

UNIVERSITY OF CAPE COAST

EFFECTIVENESS OF SUPERVISION IN BASIC SCHOOLS IN THE OBUASI  
MUNICIPALITY

KATE AGYEMAN BADU

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MUNICIPALITY

BY

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Administration of the Faculty of Education, University of Cape Coast, in partial  
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## DECLARATION

### **Candidate's Declaration**

*I hereby declare that this dissertation is the result of my own original work and that no part of it has been presented for another degree in this University or elsewhere.*

Candidate's Signature.....Date:.....

Name: Kate Agyeman Badu

### **Supervisor's Declaration**

*I hereby declare that the preparation and presentation of this dissertation were supervised in accordance with the guidelines on the supervision of dissertation laid down by the University of Cape Coast.*

Supervisor's Signature:..... Date:.....

Name: Mr. S. K. Atakpa

## **ABSTRACT**

The study looked at the effectiveness of supervision in basic schools in the Obuasi municipality. It was found out that the two main forms of supervision namely internal and external are both practiced there and both need to be made effective as there are a number of challenges. The current state of supervision reveals that follow up visits, brief visits and intensive visits were being done well.

Some factors affecting supervision on the negative side included the need to involve teachers in the decision making process, maintaining good human relations, establishing mutual trust, maintaining discipline, ensuring respect among teachers, organizing of In-Service Training (INSET), motivation of teachers and the improvement of communications skills.

Challenges confronting supervision were found to include the fact that some teachers and pupils become tensed up when they see the presence of a supervisor whether head teacher or circuit supervisor. The report concludes with suggestions and recommendations to improve supervision in schools to make them more effective.

## **ACKNOWLEDGEMENTS**

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## **DEDICATION**

To my family.

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## LIST OF ACRONYMS

31ST DWM	31 <sup>st</sup> December Women's Movement
ASU	Assessment Services Unit
BECAS	Basic Education Comprehensive Assessment System
BECE	Basic Education Certificate Examination
CA	Continuous Assessment
CRAN	Christian Rural Aid Network
CRS	Catholic Relief Services
DFID	Department for International Development
EFA	Education for All
GES	Ghana Education Service
INSET	In-Service Training
JICA	Japanese International Corporation Agency
JSS	Junior Secondary School
NEA	National Education Assessment
NGOS	Non Governmental Organisations
OXFAM	Oxford Committee for Famine Relief
PRINCIPAL SUPT	Principal Superintendent
SEA	School Education Assessment
SNR SUPT. 1	Senior Superintendent 1
SPSS	Statistical Product and Service Solutions
SUPT. 2	Superintendent 2

SUPT.1	Superintendent 1
UN	United Nations
USAID	United States Agency for International

## **CHAPTER ONE**

### **INTRODUCTION**

#### **Background to the Study**

Instructional supervision in the educational system is designed to draw together discrete elements of instructional effectiveness into a whole educational action. (Glickman, Gordon, Ross-Gordon, 1998). Education is usually seen as a vital tool for national development. It is a systematic process to achieve knowledge, skills and for unearthing the potentials in an individual. Education broadens one's scope of knowledge thereby making the person versatile, independent and useful to himself or herself and the society at large. The main purpose of a nation's schools is to train pupils and students to be imbued with attitudes and skills to help them make good decision and eventually be responsive to the fast moving and dynamic world around them (Bobson, 1999).

There has been public out cry that, performance of Ghanaian children in our basic schools in recent times is generally on the decline. Too many people have raised this issue in public fora and in the mass media among other avenues. The problem of lack of supervision or supervision not being effective especially in our public basic schools is seen as the main factor for the decline in contemporary educational standards (Gokah, 1990).

An article in the Daily Graphic of 8<sup>th</sup> August 2001 (p. 13) captioned “Lack of Logistics crippling our work”. Mr. Mike Nsowah then the Acting Director General of the Ghana Education Service (GES) noted the fact that teachers neglect pupils during class hours to engage in non-academic activities like conversation and petty trading both of which affect the general output of both teachers and pupils/students.

The main purpose of education, whether formal or informal, is to produce persons who will be useful members of society. The type and level of education have changed with the needs of society. Education therefore seeks to equip the recipient with knowledge, attitude, skills and values for the building up of the society. This can be realized in terms of human development and developing the individual’s personality to higher levels and instill in him/her desirable social conduct that will help him or her make meaningful contribution to the development of his/her community and the country at large (Bobson, 1999).

The Government of Ghana put in place the mechanism of Free Compulsory Universal Basic Education (FCUBE) in 1992 to provide quality education (Ghana National Education Campaign Coalition, 2008). Again physical facilities like classroom buildings, laboratories, workshop and textbooks are being provided country wide; even though the supply is inadequate and cannot meet the demand on one to one basis. The FCUBE implementation plan adopts a range of strategies for achieving quality, efficiency and access to educational service. The issue of poor performance of pupils in public schools is of great concern to everyone. The situation is attributed to poor teaching and learning in schools.

FCUBE is to promote effective and efficient teaching and learning at all levels of the basic stages. Specifically, it enhances specific teaching skills through:

1. Pre-service and school-based in-service training of teachers.
2. Improving teacher morale and motivation through incentive programmes.
3. Promoting quality of learning and pupils/students performance through curriculum reviews and improve teacher-pupils instructional contact time;
4. Ensuring adequate and timely supply of teaching and learning materials to all schools and improving teacher-community relationships. (FCUBE).

The Management for Efficiency Component sought to address teacher absenteeism, lateness and misuse of instructional time. The access and participation component also dealt with the expansion of infrastructural facilities and services to enhance access for all children of school going age.

The government continues to train a large number of teachers annually to impart knowledge to pupils necessary for national transformation and development. This is because teachers have been recognized as one of the most important groups of resources, who can transform and develop individual personality to a high level and instill desirable social conducts to pupils/students.

In addition, appropriate curriculum, which represents man's important ideas, experiences, attitude and aspiration is to be developed to guide the teacher in the discharge of his or hers tasks. The provision of these facilities would not mean much if effective supervision is not put in place to guide or monitor teachers to be abreast with modern development and changes.



This idea of monitoring and reviewing the teaching and learning process makes supervision of teachers by Head teachers imperative in our educational institutions to live up to expectations and realize the set objectives.

In 1990, there was a World Conference on Education in JOMTEIM in Thailand and the main focus of this meeting was the adoption of strategies to meet the learning needs of children of all categories, slow, intelligent, gifted and disabled hence the name EFA (Education for All).

There was a follow-up in Dakar in April 2000, that is ten years later. The meeting was attended by 164 countries including Ghana which adopted a framework for action which spelt out six (6) Dakar goals. Education for All (EFA) – Ghana subscribes to the EFA principles and process and has developed a work programme that puts into effect, the six goals arising from the World Education Forum in Dakar, April 2000. The six Dakar goals are:

1. Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.
2. Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to complete, free and compulsory primary education of good quality.
3. Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes.

4. Achieving a 50% improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.
5. Eliminating gender disparities in primary and secondary education by 2015, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.
6. Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills (Gokah, 1990).

In the light of these objectives/goals of EFA, it behoves on the heads and teachers of our basic schools to sit up, supervise and monitor education delivery to make it more meaningful to meet pupils, students and societal needs. This requires effective and fruitful supervision in all basic schools.

Obuasi Municipality which is a newly created municipality has several public basic shift schools and a lot of private schools in the urban centre. In all these schools, according to past performance records, private schools have higher performance at the Basic Education Certificate Examination (BECE) over the public schools since the introduction of the Junior Secondary School (JSS) system, in 1987. Several reasons have been assigned to this high performance to the private schools and that of the low performance of the public schools. One of such reasons is that public schools have the tendency to have some laxity in the

supervision of teaching and learning outcomes and this creates ineffective supervision in the public school system. Again, since Obuasi is a gold mining area it is likely that other reasons apart from poor supervision in our public schools may militate against poor performance or can contribute to this ineffectiveness in supervision.

It is against this background that the researcher wants to study this problem of in-effective supervision in our basic public schools in Obuasi Municipality. Some non-governmental organization (NGOs) like USAID – United States of America for International Development, Department for International Development (DFID), Japanese International Corporation Agency (JICA) just to mention a few are funding Educational activities in Ghana as well as other African Countries. Their support can also be seen in the provision of school infrastructures, community sensitization programmes and support, support for teacher professional development in the form of centre based training and support for organizing school and cluster based In-service education and training for teachers in Basic School (INSET). With the aim of improving teachers' knowledge, skills and pedagogical skills they also offer support in managerial training for heads of basic schools in proper records keeping and to equip them with managerial and supervising skills in school administration.

Some individuals notably the Asantehene, Otumfuo Osei Tutu II, are also putting in a lot of efforts to improve the standard of education in the country by way of instituting the Otumfuo's Education Funds for supporting students in pre-tertiary and Tertiary institutions in Ghana.

The introduction of the Capitation Grant of Gh¢3.0 [Three Ghana Cedis] per school-going child in our Basic Education School System has contributed immensely to increased school enrolment. Parents, on one hand have been alleviated of the payment of the school fees in the form of sports, culture and examination fees especially in our rural set ups.

According to the Assessment Services Unit (ASU) of CRDD, a new and improved assessment system for primary schools in Ghana called Basic Education Comprehensive Assessment System [BECAS] has been introduced. As a result this has made teachers to sit up and prepare adequately using all the curriculum materials. This will enhance pupils/students class performance and will possibly reflect in the result of BECE. The above-mentioned tests were developed by a group of educators from GES and BECAS. They were assisted by international and local consultants in the development of the tests. The item banks where educators can draw items to assemble into tests. As new items are written, they will be stored in the item bank by the ASU team. The system encompasses three tests:

- a. National Education Assessment [NEA]
- b. School Education Assessment [SEA].
- c. Continuous Assessment [CA]

The BECAS is managed by the Assessment Service Unit by the Curriculum and Research Development Division of GES.

