE), Zimbabwe. *African Journal of Teacher Education*, *11*(1), 75-99.

Mulà, I., Tilbury, D., Ryan, A., Mader, M., Dlouhá, J., Mader, C., ... & Alba, D. (2017). Catalyzing Change in Higher Education for Sustainable Development: A Review of Professional Development Initiatives for University Educators. *International Journal of Sustainability in Higher Education*, *18*(5), 798-820.

Musundire, A. (2015). *Effectiveness of the Developmental Supervision Model as a Tool for Improving Quality of Teaching: Perceptions of the South African Primary School-based Managers and Educators* (Doctoral dissertation).

NACES (2021). *National Catholic Education Secretariats (NACES) 2020/2021 Academic Year Student Enrolment and Personnel Statistics – Catholic School Systems in Liberia:* Annual Report

Neem, F. (2021). *Capacity Building for Teachers*: Neem Foundation https://neemfoundation.org.ng/project/capacity-building-for-teachers/#:

Neubauer, B. E., Witkop, C. T., & Varpio, L. (2019). How Phenomenology Can Help Us Learn from the Experiences of Others. *Perspectives on Medical Education*, *8*, 90-97.

Ngole, D. M., & Mkulu, D. G. (2021). The Role of School Heads' Supervision in Improving Quality of Teaching and Learning: A Case of Public Secondary School in Ilemela District Mwanza Tanzania. *International Journal of English Literature and Social Sciences (IJELS)*, *6*(1).

Ngui, R. M. (2018). *Influence of Principals' Instructional Supervision Practices on Students' KCSE Performance in Public Secondary Schools in Mwala Sub-County* (Doctoral dissertation, University of Nairobi).

Nickerson, C. (2021). *Herzberg's Motivation Two-Factor Theory*: Simply Psychology https://www.simplypsychology.org/herzbergs-two-factor-theory.html

Nikolopoulou, K. (2022), *What is Purposive Sampling?* Definition and Examples https://www.scribbr.com/methodology/purposive-sampling/

Nketiah, B., Brew, E. A., & Koranteng, R. (2021). A Literature Review of Academic Performance, An Insight into Factors and their Influences on Academic Outcomes of Students at Senior High Schools. *Open Access Library Journal*, *8*(6), 1-14.

Noor, I. H., & Sofyaningrum, E. (2020). The Academic Supervision of the School Principal: A Case in Indonesia. *Journal of Educational and Social Research*, *10*(4), 81-81. https://www.richtmann.org/journal/index.php/jesr/article/view/12162

Norman, Z. B. (2013). *The Perceptions of Liberian Public School Principals about Their Leadership Development Needs in Post-conflict Liberia* (Doctoral dissertation, Northeastern University).

Nurdin, D. & Fitriana, A. (2016). Capacity Building of Associate Professors for Improving Lecturers' Performance: A Case Study in a Leading University in Indonesia. In *6th International Conference on Educational, Management, Administration and Leadership* (pp. 106-111). Atlantis Press.

Obunga, D. J. (2019). *Influence Of Principals' Instructional Supervision Practices On Kenya Certificate Of Secondary Education Performance In Public Schools, Loitokitok Sub County–Kenya* (Doctoral dissertation, UoN).

Olamide, I. (2022): *How does Education Contribute to National Development?*

Olowoselu, A., Mohamad, M. A., Mohamed, F. & Mohamed A, S. (2019). Path-Goal Theory and The Application in Educational Management and Leadership. *Education Quarterly Reviews*, *2*(2).

Ozdemir, G., & Sahin, S., (2020): Principal's Supervisory Practices for Teacher Professional Development: Bureaucratic and Professional Perspectives. International Online Journal of Educational Science, 12 (1), 18-36

Panter, A., & Williford, L. (2018). Introduction to Student Learning Outcomes Assessment. *The University of North Carolina at Chapel Hill Office of Institutional Research and Assessment*.

Papanthymou, A., & Darra, M. (2018). Student Self-Assessment in Higher Education: The International Experience and The Greek Example. *World journal of education*, *8*(6), 130-146.

Paul, E. S. (2023): *Why Does Academic Achievement Matter*? Reasons Why Academic Achievement Is Important: ORCHIDS https://www.orchidsinternationalschool.com/blog/cbse-board/parenting-tips-for-academic-achievement/#

Perry, E., & Bevins, S. (2019). Building Capacity for Professional Development: The Development of Teachers as Facilitators in Ghana. *Professional Development in Education*, *45*(3), 390-404.

Sullivan, K., Perry, L. B., & McConney, A. (2013). How Do School Resources and Academic Performance Differ Across Australia's Rural, Regional, and Metropolitan Communities? *The Australian Educational Researcher*, *40*, 353-372.

Pietsch, M., Tulowitzki, P., & Spillane, J. (2021). Leadership for Learning in Germany and the US: Commonalities and Differences. *International Perspectives on School Settings, Education Policy, and Digital Strategies*, *62*.

Piro, I. (2022). *Vatican News*: New Document on Catholic Education: Identity and Challenges: https://www.vaticannews.va/en/vatican-city/news/2022-03/catholic-education-instruction-2022-congregation.html

Plaisance, H. (2023). *Open Educational Resources:* University of Louisiana at Lafayette, University Libraries: Academic Affairs https://louisiana.libguides.com/oer

Prado, A. T., Kaufman, J. H., Doan, S., & Woo, A. (2020). How Instructional Materials Are Used and Supported in US K-12 Classrooms: Findings from the 2019 American Instructional Resources Survey. Research Report. RR-A134-1. *RAND Corporation*.

Resnik, D. B. (2020). *What is Ethics in Research and Why is it Important*? National Institute of Health Sciences

https://www.niehs.nih.gov/research/resources/bioethics/whatis/index.cfm

Rinne, R., Järvinen, T., Tikkanen, J., & Aro, M. (2016). Changes in Education Policies and the Status of Schools in Europe: The Views of School Principals from Eight European Countries. *Compare: A Journal of Comparative and International Education*, *46*(5), 764-788. https://doi.org/10.1080/03057925.2015.1086631

Romero, M., Sandefur, J., & Sandholtz, W. A. (2019). Outsourcing Education: Experimental Evidence from Liberia. *American Economic Review*, *110*(2), 364-400.

Samosa, R. C. (2021). Cultivating Research Culture: Capacity Building Program TowardI Initiatives to Improve Teachers Self-efficacy, Research Anxiety and Research Attitude. *Galaxy International Interdisciplinary Research Journal*, *9*(05), 160-184.

