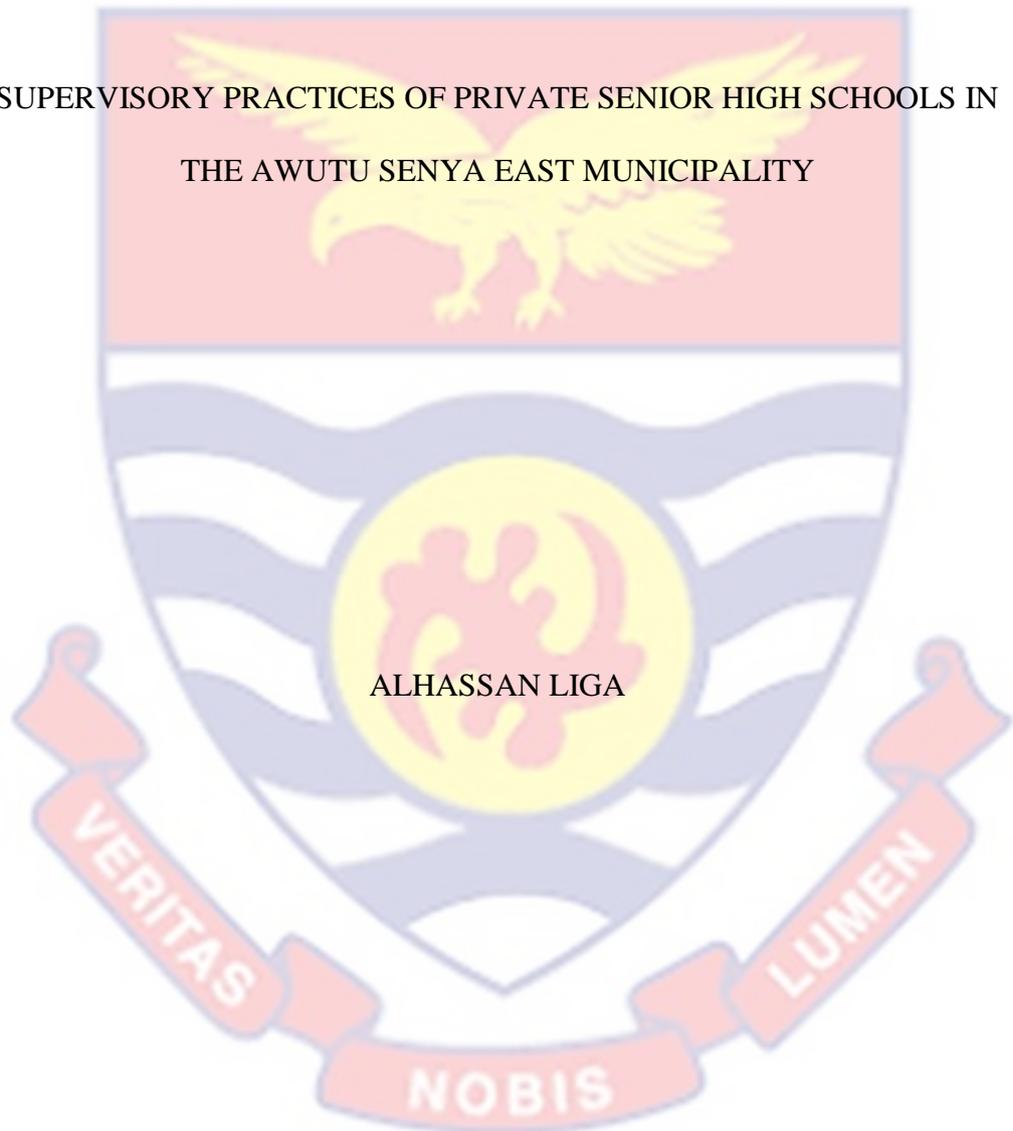
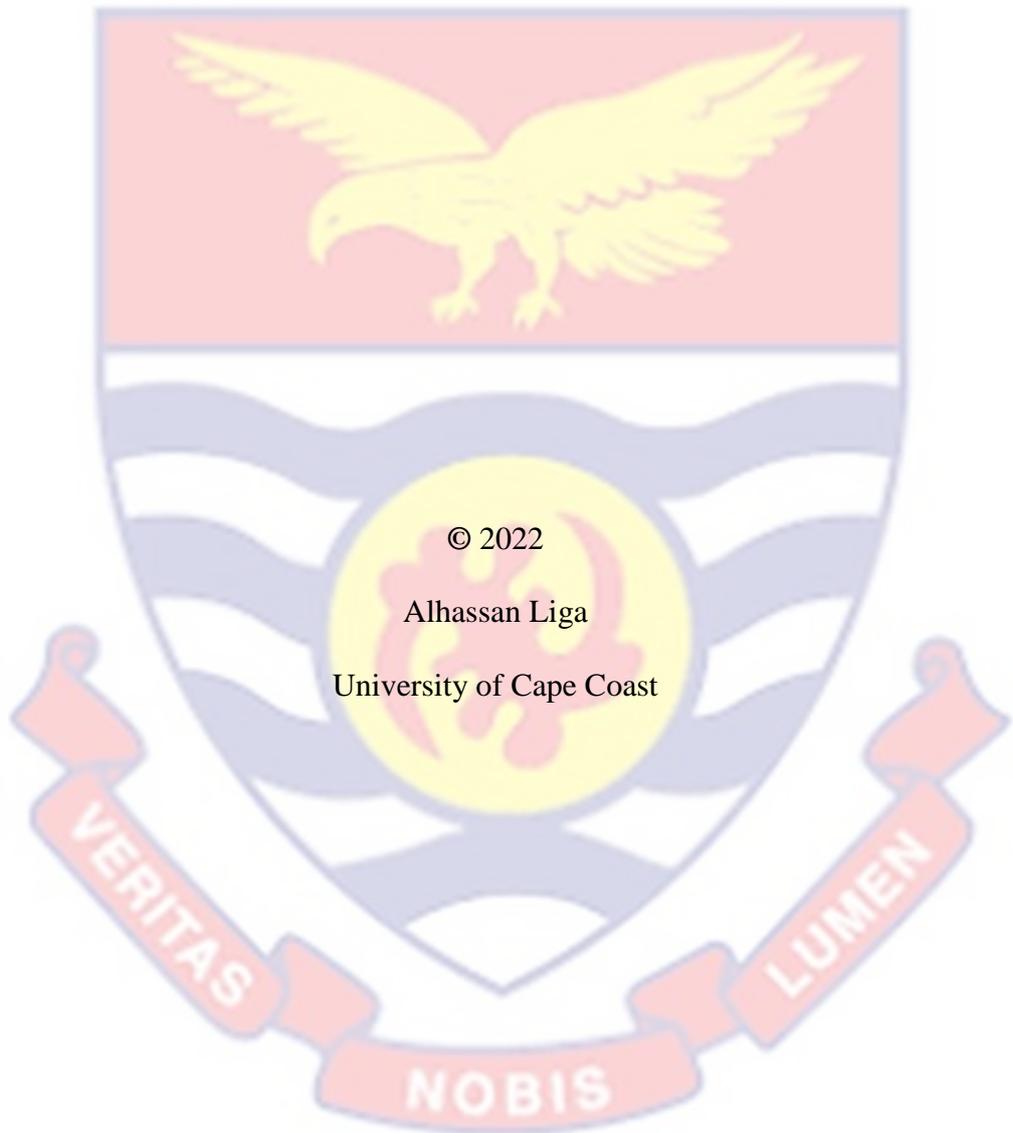


UNIVERSITY OF CAPE COAST

SUPERVISORY PRACTICES OF PRIVATE SENIOR HIGH SCHOOLS IN
THE AWUTU SENYA EAST MUNICIPALITY



2022



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THE AWUTU SENYA EAST MUNICIPALITY

BY
ALHASSAN LIGA

Thesis submitted to the Institute for Educational Planning and Administration,
(IEPA) University of Cape Coast, in partial fulfillment of the requirements for
award of Master of Philosophy Degree in Educational Administration

MAY 2022

DECLARATION

Candidate's Declaration

I hereby declare that this thesis is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature: Date:

Name: Alhassan Liga

Supervisor's Declaration

We hereby declare that the preparation and presentation of the thesis were supervised in accordance with the guidelines on supervision of thesis laid down by the University of Cape Coast

Principal Supervisor's Signature: Date:

Name: Dr. Mrs. Marie Afua Baah Bakah

Co-Supervisor's Signature: Date:

Name: Dr. Edward Akomaning

ABSTRACT

This study was conducted in the Awutu Senya East Municipality in the Central Region of Ghana with the aim of finding out the supervisory practices of private senior high schools in the Municipality. The study made use of primary data collected from 121 sample respondents consisting of municipal private school coordinator, head teachers, teachers and students. In finding the type of supervision being carried out in the Awutu Senya Municipality, questionnaires and semi- structured interview guides were the instruments used. The interview responses were transcribed and analysed thematically. Findings revealed that most supervisors of Private Senior High schools in the Awutu Senya East municipality undertake brief visits. Instructional supervision was carried out on daily, weekly and monthly basis. The critical problems confronting supervision in the municipality are supervisors' lack of confidence, lack of adequate resources for supervision, poor communication skills and low knowledge on supervisory practices on the part of supervisors and workload on the part of headmasters is a major setback to internal instructional supervision. From the findings of the studies, it can be concluded that the major problem affecting supervisory practices in private senior high schools in the Awutu Senya East municipality is inadequate supervision resources. In view of the findings, it is recommended that teachers should change their perception towards supervision by not seeing it as fault finding mission, feedback after supervision should be immediate, that supervisors should be motivated to work harder, supervision resources should be provided to supervisors on timely basis and also supervisors should desist from intimidating teachers during supervision. Besides, the study recommends that supervision in private senior high schools should be restructured to embrace new trends of supervision which emphasises teacher growth rather than teacher defects.

KEYWORDS

Assessment of Teaching

Challenges

Examination

Education

Instruction

Learning Outcomes

Observation

Practices

Professional Development

Senior High School

Supervision

Supervisor

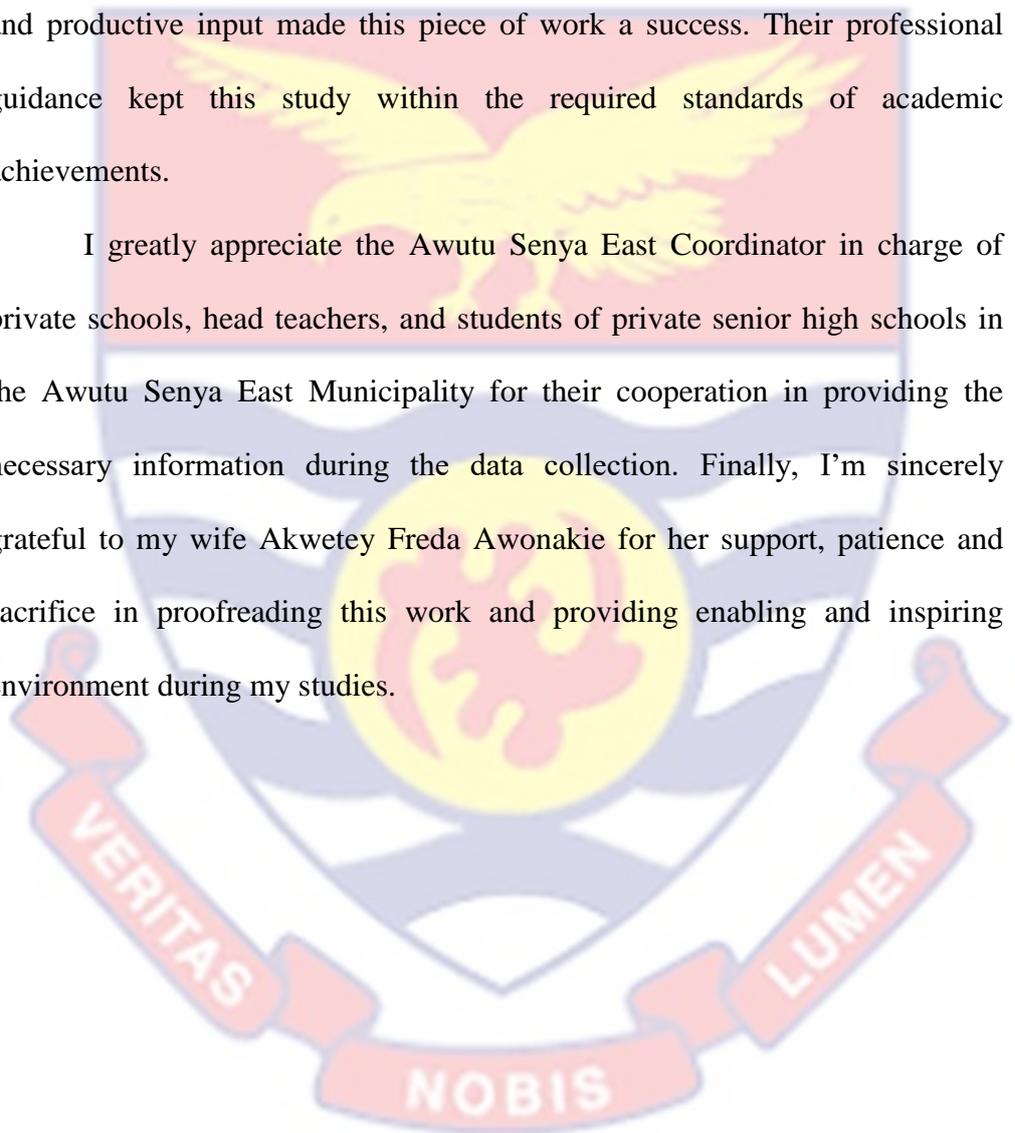
Teachers



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I greatly appreciate the Awutu Senya East Coordinator in charge of private schools, head teachers, and students of private senior high schools in the Awutu Senya East Municipality for their cooperation in providing the necessary information during the data collection. Finally, I'm sincerely grateful to my wife Akwetey Freda Awonakie for her support, patience and sacrifice in proofreading this work and providing enabling and inspiring environment during my studies.



DEDICATION

To my wife, Akwetey Freda Awonakie



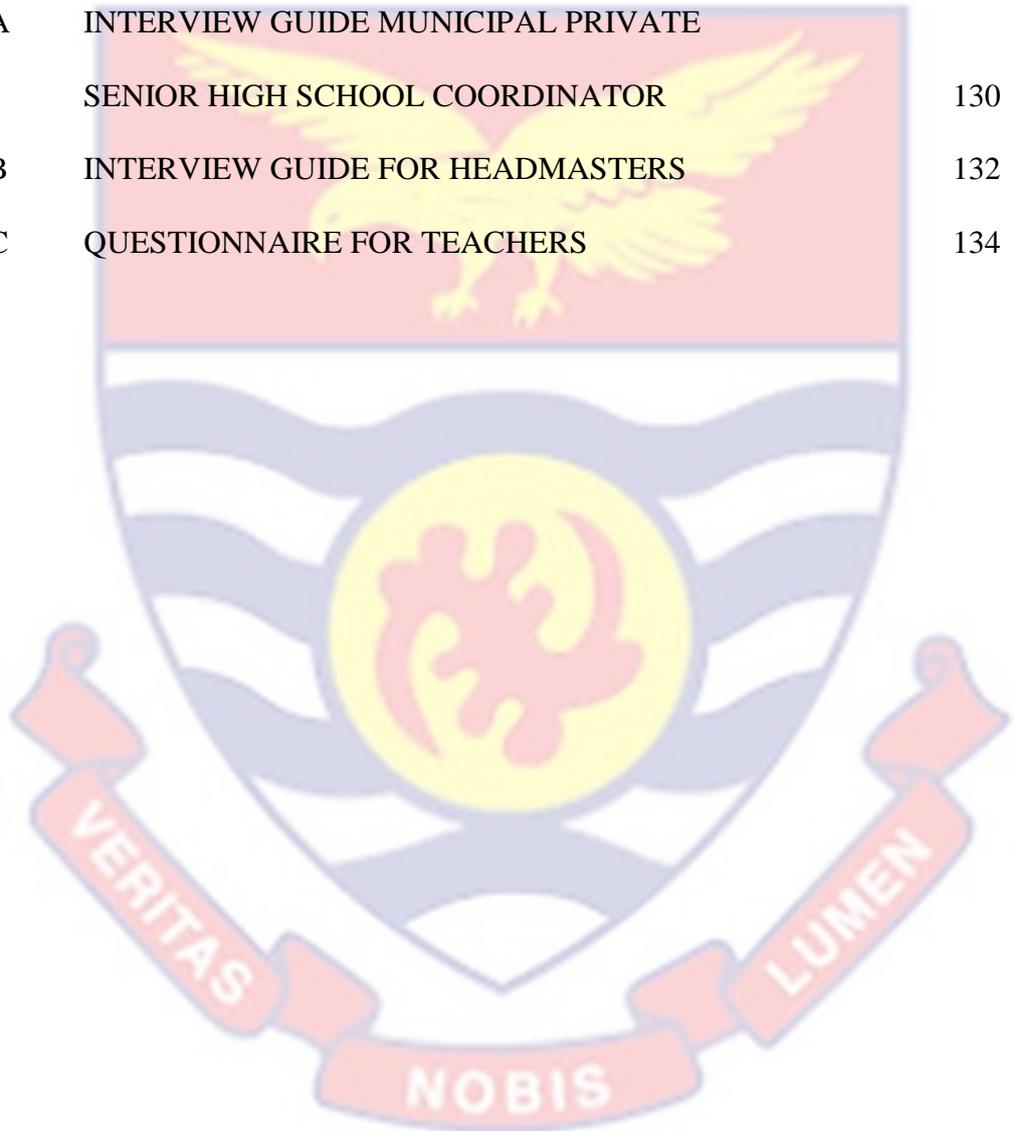
TABLE OF CONTENTS

	Page
DECLARATION	ii
ABSTRACT	iii
KEY WORDS	iv
ACKNOWLEDGMENTS	v
DEDICATION	vi
LIST OF TABLES	xi
LIST OF FIGURES	xii
LIST OF ACRONYMS	xiii
CHAPTER ONE: INTRODUCTION	
Background to the Study	1
Statement of the Problem	7
Purpose of the study	8
Research Questions	8
Significance of the Study	9
Delimitation	10
Limitation	10
Definition of Terms	11
Organisation of the Rest of the Study	11
CHAPTER TWO: LITERATURE REVIEW	
Introduction	13
Conceptual Framework	14
Concept of school Supervision	14
Development of Supervision	19

Structures of Educational Supervision in Ghana	24
Types of school Supervision	27
Supervision at School Level	32
Areas of school Supervision	34
Purpose of school Supervision	35
Principles of Educational Supervision	37
Qualities of a Supervisor	39
Roles and Responsibilities of Supervisors in	
Effective Secondary School Supervision	45
Problems of Instructional Supervision	47
Perception of Teachers Towards Instructional Supervision	59
Ways of Improving Supervision of Instruction	60
Theoretical Framework	62
Leadership Theories	62
Models of Supervision of Instruction	64
Conceptual Framework	68
Chapter Summary	69
CHAPTER THREE: RESEARCH METHODS	
Introduction	71
Research Design	71
Population	72
Sampling Procedure	74
Data Collection Instruments	75
Interview Guide	78
Data Collection Procedure	79

Pilot Testing of Instrument	81
Data Analysis	82
Chapter Summary	83
CHAPTER FOUR: RESULTS AND DISCUSSION	
Introduction	85
Demographic Characteristics of the Respondents	85
Age Distribution of the Respondents	86
Gender of Respondents	87
Highest Educational level of Respondents	87
Teaching Experience of the Respondents	88
Research Question 1: How is Supervision Carried out in Private Senior High Schools in the Awutu Senya East Municipal?	89
Research Question 2: How those responsible carried out supervision in private Senior High Schools in the Awutu Senya East Municipality?	94
Research Question 3: What are the critical problems affecting supervisory practices of private Senior High Schools in the Awutu Senya East Municipality?	104
Research Question 4: What measures can be put in place to curb the challenges with supervisory practices?	107
Chapter Summary	110
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS	
Introduction	111
Summary	111
Key Findings	112

Conclusions	113
Recommendations	114
Suggestions for Further Research	115
REFERENCES	116
APPENDICES	129
A INTERVIEW GUIDE MUNICIPAL PRIVATE SENIOR HIGH SCHOOL COORDINATOR	130
B INTERVIEW GUIDE FOR HEADMASTERS	132
C QUESTIONNAIRE FOR TEACHERS	134