Reflecting or in tracing the history of the education of Ghana on supervision, one would recall that the most important factor which contributed to

the high standard of education in the 1930's and 1940's was the efficacy of supervision. The education ordinance of 1982 placed all schools under the regulation of the British colonial government. The government of that time, according to Graham (1976) appointed an inspector of schools who was Rev. M. Sunter. He was to ensure the efficient running of the government and assisted schools. The assisted schools were schools set up by the missions and private persons and which by their efficiency qualified for government grant. In 1839, Britain established a similar inspectorate body that is Her Majesty's inspectorate of schools to address the problem of the insufficient running of schools that had resulted in poor teaching and learning outcomes (Blackie, 1970). This trend, Blackie (1970) observes, was due to the fact that teachers lacked knowledge and skills and professionalism in executing their duties.

Rev. Sunter's duty as an inspector covered schools in Nigeria, Sierra Leone and the Gambia as well. Working in such a vast geographical area, more so at a time when the transportation system had not been appreciably developed; Rev. Sunter could not have conducted any effective supervision in the schools. To improve for the Gold Coast alone according to McWilliams and Kwamena Poh (1975) was appointed re-designated Director of Education.

Bame (1991) asserted that inspection was characterized by fear among pupils and teachers as well as hatred by teachers for the inspectors since the later tried to find faults with the former. Bame further states that inspectors gave unfair criticism of teachers work and more often than not failed to offer teachers the ideas and practical demonstrations, which could help them to improve their

teaching. He concluded that, the supervisory relationship between teachers and especially, managers of mission schools was not cordial as the managers enforced religion. Inspector in the colonial period is one who could hire and fire teachers. He instructed the teacher on what to teach and how to teach it. Over the years, two types of supervision have been used; these are internal and external supervision. With internal supervision, the supervisor is within the institution while the external supervisor comes from outside (District, Regional or National Headquarters) the manner in which supervision is carried out has, however, changed. There was that type of supervision, which showed the supervisor as someone who controlled affairs and was feared, respected and obeyed without questions, now this type has developed into one of co-operation rather than control (Nwokafor, Ighalo, Ogunsanwo and Nwankwo, 1981).

Asiedu-Akrofi (1978) agreed that, an inspector of schools should work co-operatively with the teachers to create favourable circumstances for learning in schools. He felt that “since the relationship between the supervisor and his co-workers affect the smooth –running of the school, the establishment of good rapport between them is important” (p. 82).

Supervision is a conscious planned programme for the improvement and consolidation of instruction. This does not refer to specific occasion when whole school is examined and evaluated as a place of learning but the constant and continuous process of guidance based on frequent visits, which focus attention in one or more specific aspects of the school and its organisation. The main objective of supervisor is to help improve teaching and learning, make teachers

and pupils realise the need to make good use of instructional time and for teachers to teach the right curriculum contents. Supervision also provides an opportunity to promote teacher efficiency, abstract thought, and reflection on the teacher's own instructional methods Glickman, C.D., Gordon, S.P., & Ross-Gordon, J.M., 1998).

### **Statement of the Problem**

A critical view of the performance of students at the basic school levels of both public and private schools in Obuasi municipality leaves much to be desired. Whilst the level of performance in the public school system is so low, that of the private school is high. The general public has expressed concern in the mass media on head teachers, teachers and pupils attitude towards teaching and learning in our public schools. The work in schools with regards to supervision is not up to the expected level. In his keynote address delivered at the National Delegates Conference of the Ghana National Association of Teachers titled "Zero Tolerance for Educational Failure" on the 10<sup>th</sup> of January, 2002, Professor Anamuah -Mensah observed that "The results of the Criterion Reference Test one of the indicators of qualities administered to primary six pupils showed that within the period 1992-1997, only a small proportion of them attained the mastery score in the test. On the literary test only 3.3% of the public school pupils attained the criterion score of 60%. The analysis eventually suggested that 7.2% of urban public school pupils attained the pass score as against 1.3% for rural schools.

Gokah (1990) was of the view that Supervision as it existed in 1990's was not operating effectively and efficiently as it should. Some of the reasons she noted included the case of inadequate training and job satisfaction among teachers, poor standard of education and lack of dedication and commitment to duty on the part of teachers and administrators.

In the view of Professor Djangmah there exist a wide gap in the performance of pupils in public schools in rural districts and urban districts. This is highly pronounced in terms of facilities and structures, enrolment, teacher supply, lower pupil teacher ratios and consequently pupil's performance in the Basic Education Certificate Examination (BECE). In the rural areas the BECE pass rate averages 43% while that of the urban is 70%. This observation is not surprising comparing the variation in terms of inputs to outputs. The difference in performance is accounted for in part by availability of qualified teachers, teaching and learning materials, effective supervision, school, teaching and learning environments. Civil Society is therefore urging Ministry of Education, Science and Sports and GES to first, institute immediate pragmatic and appropriate remedial measures to arrest and halt the situation and second find new and innovative ways to replicate these success stories and models to bridge the rural-urban gaps (Ghana National Education Campaign Coalition, 2008).

Parent's expectation for their wards in the quest to gain admission to the senior secondary school is so high that they may want to do anything they can to get their wards there. The commitment of the teachers on the other hand is gradually fading away even though, the government's expenditure on education is



so high thus about 40%. One may want to find out if this is being reflected on the background or making an impact on teachers and pupils performance. It can be gathered from the above that supervision seems not to be so effective. This paper therefore attempts to study how supervision can be enhanced in basic schools in the Obuasi Municipality as it is believed that supervision in schools provides an opportunity to promote teacher efficiency, abstract thought, and reflection on the teacher's own instructional methods (Glickman et al, 1998).

If the instructional leader lacks adequate knowledge of supervision and does not know how to meet the needs of the teacher, then an unproductive working relationships may be established (Acheson and Gall, 1980).

### **Purpose of the Study**

The purpose of the study is to find out how best supervision can be enhanced in basic schools in the Obuasi Municipality. The study specifically seeks to: Firstly, to find out the type of supervision mostly practiced in basic schools in Obuasi municipality. Secondly, the study intends to find out the state of instructional supervision. Thirdly, the study seeks the factors that affect supervision in schools, Fourthly, study is interested in finding out the challenges of supervision. Lastly, to recommend how best supervision can be made more effective in basic schools as it is an important exercise. The Ministry of Education has declared that since June 1994 that management and supervision of schools can no longer remain the monopoly of the GES and that there is the need for systems to be put in place to effect the transfer of ownership of public schools from the

Ministry of Education and Ghana Education Service to the communities in which the schools are located (Konadu, 1998).

### **Research Questions**

The research is guided by the following research questions:

1. What are the types of supervision being emphasized by Head teachers?
2. What are the factors affecting supervision in basic schools in Obuasi municipality?
3. What is the current state of supervision in schools in the Obuasi municipality?
4. What are some of the challenges affecting supervision in basic schools in Obuasi municipality?
5. How can supervision be made more effective in basic schools in the Obuasi municipality?

### **Significance of the study**

The present study will in no small way contribute to knowledge in supervision as it would serve as an invaluable source of reference for anyone who wishes to undertake a similar research in supervision. It will as a matter of fact help educational authorities to decide on the type of supervision to emphasize. The findings may also throw more light on the factors affecting the effectiveness of supervision in basic schools in the Obuasi municipality in particular and all basic schools in Ghana generally and how these challenges can be addressed.

### **Delimitation**

This study was restricted to basic schools in the Obuasi municipality, 35 selected teachers, 6 head teachers and also all the circuit supervisor numbering six. In view of this the findings of the study would primarily apply to only the basic schools in the Obuasi municipality, however, the recommendations based on the outcome of the study could be applicable to other schools, districts and municipality with similar characteristics.

### **Limitations for the study**

The present study hoped to have covered all basic schools in all the ten regions in Ghana. This proved to be impossible as a result of financial and time constraints. In view of this a sample was used and in this case schools in Obuasi municipality with obvious limitations for generalizations.

### **Organization of the study**

The study was organized into five chapters. Chapter one looked at the introduction and background information of the study. Chapter Two reviewed the related literature and theories. Chapter Three dealt with the methodology adopted for the study. Chapter Four centered on the results and discussion after the field work. Chapter Five, the final one presented the summary of findings, conclusion and recommendation.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **Introduction**

The literature review examines supervision as documented by some authorities and scholars. This includes the following aspects;

- (1) Meaning of supervision.
- (2) Historical perspectives of supervision
- (3) Varying interpretations – instructional supervision conception of supervision.
- (4) Differing concepts of effective teaching.
- (5) Tension between teachers, administrator and supervisors.
- (6) Who are the supervisors?
- (7) The skills of a supervisor.
- (8) Types of supervisors – instructional supervisors
- (9) Task/functions of supervision and techniques of instruction and supervision
- (10) The demands of supervision.
- (11) Factors of effective supervision.
- (12) Challenges in supervision.

## **Meaning of Supervision**

Supervision has been given many interpretations by various writers but it appears it is primarily a service, which aims at improving all factors that go into ensuring growth and development in the teaching and learning process leading to a constant and continuous process of more personal guidance based on frequent visits, when attention is focused on one or more aspects of the educational institution and its organisation (Alfonso, Gerald & Richard, 1981). It consist of all the activities which are primarily and directly concerned with studying and improving the conditions which surround the learning and growth of both pupils and teachers. It can mean general overseeing and controlling, managing, administering, evaluating, or any activity in which the principal is involved in the process of running the school (Drake and Roe, 1999).

Professional guidance would involve:

- (1) School management issues.
- (2) Improving quality of learners' achievement.
- (3) Financial management.
- (4) Gender awareness.
- (5) School – community relations.
- (6) Maintenance of discipline.
- (7) Syllabus interpretation, scheming and lesson planning.
- (8) Selection of teaching methods.
- (9) Selection and designing of teaching learning materials.
- (10) Lesson delivery

- (11) Classroom management.
- (12) Assessment and evaluation (Drake and Roe, 1999).

