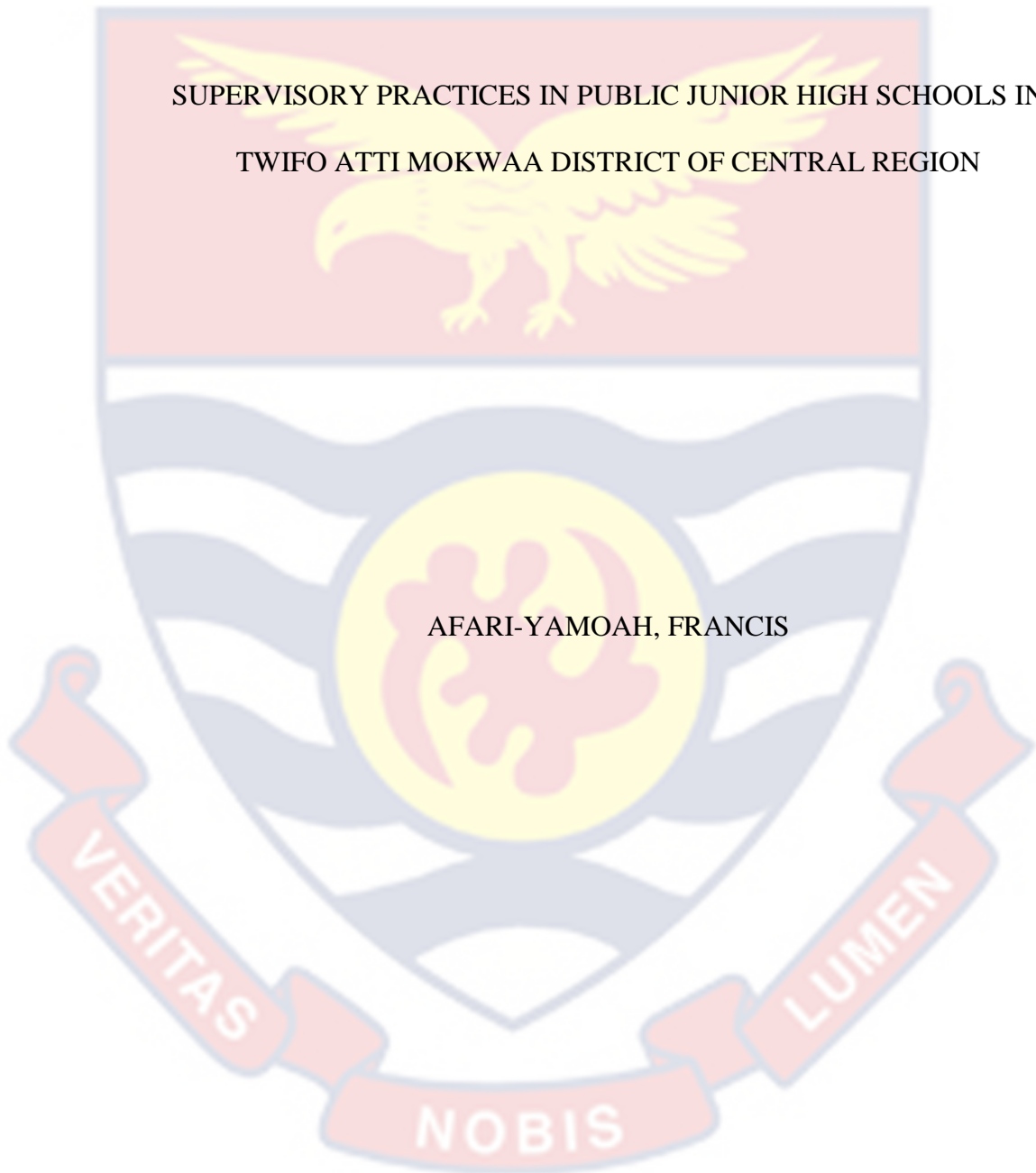


UNIVERSITY OF CAPE COAST

SUPERVISORY PRACTICES IN PUBLIC JUNIOR HIGH SCHOOLS IN  
TWIFO ATTI MOKWAA DISTRICT OF CENTRAL REGION

AFARI-YAMOAH, FRANCIS



2024

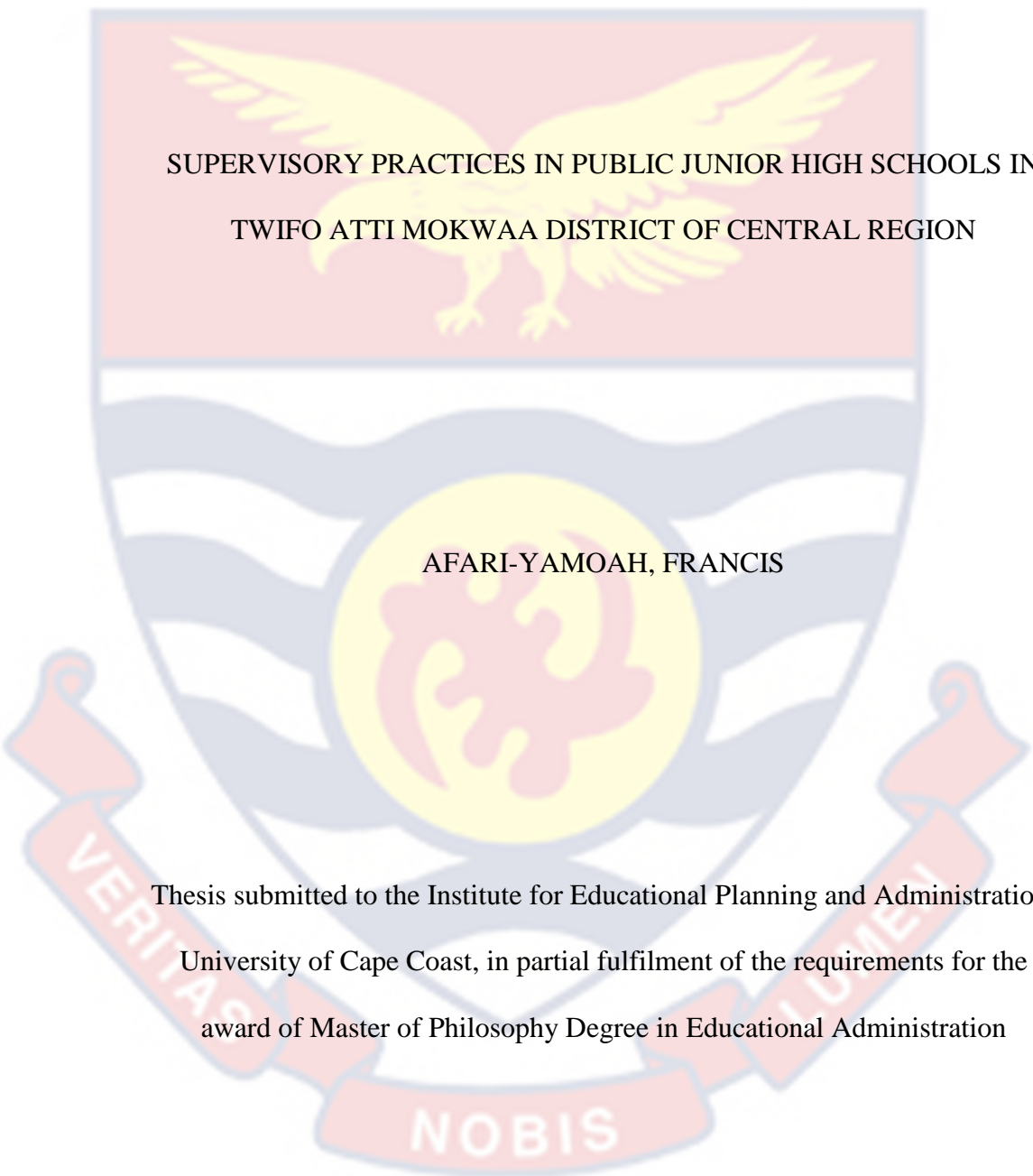


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TWIFO ATTI MOKWAA DISTRICT OF CENTRAL REGION

AFARI-YAMOA, FRANCIS

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

JANUARY 2024

## DECLARATION

### Candidate's Declaration

I hereby declare that this thesis is a 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.....

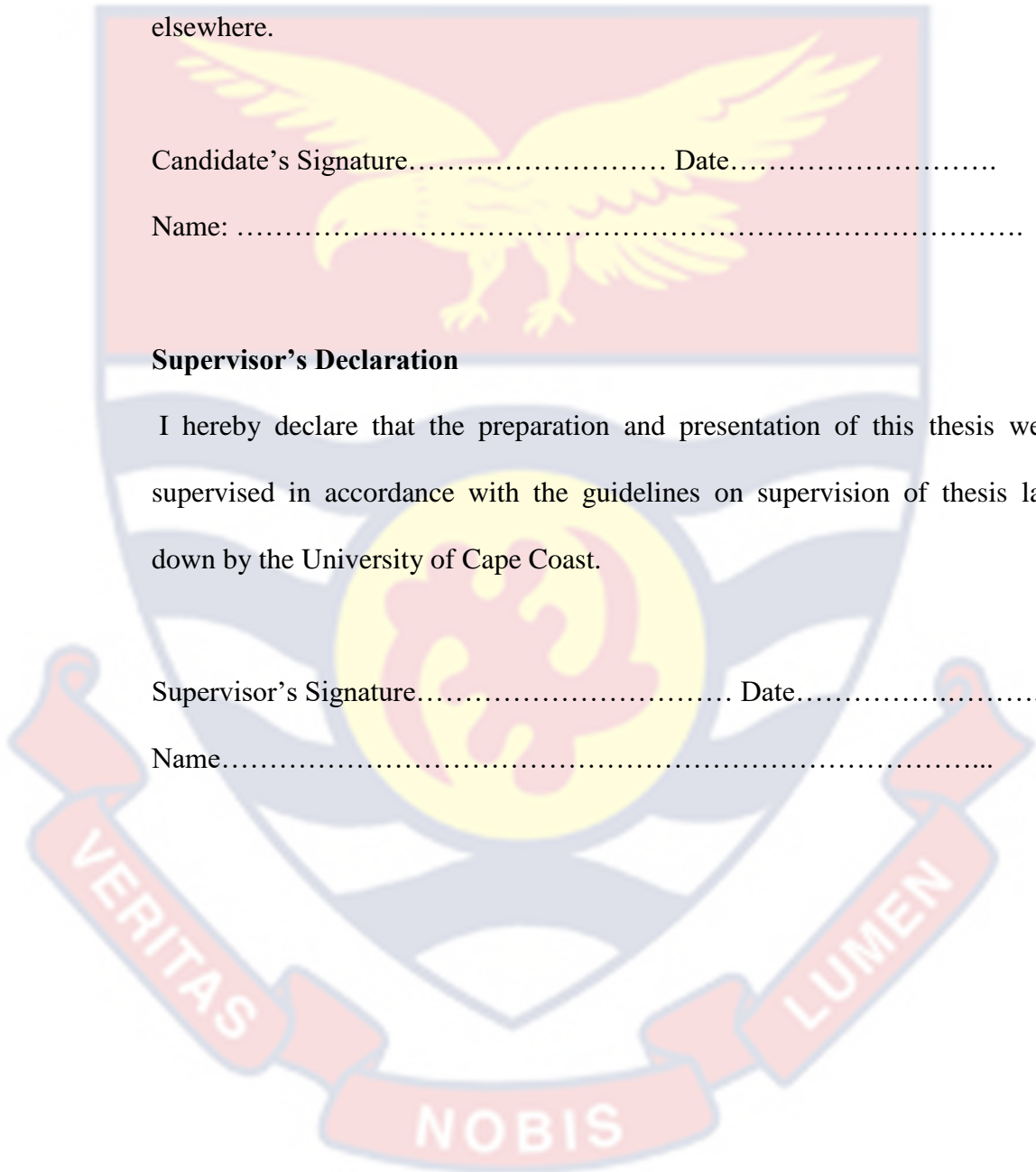
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### Supervisor's Declaration

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

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

Name.....



### ABSTRACT

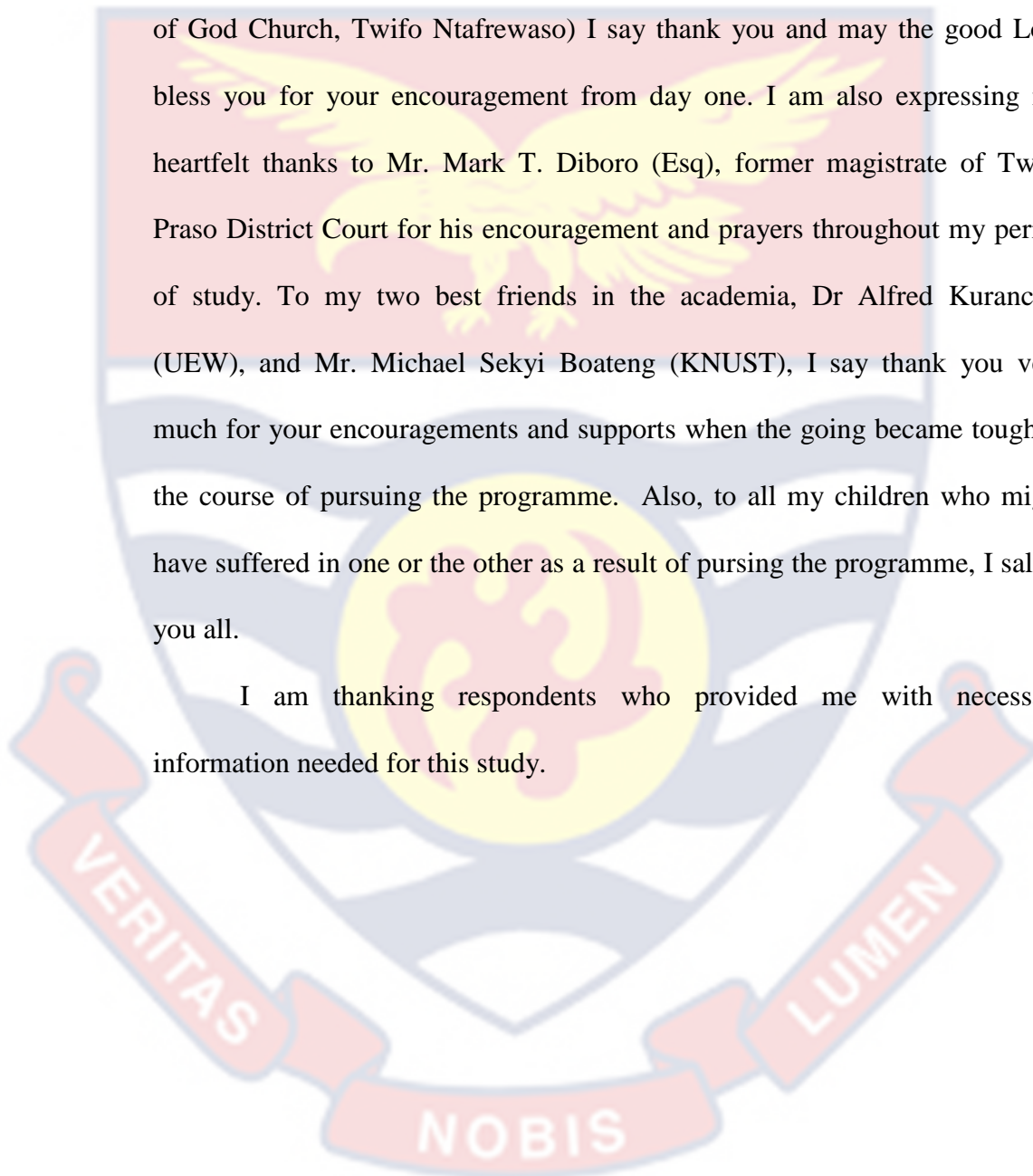
The main objective of this study was to find out supervisory practices of public junior high schools in Twifo Atti-Morkwa District in the Central Region of Ghana. This study was centred on supervisory roles of supervisors such as school heads, School Improvement Support Officers (SISO) Assistant Director (AD) in charge of Supervision, Officials from National Schools' Inspectorate Authority (NaSIA) and the District Director of Education, types of supervision, challenges of supervision and measures to address them. The study used both simple random sampling and purposive sampling in selecting 172 respondents made up of 120 teachers, 40 school heads, 10 SISOs, 1 AD in charge of supervision and the District Director of Education. The study employed a descriptive survey design with both questionnaires and interview guides to collect both qualitative and quantitative data. Greater percentage of both school heads and teachers agreed that school heads perform their supervisory roles as expected of them. The study revealed that internal supervision was common in the district. It was also evident from the study that officers from National Schools' Inspectorate Authority (NaSIA) do not pay regular visits to the schools in the district. Some challenges of supervision indicated by the study included, transportation difficulties, inadequate provision of teaching learning materials and other logistical constraints, as well as lack of incentives for supervisors such as SISOs. It was recommended that the state should provide the needed logistics to help promote effective supervision of schools in the district. It was suggested through the study that allowances and other incentives should be given to supervisors to boost their morale. It was also suggested that the district assembly should do regular maintenance on the bad roads in the district.

## ACKNOWLEDGEMENT

I would like to give my note of gratitude to Prof. (Mrs) Marie Afua Baah Bakah, for supervising this work to a successful end.

To my pastor, Rev. Francis Ampah Korsah (Living Word Assemblies of God Church, Twifo Ntafrewaso) I say thank you and may the good Lord bless you for your encouragement from day one. I am also expressing my heartfelt thanks to Mr. Mark T. Diboro (Esq), former magistrate of Twifo Praso District Court for his encouragement and prayers throughout my period of study. To my two best friends in the academia, Dr Alfred Kuranchie (UEW), and Mr. Michael Sekyi Boateng (KNUST), I say thank you very much for your encouragements and supports when the going became tough in the course of pursuing the programme. Also, to all my children who might have suffered in one or the other as a result of pursuing the programme, I salute you all.

I am thanking respondents who provided me with necessary information needed for this study.