LIST OF TABLES

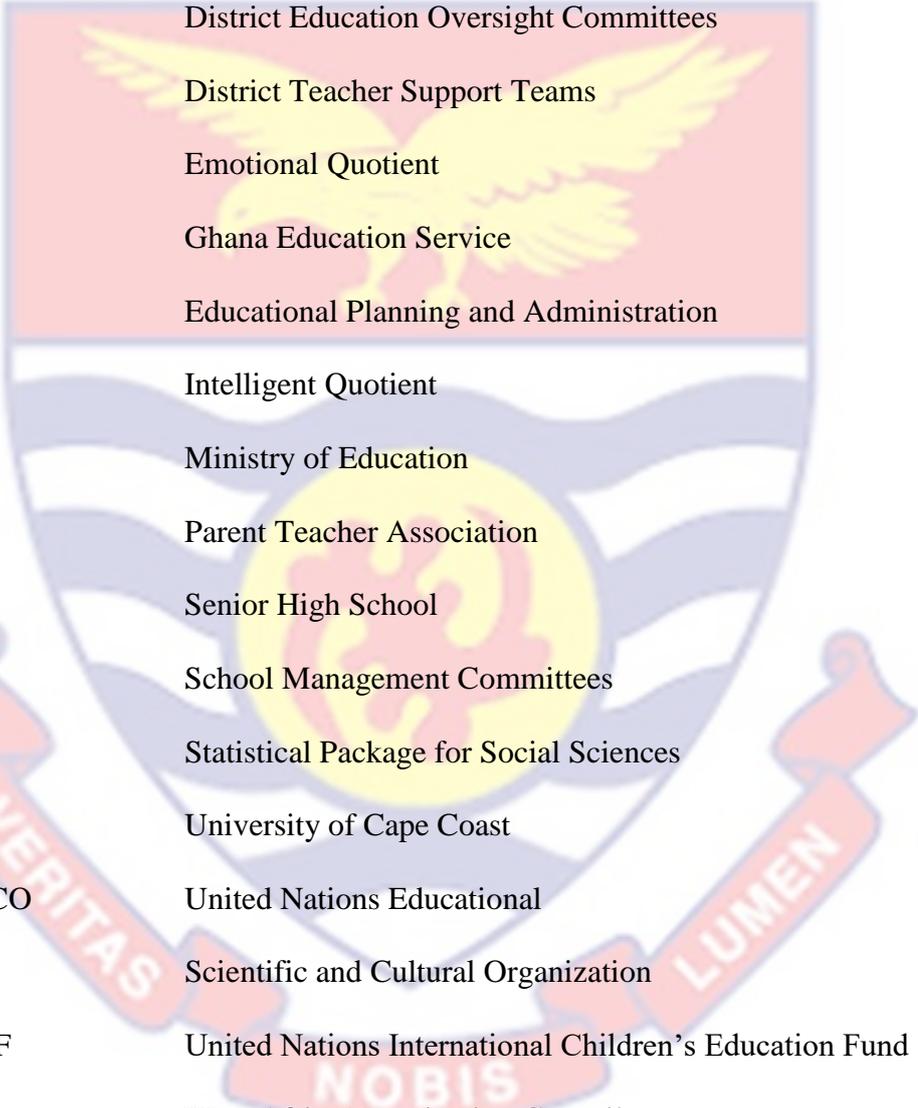
Table		Page
1	Distribution of Population	73
2	Breakdown of Sample of Respondents from the Selected Schools	75
3	Ages of the Respondents	86
4	Gender of the Respondents	87
5	Educational Level of the Staff Respondents	88
6	Teaching Experience of Staff Respondents	89
7	Responses on Whether Instructional Supervision is Carried out in the Private SHS Schools	89
8	Frequency of Supervision	90
9	Things Supervisors Check During Supervision	91
10	Responses on Whether Population and Class Sizes Influence Instructional Supervision	94
11	Types of Supervision	95
12	Headmaster's and Teacher's Involvement in Supervision	96
13	Principles of Instructions used by Supervisors During Supervision	97
14	Qualities of a Supervisor as Expressed by Teachers	100
15	Challenges Affecting Supervisory Practices	104
16	Measures to Curb Supervisory Problems	107

LIST OF FIGURES

Figure		Page
1	Factors Influencing Principals' Instructional Supervision Practices Adapted from Kieleco (2015) Study	68



LIST OF ACRONYMS



ADE Supervision	Assistant Director of Education Responsible for Supervision
CS	Circuit supervisors
DQASO	Directorate of Quality Assurance and Standards
DEOCs	District Education Oversight Committees
DTSTs:	District Teacher Support Teams
EQ	Emotional Quotient
GES	Ghana Education Service
IEPA	Educational Planning and Administration
IQ	Intelligent Quotient
MoE	Ministry of Education
PTA	Parent Teacher Association
SHS	Senior High School
SMCs	School Management Committees
SPSS	Statistical Package for Social Sciences
UCC	University of Cape Coast
UNESCO	United Nations Educational Scientific and Cultural Organization
UNICEF	United Nations International Children's Education Fund
WAEC	West Africa Examination Council
WASSCE	West African Senior School Certificate Examination

CHAPTER ONE

INTRODUCTION

Background to the Study

Education forms the basis upon which economic, social and political development of any nation is founded. Investment in education can help to foster economic growth, enhance productivity, contribute to national and social development and reduce social inequality (Burkhauser and Metz, 2009). UNESCO (2018) argues that the level of a country's education is one of the key indicators of its level of development. Globally, education is recognized as a basic human right. Glickman, Gordon and Ross (2004), indicates that in 1948 the Universal Declaration of Human Rights laid down Article 26, that everyone had the right to education and that education would be free at least in the elementary and fundamental stages. According to Burkhauser and Metz (2009), the purpose of education is to equip the citizenry to reshape the society and eliminate inequality. Secondary school education is regarded as the most important point in the education system, which could help in solving the manpower constraints of the nation by creating a country's human resource base at a level higher than primary education (Institute of Policy Analysis and Research, 2008).

The priority of all countries, especially the developing and the under-developed ones, had been to improve the quality of schools and the achievement of students Lloyd and Leslie (2004), since learning outcomes depend largely on the quality of education being offered (Osae-Apenteng,

2012). Quality education partly depends on how well teachers are trained and supervised since they are, in part, key inputs to education delivery (Adeel 2010). According to Glickman, et. al., (2004), national authorities rely strongly on the supervision system to monitor both the quality of schools and key measures of its success, such as student achievement.

Supervision is the process of helping, guiding, advising and stimulating growth in subordinate in order to improve on the quality of his work (2011). Supervision involves the stimulation of professional growth and the development of teachers, the selection and revision of educational objectives, materials of instruction and methods of teaching and evaluation of instruction (Ogakwu, 2010). According to Fisher (2011), the schools' supervision includes all efforts of school officials directed to provide leadership to the teachers and other educational workers in the improvement of instruction.

The improvement of teaching and learning in schools is the general purpose of supervision. A basic premise of supervision is that a teacher's instructional behaviour affects student learning. An examination of instructional behaviour can lead to improvement in teaching and learning. The effective school research identifies schooling practice and characteristics associated with measurable improvements in student achievement and excellence among student achievement.

Government of Ghana over the years, from Pre-Independence era till today, has struggled to fine-tune education to ensure a rapid national development and for the citizenry to also participate in the global world. Education has therefore been identified as an agent of national development

(Ader, Adèr, and Mellenbergh, 2008). Due this reason, a lot of committees have been set by different governments to help improve education delivery in Ghana. For the nation's quest for quality education to be achieved, schools have been the structured as institutions through which national aspirations could be transmitted.

Informal discussion among people in the community and related research findings (Oduro, 2008; Opare, 1999) suggest that poor pupil performance in public schools, in part, is the result of ineffective supervision of teachers (Adeel 2010) The Ministry of Education, Youth and Sports in collaboration with the Ghana Education Service, has formulated policies to guide supervision of instruction in primary and secondary schools. GES has put supervisory structures in place and occasionally provides in-service training courses and workshops to personnel in supervisory positions (including head teachers) to provide supervision services in schools. Head teachers are, therefore, expected to provide effective supervision of instruction services, given the necessary resources and in-service training.

The education system in Ghana is examination-oriented. The quality of education is seen in terms of the number of students passing national examinations (Owusu & Bowang, 2017). Anderson and Donkoh (2016) note that the performance of students in any academic task has always been of special interest to the government, educators, parents and society at large. Therefore, good performance of a student in the WASSCE examination is critical in his or her future life as it determines further learning and career placement.

Supervision is considered as one of the major factors that contribute to the effective delivery of quality education, therefore in a school setting where teaching and learning takes place, effective supervision plays a very crucial role in ensuring quality education by improving students' academic performance. Supervision of teaching in schools, according to Baffour-Awuah (2011), is supposed to be a daily function of the Circuit Supervisors. Supervision can assist in collecting performance data and interpreting the significance of such information Awuah (2011). According to Essiam (2011), supervision hence does more to help maintain the status quo at efficient levels, it also keeps abreast with new development to be able to manage the introduction of instructional changes.

It is this situation and many others which the government, through the Ministry of Education, must strive to address through the provision of inputs that will help supervisors to monitor their schools effectively. Supervision may be faulty due to lack of practical training. Adu-Boateng, (2019), is of the view that a major deterrent to fill professional status of education supervisors is an ill-defined knowledge, lack of an agreed upon set of professional skills which have remained remarkably undefined and random, partly because the theoretical base is so thin. They stress that Boards of Education may also be at fault due to poorly written policies governing the practice of supervision in senior high schools.

The performance of private senior high school students of the Awutu Senya East Municipal in national examinations is appalling based on statistics retrieved from the senior high school coordinator of the municipality. The consistent failure of SHS candidates presented for the West African Senior

School Certificate Examination (WASSCE) from 2010-2015 in most Private schools in the Awutu Senya East Municipal despite huge investments by the government and other stakeholders has attracted public concern about the nature of supervision being carried out in schools. Emmanuel (2018) asserted that, there are 11 Private Senior High Schools in the Municipality. According to the Municipal Exams Co-coordinator, in 2010 only 48.2% SHS candidates passed the WASSCE. In 2011, 45.3.4% passed, in 2012, 49.01% passed. In 2013, 50.0% passed and in 2014, 51.62% passed. The statistical data on the WASSCE results in the Municipal for these five consecutive years has given credence to the fact that senior high school education delivery in the municipality faces very serious challenges.

A study conducted by Examination Evaluation Team (2016) revealed some challenges that had to do with supervision. The study revealed that teachers' and students' attitude towards academic work was nothing to write home about. Classes normally started on time while student play around during instructional hours without effective monitoring in the schools, it was indicated that when one occasionally visits the Private Senior High Schools in the municipal, it appears teachers and students adopt a laissez faire approach towards the teaching and learning process. More so, some directors and administrators admit students without Basic Certificate Examination Results due to low enrolment. Also, they admit students from other schools into their final year classes without assessing them. Many parents and other stakeholders have blamed this state of affairs on lack of commitment by administrators of the schools and also poor supervision by teachers Awuah (2011). Despite the fact that there is intense communal insistence for quality assurance in

education and the requirement for comprehensive instructional supervision practices in learning institutions, there is increasing concern about the actualization of objectives of secondary school education by virtue of apprehension that there is limited consideration to the supervisory practices of private senior high schools in the Awutu Senya East Municipality.

In another development, a committee was set up by the Awutu Senya municipal Education Office to find out the state of supervision in the municipal (GES-Awutu Senya, 2018). The rationale was to find out how the secondary school coordinators and school directors of both private and public senior high schools in the municipality performed their supervisory duties in their various schools. After the survey, it came out that secondary school coordinators do not visit the schools they supervise regularly to monitor teaching and learning and also most of the teachers in the private schools were not qualified and trained teachers.

Adeel (2010) further enumerate the following as prevailing supervisory issues in schools: supervisors not being mobile, economic constraints make supervisors and teachers face the problem of making ends meet, lack of confidence, academic qualification and professional development training for supervisors, headmasters, teachers; and some supervisors not able to demonstrate in teaching but always admonishing teachers towards effective teaching. The effect of the above-mentioned flaws in Ghana's Senior High Schools is ineffective supervision on the part of heads, private school coordinators, school administrators, proprietors and other supervisors. This also leads to poor teaching and learning resulting in massive failure by

students during their West African Senior School Certificate Examination (WASSCE).

Unfortunately, supervision in Ghanaian private Senior High Schools (SHSs) has not received the vigorous attention required even though admittedly some progress has been made Awuah (2011). Supervision should not be seen merely as classroom visits, individual teacher conferences, rating of teachers and writing of reports. According to Lee, A., & Murray, R. (2015). (2013), “supervision as an administrative activity is a controlling and coordinating device. It is not an end in itself hence; it may be viewed as a strategy to stimulate others toward greater effectiveness and productivity” (p.35). In this wake, if the roles of supervisors are clearly spelt out and their challenges are made known, stakeholders in education and the public in general will share their concern and provide assistance to make supervision a success.

Statement of the Problem

Supervision is said to be concerned with continuous redefinition of goals with the realization of human dynamics for learning and for co-operative efforts (Casely-Hayford, Quansah, Tetteh, & Adams, 2011). The success of any level of education is hinged on the quality, regular and continuous supervision of instruction (Kotirde & Yunos, 2014). According to Osaepenteng (2012) and Mohammed, Yusuf and Mbitsa (2013) as cited in Anderson and Donkoh (2016), supervision is an effective method that could be used to promote good results as far as teaching and learning are concerned.

A study conducted by Opare as cited in Adeel (2010) on student achievement in public and private basic schools in Ghana, revealed that pupils

in the private schools out-performed their counterparts in the public schools in terms of achievement outcomes. Opare further indicated that despite extensive internal and external supervision, public and private schools are not adequately supervised. The study, however, did not directly investigate supervisory practices of private senior high schools and, therefore, also lacked sufficient evidence about the quality of supervision in the schools. There remains insufficient empirical evidence to assess this claim.

The situation of private SHSs in the Awutu Senya East Municipal is not different. There has not been much attention given to supervisory practices which affect curriculum delivery leading to poor academic performance among secondary schools. The consistent failure of SHS candidates presented for the West African Senior School Certificate Examination (WASSCE) from 2010-2015 in most Private schools in the Awutu Senya East Municipal despite huge investments by the government and other stakeholders in education has attracted public concern about the nature of supervision being carried out in schools. It is against this backdrop that the researcher seeks to conduct this study to explore supervisory practices of Private Senior High Schools in the Awutu Senya East Municipality.

Purpose of the Study

The purpose of the study is to find out the supervisory practices of Private Senior High Schools in the Awutu Senya East Municipality and the problems regarding supervisory practices in the municipality.

Research Questions

1. What type of supervision is carried out in private Senior High Schools in the Awutu Senya East Municipal?

2. How is supervision carried out by officers in private Senior High Schools in the Awutu Senya East Municipality?
3. What are the problems affecting supervision in Private Senior High Schools in the Awutu Senya East Municipal?
4. What measures can be put in place to curb the challenges with supervisory practices?

Significance of the Study

The study may guide educational authorities in the formulation of policies on educational activities related to supervision in the municipality to benefit both teachers and students. This consequently may lead to the improvement of performance in both Private and Public Senior High Schools, thereby raising the standard of education in the municipal. It is a contribution to knowledge since those who will have access to the findings and recommendations may benefit from it and thus, enhance their supervisory roles in education. The education officers such as Directorate of Quality Assurance and Standards (DQASO) and Ministry of Education (MOE) may use the findings in policy formulation, developing tools and advocacy of interventions to enhance instructional supervision.

The findings may also be of importance to the Quality Assurance and Standards Officers to address supervisory challenges in the instructional supervision process. The findings may also assist principals identify challenges that they face as instructional leaders and find ways of solving those problems in an effort to improve teaching and learning in their schools. The findings may also be useful to teachers aspiring to head schools in the

future to acquire skills and knowledge in instructional supervision so as to understand their supervisory role and carry it out effectively.

Furthermore, the significance of this study comes in the fact that it will ideally contribute to the research literature on senior high school supervision. . Finally, the research findings may help researchers undertaking similar or related studies by contributing to the body of knowledge in the field of instructional supervision.

Delimitation

The study is restricted to only the Awutu Senya East Municipal Education Directorate in the Central Region of Ghana. The study will also cover only the Private Senior High Schools in the Awutu Senya East Municipal as well as the Municipal Education Office. Agih (2015) identifies three aspects of supervision, the administrative aspects of supervision, the curricular aspect, and the aspect of instructional supervision. However, the study covers the aspect of instructional supervision.

Limitation

The response rate of the respondents, vacations when schools are closed, students and teachers might be difficult to reach to respond to the questionnaire and teachers' unwillingness to participate in the study could affect the study. These variables cannot be controlled and therefore they could affect the final results of the study. Measures were however taken to minimize the effects of these on the final results of the study.

Restrictive weakness in the data collection may affect the study. Issues raised in the questionnaire and in the interview guide might not be well understood by the respondents and this might affect the quality of the study.

Notwithstanding the merits of the survey design, the researcher encountered some weaknesses. It was discovered that there are diverse opinions among the respondents on certain characteristics pertaining to supervision of instruction. This is evident with common knowledge that, there were tendencies of careless responses given in an offhand manner by respondents that was at variance with more serious opinion expressed as actual decisions.

Definition of Terms

- i. Private Schools- These are schools owned by individuals, with the teachers paid by these individuals.
- ii. Internal Supervision- This is a supervision undertaken by headmasters and teachers in the schools.
- iii. External Supervision- This is a supervision done by circuit supervisors, Assistant Directors in charge of supervision and the Municipal Director of Education.
- iv. Instructional Supervision: The process of supervising a teacher in an instructional setting often involves direct assistance to improve the strategies of classroom practice through observation and evaluation of teacher performance.
- v. Practices: To do something repeatedly in order to improve performance through instructional supervision.
- vi. Supervision Practices- This is the process of bringing about improvement in instruction by visiting schools.

Organisation of the Rest of the Study

The study is organised into five chapters. The Chapter One dealt with the introduction of the study. This comprises the background to the study, the

importance of supervision in the teaching and learning process, statement of the problem, purpose of the study and research questions. Other items embodied in this chapter include the significance of the study, limitations, delimitations and definition of terms.

Chapter Two focused on the review of related literature on the constituent(s) of supervision. Documents both published and unpublished such as books, journals, newspapers with relevant information on the topic are reviewed in the following areas: the concept of supervision, Types of supervision, qualities and functions (roles) of supervisors, evolution of supervision in Ghana and problems in supervision.

The Chapter Three of the study is methodology. It follows the following pattern: research design, population, sample, instruments, pilot testing, procedure for data collection and data analysis procedure.

Chapter Four consists of the findings and discussions, as well as the summary of the findings. Chapter Five is the final part of the study and it is devoted to the major findings, conclusion, recommendations and suggestions for further research

CHAPTER TWO

LITERATURE REVIEW

Introduction

This section is devoted to the review of similar studies undertaken by other researchers on the research problem with the aim of evaluating what they have and have not accomplished in addressing the problem at hand. It also presents the range of studies and views of supervisory practices of private senior high schools. The review is organized under the following headings;

Concept of school supervision,

1. Development of supervision,
2. Structures of Educational Supervision in Ghana,
3. Types of educational supervision,
4. Areas of school supervision
5. Purpose of school supervision,
6. Principles of educational supervision,
7. Qualities of a supervisor,
8. Roles and responsibilities of supervisors in effective secondary school supervision,
9. Problems of instructional supervision and Perception of teachers towards instructional supervision,
10. Theoretical framework on: leadership Theories and models of supervision of instruction.

Conceptual Framework

Concept of School Supervision

One of the important aspects of educational management is instructional supervision which may be defined as the process of bringing about improvement in the teaching-learning process through a network of cooperative activities and democratic relationship of persons concerned with teaching and learning, and it is considered as an important activity to achieve an effective education system (Oyewole & Ehinola, 2014). It is mainly concerned with pupil learning in the classroom, and it is seen as a collaborative effort which involves a set of activities structured with the aim of improving the teaching and learning process (Aguba, 2009; Archibong, 2013). This means that instructional supervision is characterised by all those activities which are undertaken to help teachers maintain and improve their effectiveness in the classroom. However, it is not designed to find faults or punish, but rather, to see the teacher as a colleague and work together to enhance teaching and learning in schools. Instructional supervision is considered an essential activity in the management and administration of educational institutions because it ensures the quality of educational organizations, and draws together disconnected elements of instruction into whole-school actions (Glickman et al., 2004). Arong and Ogbadu (2010) share this view by commenting that instructional supervision provides opportunities for schools to be effective for improving professional development of teachers to effectively manage teaching and learning processes.

Similarly, Okendu (2012) postulates that instructional supervision enhances teaching and learning through proper guidance and planning, and

devising ways to improve teachers' professional knowledge, skills and experiences to make them creative in instructional processes. From the foregoing, it could be said that the general consensus from literature is that instructional supervision aims at improving practice, improving student learning achievement, reflection, and improving the overall school and these goals can be achieved when teachers learn with and from one another (Harrison and Killion, 2007). It is therefore deduced that to promote quality teaching and learning in basic schools in Ghana, stakeholders need to pay attention to instructional supervision. Researchers and instructional supervision experts have identified different models that supervisors like head teachers of public basic schools apply in their supervisory practices. Sergiovanni and Starratt (2007) explain that in peer supervision, teachers agree to work together for their own professional development. Hence, teachers engage in supervisory tasks by visiting each other's class to learn and to provide help, critique each other's planning, examine together samples of students' work, and assess the quality of teaching and learning students receive. Clinical supervision refers to face-to-face contact with teachers with the intent of improving instruction and increasing professional growth (Sergiovanni and Starratt, 2007).

According to Buregeya (2011), supervision should be used to reinforce effective teaching methods and encourage teacher's growth and professional development. Supervision can be thought of as the glue of successful school and "behind every successful school is an effective supervision program". Instructional supervision takes place inside the classroom and is concerned with students learning in the classroom. It involves all those activities

undertaken to help teachers maintain and improve their effectiveness in the classroom. This form of supervision requires face to face examination of the actual teaching process, recording of data concerning these activities and using this information to guide and counsel the teacher with the aim of improving his/her effectiveness. Instructional supervision is concerned with teachers teaching and student learning in the classroom Okumbe (2012). This kind of supervision helps the supervised teacher to improve his/her skills and to develop a positive attitude towards his/her profession. In a school set up instructional supervision is carried out by the school principal. Instructional supervision unlike other forms of supervision is institutional based and therefore an internal process (Glickman, 2004). It draws its data from real tutelage experiences and involves one-on- one interrelation between the teacher and the supervisor in the examination of tutoring demeanour exercises for instructional advancement. Uyanga (2008) argues that a school is known to be an instrument of change and reforms in the society and principals are said to be the pivot of such reforms and changes. The supervisor's assignment is, thus, to aid the teacher pick out goals to be refined and teaching issues to be lit up and to greatly comprehend pedagogical practices. The importance on comprehension presents the pathway by which more technical help can be offered to the teacher; thus, supervision of instruction entails systematic assay of actual classroom activities. Principals need to reach each teacher as teachers are expected to reach each student if systemic change is to occur and meet the new mission of education, achievement for all students.

The word supervision is a coinage from two Latin words: 'super' and 'video'. Super means 'over' or 'above', while video means 'to see'. Therefore,

taken together, super-video simply means 'to see from above' or to 'oversee' (Marecho, 2012).