It is the contention of Musazzi (1985) that supervision is primarily concerned with actions taken to ensure the achievement of instructional objectives. Musaaazi (1985) therefore defines supervision as “all actions taken to improve or ensure the achievement of instructional objective when teaching and learning are in progress”.

In the view of Mackenzie (1983), supervision is the function in schools that draws together the discrete elements of instructional effectiveness into whole school action. To him research shows that those schools that link their instruction, classroom management and discipline with staff development, direct assistance to teachings curriculum development group development and action research under a common purpose achieve their objectives. Supervision is a multifaceted, interpersonal process that deals with teaching behaviour, curriculum, learning environments, groupings of students, teacher utilization and professional development (Pfeiffer and Dunlap, 1982)

### **Historical Perspectives**

In tracing the history of the development of education in Ghana some prominent authors like Graham (1976) and McWilliams and Kwamena Poh (1975) discussed the importance of education in Ghana. The colonial government’s official education policy of 1850 to 1900 included the appointment of an inspector of schools in 1956. the education ordinance of 1882 talks of a

board of education that was set up to control and supervise the system and the appointment of Rev. M. Sunter as the inspector of schools.

The 1887 ordinance set up central school boards which had power to make rules for the inspection of schools. Supervision, which was restricted to government assisted schools, was extended to cover all other schools under the education (Ordinance 1925).

In the accelerated Development Plan for Education of 1951, Assistant Education Officers was appointed to take care of the supervision of schools. Principal teacher were also appointed to take care of the supervision of school and they were of the rank from senior teachers, this happened from 1963 to 1974. Again with the establishment of the Ghana Teaching Service in 1974 which later became the Ghana Education Service in 1975 supervisors were also appointed. Circuit Supervisors and monitoring assistance began their supervisory role in 1987 during the educational reform.

### **Varying Interpretations**

This discussion, however, still leaves one unsure of what supervision is or should be. To create a sharp, clear – cut definition of supervision is extremely difficult, as acknowledge by Ralph, Mosher and Purpel (1972). The difficulty of defining supervision in relation to education also stems, in large part, from unsolved theoretical problem about teaching. There is a lack sufficient understanding of the process of teaching. The theories of learning are inadequate, the criteria for measuring teaching effectiveness are imprecise, and deep

disagreement exists about what knowledge – that is, what curriculum is most valuable to teaching. When we have achieved more understanding of what and who to teach and with what special effects on students, we will be much less vague about the supervision on these processes.

Looking at the way specialists in supervision have defined the term it may help us in our quest for a viable definition. Let's sample some past and present definition. Burton (1922) gave supervision a broad interpretation, viewing it as a technical service requiring expertise, the goals of which the improvement in the growth and development of the learner. Stressing the helping nature of supervision, Jane Franseth earlier on stated, "Today supervision is generally seen as leadership that encourages a continuous involvement of all school personnel in a cooperative attempt to achieve the most effective school programme"

Neaglely and Evans (1970) pointed to the democratic nature of modern supervision in their definition: Modern supervision is considered as any service for teachers that eventually results in improving instruction, learning and the curriculum. It consists of positive, dynamic, democratic action designed to improve instruction through the continued growth of all concerned individuals – the child, the teacher, the supervisor, the administrator, and the parent or other lay person.

Contemporary definitions of supervision stress service cooperation, and democracy and the emphasis now is on instructional supervision. Harris wrote: "supervision of instruction is what personnel do with adults and things to maintain



or change the school operation in ways that directly influence the teaching process employed to promote pupil learning”.

Alfonso, Gerald, Firth and Nevill (1981) offered a slightly different definition “Instructional supervision is herein defined as: Behaviour officially designated by the organisation that directly affects teacher behaviour in such a way as to facilitate pupil learning and achieving the goals of the organisation”.

Lovell (1983) in revising the earlier work of Kimball Wiles, looked at instructional supervisory behaviour as behaviour that is assumed to be an additional behaviour system formally provided by the organization for the purpose of interacting with the teaching behaviour system in such a way as to maintain, change and improve the desire and actualisation of learning opportunities for students. Beach and Reinharts (2000), rejecting the use of the word “help” in defining supervision, see supervision as a complex process that involves working with teachers and other educators in a collegial, collaborative relationship to enhance the quality of teaching and learning within schools and that promotes the career-long development of teachers”.

Beach and Reinharts (2000), offered a comprehensive definition of supervision: Supervision is instructional leadership that relates perspectives to behaviour, clarifies purposes, contributes to and supports organisational actions, coordinates interactions, provides for maintenance and improvement of the instructional programme and assesses goal achievements. Serjiovaani and Starratt (2002) saw supervision as taking place in schools that are “true learning communities” where values, norms, and ideas are shared by supervisors, teachers, and students.

In the above definitions emphasis were laid on supervision as a service to teachers, both as individuals and in groups and offering to teachers in a collegial, collaborative and professional setting, specialized help in improving instruction and thereby achievement.

### **Diversity of Conceptions of Supervision**

Supervision is subjected to many different interpretations; some specialists in the field have found it expedient to add modifiers. There are administrative, clinical consultative, collaborative, developmental, differentiated, educational, general, instruction and peer. Each of the objectives offer a special interpretation of the term supervision.

Administrative supervision covers the territory of managerial responsibilities outside the field of curriculum and instructions. General supervision is perceived by some as synonymous with educational supervision and by others as that type of supervision that takes place outside the classroom. Differentiated supervision allows teachers to choose the types of developmental activities in which they will engage.

Whereas educational supervision suggests responsibilities encompassing many aspects of schooling, including administration, curriculum, and instruction, instructional supervision narrows the focus to a more limited set of responsibilities, namely supervision for the improvement of instructions. Clinical, consultative, collaborative, developmental, and peer supervision are subsumed

under instructional supervision. There are three basic supervision contexts; namely peer, group and individual.

**Peer Supervision:** refers to a group of professionals who regularly convene to learn through sharing individual professional experiences. Peer group sometimes hire a consultant to work with them on a specific topic (Glatthorn, 1990).

**Group Supervision:** refers to group of professionals who contract with a designated supervisor (usually someone with more professional experience). In this context, individuals learn through dialogue among peers and guidance from superior.

**Individual Supervision:** is the opportunity for a professional to seek individual consultation with a more experienced professional.

### **Differing Conceptions of Effective Teaching**

Some specialists ascribe difficulty in defining supervision to a lack of understanding of the teaching process and imprecise nature of the criteria for assessing teacher performance, and lack of agreement on what should be taught. Those who follow an interpretive or hermeneutic approach to supervision look at the unique characteristics of a particular learning situation and, with the teacher, seek to interpret the events that have taken place during a lesson. Some supervisors look at process, that is, the demonstration of teaching skills. Some focus on product, such as test scores of students. Others include the teacher's personal and professional attributes in their description of effective teaching.

Certain supervisors are partial to particular models and styles of teaching. Some smile; for example, on discovery learning and frowns on lecturing. Some favour direct instruction of entire groups, some champion cooperative learning, and others advocate individual instructional techniques (Mosher and Purpel, 1972).

These differing conceptions of what constitutes effective teaching make the supervisory process difficult for both the teacher and the supervisor. Many research studies such as on effective teaching have been conducted in recent years. These studies furnish partial answers to some of the pedagogical questions. They do not, however, provide answers to differing philosophical premises held by supervisors.

### **Tensions between Teachers and Administrators**

The public and, to an increasing degree, the profession have expressed dissatisfaction with student achievement and with incompetent teaching. Increased emphasis on student achievement, accountability of teachers, and teacher competence have brought about increased pressure for evaluation of teacher performance. Consequently, evaluation of teaching has loomed large in recent year.

Teachers, especially through their organisation, have not wholeheartedly embraced current processes of evaluation. They have raised valid questions concerning the competencies on which they will be judged, who will do the evaluating, how the evaluation will be conducted, and what use will be made of the results.

Teachers question the reliability of the data, collected on their performance and the competencies of the administrators or supervisors in making assessments. Furthermore, they want to be involved in the creation of the evaluation process. The inability to separate supervisory service from evaluation, adds to the tensions. Teachers, as a rule, welcome real supervisory help. Yet many of them view supervisors with contempt, feeling, sometimes rightly and sometimes wrongly that teachers are more capable than supervisors or that supervisors have nothing of value to offer them. Many teachers simply ignore supervisors, choose not to ask for their help and avoid opportunities to work with them. Others see all these tensions between supervisors and teachers as a “private cold war”. To some extent progress in empowerment of teachers, human relation skills, and principles of collegiality and collaboration have reduced conflicts between supervisors and teachers but have not completely eliminated them.

Negative, fearful, or hostile attitudes are symptoms of the malaise brought on by uncertainties about the role, function, and effectiveness of the supervisory profession. Great needs exist to clarify duties and responsibilities of supervision to discover the most effective techniques and skills, and to identify who the supervisors are (Blumberg, 1980).

### **Who are the Supervisors?**

The primary aim of every supervisor is to lead his or her school, zone or district in the improvement of instruction. In the traditional sense, anyone who oversees the work of another is a supervisor. If the concept of supervision is

related to management of resources and personnel, then it can be concluded that the administrator is a supervisor. However, if supervision is considered as the means of improving the curriculum and institution, then it can be said that every administrator is an instructional supervisor. Logically, it would seem that any school official who assists teachers in improving curriculum and instruction is a supervisor. In practice, however, some individuals in the school system are charged with the management of resources and personnel as their primary task, where as others are assigned the improvement of curriculum and instruction as their major function (Neaglely and Evans, 1970).

Supervisors are charged with administrative duties such as annual assessments of teacher's performance. When they accept managerial tasks they join the rank of the administrators. Personnel who spend all their time and efforts in helping teachers directly with the improvement of instruction are called full-time instructional supervisors. Supervisors have numerous functions. It is the supervisor who sets the tone for instructional supervision and he or she should carry out duties in a consistent and impartial manner (Brickel, 1961).