Saputra, W. N. E., Supriyanto, A., Astuti, B., Ayriza, Y., & Adiputra, S. (2020). The Effect of Student Perception of Negative School Climate on Poor Academic Performance of Students in Indonesia. *International Journal of Learning, Teaching and Educational Research*, *19*(2), 279-291.

Shah, M., Cheng, M., & Fitzgerald, R. (2017). Closing the loop on student feedback: The case of Australian and Scottish universities. *Higher Education*, *74*, 115-129.

Siryeh, A. D. (2020). *Establishing effective school policy on discipline and attendance in secondary schools in Liberia* (Doctoral dissertation, Notre Dame University-Louaize.).

Solomon, K. B. J., & Ofori, A. (2014). Capacity Building: Implications for Sustainable Development in Ghanaian Polytechnics. *International Journal Of Innovative Research & Development. www. ijird. com*, *3*(3).

Somasekhar, R. M. (1970). The Role of the Church in Education Today. *International Review of Mission*, *59*(233), 75-84.

Spacey, J. (2022): *36 Examples of Academic Achievements:* Simplicable https://simplicable.com/edu/academic-achievements

St. Cuthbert (2021). *Catholic Education:* St. Cuthbert's Roman Catholic Academic Trust: Diocese of Middlesbrough https://www.scrcat.org/about/catholic-life#

Steward, R. J. (1997). *Supervision of Instruction:* History of Supervision, Roles and Responsibilities of Supervision, Issues Trends and Controversies https://education.stateuniversity.com/pages/2472/Supervision-Instruction.htm

StudyCorgi (2022): *Path-Goal Theory*: Strength and Weaknesses https://studycorgi.com/path-goal-theory-strengths-and-weaknesses/

Suaka, P. L., & Kuranchie, A. (2018). Head Teachers' Professional Management Needs and Concerns: Evidence from an Educational District in Ghana. *African Educational Research Journal*, *6*(1), 20-29.

Swaen, B. & George, T. (2022). *What is a Conceptual Framework?* Tips and Exampleshttps://www.scribbr.com/methodology/conceptual-framework/

Swartout, D. (2018). *Frederick Herzberg's Theory of Motivation*: Overview https://study.com/academy/lesson/frederick-herzbergs-theory-of-motivation-lesson-quiz.html

Taherdoost, H. (2016). Sampling methods in research methodology; how to choose a sampling technique for research. *How to choose a sampling technique for research (April 10, 2016)*.

Thomas, L. (2020). *Cluster Sampling / A Simple Step-by-step Guide with Examples* https://www.scribbr.com/methodology/cluster-sampling/

Thomas, L. (2022). *Cross-Sectional Study:* Definition, Uses, and Examples https://www.scribbr.com/methodology/cross-sectional-study/

Thompson, J. (2019). *Advantages and Disadvantages of Transformational leadership* https://smallbusiness.chron.com/advantages-disadvantages-transformational-leadership-20979.html

Tokan, M. K., & Imakulata, M. M. (2019). The Effect of Motivation and Learning Behavior on Student Achievement. *South African Journal of Education*, *39*(1).

Tuner, D. P. (2020). Sampling Methods in Research Designs: Headache: *The Journal of Head and Face Pain: Guest Editorial: 60:8-12* https://headachejournal.onlinelibrary.wiley.com/doi/epdf/10.1111/head.13707

Tustin, R. (2022). *Clinical Supervision for Teachers:* Educational Technology: Study.com https://study.com/academy/lesson/clinical-supervision-for-teachers.html

Ugochukwu, C. (2021). *Social Constructionism*: Definition and Examples: Transformational Leadership: Simply Psychology https://www.simplypsychology.org/what-is-transformational-leadership.html

Umaru, D. (2018). *Principals' Instructional Supervision and Teachers' Performance of Secondary Schools in Danko Wasagu Local Government Area Kebbi State, North-West Nigeria* (Doctoral dissertation, Kampala International University. College of Education, Open, Distance and E-Learning).

UNESCO (2013): *Education Transforms Lives:* Programme and Meeting Document https://unesdoc.unesco.org/ark:/48223/pf0000223115

UNESCO (2019): *Open Educational Resources* https://www.unesco.org/en/open-educational-resources#

University of Liberia (2022): *A. M. Dogliotti College of Health and Life Sciences* https://ul.edu.lr/a-m-dogliotti-college-of-health-life-science/#:~:text

University of Wisconsin (2022). Evidence of Learning: Direct and Indirect Measures: Division of Academic Affairs https://uwm.edu/academicaffairs/facultystaff/assessment-of-student-learning/evidence-of-learning/

USAID Liberia (2020): *Institutional Capacity and Strengthening Plan 2020-2021:* Accelerated Quality Education for Liberia Children https://allafrica.com/stories/202210050158.html https://pdf.usaid.gov/pdf_docs/PA00XQZW.pdf

USAID/LIBERIA ABE (2017). *Accelerated Quality Education for Liberian Children:* Rapid Education and Risk Analysis (RERA) https://pdf.usaid.gov/pdf_docs/PA00SSBV.pdf

U-Sayee, C. R., & Adomako, E. B. (2021). Supervisory Practices and Challenges Faced by Senior High School Principals in Greater Monrovia, Liberia: Implications for Quality Education. *Heliyon*, *7*(4).

USC Libraries, University of Southern California (2022). *Research Guide* https://libguides.usc.edu/writingguide

Usman, Y. D. (2015). The Impact of Instructional Supervision on Academic Performance of Secondary School Students in Nasarawa State, Nigeria. *Journal of Education and Practice*, *6*(10), 160-167.

Usman, B., Yousaf, S. U., & Islam, T. (2018). Effects of Supervision Practices of Principals on Work Performance and Growth of Primary School Teachers. *Bulletin of Education and Research*, *40*(1), 285-298.

Wanzare, Z. (2012). Instructional supervision in public secondary schools in Kenya. *Educational Management Administration & Leadership*, *40*(2), 188-216.

White, S. K. (2018). *What is Transformational Leadership?* A Model for Motivating and Innovating https://www.cio.com/article/228465/what-is-transformational-leadership-a-model-for-motivating-innovation.html#

Wikipedia (2022): *Counties of Liberia:* Retrieved from: Liberia Institute of Statistical and Geo-Information Services (LISGIS) 2009: Monrovia, Liberia https://en.wikipedia.org/wiki/Counties_of_Liberia

Williams, L., Menzies, T., & Zimmermann, T. (2016). *Perspectives on data science for software engineering*. Morgan Kaufmann.

