

UNIVERSITY OF CAPE COAST

EFFECTIVENESS OF SUPERVISION OF BASIC SCHOOLS IN THE TEMA  
MUNICIPALITY OF THE GREATER ACCRA REGION OF GHANA

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BY  
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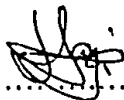
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## DECLARATION

### Candidate's Declaration

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

Candidate's Signature.......... Date..... 6/9/07.....

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### Supervisor's Declaration

I hereby declare that the preparation and presentation of the dissertation was supervised in accordance with the guidelines on project work laid down by the University of Cape Coast.

Supervisor's Signature.......... Date..... 06-09-2007.....

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## ABSTRACT

The issue of poor academic performance of pupils in the Ghanaian Basic Schools has become a societal concern. Public outcry through Media reports on almost a daily basis to the view that children are not studying hard enough attests to this fact. While some think that schools lack the basic educational resources others think that standards have fallen because of the lack of adequate supervision. Some even assert that the curriculum is too bookish and the period too short. To this school of thought, the curriculum should be reviewed to cut down on the number of subjects and to increase the duration of the course. Stakeholders however agree that lack of effective supervision is a contributing factor.

The purpose of this study was to find out the effectiveness of supervision in the Tema Municipality in view of the fact that students continue to perform poorly despite the numerous in-service and staff development workshops that circuit supervisors, head teachers and teachers undertake in the Municipality. The study was a survey research and the interview and questionnaire methods were used to collect data. The administration of the questionnaire recorded 99% response among head teachers and 100% among circuit supervisors, head of inspectorate and students. The main statistical methods used in the study were percentages and descriptive statistics.

The major findings of the study were that:

1. While the education officers (60%) were of the view that both internal and external supervision were given greater emphasis, majority of the head teachers and teachers said that school-based supervision was given greater emphasis in the Municipality.
2. School based supervision was more effective and helpful to teachers and therefore preferred to the external supervision by the Municipal Education Office.

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Finally, I wish to acknowledge the support of Mrs Sophia Abban Johnson, my friend who cheered me up when the going was getting tough.

## DEDICATION

I wish to dedicate this dissertation to my beloved husband, Mr. M. N. A. Adams and to my children Sadique and Rashidatu with love.

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## CHAPTER ONE

### INTRODUCTION

#### Background to the Study

The main purpose of the educational system of every country is to equip the citizens with knowledge, skills, attitudes and values that will help them make meaningful contributions to the development of their country. For this reason, the school becomes the most important institution that is most crucial to every country's development.

A critical study of the educational system of any society will show a lot about the people, their needs, culture, hopes and aspirations. This is because the school exists in an environment and reflects that particular society and the way it is structured to help control and guide the behaviour of its members. The school is set up to help control through the manipulation of the environment, the development of the young towards ends that are regarded as desirable by the society. Plato as cited in Dowuona (2003) is reported to have said that whatever the society wanted to be should be put in the schools.

The school curriculum has a significant role to play if schools are to achieve the objectives for which they are set up. Popham and Baker (1970) define curriculum as all planned learning outcomes for which the school is responsible. Mosher and Purpel (1972) see the curriculum as "those experiences, materials and techniques that constitute what the students are supposed to and

actually learn. It is both intended educational programme and what actually happens. The school has a significant role to play if schools are to achieve the objectives for which they are set up” (p.6).

Unfortunately, in recent times supervision has been of much concern to the public. It is alleged that the performance of children in Ghanaian Basic Schools is generally seen as being on the decline and several people have raised the issue in public fora and in the mass media identifying the cause of the problem as lack of effective supervision. Headteachers and teachers of schools have been accused of being lackadaisical towards their official duties. In The Daily Graphic of Wednesday, the 8<sup>th</sup> August 2001, under the caption Lack of logistics crippling our work’ Budu-Smith, the Acting Director of Ghana Education Service (GES) admitted that “lack of effective supervision has created the opportunity for some teachers to neglect the pupils during class hours to engage in non academic work to the detriment of pupils” (p.1, 3). Additionally, Mensah (an executive of Ghana National Association of Teachers) was reported in The Chronicle of Friday that “bad employment and working conditions for teachers and lack of effective supervision and good quality of supervisors accounted for the decline in education in the country” (p.4). Finally, The Mirror of Saturday, December 22, 2001 carried a report of an interview with Mr. Eworyi (the District Chief Executive (DCE) of South Tongu). The DCE asserted that teachers are the cause of the lowering of standards in the schools. He identified these negative practices in the school system that affect performance; teachers leave pupils to play as they gather and

converse, teachers go to school very late and as a result the day's schedule cannot be completed, lack of supervision is the main cause of the attitudes of teachers.