### **Functions of Supervisors**

Harris (1985) clarifies the supervisor's role by stating that "supervision is related directly to helping teachers with instruction and also instructing students. Achieving this purpose calls for skills and efficiency of the supervisor in working with the teacher. In other words, the supervisor needs to possess certain qualities or knowledge before he or she is able to perform the roles of activities that go

with their work. The supervisor develops curriculum specifying who will teach, when, where and in what pattern. He or she performs all the activities involved in organizing the instructional duties. He or she needs to make organisational attachment to implement the curriculum design. Grouping students and planning class schedules are examples of programmes related to this activity. The supervisor performs staffing activity, selects and assigns the appropriate instructional staff member to the needed activities in the organisation.

The supervisor visits schools and classrooms gives demonstration lessons and exchanges ideas with teachers and pupils. It is also the duty of the supervisor to arrange in-service education to cover activities, which will promote the growth of instructional staff members to make them efficient and effective (Neaglely and Evans, 1970).

Beach and Rienhartz (2000) writing on the functions of the supervisor stated the following, “the supervisor sees the head-teachers, teachers, learners and support staff, board of governors (SMC) and Parent Teacher Association (PTA).

Who to see and where to go for checking on standards, you may focus on;

- (1) Classroom observation
- (2) Lesson preparation
- (3) Schemes and records of work
- (4) Pupils work
- (5) Classroom inventory (Attendance register, timetable, furniture and displays)
- (6) For checking on subject departments you may focus on

- (7) Teaching-learning materials
- (8) Records of meetings
- (9) Management style
- (10) Academic records
- (11) Staffing levels and qualifications
- (12) Availability of syllabus.
- (13) For checking on school organisation and management you may look at  
Admission register
- (14) Staff and pupils files
- (15) Schools mission statement and or objectives
- (16) Monitoring of standards
- (17) School inventory
- (18) Display boards
- (19) Examination records
- (20) Availability of statutory regulations and procedures
- (21) Financial records
- (22) Specialist rooms
- (23) School routine and assemblies
- (24) School climate and ethnics
- (25) On-going projects
- (26) School community relations
- (27) Physical environment of the school that is cleanliness, sanitation and grounds.



## **Tasks of Supervision**

The task of supervision provides clearer insight into the field of supervision by focusing attention on what supervisors actually do. Burton (1922) listed the tasks he saw as pertinent to the supervisor; these tasks are;

The improvement of the teaching act.

The improvement of teachers in service

The selection and organisation of subject matter

Testing and measuring the rating of teachers

Harris (1985) also enumerated ten tasks of supervision. These were:

Task 1. Developing curriculum

Task 2. Organising of instructions

Task 3. Providing staff

Task 4. Providing facilities

Task 5. Providing materials

Task 6. Arranging for in-service education

Task 7. Orienting staff members

Task 8. Relating special pupils service

Task 9. Developing public relations

Task 10. Evaluating instruction.

Harris (1922) classified tasks 1, 3 and 4 as preliminary, 6 and 10 as developmental, and the others as operational.

## **Challenges in Supervision**

Grauwe (2001) was of the view that the biggest challenge facing supervision in Botswana is the lack of office space and transport for the supervisors and this problem undermines effectiveness and morale. This in his view diminishes the abilities of the supervisors to supervise and support teachers. The attitude of teachers to supervision has been a vital area that has engaged the attention of educationists and policy planners. Teachers being seen as grassroots educational implementers and are the focus of most of this increased supervisory effort, their attitude towards supervision is of immense importance. In Tanzania the most serious problems facing supervision is indeed the lack of financial resources, lack of office accommodation for supervisors and the lack of support staff. The lack of support staff for example creates a lot of difficulties in producing reports or even organizing seminars for teachers. There is inadequate transport and travel allowances, most of the time the supervisors are idle while in fact there is a lot of work in the field (Grauwe, 2001).

Neaglely and Evans (1970) points out that there is a conclusive negative relationship between the extents of confidence held by teachers their supervisors conformity with bureaucratic practices. Mosher and Purpel (1972) are of the view that “although there are undoubtedly many instances of well-received supervisory practice, a common responses of teachers to supervision might be expressed as the suspicion that supervision is quiet in effective and at worse a harmful form of interference with the work of the teacher” (page 2).

In Zimbabwe, external supervisors consistently complained of various constraints that inhibited their work. Transport was one of the issues and workload was also another factor. The supervisors spent more time on what they considered less important tasks for example attending meetings at the expense of supervising schools and in-servicing of teachers and heads (Grauwe, 2001)

This view expressed by Mosher and purple (1972) is very common among teachers and has been a drain on the effective co-operation that should exist between the supervisor and the supervised. If teachers should view supervision as interference in their work then it means most of the new ideas and innovations which might be given them at in-service training courses would not be implemented or if anything at all not implemented. This has undoubtedly been one of the challenges facing supervision.

### **Summary**

From the review of related literature, it can be seen that supervision is an effective tool used to promote better teaching and learning outcomes and wherever there is effective supervision in any institution, pupil's performance is expected to be improve for the better.

The perceptions of the various authorities suggest the point that supervision entails working with individuals or groups of people to achieve organisational goals using available resources. The activities of supervision involves the use of skills such as planning, decision making, good communicative skills and evaluating work or periodically taking stock of events as it happens in

the school setting. Supervision is primarily a service which aims at improving all factors that go into ensuring growth, development and more personal guidance based on frequent visits. It is primarily concerned with actions taken to ensure the achievements of instructional objectives when teaching and learning are in progress. Supervision or instructional supervision has its challenges and limitations.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **Introduction**

Discussions in this Chapter centre on the methodology adopted for the study. Issues discussed here include the Research Design Population, Sampling, Instruments used in Data Collection, Data Types and Sources, Data Collection Procedure, Data Processing and Data Analysis Techniques

#### **Research Design**

The descriptive survey design was used for the study. Descriptive research according to Leary (1995) is about assessing a situation as it is found on the ground without any manipulation in the area where the studies were conducted and it is more of describing the current state of supervision and how best it can be enhanced to promote good academic standards in basic schools. Descriptive research usually reports the way things are as it is at the time of the study (Gay, 1992).

#### **Population**

A survey research according to Aborisade (1977) is one in which the researcher is interested in studying certain characteristics, attitudes, feelings, beliefs,

motivations, behaviours and opinions of a group of people or items. This “group” is called population. A population in the context of research is a group of individuals, persons, objects, or items from which samples are taken for measurement (Mugo, 2008). The target population for the study is all teachers, head teachers and circuit supervisors in the Obuasi municipality. The researcher chose this population as there are more private schools than public schools for both primary and junior secondary (JSS). Apart from Bongobiri L/A Primary School, all the public primary schools in Obuasi urban are run on shift bases pupils and teachers do not enjoy adequate instructional time for the teaching and learning processes. The population for the research included all schools both public and private basic schools within the Obuasi Municipality.

### **Sampling**

Sampling is the act, process, or technique of selecting a suitable sample, or a representative part of a population for the purpose of determining parameters or characteristics of the whole population. (Mugo, 2008).

Sproull (1998) also argues that sampling is the process of selecting subgroups from a population of elements such as people, objects or events.

.Sampling according to Leary (1995) is when a researcher selects a group of participants (the sample) from a larger population. Random sampling is a type of sampling in which each member of the population is given equal chance of becoming part of the study.

There are a total number of 6 circuits. These are:

Obuasi East Circuit: 14 schools

Obuasi West Circuit: 9 schools

Tutuka North Circuit: 9 schools

Tutuka Central Circuit: 7 schools

Tutuka South Circuit: 7 schools

Kunka: 9 schools

The purposive sampling method was used in the selection of all the schools within the various categories of schools. One school in each circuit centre was selected in this regard. This gave a total of six schools that were eventually sampled for the study.

This gave six schools. Out of the six schools all the head teachers were sampled. As there are six circuits supervisors all of them were selected for the study. Within the six schools were 36 teachers who were sampled. One person refused to return the questionnaire making 35 teachers who responded. These 36 teachers were randomly chosen as six teachers were each chosen from the six schools. A simple random sample is a subset of the population in which each individual is chosen randomly and entirely by chance (Wikipedia, 2007). RAND function in excel was used to randomly generate 36 names of teachers who answered the questionnaire.

There are six 6 Circuit Supervisors in all, and one within each circuit who oversees an average number of twenty (20 ) schools. There is an average of about

15 private schools in each Circuit except Kunka Circuit where most of the schools are single streamed, and do not run shift.

Although Obuasi Municipal District is more of an Urban District, there are still some rural school communities like Apitikoko, Asase Bomebosea, Wamase, Pomposo, Ayease and Jimisokakraba just to mention a few. These schools fall under Kunka and Tutuka North and Obuasi East Circuits. The selection of schools for the study covered both rural and urban schools and it is indeed significant because there is the general observation that rural schools do not perform well because of the lukewarm attitude of rural, communities towards their wards school commitment, general school performance, supervision and education in general. In all a total sample of 50% schools were covered in the study. 25% of the schools represented the public primary schools; whilst 20% represents the private schools all in Obuasi and 5% primary schools represents schools within the rural communities; all within the Obuasi Municipality. Whatever findings were made or observed were the true representations of what is happening in public, private and rural school setting.

### **Instruments used in Data Collection**

The collection of data was made from various sources through the use of questionnaire, interviews and examinations of school records and other school documents. The questionnaire was used extensively whilst the interview was limited to heads of schools and teachers and external supervisors like the circuit supervisors. Two types of questions were used There were the open-ended



questions and the close-ended questions to solicit information from the various categories of people involved in the study. All the questions used in the instrument were prepared by the researcher and were put under various sections. The assessment of situation on the ground involved the use of questionnaire, interview of respondents and collection of documentary data from available school records. Data through the use of questionnaire, interview and the examination of school records were all collected.

### **Section 1**

This section dealt with the questionnaire for Circuit Supervisors, heads and teachers of basic schools. This section requests the respondent to provide their individual Bio Data. This comprised the gender, age, academic and professional qualification, rank and numbers of years in the service in GES.