**DEDICATION**

To my late father Opanyin Kofi Afari of blessed memory, my mother Madam

Theresa Affran and my children



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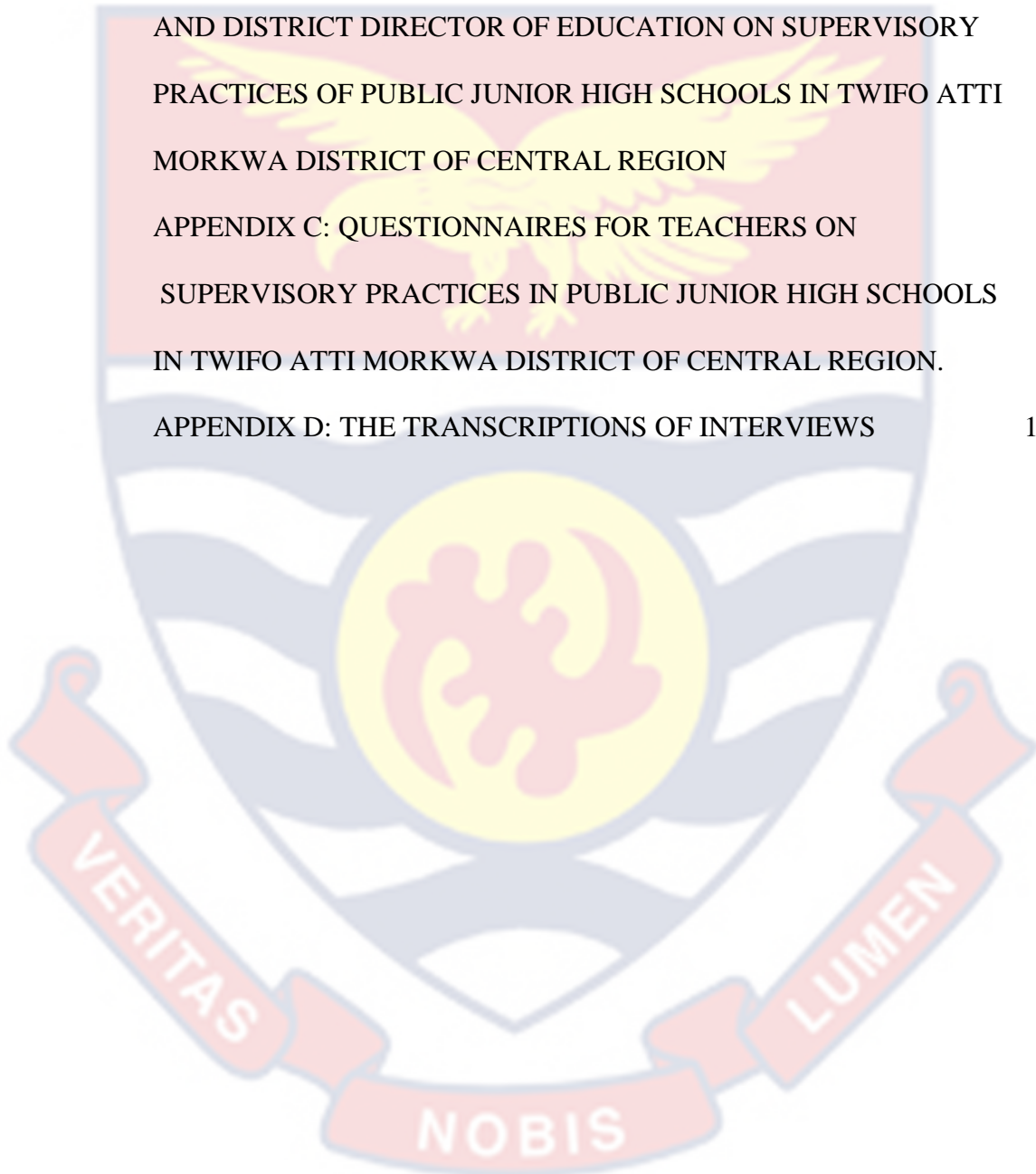
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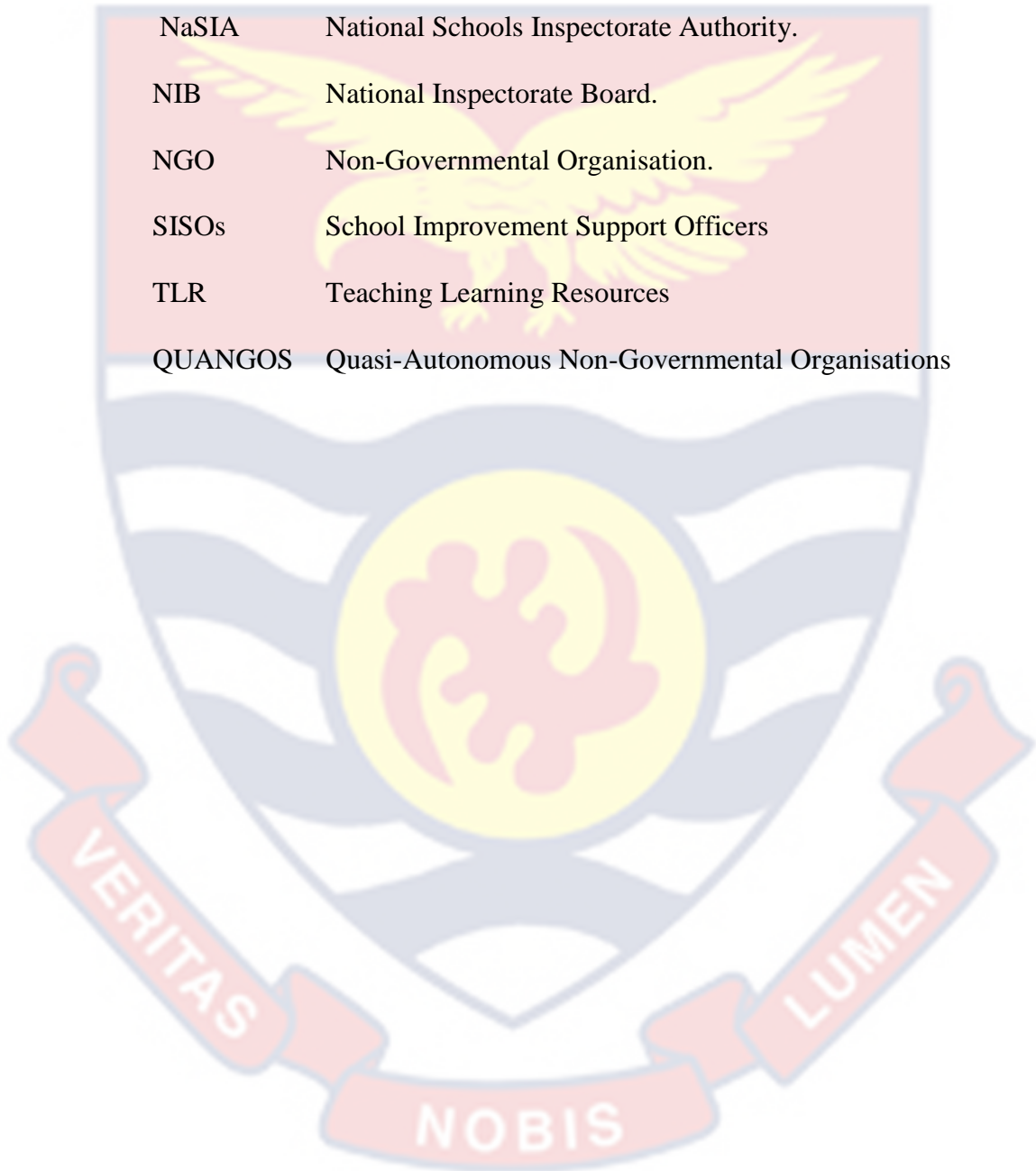


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**LIST OF ABBREVIATIONS**

B.E.C.E	Basic Education Certificate Examination.
E.D.T	Education Development Trust.
J.H.S	Junior High School.
NaSIA	National Schools Inspectorate Authority.
NIB	National Inspectorate Board.
NGO	Non-Governmental Organisation.
SISOs	School Improvement Support Officers
TLR	Teaching Learning Resources
QUANGOS	Quasi-Autonomous Non-Governmental Organisations





## CHAPTER ONE

### INTRODUCTION

Although, several factors contribute to the success of every educational enterprise, supervision also contributes to the achievement of educational aims and objectives. Supervision in schools especially at the pre-tertiary level is very important because without it both teachers and students cannot achieve much as far as teaching and learning is concerned. In the view of Agezo & Baafi-Frimpong (2018), supervision of instruction is a service provided to educational institutions for the improvement in quality of education. As a result of the crucial role supervision plays in the annals of instructional delivery at both public and private basic schools in Ghana, many researchers have conducted studies on it. For instance, Esia-Donkoh & Baffoe, (2018) examined the supervisory practices of head teachers (school heads) and how these supervisory practices relate with teacher motivation in public basic schools in Anomabo Education Circuit of Mfantseman Municipality in the Central Region of Ghana. Again, Nyaaba (2016), also conducted similar study at West Circuit of Bongo District in the Upper East Region of Ghana.

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

Throughout the world, education has been considered to be the bedrock for national development. The importance of education in every nation cannot be overemphasised and it is against this backdrop that many nations including Ghana allocate greater portions of their national budget to it. For instance, in Ghana, the total expenditure on education from both public (government) and donor sources was nearly GHS 6.6 billion in 2014 (Education Sector Performance Report, 2015). Out of this figure, GHS 5.2



billion came from the purse of the government of Ghana alone. More so, speaking on the floor of parliament on Tuesday, 5<sup>th</sup> December 2023, the Minister of Education, Dr. Yaw Osei Adutwum was reported to have said that the government has paid the remaining arrears of capitations grants to basic schools, “Mr Speaker, capitation grant arrears of GH¢15 million were disbursed to schools in May 2023, and the remaining arrears of last year amounting to GH¢20 million have been released by the Ministry of Finance, and are currently being processed for disbursement.” MyJoyOnline.com (5<sup>th</sup> December 2023). All these interventions show the importance the government of Ghana attaches to education

History has it that, the provision of education in Ghana started as a private enterprise and traced back to the time the Portuguese merchants who arrived in the country decided to introduce formal education at the Elmina Castle to their Mulatto children, (Graham 1971). Graham went further to state that the first recorded western type school was begun by the Portuguese in 1529 after settling in Elmina in 1482 and establishing the Fort solely for commerce. On education, not all children had the chance to attend Castle Schools except those Mulattoes or children of African wives who got married to Western traders. This was in case of the castle schools in Accra (Graham,). Both McWilliam (1962) and Graham (1971) were of the view that unlike Accra where the Castle Schools exclusively admitted only the Mulattoes, the Castle Schools in the Cape Coast admitted these Mulattoes as well as the children of prominent chiefs and wealthy merchants.

Unlike today where there are special bodies and agencies such as the Inspectorate Division of Ghana Education Service (GES) and National

Schools' Inspectorate Authority (NaSIA), previously National Inspectorate Board (NIB) created purposefully to see to the supervision of both private and public basic schools in the country, the school supervision in those days was not having these agencies. In connection with supervision, Aboagye (1999), opined that there was no centralized planning and schools were under the direct control of the merchants.

In 1882, an Educational Ordinance was passed in the British West African Colonies, notably Ghana and Nigeria with the aim of promoting the advancement of education. This Ordinance paved way for the creation of central board which established local boards on education for the British West African Colonies. These local boards were given the mandate to appoint inspectors of schools to certify schools for grants (Education Ordinance of 1882, Ghana). It is worthy to note that, unlike today where the objective of supervision is to improve teaching and learning, those inspectors were appointed by the local boards to make sure that the schools were to fulfil certain conditions to qualify them for government grants. Rev. Metcalf Sunter was appointed as first Inspector (Supervisor) in British colonies to be in charge of supervision of schools (Educational Ordinance of 1882, Ghana).

As pointed out by Agezo & Baafi-Frimpong (2018), that supervision in those days was seen as making the teachers do what is right or finding fault with them, Rev. Sunter's supervision was geared towards pupils' enrolments and teachers' attendance and ignored some key ingredients or principles which supervision thrives on today. Ekyaw (2014), posited that some of these key ingredients or principles of modern-day supervision is that, supervision should be cooperative, creative, attitudinal, democratic, evaluative and planned

activity. Concerning the key ingredients or principles that today's supervision thrives on, Agezo & Baafi-Frimpong (2018), share similar view with Ekyaw (2014), by stating that today's supervision is cooperative, creating peer relationship between supervisor and supervisee which should deal with total teaching-learning situation.

Aboagye (1999), opined that supervision of schools in Gold Coast to greater extent was limited to Cape Coast schools. Aboagye went further to state that, the reason why supervision was restricted to only Cape Coast was as a result of bad nature of roads, which made traveling very difficult in those days. Apart from several ordinances passed during the colonial era to promote inspection and supervision of schools in the Gold Coast such as 1882 Educational Ordinance, successive governments continue to pass laws to promote supervision of schools after independence up to date. For instance, in 1961, Ghana Education Service formally established the Inspectorate Division to be professional unit separated from administrative schedules of Ministry of Education (Education Act of 1961, Ghana, Act 87). This division was tasked to be responsible for school inspection and evaluating administrative standards and maintenance of standards in pre-tertiary institutions. During that period, Inspectors (supervisors) from the District Education Offices visited and inspected schools. Narrating an experience as a teacher in early 1980s, at Enchie in the Western Region of Ghana, Oduro (1998) shares the same view with Agezo & Baafi-Frimpong (2018) by stating that his supervisors did not create an atmosphere that promoted his professional development. According to Oduro (1998), no pre-observation conference was held for him during supervision. According to Oduro, these supervisors sat at the back of the

classroom and started rating him. Oduro went further to state that, there were some instances where some of the supervisors positioned themselves in a hidden place outside the classroom and watched him through the window like a prisoner under police surveillance.

According to Agezo & Baafi-Frimpong (2018), a supervisor was seen during the 1980s as the all knowledgeable one and had to teach the teacher the right methods of teaching. Agezo & Baafi-Frimpong went further to state that this master-apprentice relationship between supervisor and supervisee created an antagonistic relationship between the two. Judging from the views of these authors, one can conclude that, the relationship between the teacher and supervisor was just like master apprenticeship type but not peer relationship which has become the centre piece of supervision today. It is also worthy of note that, supervision in those days was skewed towards only the external supervision. This is because the assumption was that those inspectors (as they were called those days) wielded some power of knowledge which even the school heads were not having to enable them perform internal supervision and therefore, internal supervision as we see today was totally absent in the supervision in those days. Since internal supervision was not included in the supervision of schools in those days, one can say that type of supervision was limited in scope since it failed to involve school heads who were the immediate supervisors of these teachers. At the centre of tasks performed by the school head is the promotion of learning (Headteachers' Handbook, 2010). One way through which the school heads can promote teaching and learning is to supervise all the activities that go on in the school including supervision of instruction. As the names of the officers who did the supervision in the 1980s



implies “Inspectors”, their type of supervision was more of inspection than supervision. This is because Mariam-Webster Dictionary (2015) defined inspection as an art of looking at something closely in order to learn about it or find problems. This definition completely fits in what the supervisors of the past did by looking at the teaching methods of teachers to find faults or problems. The term inspection, which seems more static, means things should be done in conformity to set standards. As teachers grow in knowledge and experiences and children also in minds and body, things should not remain static as inspection connotes. It is on the basis of its dynamic nature that supervision has come to replace inspection.

According to Nacino Brown (1986), as cited by Agezo & Baafi-Frimpong (2018), the concept of inspection has been replaced by supervision. Agezo & Baafi-Frimpong went further to posit that, even if the term “inspection” still exists, in practice, the activity is more in the category of supervision. Therefore, school inspection is not simply referring to a specific occasion where the whole school is examined and evaluated as place of learning but it is referring to constant and continuous process of guidance with the aim of improving quality of teaching and learning (Agezo & Baafi-Frimpong, 2018)

With the advent of the District Assembly concept and subsequent implementation of government decentralisation policy in the mid-1980s by the Government of Ghana, the inspection or supervision of Ghana schools came under the auspices of District Directorate of Education. In 1995, Ghana Education Act, (Act 506) was passed, which established District Education Oversight Committee to oversee proper functioning of education at district

level and to work with School Management Committee (SMC) to promote teaching and learning. Currently, School Improvement Support Officers (SISOs) hold first-degrees or higher and their duties are to help to give clinical supervision to teachers in both Basic and Secondary Education levels of education and send their reports to the Assistant Director in charge of supervision at District or Municipal Education Office.

Apart from these officers such as the SISOs, AD Supervision (most of whom are currently deputy directors) and school heads who conduct both external and internal supervision in these schools, there is a Quasi-Non-Governmental Organisations (QUANGOS) which helps in the supervision of these schools. A typical example of QUANGOS in Ghana which helps in the inspection and supervision of pre-tertiary schools is the National Inspectorate Board (NIB), now National Schools' Inspectorate Authority, (NaSIA). The purpose of NIB (now NaSIA) is to provide independent external evaluation of quality and standards in both public and private pre-tertiary educational institutions across Ghana. (Revised Handbook for Inspection of Public and Private Pre-Tertiary Schools in Ghana, 2018,).

There are so many factors which contribute to improving teaching and learning outcomes in both public and private schools in Ghana of which supervision is one. Supervision is a major factor that can contribute effectively to overall achievement of the aims and objectives of every organisation including schools. For instance, speaking on Kidz Zone programme on Classic FM on Saturday, 4<sup>th</sup> May 2019, Dr Osei Adutwum (the then Deputy Minister of Education of Ghana) said private Junior High Schools do better in Basic Education Certificate Examination (BECE) than their public counterparts and



that supervision is the key to the successful academic performance of children in these private Junior High Schools. (ghanaweb.com). Collins' English Dictionary (2012), defined supervision as "directing or overseeing the performance of a group to ensure the attainment of organisational goals and objectives". This definition attests to the fact that for every educational enterprise to achieve its goals and objectives, supervision should be the pivot around which other factors could revolve.

### **Statement of the Problem**

Supervision is a major administrative task expected to be performed by managers of education to ensure quality education delivery especially at the pre-tertiary levels.

. Quiroz (2015) defined supervision as an administrative process through which school managers or leaders ensure that teachers are all contributing towards sound and quality teaching and learning process, effective supervision is sine-qua-non to improving students' learning and achievement of educational goals Agezo & Baafi-Frimpong (2018) opined that supervision is an art of monitoring people, places or activities in making sure things are done properly. At the centre of tasks performed by the school head is the promotion of teaching and learning (Headteachers' Handbook, 2010).

One means through which teaching and learning can be promoted is supervision. Apart from school heads who act as internal supervisors, there are external supervisors who play a crucial role in supervision to augment that of internal supervisors' work in schools. Some external supervisors in the Ghana Education system are the Assistant Directors (most of whom are currently deputy directors) of District and Municipal Education Offices in charge of

supervision (AD supervision), the School Improvement Support Officers (SISOs) and Lead and Team Inspectors from NaSIA. Despite all these efforts by the government and QUANGOS (Quasi-autonomous non- governmental organisations), much has not been achieved by these pre-tertiary institutions particularly public junior high schools of which Twifo Atti-Morkwa District of Central Region cannot be exempted. This is because the performance of public junior high schools in the district from 2016 to 2019 (as presented in tables 1,2,3 and 4) has not been the best as compared to their private counterparts.

The behaviour of teachers and pupils towards teaching and learning process in our schools these days makes one to reconsider what has been the state of supervision in schools in the country. Opinion of the public seems to indicate that academic performance of pupils in basic schools leaves much to be desired and these lapses are often blamed on absence of effective supervision (Dewodo, Agbetorwoka, & Wotordzor, (2019). A casual observation of the teachers in public Junior High Schools in Twifo Atti-Morkwa District of Central Region during the past four years (2016-2019) shows that ineffective supervision is equally grave and needs urgent attention. Also, there is empirical evidence from Twifo Atti Morkwa District Directorate of Education that private Junior High Schools did better in Basic Education Certificate Examination (BECE) for the past four years than their counterparts in public Junior High Schools. This refers to 2019, 2020, 2021 and 2022.

Analysis of BECE results for the district from 2019 to 2022 shows that all is not well as far as performance of public Junior High Schools in the district are concerned. Analysis of BECE results from 2019 to 2022 as shown

in Tables 1, 2, 3 and 4 showed that, for that period of four years, every year at least 6 Private Junior High Schools or more come within the first 10 best performing schools in the district.

**Table 1: Analysis of BECE Results of First Best Ten (10) Schools in 2019 in Twifo Atti Morkwa District**

Name of school	Public	Private	Average aggregate mean
1. Topp D/A Basic JHS	1	-	13.42
2. Infant Jesus Catholic JHS	-	1	14.00
3. New Creation Preparatory JHS	-	1	16.6
4. Asamoahkrom D/A JHS	1	-	20.5
5. Holy Spirit JHS	-	1	20.8
6. Praso Model JHS	1	-	21.02
7. Agona D/A JHS	1	-	21.12
8. Peter Ann School Complex JHS	-	1	22.06
9. Divine Grace Academy JHS	-	1	23.22
10. Wamaso Christ the King JHS	-	1	23.95
<b>Total</b>	<b>4</b>	<b>6</b>	

Source: BECE results from best ten (10) performing Junior High Schools (JHS) in Twifo Atti Morkwa District Directorate of Education in 2019.

**Table 2: Analysis of BECE Results of Best Ten (10) Schools in 2020 in Twifo Atti Morkwa District.**

Name of school	Public	Private	Average aggregate mean
1. Topp D/A Basic JHS	1	-	8.09
2. Precious Montessori JHS	-	1	9.01
3. Rhema Christian life JHS	-	1	9.03
4. Infant Jesus Catholic JHS	-	1	13.32
5. New Creation JHS	-	1	17.03
6. Christ Foundation Preparatory JHS	-	1	18.00
7. Christ the King JHS	-	1	18.78
8. Adugyaa Zion Basic JHS	1	-	19.74
9. Kyerenkum Wisdom JHS	-	1	20.00
10. Praso d/a JHS "B"	1	-	21.00
<b>Total</b>	<b>3</b>	<b>7</b>	

Source: BECE results from best ten (10) performing Junior High Schools (JHS) in Twifo Atti Morkwa District Directorate of Education in 2020.

**Table 3: Analysis of BECE Results from Best Ten (10) Schools in 2021 in  
Twifo Atti Morkwa District**

Name of School	Public	Private	Average Aggregate Mean
1. Precious Montessori JHS	-	1	7.38
2. TOPP D/A Basic JHS	1	-	9.20
3. New Paradise Preparatory JHS	-	1	9.25
4. Rhema Christian Life JHS	-	1	11.86
5. New Creation JHS	-	1	12.17
6. Infant Jesus Catholic JHS	-	1	12.77
7. Living Word Preparatory JHS	-	1	13.80
8. Praso International School JHS	-	1	14.13
9. Praso Model JHS	1	-	16.68
10, Abodwese Basic JHS	1	-	17.17
<b>Total</b>	<b>3</b>	<b>7</b>	

Source: BECE results from best ten (10) performing Junior High Schools (JHS) in Twifo Atti Morkwa District Directorate of Education in 2021.



**Table 4: Analysis of BECE Results of Ten (10) Best Schools in 2022 in Twifo Atti Morkwa District**

Name of School	Public	Private	Aggregate mean average
1.Precious Montessori JHS	-	1	9. 64
2. TOPP D/A Basic JHS	1	-	10. 34
3. Apostolic Academy JHS	-	1	11. 80
4. Praso Model Basic JHS	1	-	12. 30
5. Infant Jesus Catholic JHS	-	1	12. 63
6. New Paradise Preparatory JHS	-	1	15. 18
7. Praso Ideal College Basic JHS	-	1	15. 83
8. New Creation Preparatory JHS	-	1	16. 30
9. Opokukrom d/a JHS	1	-	16. 63
10. Living Word Preparatory JHS	-	1	16. 78
<b>Total</b>	<b>3</b>	<b>7</b>	

Source: BECE results from best ten (10) performing Junior High Schools (JHS) in Twifo Atti Morkwa District Directorate of Education in 2022.

**Average Aggregate Mean:** This is obtained by the total aggregate of all students divided by the number of students in each participated school in the examination. NB: Percentage is not used in calculating the best schools because since all the schools had 100%, meaning they have all passed. But the use of the aggregate mean helps to bring distinction between schools in terms of performance.

Despite the fact that there could be other factors which have contributed to this abysmal performance of these public junior high schools,



many stakeholders especially parents attribute this negative trend to lack of effective supervision at these schools. Supervisory practices in public schools in Ghana have received considerable stimulating interest across an eclectic range of researchers. The evidence is documented in numerous studies. For instance, Ampofo, Onyango & Ogola (2019) assessed the influence of school heads' direct supervision on teachers' performance roles in public Senior High Schools. The study adopted the embedded mixed method design. Data was collected through questionnaire and interview guide.