Adeel (2010) claims that the definitions of supervision vary from “a custodial orientation to a humanistic orientation” The custodial orientations are not targeted to help teachers but to find their weaknesses; eliminate and isolate them; and replace them with who could do better. Supervision has undergone several gradual processes to change from inspectorial character to instructional improvement character. Custodial orientation is the traditional supervision whereby the supervisor emphasises the teachers’ defects. It often casts the supervisor in the role of a superior telling the teacher what needs to be changed and how to change it. It also tends to produce a teacher who cannot operate unless directed by someone. Humanistic orientation is the clinical supervision which emphasises teacher growth. This orientation assumes that teachers possess the drive and personal resources to solve their problems. This orientation tends to produce a self-directed teacher. Adeel (2010) further elaborates that supervision is a leadership and a coordinating role which comprises administrative, instructional and curricular functions, which overlap each other. Adeel (2010) also claims that supervision is what school personnel do with adults and things to maintain or change the school operation in ways that directly influence the teaching processes employed to promote pupil learning. Adeel (2010) further indicates that supervision is highly instruction-related but not highly pupil- related and that supervision is a major function of the school operation, not a task or a specific job or a set of techniques. Supervision of instruction is directed towards both maintaining and improving a teaching-learning process of the school.

According to Mankoe (2007), supervision is a function of the person who, either through working with other supervisors, school heads or others at the central office level contributes to improvement of teaching and the implementation of the curriculum. Mankoe opines that there are two critical dimensions in educational enterprise. These are pupil-related and instruction-related. The pupil-related dimension includes distribution of instructional materials, conferences with parents, and rescheduling of classes. The instruction-related dimension includes classroom presentations, educational counselling, assisting children in selecting library books, conducting achievement test, completing continuous assessment forms, preparing terminal reports for parents, selecting appropriate instructional materials and conducting In-Service sessions. Because these functions overlap, it is not easy to determine precisely where supervision of instruction ends and where general administration begins.

Merriam – Webster Dictionary (2010) sees supervision as an active, a process, occupation of supervising, a critical watching and directing of activities or a course of action (<http://www.merriam-webster.com>).

There is evidence from the discussion so far that supervision has a wider scope and its main purpose is to improve factors affecting teaching and learning. All the authors agree that in supervision there are at least two or more people involved. They also agree that instructional supervision covers factors affecting teaching and learning and maximum utilization of resources towards the accomplishment of school goals and objectives.

Wiles (2010) is another writer who sees supervision as an activity. He describes supervision as “consisting of all the activities leading to the

improvement of instructions, activities related to morale, improving human relations, in-service education and curriculum development” (p.4). Roberts, Mogan, & Asare, (2014) on his part describes supervision as “all those activities which are primarily and directly concerned with studying and improving the conditions which surround the learning and growth of pupils and teachers” (p.7).

Development of Supervision

In ancient china, Africa, Europe and North America people with knowledge and skills in craft work were called masters or mistresses. The process of being attached to such expert to learn by doing allows the novice to gain knowledge, skills and commitment. Supervision in craft work was to help people 34 master the trade which will help them enter into a particular community of practice, such as tailoring or midwifery (Lave & Wenger, 1991). In another development, supervision could be traced to the growth of charitable social agencies during the nineteenth century. It involved the recruitment, organisation and oversight of a large number of volunteers and later paid workers. The volunteers were commonly known as “visitors”. The task was to call on a small number of families to offer advice and support. The main concern was to foster self-help and the adoption of “healthy” habits and behaviours. In addition, visitors were also to access limited funds through their agencies. Such monies were only given after a careful investigation of their work through supervision based on standards set. The person assigning cases, organising work and taking decision on behalf of the agency was basically an “overseer” hence the growing use of the word “supervisor” (In Latin super means ‘over’, and vidêre, to watch, or see).

As Peters (1967) has pointed out, traditionally, part of the overseer's job was to ensure that work was done well and to standard. This can be viewed as an administrative task. He added that overseers also had to be teachers and innovators to take care of new forms of organisation and intervention as "standards were being set, with new methods developed" (Peters, 1967). In these early forms and especially in the work of the charity organisation society, the present functions and approaches of supervision were signalled. One of the early books in the subject matter of supervision is Brackett's (2016) supervision and education in charity. 35 Also, the hierarchical position of the supervisor (or paid agent) was revealed: while the 'paid agent' acted as supervisor to the volunteer visitor the paid agent was him/herself supervised by the district committee, which had ultimate authority for case decisions. The paid agent supervisor was then in a middle management position, as it is true of supervisors today-supervising the direct service worker but themselves under the authority of the agency administrator (Kadushin, 1992).

It is this hierarchical and managerial idea of supervision that tends to permeate much of the literature in social work. With reference to educational supervision, Alfonso, et al. (1975) explained the origin of educational supervision and said that the early American colonist particularly in New England was concerned about the development of educational opportunities and therefore saw the enactment of legislation in the form of the Massachusetts Bay Law of 1647. Alfonso et al continued that the people of New England saw the need to produce quality literates with the selections of teachers and laymen to be given the responsibility of making inspectional tours to evaluate school facilities, upkeep and the progress of pupils. Also,

according to Burton and Bruckner (1995) the concept of supervision is inherited from early beginning where the general court of the Massachusetts Bay Law directed in 1654 that the town select men should secure teachers of certain religious and moral qualities, this was a preparatory stage for gathering supervisors.

According to Knezevich (1974) educational supervision in the United States started during the colonial period and running through the first and second World Wars period. During this time, board members and school committee 36 members were responsible for school inspection. He added that school inspection was usually done by laymen such as clergymen, school trustees and town selectmen one would ponder what the nature of such inspection could be since laymen were dedicated to inspect teachers in areas such as reading, writing and arithmetic. During the 19th century, inspection in the United States took a new dimension where professional teachers and educational workers were appointed to take charge of inspection. Recognizing the time restraints of practicing supervisors, and wanting to honour the need to promote the growth of teachers, Sergiovanni and Starratt (2002) suggested that, the creation of a supervisory system with multiple processes of supervision, including summative evaluation. Such a system would not require the direct involvement of a formal supervisor for every teacher every year. The supervisory system might cycle teachers with professional status through a three-to five-year period, during which they would receive a formal evaluation once and a variety of other evaluative processes during the other years (e.g., self-evaluation, peer supervision, curriculum development, action research on new teaching strategies, involvement in a school renewal project).

The once-a-cycle formal evaluation would require evidence of professional growth.

Sergiovanni and Starratt also attempted to open the work of supervision to supervisors. School inspection has been a regular feature of the educational system in Ghana since the appointment of the first inspector of schools for British West Africa in 1853 (McWilliams & Kwamena-Poh, 1975). From 1890 onwards, a 37 regular schedule of school inspections was put in place to supervise teachers work as well as educate them in teaching methods suitable for the level of pupils they teach. In 1902, a system of “payment by results” was introduced to ensure that pupils were absorbing the facts taught them and the country was getting adequate value for salaries paid the teachers. The system became the yard stick for determining the amount of government grant a school received (and therefore the number of teachers employed and the size of their salaries in many cases), based on how many pupils passed an annual examination conducted by the inspector. Under the system, grants were paid per pupils per year for each pass in Arithmetic Reading and writing. Additional variable grants calculated with statistics of average pupil attendance to school were also paid per pupil for every pass in all other subjects tested for in the inspector’s examination. Not surprisingly, the dominant image was that of the inspector visiting schools with “an attitude of superiority, omnipotence and condescension, looking into teachers, work and writing reports on them” (Bame, 1991). School inspection also implied that teachers and therefore the schools were automatically to blame for the failure of pupils. Since teachers’ salaries depended on inspectors reports and

individual pupils' examination results the- examinations and inspectors visits were not well received by teachers.

McWilliams and Kwamena-Poh (1975) indicate that this created tension between teachers and inspectors and “made them enemies instead of workers in the same field”. The repercussions of inspection at this level were the encouragement of rote learning towards the passing of examinations and the 38 temptation for school managers to introduce more subjects into the time table in order to get extra grants. Another result was that schools with the greatest need for grants received the lowest assistance while those who could not meet the inspection conditions got no grants at all. In 1909, a new set of education rules were designed to improve teaching methods and make the primary school course less bookish. It abolished the system of “payment-by-results”, changed inspection procedures and subsequently instituted a new mode for paying government grants. From 1909 therefore government grants paid to school were based on the general efficiency of teaching and standard of equipment available on the inspector's visit. Although the new system did not abolish rote learning it gave more processional freedom to the teachers and school managers in Ghana. In 1925, Governor Guggisberg presented, sixteen principles of education to legislative assembly, some of which stated that primary education must be thorough, and from the bottom to the top; equal opportunities for both boys and girls in the provision of quality education, the staff of teachers must be of the highest possible quality (Antwi, 1992).

Furthermore, with the promulgation of new constitution in 1954, the first nationalist government led by Dr. Kwame Nkrumah assumed office. In August 1954, the Nkrumah administration introduced the accelerated

development plan for education to provide for the rapid development of education at all levels. Again in 1961, when Ghana had become a republican country, the government decided to give legal backing to the “accelerated development plan”. The 39 educational Act of 1961 provided many provisions some of which are: fee-free and compulsory basic education for all children of school going age. According to the 1960-1962 Ministry of Education (MOE) report, the system of school inspection was re-organised after independence in 1957 into what has since, 1961 become the Inspectorate Division of the MOE, and currently, a division of the Ghana education service (GES). The responsibility of the inspectorate division, of GES remains the same supervision and monitoring of standards in pre-university educational institutions (Antwi, 1992). As the MOE Report indicates, the role of the school inspector has, over the years developed substantially to that of “evaluator, professional guide and helper. It is in the light of this development that Wiles and Bondi (1996), said that supervision is an effective method that could be used to promote good results as far as teaching and learning are concerned. Drawing from history of supervision it goes without saying that supervision is a core element in our educational system and need reinforcement at every level of teaching and learning.

Structures of Educational Supervision in Ghana

Decision-making about education in Ghana is basically a top-down process. Education policies that directly affect teachers, such as those related to supervision of instruction, are formulated at the top and handed down to teachers and head teachers for implementation (Baffour-Awuah, 2011). When new policies about supervision arise and funds are available, regional and

district supervision personnel are given in-service training at the national level for onward transmission to classroom teachers and head teachers for implementation. Circuit supervisors use the outcomes of training programmes and the head teachers' appraisal guides (including supervision of instruction) formulated at the top to assess the performance of head teachers. Head teachers are also responsible for the management of affairs at the school level, yet they are accountable to the district directorate. Even though, as part of the 1997 Education Reforms, educational management has been decentralized to the district level, teachers (including head teachers) are not involved in making decisions which directly affect the conduct of their instructional practices (MOE, 2006).

Decentralization is mainly concerned about budgeting and the disbursement of funds (financial management). Decision-making and implementation in the GES are guided by bureaucratic processes, and are rarely seen to be influenced by political or cultural values. Politically, the regional and district directorates of education are accountable to the Regional Ministers and District Chief Executives respectively (MOE, 2006). However, the implementation of educational policy is supervised by regional and district directorates of education. In the GES, appointments of officers and heads of institutions are based on rank, years of service and performance during a selection interview. Similarly, gender and ethnic issues do not affect decision-making in the GES. The selection of personnel to supervision positions is also based on merit, and not the tribe or gender or social standing of the individual. Prospective officers are not required to indicate either their religious affiliation or tribal group. Gender is also not an issue in the GES in terms of decision-

making. Supervision of instruction in Ghana has generally been the responsibility of school inspectors and personnel within the schools. External supervisors (those located outside the schools) include the Assistant Director of Education responsible for supervision (ADE Supervision) and circuit supervisors at the district offices, regional inspectors and headquarters inspectors in the Ghana Education Service. At the primary school level, inspectors (or circuit supervisors) from the district education offices inspect school facilities and provide assistance and support to teachers and head teachers, while inspectors at the regional offices and headquarters normally conduct supervision in senior high schools, technical and teacher training colleges. ADE Supervision coordinates and monitors circuit supervisors to supervise teaching and learning in public basic schools. Circuit supervisors, however, do not directly supervise teaching and learning in private schools, but rather they inspect the facilities of these schools. Internally, head teachers in primary schools and headmasters in junior high schools supervise instruction, while assistant headmasters or headmistresses and heads of department in senior high schools, and vice principals in technical and teacher training colleges (who are responsible for academic work) hold these responsibilities. It is worthy to note that heads of primary and junior high schools in Ghana perform administrative and managerial duties in addition to supervision of instruction. The Ghana Education Service mandates assistant head teachers and assistant headmasters/headmistresses in primary and junior high schools respectively to be at the helm of affairs while the heads are away on official duties or absent from school (MOE, 2006). At the district level other structures such as District Education Oversight Committees (DEOCs),

School Management Committees, District Teacher Support Teams (DTSTs) and Parent-Teacher Associations (PTAs) have been established to contribute to school supervision. These bodies are to see to it that teachers attend school regularly and punctually, and make good use of instructional hours. Some teachers are in the habit of reporting to school late, “clocking off” earlier than the normal time and absenting themselves from school (MOE. 2006). It is worthy to note that the Ghana Education Service recognizes the importance of external supervision as a complement to on-site school supervision. The Director General of Ghana Education Service observed that quality education depends, among other things, on effective supervision and that is the more reason why GES is encouraging and empowering School Management Committees (SMCs) and Parent Teacher Associations (PTAs), which are important agents of school supervision (Ananga, 2011).

Types of School Supervision

The type of supervision and its effects on achieving educational goals are of great interest to a number of researchers and educationists. In discussing supervision, the study looked at the types of supervision in the context of Ghana’s educational system. According to Apenteng (2012), there are two types of supervision in the context of Ghana’s educational system. Apenteng (2012) mentioned the two types as internal and external supervision. In the view of Anab (2018), the internal supervision can be conducted by the headmasters and teachers while the external supervision can be conducted by the inspectorate division of the education service, especially circuit supervisors.

In a similar vein, Essiam (2011) observed that internal supervision refers to the kind of supervision that operates from the institution leaders while external supervision deals with supervision from the district or national offices. In turn, Apenteng (2012) reveals that internal type of supervision is conducted within the various institutions by institutional heads. Apenteng (2012) further elaborated that internal supervision is where school heads or principals in schools organisations becomes the chief school administrator. By this, it means that the school heads have the mandate to see to the day to day administration of the school as well as supervising the work of the staff. As pointed by Adentwi cited in Anab (2018), when supervision is carried out by a member of the team responsible for planning and implementing the programme being supervised or evaluated, it is referred to as internal supervision.

According to Ghana Education Service handbook for head teachers (2002), the internal supervisor in a school is the head teacher is the sole leader in the school. According to them, with the head teacher's position as the administrator and the supervisor, he or she has the duty to improve upon teacher's professional competencies, techniques and skills in specific area of teaching. He further added that the head teacher addresses the common needs of the teachers with regard to teaching and learning and provide new form of pedagogy to improve teaching and learning.

External supervision, according to the Ghana Circuit Supervisors Handbook (2002), is the one carried out by officers who are not part of the institution and whose work is to compliment the duties of the internal supervisor(s). External supervision is therefore the supervision which comes

from outside, notably from the district office, regional or national office (Anab, 2018). In a similar vein, Essiam (2011) reveals that external supervision deals with supervision by officers from the educational office (including district, regional or national). External supervisors play a very significant role in school administration. In the view of Anab (2018) and Baffour-Awuah (2011). the types of external supervision include brief visit, familiarization visit, assessment for promotion visit, special visit, follow up visit and intensive or comprehensive visit.

Brief visit is where the officer focuses on one or two aspects of the school (Apenteng, 2012). For example, a visit to check on levies collected or punctuality of teachers is a brief visit. According to Apenteng (2012) and Baffour-Awuah (2011). familiarization visit is where a newly appointed circuit officer visits schools within the circuit to get acquainted with the staff, pupils and the various communities. A supervisor may also visit a newly established school for the same purpose. Follow-up visit is also carried out to find out how far the recommendations made in a previous report have been implemented (Apenteng, 2012).

Assessment for promotion visit is a situation whereby a team of supervisors may be asked to visit a school to inspect the work of a teacher who is due for promotion (Arthur, 2011). Special visit refers to a situation by which a supervisor may be asked to visit a school to investigate a malpractice in the school or allegation against a headmaster, teacher or pupils (Apenteng, 2012). According to Apenteng (2012) and Baffour-Awuah (2011). this type of visit is special and sometimes called an investigative visit. Intensive or comprehensive visit is also carried out by a team of officers especially circuit

supervisors from the district education office to assess the entire school programme to ensure that effective teaching and learning goes on well in the school (Arthur, 2011). Such visits are characterised by clinical support and may take three days depending upon the number of officers concerned. The duties of the external supervisor include making the work of teachers more effective through such visits to improve working conditions, better materials for instruction and improve methods of teaching (Apenteng, 2012).

According to the Circuit supervisors handbook (2002), there are two types of supervision. These are traditional and clinical supervision. In traditional supervision, the supervisor provides suggestions to the teachers after lesson delivery (Aboagye & Agyemang, 2013). This type of supervision emphasises problems or defects of teachers and casts the supervision in the role of a superior telling the teacher (subordinate) what needs to be changed and how to change it (Arthur, 2011).

According to Anab (2018), clinical supervision emerged as a result of contemporary views of weakness and dissatisfaction with traditional education practice and supervisory methods. In a similar vein, Cogan (1976) asserts that the objective of clinical supervision process is the development of a responsible teacher who could analyse their own performance, open up for others to help them and be self-directing. By this explanation, it can be deduced that clinical supervision is based on the premise that teaching would be improved by prescribed, formal process of collaboration between teachers and supervisors.

Commenting on the clinical supervision, the circuit supervisor's handbook (2002) identifies five step processes that aims at helping teachers identify and clarifies problems. The five steps of clinical supervision are:

1. Pre-observation Conference
2. Observation
3. Analysis and strategy
4. Supervisory or post-observation conference
5. Post-conference analysis

Pre- observation conference is a meeting of a teacher and a supervisor who intends to sit in a teacher's class and observe him/her teach (Arthur, 2011). The objectives of using pre-observation are to establish rapport, get a briefing on the group of pupils, receive information on the lesson to be taught and suggest minor changes that might improve the lesson. For observation, the observer enters the room as unobtrusively as possible to avoid eye contact with the students and teacher (Arthur, 2011). According to Baffour-Awuah (2011). the purpose of the visit is to record all that goes on in the lesson delivery.

In analysis and strategy, the supervisor reviews his notes for significant teacher patterns and critical incidents. Teacher patterns refer to recurring verbal and nonverbal behaviour such as repeating a word, calling on the same pupils, frowning often during lessons and critical incidents that profoundly affect lessons in positive or negative direction (Arthur, 2011). A strategy to conduct the supervisory or post-observation conference is considered once the analysis is completed.

During supervisory or post-observation conference which is to review the contract items, make specific reference from notes; give chance to the teachers to comment on their own performance and what they think you have observed. According to Baffour-Awuah (2011). the supervision discusses the instrument plan with teachers to incorporate teacher's suggestions in the report. The teacher also gets feedback on those aspects of teaching that are of concern to them. The supervisor may help the teacher plan the next lesson incorporating the improvements both the supervisor and the teacher have identified. Post-conference analysis, the final step in clinical supervision, represents self-evaluation for the supervisor. The supervisor evaluates the strengths and weaknesses of the conference.

Supervision at School Level

As teaching learning process is a day-to-day and continuous process, the function of the supervision at the school level should also be a continuous responsibility. Within the school system, the supervisors are the school principal & vice-principal, the department heads and the senior teachers. Thus, the educational programs supervision manual of Ministry of Education has sufficiently listed the roles of supervisors at the school level as follows (MOE, 2010).

The Roles of School Heads in Supervision: The school principal in his/her capacity as instructional leader, his/her responsibilities would be; creating a conducive environment to facilitate supervisory activities in the school by organizing all necessary resources; giving the professional assistance and guidance to teachers to enable them to realize instructional objectives; and supervise classes when and deemed necessary; coordinating

evaluation of teaching-learning process and the outcome through initiation of active participation of staff members and local community at large; coordinating the staff members and other professional educators to review and strengthen supervisory activities and cause the evaluation of the school community relations and on the basis of evaluation results strive to improve and strengthen such relations (MOE, 2010).

The Roles of Assistant Head teachers in Supervision: Besides assisting the principal of the school in carrying out the above responsibilities, the school vice-principal is expected to handle the following responsibilities: giving overall instructional leadership to staff members; evaluating lesson plans of teachers and conducting the classroom supervision to ensure the application of lesson plans and; ensuring that the curriculum of the school addresses the needs of the local community (MOE, 2010).

The Roles of Department Heads in Supervision: Because of their accumulated knowledge, skills and abilities in the particular subject as well as in the overall educational system acquired through long services/experience; the department heads have the competence to supervise educational activities. Therefore, the supervisory functions to be undertaken by the department heads are: regularly identify any instructional limitations of teachers in the classrooms and indicate solutions; identify the lack of abilities to manage students in the classroom during teaching learning in the respective departments; identify the student evaluation skill gaps of teachers; facilitate the availability of instructional materials and encourage teachers to use it appropriately; encouraging teachers to conduct action research so as to improve and develop subjects they teach and methods of teaching such

subjects; advice teachers to use active learning in the classroom; facilitate experience sharing programs; coordinating evaluation to the department curriculum and organize workshops, conferences, seminars, etc, to tackle identified problems of the curriculum and; encouraging staff members to conduct meetings regularly to make periodic evaluations of their activities and to seek solutions to instructional problems (MOE, 2010).

Areas of School Supervision

Kochhar-Bryant, Bassett, & Webb, (2009), lists the following as areas of school supervision: 1 Supervision of Instructional work School supervision is a planned programme for the improvement of instruction. The supervisor checks the effectiveness of the methods of teaching in a particular institution, the audio-visual aids used to make teaching interesting and effective, the time table enforced to carry out the instructional work, distribution of work among the members of staff, distribution of the prescribed curriculum, terminal written work done by the students. A supervisor checks up the teacher's scheme of work also to find out the planning of daily programme.

Supervision of school environment. The supervisor also checks cleanliness of the school surroundings, beautification of the school and hygienic conditions of the canteen, proper drinking water arrangement and cleanliness of lavatories. He evaluates the steps taken by the school authorities for the welfare and the safety of the students.

Supervision of co-curricular activities. The co-curricular programme is an important aspect of education today. Therefore, the supervisor has to check how effectively the various activities are being carried out. He has to assign teachers to all these areas to ensure discipline.