### **Section 2**

Section 2 also dealt with the types of supervision in schools. Respondents provided answers for the correct option in terms of the type of supervision, giving reason for the options chosen. They also outlined some of the challenges they were faced with in their supervisory roles as head and offer useful suggestion.

### **Section 3**

This section dealt with the questionnaire for circuit supervisors and it was all about the effectiveness of supervision. These supervisors were asked to declare the number of visits they were able to make on termly basis and rate their work as external supervisors in terms of intensive, brief and follow-up visits to schools.

### **Section 4**

In this section teachers assessed the performance of their school heads with the view to promoting effective supervision. They were asked to rate their heads in terms of participatory decision making process, maintaining good human relationship among staff; establishing mutual trust and ensuring respects among members as well as organizing INSET for staff to address their professional needs and finally, communicating appropriately among staff members and observing teachers' lessons.

### **Section 5**

Section 5 dealt with factors that militate against effective school supervision. This questionnaire was prepared for Circuit Supervisors. They were asked to suggest factors that militated against their work and offer suggestions for improvement of supervision in schools. Generally speaking, the data was collected from Basic Schools both public and private through the administration of questionnaire, school records, school inspection reports and general opinion of both external and internal supervision.

### **Pilot Testing**

This was conducted to test the validity of the instrument used for the study in one circuit of the Obuasi Municipality of the six circuits. This was because this circuit comprised both urban and rural schools as well as public and private schools in the whole of Obuasi Municipality. This circuit also possessed the same characteristics as the rest of the circuits. In conducting this pilot study, the

following personnel of the Ghana Education Service were interviewed. School records were also taken particular note of through recording. They were:

- (1) The Municipal Director of Education.
- (2) The Assistant Director of Supervision.
- (3) One Circuit Supervisor.
- (4) Three Head teachers.
- (5) Eighteen [18] Classroom teachers.

Three other officers who were the guidance and counseling Co-ordinators, the Girl-Child Officer and Basic School Co-ordinator took part. In all the head teachers, Circuit supervisors and teachers were given questionnaires to fill out. The head teachers and teachers had to answer the questionnaires given them. Some circuit and inspection reports were collected to provide information on some type of inspection made; the recommendations and the frequency of supervision in schools were examined. There was an improvement in the instrument after the pilot testing as it made the researcher identify the weaknesses in the instruments and corrected them accordingly. For example it provided the opportunity to further ask the respondents the type of supervision they preferred and assign reasons for that. It was further decided upon to use the BECE results of the previous and current year as documentary evidence while eliminating pupils class work and continuous assessment and based part of the data on the BECE results as the level of pupils' performance.

## **Data Types and Sources**

Leedy and Ormrod (2005) note that data is said to be primary if it is collected first hand by an inquirer for a determinable purpose where as secondary data refers to data that has been selected by an inquirer who is not one of the original data creators for a purpose that may be different from that of the original purpose. Sproull (1998) also maintains that primary data is data collected by the investigator or the researcher himself or herself from the research subjects or original source.

There was the need to get adequate data from primary and secondary sources. Primary sources of data were the ones gotten from the administration of questionnaires that provided the needed first hand information whereas secondary data were retrieved from review of documented literature that served to provide the needed conceptual and theoretical framework needed to guide the study.

## **Data Collection Procedure**

Instruments used for the data collection were questionnaires and interview schedules. Questionnaire is a method in which questions are written and distributed to the respondents to solicit their views (Sproull, 1998).

Walonick (1993) argues that questionnaires is one of the most popular methods of conducting scholarly research as they provide a convenient way of gathering information from a target population. According to Leary (1995), advantages for using a questionnaire include the fact that they are less expensive

and easier to administer, they lend themselves to group administration and among other things they allow confidentiality to be assured by the researcher.

On the limitations of using questionnaires Leedy and Ormrod, 2005 argue that questionnaire construction is a very demanding task, which requires not only methodological competence but also extensive experience with research in general and questioning techniques in particular. Sarantakos (1998) on the limitations of questionnaires argues that the identity of the respondents and the conditions under which the questionnaires were answered are not known and researchers are not sure whether the right people answered the questions or not.

Closed and open-ended questions were used. A closed-ended question is a form of question which can normally be answered with a simple "yes/no" or where there are multiple choice answers. Open-ended question cannot be answered with a simple "yes/no" or multiple choice answers as respondents answer in their own words and language (Wikipedia, 2008).

Data collection was made during school visits and personal contact with head teachers, teachers, pupils/students and office records like staff attendance book, log books were inspected. Prior to the personal contact arrangements were made and a suitable date was fixed for the interviews. The strategy used was to interview the pupils/students in groups before meeting the teachers individually to interview them one after the other, and finally the head teachers were also interviewed.

These interviews were conducted and the needed information gathered before they were each provided with questionnaires to answer. They were given

enough time to study and complete them before they were later collected for analysis. In a similar way the approach used for interviewing the Municipal Director of Education Staff was nothing different. The circuit supervisors were interviewed first, followed by the ADE supervision, other officers and finally the Municipal Director of Education. Before the questionnaire was administered in schools to be used, detailed explanation were made to ensure clarity and full understanding to enable the respondents answer without encountering any ambiguity.

The questionnaire was administered to teachers of the same circuit the same day to avoid any leakage or any biases or any influences from teachers within a cluster of schools. During the administration of the questionnaire, the researcher tried to collect data from the official school records available. For example the attendance book, staff movement book, log book, staff submission of lesson plan to head teachers book or comment book, just to mention a few. The researcher established good human relationship with all the respondents to ensure good responses and support for the successful collection of data. The reason being the avoidance of any hostility, anxiety and apathy that would affect the free flow of information.

### **Data processing**

Denzin and Lincoln (1994), note that in qualitative analysis simultaneous activities engage the attention of the researcher; collecting information from the field; sorting information into categories; formatting the information into a story

or picture of the event; and actually writing the qualitative narrative report. After data have been reviewed for consistency, a coding manual was constructed for the translation of categorical responses in the questionnaires into numbers to facilitate analysis.

## **Data Analysis Techniques**

Statistical Package for Service Solutions was used for the data analysis. SPSS is an electronic tool capable of conducting just about any type of analysis. It was used because of its proven computational and analytical power. It is able to perform mathematical, statistical and financial calculations quickly and accurately.



## **CHAPTER FOUR**

### **RESULTS AND DISCUSSION**

#### **Introduction**

This chapter contains analysis and presentation of data that were collected from the field. Issues discussed here include gender distribution of respondents, age of respondents, qualifications of respondents, professional background of respondents, number of years respondents have spent in GES, type of supervision emphasized by head teachers, factors affecting supervision, current state of supervision in schools, challenges facing supervision by circuit supervisors, challenges facing supervision by head teachers and lastly suggestion on how supervision can be made more effective

#### **Background Characteristics of Respondents**

##### **Gender of Respondents**

Table 1 below shows that many of the teachers (62.9%) are females whilst 37.1% are males. Table 1 also shows that all circuit supervisors are males (100%). From Table 1 again we can observe that the majority of head teachers in Obuasi municipality are males (66.7%). Female head teachers formed 33.3%.

**Table 1: Gender of respondents**

Gender	Teachers	Circuit Supervisors	Head teachers
Male	13 (37.1%)	6	4 (66.7%)
Female	22 (62.9%)	-	2 (33.3%)
Total	35 (100.0%)	6(100.0%)	6 (100.0%)

Source: Field Survey, 2006.

### **Age of Respondents**

Table 2 shows the ages of teachers in the Obuasi municipality. It was found out that many of the teachers are aged from 41-50 years (31.4%). This is followed by age group 31-40 years (28.6%). Age group of 21-30 years and 51-60 years formed 20.0%. Most of these teachers here have taught for a long period and have not yet reached the retirement age of 60 years and also the pace of the new teachers coming on board to the Obuasi municipality is quiet slow since the present arrangement is in favour of posting new teachers to rural areas of the country with attractive incentives and Obuasi municipality as a mining town does not get much of the new teacher trainees posted there and this partly explains why the age group of 21-30 years form just about 20.0%.

Table 2 also shows the age of circuit supervisors and it was revealed that majority of circuit supervisors are aged between 41-50 and this formed 83.3%. The remaining 16.7% were aged between 51-60 years. One has to work for a long period to get the needed experience to be a circuit supervisor and this may account for why majority of circuit supervisors are aged from 41-50 years.

From Table 2 finally we can see that majority of head teachers are aged from 51-60 years and this forms 83.3%. The other group here is those aged from 41-50 years (16.7%). This means that no head teacher is aged below 40 years and the implication here is that to be head of a basic school one must have served the GES for a long time to advance in years and assume the needed experience

**Table 2: Age of respondents**

Age	Teachers	Circuit Supervisors	Head teachers
21-30	7 (20.0%)	-	-
31-40	10(28.6%)	-	-
41-50	11(31.4%)	5(83.3%)	5(83.3%)
51-60	7 (20.0%)	1(16.7%)	1(16.7%)
Total	35(100.0%)	6(100.0)	6(100.0%)

Source: Field Survey, 2006.

### **Qualifications of Respondents**

Table 3 deals with the qualification of teachers and it is evident that majority of teachers in the Obuasi municipality have post secondary qualification forming 71.4%. This is followed by 22.9% of those having diploma. First and second degree holders formed 2.9%. For a long period the basic qualification for teachers was the post secondary certificates and that was the baseline qualification for a professional teacher in this country and there are still quiet a number of teachers who are still having post secondary certificates as their main

qualifications. However with the introduction of diploma programmes at the training colleges in Ghana, students are coming out with diplomas. In the universities as well there are distance learning programmes that are helping some of the post secondary certificate holders to acquire first degrees and access top-up diploma programmes. Some have also pursued second degrees successfully while others are still studying for masters and higher degrees.

Majority of head teachers as shown in Table 3 have post secondary qualifications (83.3%). This is followed by those with diplomas who formed 16.7%. For a long time in the GES the basic and most popular qualification was the post secondary and it is not surprising that it has been revealed here as the qualification of most heads of basic schools. This notwithstanding teachers and heads of schools are being encouraged to undertake top-up programmes to obtain higher qualifications.