The study found that school heads allocated very little time for supervision of lesson planning and delivery of teachers. Similarly, Ankoma-Sey & Maina, (2016) also examined the role of supervision on academic performance in Senior High Schools (SHS) in Ghana. The study was based on Douglas McGregor Theory Y model. The study revealed that there was positive weak significant relationship between supervisory roles of heads and academic performance of students.

More so, there was a positive weak significant relationship between gender of heads and their supervisory roles. In those studies, above, it will be theoretically and practically fraud to generalise the findings of Ankoma-Sey and Maina to Junior High Schools. This is because supervisory practices of Senior High Schools are slightly different from that of Junior High Schools in the sense that, in SHS, supervision of academic works is done first by the subject heads, followed by heads of departments, the assistant school head academics is next commanding officer before the school head. The Senior High Schools do not use SISOs in the supervision processes as it is done by the Junior High Schools (and even if SISOs are involved in the supervision of

SHS, their supervisory roles are not explicitly seen as it is in JHS). Due to this, forming same conclusion for Junior High Schools in Ghana would be misleading.

Esia-Donkoh & Baffoe, (2018) examined the supervisory practices of head teachers (school heads) and how these supervisory practices relate with teacher motivation in public basic schools in Anomabo Education Circuit of Mfantseman Municipality in the Central Region of Ghana. The results indicated that head teachers (school heads) in Anomabo Education Circuit often used all instructional supervisory practices expected of them and they performed above average. However, orientation of new teaching staff was a dominant supervisory practice among head teachers (school heads) while the least practiced was provision of in-service training for teachers.

Although teachers' motivation in the circuit was on the rise, its correlation with head teachers' supervision was statistically weak and had no effect on pupils' academic performance.

Esia-Donkoh & Baffoe (2018) study did not directly investigate supervision of instruction of a district but on circuit based. Due to this, the researcher was unable to judge the validity and applicability of this tentative findings to the district level. That is, there is insufficient empirical evidence to support this claim as a circuit is a small section of a district. Aside from this, Saani (2013) revealed that teacher supervision relates positively to teacher work performance but it does not directly predict work performance. Supervision only affects work performance when teachers are satisfied with the forms of compensation package available to them.

In a related study, Baffour-Awuah (2011) investigated practices of instructional supervision in the primary schools of a district in Ashanti region. In the study, teachers' and head teachers' perspectives about how their experiences and conceptualisations of instructional supervision were examined. Baffour-Awuah further unravelled aspects of instructional supervision that teachers and head teachers think should be practised. Evidence from the study showed that supervisors employed a combination of practices from both traditional and contemporary models of instructional supervision.

Although, primary schools in the districts of Ashanti region and public Junior High Schools in Twifo Atti Morkwa district are under the supervision of Ghana Education Service, it will be very difficult to hold on to the same conclusion as a lot of education reforms have taken place within a decade after this study. One of such reforms is continuous professional development programmes organised for supervisors of basic schools in Ghana (Abonyi, 2017).

Furthermore, Mensah, Esia-Donkor & Quansah (2020), investigated perception of teachers on instructional supervision in public basic schools in Pokuase Education Circuit in Ga-North Municipality of Greater Accra Region of Ghana. The study was underpinned by the pragmatist philosophical viewpoint and adoption of convergent mixed method approach. It was found out that clinical supervision is the most frequently used instructional supervisory practice in the schools. Cordial interpersonal relationship was also revealed as the most beneficial instrument of instructional supervision. However, supervisors' incompetence, supervisors' work overloads, and

inadequate training for supervisors were identified as the main challenges supervisors faced in their practice of instructional supervision. Dickson (2011), also confirmed these challenges when Dickson investigated the state of supervision of Junior High Schools in Sekyere Educational District Directorate. Dickson further added that lack of logistics to enhance mobility of SISOs restrained SISOs from discharging their responsibilities fully.

The aforementioned literature indicates that smooth running of schools in Ghana is premised on amount and relevance of supervisory practices in the schools. What we do not know from these studies is that, are same conditions, practices and challenges disarming school supervision in other regions pertaining to Twifo Atti Morkwa District? What are the roles of supervisors in supervising public junior highs schools in Twifo Atti Morkwa District? Which types of supervision are conducted in public Junior High Schools in Twifo Atti Morkwa District? What are the challenges of supervision in public Junior High schools in Twifo Atti Morkwa District? What are the measures that could be taken to make supervision in public Junior High Schools effective in Twifo Atti Morkwa District? This study steps in timely to seek for answers from teachers, school heads, SISOs, AD Supervision and the District Director of Education in a systematic and scientific manner. It is against these unanswered questions that, compelled the researcher to conduct an empirical study to investigate supervisory practices of public Junior High Schools in the district. By this, the researcher formulated research questions on the construct, seek answers for them by means of data collection on the constructs, analysis and interpreting the results in a systematic way. Conclusions were then reached base on the findings



### **Purpose of the Study**

The study purported to find out the supervisory practices of public Junior High Schools in Twifo Atti Morkwa District of the Central Region.

### **Research Questions**

1. What roles do supervisors play in supervising public Junior High Schools in Twifo Atti Morkwa District?
2. What is the state of supervision in Public Junior High Schools in Twifo Atti Morkwa District?
3. What are the challenges of supervision in public Junior High Schools in Twifo Atti Morkwa District?
4. What measures can be taken to improve supervision in public Junior High Schools effective at Twifo Atti Morkwa district?

### **Significance of the Study**

The supervisory practices of public Junior High Schools in Twifo Atti-Morkwa district of Central Region will have both practical as well as theoretical implications with regard to supervision of basic schools in Ghana. Practically, it will help educational administrators in the district to identify the supervisory practices which take place in public Junior High Schools in the district.

Also, its findings could be used as a benchmark to know the supervisory practices of Public Junior High Schools for those districts which share similar characteristics with Twifo Atti-Morkwa district of Central Region in particular and Ghana as a whole. Theoretically, it will enable future researchers to know the various theories which relate to supervision, thereby providing literature for future studies on the topic with its spill over effects of

helping in the further extension of knowledge. More so, its findings, when disseminated, would be of great benefits to people in educational leadership positions such as school heads, SISOs, directors of education and members of NaSIA.

Furthermore, the findings of the study when disseminated, will thus serve as a guide to the authorities of education and more importantly improve their supervisory practices.

Also, the findings of the study when disseminated will help address some of the concerns held by parents, media personnel and other stakeholders concerning supervising public Junior High Schools in Ghana. Findings of the study when disseminated will also help government and managers of education to identify major challenges of supervision and adopt measures to address them.

### **Delimitation**

Although, many types of supervision such as clinical supervision, instructional supervision, and administrative supervision exist, this study was restricted to supervision in general. The reason for restricting the study to supervision in general is that unlike olden days' (pre independence and some years after independence) supervision which was concerned with specific areas of an education enterprise, today's supervision encompasses many areas. This is because in the view of Agezo & Baafi-Frimpong (2018), modern day supervision concerns with total teaching and learning encounter which include teachers, classrooms, pupils, curricula, materials of instruction, schools' communities and administrative factors involved.



Participants for the study were restricted to include the District Director of Education, AD in charge of supervision, all 10 SISOs in the district and school heads of public Junior High Schools in the district. The aforementioned officers were included in the study because they are pivots around which the wheels of supervision in the district education directorate revolve. Participants were also restricted to cover teachers of those public Junior High Schools selected for the study who have taught for at least one year or more.

There are many study contexts in which this study could be focused on but this study was restricted to following study contexts. These are roles of supervisors in supervising public Junior High Schools, types of supervision in public Junior High Schools, challenges of supervision in public Junior High Schools and measures to be taken to make supervision effective in public Junior High Schools. The reason why this study was restricted to those study contexts is that they were all in line with questions the researcher sought to answer.

### **Definition of Terms**

**Basic Schools:** They are the schools which have both Primary and Junior High Schools at the same compound, (usually with one school head).

**External Supervisors:** They are the supervisors who come from outside the Public schools to the basic schools for the purpose of supervision such as SISOs, Officers from the District Education Office in charge of monitoring and supervision and members of NaSIA.

**Internal Supervisors:** They are the officers who work in Public Junior High Schools who carry out supervision in those basic schools such as School Heads and Assistant School Heads.

**Lead Inspectors:** The overall boss who controls all the NaSIA team inspectors at a particular region or geographical area where supervision and inspection are going on.

**Mullato Children:** Those children that the Portuguese and other European merchants had with the indigenous females at Elmina during the slave trade and colonial period.

**Private Basic schools:** These are basic schools which are owned by private individuals but not by the state or government.

**Public Basic Schools:** These are those basic schools that are owned by the state or government.

**Team Inspectors:** All inspectors of NaSIA who carry out inspection and supervision at public and private basic schools in Ghana.

### **Organization of the Study**

This study has been grouped into five chapters. First chapter contained introduction part which comprised background of study, statement of problem, purpose of study, research questions, significance of study, delimitation, definition of terms and acronyms and organization of the study. Second chapter covered review of related literature relevant to the study. The third chapter embodied research methodology that incorporated research design, the population, sample and sampling technique, research instruments and administration of instruments. Chapter four entailed analysis of data and

presentation of data analysis while chapter five presented summary of findings, conclusions and recommendations of the study.



## CHAPTER TWO

### LITERATURE REVIEW

#### Introduction

This research work was about the supervisory practices of public Junior High Schools in Twifo Atti-Morkwa District of Central Region. This chapter was devoted to deliberate on what the various authorities such as authors, educationalists and other researchers have written on the topic. The literature review was tailored towards the research questions but before that, the researcher first talked briefly about concept of supervision, history of supervision in the world prospective and finally zeroed in on the history of supervision in Ghana. The literature review which was zeroed in to the research questions was put under the following themes.

1. Concept of supervision
2. Historical development of supervision in world perspective.
3. Historical development of supervision in Ghanaian perspective.
4. Role of Supervisors in supervising Public Junior High Schools.
5. Role of School Heads in Supervising Schools.
6. The Role of the School Improvement Support Officers (SISOs) in the Supervision of Schools.
7. The Role of AD in Charge of Supervision in Supervision of Schools.
8. The Role of District Director of Education in Supervision of Schools.
9. The Supervisory Roles of Lead and Team Inspectors from National Schools' Inspectorate Authority (NaSIA) in the Supervision of Schools.
10. Forms of Supervision.
11. Challenges of Supervision in Public Junior High Schools.

## 12. Measures to Improve Supervision in Schools.

### **Concept of Supervision**

The word supervision was derived from the Latin word “Super video”, meaning “to oversee”. (Adenaike & Adebango, 2000 as cited by Onyame, 2018). Today, the word supervision has been defined in many ways by different people. For instance, Merriam-Webster’s Dictionary (2013) defined it as an action or process of watching and directing what someone does or how something is done. According to Agezo and Baafi-Frimpong (2018), in its earliest form, supervision simply meant inspecting the work of teachers. Agezo & Baafi-Frimpong went further to say that supervision is concerned with continuous redefinition of goals, developing and guiding human resource, providing the needed materials seeking the co-operation of teachers to help improve teaching and learning. Supervision is seen as a service provided to teachers, both individually and in groups, for the purpose of improving instruction, with the student as the ultimate beneficiary (Oliva & Pawlas, 1997 as cited by Nyaaba, 2016). Supervision is an intervention that is provided by a senior member of a profession to a junior member or members of that same profession. This relationship is evaluative, extends over time, and has the simultaneous purposes of enhancing the professional functioning of the junior professional(s), monitoring the quality of professional services offered to the clients she, he, or they see, and serving as a gatekeeper of those who are to enter the particular profession (Bernard & Goodyear, 2004 as cited by Ankoma-Sey& Maina 2016).

In the view of Akilaiya, (2000) as cited by Onyame,(2018), supervision can be seen as a way of advising, guiding, refreshing,



encouraging, stimulating, improving and overseeing certain groups with the hope of persuading people to desist from applying wrong procedure in carrying out certain functions on their jobs and at the same time trying to emphasize the importance of good human relations in an organisation. In its simple form, supervision refers to an art of monitoring people, places and activities to make sure that things are done properly as scheduled and planned. From all the definitions given so far, it is evident that improvement and efficiency of work are the main hallmark in supervision. The several definitions of supervision attest to the earlier claim that supervision defies a singular definition, hence its plethora definitions. It must however be noted that all these definitions pointed to single direction which primarily, provide service with the aim of improving all factors that go into ensuring growth and development in the teaching and learning process.

### **Historical Development of Supervision**

Supervision, just like any other discipline, did not emerge out of blue and therefore has undergone several metamorphoses due to certain factors.

Ekyaw (2014), posits that several changes in which the word supervision has gone through were caused by political, social, religious and industrial forces.

These changes can be in a global perspective in general, continent or even in nation.

**Table 5: Historical Development of Supervision in World Perspective**

<b>Period</b>	<b>Type of Supervision</b>	<b>Purpose</b>	<b>Person Responsible</b>
1620-1850	Inspection	Monitoring rules, looking for deficiencies	Parents, clergy, selectmen, Citizens' committees
1850-1910	Inspection, instructional improvement	Maintaining rules, helping teachers improve	Superintendents, principals
1910-1930	Scientific, bureaucratic	Improving instruction and efficiency	Supervising principals, supervisors, superintendents
1930-1950	Human relations, democratic	Improving instruction	Principals, central office supervisors
1950-1975	Bureaucratic, scientific, clinical, human relations, human resource, democratic	Improving instruction	Principals, central office supervisors, school-based supervisors
1975-1985	Scientific, clinical, human relations, collaborative, collegial, peer coaching mentor, artistic, interpretative	Improving instruction, increasing teacher satisfaction, expanding students' understanding of classroom events	Principals, central office supervisors, school-based supervisors, participative, mentor
1985- present	Scientific, clinical human relations, collaborative, collegial, peer coaching mentor, artistic, interpretative, culturally responsive	Improving instruction, increasing teacher satisfaction, creating learning communities, expanding students' classroom events, analyzing cultural and linguistic patterns in the classroom	School based supervisors, peer coaching mentor, principals, central

Source: Surya, 2002 as cited by Ekyaw, 2014. The above table talks about the history of supervision in world perspective.

## Historical Development of Supervision in Ghanaian Perspective

History has it that supervision of schools as we see today did not start immediately basic school education started in the then Gold Coast, (now Ghana) although there was some sort of supervision. For instance, on supervision of schools, Aboagye (1999) was of the view that there was no centralized planning and the schools were under the control of the merchants. Sharing Ethiopian experiences with regard to supervision, Ekyaw (2014) shares similar views with Aboagye (1999) that there was no centralized office to deal with supervision of education until 1943 when central office was created in Ethiopia to see to the supervision of education. Supervision of schools started in Gold Coast after the passage of Educational Ordinance of 1882 which sought to promote advancement of education. (Education Ordinance of 1882, Ghana). In the 1882 Educational Ordinance, a central board was created which paved way for the establishment of local boards in the British West African colonies. Main mandate by these local boards was to appoint inspectors of schools to certify the then schools for government's grants. As a result of ineffective human resources in those days, only one inspector, in the person of Rev. Sunter was appointed as first inspector (supervisor) in the British Colonies to be in charge of supervision of schools. The supervision of Rev. Sunter was geared towards pupils' enrolments and teachers' attendances to schools. (Education Ordinance of 1882, Ghana)

John Rogger was appointed a governor of Gold Coast in 1908 and set up a committee to study various ordinances passed and made recommendations. The committee recommended abolishment of "payments by results policy" and introduction of payments based on general efficiency of

the school. After the abolishment of the payment by the results policy, inspectors (supervisors) were appointed and given responsibilities to inspect schools to find out their general efficiency in classrooms' instructions, teacher and pupils' attendances to school and other environmental factors such as cleanliness.

Oduro (1998), was of the view that supervisors organized a whole-school inspection; with aim of assessing the efficiency and effectiveness of the school in promoting teaching and learning and also how resources allocated to the schools were being put to good use. The Inspectorate Division of Ghana Education Service (GES) was formally established in 1961 as a professional unit separated from administrative schedules of Ministry of Education (MOE). (Education Act of 1961, Ghana) This Inspectorate Division was tasked to be in charge of schools' inspection and evaluation of administrative standards and maintenance of standards in pre-university educational institutions. In order to achieve the aims of the Inspectorate Division, Inspectors (supervisors) and principal teachers who worked at district offices were appointed to visit the primary and the then middle schools respectively. The duties of these Inspectors were assessment of work of both teachers and pupils.

Under the old philosophy of supervision, supervision was geared towards the teacher, and its immediate purpose was to teach the teacher how to teach better (Agezo & Baafi-Frimpong, 2018). Agezo & Baafi-Frimpong went further to state that, the approach was direct, and assumed that the inspector (supervisor) had knowledge and ability sufficiently superior to that of the teacher to qualify him or her to do that job. This type of inspection was based on a force and issuance of orders and commands. These inspectors were



regarded as all-knowing and people who could have authority to dismiss teachers.

The NaSIA also has the mandate to setting and enforcing standards to be observed at basic and second cycle levels in both public and private educational institutions as far as supervision and inspection are concerned. The NaSIA has been playing these roles since its inception in 2008 to date. For example, there was a collaboration between NIB (now NaSIA) and Education Development Trust (EDT) in January 2018 to ensure effective inspection and supervision of public and private basic schools as well as public and private second cycle schools in the country (Revised Handbook for Inspection of Public and Private Pre-Tertiary Schools in Ghana, 2018,).

### **Role of Supervisors in supervising Public Junior High Schools**

The various officers who play crucial role in supervising public Junior High Schools in Ghana include school heads, School Improvement Support Officers (SISOs), AD in charge of supervision, the district director of education, and lead and team inspectors from National Schools' Inspectorate Authority (NaSIA). In general terms, all these officers play roles that will promote teaching and learning in our schools including public junior high schools. In connection with the general role that school supervisor should play, Agezo & Baafi-Frimpong (2018) opined that in today's schools, the art of supervision would entail the supervisor having to concern himself (herself) with the task of helping teachers and the school personnel in solving problems that arose or concerned with a desirable situation for children.

Concerning the general role supervisors play, Jahanian & Ebrahimi, (2013) share similar view with Agezo & Baafi-Frimpong (2018) by positing



that, supervisors are to help personnel being supervised to realize their potentials in the course of conducting supervisory exercises. Ekundayo, Oyerinde, & Kolawole, (2013), in supporting paramount roles that supervision plays in education was very emphatic by positing that, one of the mechanisms to be put in place towards achieving quality education in schools is for supervision to achieve educational goals of providing students with quality education. In a bid to achieving improvement in educational goal of providing students with quality education with resultant effect on students' academic performance, Anyagre (2016) also posited that school management and effective supervision is a must.

Notwithstanding this general role which every school supervisor plays, a cursory look at supervisory roles of these officers, (that is, the school head, the SISOs, assistant director in charge of supervision, etc.) thus the intended population for the study revealed that each of them plays a different role in the supervision of schools, although they overlap at times.

All these different officers play a crucial role in supervising public Junior High Schools because in view of Quiroz (2015), in any organization there are several interdependent departments filled with individuals knowledgeable in the use of tools, equipment, human and material resources. The efforts of these individuals must be coordinated and supervised by constituted authority or supervisor to enable organization achieve its mission or goals.

### **Role of School Head in Supervising School**

The head of every school, being the chief administrative officer of the school has numerous supervisory roles to play to make teaching and learning

effective and conducive. For instance, Sekyere (2017) opined that the head teacher ensures discipline among teachers as well as the pupils. The head teacher is also to ensure effective teaching and learning by creating good tone (Sekyere, 2017). Apart from these general duties, the school head has a numerous supervisory role to play to promote effective teaching and learning.

The head teachers (school heads) have it as their duty to supervise their teachers in their respective schools and seeing to it that they carry out their responsibilities effectively (Fitzgerald, 2011 as cited by Wanjiku, 2018). Wanjiku went further to state that there are numerous and endless supervisory practices that head teachers can perform in effort to improve teaching-learning and consequently impact on students. Dipaola & Hoy, (2013) agreeing with Wanjiku (2018) were of the view that instructional leadership of the school head must be directed to several areas including scheduling of teaching and learning activities, adherence to curriculum requirements ability of teaching staff, supplying of teaching and learning resources and equipment and formulation of rules and regulations governing students' and teachers' conduct to ensure instructional competence by facilitating teachers' professional and academic growth.

Talking about the roles school heads play to ensure effective teaching and learning, Kotirde & Yunos (2015) opined that the role of principals (school heads) in schools is to direct and guide the teaching staff's work. Kotirde & Yunos went further to say that this means that principals (school heads) are accountable for helping teachers do their job better by joint efforts. Ayeni (2012) was also of the view that major teaching supervision functions performed by principals (school heads) include monitoring the attendance of

teachers during classes, monitoring and ensuring adequate preparation of lesson notes, verifying and ensuring the adequacy of the work scheme and documentation of work records.

In connection with the supervisory role of the school head, Agezo & Baafi-Frimpong (2018) have categorised these roles into three namely; general supervisory role, supervision of instruction and evaluation of teachers. Agezo & Baafi-Frimpong are of the view that the ultimate objective of the school is ensuring effective teaching and learning. To achieve this objective, the head teacher (school head) has to monitor all activities of the school which directly or indirectly affect the quality of teaching and learning. Agezo & Baafi-Frimpong went further to state that, generally, the supervisory role of the head teacher should cover major administrative task areas which include school community relationship, curriculum and instruction appraisal, staff personnel, student personnel, school plant and the financial management of the school.