Wodon, Q. (2020). *Global Catholic Education Report:* Achievements and Challenges at the Time of Crisis. Rome. International Office Catholic Education http://oiecinternational.com/wp-content/uploads/2020/06/GCE-Report-2020.pdf

Wodon, Q. (2022). *Measuring the Contribution of the Catholic Church to Human Development:* A New Report

World Bank (2022): *Education:* Understanding Poverty https://www.worldbank.org/en/topic/education/overview#

Worzi, A. (2022). Liberia: *MOE Distributes Learning Materials for the Public Schools https://www.liberianobserver.com/liberia-moe-distributes-learning-materials-public-schools*

Wright, M. & So, N. (2022). *How Pilot Testing Can Dramatically Improve Your User Research:* Wider Funnel: Behavioural Science https://www.widerfunnel.com/blog/pilot-testing-user-research/

Yeng, E., Woode-Eshun, A., & Badu, S. (2022). Assessment of supervision in public basic schools in northern Ghana: the case of Lambussie-Karni District. *British journal of education*, *10*(1), 17-34.

APPENDICES

Appendix I: Interview Guide for Principals

The Catholic University of Eastern Africa

Department of Education

My name is Philomena Wrehdi Jappah, a student at the Catholic University of Eastern Africa (CUEA) in Nairobi, Kenya. This study partially fulfills the requirements for the award of a master's degree in education administration and planning. The questionnaires and interviews are designed to enable the researcher to obtain relevant information about a study on ***administrators' instructional supervisory practices in enhancing high school students' academic achievement in the Catholic Diocese of Cape Palmas in Liberia.*** An honest and accurate response to all the questions is highly appreciated and will contribute to the successful completion of this study. All responses will be considered confidential and will be used only for this research. Thank you very much for your anticipated cooperation.

PART I: Demographic Information of the Principals

Put a tick (√) at an appropriate answer of your choice or fill in the blanks accordingly

1. Gender: Female ( ) Male ( )
2. Education Qualification of Principal:
   - Diploma ( )
   - Bachelor's Degree ( )
   - Master's Degree ( )
   - Others _____ Specify _____

3. How long have you been a principal at this high school?

1 – 2 years	( )
3- 5 years	( )
5 7 years	( )
Above 7 years	( )

4. What is your age range?

29 – 39 years	( )
40 – 49 years	( )
50 – 59 years	( )
60 +	( )

5. The school you are heading is located in

Pleebo, Maryland	( )
Harper, Maryland	( )
Greenville, Sinoe	( )
Zwedru, Grand Gedeh	( )

PART II: Availability of Instructional Resources on Student's Academic Achievement

Instructional materials are those teaching and learning materials that will facilitate the learning process. These can include test books, lesson plans, lesson notes, flashcards, teachers' guides, graphic and interactive materials like charts, graphs, maps, diagrams, and illustrations, etc. as well as teachers

6. Which instructional resources are available in your school?

   (Probe for textbooks, lesson plans, lesson notes, flashcards, teacher's guide, graphic and interactive materials like charts, graphs, maps, diagrams, and illustrations, teachers, etc)

   If yes, how are they being used by teachers?

_____

_____

_____

7. How are the available instructional materials used by students?

   (Probe for students been encouraged to make their notes, do some written exercises, draw diagrams, and label them for easy understanding of the lessons, etc)

_____

_____

_____

8. Is there a functional Library in the school where you work?

   (Probe for how long is the library open, how often teachers and students make use of the library, what is there to show that students and teachers use the library, and what mechanism is put into place for the borrowing and return of books from the library)

_____

_____

_____

9. Is there a functional laboratory in the school where you work?

(Probe how often teachers take students to the laboratory for practicals, how often is the laboratory opened, how are the apparatus handled, is the laboratory up to standard, etc)

_____

_____

_____

Part III: Capacity Building Support Services

These are activities and practices that will enrich and improve the skills of teachers for effectiveness and efficiency. They include workshops, seminars, action research, peer sharing, teacher induction, orientation, or other INSET (In-service training activities).

10. What capacity-building activities do you organize for the teachers?

    (Probe for workshops, seminars, orientation of new teachers, and research activities)

_____

_____

11. What qualities would you want teachers in your school to acquire from capacity-building services?

    (Probe for teachers' knowledge of subject content, expertise, communication skills, ability to cater to the different needs of the students, ability to set high standards, and teachers' passion for teaching)

_____

_____

12. What activities do teachers engage in to help each other improve their teaching?

    (Probe for teachers having interactive lectures, question-and-action sessions, discussions, quick writing assignments, and hands-on activities)

_____

_____

_____

13. How do you incorporate newly employed teachers?

    (Probe for how principals welcome new teachers in the school, support them to improve the teaching profession, and help them become confident)

_____

_____

_____

PART IV: Teaching/ Learning Assessment. Fill in the Blank

This will include the monitoring of the implementation of the curriculum, evaluation of their teaching and learning outcomes, advice to be innovative in improving instruction, etc.

14. How do you ensure that teachers attend the lessons?

    (Probe for how often the principals check the attendance of teachers, and do they sign the attendance when they check)

_____

_____

_____

15. How do you ensure that students attend the lessons?

    (Probe for how often the principals check the attendance of students, and do they sign the attendance when they check)

    _____

    _____

    _____

16. Have you been carrying out supervision activities in this school? Yes ( ) No ( )

    If yes, what methods do you use for supervision?