Table 3 again shows that all the circuit supervisors have first degrees as their main academic qualifications. Circuit supervisory positions are of a high one and it is not surprising that most of these respondents have first university degrees as their basic qualification.

**Table 3: Qualifications of Respondents**

Qualification	Teachers	Circuit Supervisors	Head teachers
Post Secondary	25(71.4%)	-	-
Diploma	8(22. 0%)	-	-
First degree	1(2.9% )	6(100.0%)	5(83.3%)
Second degree	1(2.9 %)	-	1(16.7%)
Total	35(100.0%)	100	6(100.0%)

Source: Field Survey, 2006.

### **Professional Background of Respondents**

Table 4 shows that majority of teachers are professionals forming (94.35%). Non professionals formed 5.7 %. In Ghana and other places of the world trained and professional teachers are to all intents and purposes more than non-trained and pupil teachers as there are more training institutions to produce teachers and education is seen to be key to development so it is not surprising that it was confirmed here (Gokah, 1990).

Table 4 again shows that all circuit supervisors are professionals and it is in order because you have to be a professional to qualify to be appointed as a circuit supervisor. All the head teachers are professionals and this was revealed by the study. In fact to be a head teacher one must be a professional and this is why there is evidence that all head teachers in the Obuasi municipality are professionals and trained as depicted in Table 4.

**Table 4: Professional Background of Respondents**

Responses	Teachers	Circuit Supervisors	Head teachers
Professionals	33 (94.3%)	6 (100.0%)	6 (100.0%)
Non- professional	2(5.7%)	-	-
Total	35(100.0%)	6(100.0%)	6(100.0%)

Source: Field Survey, 2006.

### **Number of Years Respondents have spent in GES**

Table 5 shows the number of years teachers have spent in the Ghana Education Service. Many of the teachers have spent 11 – 20 years in their schools (40 %). This is followed by those who have spent 1-10 years (37.2%). Those who have spent 21-30 years formed the next highest with 17.2%. The next is those from 31-40 years who formed 5.8%. Table 5 again shows that majority of circuit supervisors have spent 11-20 years (66.6%). Those who have spent 21-30 years and 31-40 years all formed 16.7%. Circuit supervisory positions call for more years of service to Ghana Education Service and this could account for why many have spent about 20 years in the service.

Table 5 finally shows the number of years head teachers have spent in the service. Many of the head teachers have being in the GES for between 11-20 years and this formed 66.6%. Head teachers who have spent 1-10 years, 21-30 years formed 16.7% each. For one to assume the headship of a school the person must have served the GES for quiet a number of years and this has been confirmed here

**Table 5: Number of Years Respondents have spent in GES**

Years	Teachers	Circuit Supervisors	Head teachers
1-10	13 (37.2%)	-	1 (16.7%)
11-20	14 (40.0%)	4 (66.6%)	4 (66.7%)
21-30	6 (17.2%)	1 (16.7%)	-
31-40	2(16.7%)	1(16.7%)	1(16.7%)
Total	35 (100.0%)	6(100.0%)	6(100.0%)

Source: Field Survey, 2006.

### **Types of Supervision Preferred by Respondents**

Table 6 shows that majority of heads of schools prefer external supervision and this forms 83.3%. The rest who emphasized internal supervision form 16.7%. Table 6 again shows that all the teachers prefer both external and internal forms of supervision and this formed 100%.

Teachers were asked the reason for their preference of both external and internal supervision and the responses received in Table 7 indicated that this makes teachers alert when they know that the head would visit their class and check on what they are doing (28.5%) . Lapses on head teacher's internal supervision could be revealed and addressed by external supervisions (71.5%). Some of the head teachers also said that as seen in Table 8 that external supervision helps the head teachers and teachers to work hard and correct their mistakes in their bid to make supervision work and promote the effectiveness of what happens in the school (50%). Internal supervision helps the head teacher

know whether teachers are doing the right thing (16.6%), through external supervision head teachers get assistance from the office (16.6%), The head teacher does not do his or her own thing as the external supervision wards against this and teachers will not rely on the head alone (16.6%).

**Table 6: Types of Supervision Preferred by Respondents**

Types of supervision	Teachers	Circuit Supervisors	Head teachers
Internal	1(16.7%)	-	-
External	-	-	-
External and internal	5 (83.3%)	6 (100.0%)	6 (100.0%)
Total	35 (100.0%)	6(100.0%)	6(100.0%)

Source: Field Survey, 2006.

**Table 7: Reasons for Preference of Both External and Internal forms of Supervision by Teachers.**

Reasons	Frequency	Percent
Makes teachers alert	10	28.5
Lapses in Internal supervision could be addressed by external supervision	25	71.5
Total	35	100

Source: Field Survey, 2006.



**Table 8: Reasons for Preference of Both External and Internal forms of Supervision by Head Teachers.**

Reasons	Frequency	Percent
Makes the all staff work hard and correct their mistakes	3	50
Makes the teachers know if they are doing the right thing	1	16.6
Head Teachers get assistance from the office	1	16.6
Head Teachers do not do their own thing.	1	16.6
Total	6	100

Source: Field Survey, 2006.

### **Factors Affecting Supervision**

Teachers were asked to rate their heads' supervisory skills and pointed out the factors affecting supervision. Table 9 shows their responses. Concerning the need to involve teachers in participatory decision making process majority of respondents supported this idea and formed 74.3%. This is followed by 22.9% who agreed that it was satisfactory. The last group who formed 2.9% opined that it was unsatisfactory. Involving teachers in the decision making process is an aspect of good governance in the sense that it allows teachers to participate and collectively own decisions and make policies work in schools.

On the need to maintain good human relationship among staff members as seen in Table 9, majority of teachers forming 74.3% agreed that heads were doing well. This is followed by 22.9% for those who said they are performing satisfactorily and lastly 2.9% for those who agreed that it was all unsatisfactory. It cannot be perfect every time for any thing but the good news here is that majority of teachers are saying that their heads are promoting good human relations among themselves and this is very much commendable.

On the issue of establishing mutual trust among staff members on the part of heads as seen in Table 9, majority of respondents forming 68.6% agreed that heads were doing well and the remaining 31.4% suggested that they are doing satisfactorily. Mutual trust is important in every facet of human endeavour and also in every social organization and it must be fostered every time, as the lack of trust among people does not make them work to the best of their abilities.

On maintaining discipline and school tone seen in Table 9, teachers in their majority said that heads were performing at the level of good and they formed 74.3%. This is followed by 22.9% for those who said satisfactory and 2.9% for unsatisfactory. Discipline is doing the right thing when no one is watching and it is necessary for everyone and teachers alike to be disciplined for the pupils to emulate.

Heads' supervisory skills in ensuring respect among staff members seen in Table , was also of interest and 68.6% agreed that they are doing good and this formed the majority. The rest said that they are doing satisfactorily (28.6%) and

unsatisfactory (2.9%). Ensuring respect among staff members is important and fosters good human relations.

On heads' ability to organize In Service Training (INSET) to staff as shown in Table 9 to address teacher's professional needs majority of teachers opined that heads were doing satisfactorily in this regard and formed 68.6%. This is followed by 25.7% who said that they are doing good and 5.7% who maintained that they are doing satisfactorily. In-service trainings are very important to update the knowledge of teachers in so many ways. The reason why majority of teachers agreed that performance was just satisfactory is that in service trainings are normally organized at the close of work and teachers would be quiet tired after close of work to fully partake in this. Refreshment for the participants of the In-Service Training may not be adequate enough. Some of the needed materials may not be available calling for improvised ways of doing things. The methods used for the training may not be participatory enough and also the needed expertise on the part of the trainers and facilitators may not be up to standard. All these are challenges to the In-Service Training programme.

Head teachers ability to motivate staff and teachers is also important to the study. It was revealed in Table 9 that 54.3% of teachers supported the idea that heads were good in this regard. The remaining said that it was all satisfactory (45.7%). On the issue of heads teachers communicative skills with teachers seen in Table 9, many of the teachers (62.9%) agreed that heads were doing good. The others (37.1%) opined that they were just satisfactory in terms of promoting effective communication with and among staffs and teachers.

**Table 9: Factors Affecting Supervision**

Factors	Good	Satisfactory	Unsatisfactory	Total
Involving teachers in decision making process	26 (40%)	8 (31.4%)	1 (11.4%)	35 (100%)
Maintaining good human relations	26 (74.3%)	8 (22.9%)	1 (2.9%)	35 (100%)
Establishing mutual trust	24 (68.6%)	11 (31.4%)	-	35 (100%)
Maintaining discipline	26 (74.3%)	8 (22.9%)	1 (2.9%)	35 (100%)
Ensuring respect among teachers	24 (68.6%)	10 (28.6%)	1 (2.9%)	35 (100%)
Organizing of INSET	9 (25.7%)	24 (65.7%)	2 (5.7%)	35 (100%)
Head teachers motivation of teachers	19 (54.3%)	16 (45.7%)	-	35 (100%)
Head teachers communicative skills	22 (62.9%)	13 (37.1%)	-	35 (100%)

Source: Field Survey, 2006.

### **Current State of Supervision in Schools in the Obuasi municipality**

Table 10 below shows the respondents' rating of external supervision that is a test of the effectiveness of supervision. The revelation here is that concerning intensive visits, 66.7% of circuit supervisors were of the opinion that they have been very good. The rest of 33% said that it was good. Concerning brief visits, 66.7% of circuit supervisors agreed that it was very good whereas 33.3% said it was good as seen in Table 11. On follow up visits the circuit supervisors in the majority of 66.7% agreed that it was very good whilst the rest forming 16.7% maintained that it was good and same percent maintained that it was satisfactory (See Table 12). The lesson here is that intensive visit, brief visit and follow up visits have been very good for sometime now and this is good to know as it leads to effective supervision from the external angle. Circuit supervisors were asked to tell the number of visits they are able to undertake to check on all that is going on in the schools in their circuits. It was revealed that some of them were able to make a minimum of three visits and the maximum was five visits. Others also made four visits.