In connection with the supervisory role of the school head covering administrative tasks, Agih (2015) shares similar view with Agezo & Baafi-Frimpong (2018) by indicating that he/she is required to organize schools work into units and sees that each of these units are coordinated by an expert in a particular field. He/she also sees to it that, those administrative personnel and teachers are adequately briefed about their duties in the achievement of quality education.

In connection with instructional supervisory role of school head, Agezo & Baafi-Frimpong (2018) posited that, the head teacher must be able to secure the necessary materials for the teaching and learning and supervise their effective and efficient use. To Agezo & Baafi-Frimpong, the school head

has to make sure these teaching and learning materials are regularly maintained and readily made available for use. Agezo & Baafi-Frimpong concluded that as part of the instructional supervisory role, the head of a school should properly supervise activities of all teachers in the school.

This include making sure that, teachers prepare their lesson notes on time and submitted them for vetting, teachers teach well, teachers give students assignments and mark them and finally offers all the teachers all the necessary assistance they may require in promoting effective teaching and learning in the school. Concerning supervisory roles of school head, Cobbold, Eshun, Bordoh & Kofie (2015) support Agezo & Baafi-Frimpong (2018), by indicating that effective supervision should seriously consider what quality education entails. Cobbold et al went further to state that this includes but not limited to how educational goals can be developed and sustained, achievement of ample control and coordination of educational activities, how teachers can be motivated and non-teaching staff too can be stimulated to higher level of service.

Agezo & Baafi-Frimpong, (2018) are of the view that discussion of supervision would be inadequate without talking about evaluation as part of the supervisory role of the school, there is the need for the school head to evaluate teachers. According to Robbins & Alvy (1995) as cited by Agezo & Baafi-Frimpong, (2018), a typical teacher evaluation should cover two main areas, Instructional and curriculum areas and Professional areas. They went further to state that the instructional and curriculum areas have been further broken down into two, namely Classroom methods and Techniques and Classroom climate. Under the classroom methods and techniques, as part of



the supervisory duties of the school head, he or she should assess the teacher for example, use varieties of the instructional techniques and materials to facilitate teaching and learning. The school head should assess whether the teacher demonstrates skilful questioning techniques.

Under the classroom technique, the school head should assess the teacher on the following. Firstly, the school head should assess whether the teacher is providing the opportunities for all students to learn and experience success. Secondly, the school head should assess whether the teacher is communicating often with students and encourages classroom dialogue. Under the curriculum, the school head should assess whether the teacher is displaying the breadth and depth of subject matter knowledge.

Furthermore, under curriculum, school head should assess whether the teacher relates what is being taught to the age and level of students. Under professional areas, the school head should assess the relations of teachers and communication, professional competencies and qualities of the teacher, professional growth and development of the teacher.

In view of Sekyere, (2017), there are twenty duties which the head teacher (school head) of public basic school is supposed to perform, out of which three centred on supervision. Sekyere posited that the head teacher (school head) of Public Junior High School is supposed to perform the following supervisory duties, namely: Inspecting (supervising) pupils' class books to ensure that teachers set adequate and good quality class work. Sekyere went further to state that the head teacher is to inspecting School Base Assessment records to ensure that teachers make correct entries. According to Sekyere, the school head does so by checking the entries against marks



recorded in pupils' exercise books. Sekyere ended the supervisory duties of the head teacher by stating that, the school head is to supervising and conducting demonstration lessons for teachers from time to time.

### **The Role of the School Improvement Support Officers (SISOs) in the Supervision of Schools**

One of the officers or persons who play crucial role in the supervision of both private and public basic schools in Ghana and particularly public Junior High Schools is the SISO. Sekyere (2017) was of the view that, one of the schedules that may be assigned to Principal Superintendent of District Education Office is the Circuit Supervision. The appointment of circuit supervisors (SISOs) should be based on competence and merit (Education Sector Performance Report, 2015). For effective supervision of both public and private basic schools, every metropolitan assembly, municipal assembly and district assembly has been divided into zones popularly known as Circuits which are managed by these School Improvement Support Officers (SISOs). Agezo & Baafi-Frimpong (2018) are of the view that the number of circuits per administrative district depends on the nature and status of that particular administrative district or assembly, i.e., being a district, municipal or metropolis. Agezo & Baafi-Frimpong, present the number of circuits per each administrative district or assembly as follows:

Metropolis and Municipalities	20 schools per circuit.
Districts	15 schools per circuit.
Districts in the 3 Northern Regions (Excluding Metropolis and Municipalities)	10 schools per circuit.

(NB: This information is based on the previous 10 regions of Ghana before 6 new ones were created in 2019 to make them 16 regions). Agezo & Baafi-Frimpong posited that, these circuits supervisors (SISOs) are actual supervisors on the ground and for these circuit supervisors (SISOs) to be effective, they are supposed to reside in their respective circuits.

According to Cudjoe (2015), supervisor can best be defined by nature of work done and services designed to facilitate promotion of professional development and staff support. This means that School Improvement Support Officers (SISOs) are so called because of the work they do and service rendered by them to promoting effective teaching and learning in Ghanaian basic schools. That is, because they supervise schools within a particular circuit. An educational supervisor can be regarded as a person formally designated to interact with members of an educational system in order to improve quality of learning of students (Poole, 1994 as cited by Cudjoe, 2015). Because these circuit supervisors (SISOs) have been purposefully designated to the various circuits of the educational district, they are supposed to carry out some specific roles that will improve teaching and learning.

Samoei, (2014) opined that, the role of supervisors is to support and develop staff to be able to handle instructions in classroom. Samoei went further to state that, generally, some of the roles of supervisors include paying regular visit to schools, observation of lessons being delivered by teachers, questioning teachers about issues relating to the lessons being delivered, making suggestions and giving feedback to teachers. Although, some of these roles may overlap with the roles of School Improvement Officers (SISOs), Agezo & Baafi-Frimpong (2018, pp98- 99) have outlined 10 major roles of

School Improvement Officers (SISOs) in supervising basic schools in Ghana which public Junior High Schools are also included. These roles are:

1. Promote teaching and learning in all basic schools.
2. Interpret educational policies to teachers and help them understand educational policy objectives eg curriculum.
3. Promote an effective school management.
4. Liaison between school and District Education Authorities.
5. Undertake special assignments on request from Educational Authorities, school or community.
6. To organise in-service training and education for the professional development of teachers.
7. To promote healthy school-community relationship.
8. To monitor the achievement and performance of pupils and staff.
9. To prepare work schedule for the approval by District Head of Inspectorate Unit, i.e., Assistant Director (Supervision).
10. Organise Community School Performance Appraisal Meeting (SPAM).

### **The Role of AD in Charge of Supervision in Supervision of Schools**

Assistant Director (AD) in charge of supervision is the head of supervision at every Metropolitan/ Municipal/ District Education Office. (Though, the name has been AD Supervision, currently in practice, most of these officers are deputy directors). Sekyere (2017) posited that following the introduction of 1987 Educational Reforms, the operations of District Education Office have been decentralised to ensure close and effective implementation of the reforms. Sekyere went further to state that in order to

achieve this, the four (4) front – line Assistant Directors of Education/ District Directors (ADEs/DDs) have been established to head these four main units. These units include Human Resource Management and Development (HRMD), Supervision, Finance and Administration and planning, data collection, research, monitoring and evaluation. Each of these units' heads has been assigned a specific role.

Agezo & Baafi-Frimpong (2018) are of the view that, Assistant Director Supervision has School Improvement Support Officer (SISOs) as his / her immediate subordinates and they plan itinerary and visit schools regularly for the purpose of supervision. Agezo & Baafi-Frimpong enumerated some of the supervisory roles of AD Supervision as follows: He / she is officially responsible for supervising all schools in the Education District. AD supervision, also organises workshops for the circuit supervisors (SISOs) under him/her periodically when necessary.

Sekyere (2017pp 77), outlined eight (8) main supervisory roles of AD supervision as follows:

- i. To conduct intensive and follow-up school inspections (supervisions) to ensure effective teaching and learning.
- ii. To conduct specific assessment tests (Test Administration). e.g., Performance Monitoring Test (PMT), Criterion Reference Test (CRT) etc.
- iii. Marking and analysing results of assessment test.
- iv. Writing of reports on inspection (supervision) and tests.



- v. Organising District Teacher Support Services to make sure teaching of topics that teachers may encounter difficulties in teaching are efficiently and effectively handled.
- vi. Organising in-service training programmes.
- vii. Responsible for School Health Education Programme (SHEP)
- viii. Performing any other duties assigned by the District Director.

### **The Role of District Director of Education in Supervision of Schools**

The new educational reforms require the District Education Directorate to be responsible for the management of the Basic Educational Institutions (Sekyere, 2017). The District Director of Education is administrative head of the education district. Being the administrative head of the educational district, the District Director of Education has numerous general as well as supervisory roles to play. For instance, Kotirde & Yunos (2015) were of that the District Director of Education is responsible for the management and supervision of education in the district. Concerning the supervisory roles of the District Director of Education, Ayeni (2012) shares similar views with Kotirde & Yunos (2015) by positing that he or she conducts regular inspections to ensure quality teaching and learning in the schools within the district.

Agezo & Baafi-Frimpong (2018) opined that being the administrative head of the educational district, he/she is expected to perform a supervisory role which will ensure that all schools in the district under him/her live up to expectation. Agezo & Baafi-Frimpong went further to state that he/she is therefore the general overseer as far as the schools in the district are concerned. They stated again that, he/she does this in collaboration with the Assistant Director in charge of Supervision, School Improvement Support



Officers (SISOs), District Education Oversight Committee (DEOC), District Teacher Support Team, School Management Committees (SMCs) etc.

According to Cudjoe (2015), the District Director of Education takes reports from SISOs and AD in charge of supervision and upon that occasionally pay brief visit to schools. As part of the supervisory duties of the District Director of Education, he/she occasionally invites AD Supervision and School Improvement Support Officers (SISOs) for sessional meetings to find out what is happening or brief them on the information received from the regional office or GES headquarters (Agezo & Baafi-Frimpong).

### **The Supervisory Roles of Lead and Team Inspectors from NIB (NaSIA) in the Supervision of Schools**

Although, the NIB (now NaSIA) being QUANGOS, its members do not play a regular supervisory role in the supervision of public Junior High Schools, yet their contributions towards the supervision of public Junior High Schools in Ghana cannot be down played with. According to the Revised Handbook on Inspection of Public and Private Pre-Tertiary Schools in Ghana (2018), among functions of NIB now NaSIA are to undertake inspection and supervision of schools and evaluate on periodic basis first and second cycle public and private institutions. This Handbook goes further to state that, with regard to supervision and inspection of pre-tertiary schools, the NaSIA has the mandate to setting and enforcing standards to be observed at the basic and second cycle levels in public and private educational institutions as far as supervision and inspection are concerned. It is on record that the NaSIA has been able to play these supervisory roles since its establishment in 2008. For example, there was a collaboration between NaSIA and Education

Development Trust (EDT) in January 2018 to ensure effective inspection and supervision of public and private basic schools as well as second cycle schools (both public and private) in Ghana. (Revised Handbook for Inspection of Public and Private Pre-Tertiary Schools in Ghana, 2018).

### **Forms of Supervision**

#### **(a) Traditional and Modern Supervision.**

According to Agezo & Baafi-Frimpong (2018), supervision can be in two main forms; namely, the traditional form of supervision and modern form of supervision. According to them, under the traditional philosophy of supervision, the supervision was geared towards the teacher, with its immediate purpose of teaching the teacher how to teach better. The approach was direct and assumed that the principal (supervisor) had knowledge and ability sufficiently superior to the teachers (supervisee) to qualify him/her to do that job. That is, under the traditional type of supervision, the supervisor was considered to wield some superior knowledge which the supervisee does not have.

Under the traditional type of supervision again, the focus of supervision stood with dictatorial type of supervision. For example, Sergiovanni and Starrat (2002) as cited by Abaidoo, (2016) described the image of traditional type of supervision as being autocratic in nature. This is because, it was the supervisor who dictated to the teacher what was to be taught, how and when it should be taught. Abaidoo defined the traditional type of supervision as a situation where the supervisor was focused and the supervisee was just a recipient who had nothing to offer since the former was all knowing.

This means that under the traditional form of supervision, the teacher or the supervisee had to accept whatever the supervisor tells him/her in a hook line and sinker. That is, the supervisee had no chance or opportunity to question whatever the supervisor does, being good or bad. The modern-day supervision is the type of supervision which thrives on cooperation between the supervisor and supervisee. The main aim of modern-day supervision is to supply leadership to help staff improve instructional situation and in doing so, to grow professionally themselves (Agezo & Baafi-Frimpong, 2018). The purpose of the modern-day supervision is the peer one, unlike the traditional one which created an antagonistic and unhealthy relationship between the supervisor and the supervisee.

### **Internal and External Supervision**

Supervision could also be described as Internal or External. For instance, Agezo and Baafi-Frimpong (2018) are of the view that supervision is categorised into two main forms, namely, Internal and External supervision. Agezo and Baafi-Frimpong, posited that internal supervision, as its name suggests is the kind of supervision undertaken in school by the personnel within school itself with general aim of improving teaching and learning or achieving goals of the school. They went further to state that in the school, apart from the Headteachers and the assistant Headteachers, departmental heads and form masters also hold internal supervisory role. Ghana Education Service (GES) Handbook for Head Teachers (2002, as cited by Anab, 2018), however disagrees with Agezo & Baafi-Frimpong (2018) on the person(s) who can carry out internal supervision in basic schools by emphasising that,

internal supervision is a sole responsibility of the administrator, thus the head teacher.

With the head teacher's position as an administrator and supervisor, he or she has a duty to improve upon teachers' professional competencies, techniques and skills in specific area of teaching and learning, addresses common needs of teachers with regard to teaching and learning and providing a new form of pedagogy to improve teaching and learning (Agezo & Baafi-Frimpong 2018).

### **External Supervision**

As captured in Ghana Circuits' Supervisors' Handbook of GES (2002 as cited by Anab, 2018), external supervision is carried out by persons/officers who are not part of a particular institution and whose work is to compliment roles and duties of internal supervisor(s) by providing professional advice and guidance to teachers. External type of supervision on the other hand, is a form of supervision carried out by officials from Inspectorate Division of Ghana Education Service. The District Director of Education being the administrative head of the Education District, has some supervisory roles to play which is delegated to the AD in charge of supervision.

Another group of persons who carry out external type of supervision in both public and private basic schools are Lead and Team Inspectors from National Schools' Inspectorate Authority (NaSIA). The scope of evaluation by NaSIA is in the four areas of students' attainments, students' engagements and attitudes, teaching and school leadership. (Revised Handbook for Inspection of Public and Private Pre-Tertiary Schools in Ghana, 2018)



## **Types of External Supervision**

External supervision has been grouped into many forms due to the purpose for which these external supervisions are carried out. According to Ghana Circuits' Supervisors' Handbook of Ghana Education Service of 2002, as cited by Anab (2018), the major types of external supervision are Brief Visit, Familiarization Visit, Follow-up Visit, Assessment for promotion Visit and Special Visit.

### **Brief Visit**

Brief visit refers to a situation whereby the officer focuses on one or two aspects of the school. For example, a visit to check on levies collected or punctuality of teachers (Ghana Circuits' Supervisors' Handbook of Ghana Education Service of 2002 cited by Anab (2018)).

### **Familiarization visit**

This is where a newly appointed School Improvement Support Officer (SISO) visits schools within the circuit to get acquainted with staff, pupils and various communities. A School Improvement Support (SISO) may also visit a newly established school for same purpose. (Ghana Circuits' Supervisors' Handbook of Ghana Education Service of 2002 cited by Anab). Apart from the School Improvement Support Officers (SISOs), familiarization visit can also be paid by a newly appointed District Director of Education and newly appointed AD Supervision.

### **Follow-up Visit**

Follow-up visit is also carried out to find out how far recommendations made in a previous report have been implemented (Ghana



Circuit Supervisors' Handbook of Ghana Education Service of 2002 as cited by Anab).

### **Assessment for promotion visit**

This is where a team of supervisors are asked to visit a school to inspect work of a teacher who is due for promotion (Ghana Circuit Supervisors' Handbook of Ghana Education Service of 2002 as cite by Anab).

### **Special visit**

This type of visit occurs when a supervisor is asked to visit a school to investigate a malpractice in the school or allegation against a headmaster, teacher or pupils (Ghana Circuit Supervisors' Handbook of Ghana Education Service of 2002 as cited by Anab).

### **Challenges of Supervision in Public Junior High Schools**

Supervision, just like any administrative task has its own challenges which do hamper its effective and smooth implementation. These challenges may come due to factors such as the calibre of people who carry on supervision in schools, the methods use in supervising, economic and financial constraints, the supervisees' (teachers') understanding and perception of supervision.

### **Perception and Understanding of Supervision by Teachers**

Most teachers have wrong perception and understanding towards supervision and therefore do not cooperate with these supervisors and even in some instances will not entertain them at all in their classes if they have their own way. For instance, Eye (1975 as cited by Deyella, 2013), posited, supervision itself has a history of subservience to administrative convenience which causes teachers to see supervisors as system executioners. This notion

has probably come as a result of the way and manner supervision of schools was carried out in the past and even in some instances being carried out today in some schools. According to Mosher & Purpel (1975 as cited by Dewodo et al 2019), said there are undoubtedly many instances of well-received supervisory practices, a common response of teachers to supervision might be expressed as suspicion that supervision is as ineffectual and at worst a harmful form of interference with work of teachers.

### **Overloading and Dual Roles of Supervisors Especially the School Heads.**

Another challenge that faces supervision in many schools in Africa and particularly Ghana is the overloading and the dual roles of some of these supervisors. Major obstacle that impedes supervision at basic school level is unbearable demanding job description of supervisors (UNESCO, 2001 as cited by Deyella 2013). Most of these supervisors as per their job descriptions have been tasked to handle many administrative duties as well as supervisory duties. A typical example of such officers who have dual and loaded responsibilities is the school heads and the issue become more compounded if these school heads are not detached, thereby combining classroom teaching as well as administrative schedules. Head teachers double as leaders, supervisors, administrators, managers and inspectors of schools. They are therefore, “teacher of teachers” and frontline mirror in the schools’ plan of action (Dipaola & Hoy, 2013).

These school heads who were professionally trained teachers become supervisors in their respective schools by virtue of their positions as school heads and that doubles up their workload to teaching and school administration. Commenting on double task roles of school heads or

principals, Wawira (2012) was of the view that, doubling up of tasks has been a challenge to many principals who have constantly lamented of being overwhelmed. Wawira went further to state that, these double task roles also bring confusion regarding their job specification as most opt to either concentrate on one of the two tasks: teaching or administration work. A study by Abdille (2012) indicated that workload affected school heads instructional supervision. Abdille went further to indicate that most school heads interviewed indicated that workload affected their position to a greater extent since their performance in schools is judged depending on how well they are able to control and coordinate schools in one direction.

#### **Inadequate resources or materials to carry out effective supervision of schools**

One major challenge which has bedevilled supervision in recent years in many countries especially developing ones including Ghana is the inadequate materials needed to carry out effective supervision of schools. Supervision of instruction will not be effective without adequate instructional materials (Enaigbe, 2009 as cited by Tesema 2014). In the view of UNESCO (2007 as cited by Tesema), teaching and learning materials are very helpful to supervisors themselves and to schools because they can turn inspection visit into a more objective exercise and by informing schools and teachers of issues on which supervisors focus lead to a more transparent process. Notwithstanding how effective a supervisor may be in carrying out his or her supervisory duties, inadequate supply of these materials will hamper the smooth execution of any effective supervision.

### **Financial Constraints or Poor Budgetary Allocations**

Financial constraints have been one of the challenges to effective supervision of schools. Due to financial constraints most, supervisors do not get things that will help them in their supervisory works such as motor bikes, vehicles etc. Mankoe (2002 as cited by Deyella, 2013), posited that, as a result of absence of vehicles, supervisors have to rely on public means of transport. In this case, schools in very remote areas may not be visited for many months. As a result of budgetary constraints, supervisors were incapable to run supervisory activities effectively such as in-service training programmes for teachers and visiting other schools for experience sharing (Merga, 2007; UNICEF, 2007 as cited by Tesema, 2014).

### **Inadequate Training for Supervisors**

Inadequate training of supervisors has also been identified as a major challenge that impedes effective supervision in schools. Carron & De Grauwe (1997) as cited by Nyaaba (2016) opined that those advisers, inspectors and other such staff need regular training, but they seldom receive it. They went further to state that whatever pattern of recruitment and promotion procedures, supervisors need regular training but they are seldom provided with pre-service or in-service training. By practice, most of these supervisors received normal training that every teacher received whiles in College of Education or University and that they are appointed supervisors when they are posted as teachers. So, failure to organise regular in-service training and education for them will make them less effective.



## **Measures to Improve Supervision in Schools**

Since supervision has become very crucial in teaching and learning encounter, there is the need to take certain measures to address the challenges that have bedevilled it in our schools in recent years.

### **Change in Teachers' Attitudes Towards Supervision**

The positive change of teachers' attitudes towards supervision is relevant to curb the challenges that mitigate against supervision in Ghanaian schools.