    (Probe how the principals carry out their supervision, do they visit the classrooms for observation, meet with teachers before going to their classrooms, do they inform the teachers what they will be looking for, give feedback to help improve the teaching skills of the teacher after observation, etc)

_____

_____

_____

17. What do you look for when you visit the classrooms to observe teaching?

(The researcher will probe for the correct use of teaching methodologies, teacher's language use, correct use of illustrations, relating to work, relating to students' life experience, interaction with lectures, interaction with other students, etc)

_____

_____

_____

18. How can teachers be encouraged to design different ways to help them improve students' performance?

    (Probe for teachers have students learn individually, in groups, through participation, and the use of kinesthetic learning- drawing, acting, building, etc)

_____

_____

_____

19. Do you have external supervisors? Yes ( ) No ( ): If yes, how do they carry out supervision?

_____

_____

_____

20. How do you monitor students' performance in this school?

    (Probe for formative and summative assessment)

_____

_____

_____

21. What is your opinion about the performance of students in the National Examination?

    (Probe for passes and failures)

_____

_____

_____

22. How can principals' supervisory activities improve students' performance in school?

    (Probe for the principal ability to maintain teachers for a collective focus on school goals, coordinate work with and across the teachers, have problem-solving skills, and share solutions to problems)

    _____

    _____

    _____

23. How cooperative are teachers during supervision by the Principal?

    (Probe for teachers' perception of supervision, do they take it seriously, etc)

    _____

    _____

    _____

Part V: Challenges and Solutions

24. What are the main challenges you experience in supervising teachers?

(Probe to know if principals have the professional skills for supervision, if principals set time aside for supervision, if teachers avail themselves for supervision, etc)

_____

_____

_____

25. What are the possible solutions to the challenges mentioned above?

(Probe for the use of manual, professional development, training workshops to improve supervisory practices, etc)

_____

_____

_____

25. What can be done to improve your instructional supervisory skills as a principal?

_____

_____

_____

Thank You!

Appendix II: Questionnaires for Teachers

The Catholic University of Eastern Africa

Department of Education

Dear Teacher Participant,

My name is Philomena Wrehdi Jappah, a student at the Catholic University of Eastern Africa (CUEA) in Nairobi, Kenya. This study partially fulfills the requirements for the award of a master's degree in education administration and planning. The questionnaires are designed to enable the researcher to obtain relevant

information about a study on ***administrators' instructional supervisory practices in enhancing high school students' academic achievement in the Catholic Diocese of Cape Palmas in Liberia.*** An honest response to all the questions is highly appreciated as it will enhance the successful accomplishment of this study. All responses will be considered confidential and will be used only for this research. Thank you very much for your anticipated cooperation.

PART I: Demographic Information of the Participants

Put a tick (√) at an appropriate answer of your choice or fill in the blanks accordingly

1. Gender: Female ( ) Male ( )
2. Education Qualification:

   Diploma ( )

   Bachelor's Degree ( )

   Master's Degree ( )

   Others _____ Specify _____
3. How long have you been a teacher at this high school?

   1 – 2 years ( )

   3- 5 years ( )

   5-7 years ( )

   Above 7 years ( )
4. What is your age range?

   29 – 39 years ( )

   40 – 49 years ( )

   50 – 59 years ( )

   60 + ( )

5. What is your area of specialization?

   Science ( )

   Humanities ( )

   Others ( )

   Specify _____

6. What is the location of the school where you are teaching?

   Pleebo, Maryland ( )

   Harper, Maryland ( )

   Greenville, Sinoe ( )

   Zwedru, Grand Gedeh ( )

Part II: Availability of Instructional Resources on Student's Academic Achievement

Instructional materials are those teaching and learning materials that will facilitate the learning process. These can include test books, lesson plans, lesson notes, flashcards, teachers' guides, graphic and interactive materials like charts, graphs, maps, diagrams, and illustrations, etc. as well as teachers.

7. Please put a tick (√) in the frequency in which your principal performs or encourages the teacher to perform the following instructional supervisory activities in your school. Strongly Disagree (SD), Disagree (D), Undecided (UD), Agree (A), Strongly Agree (SA).

	Provision of Instructional Resources and their Use	SD	D	UD	A	SA
i.	The principal makes sure there are enough teachers and assigns teachers based on their area of specification and expertise					
ii.	The principal ensures that the required test books					

	are available					
iii.	The principal guarantees a sufficient supply of updated instructional materials are in the school's library for use by the learners and staff					
iv.	The principal ensures teachers make use of the Library					
v.	The principal encourages teachers to use teaching aids correctly					
vi.	The principal gets past questions of WASSCE examination papers and encourages teachers to involve students in group discussions to assist one another					
vii.	The principal organizes advisory groups of parents to encourage parents to buy other additional resources needed by the students					
viii.	Ensures teachers make proper use of the available updated curriculum/syllabus					
ix.	The principal supports students' field trip studies to expose learners to experiences not found in the classroom					
x.	The principal encourages teachers to use the provided laboratory resources appropriately					

(b). Please add any other available instructional resources provided by the principal not listed in the table above.

i. _____

ii. _____

iii. _____

PART III: Capacity Building Services Provided by School Administrators to Assist Teachers to Improve Students' Academic Achievement

These are activities and practices that will enrich and improve the skills of teachers for effectiveness and efficiency. They include regular monitoring, workshops, seminars, action research, peer sharing, teacher induction, and orientation or other INSET (In-service training activities).

8. Please put a tick (√) in the frequency in which your principal performs or encourages teachers to perform the following teachers' capacity-building activities to help teachers improve instruction in your school.

   Not at All (NA), Once a year /Rarely (OY), Once per Semester (OS), monthly (M), and Always/Weekly (W).

No.	Principal Capacity Building Supervisory Practices	NA	OY	OS	M	W
i.	The principal organizes workshops and In-service training for teachers in the school					
ii.	The principal takes unscheduled visits to class to observe teachers and gives immediate constructive feedback to improve instruction					
iii.	The principal encourages teachers to conduct research related to teaching that leads to improved instruction and better academic performance of students					
iv.	The principal encourages teachers to attend workshops organized by the Ministry of Education related to their teaching subjects to improve their content delivery					
v.	The principal helps teachers to develop and promote innovative and effective teaching and learning strategies					
vi.	The principal encourages peer coaching for teachers to assist each other in sharing new ideas					
vii.	The principal motivates and supports teachers to attain higher performance					

viii	The principal meets with staff regularly to discuss instructional problems					
ix.	The principal observes teaching in class and uses feedback to plan and develop teachers					
x.	Encourages teachers to attend workshops organized by the Education Secretariat of the Diocese of Cape Palmas					

(b). Are there any other capacity-building supervisory services that are not listed above?

i. _____

ii. _____

iii. _____

Part IV: Influence of Teaching / Learning Assessment on Student Academic Achievement

This section comprises the monitoring of the implementation of the curriculum, evaluation of their teaching and learning outcomes, advice to be innovative in improving instruction, etc.

9. Please put a tick (√) in the frequency in which your principal performs or encourages teachers to perform the following teaching and learning assessment activities to improve students' performance in your school.

Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A), and Strongly Agree (SA).