**Table 10: Intensive Supervision**

Responses	Frequency	Percent
Very good	4	66.7
Good	2	33.3
Total	6	100.0

Source: Field Survey, 2006.

**Table 11: Brief Visits**

Responses	Frequency	Percent
Very good	4	66.7
Good	2	33.3
Total	6	100.0

Source: Field Survey, 2006.

**Table 12: Follow Up Visits**

Responses	Frequency	Percent
Very good	4	66.7
Good	1	16.7
Satisfactory	1	16.7
Total	6	100.0

Source: Field Survey, 2006.

### **Challenges Facing Supervision**

Table 13 shows that majority of circuit supervisors maintained that transportation problems are the main issue facing effective external school supervision and this formed 50.0%. Those who maintained that logistical problems were the main issue affecting school supervision formed 33.3%. Finally, 16.7% said that lack of accommodation is the main problem facing school supervision. All this are things that should be addressed but if we are to prioritize needs we could say that as transportation problems as was very much emphasized

by the majority of 50.0% ought to be addressed first or looked at critically, followed by logistics and then lastly accommodation problems all in bid to promote effective circuit supervision.

Challenges confronting internal supervision were also revealed by the head teachers as seen in Table 13. These include the fact that some teachers do not give the supervisors enough assistance and cooperation to undertake effective supervision (66.7%). This may be due to the fact that teachers may see supervisors as coming to indict and find fault with their daily works. This is in line with what Mosher and Purpel (1972) said to the extent that a common response of teachers to supervision might be expressed as the suspicion that supervision is a harmful form of interference with their work. Bame (1991) asserted that inspection was characterized by fear among pupils and teachers as well as hatred by teachers for the inspectors since the later tried to find faults with the former. Others also raised the point that irregular and unpunctual attendance of teachers to school is not the best (16.6%) and lack of enough logistics to undertake effective supervision (16.6%). Bame further states that inspectors gave unfair criticism of teachers work and more often than not failed to offer teachers the ideas and practical demonstrations, which could help them to improve their teaching. He concluded that, the supervisory relationship between teachers and especially, managers of mission schools was not cordial as the managers enforced religion. Nwokafor, Ighalo, Ogunsanwo and Nwankwo (1981) see the inspector in the colonial period as one who could hire and fire teachers. He instructed the teacher on what to teach and how to teach it. People become tensed when they

see the head teacher in the classroom. Some teachers are not able to give out their best when the head teacher is around. Sometimes it becomes strenuous when head teacher is to combine administrative work with supervisory work. Uncooperative and lazy teachers always pose great challenge to heads supervisory roles.

**Table 13: Challenges Facing Supervision**

Challenges	Circuit Supervisors	Head teachers
Transportation	3 (50.0%)	-
Logistics	2(33.3%)	-
Lack of accommodation	1 (16.7%)	-
Irregular attendance to school	-	1 (16.6%)
Lack of cooperation from teacher	-	4(66.7%)
Logistics	-	1 (16.6%)
<b>Total</b>	<b>6(100.0%)</b>	<b>6(100.0%)</b>

Source: Field Survey, 2006.

### **Suggestion on How Supervision Can Be Made More Effective**

Circuit supervisors made suggestions on improving external supervision. They argued for the need to reduce the number of schools in a circuit (35%), monitoring allowances should be provided regularly (28%), Provision of motor bikes and fuel (20%). The need for different circuit supervisors and officers visiting the school rather than one circuit supervisor for the school was also



recommended (9%). Circuit supervisors should be empowered to query and discipline recalcitrant teachers when supervision is going on (8%).

Teachers were of the opinion that reports from circuit supervisors should not be unduly delayed and should receive immediate attention by the directorate (37%), Improving logistical support (28%), transportation problems was also mentioned here. Head teachers should leave important documents and records with assistant head teacher when leaving the school during contact hours. Head teachers should do their work well as the first supervisors.

Means of transport and logistics should be provided regularly. There should be the annual transfer of circuit supervisors.

Non-performing circuit supervisors ought to be sanctioned. There should be follow-up visits based on circuit supervisor's reports.

Head teachers were also given the opportunity to suggest how best supervision in schools should be improved and this is what they had to say; Head teacher's allowances with regard to supervisory and monitoring duties should be increased and regularly paid to serve as an incentive. Heads of schools should be given accommodation close to the school to keep eye on the school even after contact hours. Advice on the need to inform head teachers about whenever circuit supervisors are coming around was also mentioned so that they would be prepared and ready to receive and welcome them. For the need to send notice every time, it is ok but surprise visits and supervision are also important.

It was also suggested regular supervision to the classrooms should be encouraged to ensure that teachers are making judicious use of contact hours.

Head teachers must educate teachers on the need for supervision. Teachers need to be informed before supervision is to take place. There is no need for head teachers to sit in the classroom whilst supervising to ward off tension on the part of pupils and teachers.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **Introduction**

This Chapter presents the summary of findings, conclusion and recommendation on the effectiveness of supervision in basic schools in Obuasi Municipality.

#### **Summary of Findings**

The main purpose of the study was to examine how supervision in both public and private schools within the Obuasi municipality could be improved. In arriving at this point the study attempted to find out the type of supervision mostly practiced in basic schools in Obuasi municipality, the state of supervision in Obuasi municipality, the factors militating against effective supervision and how supervision can be enhanced in basic schools in Obuasi.

The types of supervision mostly practiced in the Obuasi municipality are the internal and external supervisions and all the teachers and circuit supervisors agreed that they preferred both forms to engender some kind of holistic supervision in basic schools.

The state of supervision in schools in the Obuasi municipality revealed that intensive visits, follow up visits and brief visits have all been very good. Factors affecting supervision were also identified and this include the need to

involve teachers in the decision making process, maintaining good human relations, establishing mutual trust, maintaining discipline, ensuring respect among teachers, organizing of INSET, motivation of teachers and the improvement of communications skills.

Some of the factors or the challenges facing effective supervision include the fact that some teachers and pupils become tensed up when they see the presence of a supervisor be it head teacher or circuit supervisor around. It was also pointed out that head teachers who combine supervision with administrative work have so much to do that they are just unable to effectively discharge their supervisory roles. The lack of transportation facilities and logistics were also pointed out. Un cooperative attitudes of some teachers when the supervisor is around also hampers effective supervision in schools.

Suggestions were made as to how best supervision can be enhanced and made effective in basic schools. Some of these include the provision of logistics and accommodation facilities to enhance supervision. The need for head teachers to educate teachers about the importance of supervision and elicit their full support in this wise. Some also pointed it out that head teachers and circuit supervisors ought to inform teachers whenever they are to embark on supervision and not take teachers by surprise. The need for the number of schools in a circuit to be reduced to enhance supervision at the circuit level was also mentioned. The need for head teachers not to sit in the classrooms for long period whilst supervising was pointed out.

## **Conclusions**

At the end of the study the following conclusions are made. Firstly, the types of supervision being practiced in the Obuasi municipality are the two main types namely the internal and external and they are quite effective. The state of supervision in basic schools in Obuasi area reveals that intensive visits, follow up visits and brief visits have all been very good.

Some factors affecting supervision include the need to involve teachers in the decision making process, maintaining good human relations, establishing mutual trust, maintaining discipline, ensuring respect among teachers, organizing of INSET, motivation of teachers and the improvement of communications skills.

Some challenges affecting the effectiveness of supervision were identified in the areas of logistical support, accommodation and transportation. Suggestions made on improving supervision include the need to provide logistics and accommodation facilities, the need for head teachers to educate teachers about the importance of supervision and elicit their full support in this wise. The need for head teachers and circuit supervisors to inform teachers whenever they are embarking on supervision, the reduction of number of schools in a circuit was also mentioned. There was also the call for head teachers not to sit in the classrooms for long period whilst supervising.

## **Recommendations**

### **Circuit Supervisors**

- (i) Circuit supervisors need to do all they can to promote effective external supervision of schools.
- (ii) They should liaise with head teachers to ensure that supervision is done in a manner acceptable to the teaching and non-teaching staff.
- (iii) They should try to inform heads of schools anytime that they are to conduct supervision.
- (iv) There is the need for them to increase the number of supervisory visits that they make in term.

### **Head Teachers**

- (i) Heads of schools have to strengthen school supervision to enhance educational standards.
- (ii) They must collaborate with circuit officers to promote effective internal and external supervision of schools.
- (iii) Head teachers must encourage teachers to collaborate whenever there is supervision.

### **Teachers**

- (1) Teachers must help the heads in their supervisory roles and give them the necessary cooperation in this regard.

(2) Teachers must understand that supervision is important and necessary for promoting educational standards.

(3) They must be involved in the supervision of schools.

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## APPENDICES

### APPENDIX A

#### Questionnaire for teachers (1)

##### Section 1

1. Which type(s) of supervision is practiced in Obuasi Municipality?

- (a) Internal Supervision (b) External Supervision (c) Both.

2. What form does Internal Supervision by head teachers take?

- (a) Regular monitoring by heads (b) occasional monitoring by heads

(c) Both.

3. What form does External Supervision by Circuit Supervisors take?

Does the school timetable cover every subject and does it allow for external and internal school supervision?

- (a) Yes it promotes supervision (internal only)  
(b) Yes it does not promote external supervision.  
(c) No it does not promote internal supervision  
(d) No it does not promote external supervision  
(e) None of the above.

Do head teachers keep record of all supervisory roles or not?

- (a) Yes (b) Not available (c) Partially

##### Section 2

#### Head Teachers View That They Have For Supervision.

6. Which type of supervision makes teaching more effective?

- (a) Internal (b) External (c) Both (d) None of these

7. Whose supervision promotes teaching more?

- (a) Head Teacher (b) Circuit Supervisor (c) Municipal Director/  
District Directors (d) Teachers

8. Which of the Supervisors' work influence pupils learning more?

- (a) Head Teachers (b) Circuit Supervisors' (c) Municipal Director  
(d) Teachers

### Section 3

#### Regularity of Supervisors' Visits to Schools

In your own view which of the following officers pay frequent visits to your school?