Supervision of school records. The supervisor examines all sorts of school records and registers. He scrutinises accounts and funds. He checks the usage of school funds, for instance, the capitation grant to schools.

Supervision of Development Aspects The supervisor examines the various steps taken by the school to serve the locality in which it is situated. He also finds out the progress achieved in establishing vital rapport between the school and the community and how much the school has developed in various aspects. 6 Supervision of Pupils' Growth The main aim of all educational activities is pupils' growth. The supervisor has to check what particular field the pupils have distinguished themselves, what positions have been secured by pupils in the academic, cultural and psychical fields, what the school is doing to help the gifted, the backward and the retarded children and so on.

Purpose of School Supervision

Mankoe (2007) stated that, school supervision has many purposes. These include ensuring that minimum standards are met and that teachers are being faithful to the school's overall purposes and educational platform as well as helping teachers grow as persons and professionals. According to Mankoe, the purposes of supervision are:

Supervision for quality control: Heads of school and other supervisors are responsible for monitoring teaching and learning in their schools and do so by visiting classes, touring the school, talking to people and getting to know students. Supervision for professional development: Heads and other supervisors help teachers to grow and develop their understanding of teaching

and classroom life, in improving basic teaching skills, and in expanding their knowledge and use of teaching repertoires.

Supervision for teacher motivation: Mankoe (2007) further says that supervision builds and nurtures teachers' motivation and commitment to teaching, to the school's overall purposes, and to the school's defining educational platform. The achievement of these purposes, however, depends on the quality of supervisory practice and effective supervisory system. Mankoe in addition categorises the following as purposes of supervision in schools.

- a. Seeks to improve methods of teaching and learning.
- b. Seeks to create a physical, social and psychological climate or an environment that is favourable to learning.
- c. Seeks to co-ordinate and integrate all educational efforts and materials in order to ensure continuity.
- d. Ensuring in teaching and learning quality, professional development and teacher motivation.

In connection with the above, Adewole and Olaniyi (1992) also categorises the importance or purpose of supervision as follows:

- a) Improvement of teaching and learning.
- b) Systematic efforts to help students understand themselves get in touch with their own feelings and monitor their own behaviour.
- c) Helps teacher in school management.
- d) For approval of new school.
- e) Approval of schools for recognised examination bodies, for example, West Africa Examination Council (WAEC).

- f) Assessment of teaching and learning.
- g) Linking teachers with the ministry of education.
- h) Assistance in development of needed teaching competencies.
- i) To obey the education law that makes supervision mandatory.
- j) Helps to interpret school programme to the community.
- k) Development of sound education philosophy in teachers.
- l) Creates confidence in incompetent teachers.
- m) Identifies good qualities possessed by teachers.
- n) Determines whether a teacher should be transferred, promoted, retained or dismissed.
- o) Identifies urgent needs in classroom and schools.
- p) Examines continuously school instructional goals and assesses teacher's performance in meeting such goals.

Principles of Educational Supervision

Educational supervision is concerned with the total improvement of teaching and learning situation. In line with this, educational supervision has the following principles: there should be short-term, medium-term and long-term planning for supervision, supervision is a sub-system of school organization, all teachers have a right and the need for supervision, supervision should be conducted regularly to meet the individual needs of the teachers and other personnel, supervision should help to clarify educational objectives and goals for the principal and the teachers, supervision should assist in the organization and implementation of curriculum programs for the learners, supervision from within and outside the school complement each other and are both necessary.

In general, since supervision is a process which is concerned about the improvement of instruction, it needs to be strengthened at school level, should provide equal opportunities to support all teachers, it should be conducted frequently to maximize teachers' competency and also should be collaborative activity. The basic principles of educational supervision, according to the (MoE, 1987 E.C:10-15) are;

Supervision is Cooperative: To create a better learning environment, supervisor is expected to work together with senior teachers, department heads, unit leaders, vice directors and administrators at local level that identify the instructional problems and prepare training based on the identified gaps to minimize the problems and simultaneously do jointly for the improvement of quality education provision. This is also a continuous process.

Supervision is Creative: Supervisors are expected to help teachers to be creative and innovative in their teaching. This helps to fit the changing environment.

Supervision should be Democratic: Freedom should be given for every member to try and give his or her ideas freely. The supervisor is expected to consider various factors while doing his/her activities.

Supervision is Attitudinal: To create favourable environment, supervisor is expected not only to give advice but also accept comments from teachers. He/she is expected to be responsible and ready to accept change.

Supervision is evaluative and planned activity: Supervision should be based on plan. Supervisors are expected to gather data from students, teachers, parents, school administrators and parents to get information and should observe situations in the school.

Qualities of a Supervisor

Like other professionals, instructional supervisor should apply some required skills in their field of work i.e. in the supervisory activities. As stated from different literatures, (Glickman, 2011) educational supervision requires necessary professional skills in helping and guiding teachers as ultimate end to increase opportunity and the capacity of schools to contribute more effectively students' academic success. Thus, according to them, the important skills that the educational supervisors should possess are:

1. Human Relation /Interpersonal Skills: these skills consist of the ability to understand the feeling of others and interact with them positively for harmonious and peaceful environment of the working area. Attention has to be given for such skills, because it results success if good relation of supervisor and teachers achieved and causes failure if bad relation is attained (Million, Thuny, Richet, & Raoult, 2010)., 2010). From supervisor position, he further argued that it is in humanistic relations that the supervisor plays a key role in initiating people to work effectively and efficiently together. The supervisor as a leader must have a strong interest in and concern for the human welfare who work in the organization. For this reason, supervisor ought to have an understanding of the principles of humanism that best sweet them in day-to – day relationship with teachers. As, Dull cited in (Gashaw, 2008) visualize humanism as “being genuine, caring, accepting, and empathetic and trusting unselfishly committed to giving time energy, and talents to helping others”. Thus, supervisors need to establish a warm, congenial, human relationship with teachers and seeks to develop a social and educational climate that fosters excellence in all aspects of the school program. On the other hand, developing

educational and social climate only would not strengthen teachers-supervisors intimacy. Hence, supervisors have to leader for teachers" voice and give appropriate recognition. For this reason, teachers" performance will be enhanced. In relation to this Eckles et al. cited in (Gashaw, 2008) workers may have a better solution to a problem than the supervisor has. So, the instruction supervisor should listen to suggestions regardless of how rushed he or she may be. Listening provides workers with recognition. If the supervisor listens, workers will know that their ideas or suggestions are important. On the other hand, regarding recognizing one's work Eckles et al. cited in (Gashaw, 2008) points, works usually want to be recognized for the ability to do a job better. Nevertheless, if a supervisor neglects them and shut the door the loss in initiation and serious morale problem can develop.

2. Conceptual Skills: A conceptual skill involves the formulation of ideas, understand abstract relationship, develop ideas, and problem-solving creativity. Meaning a supervisor has to be a resource person (Allen, 1998). He has to have conception as such on policies proclamations and guidelines those different activities to be led. He/ she have to be a creative person to perform the task effectively and tackle problems to facilitate situations. Thus, supervisors in this respect need to have conceptual skills for effective practices of supervision. As, Betts cited in (Gashaw, 2008) "A supervisor needs reasonableness, judgment, and acute mind with plenty of common sense quick witted, able to distinguish between major and minor problems, apportioning sufficient item to deal with each problem and understand clearly the many and varied written and spoken instructions and be able to pass on information clearly to a number of different types of subordinates".

3. Technical Skills: This skill consists of understanding and being able to perform effectively the specific process, practices, or techniques required of specific jobs in an organization. Thus, as Mosley cited in (Gashsw, 2008) the supervisors need to have enough of these skills to perceive that their day-to-day operations are performing effectively i.e.; this skill involves processes or technical knowledge and proficiency of a specific area. In the context of education, technical skill refers to know and understand how the process and techniques which enables teachers to perform a given task during the teaching-learning process. For this reason, instructional supervisors need to have competence regarding technical skills. In this way Chandan cited in (Gashaw, 2008) this skill is “a skill basically involved the use of knowledge, methods, and technique in performing a job effectively””. So, the supervisors can play the role of instructional leadership in promoting teacher development and building professional community among teachers that leads them to effective school workers”. Having this in mind, other scholars emphasized this idea, (Glickman, 2004) with identifying three types of technical skills required for effective supervisory performances.

Assessing and planning skills: Assessing involves determining where the supervisor and his/ her staff have been and where currently they are. Whereas, planning involves deciding where the supervisor i.e, his/ her staff want to reach the final destination. In doing so, assessing and planning skills are very crucial to supervisor in setting goals, activities for him/her as well as teachers.

Observing skills: Observing seems simple that anyone with normal vision appears to be observing every moment his/her eyes are open. But,

observation according to (Glickman, 2004) is two-part process that involves first describing what has been seen and then interpreting what it means. Since the goal of supervision is enhancing teachers' growth and commitment about improving the classroom and the school practice, observation should be used as base of information (Spergiovanni and Starratt, 2002). To sum up supervisors should have required observation skill competency that help them to measure what is happening in the classroom and instructional practice, to understand teacher's perception toward the practice and finally to judge as well as to infer those happenings and practices.

Research and evaluation skills: As principal, one must critically question the success of the instructional programs and determine what changes need to occur. According to, (Glickman, 1990) cautions that decisions about instructional changes should be made from a base of comprehensive and credible data about students and that those affected most directly by instructional change [i.e., teachers] should be involved in defining, implementing and interpreting the research and evaluation agenda. A comprehensive evaluation can provide information regarding the success of instructional programs, but evaluation outcomes vary and it is important to recognize that the outcomes will determine which type of evaluation will be implemented. To this end, (Glickman, 1990) outlines the functions of three kinds of evaluations. The trustworthiness or implementation evaluation basically examines whether the program took place as planned; the product or outcome evaluation determines achievement of objectives; and the serendipitous evaluation examines unforeseen consequences. It is important to select instruments that will measure what it is that you want to assess, keeping

in mind that decisions regarding instructional change should be made using multiple sources of data.

The implementation of supervision requires personnel of high educational leadership. The supervisor should be equipped with supervisory skills and competencies to be able to carry out his duties. Callaghan & Thompson, (2007) has identified the following qualities of supervisors:

1. Excellent communication skills: Supervisors are to relay instructions very clearly so every part is well understood in order to avoid mistakes. Supervisors also need to listen carefully to what the teachers have to say.
2. Fairness: Human beings react badly to what they perceive as unfair. So deal with the teachers fairly.
3. Good organisational skills. It is the supervisors' duty to coordinate the work in the schools and the office to the director and the teachers.
4. Knowledge: Part of the supervisors' job is to train others so it goes without saying that the supervisor should be at least one step ahead of them.
5. Accountability: If a mistake is made the teacher should acknowledge responsibility every time unless they have deliberately disobeyed the supervisors' instructions.
6. Efficiency: For schools to do well the supervisors should always have the next task ready to be allocated to them.
7. Adaptability: Be ready to manage change efficiently as and when it happens even if you do not agree with it.

8. Social skills: The supervisors should be courteous at all times. When supervisors have to tell a teacher off, it should be done assertively but politely and never in front of other teachers. Everyone makes mistakes and nobody needs to be humiliated. Shouting at teachers is not a good idea as they will become resentful and unhappy. The supervisors will get more done with a smile than with rudeness. Do not be afraid to praise your teachers for a task well done.
9. Diplomacy: The supervisors have loyalty to the Ghana Education Service who pays their salary but also loyalty to the teachers who are responsible for your results.
10. Self-discipline: Supervisors should inspire respect so discretion in their private life is not essential nor can they tell teachers off for lateness if the supervisors are always late themselves.

Callaghan (2009) states that the above qualities will help supervisors to supervise well and this will help improve teaching and learning in the schools and as a result, the standard of education will also improve. In addition, Callaghan maintains that the modern supervisor must have the personal attributes of a good teacher. He or She needs to be intelligent, demonstrate a broad grasp of the educational process in society, and have a good personality and great skills in human relations. The supervisor needs to show a working understanding of the team concept in democratic supervision. In addition to these, the supervisor must be willing to subordinate his own personal ideas to the judgment of the team at times. The supervisor must possess the ability and fortitude to hold fast to his convictions. A good supervisor should always be

guided by the findings of educational research and should have enough time for good opinion in group discussion and individual conference.

Moreover, the supervisor cannot possibly be an expert in all the fields which the supervisor co-ordinates. The supervisor may be a specialist in certain disciplines but has to be generalist in the approach to total school programme. In short, Callaghan (2007) maintains that the modern supervisor must be capable to supervise, well trained in education and psychology, and an expert in the democratic group process. Supervisor should recognise his role as a leader and co-operatively involve the fellow administrators and teachers in all major decisions affecting them in the teaching – learning situation

Roles and Responsibilities of Supervisors in Effective Secondary School Supervision

Curriculum development and improvement is a function of school supervisions. Having this in mind, (Beach & Reinhartz, 2009), stated that the field of curriculum/instruction is directly related to the field of supervision. As the above author put it once curriculum is created, we need to “look” at, to supervise, how it is being delivered. Supervisors became curriculum specialists devoting extraordinary amounts of time rewriting, redefining, and strengthening the curriculum. Much of the refinement consisted of individualizing instruction, modifying curriculum, and production of new curriculum guides. Another scholar, suggested by becoming stakeholder in the curriculum development process, teachers begin to recognized as it one of the vital ingredients of the instructional life of schools and individual classroom. Supervisor’s role in curriculum development is to promote teacher reflection on key components and to select appropriate concepts to be taught

and the methods for implementation. Supervisors and teachers must work to understand the many facets involved in planning and how these facets impact every day instruction and student achievement. In effective schools where there is a strong emphasis on learning and positive student outcomes, principals play an important role.

Thus, instructional supervisors have to work effectively for effective implementation of the system. They need to know how instructional supervision should be implemented, by whom it is carried out, the way they perceive, its purpose and effect on the teaching learning process.

In general, instructional supervisors are resource personnel who provide support to help directly to the teacher to correct or improve some existing deficiencies in the education system in general in specific curriculum in particular.

The supervisor, according to Mankoe (2007), is an officer who serves as a link or as a liaison officer between the school, community and the district directorate. Supervisor is also described as a person who has the responsibility for getting the teachers to carry out the plans and policies of the management. According to Adeel (2010), Supervisors responsibilities tend to include some or all of the following arranged in ascending order of scope or reach:

- a. Mentoring or providing for mentoring of beginning teachers to facilitate a supportive induction into the profession.
- b. Bringing individual teachers up to minimum standards of effective teaching (quality assurance and maintenance functions of supervision).

- c. Improving individual teachers' competencies, no matter how proficient they are deemed to be.
- d. Working with groups of teachers in a collaborative effort to improve student learning.
- e. Working with groups of teachers to adapt the local curriculum to the needs and abilities of diverse groups of students, while at the same time bringing the local curriculum in line with state and national standards.
- f. Relating teachers' efforts to improve their teaching to the larger goals of school wide improvement in the service of quality learning for all children.

The characteristics of a good supervisor as pointed out by Mankoe (2007), if well adhered to and implemented, will help improve the standard of education in the district and make the supervisory duties of a supervisor successful.

Problems of Instructional Supervision

This section reviews challenges which may undermine supervisory practices at the school level. Because there is a dearth of empirical research about school-based supervision practices, the review will draw on issues from the previous section which may have the potential to undermine the goals of supervision.

According to Tyagi (2010), the gradual decline in the standards of education despite substantial monetary allocation for education in the different five year plans may be attributed to the ineffective administrative practices particularly to the inadequate and inefficient inspection and supervision

system, which through a key aspect of educational administration is unable to provide academic leadership and support.

According to Goodyear and Bernard (2009) stated that a supervisor will not be able to carry out instructional evaluation effectively if he/she is not well qualified and trained in techniques of evaluation; a sound update knowledge of the subject matter, a good organizing skill, and ready to accept teachers idea and interest.

Danielson and McGreal (2000) cited limited supervisors experience and a lack of skills as being problems in teacher supervision. He also reported that supervisors did not have enough training in providing constructive feedback while maintaining relationships.

According to Cogan (1973), one of the most important factors that affect supervision effectiveness is the “unclarified, ambivalent relation of teachers to supervisors”. He goes on to say that “... teachers as a whole saw the supervisor’s job as to effectively bar himself from many areas of direct action with the teacher out of fear of arousing resentment and distrust”.

According to Bernard and Goodyear (1998) stated that a supervisor will not be able to carry out instructional evaluation effectively if he/she is not well qualified and trained in techniques of evaluation; a sound update knowledge of the subject matter, a good organizing skill, and ready to accept teachers’ idea and interest. The main purpose of supervision is to work collaboratively with teachers, and provide them with the necessary assistance, guidance, and support to improve instruction. Some support systems in education delivery, as well supervisor characteristics and practices and the context within which supervisors work pose challenges to the smooth

performance of their duties. Knowledge and experience. Researchers have suggested that supervisors should possess some working knowledge and skills to be able to provide the necessary assistance, guidance, and support services to teachers for improved classroom practices (Glickman, Gordon & Ross-Gordon, 2004; Holland, 2004). Holland believes that educators (supervisors) must offer evidence that they have the necessary knowledge and skills to make important decisions about instruction, and credentials in the form of degrees and diplomas are a form of evidence, but acknowledges that credentials alone do not inspire trust.

It is a common belief that academic qualifications and long-term working experience provide people with knowledge and skills to be able to perform satisfactorily in an establishment. Researchers have not set a minimum qualification as a benchmark to be attained by supervisors, but minimum teaching qualifications differ from country to another.

Danielson and McGreal (2000) cited limited supervisors experience and a lack of skills as being problems in teacher supervision. He also reported that supervisors did not have enough training in providing constructive feedback while maintaining relationships.

One difference may be between developed and developing nations. In most African countries the minimum teaching qualification is Teachers' Certificate 'A' Post-middle or Post-secondary, whereas that of developed countries is a Bachelor of Education. However, most developing countries are now phasing out those qualifications and replacing them with degrees and diplomas (De Grauwe, 2001).

It is expected that supervisors have higher qualifications than their teachers, or at worst, at par with them so that they will be able to provide them with the necessary guidance and support. A higher qualification like Bachelor of Educational Psychology or Diploma in Education is sufficient for persons in supervisory positions. But in many developed countries, supervisors do not have such qualifications, and this may pose a challenge to required practice.

De Grauwe (2001) found in four African countries that both qualifications and experience seemed important in the selection of supervisors, but at the primary level, many of the most experienced teachers did not have strong academic background because they entered the teaching profession a long time in the past when qualification requirements were low. He indicated, however, that apart from Tanzania the situation in the other countries has now improved, and supervisors (including headteachers) have strong background and qualifications which are higher than the teachers they supervise. In Botswana, for instance, teachers were by then trained up to Diploma level (De Grauwe, 2001). This finding is corroborated by Pansiri (2008). He also observed that diploma and degree qualifications were new programmes for primary school teachers which were introduced in the mid-1980s in Botswana. He found that most teachers were trained at the certificate levels: Primary teachers' Certificate (PTC), Primary High Teaching Certificate (PH), Primary Lower Teaching Certificate (PL), or Elementary Teaching Certificate (ETC). In Ghana, most primary school teachers (including headteachers) hold Teachers' "Certificate A" Post-middle or Postsecondary. Initial (basic) Teacher Training Colleges in Ghana have recently been up-graded to Diploma Awarding Institutions. In most countries, headteachers are promoted on the

basis of seniority and experience (De Grauwe, 2001), and by virtue of their position as heads, they automatically become the instructional supervisors at the school level. In some developing countries, most primary school teachers do not possess higher qualifications in the form of degrees and diplomas; so, they occupy supervisory positions on the basis of seniority and long service. It would be proper for supervisors to possess higher qualifications and longer years of teaching experience than the teachers they supervise. Such supervisors would have sufficient knowledge and experience in both content and pedagogy to be able to confidently assist, guide and support their teachers.

In Ghanaian primary schools, if two persons have the same qualification, the one with longer years of teaching experience is promoted to head the school, and subsequently becomes the instructional supervisor. The Ghana Education Service regards academic qualifications, such as degrees and diplomas, necessary for supervisory positions, but most primary school headteachers (supervisors) hold Teachers' "Certificate A" Post-middle or Postsecondary. With the introduction of the 1987 Education Reforms, the then headteachers who held Teachers; "Certificate A" Post-middle were replaced with Certificate "A" Post-secondary holders, even if the former were seniors in terms of long service. The minimum number of teaching years required for promotion to headteacher or supervisor differs from one country to another. In reviewing years of teaching as requisite to a supervisory position, Carron and De Grauwe (1997) found that in Spain it is from three to seven years (Alvarez & Collera), nine years in Italy (EURDICE) and 20 years in Venezuela (Lyons & Pritchard).

In Ghana, longer years are preferred, but there is no minimum number of years. As already indicated above, the position depends on which teacher in the school has the highest qualification and longer years of service. However, there are situations where new graduate teachers work under the supervision of experienced headteachers with lower qualifications. The issue of concern is when a young degree holder from university is posted to a school to work under the supervision of a relatively older and experienced supervisor with lower qualifications. The former may not have the opportunity to try his/her new ideas if the supervisor uses a directive approach. In such situations, the supervisor may want to suggest to or direct the teacher as to what he/she should do and how it should be done. Innovation in instructional practices will be stifled, and the status quo in both instructional strategies and supervisory practices will be the norm. If academic qualifications should take precedence over experience, then one would have thought that new degree and diploma holders should be made to take over from headteachers (supervisors) who have lower qualifications but served for a longer number of years in teaching. But De Grauwe (2001) argues that appointing younger teachers fresh from the universities and providing them with specific training for these positions may also not solve the problem, because they may lack classroom experience. Training. Another issue of concern is whether supervisors are given enough training to function properly in their practice. Carron and De Grauwe (1997) expressed little doubt that advisers, inspectors and other such staff need regular training, but they seldom receive it.

They believe that whatever pattern of recruitment and promotion procedures, supervisors (advisers, inspectors or other such staff) need regular

training but they are seldom provided with pre-service or in-service training. They note that throughout the history of supervision, training of supervisors has been considered important. They referred to the International

Conference on Education (1937) “that persons appointed to supervisory positions be placed on a period of probation or by following a special course organised by a postgraduate Institution” (p.30). They acknowledged, however, that “pre-service or in-service training programmes are still few and far between” (p. 30).