	Teaching/ Learning Assessment and Students' Performance	SD	D	N	A	SA
i.	The principal checks on teachers' and students' attendance to reduce absenteeism and tardiness					
ii.	The principal involvement of teachers in the establishment of testing policies enables them to work together to set standardized tests with marking schemes					
iii.	The principal checks and analyzes the teacher's keeping of students' progress reports to identify areas of weakness that need immediate remedial measures					
iv.	The principal monitors content delivery, as well as the coverage of the syllabus/ curriculum, maintains a definite standard of performance for teachers					
v.	The principal gives feedback to teachers after lesson observation to enable them to improve on the identified deficient areas					
vi.	The principal visits the classroom for lesson observation safeguards the appropriate use of teaching methodologies as well as good class control that enhances learning					
vii.	Frequent tests and quizzes inform students of their progress to study and concentrate more on their areas of weakness					
viii.	The principal checks on the professional records of teachers and confirms they are in line with the approved syllabus and that content coverage is up to date					

ix.	The principal monitoring and evaluation of learning outcomes maintains a definite standard of performance for teachers					
x.	The principal ensures that both the formative and summative evaluation carried out provides valuable information on what students know and keeps them engaged in learning more					

PART V: Challenges Facing Principals in Their Instructional Supervisory Activities

10. The following are some challenges principals face when carrying out their supervisory practices among the staff in their schools. Indicate the extent to which you agree with the given statement by putting a tick (√) in the appropriate box. Using the key: Strongly Disagree (SD), Disagree (D), Undecided (UD), Agree (A), Strongly Agree (SA).

	Challenges Faced by Principals	SD	D	UD	A	SA
i.	Principals lack time to conduct regular supervision					
ii.	Teachers become suspicious about the intention of supervision					
iii.	Sometimes teachers are reluctant to accept corrections					
iv.	The principal does not communicate effectively					

v.	Some of the principals lack supervision skills					
vi.	Teachers are not themselves when they are told of supervision ahead of time					
vii.	Teachers do not take supervision reports seriously					
viii.	Teachers do not avail themselves for supervision					
ix.	Some teachers lack professional skills					
x.	Teachers' inability to complete syllabus/curriculum					

(b). Any other challenges faced by principals not listed above? Please specify

i. _____

ii. _____

iii._____

11. What are the possible suggested solutions to the challenges mentioned above?

i. _____

ii. _____

iii. _____

Appendix III: Questionnaires for Students

The Catholic University of Eastern Africa

Department of Education

Dear Student Participant,

My name is Philomena Wrehdi Jappah, a student at the Catholic University of Eastern Africa (CUEA) in Nairobi, Kenya. This study partially fulfills the requirements for the award of a master's degree in education administration and planning. The questionnaires are designed to enable the researcher to obtain relevant information about a study on the ***administrators' instructional supervisory practices in enhancing high school students' academic achievement in the Catholic Diocese of Cape Palmas in Liberia***. Please give your honest responses to the questions. All responses will be kept confidential.

PART I: Demographic Information of the Participants

Put a tick (√) at an appropriate answer of your choice or fill in the blanks according

1. Gender: Female ( ) Male ( )
2. Class 10^{th} Grade ( )
   11^{th} Grade ( )
   12^{th} Grade ( )
3. How long have you been a student in this school?
   1 – 2 years ( )
   3- 5 years ( )
   5 years - above ( )
4. Indicate your age range
   10 – 15 years ( )

16 – 20 years ( )

20 + years ( )

5. What is the location of the school you attend?

Pleebo, Maryland ( )

Harper, Maryland ( )

Greenville, Sinoe ( )

Zwedru, Grand Gedeh ( )

PART II: Availability of Instructional Resources and Student's Academic Achievement

Instructional materials are those teaching and learning materials that will facilitate the learning process. These include textbooks, teacher lesson plan books, flashcards, graphs, charts, maps, diagrams, and other illustrations.

Please put a tick (√) in the frequency in which you have observed your principal perform or encourage teachers to perform the following instructional supervisory activities in your school. Strongly Disagree (SD), Disagree (D), Undecided (UD), Agree (A), Strongly Agree (SA)

	Instructional Resources	SD	D	UD	A	SA
i.	The principal gets enough teachers who teach us well					
ii.	In our school, we have all the required textbooks prescribed by the Ministry of Education					
iii.	In our school, there are enough textbooks for both students and teachers to use for teaching and learning					
iv.	The principal encourages students to make regular use of the Library to add knowledge to what we learn in class					
v.	Teachers to use teaching aids to help students understand our lessons better with materials provided					

	by the principal					
vi.	The principal supports the use of field trips for students to learn from real-life experiences					
vii.	Poster sheets, flashcards, and other resources enable us to better understand the lessons in the learning process					
viii.	The principal ensures that teachers are punctual in class for all the subjects					
ix	The principal ensures that our school has an up-to-date laboratory equipped with resources to carry out experiments					
x	The principal encourages teachers to simplify lessons through demonstrations or illustrations for better achievement of students					

(b). Are there any other learning resources that the principal or teachers provide in your school to help students learn better that are not listed in the table above? Please specify

i. _____

ii. _____

iii._____

PART III: Provision of Capacity Building Services Provided by School Administrators to Assist Teachers to Improve Student's Academic Achievement

These are activities and practices that will enrich and improve the skills of teachers for effectiveness and efficiency. They include workshops, seminars, action research, peer sharing, teacher induction, orientation, or other INSET (In-service training activities).

6. As a student, you may have observed some activities carried out regularly on your campus by the principal and the teachers. These are activities that should be capacity-building activities organized by the principals to help teachers teach students well and improve instruction in your school.

   Please put a tick (√) in the frequency in which you have observed the principal carrying out on your campus by himself/herself or with teachers.

   Not at All (NA), Once a year / Rarely (OY), Once per Semester (S), monthly (M), and Always/Weekly.

No.	Principal Capacity Building Supervisory Activities Observed by Students	NA	OY	S	M	W
i.	Our teachers give us assignments when they are going to seminars					
ii.	The principal meets with students who need help one on one regularly					
iii.	The principal visits classes regularly to observe the teaching					
iv.	The principal motivates teachers who perform well by awarding during student assemblies					
v.	Representatives from the Ministry of Education visit our school regularly to meet with our teachers					
vi.	The provision of WASSCE past enables teachers to help students discuss questions that will help them prepare adequately for examination to achive good performance					
vii.	In our school, examiners are invited to talk to students on tackling examination questions to build our confidence					
viii.	In our school, students go for field trips to sharpen their observation skills					
ix.	In our school, talks on good study habits are given					

	to enable students gather the key information they need to pass examinations					
x.	Students who perform well are encouraged to help their schoolmates who are having difficulties in their lessons					

(b). Are there any other capacity-building supervisory services that are not listed above?

i. _____

ii. _____

iii. _____

Part IV: Influence of Teaching / Learning Assessment on Students' Academic Achievement

This will include the monitoring of the implementation of the curriculum, evaluation of teaching and learning outcomes of teachers and students, advice to be innovative in improving instruction, etc.