9. From the Table below, please tick the appropriate option.

1. Municipal Director	Very frequent	Frequent	Sometimes	Seldom	Never
2. A D E Supervision					
3. Circuit Supervisors					
4. Other School Inspectors					

10. Please answer this question: Are these visits made to your schools adequate?

- Do you agree? (a) Yes, strongly agree (b) Yes, strongly disagree  
(c) Disagree (d) Uncertain

#### **Section 4**

##### **Circuit Supervisors**

11. Tick the most appropriate option for the Circuit Supervisors School leadership:

	Very Good	Good	Satisfactory	Unsatisfactory.
1 Provide Leadership				
2 Competence				
3 Provision of Sound working environment				

#### **Section 5**

##### **Provision of in - Service Education for Teachers [Insets]**

15. Which type of INSET is provided for teachers?

- (a) School-based INSET (b) Cluster based INSET (c) Heads demonstration Lessons

16. How often do you conduct each type of INSET?

- (a) Very often (b) Often (c) Sometimes (d) Never

17. What is the duration of the type of INSET?  
(a) 2 Hours (b) 1hour (c) 1 hour 30 minutes (d) None of the above
18. Do teachers implement what they learn at the INSET in their classroom teaching?  
(a) Yes (b) No (c) Not Certain
19. What is your perception about the INSET?  
(a) Very useful (b) Address teachers' professional needs (c) Good and bad (d) None of the above
20. What impact does INSET (S) have on pupils' performance?  
(a) Promote effective teaching and learning (b) For higher pupils learning outcome (c) Both (d) None of these

## **Section 6**

### **Type of Supervision and Officers View on the Importance of Supervision**

21. Which of the following external supervisors visits to schools, promote effective teaching and learning in our Basic Schools?  
(a) School Inspectors (b) Circuit Supervisors (c) AD Supervision  
(d) Municipal Director
22. Which of the following supervisors exert direct influence for effective learning among pupils?  
(a) Municipal Director (b) Head Teachers (c) Circuit Supervisors  
(d) AD Supervision (e) Teachers
23. Please, how would you rate supervision of teachers work by head teachers in your School?

(a) Very Good (b) Good (c) Satisfactory (d) Not Satisfactory

24. Which of the following rates would you give the supervision of pupils work by teachers in the classroom?

(a) Very Good (b) Good (c) Satisfactory (d) Not Satisfactory

(d) Uncertain

25. How do directors support the supervisory work of Circuit Supervisors in the various circuit?

(a) Provision of vehicle (b) Provision of fuel (c) Provision of logistics

(d) Provision of food (e) None of the above

**Section 7**

**Punctuality, Regularity and Utilization of Instructional Hours by Teachers**

26. How punctual are teachers to school?

(a) Very Punctual (b) Punctual (c) Late (d) Very late.

27. Are teachers regular to school?

(a) Very Regular (b) Regular (c) Irregular (d) Extremely irregular.

28. How well do teachers utilize the instructional hours?

(a) Very Good (b) Good (c) Satisfactory (d) Unsatisfactory

**Section 8**

29. Do you have any suggestion for improvement? Please suggest ways for improving upon supervision of Obuasi Municipality.

(a) .....

- .....
- .....
- (b) .....  
.....  
.....
- (d) .....  
.....



## APPENDIX B

### Questionnaire for Circuit Supervisors

#### Section I

#### Types and Forms of Supervision in Public Schools

1. Which types of supervision are often carried out in Obuasi Municipality?  
(a) Internal supervision (b) External Supervision (c) Both
2. Which type of supervision is emphasized most?  
(a) Internal Supervision (b) External Supervision (c) none
3. In what form does External Supervision take  
(a) Regular School Visits (b) Occasional Visits (c) A and B  
(d) A and C (e) None of the above
4. What can you say of the school timetable? Does it cater for every subject on the curriculum?  
(a) Very good (b) Good (c) Satisfactory (d) Unsatisfactory
5. Can you rate the time-table drawn to promote external supervisors visits to schools? (a) Very good (b) Good (c) Satisfactory (d) Unsatisfactory

#### Section II

#### Regularity of School Visits

6. How often do the following officers visit your school?

Please tick the appropriate column:

NO	OFFICERS	Very Often	Often	Sometimes	Seldom	Never
1.	Director					
2.	A D Supervision					
3.	School Inspector					
4.	Circuit Supervisor					

7. What is your view about the number of visits made to your school? Are the visits adequate?

- (a) Strongly agree (b) Agree (c) Uncertain (d) Disagree  
(e) Strongly Disagree

**Section III**

**Head teachers Views on Supervision**

8. In your view whose supervision promotes teaching most?

- (a) Head teacher (b) Teachers (c) Circuit Supervisors  
(d) Head of Inspectorate (AD Supervision) (e) Municipal Director

9. In your view which supervisor’s work influence effective learning among pupils?

- (a) Head teacher (b) Teachers (c) Circuit Supervisors  
(d) Head of Inspectorate (e) Teachers

10. How do you rate your Circuit Supervisors from the following?

		Very Good	Good	Satisfactory	Not Satisfactory
1	Provision of Leadership				
2	Competence				
3	Provision of sound environment				

11. Do you agree to the fact that supervision is of importance and affects pupils’

performance?

(a) Strongly Agree (b) Agree (c) Uncertain (d) Disagree

(e) Strongly Disagree

**Section IV**

**Regularity, Punctuality and Utilization of Instructional Hours among Teachers and Pupils**

12. Please rate the following: Teachers and Pupils

Punctuality to School

	Very Good	Good	Satisfactory	Not Satisfactory
Teachers				
Pupils				

13. Regularity to School

	Very Good	Good	Satisfactory	Not Satisfactory
Teachers				
Pupils				

14. Use of Instructional Hours from School Time-Table

	Very Good	Good	Satisfactory	Not Satisfactory
Teachers				
Pupils				

**Section V**

**Organisation of in - Service Education and Training (Inset) and Counseling Service Offered after Supervision/Inspection**

15.

	Very Good	Often	Sometimes	Seldom	Never
Circuit Supervisors					
School Inspectors					
Head teachers					

16. From your observation what can you say of teachers' use of what they learn during INSET- In-service Training courses, do they implement?

- (a) Very Often                      (b) Good                      (c) Sometimes

17. Please rate counselling after supervision inspection in your school?

- (a) Very Good                      (b) Good                      (c) Satisfactory                      (d) Uncertain  
(e) Not Satisfactory

18. What can you say of teachers' attitude towards counselling after

inspection/supervision?

- (a) Very Good            (b) Good            (c) Satisfactory            (d) Uncertain  
(e) Not Satisfactory

**Section VI**

**What Suggestions do you have to Improve Supervision in Your School**

19. Please suggest ways and means of improving supervision in the Obuasi Municipality?

i. ....  
.....

ii. ....  
.....  
.....

iii. ....  
.....  
.....

iv. ....  
.....

## **APPENDIX C**

### **Questionnaire for Head Teachers of Schools**

#### **Section I**

#### **Types of Supervision by Teachers**

1. What type(s) of supervision are practiced at Obuasi Municipality by teachers?
  - (a) External Supervision
  - (b) Internal Supervision
  - (c) Both
2. Which type of supervision is mostly emphasized?
  - (a) External Supervision
  - (b) Internal Supervision
  - (c) Both
  - (d) None
- 3a. Which of these types of supervision do you prefer?
  - (a) External Supervision
  - (b) Internal Supervision
  - (c) Both
- 3b. Why?
4. In your opinion whose supervision should be emphasized most?
  - (a) Teachers
  - (b) Head teacher
  - (c) Head of Inspectorate
  - (d) Circuit Supervisors
  - (e) School Prefects
5. What can you say of your school timetable?
  - (a) Very Good
  - (b) Good
  - (c) Satisfactory
  - (d) Not Satisfactory
6. Can you rate the timetable that has been drawn to promote Internal Supervision?
  - (a) Very Good
  - (b) Good
  - (c) Satisfactory
  - (d) Not Satisfactory

7. Please rate the following forms of External Supervision:

	Very Good	Good	Satisfactory	Unsatisfactory
Intensive Visits				
Brief Visits				
Follow-Up Visits				

8. How often do the following Officers visit your school?

	Very Often	Often	Sometimes	Never
Municipal Director				
Head of Inspectorate				
Circuit Supervisor				

9. Whose supervision in your view promotes teaching?

- (a) Director    (b) Head of Inspectorate    (c) Circuit Supervisor  
 (d) Head Teacher

10. In your view, which supervisor influences effective learning among pupils?

- (a) Director    (b) Head of Inspectorate    (c) Circuit Supervisor

(d) Head Teachers (e) Teachers

## **Section II**

### **Supervision by Officers and Teachers and In-service**

#### **Education and Training**

11. How often does your Circuit Supervisor supervise your work?
- (a) Very Often (b) Often (c) Sometimes (d) Never
12. How often does your head teacher supervise your work?
- (a) Very Often (b) Often (c) Sometimes (d) Never
13. Please rate the Circuit Supervisor in the following way
- i. Provision of leadership  
(a) Very Good (b) Good (c) Satisfactory (d) Unsatisfactory
  - ii. Provision of sound working environment  
(a) Very Good (b) Good (c) Satisfactory (d) Unsatisfactory
  - iii. Competence  
(a) Very Good (b) Good (c) Satisfactory (d) Unsatisfactory
14. Rate your head teacher in the following way:
- i. Provision of leadership  
(a) Very Good (b) Good (c) Satisfactory (d) Not satisfactory
  - ii. Provision of School Working Environment:  
(a) Very Good (b) Good (c) Satisfactory (d) Unsatisfactory
  - iii. Competence  
(a) Very Good (b) Good (c) Satisfactory (d) Unsatisfactory



15. Please suggest ways and means of improving Supervision in the Obuasi

Municipality

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- ii. ....  
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- iii. ....  
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- iv. ....  
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