In Botswana and Zimbabwe formal induction training programmes existed, but not all newly appointed supervisors had the opportunity to attend (De Grauwe, 2001). He observed that the in-service training courses which took place in the four countries were not integrated within the overall capacity-building programme, and did not focus sufficiently on supervision issues. According to De Grauwe, many of those training programmes were ad-hoc and were related to the implementation of a particular project. Carron and De Grauwe (1997) also note that developing countries are in want of a well-organised system to prepare both supervision and support staff for their role and to keep them up to date.

In a related study conducted in Ghana by Oduro (2008), about 75 percent of the interview participants (heads) reported that they received little or no training in leadership and, therefore, used trial and error techniques to address challenges they encountered in their leadership roles. He also found that 72 percent of the heads had some training in leadership and management, but lasted between one day and two weeks. This study did not mention supervision directly.

Glanz, Shulman and Sullivan (2007) note that coaches, unlike school heads and other supervisors in New York Public Schools, did not have any formal training in classroom observation and supervision. Glanz, et al. (2007) and Hawk and Hill (2003) found that coaches in the US and New Zealand respectively received training in subject specific areas, but not generics training (general supervision). This suggests the supervisors in those countries had formal training in supervision, but these researchers did not provide specific details. Bays (2001) also indicated that in the US, administrator training is a certification requirement. Such training provides principals with knowledge of supervision theory, practice, and personnel management that prepares them with general strategies to supervise all their teachers. Bays also found in her study that only one principal out of nine had background experience and training in instructional practices for students with disabilities.

This suggests that, apart from generic training in supervisory practices, principals posted to special schools may be given training in that special field.

In the absence of pre-service or in-service training, supervisors may be inclined to rely on their experiences with their previous supervisors over the years, as well as their existing knowledge in administration and pedagogy. In such situations, practices may differ from one supervisor to another in the same education system. There is also the possibility of stagnation in practice, instead of innovation and improvement.

Professional support. Apart from the training supervisors will receive, there is the urgent need for support instruments and materials to support practice. Data bases are needed to prepare and monitor the supervision work (Carron & De Grauwe, 1997). Access to the internet, bulletins and journals is

another source of support to supervisors. Supervision guides and manuals may serve as reminders to supervisors about how certain practices and behaviour should be followed, and provide a uniform platform for supervisors to operate, thereby reassuring teachers of the personal biases which individual supervisors may introduce. They can guide practitioners to avoid relying solely on their own individual experiences or orientation.

In this era of technological advancement, literature on current instructional practices and content knowledge abound on the internet data bases, bulletins and journals. Blasé & Blasé (1999) found in the US that principals who participated in their study enhanced their teachers' reflective behaviour by distributing literature on instructional practices to them. Such materials are relatively inaccessible to supervisors/educators in less-developed countries.

Schools in developing countries often do not have access to computers, let alone being connected to the internet. Searching the internet and data bases for relevant instructional materials and making them available to their teachers is relatively difficult, therefore, for supervisors in developing countries. Similarly, most schools do not have access to education newsletters, bulletins and journals that cover current issues about supervision and instructional practices.

The presence of supervision guides and manuals has the potential to improve supervision practices because they serve as reference materials for practice. Similarly, education newsletters, bulletins and journals provide supervisors with current trends in instructional strategies and content materials

which they can make available to the teachers they supervise. The absence of these may pose a challenge to practice.

Combining supervision with other duties. Another challenge to supervision is a situation where headteachers, by virtue of their position, are administrators, financial managers and instructional supervisors. Such heads have relatively little time for supervision of instruction. When a choice is to be made between administrative and pedagogical duties, the latter suffers (De Grauwe, 2001). De Grauwe contends that supervisors may focus their attention on administration rather than pedagogy, because they have much power over administrative decisions. De Grauwe (2001) conceives the situation to be worse in developing countries than developed ones, because the latter can afford to employ several staff (e.g. administrative as opposed to pedagogic supervisors), so that the workload of each officer becomes less heavy and responsibilities become much clearer.

In the US, a respondent in Rous (2004) study indicated that she would have liked her supervisor's opinions on how to deal with certain children's behaviour, but she (the supervisor) did not have time. Other participants in the same study reported that their supervisors were not seen in their classrooms enough. Rous's study of public primary schools in the US state of Kentucky is a recent one conducted in a developed country, but she did not mention whether the principals (supervisors) had multiple duties/responsibilities.

In a similar study in a rural public school district in the US, Bays (2001) found that principals performed duties in the areas of management, administration and supervision. She described the separation of these functions as an "artificial" activity for the principals she observed, as they moved from

one type of activity to another constantly throughout the day. Bays observed that administrative and management issues took much of the principals' time and energies and detracted them from providing constant direct supervision to teachers.

In Ghanaian public primary schools, headteachers perform "a magnitude of tasks", and those in remote and deprived communities combine their supervisory roles with full-time teaching and visiting pupils in their communities (Oduro, 2008). In such situations, supervisors may not be able to sufficiently supervise instruction. Carron and De Grauwe (1997) observe that countries such as Spain, France and Guinea which separate administrative from pedagogical supervision do not experience such problems. Thus, combining administrative and supervisory duties is another challenge to supervision of instruction.

Teachers' attitudes and supervisors' approaches to supervision. The way and manner that teachers react to supervision of instruction is another concern to supervisory practices. If teachers, who are the direct beneficiaries of instructional supervision, have a negative attitude towards the practice, the whole process will not yield the desired results.

This is because supervision which aims at providing assistance, guidance and support for teachers to effectively provide instruction thrives on co-operation, respect and mutual trust. Some teachers see supervision as a tool used by administrators to control and intimidate them. This notion makes teachers feel unsafe and threatened when they experience any form of supervision. Ayse Bas (2002) found in Turkish private primary schools that some teachers who participated in his study felt supervision was an intrusion

into their private instructional practices. Teachers in his study bemoaned that the principal's intrusive monitoring and physical presence changed the „setting“ in the classrooms which resulted in false impressions.

According to the teachers, there was always an element of stress and overreaction on the part of teachers and students during classroom observations. Supervisors approach to supervision may pose a challenge to supervision of instruction. Supervisors in Ayse Bas & Kivilcim's, (2017), study (Turkish private primary schools) used controlling and intimidation approaches in their supervisory practices. The teachers confided in the researcher that they lived in a state of fear and frustration of dismissal due to the system's summative nature. This is supportive of Pawlas and Oliva's (1997) perception that some school supervisors or inspectors, as they are called in other countries, continue to fulfil their tasks with an authoritarian approach. Some respondents in Rouss (2004) study in the US expressed feelings of fear and disappointment, which were associated with the use of criticism by instructional supervisors. The supervisors' criticisms were reported to have stifled the teachers use of innovative practices.

Yimaz, Tadan, and Ouz (2009) found that supervisors in Turkish primary schools who participated in their study used the traditional approach to supervision, and such activities were geared towards the determination of conditions, to assess and control, whereas activities like supporting, guiding and improving were ignored.

Previous studies have examined the perceptions of teachers, principals (headteachers), department heads and education officers about supervision practices. Whereas some of these studies examined the supervision beliefs of heads (Yimaz, Tadan & Ouz, 2009), others examined how supervisors provide supervision, how supervisors improve supervision and how supervisors promote teaching and learning (Bays, 2001; Blasé & Blasé, 1999; Glanz, Shulman & Sullivan, 2006; Pansiri, 2008; Tyagi, 2009). Some studies have also examined supervisor behaviour that influence practice (Rous, 2004) and working relationships between supervisors and teachers (Holland, 2004). Another study examined the perceptions of participants about how they perceive instructional supervision in terms of strengths and weaknesses (Ayse Bas, 2002). My study, however, examined the perspectives of teachers and headteachers about how they experienced instructional supervision in their schools, their conceptualisations of instructional supervision, and aspects of instructional supervision they want to practise.

Perception of Teachers Towards Instructional Supervision

Supervision of instruction involves “motivating the teacher to explore new instructional strategies”. The teacher must be made aware of the educational goals and standards to be implemented. The observer must be objective during the observation process and maintain confidentiality. It is also important for the observer to provide positive feedback and appropriate resources for the teacher to utilize. Classroom observation or supervision is seen as a way of gathering information for appraisal purposes. In this way, classroom supervision also improves the quality of children’s education by improving the teacher’s effectiveness.

Ways of Improving Supervision of Instruction

With the various problems discussed above, it is obvious that instructional supervision in schools have being challenged with series of problems. Here, solutions to those problems will be proffered reviewing authors. The first solution is the provision of in-service education programme. Azodo in Okoro (2017) said it is a supervisory technique that can effect a lot of changes for better. He said it may take the form of lectures, symposia, conferences, workshops and seminars. He also advocated for programmes or system of organizing teachers into committees where they meet to discuss some special topics and tackle educational problems. He also advocated for classroom visitation, orientation programme for newly recruited staff and those newly posted to the school.

Solution to the problem of inadequate supply of supervisory personnel in schools, Ogbonnaya (1997) said there is need for proper staffing of the supervisory department of the education system. He also said since some teachers are already undergoing post-graduate studies in Educational Administration and Supervision, these administrators and managers should identify such staff for appointment as supervisors in the education ministry. This idea is held by the National Association of School Psychologists who claims that good credential or proper certification of supervisory staff should be enhanced especially in this era of educational revolution.

One other way of improving instructional supervision is that of embracing democratic culture of supervisors in their leadership style. The supervisors should include their subordinates in decision making especially when such decisions affect them. The morale of teacher grows if he has a part

to play in decision making process. Involving subordinates in the supervisory practices boost their morale and make them feel they belong to the system and worthy of contributing to the development and growth of the educational system in the area.

Another way is through pragmatic motivation of supervisors, Ogbonnaya (1997) also agree that there is need for effective motivation of supervisors if supervisory services are to be improved. He said both supervisors and their subordinates should be properly motivated to put in their best and enhance fruitful results. Their salaries, allowances, and fringe benefits should be paid promptly. He also suggested that vehicles and attractive packages should be made available to supervisors.

To improve instructional supervision, emphasis should be placed on the proper acquisition of supervisory skills. Ogbonnaya is of the view that those with proper orientation in the area of Educational management and supervision should be employed into the supervisory units of our education ministries.

Ezeocha (1990) is of the opinion that supervisors do not perform very well because of the enormous responsibilities attached to their positions. He thus suggested that for efficiency and effectiveness of supervision of instruction, supervisors should be made to perform only supervisory services. He maintained that the idea of assigning school administrators the role of supervisors of instruction makes them have little or no time to properly carry out instructional supervision.

Conclusively, if these suggestions from authors on how supervision of instruction can be improved in schools are taken, then there will be no doubt about improved teachers' classroom performances.

Theoretical Framework

Leadership Theories

Leadership is a dominating factor in the school in motivating teachers to perform. It is the process of directing and influencing the task-related activities of group members. It is the process that a school as a group can use in effort toward goal setting and goal achieving. It is an art of influencing teachers to strive willingly for the achievement of the school objectives. It is the ability to secure desirable actions from followers towards the achievement of group goals. A leader is that person who directs and inspires others in pursuit of common goal. This definition best describes the roles of instructional supervisors. Since they perform leadership roles like assisting, advising, motivating, correcting and instructing teachers on the best methods to use for class instruction, therefore, an instructional supervisor is a leader. Leadership theories are relatively recent phenomena that have been advanced by the sudden interest in historical leaders and the desire to identify the characteristics and behaviours that these leaders exhibited. By understanding the characteristics of the leader, their successes and failures, as well as the political and work environment they faced, the modern day worker can hope to replicate this success.

According to Komives, Longenbeam, Mainella, Osteen, Owen, & Wagner, (2009), interest in leadership increased during the early part of the twentieth century. Early leadership theories focused on what qualities

distinguished between leaders and followers, while subsequent theories looked at other variables such as situational factors and skill level. While many different leadership theories have emerged, two of the theories will be discussed in relation to the present study. They are:

1. Goleman's leadership theory: propounded in 1995 by Daniel Goleman.

This theory of emotional intelligence attempted to answer the question – What are the elements that characterize a leader? This was more of a behavioural approach to describing leadership than some of the previous work just described. Goleman wanted to determine the behaviours that made people effective leaders.

Goleman's emotional intelligence is sometimes characterized as an emotional quotient or EQ versus that stood in contrast to an intelligent quotient or IQ. He felt that intelligence was just not enough to define a leader but that there was something more that separated leaders from mere intellectuals - their emotional intelligence. Goleman's leadership theory went on to describe five characteristics or components of emotional intelligence:

1. Self-Awareness – These is your ability to understand your strengths and weaknesses.
2. Social Skills – which is how you relate to others and build rapport?
3. Self-Regulation – the ability of leaders to think things through before reacting to situations.
4. Motivation – a strong will or a drive to succeed.
5. Empathy – the ability to understand another's point of view. This theory is applicable to supervision, since supervisors are also leaders and according to this theory to be a successful leader there is need to

have these emotional quotients which re-affirm the qualities of a good instructional supervisor.

2. Bass' transformational leadership theory: propounded by Bass, J. M. (1985).

Bass defined transformational leadership in terms of how the leader affects followers, who are intended to trust, admire and respect the transformational leader. He identified three ways in which leaders transform followers:

- a. increasing their awareness of task importance and value
- b. getting them to focus on team or organizational goals, rather than their own interests
- c. activating their higher-order needs

Bass has noted that authentic transformational leadership is grounded in moral foundations that are based on four components:

- a. Idealized influence
- b. Inspirational motivation
- c. Intellectual stimulation
- d. Individualized consideration.

This theory is also related to supervision since the main tasks of supervisors are to motivate, influence, and stimulate teachers and to help them develop their teaching skills.

Models of Supervision of Instruction

There are several approaches to supervision with which the supervisor should be familiar. These are: Skills training Model, Counselling Model, Clinical Model and Group Supervision. 1. Skill training model: It is basically diagnostic and prescriptive, here; the supervisor is seen as the teacher of

teachers. The variables discussed under teacher effectiveness are particularly useful to one who views supervision as skill training. Some skills can be trained for like questioning, lesson planning, presentation, evaluation, closure, organization, communication, use of evaluation, close organization, use of methods etc. in undertaking such training, the supervisor should be aware of the following assumptions that:

- i. Teaching is made up of wide range of behaviour that can be specified
- ii. These behaviours can be systematically developed and practiced.
- iii. They can lead to predictable outcome
- iv. The wider the repertoire of right teaching behaviour, the more effective the teacher.

The following methods can be adopted by supervisor in skill training model:

- i. Determine with the teacher those elements of teaching behaviour that lead to effective teaching.
- ii. Determine methods of gathering data regarding actual teaching behaviour of teacher (classroom visitation).
- iii. Analyse the data to determine strengths and weaknesses.
- iv. Provide remedies to improve the teachers' weak areas.

Generally, this method makes use of competency-based approach to teacher education as well as micro-teaching.

2. Clinical Supervision Model (Cogan, 1950): is a face-to-face encounter with teachers about teaching usually in a classroom with a double barrelled intent of professional development and improvement of instruction. It is a rationale and practice designed to improve the teacher's classroom

performance and which takes its principal data from what has taken place in the classroom on the sides of both the teacher and students during the teaching-learning process. It involves procedures and strategies designed to improve students' learning by improving the teacher's classroom behaviour.

It is also called school-based or in-school model of supervision which through a careful systematic procedure tries to take account of teacher's behaviour and teacher's feeling in supportive, analytic and non-evaluative ways.

Clinical supervision involves the following phases:

Phase 1: Establishing the teacher-supervisor relationship – Here a rapport is established between the supervisor and the teacher. The essence is for the teacher to see the supervisor as a good friend and professional colleague who he can confide in.

Phase 2: Planning with the teacher – the supervisor and the teacher discusses freely the teacher's classroom problems.

Phase 3: Planning the strategy of observation – based on the nature of the teacher's classroom problem, the supervisor plans with the teacher on the best approach to be adopted in observing the teaching-learning situation.

Phase 4: Observing the instruction – the actual observation of instructional process is done at this level.

Phase 5: Analysing the teaching-learning process – the data collected during observation is collated and analysed. The results are then interpreted in line with the teaching-learning process.

Phase 6: Planning the strategy for the conference – the supervisor agrees on a better strategy to be proposed and adopted during the conference stage. The supervisor uses his superior knowledge and experience in teaching to plan the ultimate strategy for instruction.

Phase 7: The conference phase – all the observations made during the instructional process are tabled and discussed by the supervisor and the teacher(s). Here, various ideas are shared and the best solution towards solving the perceived problem (classroom) is adopted.

Phase 8: Renewal planning – in the light of the agreement reached at the conference, the supervisor and the teacher will turn their attention to planning the next lesson and the changes the teacher will attempt to make in his instructional methods. This phase marks the re-commencement of the process and hence the clinical nature of the process. It improves the instructional method capable of improving learning, which is the sole aim of supervision of instruction.

3. Group Supervision Model: this model tries to look at critical incidents through multiple perspectives or by the sharing of experiences through internal dialogue. The following are number of assumptions this model is based on the following assumptions:

1. Group members possess rich personal resources.
2. Communicating with colleagues can facilitate and enrich one's teaching skills.
3. Provide an opportunity to clarify one's thinking about class events.
4. It fosters discussions directly relevant to class teaching (Akilaiya, 2014). According to Akilaiya (2014), if a supervisor is familiar with all

these models and can effectively apply them, it will result to effective and efficient supervision of teacher's classroom performance.

Conceptual Framework

Orodho (2016) defines conceptual framework as a mode of representation where a researcher represents the relationship between variables in the study and depicts them diagrammatically.

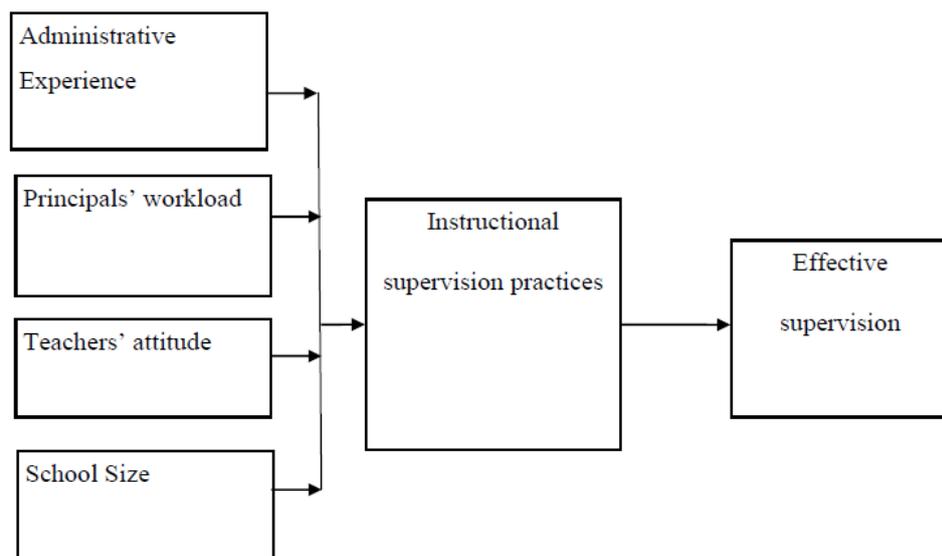


Figure 1: Factors Influencing Principals' Instructional Supervision Practices Adapted from Kieleco (2015)

The study was conceptualized based on the variables used in the study. It was conceptualized that principals' instructional supervision practices were influenced by various factors. The school factors are independent variables while instructional supervision practices are the dependent variables.

The amount of load a principal has determines the effectiveness in instructional supervision. Education input is influenced positively where principals have a low teaching load and a long administrative experience. In a system where the enrolment is high hence a big school size, the instructional work of head teachers becomes difficult. The way teachers perceive

supervision is an important factor that determines the outcomes of instructional supervision.

Chapter Summary

The literature reviewed the concept of supervision of instruction as a process or an activity by which an individual or a group of individuals by means of advising and stimulating interest in teachers and pupils help to improve teaching and learning situations in educational institutions. It is also the process of assisting the teacher to improve himself and his instructional abilities so as to enhance effective teaching and learning. From these definitions reviewed, it is clear that supervision is a source of assistance to teachers for their improvement. This now necessitated this study to check how teachers perceive its influence on their class performances. The review also presented the purpose of supervision of instruction that, it is basic that the purpose of having supervisors in our schools is to control the quality of education received by our children. It laid emphasis on the classroom performance of the teachers, especially on the duties assigned to them.

Furthermore, the types of supervision of instruction were also reviewed which include, classroom visitation, teacher visitation, workshop, micro-teaching, and counselling techniques among others. Also, qualities of a good instructional supervisor, leadership theories, models of supervision of instruction, principles of supervision, traditional and modern approaches to supervision. And lastly, previous studies relating to this study were also reviewed. Despite so many researches have been carried out in looking at supervision and supervision of instruction, It is observed by the researcher that it seems attention was not given to the state of supervisory practices of private

senior high schools, which still makes supervision of instruction less effective in schools. The gap this study filled was to investigate the supervisory practices of private senior high schools in the Awutu Senya East municipality, since this will determine the impact and success of supervisory practices of private senior high schools in the Awutu Senya East municipality.



CHAPTER THREE

RESEARCH METHODS

Introduction

This Chapter contains information on the methods used in obtaining the relevant data on supervision of instruction in private senior high schools in the Awutu Senya East Municipal of Ghana. Aspects discussed in the chapter includes a description of the research design, the population, sample, sampling procedure, data gathering instrument, pre-testing of instrument, testing reliability, data collection procedure and the methods of data analysis.

Research Design

The descriptive survey design was used for the study and its fundamental aim was to find out Supervisory Practices of Private Senior High Schools and the challenges pertaining to them in the Awutu Senya East Municipal of Ghana.