7. As a student, you may have observed some assessment activities carried out by the principal and the teachers. These are activities that should help the principals and teachers know if the students are understanding what is being taught and are performing well in school.

   Please put a tick (√) in the frequency in which you have observed your principal performs or encourage teachers to perform the following teaching and learning assessment activities in your school.

Strongly Disagree (SD), Disagree (D), Undecided (UD), Agree (A), and Strongly Agree (SA)

No.	**Teaching/ Learning Assessment**	SD	D	UD	A	SA
i.	Principal checks students' attendance					
ii.	As students, we are encouraged by our teachers to complete our assignments At the end of the period we normally sit for tests					
iii.	Our teachers give us our progress report					
iv.	The principal encourages us to revise to be able to perform well in our exams					
v.	The principal randomly pays regular visits to the classroom for observation					
vi.	The principal checks students' progress reports regularly					
vii.	The principal awards the best students to encourage other students to work hard					

PART V: Challenges Encountered by Principals in their Supervisory Practices

8. The following are some challenges principals face when carrying out their supervisory practices among the staff in their schools. Indicate the extent to which you agree with the given statement by putting a tick (√) in the appropriate box.

Strongly Disagree (SD), Disagree (D), Undecided (UD), Agree (A), Strongly Agree (SA)

No.	Challenges Faced by Principals	SD	D	UD	A	SA
i.	Poor academic performance of students					
ii.	Parents not paying fees on time which affects the teaching and learning					
iii.	Teachers are always absent from class					
iv.	Teachers' inability to complete syllabus/ curriculum					
v.	Students do not manage textbooks well					
vi.	Students take away textbooks met to stay in the library					
vii.	Students damage laboratory apparatus					
viii.	Students waste reagents intended for experiments					

(b). Please add any challenges you have observed that principals face in their supervisory activities not listed in the above table

i. _____

ii. _____

iii. _____

9. What are the possible suggested solutions to the challenges mentioned above?

i. _____

ii. _____

iii. _____

Thank You!

Appendix IV: Document Analysis Guide

The Catholic University of Eastern Africa

Faculty of Education: Planning and Administration

Information Required from Public Documents from the Principal's Office

The Document Analysis Checklist

No.	Documents	Information Required	Available	Not available	Comment
1	Scheme and records of work	Completion of schemes of work (Check dates, topics, objectives, resource materials used, signed by Principal, etc.)			
2	Lesson Plan	Time estimate, content, learning activities, resource materials, inspections, by who, how often, etc			
3.	Teacher Lesson Notes	Up to date, in line with the lesson plan, Detailed to help students, checked by who? when, how often, etc			
4	Scholastic records	Check examination results from 2017-2022, check student's progress reports (Period tests and exams), etc			
5	Records on Workshop of Teachers	Check for records of workshops or seminars, how often are they when, when, and by who? Etc			
6	Supervision handbook	Check if the principal has any guide for supervision			
7	Punishment/ Discipline book	Check if offenders are given punishment, reason, solution, and by who?			

Appendix V: Observation Guide of Instructional Materials

The Catholic University of Eastern Africa

Faculty of Education: Planning and Administration

Resources	Availability	Quantity	Quality	Other Comments
Textbooks				
Library				
Laboratory				
Classrooms a. Furniture b. Blackboards c. Tables				
Teaching materials a. Stationaries b. Poster sheets c. Flashcards d. Diagrams e. Maps f. etc				
Number of Teachers				
Qualification of Teachers a. Certificate b. Diploma c. BSc d. Masters e. PhD				
General School Campus (Environment)				

Appendix VI: The Reliability of Teachers and Students' Questionnaires

The Catholic University of Eastern Africa

Faculty of Education: Planning and Administration

Reliability Statistics for Students

Case Processing Summary

		N	%
Cases	Valid	317	100.0
	Excluded[a]	0	.0
	Total	317	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.771	.746	38