The District Director of Education for South Tongu, however, stated that as much as the problem of poor standards can be blamed on the teachers, she believes that the pupils cannot escape blame since most of them spend their time watching video, while others spend their time at funeral grounds playing drums instead of sitting behind their books. Goens (1982) emphasized that teachers can contribute to the change process within their own classrooms, a place where experimentation with different strategies and new personal behaviours may be tried. Therefore, the critics believe that if teachers keep children busy in the classroom considerable instructional time will not be wasted. The observation of the DCE of South Tongu and Goens are relevant as far as school instruction time is concerned. But the point raised by the District Director is also relevant in so far as we admit that out of classroom work is known to support classroom work.

The Basic Education Sector Improvement Programme (MOE, BESIP, 1996) lists quality teaching and learning as one of the key issues in basic education. Although it has been widely acknowledged that education, particularly basic education, is the fundamental building block of a nation, the document identifies weak supervision both in school and by circuit supervisors and inspectors as a major problem in our basic schools. Haddad (1990), quoting the Nobel-Prize-winning economist, Theodore Schultz, said the following about basic education: "Basic education imparts not only essential knowledge but it also

develops crucial attitudes and values, especially as sense of self efficacy needed to adopt new methods and adjust to rapid change" (p.67).

Various attempts are being made to address the phenomenon of poor performance in basic schools. Some of the current strategies being adopted to help address the situation are diagnostic tests such as the baseline test instituted by many District Education Directorates to isolate the causes of low performance, the beefing up of inputs such as reading materials, in-service training of teachers and the involvement of all stakeholders in the supervision of the schools as envisaged in the Programme to Improve School Performance. In a paper entitled "Towards effective monitoring and supervision of schools" at a workshop for district key officials and community leaders on FCUBE held in June-July 1994. At the end of the workshop The Ministry of Education has made a declaration that management and supervision can no longer remain the monopoly of Ghana Education Service and that systems should be put in place to effect the transfer of ownership of public schools from the Ministry of Education/Ghana Education Service to the communities in which the schools are physically located (Ministry of Education, Ghana as cited by Konadu, 1998).

This fact notwithstanding, school heads are to provide good instructional programmes that will help improve performance and also provide efficient supervision of the school. Some writers have argued that the whole success of a school is to a large extent shaped by the manner in which the headteacher perceives and performs his role in the school (Hoyle, 1969, cited in Grace, 1972,). Schools that are effectively managed have good internal supervision schemes.

Glickman, Gordon and Ross-Gordon (1995) state "if supervision is to improve instruction in a school, then it must be an active force that provides focus, structure and time for matters of curriculum and instruction" (p.8). Supervision, therefore, should be seen as a continuing process, which should be used to help the classroom teacher to manage the content of the education he offers so that it becomes relevant to the world outside.

Modern day supervision, however, should not be considered as mere classroom visits, individual teacher conferences, rating of teachers and writing of reports. Supervision has grown to include the curriculum, materials for instruction, the school community and other administrative functions (Elsbree & Harold, 1979). These administrative functions are curriculum organization, policies on pupils' progress, method of pupil assessment and reporting to parents, allocation of funds for materials and equipment and morale of staff. All these administrative functions affect the teaching and learning process and cannot be divorced from supervision. Supervision, therefore, becomes an integral part of administration. From the above, it could be said that any leadership that is primarily concerned with the school is considered supervisory and supervision itself is a major division of educational administration.

### **Statement of the Problem**

The decline of standards in the quality of teaching and learning in Basic schools in Ghana continues to be a major problem for the government, parents and other stakeholders in education. It is in the light of this that hardly a week passes without a mass media comment on the poor performance in the Basic

schools and in the Basic Educational Certificate Examination (B. E. C. E). The government through the Ghana Education Service (GES) has come out with so many elaborate programmes and interventions on supervision for heads of Basic schools throughout the country since 1994. A headteacher's manual has been provided to guide headteachers in the supervision of their schools. A series of workshops and seminars have been organized and are being organized to improve the supervisory skills of the headteacher, notable among them is the training session organized under the Whole School Development Process (WSPD) – Teacher Development Component but there seems to have been no improvement in the quality of teaching and learning in Basic schools.