According to Musaazi (1985) as cited by (Nyaaba, 2016), this can be done by providing teachers with enabling environment on effective supervision. Musaazi (as cited by Nyaaba) went further to state, if supervision is to achieve its goals by improving process of teaching, then the supervisor must take lead in providing a pleasant, stimulating and wholesome environment in which teachers would want to work. These stimulating and wholesome environments could be created by the supervisor(s) through the organisation of regular workshops for teachers to acquaint themselves with the essence and importance of supervision.

### **Attitudinal Change on the Part of Supervisors Towards Supervision**

To help demystify supervision as supervisees or teachers used to hold, there should be a new paradigm shift where the attitudes of supervisors will change from being critics, massacres and executioners of teachers to peer and friendly relationships. It is against this backdrop that Agih (2015), posited that one of the ways through which supervision can be improved in schools is that supervisors should desist from being teachers of teachers but rather help teachers to become co-supervisors. Agih want further to state that, this is



likely to result in a change of behaviour of teachers, and that when this happens, teachers and supervisors are likely to have common responsibilities as colleagues for improvement of teaching and learning. The co-operation between teachers and supervisors will not only create a healthy relationship but also have a spill over effects of addressing the erroneous impression created in the minds of some teachers that supervision is anachronistic with administrative convenience which causes them to see supervisors as system executioners.

### **Regular Workshops, In-service Training and Seminars for Supervisors**

Agih (2015), opines that, to improve supervision in schools, principals (school heads) and supervisors should be sponsored to attend refresher courses in school administration to be abreast of current best practices. Conferences, seminars, workshops, etc. in the opinion of Agih, are usually quite helpful. Since society is dynamic and every educational endeavour (including supervision) keeps on changing, there is the need for officers who are in the fore front in the supervision of schools such as SISOs, AD Supervision, School Heads as well as the Lead and Team Inspectors of NaSIA to update their knowledge and sharpen their skills in supervision.

For instance, Tanner and Tanner (1987) as cited by Nyaaba (2016) said, for supervision to achieve its objectives, quality of supervisor should be considered paramount. One way through which quality of supervisor could be achieved is the training of these officers (supervisors) who are in the fore front of supervision of schools. Training programmes help in supervision because they ensure that supervisors adopt cross-cutting thematic approaches of access,

quality and management of education in Ghana. (Education Sector Performance Report, Ghana, 2015).

### **Reduction in the Workload of Supervisors**

Another measure which can be taken to improve school supervision is the reduction in work load by school administrators who play crucial role in supervision especially the school head. Baffour-Awuah (2011), contends that the school administrators' workloads should be reduced to allow them solve their administrative duties and participate fully in their instructional supervisory roles. To help reduce workload of supervisors, the school heads should be made detached and thereby exempted from handling any subject in the classroom.

### **Chapter Summary**

The review of related literature was linked to supervisory practices in the public Junior High Schools. Different perspectives of supervision in relation to teaching and learning has been dealt with. The literature review started with the historical perspective of supervision in the global context and finally zeroed in to Ghana.

The literature review also talked about the officers who play crucial role in supervising public Junior High Schools in Ghana which included School Heads, School Improvement Support Officers (SISOs), AD in charge of Supervision, the District Director of Education, and Lead and Team Inspectors from National Schools' Inspectorate Authority (NaSIA). The literature review revealed that in today's schools, the art of supervision entails the supervisor having to concern himself / herself with task of helping teachers

and the school personnel in solving problems that arose or concerned with a desirable situation for children.

The literature review also examined the types of supervision that go on in the public Junior High Schools to be two, namely, internal supervision and external supervision. The literature indicated that internal supervision is kind of supervision undertaken in school by personnel within school itself with general aim of improving teaching and learning or achieving goals of the school. External supervision, on the other hand, according to literature review is a type of supervision carried out by officers outside the jurisdiction of a particular school with the aim of improving teaching and learning.

More so, the literature review touched on forms of supervision which was also categorised into two main forms, which are traditional form of supervision and modern-day form of supervision. It was evident from the literature review that under traditional philosophy of supervision, the supervision was geared towards the teacher, with its immediate purpose of teaching the teacher how to teach better. The traditional approach was direct and assumed that the principal (supervisor) had knowledge and ability sufficiently superior to the teachers (supervisees) to qualify him/her to do that job.

The literature review revealed that, the modern-day supervision is type of supervision which thrives on cooperation between supervisor and supervisee. The main aim of modern-day supervision is to supply leadership to help staff improve instructional situation and in doing so, to grow professionally themselves. The review of the related literature ended with

challenges facing supervision in public junior high schools and measures that could be taken to address them.



## CHAPTER THREE

### RESEARCH METHODS

#### Introduction

The research work was centred on supervisory practices in public Junior High Schools in the Twifo Atti-Morkwa District of Central Region. This chapter talked about the method employed by the researcher for the study. The chapter covered the research design, the study area, population, sampling procedure, data collection instruments, pilot study, data collection procedures, data processing and analysis and ends with chapter summary.

#### Research Design

Considering the nature of this study, the researcher used a mixed method of descriptive survey research design in which quantitative and qualitative data collection and analysis were used to carry out the study. This is because the main objective of the study was to describe supervisory practices of public Junior High Schools as they existed at the time of study. It was also relevant to gather detailed information concerning status of supervisory practices as pertained in public Junior High Schools at same time. In the view of Ary, et al (2006 as cited by Cudjoe 2015), a descriptive survey employs instruments such as questionnaires and interviews to gather information from people or subjects

. The researcher employed descriptive survey because according to Best & Khan (1998, as cited by Kuranchie 2015), this type of design concerns situations and relationships which exist such as determining practices, aptitudes and opinions that are held, processes that are going on or trends that are developing. Since the researcher was interested in the supervisory



practices of public Junior High Schools, it was proper to use a descriptive survey. Kuranchie went further to state that deceptive survey is appropriate for both quantitative and qualitative studies. Creswell (2003, as cited by Cudjoe 2015) also shares similar views with Kuranchie (2015), by stating that, the descriptive survey design deals with things as they currently are, and therefore because the researcher was interested in the supervisory practices as they were in public Junior High Schools at the time of the study, he decided to employ descriptive survey. Also, descriptive survey provided an opportunity by gathering data from a relatively large number of cases so that generalisation could be made.

### **Population**

The population for the study comprised of teachers in the 77 public Junior High Schools in the Twifo Atti- Morkwa district, all the school heads of 77 public junior high schools, all 10 SISOs in 10 Circuits of Twifo Atti-Morkwa district, AD supervision at Twifo Atti-Morkwa district education office and District Director of Education of Twifo Atti-Morkwa District. Total population for the study was 474, comprising of 385 teachers from 77 public Junior High Schools in the district, 77 school heads from all 77 public Junior High Schools in the district, 10 SISOs in 10 Circuits of the district, AD responsible for supervision and District Director of Education in the district.

### **Sampling Procedure**

This study used both probability and non-probability sampling techniques. The schools which were included in the study were selected through both probability and non-probability sampling techniques. Probability sampling technique was used to select 4 JHS from those circuits which have

more than 4 public JHS and non-probability sampling technique was used to select 4 JHS from those circuits having only 4 public JHS. The total number of Circuits in the district are 10, and 9 out of 10 Circuits had more than 4 public JHS at the time of the study and therefore simple random sampling method of probability sampling technique was used to select 4 public JHS from each of them. Only 1 Circuit (Agona), out of the 10 circuits in the district was having 4 public JHS and therefore all of them were selected based on census sampling method of non-probability sampling technique. The table below depicts total number of public JHS in each of the 10 Circuits in the district and those (4 each of them) which were included in the study.

**Table 6: Total number of public Junior High Schools (JHS) in Twifo Atti-Morkwa District Directorate of Education in Central Region and those selected for the study.**

Name of circuit	Name of public JHS	Public JHS included in the study
<b>AGONA</b>	1. PEWODIE D/A JHS	1. PEWODIE D/A JHS
	2. TSIMTSIMHWE D/A JHS	2. TSIMTSIMHWE D/A JHS
	3. AGONA D/A JHS	3. AGONA D/A JHS
	4. MIREKUKROM D/A	4. MIREKUKROM D/A JHS
<b>BIMPONGEGYA</b>	5. BIMPONGEGYA D/A JHS	1. BIMPONGEGYA D/A JHS
	6. MINTA D/A JHS	2. CANNAN D/A JHS
	7. CANNAN D/A JHS	3. BIMPONGSO D/A JHS
	8. MANTEKROM D/A JHS	4. ASAMOAHKROM D/A JHS
	9. DWENDAAMA D/A JHS	
	10. NKWANKYEMASO D/A JHS	
	11. ASAMOAHKROM D/A JHS	
	12. ADJETY CAMP D/A JHS	
	13. BIMPONGSO D/A JHS	
<b>HASOWODZE</b>	14. MAFI D/A JHS	1. KYEABOSO D/A JHS
	15. KYEABOSO D/A JHS	2. OPOKUKROM D/A JHS
	16. OPOKUKROM D/A JHS	3. DENYASE D/A JHS
	17. DENYASE D/A JHS	4. HASOWODZE D/A JHS

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	18. ASENSUHO-AGAVE D/A JHS	
	19. HASOWODZE D/A JHS	
<b>JUABENG</b>	20. JUABENG D/A JHS	1. JUABENG D/A JHS
	21. MINTASO D/A JHS	2. MINTASO D/A JHS
	22. ADADE KOFI D/A JHS	3. ADADE KOFI D/A JHS
	23. KYIRENKUM D//A JHS	4. KYIRENKUM D/A JHS
	24. ATEASO D/A JHS	
<b>MAMPONG</b>	25. NTAFREWASO D/A JHS	1. NTAFREWASO D/A JHS
	26. MAMPONG CATHOLIC 'A' JHS	2. MAMPONG CATHOLIC 'A' JHS
	27. MAMPONG CATHOLIC 'B' JHS	3. MAMPONG CATHOLIC 'B' JHS
	28. ADUABENG D/A JHS	4. ADUABENG D/A JHS
	29. NTIAMOAHKROM D/A JHS	
	30. TWIFO NO. 9 D/A JHS	
	31. TOPP JHS	
	32. TWIFO NO. 1 D/A JHS	
	33. ABODWESE D/A JHS	
<b>MORKWA</b>	34. MBAABASA D/A JHS	1. MBAABASA D/A JHS
	35. APONAPON D/A JHS	2. OSAM ISLAMIC JHS
	36. SOMNYAMEKODUR D/A JHS	3. MORKWA CATHOLIC JHS
	37. MOSEASO D/A JHS	4. SOMNYAMEKODUR D/A JHS
	38. SEBENSO D/A JHS	
	39. MORKWA CATHOLIC JHS	
	40. OSAM ISLAMIC JHS	
<b>NUAMAKROM</b>	41. NUAMAKROM PRESBY JHS	1. NUAMAKROM PRESBY JHS
	42. AKWEIKROM D/A JHS	2. AKWEIKROM D/A JHS
	43. KENKUASE D/A JHS	3. KENKUASE D/A JHS
	44. AYEKROM D/A JHS	4. NUAMAKROM D/A JHS
	45. NUAMAKROM D/A JHS	
	46. AFOSUA D/A JHS	
	47. AKLOMAM D/A JHS	

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<b>NYENASE</b>	48. ABODOM D/A JHS	1. NYENASE CATHOLIC 'B' JHS
	49. NKOHUNOHO D/A JHS	2. ASHIRE A.M.E ZION JHS
	50. SUBRISO D/A JHS	3. BONSAHO D/A JHS
	51. NYENASE CATHOLIC 'B' JHS	4. KAYIREKU A.M.E ZION JHS
	52. ADUGYAA A.M. E ZION JHS	
	53. KAYIREKU A.M.E ZION JHS	
	54. OTUKROM D/A JHS	
	55. ASHIRE A.M.E ZION JHS	
	56. OSEN/TWEAPEASE D/A JHS	
	57. BONSAHO D/A JHS	
	58. NYENASE CATHOLIC 'A' JHS	
	59. OSENEGYA D/A JHS	
	60. BROFOYEDUR D/A JHS	
<b>PRASO</b>	61. PRASO CATHOLIC JHS	1. PRASO D/A 'A&B' JHS
	62. PRASO ANGLICAN JHS	2. PRASO ANGLICAN JHS
	63. PRASO ISLAMIC JHS	3. PRASO MODEL JHS
	64. PRASO D/A 'A&D' JHS	4. PRASO METHODIST JHS
	65. SAKORA D/A JHS	
	66. DARMANG D/A JHS	
	67. PRASO D/A 'B&C' JHS	
	68. PRASO MODEL JHS	
	69. ANSAA RUDEN JHS	
	70. PRASO METHODIST JHS	
<b>WAMASO</b>	71. AYAASE/BEPOBENG UNITED D/A JHS	1. AYAASE A. M. E ZION JHS
	72. AYAASE A.M.E ZION JHS	2. AYAASE METHODIST JHS
	73. WAMASO CATHOLIC JHS	3. WAMASO CATHOLIC JHS
	74. MAMPOMA D/A JHS	4. MAMPOMA D/A JHS
	75. BEPOBENG A. M. E ZION JHS	
	76. AYAASE METHODIST JHS	
	77. WAMASO A.M.E ZION JHS	

Source: Total Number of Public Junior High Schools (JHS) In Twifo Atti-Morkwa District Directorate of Education in Central Region (2022).



Also, in selecting teachers from various public JHS, probability, sampling technique which employed simple random sampling method was used. Simple random method gives all elements in targeted population an equal chance of being selected. Kuranchie (2015) posited that, the use of simple random sampling method becomes an ideal when population of the study are homogenous or when the members in the population are similar in characteristics or attributes of interest. Since the population of interest was homogenous in nature (i.e., all teachers in public Junior High Schools who have taught for at least one or more years), this method was most appropriate.

By using this technique, the researcher first identified the teachers in the population who have the desired characteristics (i.e., those teachers who have taught for at least one or more years) and then randomly selected a sample from them. This was done through lottery method and members were selected based on without placement method.

The researcher also employed purposive sampling method of the non-probability technique in the study. Purposive sampling technique was used to select school heads, SISOs, AD Supervision and District Director of Education. Purposive sampling refers to the process of selecting special people who are suitable to participate in a study on the basis of their knowledge on the issues under investigation. Therefore, since school heads, SISOs, AD Supervision and the District Director of Education possess a special knowledge when it comes to schools' supervision and more especially, public Junior High Schools, the method was deemed fit and appropriate. For instance, Cohen, Manion and Morrison (2007, as cited by Kuranchie, 2015) defined purposive sampling technique as a feature of qualitative research where



researchers deliberately choose subjects to be included in a study on basis of their judgement of typicality or possession of particular characteristics of interest. The 172-sample size for the study consisted of 120 teachers from 40 public junior high schools, 40 school heads from 40 public Junior High Schools, 10 SISOs from all the 10 circuits in the district, the AD who is responsible for supervision and District Director of Education for the district.

This sample size was deemed appropriate since it fairly represented the population under study. According to Ary, Jacobs & Razavieh (2002, as cited by Cudjoe 2015), a sample size can be large or small but the most important characteristic is its representativeness, not its size. It was deemed appropriate because all the 120 teachers and 40 school heads were selected from all the 10 Circuits in the district, as well as all the 10 SISOs in the 10 circuits in the district, the AD who is responsible for supervision and District Director of Education. Also, sample size of 172 was chosen because Nwana (1992 as cited by Kuranchie,(2015), was of the view that if population is few hundreds, a 40% or more sample size will do, if several hundreds, 20% sample size will do, if few thousands 10% sample will do and if several thousands, 5% or less sample will do. Judging from total population of 474, 20% of it will be 94.8 and therefore sample size of 172 was deemed appropriate so that in an unlikely event where some respondents refuse to return their questionnaires, the researcher will operate within such agreed limit of 20%.

### **Data Collection Instruments**

Since mixed method was used for this study, questionnaires and interview guide were used to gather information regarding supervisory practices in public Junior High Schools in the Twifo Atti Morkwa District.

## Questionnaires

Questionnaires are written forms of statements that ask exact questions of individuals in sample group, and which respondents answer at their own convenience. According to Kuranchie (2015), questionnaire is a collection of statements and questions on a paper to elicit specific information from respondents to answer questions and / or test hypothesis. Questionnaires were used for the study because data gathered by use of questionnaires can be more easily analysed and interpreted than the data obtained from verbal responses. Questionnaires have an advantage of providing more uniformity across measurement situations than interviews. This was because each person responded to exactly same questions because standard instructions were given to respondents.

Furthermore, questionnaires helped the researcher to obtain more data from large number of respondents in a relatively shorter time with minimum cost. Open and closed ended questionnaires were developed as main instrument for data collection from respondents which was self-administered. These questionnaires were given to teachers and school heads of those schools which were included in the study to illicit their views on supervisory practices as pertained in public Junior High Schools in the Twifo Atti-Morkwa district.

In connection with questionnaires, respondents (teachers and school heads) rated how they agree or they strongly agree, disagree or strongly disagree with statements on supervisory practices in public Junior High Schools in Twifo Atti-Morkwa district. Also, few open-ended questionnaires were used which gave respondents (teachers and school heads) opportunity to express their own views, feelings and perceptions about supervisory practices

in public junior high schools in Twifo Atti-Morkwa district. Questionnaires were comprised four sections, A to D, with section A seeking information on the roles of supervisors in supervising public Junior High Schools in Twifo Atti-Morkwa district. The Section B contained items on types of supervisory practices in public junior high schools in Twifo Atti-Morkwa district. Section C, which was made up of open-ended questions was used to find out challenges of supervision in public Junior High Schools in Twifo Atti - Morkwa district while Section D was also made up of open-ended questions which was used to solicit respondents' views on measures which can be taken to improve supervision in public Junior High Schools in Twifo Atti-Morkwa District.

### **Interview Guides**

Interview guide was designed for SISOs, AD supervision and District Director of Education. The interview guide was used to complement questionnaire because interview guide allowed researcher to find out the viewpoints of aforementioned officers to better understand their perspectives. To achieve this, the researcher used the same questions which was used for the questionnaires to construct the interview guide. Interviews allow wide range of participants' understanding to be explored to reveal important aspects of phenomena under study as posited by Cohen et al, (2000 as cited Nyaaba, 2016).

To enable researcher, achieve the above objective, interview sessions were conducted with all the 10 SISOs in the 10 circuits of the district, AD supervision, and District Director of Education who were considered as fore front supervisory officers and experts in supervision in the district to secure

information concerning their experiences on supervisory practices. The interview guide was used to collect data through direct verbal interactions.

### **Piloting the Research Instruments**

The researcher carried out a pilot study before actual administration of instruments. According to Polit & Beck, (2006 as cited by Wanjiku (2018), pilot study is preliminary data collection, using planned tool, but whose sample size is small than actual study sample size. To test reliability of instruments used for data collection, various Cronbach Alpha for Likert scales used in both instruments on pilot study findings. The data from the pilot testing of the questionnaires for teachers showed a Cronbach Alpha of .910 for all 32 Likert scales items used in that instrument. (See Appendix 1). Also, the data from the piloting of the questionnaires for the school heads showed a Cronbach Alpha of .750 for all 33 Likert scales items on the instrument.

In view of Ary et al, (2002) as cited by Cudjoe (2015), validity is most important consideration in developing and evaluation of measuring instruments. Checking validity and reliability of data collection instruments before embarking on actual study helped researcher to ensure quality of data. This also helped the researcher to identify challenges and limitations which he was likely to encounter when the actual work started. The pilot study was carried out in the Twifo Hemang Lower Denkyira District (a sister district closer to the actual district where the researcher conducted the study). The researcher selected that particular district for the pilot study since it has similar characteristics such as geographical location, occupation and developmental needs with the actual district where the study took place, because hitherto



these two districts used to be one administrative district until they were divided into two separate districts some years back.

To ensure the reliability of the instruments, questionnaires were given to 25 respondents which comprised of 15 teachers, and 5 school heads for the pilot study. The responses from the respondents on the pilot test did not form part of the main study. Respondents' responses from pilot study helped the researcher to making additions, omissions and modifications of the questions. After the pilot study, a reliability test was performed to check consistency and reliability of measurement scales.

#### **Data Collection Procedure**

Administration of questionnaire for pilot study was done by researcher. The administration of questionnaires for the actual work was also done by the researcher with help of two research assistants. These assistants were offered a day training on basic research ethics. They were taken through the questionnaires for better understanding of each item to enable them offer assistance to respondents who needed clarification in field. The acquisition of such knowledge during training enabled these assistants to assure respondents of their confidentiality and anonymity during administration of instruments.

After the respondents have given their consents and preparedness to participate in the study, the researcher gave one week to each of them to complete the items in the questionnaire. The essence of the duration was to allow respondents some comfort to respond accurately to items in questionnaires and also not to distract their academic works. The SISOs, AD Supervision and the District Director of Education were interviewed at their own convenience concurrently with the administration of the questionnaires.

## Data Processing and Analysis

Since the research was a descriptive survey researcher used descriptive statistics in analysing data. The data collected were edited for the sake of their consistencies. The Statistical Product and Service Solution (SPSS) software (Version 28) was used in analysing data. The work was presented using mean and standard deviation for clear understanding of issues which were put across by respondents. The qualitative data derived from open-ended questions in the interview guide were presented in a narrative form to substantiate the views of respondents which were expressed in the questionnaires.

### Chapter Summary

This chapter presented a summary for conducting this study, which included the research methods adopted in the study which have been outlined and justified. In this same chapter, practical considerations of the research have been duly outlined and discussed. Some ethical considerations that were underpinning the study were also discussed in the chapter.