According to Creswell (2016), descriptive research is a type which specifies the nature of a given phenomenon. It determines and reports the nature of a situation as it exists at the time of study (Wallen & Fraenkel & 2013; Sarantakos, 2012). Descriptive research thus, involves data collection in order to test hypothesis or answer research questions concerning the current status of the subject of the study. The rationale for selecting descriptive survey design was that, it would help to gather more accurate information on the municipal director of education, private school coordinator, head teachers and quality control managers, teachers and school prefects relative to other

designs. Besides, it would assist the researcher to construct standardised questionnaires which would provide data in the same form from all respondents. The use of descriptive research design would enable the researcher observe, describe and document aspects of the situation as they naturally occur. Lastly, this method would afford the researcher the opportunity to select sample from the population being studied and made generalizations from the study of the sample.

Also, the researcher used a descriptive research design in this study because it sought the views of respondents about how they conceptualise supervision of instruction, as well as how they experience instructional supervision practices in their schools. Survey (descriptive) research mostly uses questionnaires (Creswell, 2016), but may use both questionnaires and interviews to gather information from groups of respondents about their opinions of some issue (Ary, Jacobs, Razavieh, & Sorensen 2006; Creswell, 2005). Multiple sources and/or methods of data gathering increase the credibility and dependability of the data since the strengths of one source compensate for the potential weaknesses of the other (Johnson & Onwuegbuzie, 2004).

Population

According to Cohen, Manion and Morrison (2002) population is a group of elements or variables, humans, objects or events which form specific criteria that are interested to the researchers for generalization of results. Population is also referred to as “the total number of subjects of your research that conform to a clearly defined set of characteristics” (Awanta & Asiedi-Addo, 2005, p. 55). The total population of this study constituted school

heads, staff and student leaders (prefects) of private school in the Awutu Senya East Municipal. In all there all 11 private schools in the Awutu Senya East Municipal. The total population of teaching staff and student leaders (prefects) from all 11 private schools was 264. This was made up of 174 teaching staff, 78 student leaders (prefects), 11 school heads and 1 private senior high school coordinator.

Table 1: Distribution of Population

Name of School	Number of Staff	Number of Student Leaders	School Head
Datus SHS	13	5	1
Insannyah SHS	27	10	1
Omega SHS	18	5	1
Ideal SHS	16	10	1
Andam SHS	16	5	1
Royal Majesty SHS	18	9	1
African SHS	19	12	1
Spinal SHS	13	6	1
Glory SHS	14	5	1
Ikrist SHS	15	6	1
Kempshot SHS	14	5	1
Total	174	78	11

Source: Field survey, (2019)

Sampling Procedure

A total sample of one hundred and twenty-one (121) respondents were sampled for this study. According to Teye (2012) sampling is the process of selecting a number of study units from a defined population. Leedy & Ormrod, (2005) defines sampling as the process of choosing from a much larger population, so that selected parts represent the total group. Sampling per say is not a technique or procedure for getting information but it ensured that any technique used helped in getting information from a smaller group, which accurately represented the entire group (Teye, 2012). Sampling is the means of picking out a unit of discrete individuals for a research study in such a manner that individuals picked out are representation of the aggregate group they are chosen from, thus, representing the characteristics found in the entire group (Orodho, 2015). To conduct a simple random sampling of the schools, numbers were assigned to all the 11 private schools, the numbers were written on pieces of papers, folded into equal sides and placed into a bowl. The researcher then picked the numbers from the bowl without replacement. The schools corresponding to the first 5 numbers picked were used for the study. Five private SHS schools out of the 11 in Awutu Senya East Municipal were randomly sampled for the study.

In sampling the respondents for this study, the purposive sampling was used to select the student leaders for the study. A total of 25 student leaders were purposively selected for the study. The breakdown is five student leaders (school prefect, assistant school prefect, girls' prefect, dining hall prefect and grounds prefect) from each of the five private SHS schools. The teaching staff were purposively picked for the study as well. The purposive sampling

technique was again used in selecting the headteachers and the private school coordinator. With purposive sampling (also known as judgement sampling), Tashakkori and Teddlie (2010), explained that in purposive sampling, the researcher handpicks the cases or elements judged to be typical or representative from the population. The purposive sampling technique was used to select the private schools’ coordinator and the school heads because they are in directly in charge of supervision and as result possess the right information that relevant for this study. The breakdown of the sampled respondents of the study are presented in Table 2

Table 2: Breakdown of Sample of Respondents from the Selected Schools

Name of School	Number of Staff	Number of Leaders	Number of Student Head
Datus SHS	13	5	1
Insannyah SHS	27	5	1
Omega SHS	18	5	1
Ideal SHS	16	5	1
Andam SHS	16	5	1
Total	90	25	5

Source: Field survey, (2019)

Data Collection Instruments

Questionnaire

The questionnaire and interview guide were used as the data collection instruments for this study Silverman (2015) postulates that researchers are urged to use the right data collection instruments to elicit response for a study. An interview is a data collection method that consists of an encounter where

one-person [interviewer] questions another person [the respondent] (Chiauzzi & Wicks, 2019). This is in line with the thought of Creswell (2016) who posits that, the most common data collection instrument used for qualitative research is interview. Creswell asserts that interviews are used to explore the views, experiences, beliefs and motivations of individual participants. In this study, the semi structure interview guide was used to collect data from school heads and the private schools' coordinator for the Awutu Senya East Municipal. Interview is chosen as a more appropriate instrument for collecting data for this study because it would offer the researcher to illicit more relevant information.

Similarly, questionnaire was used to collect data from teaching staff and student leaders of private schools in the Awutu Senya East Municipal. Leedy and Ormrod (2010), describes the questionnaire as a survey instrument tends to be more reliable, while its anonymity encourages a greater degree of honesty. A questionnaire was developed by the researcher based on the literature review for the study. Additionally, the use of the questionnaire tends to be more reliable since it ensures anonymity which encourages greater honesty. This is possible because the use of questionnaire does not require the respondents to indicate their details which the researcher can use to trace them. Again, questionnaire provides a relatively simple and straightforward approach to the study of attitudes, values, beliefs and motives. It may also be adapted to collect generalised information from any human population. Furthermore, the questionnaire was chosen as an instrument for collecting data for this study because the participants were all literate, and therefore could read and respond to the items. Similarly, due to the large number of

respondents, interviewing all of them would be unrealistic. I selected characteristics and practices (strategies, behaviour, attitudes and goals) of effective instructional leadership (Creswell, 2016) and other sources derived from the literature to construct the items in the questionnaire.

In designing the questionnaire, much attention was given to ensure that purpose of the study was covered in order to make the research effective. The questionnaire consisted of a combination of open and close-ended items to help the researcher obtain as detailed information as possible from the respondents. Open-ended items allow more freedom of response, they are easy to construct and permit follow-up question by the researcher. Close-ended items on the other hand enhance consistency of responses across respondents, easier and faster to tabulate and analyse (Fraenkel & Wallen, 2010).

The questionnaire was composed of a five-point Likert Scale. The rationale for using the Likert Scale is that, it helped researcher to obtain a high degree of validity, also it endured the ranking of respondents and relatively easy to construct. Nonetheless, this type of scaling has received some drawbacks which have been pointed by Leedy and Ormrod (2010). Total scores referring to many and diverse items say little about a persons' response to the various aspects of the research object and also, it is difficult to have equal items in the scale.

The questionnaire was structured in sections: Section A demanded personal information of the respondents which focused on their biographic data concerning their sex, work experience and qualification. Section B also demanded answers to questions on the type of supervision being carried out in the Awutu Senya Municipal Education Directorate. Further, Section C also

sought answers to questions on how supervision is carried out in Private senior high schools in the municipal. Also, Section D demanded answers to questions on the critical problems confronting supervision in the municipal. Finally, Section E which consisted of open-ended questions sought the suggestions of respondents on how to improve Supervision of Instruction in Private senior high schools in the municipal. In all, the questionnaire entailed 15 questions with five questions for each section.

Interview Guide

The interview guide was used to collect data from the school heads and private school's coordinator to complement the questionnaire because interviews allow the researcher to enter another person's viewpoint, to better understand his/her perspectives (Iphofen & Tolich, 2018). Interviews also allow a wide range of participants' understanding to be explored, and can reveal important aspects of the phenomena under study. Semi-structured interviews allow the interviewer to focus on the research questions, yet open up new avenues for further questions (Ary et al., 2006). Ary and colleagues have suggested that in a semi-structured interview, respondents should be asked the same questions, but in a more conversational way. They, however, note that the interviewer has more freedom to arrange the order of the questions or even rephrase them.

The interview schedule for the school heads and the private schools' coordinator was a semi-structured one. It afforded the researcher ample freedom to formulate questions and determine the order of questions. Although interviews are more time consuming costly and offers less anonymity than other methods, the researcher's choice of interview guide

stems from the fact that, respondents had the opportunity to react verbally to items of particular interest: there was flexibility in it because the interviews were adjusted to meet diverse situations; it was easy to administer because it does not require respondents to have the ability to read. It also afforded the opportunity to observe non-verbal behaviour of respondents. Again, according to Maxwell and Mutawalli (2012), ‘an interview is a useful way to get large amount of data quickly’ (p.108.). Lastly, the capacity for correcting misunderstanding of respondents was assured since the presence of the interviewer assisted in correcting misunderstanding as well as assisted in answering questions.

The interview schedule for the private schools’ coordinator and the school heads contained five items with subsections. This elicited information on the major areas of supervision of instruction: the state of supervision, the type of supervision being carried out, the type of supervision teachers preferred and the critical problems confronting supervisory practices in the Awutu Senya East Municipal.

Data Collection Procedure

An introductory letter was obtained from the researcher’s department, Institute of Educational Planning and Administration (IEPA). This introductory letter was presented to the Awutu Senya East Municipal Director of Education, the Private schools coordinator of Senior High Schools and the heads of the sampled schools to seek permission and also scheduled a date for them to have ample time for their interviews and the administration of the questionnaires. He further sent the letter to sampled schools prior to the day of

schedule. This prior notice gave respondents ample time to get them prepared for the interview and answering of questionnaires.

The researcher took off for the collection of data. In each school, he made his mission and purpose for undertaking this exercise known to the respondents. The researcher obtained verbal consent from the participants after informing them that they had the right to agree or refuse to participate in the research activities. Also, participants were assured of confidentiality and anonymity on information provided.

After sampling, the selected head teachers, assistant heads, heads of department, teachers and school prefects were given the questionnaires personally by the researcher. The questionnaires were collected on the spot after administering them. The personal administration helped the researcher to explain some portions of the questionnaire (upon demand) to the respondents. Indeed 95% of the questionnaires were returned.

The interviews with the heads of the selected schools and the Private schools' coordinator of senior high schools were conducted personally by the researcher. The researcher visited them based on the scheduled time with the heads of the selected schools and the Private school's coordinator of senior high schools. He introduced himself to them individually; explained his mission and intension of visit and the purpose of the research. He further assured him of confidentiality and anonymity. The interview lasted between thirty to forty minutes. The interview with the heads of the selected schools were done at their respective schools. The researcher assured the heads of confidentiality and anonymity. The research as well explained the purpose of

the study to the heads. Each interview sessions lasted between approximately 40 to 60 minutes.

Pilot Testing of Instrument

In order to ascertain the validity, reliability, consistency and appropriateness of the questionnaire instrument and the interview guide, a pilot test of the questionnaire instrument and the interview guide was conducted in the Awutu Senya West municipal. This exercise was necessary because as Bell, (2018), observed ‘all questionnaire should be pilot tested on a small population’ (p.43.). This revealed the ambiguity of questions and poorly structured and constructed questions. Awutu Senya West municipal was chosen because it bears almost the same characteristics as the Awutu Senya East Municipal.

Thirty respondents from the Awutu Senya West Municipal were sampled for the pre-testing. The private schools’ coordinator, 3 headmasters, 15 teachers and 5 students were drawn from three selected private senior high schools in Awutu Senya West municipal. The validity of the instrument was tested by content and face validities. The researcher tried to ascertain the content validity of the instrument by submitting it to the supervisors of the thesis for perusal and comments. The face validity was done by colleague graduate students. The rationale for the pilot test was to validate the instrument for the main study. In testing for reliability, the researcher used the Cronbach’s Coefficient alpha for questions in Section, B, C and D. The alpha values recorded for the three sections included 0.82, 0.83, 0.89 respectively. The values are above 0.7, so the scale was considered reliable with the sample. Any alpha value above 0.7, is reliable (Taber, 2018). The instruments were

therefore deemed reliable. The content of the instrument was validated by peers and supervisors.

Data Analysis

The collected data was analysed using the Statistical Package for Social Sciences (SPSS) computer software version 21.0. Each questionnaire was given a serial number for easy identification before scoring the responses. The variables were decoded and interpreted. Descriptive statistics was used and that gave the researcher the opportunity to make precise statements and describe things in a more accurate manner. All data was subjected to frequency counts to check and correct coding errors where necessary.

In analyzing the collected data, frequencies of percentages were used. This was aimed at making the data more comprehensive. Percentage analysis was also used to draw the views of the respondents. This presented a clear picture of the responses of the respondents.

Section B of the questionnaire which sought the views of respondents on the state of supervision in Private Senior High Schools in the Awutu Senya Municipality was analyzed using descriptive statistics like frequencies and percentages and presented in frequency tables. Section C, which also addressed the type of supervision being carried out was also analyzed using descriptive statistics like frequencies and percentages and presented in frequency tables with. Section D which sought answers to questions on the challenges confronting supervisory practices in Private Senior High Schools in the Awutu Senya Municipality was also analyzed using descriptive statistics like frequencies and percentages and presented in frequency tables as well and Section E which elicited the views of respondents on the measures to curb the

problems confronting supervisory practices in Private Senior High Schools in the Awutu Senya Municipality.

Regarding the analysis of the interview with the municipal private school coordinator, the analysis occurred in three phases. First, interview transcripts were reviewed several times, searching for “recurring regularities” (Adèr, 2008). The researcher highlighted quotes and phrases from the interview that were significant to the study. Using the constant comparative method (Green & Gerber, 2019), the researcher went back and forth among transcripts until categories emerged consistent, yet distinct (Maxwell and Mutawalli, 2012). The researcher named these categories, coded the transcripts, and placed sections in labeled folders representing each category (Wax, 2019). Secondly, the researcher brought together the coded interviews and field notes and looked for relationships within and across the data sources.

A table was developed to compare various coded interviews. As tentative categories emerged, the researcher tested them against the data (Bell, Bryman & Harley, 2018). The researcher also tested interview data against the mental model. Finally, the researcher integrated and refined the categories until themes solidified (Chambers & Nimon, 2016).

Chapter Summary

This chapter described the methodology and procedures that were used to collect the data from the respondents in the study. The descriptive research design was used to allow the researcher to interpret the results in different ways. The population, the sample and sampling procedures, the research instruments as well as the data collection procedures and the data analysis procedures were also described in this chapter. The chapter further discussed

the ethics considered in ensuring the humane treatment of the participant in the research.



CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This chapter deals with data presentation and analysis. In this chapter, all data gathered for the study are organized, analysed and this is followed by discussion of key issues relating to the findings of the study. Frequency tables are provided to give statistical reflections on key issues in terms of the research questions. The main thrust of the study is to examine the supervisory practices of private senior high schools in the Awutu Senya East Municipal of Ghana.

Demographic Characteristics of the Respondents

According to UNDP (2013) Demographic characteristics include gender, generation, race and ethnicity, education, geographic region, and marital status. Several of these demographic and background characteristics are used later in the report to draw comparisons among respondents to compare the similarities, differences among different generations, ethnicities or cohorts.

The demographic characteristics considered in the study are age, sex, highest educational level and years of teaching experience. The purpose of this information is to establish the general characteristics of the respondents and their understanding of instructional supervision practices and also determine the extent to which the responses they provided could be depended upon. Out

of the 5 headmasters, 80 school prefects and 35 teachers selected for the study, 100% valid questionnaire was retrieved.

Age Distribution of the Respondents

Additionally, the study found out the respondent’s age distribution. This was to determine whether the respondents were matured to provide analytical opinion on instructional supervisory practices. Bidzakin (2018) argue that age and experience usually bring about self- confidence, self-esteem and high level of responsibility hence influencing overall job satisfaction and commitment of teachers to their job. The ages of respondents were put into cohorts as shown in Table 4. The average number of student respondents within 11 – 20 years constituted 88.0%. The majority (36.7%) of the Table 3 indicates that teacher respondents were within the active working age 31 – 40 years thus. This finding is fairly comparable to prior studies by Iddi (2016) which found the mean age of teachers in his study to be 39 years for public indicating that there was much younger teacher population. Therefore, since they are active, if they are effectively and efficiently supervised, quality education would be enhanced in the Awutu Senya East Municipality.

Table 3: Ages of the Respondents

Age Cohort	Teachers		Students	
	Frequency	Percent	Frequency	Percent
11 – 20	-	-	22	88.0
21 – 30	22	24.4	3	12.0
31 – 40	32	35.5	-	-
41 – 50	21	23.3	-	-
Over 50	15	16.6	-	-
Total	90	100	25	100

Source: Field survey, 2019.

Gender of Respondents

The respondents were asked to indicate their gender. It was necessary for the researcher to obtain the data on the gender in order to establish whether the gender as a variable, influenced instructional supervision practices. In Table 4, out of the 115 respondents, the male teachers were 47 (52.2%) whilst the female teachers were 43 (47.7%). The male student respondents were 14 (56.0%) and the female student respondents were 11 (44.0%). Both sexes were fairly represented in this research study. This, therefore, implies that single gender being dominant in an area can influence the carrying out of instructional supervision practices (Wanjiru, 2015).

Table 4: Gender of the Respondents

Gender	Teachers		Students	
	Frequency	Percent	Frequency	Percent
Male	47	52.2	14	56.0
Female	43	47.7	11	44.0
Total	90	100	25	100

Source: Field survey, 2019.

Highest Educational Level of Respondents

Education is a means for development in every nation. It is a tool for the socio-economic empowerment of individual citizenry. The level of education of the senior high school teachers was considered because it informs the kind of knowledge that is given to students to promote quality education. Out of the 90 teachers selected for the study, 19 (21.1%) had Diploma certificate, 49 (54.4%) had tertiary education preferably first degree, while the remaining 22 (24.4%) had their postgraduate degree. This indicates that

majority of the respondents were more qualified to be able to contribute effectively in ensuring quality education in the senior high schools. The details of their responses are represented in Table 5.

Table 5: Educational Level of the Staff Respondents

Educational level	Frequency	Percent
Diploma	19	21.1
Bachelor’s degree	49	54.4
Postgraduate degree	22	24.4
Total	90	100

Source: Field survey, 2019.

The findings of this study affirm the findings of Iddi (2016), who concluded that when teachers attain high levels of education, it serves as the measure of the stock of knowledge and build the capacity of an individual. Thus, the more educated a person becomes, the more knowledge he or she is perceiving likely to possess. And so, the teachers must have adequate knowledge to be able to impart it to students.

Teaching Experience of the Respondents

The data indicates that 8 (8.8%) and 42 (46.6%) of the teachers have spent less than 1 year and 1 – 5 years respectively in teaching. 30 (33.3%) of the respondents have spent 6 – 10 years of teaching. The remaining 10 (11.1%) have taught well between 11 – 20 years and over. An inference from the above is that majority of the respondents have spent between 1 – 5 years as teachers and the details are presented in Table 6.

Table 6: Teaching Experience of Staff Respondents

Years of Teaching	Frequency	Percent
Less than 1 year	8	8.8
1 – 5 years	42	46.6
6 – 10 years	30	33.3
11 – 20 years and Over	10	11.1
Total	90	100

Source: Field survey, 2019.

Research Question 1: How is Supervision Carried out in Private Senior High Schools in the Awutu Senya East Municipal?

To determine the type of supervision being carried out, both teachers and students were requested to indicate whether instructional supervision is carried out in their school or not.

Table 7: Responses on Whether Instructional Supervision is Carried out in the Private SHS Schools

Response	Teachers		Students	
	Frequency	Percent	Frequency	Percent
Yes	63	70.0	15	60.0
No	27	30.0	10	40.0
Total	90	100	25	100

Source: Field survey, 2019.

The results in Table 7 revealed that majority 63 (70.0%) of the teachers indicated that their school carry out instructional supervision whilst 27 (30.0%) of them disagreed. On the other hand, 15 (60.0%) of the students revealed that, their school carry out instructional supervision whilst 10

(40.0%) of the students disagreed. This means that, the selected teachers and students concluded that their school carry out instructional supervision. The findings are consistent with Kieleko (2015), Mwangi (2015), Wawira (2013) and Essiam (2011) study who concluded that their school carry out instructional supervision.

The respondents were asked to indicate how often instructional supervision are carried out in their school. The details of their responses are represented in Table 8.

Table 8: Frequency of Supervision

Rate of supervision	Frequency	Percent
Daily	14	15.5
Weekly	46	51.1
Monthly	20	22.2
Once in a while	10	11.1
Total	90	100

Source: Field survey, 2019.

As shown in Table 8, 14 (15.5%) of the teachers revealed that instructional supervision is carried out in their school daily, 46 (51.1%) indicated that supervision is carried out weekly. Again, 20 (22.2%) indicated that instructional supervision is carried out in their school monthly and the remaining 10 (11.1%) also indicated that supervision is carried out once in a while. It can be concluded that majority of the teachers revealed that instructional supervision is carried out in their school weekly. The findings are consistent with Violet (2015) and Mwangi (2014) who concluded that instructional supervision is carried out in their school weekly. However, the

findings do not agree with the work done by Malunda et.al, (2016) and Essiam (2011). They concluded that the majority of the supervisors do supervision monthly.

The Municipal private senior high school coordinator was asked how often he carries out supervision and he revealed that: *“I try to visit each senior high school once in a term”*. This statement supports the work of Anab (2018) and Kieleko (2018), who concluded that district coordinators in education often visit schools.

Mensah the head of Isanyaiah Senior School was questioned on how often he undertakes supervision in his school. He opined that: *“I undertake supervision on daily basis depending on my work schedule. in situations where my administrative work load is minimal, I undertake supervision thrice in a day: morning, after first break and after lunch hence when I have much work load, I do it once a day”*

The respondents were further asked what supervisors check during supervision and the details are provided in Table 9.