Reliability Statistics For Teachers

Case Processing Summary

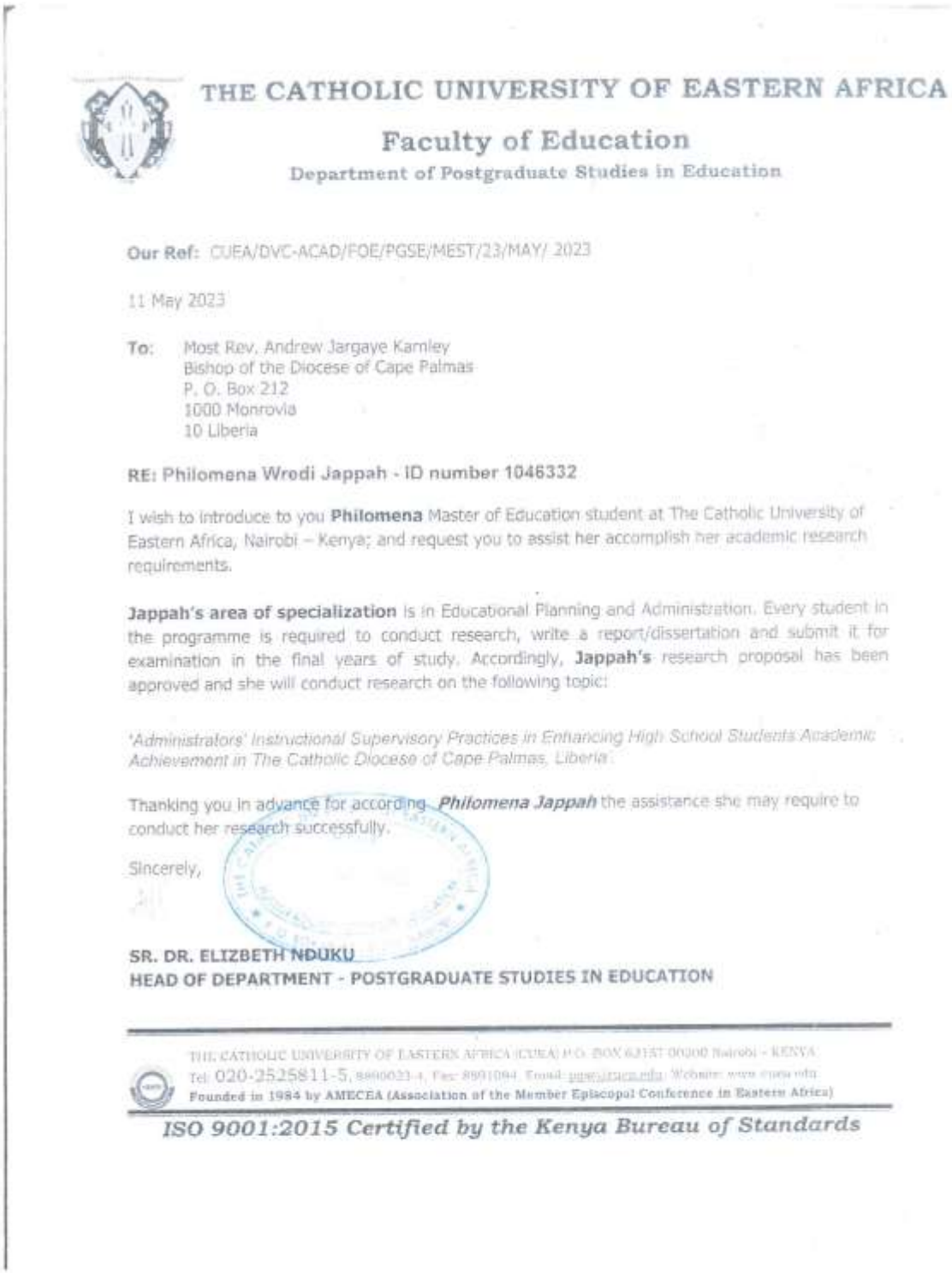
		N	%
Cases	Valid	86	100.0
	Excluded[a]	0	.0
	Total	86	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.883	.886	46

Appendix VII: Introduction Letter from the University



THE CATHOLIC UNIVERSITY OF EASTERN AFRICA

Faculty of Education

Department of Postgraduate Studies in Education

Our Ref: CUEA/DVC-ACAD/FOE/PGSE/MEST/23/MAY/ 2023

11 May 2023

To: Most Rev. Andrew Jargaye Kamley
Bishop of the Diocese of Cape Palmas
P. O. Box 212
1000 Monrovia
10 Liberia

RE: Philomena Wrodi Jappah - ID number 1046332

I wish to introduce to you **Philomena** Master of Education student at The Catholic University of Eastern Africa, Nairobi – Kenya; and request you to assist her accomplish her academic research requirements.

Jappah's area of specialization is in Educational Planning and Administration. Every student in the programme is required to conduct research, write a report/dissertation and submit it for examination in the final years of study. Accordingly, **Jappah's** research proposal has been approved and she will conduct research on the following topic:

'Administrators' Instructional Supervisory Practices in Enhancing High School Students Academic Achievement in The Catholic Diocese of Cape Palmas, Liberia'

Thanking you in advance for according ***Philomena Jappah*** the assistance she may require to conduct her research successfully.

Sincerely,

SR. DR. ELIZBETH NDUKU
HEAD OF DEPARTMENT - POSTGRADUATE STUDIES IN EDUCATION

THE CATHOLIC UNIVERSITY OF EASTERN AFRICA (CUEA) P.O. BOX 62157 00200 Nairobi - KENYA
Tel 020-2525811-5, 8860023-4, Fax: 8851084, Email: pgse@cuea.edu, Website: www.cuea.edu
Founded in 1984 by AMECEA (Association of the Member Episcopal Conference in Eastern Africa)

ISO 9001:2015 Certified by the Kenya Bureau of Standards

Appendix VIII: Introduction Letter from the Diocese of Cape Palmas

DIOCESE OF CAPE PALMAS
P. O. Box 212, 6500 Harper, 10 Liberia
Mobile: +231-777-519-766/231-886-519-766
Email: bishopofcapepalmas@gmail.com

OFFICE OF THE BISHOP

Prot. N. 0158/DCP-AJK/2023

June 1, 2023

Sr. Dr. Elizabeth Nduku
Head of Department – Postgraduate Studies in Education
Faculty of Education
Catholic University of Eastern Africa
Nairobi, Kenya

Dear Sr. Dr. Nduku,

RE: Sr. Philomena Wrehdi Jappah – ID 1046332

I wish to acknowledge receipt of your letter introducing and also requesting assistance for Sr. Philomena Wrehdi Jappah to do academic research in the high schools of the Diocese of Cape Palmas, Liberia on the following topic:

'Administrators' Instructional Supervisory Practices in Enhancing High School Students Academic Achievement in the Catholic Diocese of Cape Palmas, Liberia'.

I am pleased to inform you that Sr. Philomena Jappah is granted permission to do her academic research in the high schools of the Diocese of Cape Palmas and will be given the necessary assistance and support to accomplish it.

Sincerely yours in Christ,
+ Andrew Karnley
Most Rev. Andrew J. Karnley
Bishop of Cape Palmas

USA Address: Diocese of Cape Palmas, C/O SMA Fathers, 23 Bliss Avenue, Tenafly, NJ 07670, USA
Fax: 201-567-7156 Tel: 201-567-9085

Appendix IX: Research Letter from the Diocese of Cape Palmas

DIOCESE OF CAPE PALMAS
P. O. Box 212, 6500 Harper, 10 Liberia
Mobile: +231-777-519-766/231-886-519-766
Email: bishopofcapepalmas@gmail.com

OFFICE OF THE BISHOP

To: The Principals of High Schools, Diocese of Cape Palmas

From: + Andrew Karnley
Most Rev. Andrew J. Karnley
Bishop of Cape Palmas

Subject: ***Academic Research by Sr. Philomena Wrehdi Jappah, SHF***

Date: June 6, 2023

cc: Catholic Education Secretariat of Cape Palmas

This is to inform you that Sr. Philomena Wredi Jappah, SHF has been granted permission to do academic research in the high schools of the Diocese of Cape Palmas to enable her fulfill one of the key requirements of her MA degree studies in Education at the Catholic University of Eastern Africa in Nairobi, Kenya.