## CHAPTER FOUR

### RESULTS AND DISCUSSIONS

#### Introduction

The chapter presented analysis and discussions of data collected. The analysis and discussions were based on research questions in relation to purpose of study which was, supervisory practices in public Junior High Schools in Twifo Atti-Morkwa district of Central Region. To achieve that, quantitative and qualitative data were gathered by using questionnaires and interviews. The analyses and discussions also considered all the five groups of subjects; Teachers, School heads, SISOs, AD in charge of supervision and District Director of Education who were involved in the study. The chapter had only one part presented which analysed and interpreted main data. Questionnaires were distributed to 160 respondents and same copies were received by researcher.

These respondents were made up of 120 teachers included in the study from the 40 public Junior High Schools and 40 school heads of 40 public Junior High Schools included in the study. Also, all 10 SISOs from the 10 Circuits in Twifo Atti-Morkwa District Education Office were successfully interviewed. In addition, 2 officers, thus, the AD in charge of supervision and the District Director of Education at Twifo Atti-Morkwa district education office were interviewed successfully. The interpretations of the data are presented with Tables 7 to 10 below.

**Table 7: The Roles of Supervisors (school heads, SISOs and NaSIA Officers) in supervision of public Junior High Schools in Twifo Atti -Morkwa district of central region**

	N	Minimum	Maximum	Mean	Std. Deviation
<b>SUPERVISORY ROLES</b>					
Q1	40	1.00	1.00	1.00	0.00
Q2	40	1.00	3.00	1.15	0.53
Q3	40	1.00	1.00	1.00	0.00
Q4	40	1.00	3.00	1.15	0.53
Q5	40	1.00	1.00	1.00	0.00
Q6	40	1.00	3.00	1.15	0.53
Q7	40	1.00	1.00	1.00	0.00
Q8	40	1.00	1.00	1.00	0.00
Q9	40	1.00	1.00	1.00	0.00
Q10	40	1.00	3.00	1.25	0.66
Q11	40	1.00	3.00	1.20	0.60
Q12	40	1.00	3.00	1.25	0.63
Q13	40	1.00	3.00	1.35	0.73
Q14	40	1.00	4.00	2.27	1.15
Q15	40	1.00	4.00	2.42	1.10
Q16	40	1.00	4.00	2.72	1.01
Q17	40	1.00	4.00	2.70	0.99
Q18	40	1.00	4.00	2.70	0.99
Valid N (listwise)	40				

**Source: Field Survey, 2022**

In Table 7, with Questions 1 to 18 which were on supervisory roles of school heads, SISOs and NIA officers, a greater percentage of teachers agreed to the roles of their school heads. When the mean score is between 1 and 2, it indicates that majority of the respondents strongly agreed and agreed. However, high scores of mean shows that majority of the respondents strongly



disagreed and disagreed. For instance, Question 1 which was on the role of the school heads making sure that teachers carry out their responsibilities effectively, it recorded a mean score and standard deviation of 1 and 0 respectively. This means that, all the teachers strongly agreed that school heads are ensuring effective supervisions in their various schools. None of the respondents demonstrated any form of disagreement. This result coincides with previous studies that showed that school principals play the role of coaches and mentors by coordinating educational events with teachers as it helps to encourage mutual trust and support between teachers and principals.

Also, Question 2 which was centred on roles of school heads making teaching and learning materials readily available to be used by teachers, there was a 1.15 mean score and standard deviation of 0.53349. This suggests that majority of the respondents strongly agreed and agreed that school heads are making teaching and learning materials readily available to teachers. However, there is only a handful of them that strongly disagreed and disagreed to this.

This shows that greater portion of teachers supported the view that their school heads perform their supervisory roles effectively. Furthermore, Question 3 which was on the roles of the school heads making sure, that teaching and learning materials are regularly maintained, 1.00 and 0.00 mean score and standard deviation respectively show that greater part of the teachers strongly agreed and agreed with the view that school heads regularly maintained teaching and learning materials.

All the above statistics attest to what Fitzgerald, (2011) as cited by Wanjiku, (2018), said that the head teachers (school heads) have been tasked

with duties of supervising teachers in their respective schools and seeing to it that they carry out their responsibilities effectively. In connection with the same Table 7, Questions 15 to 18, which were on the supervisory roles of the officers from the National Schools Inspectorate Authority (NaSIA), many respondents (teachers) strongly disagreed and disagreed with their functions. For instance, Question 15, which was on, officials from NaSIA come to my school to make sure that I carry out my duties effectively, mean of 2.4250 and standard deviation of 1.10680 were recorded. This suggests that majority of the respondents strongly disagreed and disagreed that NaSIA officials come to their schools for effective supervision. A small proportion of the teachers strongly agreed and agreed. Similarly, Question 16, which was, Officials from NaSIA come to my school to explain educational policies to me, mean and standard deviation recorded were 2.7250 and 1.01242 respectively.

This means few of the respondents strongly agreed and agreed while majority of the respondent strongly disagreed and disagreed. Moreover, Question 17, which was on, 'Officials from NaSIA come to my school to set standard for me, the mean and the standard deviation scores were not different from the previous.

The above findings were in sharp contrast with the roles of the National Inspectorate Authority (NaSIA) as stipulated in its handbook. For instance, according to the Revised Handbook on Inspection of Public and Private Pre-Tertiary Schools in Ghana (2018), among functions of NIB(NaSIA) are to undertaking inspection and supervision of schools and to evaluate on periodic basis first and second cycle institutions (both public and private). This Handbook goes further to state that, with regard to supervision

and inspection of pre-tertiary schools, the NaSIA has the mandate by setting and enforcing standards to be observed at basic and second cycle levels in both public and private educational institutions as far as supervision and inspection are concerned. Although, above are the functions which are supposed to be performed by the NaSIA, yet this is not what is actually happened on the ground as the responses from the teachers portrayed.

**Table 8: Types of Supervision Conducted in the Public Junior High schools in Twifo Atti-Morkwa District of Central Region**

Type of Supervision	N	Minimum	Maximum	Mean	Std. Deviation
Q20	120	1.00	4.00	1.6000	.71479
Q21	120	1.00	4.00	2.3250	.98870
Q22	120	1.00	4.00	2.6833	1.00405
Q23	120	1.00	4.00	1.7667	.96783
Q24	120	1.00	4.00	2.5417	1.02814
Q25	120	1.00	4.00	2.3167	.90733
Q26	120	1.00	4.00	3.0333	.97819
Q27	120	1.00	4.00	2.8750	1.04167
Q28	120	1.00	4.00	2.9750	.94791
Q29	120	1.00	4.00	3.4833	.74454
Q30	120	1.00	4.00	3.3500	.80597
Q31	120	2.00	4.00	3.5750	.63063
Q32	120	1.00	4.00	3.3667	.83950
Q33	120	1.00	4.00	3.3167	.95251
Valid N	<b>120</b>				

(listwise)

**Source: Field Survey, 2022**

Table 2 with Questions 20 to 33 are about the responses from the respondents (teachers) on types of supervision or supervisory practices that go on in the public Junior High Schools in Twifo Atti- Morkwa district of central region. Responses from teachers as the table depicted showed that, there is more internal supervision than external supervision.

For instance, Question 20, which was “My school head comes to my class to supervise me while teaching, mean and standard deviation scores 1.6000 and 0.71479 respectively. This means that most of the teachers strongly agreed and agreed while few of them strongly disagreed and disagreed respectively. Similarly, Question 23, which was “My school head supervises me while teaching more than any officers in my education district, an average score of 1.7667 was recorded while .96783 depart from the mean. The results indicate that over two-thirds of the respondents (teachers) strongly agreed and agreed.

These findings were in conformity with what Dipaola & Hoy, (2013), posited that, instructional leadership of school head must be directed to several areas including scheduling of teaching and learning activities, adherence to curriculum requirements and ability of teaching staff, supplying of teaching and learning materials and equipment, and formulation of rules and regulations governing students’ and teachers’ conducts to ensure instructional competence by facilitating teachers’ professional and academic growth.

Another striking feature of types of supervisory practices in the public Junior High Schools of Twifo Atti-Morkwa district according to the findings was that, it was uncommon for teachers to supervise their colleague teachers while teaching.



For example, Question 22, which was on whether teachers in public Junior High Schools in the district do visit classes of their fellow teachers while teaching, the scores were different. The mean and the standard deviation were 2.6833 and 1.00405 respectively. Majority of the teachers strongly responded negatively to those questions. Only a small number of the teachers responds were in favour.

Although it has been already observed from the findings that internal supervision or supervisory practices at public Junior High Schools in Twifo Atti-Morkwa district superseded external type, in connection with the external supervision, SISOs in the district do more external supervision than their other counterparts' external supervisors such as AD Supervision, the District Director of Education and the Lead and Team inspectors from the National Schools Inspectorate Authority (NaSIA). For example, Question 26, which was "My SISO comes to my class to supervise me while teaching more than my school head. The descriptive statistics clearly show SISOs rarely go to the teachers' class to supervise. This was seen in the mean score of 3.0333 and standard deviation of 0.97819. These scores are higher than that of the other external supervisors when the same question was thrown to the teachers.

Probably, the highest rating of SISOs as the external supervisors who pay regular visits to the classrooms of teachers while teaching than any other external supervisor in the district might be in agreement with the views of Samoei, (2014), who opines that the roles of supervisors is to support and develop staff to be able to handle instructions in classroom. Samoei (Sr) went further to state that generally, some of the roles of supervisors include paying regular visit to schools, observation of lessons being delivered by teachers,

questioning teachers about issues relating to the lessons being delivered, making suggestions and giving feedback to teachers.

**Table 9: The Roles of Supervisors (school heads, SISOs and NaSIA Officers) in supervision of public Junior High Schools in Twifo Atti-Morkwa district of central region**

Supervisory Roles	N	Minimum	Maximum	Mean	Std. Deviation
Q1	40	1.00	1.00	1.0000	.00000
Q2	40	1.00	3.00	1.1500	.53349
Q3	40	1.00	1.00	1.0000	.00000
Q4	40	1.00	3.00	1.1500	.53349
Q5	40	1.00	1.00	1.0000	.00000
Q6	40	1.00	3.00	1.1500	.53349
Q7	40	1.00	1.00	1.0000	.00000
Q8	40	1.00	1.00	1.0000	.00000
Q9	40	1.00	1.00	1.0000	.00000
Q10	40	1.00	3.00	1.2500	.66986
Q11	40	1.00	3.00	1.2000	.60764
Q12	40	1.00	3.00	1.2500	.63043
Q13	40	1.00	3.00	1.3500	.73554
Q14	40	1.00	4.00	2.2750	1.15442
Q15	40	1.00	4.00	2.4250	1.10680
Q16	40	1.00	4.00	2.7250	1.01242
Q17	40	1.00	4.00	2.7000	.99228
Q18	40	1.00	4.00	2.7000	.99228
Valid (listwise)	N 40				

**Source: Field Survey, 2022**

Table 8, presents the descriptive statistics on the findings of the supervisory roles of school heads, SISOs and NaSIA officials answered by the school heads. Majority of respondents who were school heads themselves

agreed that they perform their supervisory roles as expected of them as heads of public Junior High Schools. From Questions 1 to 9 which were solely based on their supervisory roles as school heads, majority of them strongly agreed and agreed while few of them disagreed.

For instance, Question 1 which aimed at finding out whether the school heads make sure that their teachers carry out their responsibilities effectively, mean score of 1.00 and standard deviation of 0.00 were recorded. This means all the 40 school heads strongly agreed. Their total strong agreement is in conformity with the views of Wanjiku (2018) who opined that there are numerous and endless supervisory practices that head teachers (school heads) can perform in the effort to improve teaching-learning and consequently, impact on students.

Just like the responses from teachers, the school heads were also of the view that the next officers in the education district who play a crucial role in the supervision of public Junior High Schools are the SISOs. For instance, Question 11 sought to find out from the school heads whether the SISOs provide support for their teachers to handle instructions in their classes, 36 school heads out of the total number of 40 school heads who took part in the study with a mean score of 1.20 strongly agreed to the statement. The 0.6076 standard deviation clearly shows that few of the school heads were in disagreement with the statement.

In relation to the interviews, the SISOs, AD supervision and the District Director of Education all pointed out their roles.

Concerning the supervisory roles of SISOs in supervising public Junior High Schools in the district, the SISOs pointed out that, they ensure adequate staffing. Some of the SISOs (SISO A) had this to say.

*“SISOs make sure that adequate staffing and resources are given to all teachers the circuits in the district”.*

SISOs C, F and G were of the view that their supervisory roles include monitoring of teachers, school heads and the students in their various circuits and also ensuring proper implementation of GES policies and guidelines in the schools and the community. This is how the SISOs put it;

*“As SISOs, our roles also include monitoring of teachers, school heads and the students in their various circuits and also ensuring proper implementation of GES policies and guidelines in the schools”.*

*Sometimes,” SISOs explain educational programmes in the country to the communities within their jurisdictions during fora such as Open Days, PTA meetings etc”. (SISOs E, F, G &J)*

In supporting the above roles of SISOs, SISO B categorically stated their roles as explaining new policies to teachers. The SISO had this to say;

*“When Free SHS policy was first introduced, I gathered both teachers and parents within my circuit and explained to them”.*

Another SISO said that, they serve as a link between the district education office and their respective circuits. This is what the SISO said;



*“SISOs serve as a link between the district education office and their various circuits” (SISO D).*

*“We also monitor and where possible offer pieces of advice on the conduct of staff and students” (SISOs E &D).*

All 10 SISOs agreeably stated that, they ensure regular preparation of scheme of work and lesson plan. The SISOs expressed the thought like this;

*“SISOs ensure regular preparation and usage of scheme of work and lesson plan as well as output of work of teachers”*

Some of the SISOs also noted that, they offered technical assistance to teachers and learners. This how they put it;

*“SISOs give technical support to teachers and learners within their respective circuits in the district (SISOs H &J)”*

*“SISOs conduct school based or cluster-based In-service Education and Training (INSET) to teachers within their respective circuits if the need arises” (all SISOs).*

As part of their supervisory roles, SISO I & H were of the view that *“At times, SISOs select teachers for awards. They had this to say;*

*As part of our supervisory roles, SISO I & H were of the view that “At times, SISOs select teachers for awards such as Best Teacher Awards and promotions to higher positions.*

Responses of participants revealed some supervisory roles of the AD responsible for supervision in all public basic schools in the district, including

public Junior High Schools in Twifo Atti Morkwa District. The AD Supervision had following to say:

*“As AD Supervision, I interact directly with teachers and pupils in all public basic schools in the district including public junior High Schools”.*

*Also, as part of my roles “I go rounds to monitor and supervise all teachers in the district including those in public Junior High Schools”.*

*As part of my supervisory duties,” I make sure that teachers prepare their lesson notes well and promptly”.*

*“AD Supervision is the head of all SISOs in the district and therefore makes sure that all SOSIs in the 10 main circuits in the district carry out their supervisory roles effectively and efficiently”.*

*AD Supervision also doubles as “head of all units in the district directorate”.* Some of these units include:

*Pre -school coordinator who is in charge of all the pre-schools in the district, Basic school coordinator who is in charge of all basic schools (from BS 1 to BS 9) in the district, Guidance and counselling coordinator, Girl child education coordinator and the host of units’ heads.*

*“AD Supervision as part of my supervisory roles receive reports from all SISOs about the supervision of all basic schools in the district including public junior high schools”.*

*“Being AD Supervision, I also perform any other supervisory activities that may be assigned to me by my District Director of Education”.*

The District Director of Education also mentioned some of his supervisory roles in supervising public Junior High Schools in the district. The following were found out from the responses of the District Director of education.

*“Being a head of the district education directorate, I give technical support to teachers and learners in all basic schools in the district”.*

*“As a district director, I monitoring output of work of teachers and learners throughout the district”.*

*“One of my supervisory roles is conducting observation lessons and post observation demonstrations and meetings”*

*“As part of my supervisory roles I conduct school /cluster-based In-service Education and Training (INSET) for my teachers in the district”.*

*“As a district director, I also select teachers for awards and promotions to higher positions”.*

*As a head of education in the district; “I perform any supervisory duties assigned to me by my superiors thus a Regional Director or Director General of GES”*

**Table 10: The Types of Supervision Conducted in Public Junior High Schools in Twifo Atti-Morkwa District of Central Region**

Type of Supervision	N	Minimum	Maximum	Mean	Std. Deviation
Q20	40	1.00	4.00	2.2750	.93336
Q21	40	1.00	4.00	3.2750	.87669
Q22	40	3.00	4.00	3.6250	.49029
Q23	40	1.00	4.00	2.6750	1.09515
Q24	40	1.00	4.00	1.9250	.82858
Q25	40	1.00	4.00	3.0750	.97106
Q26	40	1.00	4.00	2.6500	1.00128
Q27	40	1.00	4.00	3.5000	.78446
Q28	40	1.00	4.00	3.2000	.93918
Q29	40	1.00	4.00	3.4750	.78406
Q30	40	1.00	4.00	3.2500	.92681
Q31	40	1.00	4.00	3.5250	.75064
Valid (listwise)	N 40				

**Source: Field Survey, 2022**

On type of supervisory practices that go on in the public Junior High Schools in the Twifo Atti -Morkwa district, just as affirmed by the teachers, the school heads also responded that internal supervision supersedes the external type. They were also agreed that notwithstanding the fact that internal supervisory practices are more than the external type, when it comes to



external supervision, SISOs do more supervision than all the external supervisors in the education district.

### **Challenges of supervision in public Junior High Schools in Twifo Atti-Morkwa District**

The respondents (i.e., teachers) were given an open-ended question on challenges of supervision in public Junior High Schools in Twifo Atti Morkwa district. Although, many challenges such as supervisors (especially SISOs and school heads) paying more attention to the lessons' notes' preparations to the neglect of actual classroom work, some supervisors at times demand from school heads during visits and so, there were four major challenges which majority of the respondents (teachers) identified. These four main challenges which were identified by more than 70% of the respondents are bad roads in the district, transportation problems, lack of incentives for supervisors especially the SISOs and lack of Teaching Learning Resources (TLRs). On the bad roads in the district, most respondents were of the view that it hinders regular visits by supervisors especially during raining seasons when some of these roads become unmotorable. Most respondents were of the view that, transportations problems were also as the results of bad roads in the district coupled with lack of motor bikes for officers especially the SISOs. This transportation problems due to lack of motor bikes for the supervisors confirms the study by Mankoe (2002) as cited by Deyella(2013) who posited that, due to absence of official vehicles, supervisors have to rely on public means of transport which hindered their regular visits to schools. The respondents also indicated that due inadequate supply of TLRs in the district, teachers usually teach as some of the respondents put it "teach raw or dry".

Teaching raw or dry, to them make their teaching ineffective which at times forced some supervisors (especially the external ones) perceive them to be unprofessional.

Responses received from the school heads through open-ended questions which solicited their views about challenges of supervisions in public Junior High Schools in the Twifo Atti-Morkwa district were a bit different from that of the teachers, though some of them did overlap with that of the teachers in few instances. The overlapping ones included the bad nature of the roads in the district which impede the regular supervision and monitoring and lack of incentives for themselves as the forefront members of supervision in supervising public Junior High Schools in the district. School heads also talked about transportation problems as one of the main challenges confronting supervision of schools in the district.

Apart from the aforementioned challenges which did overlap with the views expressed by the teachers, there were these two additional challenges which all the 40 school heads who took part in the study, representing 100% talked about. These are the overburden nature of their work and lack of power or inability of the school heads to punish teaches who go wayward in performing their assigned duties. The school heads were of the view that some of them combine their supervisory duties as school heads with teaching. According to them, the issue becomes compounded if Junior High School head is not detached, where he or she has been given subject (s) to teach and assigned to class or classes to teach just like any other teacher in the school.

According to some of the heads especially those who head schools in the remotest part of the district, a school head could be detached alright but

will still teach due to scarcity of qualified teachers in the remotest parts of the district. All the 40 school heads who took part in the study lamented that since they do not have any authority or power backing them to punishing defaulting teachers, some of the teachers sometimes behave anyhow since the school heads cannot sanction them adequately, probably apart from querying them.

In connection with the interviews, all the research respondents re-emphasized countless number of challenges that impede their supervisory roles in their respective circuits within the district. Major among the challenges uncouneted by the study participants is that having to do with transportation. Some of them had these to say as their major challenges.