Table 9: Things Supervisors Check during Supervision

What supervisors check during supervision	Always		Often		Sometimes		Never	
	Freq	%	Freq	%	Freq	%	Freq	%
Checking lesson plan	48	53.3	24	26.6	18	20.0	-	-
Checking teachers record of work	42	46.6	30	33.3	18	20.0	-	-
Checking schemes of work at the beginning of the term	46	51.1	22	24.4	22	24.4	-	-
Check student and teacher punctuality	46	51.1	14	15.5	30	33.3	-	-
Check teacher content delivery	38	42.2	19	21.1	33	36.6	-	-

Source: Field survey, 2019.

As shown in Table 9, 48 (53.3%) of the teachers revealed that supervisors always checked lesson plan during visits and 24 (26.6%) of the teachers indicated that supervisors often checked lesson plan during visits. Also, 18 (20.0%) of the teachers revealed that supervisors sometimes checked lesson plan during visits and none of the teachers revealed that supervisors never checked lesson plan during visits. Hence, majority of the teachers agreed that supervisors always checked lesson plan during visits. The study supports the findings of Mankoe (2007) who concluded that supervisors visit schools to check lesson plan. This outcome is at complete variance to the study by Adewole and Olaniyi (1992), who concluded that supervisors visit schools to help teachers in school management.

The interview with the Municipal private Senior High School coordinator also confirmed that he checks lesson plan during his visit to schools. He revealed that:

“I check teachers’ attendance and lesson notes in every visit”.

Similarly, 42 (46.6%) of the teachers indicated that supervisors always checked teachers record of work during visits and 30 (33.3%) of the teachers indicated that supervisors often checked teachers record during visits. Also, 18 (20.0%) of the teachers indicated supervisors sometimes checked teachers record of work during visits and none of the teachers indicated that supervisors never checked teachers record during visits. This implies that majority of the teachers indicated that supervisors always checked teachers record of work during visits. The study supports the findings of Mankoe (2007) who concluded that supervisors visit schools to check teachers’ record.

Moreover, 46 (51.1%) of the teachers observed that supervisors always checked schemes of work at the beginning of the term during visits and 22 (24.4%) of the teachers observed that supervisors often and sometimes checked schemes of work at the beginning of the term during visits respectively. Hence, majority of the teachers observed that supervisors always checked schemes of work at the beginning of the term during visits. The study supports the findings of Adewole and Olaniyi (1992) who concluded that supervisors visit schools to check teachers' scheme of work for teaching and learning.

Also, majority 46 (51.5%) of the teachers revealed that supervisors always checked students' and teachers' punctuality during visits and 14 (15.5%) of the teachers revealed that supervisors often checked students' and teachers' punctuality during visits. Again, 30 (33.3%) of the teachers revealed that supervisors sometimes checked students' and teachers' punctuality during visits and none of the teachers revealed that supervisors never checked students' and teachers' punctuality during visits. Indeed, most of the teachers revealed that supervisors always checked students' and teachers' punctuality during visits.

Furthermore, majority 38 (42.2%) of the teachers indicated that supervisors always checked teachers' content delivery during visits and 19 (21.1%) of the teachers indicated that supervisors often checked teachers' content delivery during visits. Also, 33 (36.6%) of the teachers indicated that supervisors sometimes checked teachers' content delivery during visits. It can imply that majority of the teachers indicated that supervisors always checked teachers' content delivery during visits. The study supports the findings of

Mankoe (2007) who concluded that supervisors visit schools to check teachers' methods of teaching.

The teachers and headmasters were asked if the population and the class sizes of their school influence instructional supervision or not. The details of their responses are represented in Table 10.

Table 10: Responses on Whether Population and Class Sizes Influence Instructional Supervision

Response	Teachers		Headmasters	
	Frequency	Percent	Frequency	Percent
Yes	80	88.8	5	100.0
No	10	12.2	-	-
Total	90	100	25	100

Source: Field survey, 2019.

The results in Table 10 reveal that as many as 80 (88.8%) of the teachers indicated that the population and the class sizes of their school influence their instructional supervision while 10 (12.2%) disagreed. Also, all the headmasters agreed that the population and the class sizes of their school influence instructional supervision. This conclusion supports the findings of Anab (2018), Kieleko (2015), Violet (2015), Mwangi (2014) and Uwezo (2013), who concluded that the class sizes of a school influence instructional supervision.

Research Question 2: How those responsible carried out supervision in private Senior High Schools in the Awutu Senya East Municipality?

This research question sought to establish the type of supervision being carried out at Awutu Senya East Municipal. Also, teachers, headmasters and

students were requested to indicate whether supervision carried out in their schools were brief visits, observation, assessment for promotion and clinical. Again, their views were sought on the mode of supervision at the Municipal. The results from both sets of enquiries are presented in Tables 11.

Table 11: Types of Supervision

Type	Brief visits Freq (%)	Observation Freq (%)	Assessment for promotion Freq (%)	Clinical supervision Freq (%)	Total Freq (%)
Teacher	54 (60.0)	26 (28.8)	6 (6.6)	4 (4.4)	90 (100)
Student	12 (48.0)	10 (40.0)	2 (8.0)	1 (4.0)	25 (100)

Source: Field survey, 2019.

The data in Table 11 clearly indicate that both teachers and students at the Awutu Senya East Municipal are of the view that supervisors usually carry out brief visits. About 60.0% of the teachers and 48.0% of the students who responded to the questionnaire felt that supervisors carry out brief visits. This view was supported by the Municipal coordinator who reveal that he usually uses brief visits in carrying out supervision in the Awutu Senya East Municipal. Also, Mwangi (2014), Baffour-Awuah (2011) and Essiam (2011) findings affirmed the findings of this research that supervisors usually carry out brief visits to monitor schools under their territories. Again, 28.8% of the teachers and 40.0% of the students who responded to the questionnaire also emphasised that supervisors use observations to carry out supervision. The finding supports the work of Anab (2018) and Baffour-Awuah (2011). who concluded that supervisors usually carry out observation visits to check on teachers' condition of work.

The headmasters and teachers were also if they get involved in instructional supervision and the details of their responses are represented in Table 12.

Table 12: Headmaster’s and Teacher’s Involvement in Supervision

Response	Teachers		Students	
	Frequency	Percent	Frequency	Percent
Yes	70	77.8	25	100.0
No	20	22.2	-	-
Total	90	100	25	100

Source: Field survey, 2019.

The data in Table 12 reveal that as many as 70 (77.8%) of the teachers indicated that their headmasters get involved in instructional supervision in their school while 20 (22.2%) disagreed. Also, all the student leaders revealed that they get involved in instructional supervision in their school. This conclusion supports the work of Esia-Donkoh (2018) and Essiam (2011), who revealed that most headmasters get involved in instructional supervision in their school.

The interview with the Municipal Private Senior High School coordinator also confirmed that he also gets involved in instructional supervision in the senior high schools. He revealed that:

“I am bigger stakeholder when it comes to the instructional supervision for senior high schools in my municipality and I get involved in visiting these schools”.

Furthermore, the teachers were asked of the principles of instructional supervision they use or apply during supervision. The details of their responses are provided in Table 13.

Table 13: Principles of Instructions used by Supervisors During Supervision

Type of instruction	Always		Often		Sometimes		Never	
	Freq	%	Freq	%	Freq	%	Freq	%
Cooperation	58	64.4	21	23.3	11	12.3	-	-
Creativity	22	24.4	28	31.1	33	36.7	7	7.8
Democracy	46	51.1	24	26.7	20	22.2	-	-
Attitudinal principle	51	56.7	10	11.1	29	32.2	-	-
Evaluative principle	21	23.4	20	22.2	40	44.4	9	10.0

Source: Field survey, 2019.

As shown in Table 13, 58 (64.4%) of the teachers revealed that supervisors always use the principles of cooperation during instructional supervision and 21 (23.3%) of the teachers indicated that supervisors often use the principles of cooperation during instructional supervision. Also, 11 (12.3%) of the teachers revealed that supervisors sometimes use the principles of cooperation during instructional supervision and none of the teachers revealed that supervisors never use the principles of cooperation during instructional supervision. Hence, majority of the teachers agreed that supervisors always use the principles of cooperation during instructional supervision. The study supports the findings of Violet (2015), Mwangi (2014) and Baffour-Awuah (2011), who concluded that circuit supervisors use the principles of cooperation during instructional supervision.

Similarly, 22 (24.4%) of the teachers indicated that supervisors always use creativity during instructional supervision and 28 (31.1%) of the teachers indicated that supervisors often use creativity during instructional supervision. Also, 32 (36.7%) of the teachers indicated supervisors sometimes use creativity during instructional supervision and 7 (7.8%) of the teachers indicated that supervisors never use creativity during instructional supervision. This implies that majority of the teachers indicated that supervisors sometimes use creativity during instructional supervision. The study supports the findings of Sarfo & Cudjoe, (2016), Assefa-Ekyaw (2014), Baffour-Awuah (2011) and Opare (2009) who concluded that supervisors sometimes use creativity during instructional supervision. However, the finding contradicts the work of Esia-Donkoh (2018) who revealed that supervisors often use creativity during instructional supervision.

Moreover, 46 (51.1%) of the teachers observed that supervisors are always democratic during their instructional supervision and 24 (26.7%) of the teachers observed that supervisors are often democratic during their instructional supervision. Again, 20 (22.2%) of the teachers revealed that supervisors are sometimes democratic during their instructional supervision. None of the teachers indicated that the supervisors are never democratic during their instructional supervision. Hence, majority of the teachers observed that the supervisors are always democratic during their instructional supervision. The study supports the findings of Anab (2018), Bidzakin (2018), and Baffour-Awuah (2011), who concluded that supervisors are always democratic during their instructional supervision.

Furthermore, 51 (56.7%) of the teachers revealed that supervisors always have attitudinal principle during instructional supervision visits and 10 (11.1%) of the teachers revealed that supervisors often have attitudinal principle during instructional supervision visits. Again, 29 (32.2%) of the teachers revealed that supervisors sometimes have attitudinal principle during instructional supervision visits and none of the teachers revealed that supervisors never have attitudinal principle during instructional supervision visits. Indeed, majority of the teachers revealed that supervisors always have attitudinal principle during instructional supervision visits. This conclusion supports the work of Violet (2015) and Baffour-Awuah (2011), who indicated that most supervisors always have attitudinal principle during instructional supervision visits. However, the findings do not agree with the work done by Kieleko (2015) and Samoei (2014). They concluded that most supervisors sometimes have negative attitudinal principle during instructional supervision.

Finally, 21 (23.4%) of the teachers indicated that supervisors always have evaluation principle during instruction supervision and 20 (22.2%) of the teachers indicated that supervisors often have evaluation principle during instruction supervision. Also, 40 (44.4%) of the teachers indicated that supervisors sometimes have evaluation principle during instruction supervision and 9 (10.0%) of the teachers revealed that supervisors never had an evaluation principle during instruction supervision. This implies that majority of the teachers indicated that supervisors should sometimes have evaluation principle during instruction supervision. The study supports the findings of Kieleko (2015) and Violet (2015) who concluded that supervisors sometimes have evaluation principle during instruction supervision.

The teachers were asked to indicate that type of qualities supervisors should possess and the details of their responses are represented in Table 14

Table 14: Qualities of a Supervisor as Expressed by Teachers

Qualities of supervisors	Always		Often		Sometimes		Never	
	Freq	%	Freq	%	Freq	%	Freq	%
Accountable	65	72.2	22	24.5	3	3.3	-	-
Efficient	60	66.7	26	28.9	4	4.4	-	-
Adaptive	71	78.9	12	13.3	7	7.8	-	-
Good communication skills	86	95.6	4	4.4	-	-	-	-
Self-disciplined	59	65.6	23	25.5	8	8.9	-	-

Source: Field survey, 2019.

As shown in Table 14, 65 (72.2%) of the teachers revealed that supervisors should always be accountable during instructional supervision and 22 (24.5%) of the teachers indicated that supervisors should often be accountable during instructional supervision. Also, 3 (3.3%) of the teachers revealed that supervisors should sometimes be accountable during instructional supervision. None of the teachers revealed that supervisors should often be accountable during instructional supervision. Hence, majority of the teachers agreed that supervisors should always be accountable during instructional supervision. The study affirms the findings of Kieleko (2015), Violet (2015), Mwangi (2014) and Baffour-Awuah (2011) who concluded that supervisors should always be accountable during instructional supervision.

Similarly, 60 (66.7%) of the teachers indicated that supervisors should always be efficient during instructional supervision and 26 (28.9%) of the teachers indicated that supervisors were often be efficient during instructional supervision. Also, 4 (4.4%) of the teachers indicated that supervisors were

sometimes efficient during instructional supervision. None of the teachers indicated that supervisors were inefficient during instructional supervision. This implies that majority of the teachers indicated that supervisors sometimes use creativity during instructional supervision. The findings of the study support the findings of Sarfo (2016), Assefa-Ekyaw (2014), Baffour-Awuah (2011) and Opare (2009) who concluded that supervisors sometimes use creativity during instructional supervision. However, the finding contradicts the work of Esia-Donkoh (2018) who revealed that supervisors often use creativity during instructional supervision.

Similarly, 22 (24.4%) of the teachers indicated that supervisors always use creativity during instructional supervision and 28 (31.1%) of the teachers indicated that supervisors often use creativity during instructional supervision. Also, 32 (36.7%) of the teachers indicated supervisors sometimes use creativity during instructional supervision and 7 (7.8%) of the teachers indicated that supervisors never use creativity during instructional supervision. This implies that majority of the teachers indicated that supervisors should always be efficient during instructional supervision. The study supports the findings of Anab (2018), Kieleko (2015), Samoei (2014) and Baffour-Awuah (2011) who concluded that supervisors should also be efficient.

Moreover, 71 (78.9%) of the teachers observed that supervisors are always adaptive during their instructional supervision and 12 (13.3%) of the teachers observed that supervisors are often adaptive during their instructional supervision. Again, 7 (7.8%) of the teachers revealed that supervisors are sometimes adaptive during their instructional supervision. None of the teachers indicated that the supervisors are never adaptive during their

instructional supervision. Hence, majority of the teachers observed that the supervisors are always adaptive during their instructional supervision. The study supports the findings of Chen (2018), Rahabav (2016), Umar (2012) and Farley (2010), who concluded that supervisors are always adaptive during their instructional supervision.

Furthermore, 86 (95.6%) of the teachers revealed that supervisors should always have good communication skills during instructional supervision visits and 4 (4.4%) of the teachers revealed that supervisors should often have good communication skills during instructional supervision visits. Again, none of the teachers revealed that supervisors should be sometimes or never have good communication skills during instructional supervision visits. Indeed, majority of the teachers revealed that supervisors should always have good communication skills during instructional supervision visits. This conclusion supports the work of Anab (2018), Ngipuo (2015) and Ndebele (2013), who indicated that supervisors should always have good communication skills during instructional supervision visits.

Finally, 59 (65.6%) of the teachers indicated that supervisors should always be self-disciplined during instruction supervision and 23 (25.5%) of the teachers indicated that supervisors should often be self-disciplined during instruction supervision. Also, 8 (8.9%) of the teachers indicated that supervisors should be sometimes self-disciplined during instruction supervision. None of the teachers revealed that supervisors should be never self-disciplined during instruction supervision. This implies that majority of the teachers indicated that supervisors should always be self-disciplined during instruction supervision. The study supports the findings of Anab

(2018), Umar (2012), Arthur (2011) and Baffour-Awuah (2011) who concluded that majority of the supervisors are self-disciplined during instruction supervision.

The findings is in affirmation with Callaghan (2007) who maintains that the modern supervisor must be capable to supervise, well trained in education and psychology, and an expert in the democratic group process. Supervisor should recognise his role as a leader and co-operatively involve the fellow administrators and teachers in all major decisions affecting them in the teaching – learning situation and also the above qualities will help supervisors to supervise well and this will help improve teaching and learning in the schools and as a result, the standard of education will also improve. In addition, Callaghan maintains that the modern supervisor must have the personal attributes of a good teacher. He or She needs to be intelligent, demonstrate a broad grasp of the educational process in society, and have a good personality and great skills in human relations. The supervisor needs to show a working understanding of the team concept in democratic supervision. In addition to these, the supervisor must be willing to subordinate his own personal ideas to the judgment of the team at times. The supervisor must possess the ability and fortitude to hold fast to his convictions. A good supervisor should always be guided by the findings of educational research and should have enough time for good opinion in group discussion and individual conference.

Research Question 3: What are the critical problems affecting supervisory practices of private Senior High Schools in the Awutu Senya East Municipality?

The third objective seeks to find out the critical problems affecting supervisory practices facing supervisors in their role of ensuring effective supervision. This objective particularly wanted to find out the extent to which supervisor’s role in ensuring effective supervision in the public Senior High Schools in the Municipal is being affected by the challenges.

In trying to answer this, the teachers were asked the challenges confronting supervisory practices in private Senior High Schools in the Awutu Senya East municipality. Their responses are presented in Table 15.

Table 15: Challenges Affecting Supervisory Practices

Responses	Frequency	Percent
Lack of confidence	2	1.7
Economic constraints	6	5.1
Inadequate resource for supervision	58	49.2
Perception of teachers towards supervision	16	13.6
Poor communication skills	8	6.8
Low knowledge on supervisory practices	8	6.8
Too much workload	20	16.9
Total	118	100

Source: Field survey, 2019.

The findings in Table 15 reveals that 2 (1.7%) of the teachers indicated that lack of confidence to practice supervisory affect their decision not to use it, 6 (5.1%) associated theirs to economic constraints, 58 (49.2%) also

associated theirs to inadequate resource for supervision and 16 (13.6%) related their reason to perception of teachers towards supervision. Also, 8 (6.8%) related their reason to poor communication and low knowledge on supervisory practices respectively. Again, 20 (16.9%) indicated that too much workload affects their decision not to practice supervision. A deduction from the above is that the three major factors that affect supervisory practices in Awutu Senya East Municipal are inadequate resource for supervision, too much workload and poor perception of teachers towards supervision. These barriers were similar to the reasons given by Appenteng (2012) as the major barriers supervisors' face when doing their work. Ironically, the reasons given by the respondents are different from what Danielson and McGreat (2010) referred to as providing constructive feedback to teachers.

Also, all the five headmasters strongly agreed that all the heads in the Municipal are attached. This finding also goes contrary to Anamua–Mensah's (2004) report which states that “heads of the secondary schools should be fully detached from classroom teaching to enable them to concentrate on supervision”. Headmasters supervise and at the same time teaching will not make them supervise well and this will hinder the progress of teaching and learning in our public senior high schools.

The study showed that most of the students 20 (80.0%) strongly agreed that supervisors need more training in school supervision and monitoring. The remaining 5 (20.0%) did not respond. This finding agrees with Kayikci (2017) and Osae-Apenteng (2012) who concluded that supervisors lack skills in conducting supervision.

The coordinator also has its challenges when it comes to supervision. These challenges included teacher confrontations and logistics. The Municipal coordinator said that:

“I have logistics constraints as a coordinator, and this affects my work, my reports on recalcitrant teachers do not get the required attention by the Metropolitan Education Office, inadequate TLMs for teachers and the absence of regular in-service training programs to enhance my work also retards my work.”

Furthermore, this observation supports the work of Kayikci (2017), who concluded that most supervisors lack experience and need training for their work and that of Danielson and McGreal (2000) who cited limited supervisors experience and a lack of skills as being problems in teacher supervision. He also reported that supervisors did not have enough training in providing constructive feedback while maintaining relationships

The finding of the study is also in affirmation with Tyagi (2010), who postulated that the gradual decline in the standards of education despite substantial monetary allocation for education in the different five year plans may be attributed to the ineffective administrative practices particularly to the inadequate and inefficient inspection and supervision system, which through a key aspect of educational administration is unable to provide academic leadership and support. Also with that of Bernard and Goodyear (1998) who opined that a supervisor will not be able to carry out instructional evaluation effectively if he/she is not well qualified and trained in techniques of evaluation; a sound update knowledge of the subject matter, a good organizing skill, and ready to accept teachers' idea and interest.

Research Question 4: What measures can be put in place to curb the challenges with supervisory practices?

In trying to answer this, the selected headmasters, teachers, students were asked to state some measures to put in place to curb the problems confronting supervisory practices in the Awutu Senya East Municipal. Their responses are presented in Table 16.

Table 16: Measures to Curb Supervisory Problems

Measures	Frequency	Percent
Teachers should desist from thinking that supervision is all about fault finding	20	18.5
Feedbacks after supervision should be immediate	14	13.0
Motivation of supervisors is a way to boost delivery	18	16.7
Materials must be provided on time	48	44.4
Teachers should not be intimidated during supervision	8	7.4
Total	108	100

Source: Field survey, 2019.

The findings in Table 16 reveals that 20 (18.5%) of the teachers indicated that teachers should desist from thinking that supervision is all about fault finding, 14 (13.0%) associated their measure to curb supervision challenges by providing immediate feedbacks to teachers after supervision and 18 (16.7%) also related their measure to motivating supervisors to boost their delivery. Also, 48 (44.4%) related their reason to providing materials for supervisors on time. Again, 8 (7.4%) indicated that teachers should not be intimidated during supervision to promote supervision practices. A deduction from the above is that the three major measures to use curb supervision

challenges are materials should be provided to supervisors on time, teachers should desist from thinking that supervision is all about fault finding and supervisors should be motivated to boost delivery. The findings of this research is in line with that of the study of Adeel (2010), who postulated that Supervisors responsibilities tend to include some or all of the following arranged in ascending order of scope or reach: Mentoring , quality assurance and maintenance functions of supervision, Improving individual teachers' competencies, no matter how proficient they are deemed to be, working with groups of teachers in a collaborative effort to improve student learning, working with groups of teachers to adapt the local curriculum to the needs and abilities of diverse groups of students, while at the same time bringing the local curriculum in line with state and national standards, relating teachers' efforts to improve their teaching to the larger goals of school wide improvement in the service of quality learning for all children. These will erase the perception of supervision as a fault-finding mission in the minds of the teachers

Also, the Municipal coordinator suggested some ways to address the challenges that hinder supervision as workshops and training on supervision should be intensified and provision of adequate logistics for supervision. This result supports the findings of Baffour-Awuah (2011). who concluded that training should be given to supervisors to train them to do their work well. The first solution is the provision of in-service education programme. The findings also affirm the view of Azodo in Okoro (1999) who postulated that it is a supervisory technique that can affect a lot of changes for better. He said it may take the form of lectures, symposia, conferences, workshops and seminars. He

also advocated for programmes or system of organizing teachers into committees where they meet to discuss some special topics and tackle educational problems. He also advocated for classroom visitation, orientation programme for newly recruited staff and those newly posted to the school.