I therefore crave your indulgence to give her the necessary support and assistance she would need to do her research.

Many thanks to you, the staff and students of your high school for the due attention this memo will be given.

USA Address: Diocese of Cape Palmas, C/O SMA Fathers, 23 Bliss Avenue, Tenafly, NJ 07670, USA
Fax: 201-567-7156 Tel: 201-567-9085

Appendix X: Map of Liberia

The Catholic University of Eastern Africa

Faculty of Education: Planning and Administration



Source: Google Maps 2023

The Map of Liberia showing the Counties

Counties that make up the Diocese of Cape Palmas include Sinoe, Grand Kru, Maryland, River Gee, and Grand Gedeh,

Appendix XI: Plagiarism Report



THE CATHOLIC UNIVERSITY OF EASTERN AFRICA
INFORMATION SYSTEMS LIBRARIAN
TURNITIN ORIGINALITY REPORT

REF: PGS/FOE/266/DEF/LANGATA,

Turnitin Originality Report

Processed on: 31-Jul-2023 11:14 EAT
ID: 2139412284
Word Count: 38620
Submitted: 1

ADMINISTRATORS' INSTRUCTIONAL SUPERVISORY PRACTICES IN ENHANCING HIGH SCHOOL STUDENTS ACADEMIC ACHIEVEMENT IN THE CATHOLIC DIOCESE OF CAPE PALMAS, LIBERIA By Philomena Wrehdi Jappah 1046332

Similarity Index	Similarity by Source	
9%	Internet Sources:	5%
	Publications:	3%
	Student Papers:	5%

I HEREBY CONFIRM THAT **PHILOMENA WREHDI JAPPAH** REG NO: **1046332**, SUBMITTED A CHECK OF ANTIPLAGIARISM ON CRITICAL EVALUATION OF **ADMINISTRATORS' INSTRUCTIONAL SUPERVISORY PRACTICES IN ENHANCING HIGH SCHOOL STUDENTS ACADEMIC ACHIEVEMENT IN THE CATHOLIC DIOCESE OF CAPE PALMAS, LIBERIA. A RESEARCH THESIS SUBMITTED TO THE DEPARTMENT OF POSTGRADUATE STUDIES IN EDUCATION IN PARTIAL FULFILLMENT FOR THE AWARD OF A MASTER'S DEGREE IN EDUCATIONAL ADMINISTRATION AND PLANNING AT THE CATHOLIC UNIVERSITY OF EASTERN AFRICA.ITY OF EASTERN AFRICA.**

Verification by Systems Librarian:

Name: ..HARUN.....MWANGI..... Signature: ..HW..... Date: 2/08/2023



THE CATHOLIC UNIVERSITY OF EASTERN AFRICA (CUEA) P.O. BOX 62157 00200 Nairobi – KENYA
Tel: 020-2525811-5, 8890023-4, Fax: 8891084, Email: antiplagiarism@cuea.edu Website: www.cuea.edu
Founded in 1984 by AMECEA (Association of the Member Episcopal Conferences in Eastern Africa)

Turnitin Originality Report

Processed on: 31-Jul-2023 11:11 EAT
ID: 2139412284
Word Count: 38625
Submitted: 1

ADMINISTRATORS' INSTRUCTIONAL SUPERVISORY PRACTICES IN ENHANCING HIGH SCHOOL STUDENTS ACADEMIC ACHIEVEMENT IN THE CATHOLIC DIOCESE OF CAPE PALMAS, LIBERIA By Philomena Wrehdi Joppeh 1046332

Similarity Index	Similarity by Source
9%	Internet Sources: 6% Publications: 2% Student Papers: 5%

The Catholic University of Eastern Africa
INFORMATION SYSTEMS
LIBRARIAN
P. O. Box 62157-00200, NAIROBI

1% match (Internet from 16-Nov-2022)
http://r.cuea.edu/jspui/bitstream/1/6841/1/SR.%20MARTHA%20KAMOTHO%20FINAL%20...

< 1% match (Internet from 16-May-2023)
http://r.cuea.edu/jspui/bitstream/1/12152/1/Selina_Final__Thesis_.pdf

< 1% match (Internet from 15-Nov-2022)
http://r.cuea.edu/jspui/bitstream/1/6840/1/SR%20MIRIAM%20THESIS.pdf

< 1% match (Internet from 14-Nov-2022)
http://r.cuea.edu/jspui/bitstream/1/6190/1/Rev.%20Fr.%20Emmanuel%27s%20Dissertation%20-%20Printed%2029%20May%202018.pdf

< 1% match (Internet from 15-Nov-2022)
http://r.cuea.edu/jspui/bitstream/1/6633/1/Lufulu%20thesis.pdf

< 1% match (Internet from 15-Nov-2022)
http://r.cuea.edu/jspui/bitstream/1/6819/1/AMorris%20Research%207%208%20August%202019.pdf

< 1% match (Internet from 15-Nov-2022)
http://r.cuea.edu/jspui/bitstream/1/6617/1/AAAAA%2098%20CHRISTINE%20THESIS.pdf

< 1% match (Internet from 05-Mar-2023)
http://r.cuea.edu/jspui/bitstream/1/11997/1/FAMILY%20FUNCTIONING%20ON%20PSYCHOLOGICAL%20WELL-BEING%20OF%20PARENTS%20RAISING%20CHILDREN%20WITH%20HEARING%20IMPAIRMENT%20A%20CAS-0.pdf

< 1% match (Internet from 15-Nov-2022)
http://r.cuea.edu/jspui/bitstream/1/6824/1/Ferister%20Final%20Thesis.pdf

< 1% match (Internet from 15-Nov-2022)
http://r.cuea.edu/jspui/bitstream/1/6823/1/CAROLINE%20%20Dissertation.pdf

< 1% match (Internet from 14-Nov-2022)
http://r.cuea.edu/jspui/bitstream/1/6194/1/ELIZABETH%20THESIS.pdf

< 1% match (Internet from 16-Nov-2022)
http://r.cuea.edu/jspui/bitstream/1/75/1/Alice%20Susan%20Weniala.pdf

< 1% match (student papers from 17-Aug-2022)
Submitted to South University on 2022-08-17

< 1% match (student papers from 03-Nov-2022)
Submitted to Monaegue College on 2022-11-03

< 1% match (student papers from 02-Dec-2021)
Submitted to Monaegue College on 2021-12-02

< 1% match (student papers from 18-Jul-2022)
Submitted to Northcentral on 2022-07-18