*“Inadequate supply of fuel and other logistics to do monitoring and supervision” (SISOs C, G, H & I)*

*“Transportation problem has been a major challenge affecting his supervisory roles” (AD supervision).*

*“Unlike school heads who receive capitation grants, the SISOs who do a lot of supervisory work are not covered by the capitation grants and this has been greater obstacle affecting the supervisory roles of SISOs” (SISO B).*

*“Inadequate transport and travelling allowances coupled with bad roads and remoteness of some of the towns where schools are sited”. (SISO B).*

*“Transportation difficulties is a major challenge impeding effective supervision in the district” (DDE)*

In the view of AD Supervision, one major challenge affecting his supervisory roles in the district is the lack of power to appropriately sanction recalcitrant teachers. The AD supervision had this to say;

*“Not having powers to punish recalcitrant teachers who go wayward and that he can just bark but cannot bite, not even the regional director of education or district director of education has those powers to punish teachers”*

*On matter of disciplining recalcitrant teachers who do not perform their duties, well, “Failure on the part of those who matter to discipline staff found to have breached the code of conducts of Ghana Education Service has been a big challenge to us” (all SISOs)*

*“Absenteeism and lateness on the part of teachers especially on the part of those teachers who commute from the district capital to school”. (SISOs A, C, I &J)*

SISO B revealed a rather serious issue with respect to difficulty in reaching some of the schools in the district. SISO B had this to say;

*“Dispersed nature of schools in the district geographical locations make regular visits difficult” (SISOs A, B, E, F &H).*

*“I have to pass through different district and different region before I can visit some of the schools within my circuit.”*

*“Hard to reach schools as a result of bad roads and remoteness of some the towns where schools are sited”.*



*“High rate of transfers and release from various circuits within the district (at times without the knowledge of SISOs)” (SISOs A, B, &G).*

*Non-existence and inadequate resources for supervision, monitoring and reporting” has been a major challenge in the views of SISOs C, F, G &I.*

All 10 SISOs had non-payment or non-inclusion of capitation grants to SISOs to say as one of the major challenges hampering effective supervision of public Junior High Schools in Twifo Atti-Morkwa District of Central Region

*“Non-payment or non-inclusion of capitation grants to SISOs as done to school heads who manage only one school with lesser supervisory duties and roles”.*

*“Lack of funding, which includes money to buy fuel, no maintenance allowances and insurance cover the few SISOs who use motorbikes for supervision”.*

Just as affirmed by AD Supervision, the District Director of Education was also of the view that “Unlike school heads, the SISOs who do a lot of supervisory work are not covered by the capitation grants”.

*Unlike school heads, the SISOs who do a lot of supervisory work are not covered by the capitation grants”.*

Still concerning challenges of supervision of public Junior High Schools in Twifo Atti-Morkwa District of Central Region, the Assistant Director in charge of supervision further enumerated the following as some of challenges confronting his supervisory roles.

AD Supervision and the District Director noted the remote nature of towns where schools are sited. This is how the AD supervision put it;

*“Remote nature of towns where schools are sited makes regular visit very difficult” (AD supervision).*

*“Remote nature of the towns where schools are sited makes regular visit very difficult” (DDE).*

AD Supervision was also of the view that the supervision cannot be effective if his unit is not well resourced. The AD supervision expressed it like this;

*“The supervision unit is not adequately resourced. For example, there are no computers and other logistics in the unit to help in the supervision of schools in the district”.*

On logistics, the District Director said “The directorate is not adequately resourced. For example, there are no vehicles, motorbikes, computers and other logistics in the directorate to help in the supervision of schools in the district”.

*“The directorate is not adequately resourced. For example, there are no vehicles, motorbikes, computers and other logistics in the directorate to help in the supervision of schools in the district”.*

As indicated by AD Supervision, it was also revealed that, the District Director of Education does not have the power to punish recalcitrant teachers. This is how the district director put it;

*“I do not have any powers and authority to punish recalcitrant teachers who go wayward. As a whole District Director of Education, I can only bark but cannot bite, not even the*

*regional director of education has those powers to punish teachers. The only tool which District Directors of Education used in those days was to put embargo on salaries of recalcitrant teachers but that tool has become ineffective these days due to influx of Automated Teller Machines (ATMs) dotted around all major banks in Ghana today which allow clients (teachers) of banks to withdraw money without necessarily being physically present at banks”.*

### **Measures that can improve supervision of public Junior High Schools in the Twifo Atti-Morkwa district**

After identifying the challenges of supervision in the district, especially the four major ones, the respondents offered useful suggestions as the prudent measures which can be taken to address these challenges. Some of these measures included the following. Greater percentage of respondents were of the view that, the district assembly and for that matter, government should repair all the bad roads in the district. Secondly, out of the total respondents of 120 teachers, 93 of them, representing 77.5% suggested that motor bikes should be given to the supervisors especially the SISOs to enable them to pay regular visits to schools especially those in the remote areas.

To this end 50% of the respondents suggested that these motor bikes should be given to the supervisors (SISOs) free of charge by the government and for that matter the ministry of education with full insurance cover with the government footing the bill of their fuelling and maintenance. Majority of the respondents also suggested that incentives such as car loans, should be given to the supervisors. On the issue of lack of Teaching and Learning Resources

(TLRs), more than 60% of the respondents suggested the increasing of Capitation Grants as a measure to address the challenge.

Some measures which can be taken to improve supervision in public Junior High Schools in the Twifo Atti-Morkwa district include reshaping and repair of the bad roads in the district. The school heads were of the view that capitation grants should be increased and also pay earlier to them. Just as the teachers suggested, the school heads also suggested that motor bikes should be given to SISOs in the district free of charge including full insurance cover and monthly maintenance grants. On the issue of the school heads not having enough authority and power to punish those teachers who do not perform their duties as expected, some of them suggested that the Regional Directors of Education and District Directors of Education should be given enough powers to sanction those teachers who do not work well so that the school heads could report those teachers in their schools 'who joke with their duties.

Regarding the interviews, all 10 SISOs, AD supervision and the District Director also suggested numerous measures that could be taken to improve supervision of public Junior High Schools in Twifo Atti-Morkwa District of Central Region. Some of the measures include the following.

Transfers and releases must be done as and when replacements are available.

This is how they put it;

*“Transfers and releases must be done as and when replacements are available so that classrooms do not become empty of staff” (SISOs A, B, E & F).*



Concerning bad roads in the district, all 10 SISOs had this to say;

*“Accessible roads must be constructed for easy reach to interior schools”.*

*“Essential supplies of needed logistics should be given to schools in the district to enhance effective supervision”.*

*(SISOs H, I & J)*

*On matters of discipline, Prompt actions should be taken on all disciplinary issues reported to the district directorate” (all SISOs).*

To help reduce absenteeism and lateness on part of some teachers, all 10 SISOs suggested that, electronic time recorders should be provided in all public junior schools in the district. This is how the SISOs put it;

*To help reduce absenteeism and lateness on part of some teachers, electronic time recorders should be provided in all public junior high schools in the district to reduce lateness and absenteeism of teachers” (all SISOs).*

In relation to logistics, the research respondents also suggested that, Motorbikes as a means of transportation should be provided to all SISOs. This is the voice of the research participants;

*“Motorbikes as a means of transportation should be provided to all SISOs in the district” (all SISOs).*

*“All SISOs in the district should be given motorbikes free of charge with full insurance cover and maintenance allowances”.*

*“The unit should be adequately resourced to carry out its supervisory activities in the district” (AD Supervision).*

On logistics, the District Director of Education was of the view that “The office of the district directorate of education should be adequately resourced.

This is how the district Director put it;

*“The office of the district directorate of education should be adequately resourced to carry out its supervisory activities in the district effectively”*

About funding the unit, AD Supervision was of the view that “There should be a regular release of funds. This is how the officer put it;

*“There should be a regular release of funds to cater for the activities of the units” (AD supervision).*

*“The SISOs are in the forefront in the supervision of schools in the district and therefore should be given capitation grants as done to school heads who manage only one school with lesser supervisory roles and duties” (SISOs B, F &G).*

The District Director of Education also of the view that, “SISOs should also be given capitation grants. The District Director made this suggestion;

*“SISOs should also be given capitation grants as done to school heads”.*

Again, on the issue of funding, the district director had this to say;

*“There should be a regular release of funds by government to cater for the activities of the district directorate of education to carry on its activities effectively, including supervision”.*

Reward was identified as one of the measures to help improve supervision in the district. The research respondents had this to say;

*“Government and for that matter GES should give incentives such as free scholarships to teachers who are prepared and willing to stay and work in difficult to reach schools to serve as a motivation to attract more teachers to these remote areas of the district” (all SISOs).*

Notable among the measures to be taken to make supervision of public Junior High Schools in Twifo Atti-Morkwa district of Central Region effective is the giving of absolute power to sanction those teachers who do not perform their duties as expected of them.

In view of AD Supervision and the District Director, “Powers in GES hierarchy should be decentralised from headquarters to at least regional or district levels. This was the opinion of the AD supervision; this is how the officers expressed their opinion;

*“Powers in GES hierarchy should be decentralised from headquarters to at least regional or district levels where the regional directors and district directors of education will be given powers to punish offending teachers”.*

Concerning bad roads in the district, AD Supervision had this to say, *“Accessible roads must be constructed for easy reach to schools in the remote parts of the district”.*

Still on the issue of measures to improve transportation as a hindrance to effective supervision, the District Director of Education said the Twifo Atti-Morkwa District Assembly and for that matter, the government should

construct accessible roads for easy reach to schools in the remotest parts of the district.

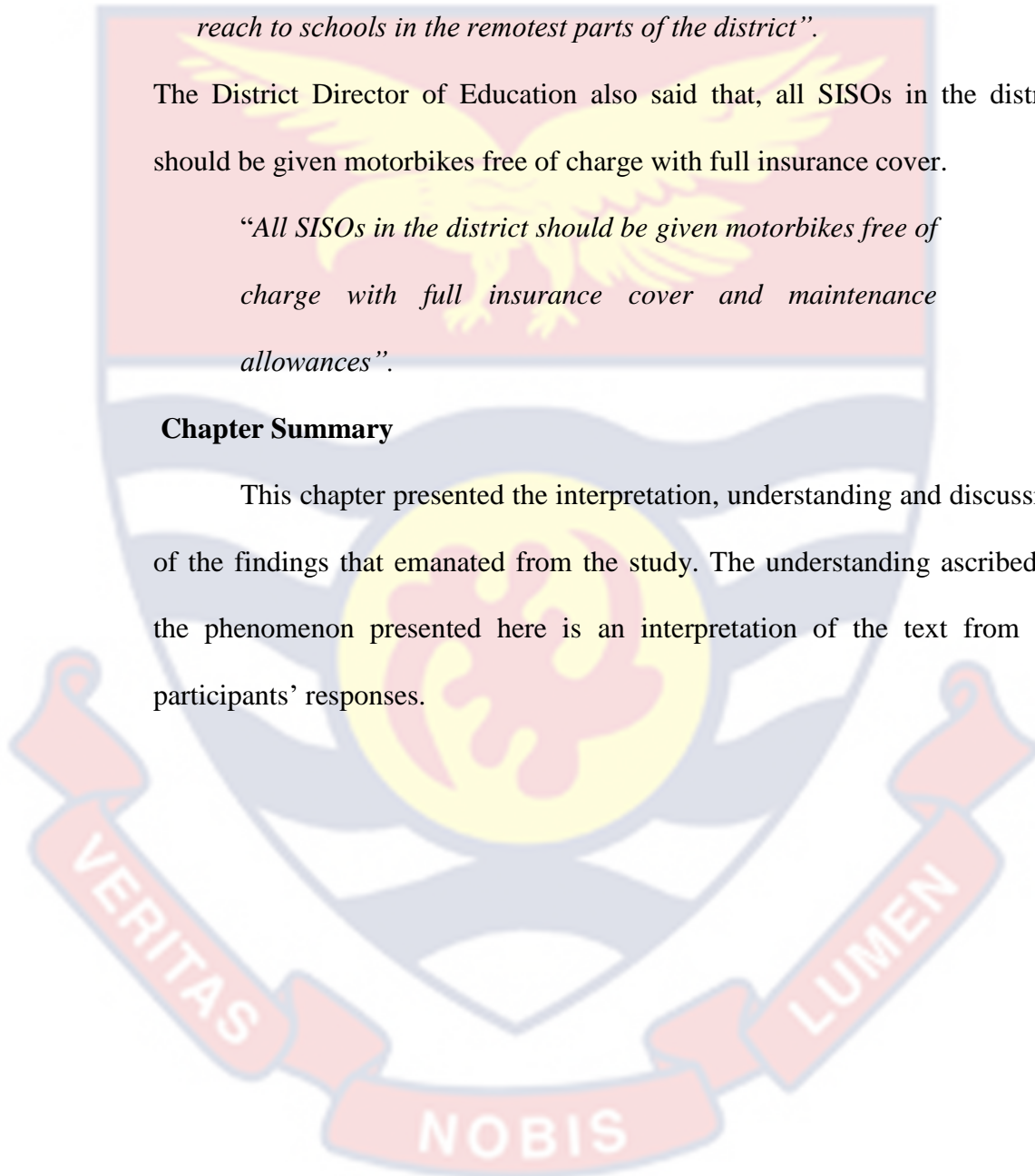
*“The Twifo Atti Morkwa District Assembly and for that matter, the government should construct accessible roads for easy reach to schools in the remotest parts of the district”.*

The District Director of Education also said that, all SISOs in the district should be given motorbikes free of charge with full insurance cover.

*“All SISOs in the district should be given motorbikes free of charge with full insurance cover and maintenance allowances”.*

### **Chapter Summary**

This chapter presented the interpretation, understanding and discussion of the findings that emanated from the study. The understanding ascribed to the phenomenon presented here is an interpretation of the text from the participants’ responses.





## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### Overview

This chapter presented summary of study, summary of main findings of study, conclusions and recommendations on supervisory practices in public Junior High Schools in Twifo Atti-Morkwa district of Central Region. Literature review indicated conceptual definitions of supervision were developmental in nature and that, the term supervision has a plethora of definitions. Types of supervision was viewed to be both internal and external as well as officers who take part in the supervision of schools were covered to be those within the school and those outside the confines of the schools. The literature review was also centred on the purposes of supervision, challenges and measures that can improve supervision of schools.

The study adopted a mixed method approach of descriptive survey research design in which quantitative and qualitative data collection and analysis were used to carry out the research. The population for the study was 474, made up of 385 teachers from 77 public Junior High Schools in the district, 77 school heads from 77 public Junior High Schools in the district, all 10 SISOs from the 10 main Circuits in the district, AD Supervision and District Director of Education. Sample size was 172, comprised of 120 teachers from 40 public Junior High Schools took part in the study, 40 school heads from 40 public Junior High Schools used for the study, all 10 SISOs in the district, AD in charge of Supervision and District Director of Education. This research used simple random sampling technique and purposive sampling technique, with 160 respondents completing questionnaires which were

designed and administered by the researcher and two assistants. All the 160 questionnaires for the 160 respondents were successfully retrieved by the researcher. Also, all 10 SISOs, AD Supervision and District Director of Education were successfully interviewed at their own convenient time.

### **Summary of Main Findings**

Summary of key findings of the study were:

1. Internal type of supervision is the major supervisory practices in the Twifo Atti-Morkwa district.
2. Lead and Team Inspectors from the National Schools' Inspectorate Authority (NaSIA) do not play their supervisory roles as expected in the district.
3. The school heads performed their internal supervisory roles very well in supervision of public Junior High Schools in the Twifo Atti-Morkwa district of Central Region.
4. From the study, bad roads in the district, lack of incentives for supervisors, transportation difficulties, inadequate logistics including Teaching Learning Resources were the main challenges of supervision in the district.
5. Also, measures which can be taken to improve supervision in the district were provision of motorbikes to SISOs with full insurance cover, maintenance of bad roads in the district, provision of logistics such as TLRs and payment of allowances to supervisors.

## Conclusions

The study conducted on supervisory practices in public Junior High Schools in Twifo Atti-Morkwa district of Central Region, internal supervision was common supervisory practices. The main external supervisors who played key role in the external supervision were SISOs. The lead and team inspectors from the National Schools Inspectorate Authority (NaSIA) do not pay regular visits to the schools in the district. Some major challenges confronting supervision in public Junior High Schools in the district included bad nature of roads in the district, inadequate transportation facilities for supervisors, inadequate supply of teaching and learning resources and other essential logistics. It was therefore suggested that Ghana Education Service and for that matter government, should step in to solve challenges identified through the study so that supervisory practices of public Junior High Schools in the district would be improved.

## Recommendations

1. SISOs, Assistant Director in charge of Supervision and the District Director of Education who are external supervisors in the district should pay regular visits to public Junior High Schools to complement the internal supervision by the school heads to aid the effective and efficient achievement of educational goals in the public Junior High Schools in the Twifo Atti-Morkwa district of Central Region.
2. The government should resource National Schools' Inspectorate Authority (NaSIA) so that it can play its external supervisory roles well as mandated by the state to augment supervisions that take place at the district levels.

3. The government should motivate school heads with the necessary incentives and support they need to continue to carry out their internal supervisory roles well in the public Junior High Schools in the Twifo Atti-Morkwa district of Central Region.
4. There should be regular maintenance of the bad roads in the district in the form of reshaping, regravelling and repair of the broken-down bridges by the Twifo Atti- Morkwa District Assembly.
5. The GES in consultation with Ministry of Education should equip basic schools in the district with needed Teaching and Learning Resources.
6. The government through GES should give special incentives to SISOs such as provision of motorbikes, fuel allowances, accommodation allowances and so on to enable them to perform their supervisory roles effectively.
7. Some of the centralised powers of the Director General of Ghana Education Service should be decentralised to the Regional and District Directors of Education to get some powers to punish recalcitrant teachers who intentionally break GES' code of conducts.



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**APPENDICES**



## APPENDIX A

**UNIVERSITY OF CAPE COAST**  
**COLLEGE OF EDUCATION STUDIES**  
**QUESTIONNAIRES FOR SCHOOL HEADS ON SUPERVISORY**  
**PRACTICES IN PUBLIC JUNIOR SCHOOLS IN TWIFO ATTI**  
**MORKWA DISTRICT OF CENTRAL REGION**

Dear Participant,

The purpose of this study is to collect information on supervisory practices in public Junior High Schools in Twifo Atti Morkwa District of the Central Region of Ghana. Your candid opinion in responding to this questionnaire will be appreciated. Confidentiality of all the information you will provide in these questionnaires is assured and it is purely for research purposes. Thank you.

Consent form

I have read the information about the purpose of this survey. Any questions I have about this research have been answered to my satisfaction. I have agreed to take part in this research. By handing over the completed questionnaire to the researcher, I give my consent for the results to be used in the research which is purposely for academic work. I am aware that this survey is anonymous and does not contain any details which may personally identify me by the research. I know that I may change my mind and withdraw my consent to participate at any time; and I acknowledge that once my survey has been submitted it may not be possible to withdraw my data. I understand that the researcher will treat all information I provide confidential and will not release it to a third party unless required by law to do so. I understand that no information which can specifically identify me will be published as part of the findings.

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**Roles of supervisors, (School Heads, SISOs NIA officers) in the supervision of public junior schools in Twifo Atti Morkwa District**

Please indicate your responses to the following statements by ticking one option.

Supervisory roles	Strongly Agree	Agree	Strongly Disagree	Disagree
1.I make sure that my teachers carry out their responsibilities effectively.				
2.I ensure teaching and learning materials are available for use by teachers and students.				
3.I make sure that teaching and learning materials are regularly maintained.				
4.I readily make teaching and learning materials available for use by the teachers and students.				
5. I make sure that my teachers prepare their lessons' notes on time.				
6. I make sure that my teachers submit their lessons' notes for vetting.				
7.I ensure that my teachers teach well according to their lessons' notes.				

8.As a school head, I make sure that my teachers give students assignments and mark them.				
9.I offer all the teachers all the necessary assistance they may require to promote effective teaching and learning in my school.				
10. SISOs come to my school to support and develop my teachers to handle instructions in the classroom.				
11. SISOs come to my school to provide support to my teachers to handle instructions in their classes.				
12. SISOs come to my school to interpret educational policies to my teachers and myself.				
13. SISOs help I and my teachers in my school to understand educational policy objectives. e.g., curriculum.				
14. SISOs provide in-service training and education for professional development for my teachers and myself.				
15. Officials from National Inspectorate Authority (NIA) come				

to my school to make sure my teachers and I carry out our duties effectively.				
16. Officials from NIA come to my school to explain educational policies to my teachers and myself.				
17. Officials from NIA come to my school to set standards for my teachers and myself.				
18. Officials from NIA come to my school to find out whether those standards set for my teachers and myself are observed.				

Indicate any other supervisory roles of you, being the school head, SISOs and NIA officials.

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**Types of supervision conducted in the public junior schools in Twifo Atti Morkwa District.**

Please indicate your responses to the following statements by ticking one option.

Types of supervision	Strongly Agree	Agree	Strongly Disagree	Disagree
28.I go to class to supervise my teachers while teaching.				
29. My assistant school head goes to class to supervise teachers while teaching.				
30.Teachers in my school go to the class of their colleague teachers to supervise them while teaching.				
31.I supervise my teachers while teaching more than any officer in my education district.				
32. Apart from I, being the school head, the next officer who supervises my teachers more while teaching is my assistant school head.				
33. My SISO goes to the class of my teachers to supervise them while teaching.				

34. My SISO goes to the class of my teachers to supervise them while teaching more than my assistant school head and I.				
35. AD (in charge of supervision) goes to classes of my teachers to supervise them while teaching.				
36. AD Supervision supervises my teachers while teaching more than my assistant school head and I.				
37. The District Director of Education goes to the class of my teachers to supervise them while teaching.				
38. The District Director of Education goes to the class of my teachers to supervise them while teaching more than my assistant school head and I.				
39. Officials from the National Inspectorate Board (NIA) come to my school to supervise my teachers while teaching.				

40. Officials from NIA come to my school to supervise my teachers while teaching more than my assistant school head and I.				
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Indicate any officers who come to your school to supervise you and your teachers.

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Challenges of supervision in public junior high schools in Twifo Atti Morkwa District.

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Measures that can be taken to improving supervision of public junior high schools in Twifo Atti Morkwa District.