It has been asserted that quality education for all cannot be achieved without proper emphasis on the need for well trained teachers who are motivated by appropriate conditions of service and social status (Windham, 1992). The central role the teacher plays in education provision has been recognized by educationist the world over especially as it affects most curriculum and classroom organization. This requires the teacher to do effective work in the classroom. At a time when the Ghana government and its partners in the education delivery system are bracing it up to improve the quality of education, there seems to be a general dissatisfaction with the quality of education products giving an indication of lack of internal efficiency.

Though teachers alone do not determine educational performance, their role is central for which no effective substitute exists' (Windham, 1992 p.18). As a result of this central role, the teacher's work effectiveness is questioned when

pupils/students perform poorly. This role therefore needs to be looked at closely. The essence of evaluating teacher performance is to improve teaching and learning in schools. Even though many workshops, seminars and in-service training sessions have been and continue to be organized for Headteachers , Circuit Supervisors and school inspectors, it is still evident that some of these beneficiaries of the workshops are unable to carry out their supervisory role efficiently. Teacher effectiveness is perceived to be closely linked with effective supervision. Some schools in the Tema Municipality have had the experiences of deteriorating Basic Education Certificate Examination (BECE) result. This study is to find out the effectiveness of supervision of Basic schools in the Tema Municipality.

### **Purpose of the Study**

The purpose of the study was to find out the effectiveness of supervision in Basic Schools in the Tema Municipal Education area. Also, it was to ascertain whether teachers are satisfied with the level of supervision of schools in the Municipality. It must be emphasized that effective supervision of instruction in schools is essential to academic achievements. Therefore, schools that are effectively supervised produce better academic results than those without effective supervision.

### **Research Questions**

The following research questions guided the study:



- (1) What is the teacher's perception of the effect of supervision on teaching and learning?
- (2) To what extent are headteachers and teachers in the Tema Municipality satisfied with the level of supervision?
- (3) What type of supervision do headteachers, teachers and pupils view as promoting effective teaching and learning?
- (4) What type of supervision, external or internal do teachers prefer?
- (5) What type of supervision is being emphasized in the Tema Municipality?

### **Significance of the Study**

The results of the study are intended to be of educational value, which will draw the attention of educational authorities to salient issues as regards supervision of instruction. It is hoped that the study would help explain some of the fundamental issues of supervision with respect to its effectiveness. The study will also be of benefit to the Tema Municipal Education Directorate and the Tema Municipal Assembly-as the latter has oversight responsibility on education delivery-to be able to determine the type of supervision that should be emphasized while the teachers will recognise and appreciate the importance of each type of supervision. It is hoped that with this recognition and appreciation, supervisors and teachers will co-operate in the use of both internal and external supervision in the achievement of educational goals and objectives.

The study is also likely to be of help to parents who are stakeholders of education and therefore want good academic results for benefit to the pupils who are direct beneficiaries of effective supervision. With the spirit of community

participation in educational administration being high in Tema as evidenced in the active participation of School Management Committees (SMC) and Parent/Teacher Associations (PTA's) and other Non governmental organisations (NGOs) and Philanthropists in the activities of the Education Directorate, it is hoped that the results will be of immense benefit to the community of Tema.

### **Limitations**

Even though the best efforts were made to do the study thoroughly, the researcher could not avoid some limitations. Not all the questions were properly answered and some respondents even left some pages blank, the researcher therefore had to send back some of the questionnaire to respondents to answer by re-assuring them that the questionnaire were just for academic purposes. There was a limitation of time since it was during the third term of the academic year when mass transfers of teachers and headteachers is routine, therefore, if the data was not collected before vacation, the transfers would affect its quality (data) and rate of retrieval of questionnaires.

### **Delimitations**

The research location is the Tema Municipal Directorate of Education. It is 30 kilometres away from Accra and has a total of 178 junior secondary schools and 135 primary schools. The study was limited to 30 junior secondary schools in the Tema Municipality and covered both the urban and rural schools.

## Definition of Terms

The following terms were used in this dissertation in the context of the operational definitions assigned:

School-based or Internal Supervision: Supervision carried out within the school by the headteacher and teachers.

External Supervision: Supervision carried out by officers from the Municipal, Regional or National headquarters of the Ghana Education Service.

Circuit Supervisors: Officers from the Municipal Education Office with supervisory responsibility over a number of schools in a specific area in the Municipality.

Parent Teacher Association (P. T. A): It is an association of parents and guardians of pupils and the teachers of a school.

School Management Committee (SMC): It is a school-community based institution aimed at strengthening community participation and mobilisation for education delivery.