On the problem of inadequate supervisory materials and personnel the findings of this study correspond with the Solutions provided in the findings of Ogbonnaya (1997) which stated that there is need for proper staffing of the supervisory department of the education system. He also said since some teachers are already undergoing post-graduate studies in Educational Administration and Supervision, these administrators and managers should identify such staff for appointment as supervisors in the education ministry. This idea is held by the National Association of School Psychologists who claims that good credential or proper certification of supervisory staff should be enhanced especially in this era of educational revolution.

Another way is through pragmatic motivation of supervisors, as agreed by Ogbonnaya (1997) that there is need for effective motivation of supervisors if supervisory services are to be improved. He said both supervisors and their subordinates should be properly motivated to put in their best and enhance fruitful results. Their salaries, allowances, and fringe benefits should be paid promptly. He also suggested that vehicles and attractive packages should be made available to supervisors. His findings also correspond with the findings of this study on motivation of supervisors.

Ezeocha (1990) has a divergent view on the findings of this research work which he is of the opinion that supervisors do not perform very well because of the enormous responsibilities attached to their positions and the

perception of teachers towards supervision. He thus suggested that for efficiency and effectiveness of supervision of instruction, supervisors should be made to perform only supervisory services. He maintained that the idea of assigning school administrators the role of supervisors of instruction makes them have little or no time to properly carry out instructional supervision.

The five headmasters suggested possible ways to address the challenges that hinder the role of supervisors revealed that teachers should desist from thinking that supervision is about fault finding and feedbacks after supervision should be immediate. These suggestions are at variance with the study of Apenteng (2012), who revealed that supervisors should go through their observation with the teachers to correct them on time.

Chapter Summary

This chapter has presented data gathered from the study using frequency tables. Discussion of the results have been done in relation to the research questions that guided the study and have been compared to previous literature and works of other researchers to draw the common findings and difference in findings also in order to know the state of supervision in Private senior High Schools in the Awutu Senya Municipality and how best to improve the supervisory practices in Private senior High Schools in the Awutu Senya Municipality and Ghana as a whole.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Introduction

This chapter presents a summary of the findings, conclusion and outlines recommendations including areas for further research.

Summary

The study examines the supervisory practices of private senior high schools in the Awutu Senya East Municipal of Ghana. The researcher developed four research objectives to be answered by the study. They were: how supervision is carried out in Private Senior High Schools in the Awutu Senya East municipality, the type of supervision carried out in Private Senior High Schools in the Awutu Senya East municipality, the problems affecting supervisory practices in Private Senior High Schools in the Awutu Senya East municipality and also measures to curb challenges with supervisory practices in Private Senior High Schools in the Awutu Senya East municipality. The literature on supervisory practices was reviewed and consequently, a theoretical and conceptual framework discussed.

The design used in the collection of data was descriptive survey. The study targeted five private senior high schools in the municipal with a target population of Two hundred and thirty (230) respondents. The sample for the study comprised 1 private schools' coordinator, 5 headmasters each from the 5 selected schools, all the teachers from the selected schools and 25 students each from the selected schools to which they were purposively selected. In all,

90 teachers, 5 headmasters, 1 private school coordinator and 25 students were selected for the study. A self-structured questionnaire was the major instrument used to poll the views of the respondents for the study. The instrument was administered by the researchers themselves. Return rate for the instrument was 100%.

SPSS version 21.0 was the software's used for the data analysis. Frequency tables were used in presenting the data. Conclusions from relevant related literature were captured along to authenticate the findings of the study. Even though various recommendation techniques were adopted to reduce the cumulative effects of the limitations on the study, their impacts on the findings were not entirely ruled out.

Key Findings

Based on the research question 1 which demanded answers to questions on the type of supervision being carried out in the Awutu Senya Municipal municipality, it was revealed that the most common forms of instructional supervision undertaken by private SHSs include brief visits, observation, assessment for promotion and clinical supervision.

With reference to research question two which sought to answers to questions on how supervision is carried out in Private senior high schools in the Awutu Senya East municipality, the findings show that majority of the respondents asserted that instructional supervision was carried out weekly. A few of the respondents however indicated that instructional supervision was carried out once in a while in their various schools.

With regard to research question three which demanded answers to questions on the critical problems confronting supervision in the municipal,

the findings revealed that, lack confidence on the part of the supervisors, ineffective supervision due to economic constraints, inadequate resources for supervision are major challenge. More so, the respondents opined that the perception of teachers towards supervision was also a challenge. Furthermore, the study revealed that supervision is faulty due to poor communication skills and low knowledge on supervisory practices on the part of supervisors and too much workload on the part of headmasters is a major setback to internal instructional supervision. From the findings of the studies, it can be concluded that the major problem affecting supervisory practices in Private Senior High Schools in the Awutu Senya East municipality is inadequate supervision resources.

Finally, research question 4 which gave room to respondents to suggest measures to curb the challenges with supervisory practices, the findings revealed that teachers should change their perception towards supervision by not seeing it as fault finding mission. More so, the study revealed that feedback after supervision should be immediate. The study again revealed that supervisors should be motivated to work harder, in addition, the study reveals that supervision resources should be provided to supervisors on timely basis. The findings of the study suggested supervisors should desist from intimidating teachers during supervision.

Conclusions

Based on the findings of the study, the following conclusions are made.

Instructional supervision in the form of brief visits, observation, assessment for promotion and clinical supervision are carried out in the private senior high schools in Awutu Senya Municipality. Furthermore, it can be

concluded that instructional supervision is carried out frequently in most private schools in the Awutu Senya Municipality carried out weekly.

In addition to the above, it can be concluded that private schools in the Awutu Senya Municipality are faced with several challenges that inhibits the smooth supervision process. These challenges include low level of confidence on the part of the supervisors, ineffective supervision due to economic constraints and inadequate resources for supervision. The provision of feedback after supervision helped to a large extent to change teachers' perception towards supervision in private schools in the Awutu Senya Municipality.

Recommendations

From the summary of the major findings of this study, it is recommended that:

1. That supervision in the senior high schools should be restructured to embrace new trends of supervision which emphasizes teacher growth rather than teacher defects. This new trend in supervision commonly referred to as clinical supervision is diagnostic and would require intensive visits to enable supervisors and teachers to go through the pre-observation conference, observation analysis and strategy and the post observation conference stages. The short visits commonly used in the senior high schools as revealed by the study, pre-supposes that the traditional form of supervision was in use.
2. It is further proposed that resident supervisors should be appointed and trained for the purpose. This would eliminate the difficulty by

supervisors to reach schools and the challenges associated with their work.

3. Supervision must be more of ideas sharing and participatory than conventional or control oriented in order to improve on performance. In order to gather a wide range of knowledge as well as technical and inter personal skills, as indicated that when teachers are given the opportunity to use their abilities and skills, they unearth their talents and perform wonderfully, they will see supervisors as people who want them to achieve as better teachers not as enemies.
4. Staff job satisfaction should be the top priority of Ghana Education Service. When supervisors are given the needed resources for their work, they will feel secured, recognised and performs better.

Suggestions for Further Research

It may be necessary for further research to be conducted on other aspects of supervisions thus curriculum and administrative supervision in senior high schools in Ghana. This, it is hoped, will provide a more in-depth study into issues relating to supervision.

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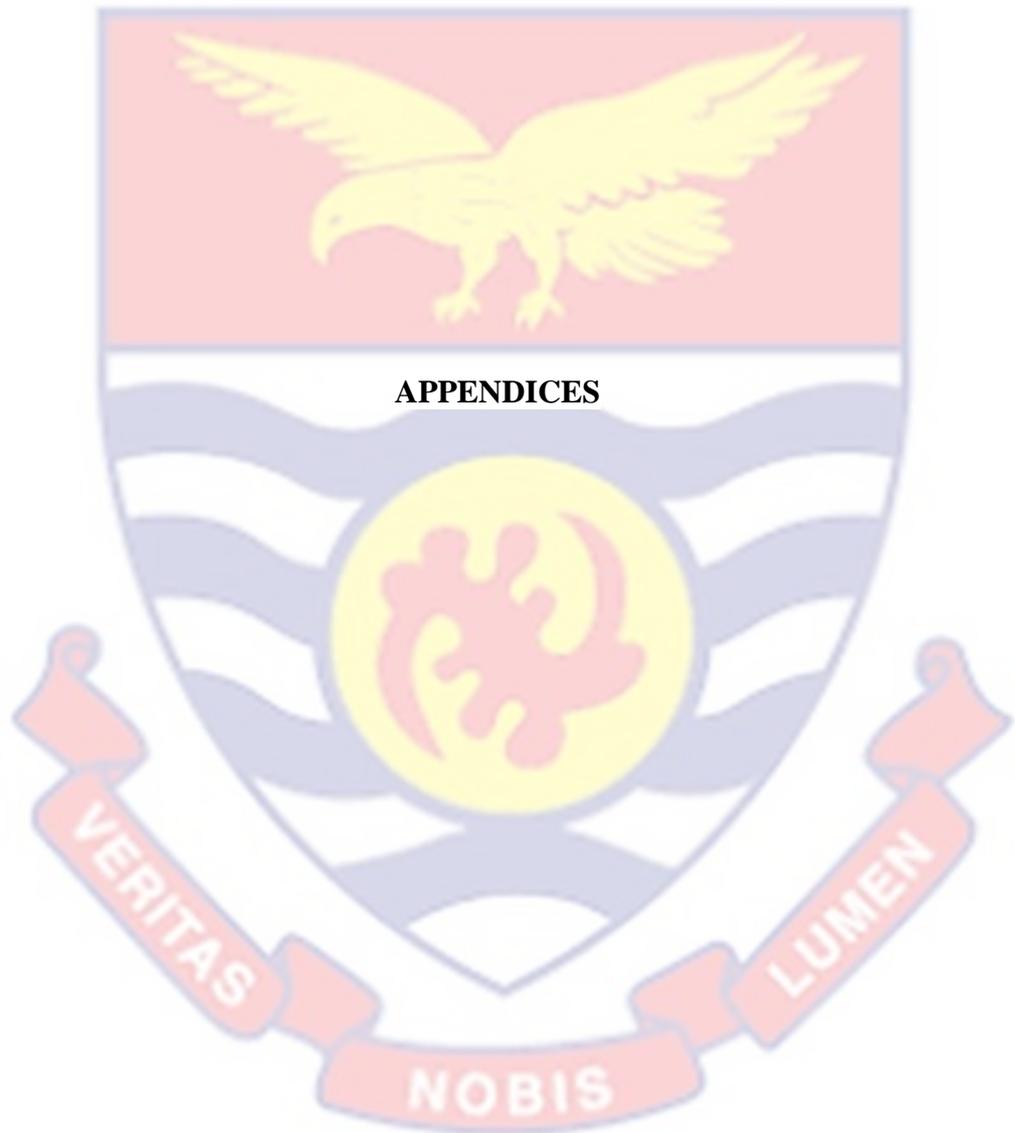
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APPENDIX A

UNIVERSITY OF CAPE COAST

COLLEGE OF EDUCATION STUDIES

SCHOOL OF EDUCATIONAL DEVELOPMENT AND OUTREACH

INSTITUTE OF EDUCATIONAL PLANNING AND

ADMINISTRATION

INTERVIEW GUIDE FOR MUNICIPAL PRIVATE SENIOR HIGH

SCHOOL COORDINATOR

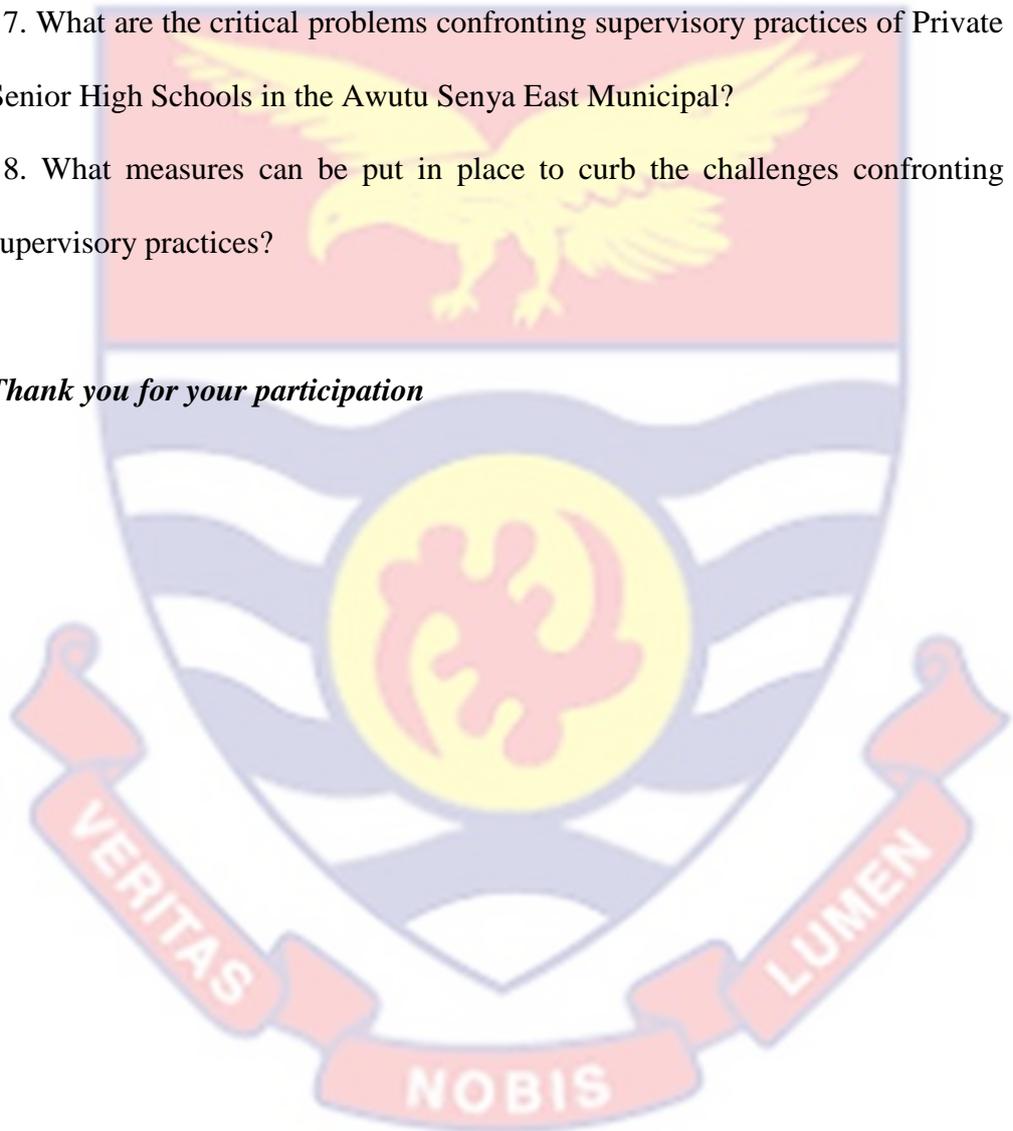
The objective of this interview guide is to collect data on the Supervisory Practices of Private Senior High Schools in the Awutu Senya East Municipal. Your confidentiality is however ensured.

QUESTIONS

1. What is your sex?
2. How old are you?
3. What is your highest level of education?
4. How long have you served as a private schools coordinator?
5. Do you carry out instructional supervision?
6. How often do you carry out supervision?
7. What do you check during supervision?
8. Do your other administrative responsibilities hinder instructional supervision in your municipality due the number of schools?
9. What type of supervision being carried out in Private Senior High Schools in the Awutu Senya East Municipal?
10. What is the state of supervision in private senior high schools in your municipality?

11. How is supervision perceived in schools in your municipal?
12. Which of the qualities of a good supervisor do you possess?
13. Which of the instructional supervision principles do you apply during supervision?
16. What do you check during supervision?
17. What are the critical problems confronting supervisory practices of Private Senior High Schools in the Awutu Senya East Municipal?
18. What measures can be put in place to curb the challenges confronting supervisory practices?

Thank you for your participation



APPENDIX B

UNIVERSITY OF CAPE COAST

COLLEGE OF EDUCATION STUDIES

SCHOOL OF EDUCATIONAL DEVELOPMENT AND OUTREACH

INSTITUTE OF EDUCATIONAL PLANNING AND ADMINISTRATION

INTERVIEW GUIDE FOR HEADMASTERS

The objective of this interview guide is to collect data on the Supervisory Practices of Private Senior High Schools in the Awutu Senya East Municipal. Your confidentiality is however ensured.

QUESTIONS

1. What is your sex?
2. How old are you?
3. What is your highest level of education?
4. How long have you served as a private schools coordinator?
5. Do you carry out instructional supervision?
6. How often do you carry out supervision?
7. What do you check during supervision?
8. Do your other administrative responsibilities hinder instructional supervision in your municipality due the number of schools?
9. What type of supervision being carried out in Private Senior High Schools in the Awutu Senya East Municipal?
10. What is the state of supervision in private senior high schools in your municipality?
11. How is supervision perceived in schools in your municipal?
12. Which of the qualities of a good supervisor do you possess?

13. Which of the instructional supervision principles do you apply during supervision?

16. What do you check during supervision?

17. What are the critical problems confronting supervisory practices of Private Senior High Schools in the Awutu Senya East Municipal?

18. What measures can be put in place to curb the challenges confronting supervisory practices?

Thank you for your participation



APPENDIX C

UNIVERSITY OF CAPE COAST

COLLEGE OF EDUCATION STUDIES

SCHOOL OF EDUCATIONAL DEVELOPMENT AND OUTREACH

INSTITUTE OF EDUCATIONAL PLANNING AND

ADMINISTRATION

QUESTIONNAIRE FOR TEACHERS

The objective of this interview guide is to collect data on the Supervisory Practices of Private Senior High Schools in the Awutu Senya East Municipal. Please carefully read the items and provide response that best represents your opinion. Your confidentiality is however ensured: do not indicate your name on the questionnaire. Please answer by putting a tick (✓) in the boxes or writing your answer in the space provided.

Section A: Background information

1. What is your gender? A. Male [] B. Female []
2. How old are you? 21 – 30 [] 31 – 40 [] 41 – 50 [] Over 50 years []
3. What is your highest level of education?
A. Diploma [] B. Bachelors' Degree [] C. Postgraduate Degree []
D. Doctorate
4. How long have you served as a Teacher?
A. Less than 1 year [] B. 1-5 [] C. 6 - 10 []
D. 11-20 and Over []

Section B: The state of supervision in the Awutu Senya East Municipal

5. What is the state of supervision in your schools?
A. Very good B. Good C. Very poor D. Poor

6. Do you carry out instructional supervision? A. Yes B. No

7. How often is instructional supervision carried out in your school?

A. Daily [] B. Weekly [] C. Monthly [] Others

(Specify).....

8. What do supervisors check during supervision? Please indicate with a tick

(√)

What Supervisors Check During Supervision	Always	Often	Sometimes	Never
a) Checking lesson plan				
b) Checking teachers record of work				
c) Checking schemes of work at the beginning of the term.				
d) Check student and teacher punctuality				
e) Check teacher content delivery				

Any Other (Specify)

9. Does your school practice the double track system? A. Yes B. No

10. Kindly indicate your school's enrolment (Optional)

11. Do the population and the class sizes of your school influence instructional

supervision? A. Yes [] B. No []

SECTION C: The type of supervision being carried out in Private Senior High Schools in the Awutu Senya East Municipal.

12. What type of supervision do supervisors carry out in your school? Please indicate with a tick (✓)

Type of Supervision	
Brief visits	
Observation	
Assessment for promotion	

13. Which of the following principles of instructional supervision do you supervisors apply during supervision? Please indicate with a tick (✓)

Principles	YES	NO
1. Cooperation		
2. Creativity		
3. Democracy		
4. Attitudinal Principle		
5. Evaluative and Planned Principle		

Any Other? Specify.....

14. Which of the following qualities of an instructional supervisor do the Supervisors Possess? Please Indicate With A Tick (✓)

Qualities of an Instructional Supervisor	Often	Sometimes	Always	Never
a. Accountable				
b. Efficient				
c. Adaptive				
d. Good communication skills				
e. Self-disciplined				

Any Other? Specify.....

15. How do you perceive instructional supervision in your school?

Perception of Supervision	Sometimes	Often	Always	Never
a. The supervisors do not carry out supervision fairly				
b. Fault finding mission				
c. Supervision mainly looks at the negatives and not good work of teachers				

Any Other? Specify.....

16. Is instructional supervision important? A. Yes [] B. No []

17. Why do you think instructional supervision is important? Please indicate with a tick (✓)

Reasons For Undertaking Instructional Supervision	Strongly Agree	Agree	Strongly Disagree	Disagree
a. Assessing teachers' professional records and giving advise accordingly.				
b. Creating conducive working environment.				
c. Giving appropriate and timely feedback to teachers after class observation.				
d. Providing right solutions to instructional problems				
e. Providing appropriate teaching and learning resources.				
f. Planning for school teachers' in-service programs.				

Any Other, Specify.....

SECTION D: Challenges confronting Supervisory practices in Private Senior High Schools in the Awutu Senya East Municipality.

18. What are some of the challenges that confront supervisory practices in your school? Please indicate with a tick (√)

Challenges Confronting Supervisory Practices	
1) Lack of confidence	[]
2) Economic constraints	[]
3) Inadequate resources for supervision	[]
4) Perception of teachers towards supervision	[]
5) Poor communication skills	[]
6) Low knowledge on supervisory practices	[]
7) Work load	[]

Any Other? Specify.....

SECTION E: Measures to curb the problems confronting supervisory practices in the Awutu Senya East Municipal.

20. Suggest measures you would put in place to curb the problems confronting supervisory practices in your school.

- 1.....
- 2.....
- 3.....\