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**APPENDIX B**

**UNIVERSITY OF CAPE COAST**

**COLLEGE OF EDUCATION STUDIES**

**INSTITUTE FOR EDUCATION PLANNING AND ADMINISTRATION**

**INTERVIEW GUIDE FOR SISOs, AD SUPERVISION AND DISTRICT**

**DIRECTOR OF EDUCATION ON SUPERVISORY PRACTICES OF**

**PUBLIC JUNIOR HIGH SCHOOLS IN TWIFO ATTI MORKWA**

**DISTRICT OF CENTRAL REGION**

**BACKGROUND INFORMATION ON PARTICIPANT**

1. What are your major roles as a supervisor in supervision of public junior high schools in Twifo Atti Morkwa district?
2. Who are main people or officers who carry on more supervisory activities in the public Junior High Schools in the Twifo Atti Morkwa district?
3. What are some of the challenges do you face as a supervisor in supervision of public Junior High Schools in Twifo Atti Morkwa district?
4. What are measures that could be taken to address those challenges that you face as a supervisor in supervision of public Junior High Schools in Twifo Atti Morkwa district?



## APPENDIX C

## UNIVERSITY OF CAPE COAST

## COLLEGE OF EDUCATION STUDIES

## INSTITUTE FOR EDUCATION PLANNING AND ADMINISTRATION

**QUESTIONNAIRES FOR TEACHERS ON SUPERVISORY  
PRACTICES IN PUBLIC JUNIOR HIGH SCHOOLS IN TWIFO ATTI  
MORKWA DISTRICT OF CENTRAL REGION.**

Dear Participant,

Purpose of this study is to collect information on supervisory practices in public junior high schools in Twifo Atti Morkwa District of central region of Ghana. Your candid opinion in responding to questionnaires will be appreciated. Confidentiality of information you will provide in this questionnaire is assured and it is purely for research purposes. Thank you.

**Consent form**

I have read information about purpose of this survey. Questions I have about this research have been answered to my satisfaction. I have agreed to take part in this research. By handing over completed questionnaire to researcher, I give my consent for the results to be used in this research which is purposely for academic work. I am aware that this survey is anonymous and does not contain any details which may personally identify me by the research. I know that I may change my mind and withdraw my consent to participate at any time; and I acknowledge that once my survey has been submitted it may not be possible to withdraw my data. I understand that the researcher will treat all information I provide confidential and will not release it to a third party unless

required by law to do so. I understand that no information which can specifically identify me will be published as part of the findings.

.....

**BACKGROUND INFORMATION ON PARTICIPANT**

**Roles of supervisors, (School Heads, SISOs NIA officers) in the supervision of public junior schools in Twifo Atti Morkwa District**

Please indicate your responses to the following statements by ticking one option.

<b>Supervisory roles.</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Strongly Disagree</b>	<b>Disagree</b>
1. My school head makes sure that I carry out my responsibilities effectively.				
2. My school head ensures teaching and learning materials are available for use.				
3. My school head makes sure that teaching and learning materials are regularly maintained.				
4. My school head readily makes teaching and learning materials available for use by the teachers and students.				
5. My school head makes sure				

that I prepare my lesson notes on time.				
6. My school head makes sure that I submit my lesson notes for vetting.				
7.As a teacher, my school head makes sure that I teach well according to my lesson notes.				
8. My school head makes sure that I give students assignments.				
9. My school head makes sure that I mark the assignments of students.				
10.. My school head offers me the necessary assistance I may require in promoting effective teaching and learning in my school.				
11. SISOs come to my school to support me to handle instructions in the classroom.				
12. The SISOs come to my school to provide me support to make my lesson notes better.				

<p>13.The SISOs come to my school to interpret current educational policies to me.</p>				
<p>14. The SISOs facilitate in-service training for my professional development.</p>				
<p>15. Officials from National Inspectorate Authority (NIA) come to my school to make sure I carry out my duties effectively.</p>				
<p>16.Officials from NIA come to my school to explain educational policies to me.</p>				
<p>17. Officials from NIA come to my school to set standards for me.</p>				
<p>18. Officials from NIA come to my school to find out whether those standards set for me are observed.</p>				

19. Indicate any other supervisory roles of School heads, SISOs and NIA officials

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**Types of supervision conducted in the public junior schools in Twifo Atti Morkwa District?**

Please indicate your responses to the following statements by ticking one option.

Types of supervision	Strongly Agree	Agree	Strongly Disagree	Disagree
20. My school head comes to my class to supervise me while teaching.				
21. My assistant school head comes to my class to supervise me while teaching.				
22. My colleague teachers in my school come to my class to supervise me while teaching.				
23. My school head supervises me while teaching more than				



any officer in my education district.				
24. Apart from my school head, the next officer who supervises me more while teaching is my assistant school head.				
25. My SISO comes to my class to supervise me while teaching.				
26. My SISO comes to my class to supervise me while teaching more than my school head.				
27. My SISO comes to supervise me while teaching more than my assistant school head.				
28. Assistant Director (AD) (in charge of supervision) comes to my class to supervise me while teaching.				
29. Assistant Director (AD) (in charge of supervision) supervises me while teaching more than my school head and				

assistant school head.				
30. The District Director of Education comes to my class to supervise me while teaching.				
31. The District Director of Education comes to my class to supervise me while teaching more than my school head and assistant school head.				
32. Officials from National Inspectorate Authority (NIA) come to my class to supervise me while teaching.				
33. Officials from NIA come to my class to supervise me while teaching more than my school head and assistant school head.				

34. Indicate any other officers who come to your school to supervise you.

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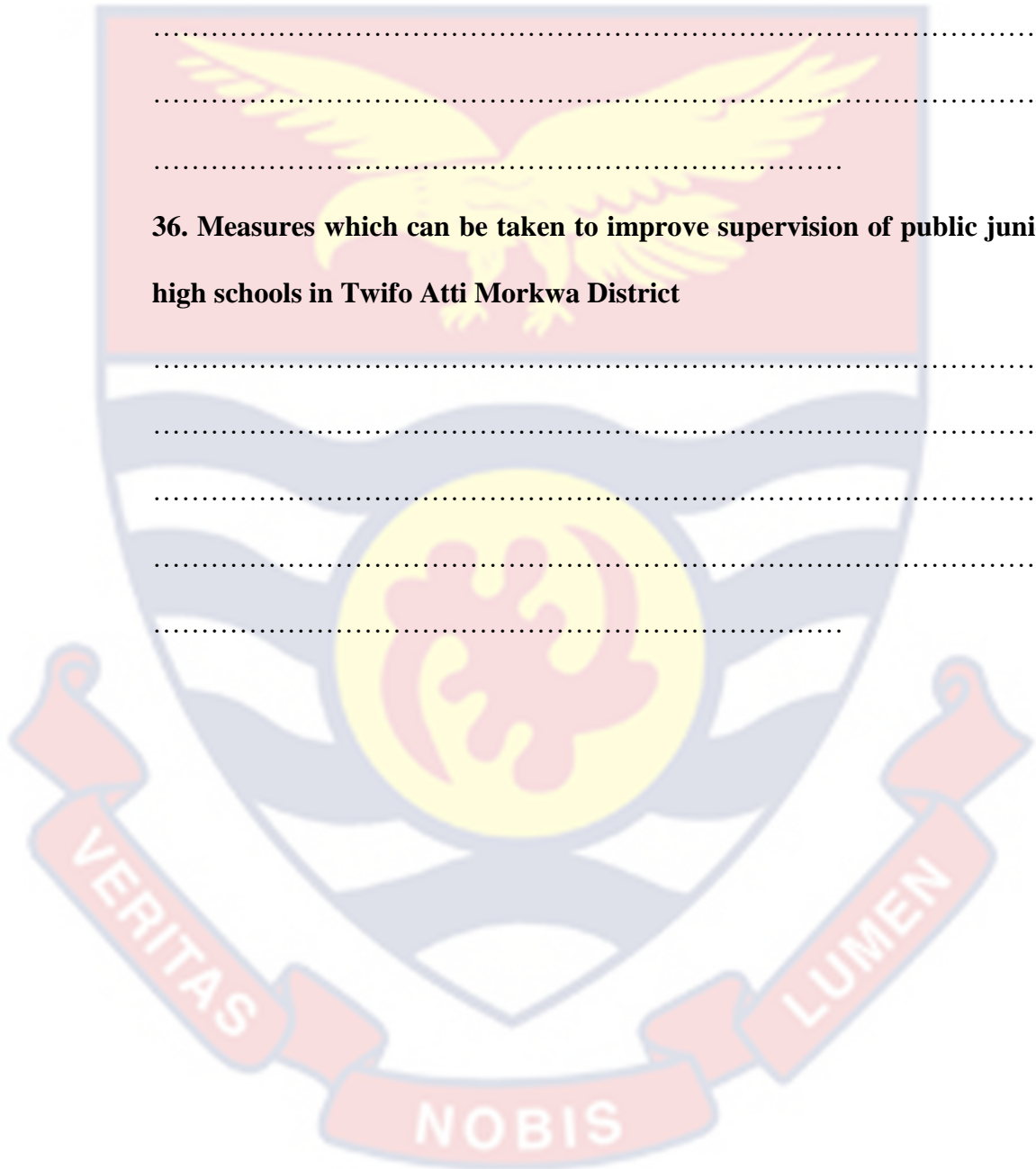
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**35. Challenges of supervision in public junior high schools in Twifo Atti Morkwa District**

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**36. Measures which can be taken to improve supervision of public junior high schools in Twifo Atti Morkwa District**

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## APPENDIX D

### THE TRANSCRIPTIONS OF INTERVIEWS

Concerning the supervisory roles of SISOs in supervising public Junior High Schools in the district, the SISOs pointed out that, they ensure adequate staffing. Some of the SISOs (SISO A) had this to say.

*“SISOs make sure that adequate staffing and resources are given to all teachers the circuits in the district”.*

SISOs C, F and G were of the view that their supervisory roles include monitoring of teachers, school heads and the students in their various circuits and also ensuring proper implementation of GES policies and guidelines in the schools and the community. This is how the SISOs put it;

*“As SISOs, our roles also include monitoring of teachers, school heads and the students in their various circuits and also ensuring proper implementation of GES policies and guidelines in the schools”.*

*Sometimes,” SISOs explain educational programmes in the country to the communities within their jurisdictions during fora such as Open Days, PTA meetings etc”. (SISOs E, F, G &J)*

In supporting the above roles of SISOs, SISO B categorically stated their roles as explaining new policies to teachers. The SISO had this to say;

*“When Free SHS policy was first introduced, I gathered both teachers and parents within my circuit and explained to them”.*

Another SISO said that, they serve as a link between the district education office and their respective circuits. This is what the SISO said;

*“SISOs serve as a link between the district education office and their various circuits” (SISO D).*

*“We also monitor and where possible offer pieces of advice on the conduct of staff and students” (SISOs E &D).*

All 10 SISOs agreeably stated that, they ensure regular preparation of scheme of work and lesson plan. The SISOs expressed the thought like this;

*“SISOs ensure regular preparation and usage of scheme of work and lesson plan as well as output of work of teachers”*

Some of the SISOs also noted that, they offered technical assistance to teachers and learners. This how they put it;

*“SISOs give technical support to teachers and learners within their respective circuits in the district (SISOs H &J)”*

*“SISOs conduct school based or cluster-based In-service Education and Training (INSET) to teachers within their respective circuits if the need arises” (all SISOs).*

As part of their supervisory roles, SISO I & H were of the view that *“At times, SISOs select teachers for awards. They had this to say;*

*As part of our supervisory roles, SISO I & H were of the view that “At times, SISOs select teachers for awards such as Best Teacher Awards and promotions to higher positions.*



Responses of participants revealed some supervisory roles of the AD responsible for supervision in all public basic schools in the district, including public Junior High Schools in Twifo Atti Morkwa District. The AD Supervision had following to say:

*“As AD Supervision, I interact directly with teachers and pupils in all public basic schools in the district including public junior High Schools”.*

*Also, as part of my roles “I go rounds to monitor and supervise all teachers in the district including those in public Junior High Schools”.*

*As part of my supervisory duties,” I make sure that teachers prepare their lesson notes well and promptly”.*

*“AD Supervision is the head of all SISOs in the district and therefore makes sure that all SOSIs in the 10 main circuits in the district carry out their supervisory roles effectively and efficiently”.*

*AD Supervision also doubles as “head of all units in the district directorate”. Some of these units include:*

*Pre -school coordinator who is in charge of all the pre-schools in the district, Basic school coordinator who is in charge of all basic schools (from BS 1 to BS 9) in the district, Guidance and counselling coordinator, Girl child education coordinator and the host of units’ heads.*

*“AD Supervision as part of my supervisory roles receive reports from all SISOs about the supervision of all basic*

*schools in the district including public junior high schools”.*

*“Being AD Supervision, I also perform any other supervisory activities that may be assigned to me by my District Director of Education”.*

The District Director of Education also mentioned some of his supervisory roles in supervising public Junior High Schools in the district. The following were found out from the responses of the District Director of education.

*“Being a head of the district education directorate, I give technical support to teachers and learners in all basic schools in the district”.*

*“As a district director, I monitoring output of work of teachers and learners throughout the district”.*

*“One of my supervisory roles is conducting observation lessons and post observation demonstrations and meetings”*

*“As part of my supervisory roles I conduct school /cluster-based In-service Education and Training (INSET) for my teachers in the district”.*

*“As a district director, I also select teachers for awards and promotions to higher positions”.*

*As a head of education in the district; “I perform any supervisory duties assigned to me by my superiors thus a Regional Director or Director General of GES”*

Some of them had these to say as their major challenges.

*“Inadequate supply of fuel and other logistics to do monitoring and supervision” (SISOs C, G, H & I)*

*“Transportation problem has been a major challenge affecting his supervisory roles” (AD supervision).*

*“Unlike school heads who receive capitation grants, the SISOs who do a lot of supervisory work are not covered by the capitation grants and this has been greater obstacle affecting the supervisory roles of SISOs” (SISO B).*

*“Inadequate transport and travelling allowances coupled with bad roads and remoteness of some of the towns where schools are sited”. (SISO B).*

*“Transportation difficulties is a major challenge impeding effective supervision in the district” (DDE)*

In the view of AD Supervision, one major challenge affecting his supervisory roles in the district is the lack of power to appropriately sanction recalcitrant teachers. The AD supervision had this to say;

*“Not having powers to punish recalcitrant teachers who go wayward and that he can just bark but cannot bite, not even the regional director of education or district director of education has those powers to punish teachers”*

*On matter of disciplining recalcitrant teachers who do not perform their duties, well, “Failure on the part of those who matter to discipline staff found to have breached the*

*code of conducts of Ghana Education Service has been a big challenge to us” (all SISOs)*

*“Absenteeism and lateness on the part of teachers especially on the part of those teachers who commute from the district capital to school”. (SISOs A, C, I &J)*

SISO B revealed a rather serious issue with respect to difficulty in reaching some of the schools in the district. SISO B had this to say;

*“Dispersed nature of schools in the district geographical locations make regular visits difficult” (SISOs A, B, E, F &H).*

*“I have to pass through different district and different region before I can visit some of the schools within my circuit.”*

*“Hard to reach schools as a result of bad roads and remoteness of some the towns where schools are sited”.*

*“High rate of transfers and release from various circuits within the district (at times without the knowledge of SISOs)” (SISOs A, B, &G).*

*Non-existence and inadequate resources for supervision, monitoring and reporting” has been a major challenge in the views of SISOs C, F, G &I.*

All 10 SISOs had non-payment or non-inclusion of capitation grants to SISOs to say as one of the major challenges hampering effective supervision of public Junior High Schools in Twifo Atti-Morkwa District of Central Region



*“Non-payment or non-inclusion of capitation grants to SISOs as done to school heads who manage only one school with lesser supervisory duties and roles”.*

*“Lack of funding, which includes money to buy fuel, no maintenance allowances and insurance cover the few SISOs who use motorbikes for supervision”.*

Just as affirmed by AD Supervision, the District Director of Education was also of the view that “Unlike school heads, the SISOs who do a lot of supervisory work are not covered by the capitation grants”.

*Unlike school heads, the SISOs who do a lot of supervisory work are not covered by the capitation grants”.*

Still concerning challenges of supervision of public Junior High Schools in Twifo Atti-Morkwa District of Central Region, the Assistant Director in charge of supervision further enumerated the following as some of challenges confronting his supervisory roles.

AD Supervision and the District Director noted the remote nature of towns where schools are sited. This is how the AD supervision put it;

*“Remote nature of towns where schools are sited makes regular visit very difficult” (AD supervision).*

*“Remote nature of the towns where schools are sited makes regular visit very difficult” (DDE).*

AD Supervision was also of the view that the supervision cannot be effective if his unit is not well resourced. The AD supervision expressed it like this;



*“The supervision unit is not adequately resourced. For example, there are no computers and other logistics in the unit to help in the supervision of schools in the district”.*

On logistics, the District Director said “The directorate is not adequately resourced. For example, there are no vehicles, motorbikes, computers and other logistics in the directorate to help in the supervision of schools in the district”.

*“The directorate is not adequately resourced. For example, there are no vehicles, motorbikes, computers and other logistics in the directorate to help in the supervision of schools in the district”.*

As indicated by AD Supervision, it was also revealed that, the District Director of Education does not have the power to punish recalcitrant teachers. This is how the district director put it;

*“I do not have any powers and authority to punish recalcitrant teachers who go wayward. As a whole District Director of Education, I can only bark but cannot bite, not even the regional director of education has those powers to punish teachers. The only tool which District Directors of Education used in those days was to put embargo on salaries of recalcitrant teachers but that tool has become ineffective these days due to influx of Automated Teller Machines (ATMs) dotted around all major banks in Ghana today which allow clients (teachers) of banks to withdraw money without necessarily being physically present at banks”.*

This is how they put it;

*“Transfers and releases must be done as and when replacements are available so that classrooms do not become empty of staff” (SISOs A, B, E &F).*

Concerning bad roads in the district, all 10 SISOs had this to say;

*“Accessible roads must be constructed for easy reach to interior schools”.*

*“Essential supplies of needed logistics should be given to schools in the district to enhance effective supervision”.*

*(SISOs H, I &J)*

*On matters of discipline, Prompt actions should be taken on all disciplinary issues reported to the district directorate” (all SISOs).*

To help reduce absenteeism and lateness on part of some teachers, all 10 SISOs suggested that, electronic time recorders should be provided in all public junior schools in the district. This is how the SISOs put it;

*To help reduce absenteeism and lateness on part of some teachers, electronic time recorders should be provided in all public junior high schools in the district to reduce lateness and absenteeism of teachers” (all SISOs).*

In relation to logistics, the research respondents also suggested that, Motorbikes as a means of transportation should be provided to all SISOs. This is the voice of the research participants;

*“Motorbikes as a means of transportation should be provided to all SISOs in the district” (all SISOs).*

*“All SISOs in the district should be given motorbikes free of charge with full insurance cover and maintenance allowances”.*

*“The unit should be adequately resourced to carry out its supervisory activities in the district” (AD Supervision).*

On logistics, the District Director of Education was of the view that “The office of the district directorate of education should be adequately resourced.

This is how the district Director put it;

*“The office of the district directorate of education should be adequately resourced to carry out its supervisory activities in the district effectively”*

About funding the unit, AD Supervision was of the view that “There should be a regular release of funds. This is how the officer put it;

*“There should be a regular release of funds to cater for the activities of the units” (AD supervision).*

*“The SISOs are in the forefront in the supervision of schools in the district and therefore should be given capitation grants as done to school heads who manage only one school with lesser supervisory roles and duties” (SISOs B, F &G).*

The District Director of Education also of the view that, “SISOs should also be given capitation grants. The District Director made this suggestion;

*“SISOs should also be given capitation grants as done to school heads”.*

Again, on the issue of funding, the district director had this to say;

*“There should be a regular release of funds by government to cater for the activities of the district directorate of education to carry on its activities effectively, including supervision”.*

Reward was identified as one of the measures to help improve supervision in the district. The research respondents had this to say;

*“Government and for that matter GES should give incentives such as free scholarships to teachers who are prepared and willing to stay and work in difficult to reach schools to serve as a motivation to attract more teachers to these remote areas of the district” (all SISOs).*

Notable among the measures to be taken to make supervision of public Junior High Schools in Twifo Atti-Morkwa district of Central Region effective is the giving of absolute power to sanction those teachers who do not perform their duties as expected of them.

In view of AD Supervision and the District Director, “Powers in GES hierarchy should be decentralised from headquarters to at least regional or district levels. This was the opinion of the AD supervision; this is how the officers expressed their opinion;

*“Powers in GES hierarchy should be decentralised from headquarters to at least regional or district levels where*



*the regional directors and district directors of education will be given powers to punish offending teachers”.*

Concerning bad roads in the district, AD Supervision had this to say, *“Accessible roads must be constructed for easy reach to schools in the remote parts of the district”.*

Still on the issue of measures to improve transportation as a hindrance to effective supervision, the District Director of Education said the Twifo Atti-Morkwa District Assembly and for that matter, the government should construct accessible roads for easy reach to schools in the remotest parts of the district.

*“The Twifo Atti Morkwa District Assembly and for that matter, the government should construct accessible roads for easy reach to schools in the remotest parts of the district”.*

The District Director of Education also said that, all SISOs in the district should be given motorbikes free of charge with full insurance cover.

*“All SISOs in the district should be given motorbikes free of charge with full insurance cover and maintenance allowances”.*