## Organization of the Study

The study was organized into five chapters. Chapter one deals with the background to the study and also highlights on issues such as the statement of the problem, the purpose of study, research questions, the significance of the study, delimitation and limitation. The chapter embodies definition/explanation of some of the terms used in the study. The organisation of the study is also featured in this chapter.

Chapter two on the other hand encompasses the literature reviewed to guide the study. Various sources of literature were reviewed and they included documents, both published and unpublished such as books, newspapers and journals that had useful information on the topic under study.

Chapter three discusses the methodology for conducting the study. It deals with such issues as the population, sample and its selection, research design, research instruments, procedures for data collection and data analysis procedure. Chapter four focuses on the presentation, analysis and discussion of the data gathered from the field. The final chapter, which is chapter five gives a summary of the study, findings from problem studied and conclusions drawn. Also the chapter embodies the recommendations coming out from the findings as well as suggestions made for further study.

## CHAPTER TWO

### REVIEW OF LITERATURE

Various experts who have made a number of assumptions and enunciated several principles regarding instructional supervision define the concept in several ways. Some of these principles and assumptions which this researcher hopes would be useful bases for this dissertation are discussed in this chapter.

#### **The Concept of Supervision**

The commonest definition of supervision that runs through most books is associated with improvement of instruction. Glickman, Gordon and Ross-Gordon (1995) asserted that supervision covers a wide range of activities but its ultimate goal is to improve instruction. Gorton as cited by Eye (1975) also argued that the instructional programme comprises all of the factors and conditions within a school that influence student learning but he emphasized, the ultimate goal of instructional supervision is to improve the instructional programme.

Barr and Burton (1926) also saw supervision, as the foundation upon which all programmes for the improvement of teaching must be built. Further, Burton and Bruckner (1955) contended, "supervision is an expert technical service which is concerned with studying and improving the conditions that surround learning and pupils' growth and development" (p.13).

## Clinical Supervision

The Circuit Supervisors' Handbook (2002) lays emphasis on clinical supervision which emphasises teacher growth that is geared towards providing a self directed teacher. To practitioners of this method of supervision, the teachers possess the drive and personal resources to solve their own problems. It is therefore interesting to note that while clinical supervision emphasises teacher growth, traditional supervision emphasises teacher defects.

To Melchoir (1950) supervision is mainly concerned with the oversight of the instructional programme in the schools to ensure achievement of teaching and learning objectives. He saw supervision as a combination of activities that go to improve the instructional programme. He pointed out the words "supervisor, supervision and supervisory programme relate to the instructional phases of school plans and activities" (p.4). Adam and Dickey (1953) also perceived supervision as "the means by which a system enhances the teaching-learning situation through the input of other than the classroom teacher in order to provide growth in the effectiveness of instruction and improvement in the quality of the experience of the learner" (p.198).

Musaazi (1985) contended that supervision is primarily concerned with action taken to ensure the achievements of instructional objective. He looked at supervision as all actions taken to improve or ensure the achievement of instructional objectives when teaching and learning are in progress.

From the above definitions it may be seen that the improvement of instruction is the focus of leading definitions and concepts of professional supervision. Supervision in this sense is taken to include all aspects of instruction, such as pupil learning, teaching, curriculum organization and evaluation. It includes all persons concerned in the instructional programme and all efforts to help people to gain and exercise creative ingenuity.

### **Teachers' View of Supervision**

Supervision of instruction conjures up evil images in the minds of many teachers. They view supervision as a poorly implemented means to evaluate them. They see it as a subjective threat to their welfare; something totally divorced from the concept of growth and professional development. Although there are undoubtedly many instances of well-received supervisory practice, a common response of teachers to supervision might be that of suspicion. Mosher and Purpel (1992) contended "the most widespread attitude of supervision is probably suspicion – suspicion that supervision is at best ineffectual and at worst a harmful form of interference with the work of the teacher" (p. 2).

Supervision has often been equated with evaluation and teachers see evaluation as threatening, particularly when the criteria for evaluation are vague. Evaluation continues to come into prominence in the literature and practice from time to time. However, the best practice and research and development activities are all moving slowly but persistently in the direction of viewing evaluation as a way of systematically gathering evidence on instruction about related events and

analysing the data in ways specifically designed to illuminate decision making for improving instruction.

### **Traditional View of Supervision**

The most traditional exercise of supervision is the formal observation of teacher in his or her classroom. Sergiovanni and Starrat (1993) argued that most encounters with supervision result in the supervisor making evaluative judgments about the appropriateness and effectiveness of various teaching behaviours. These judgments are usually recorded and placed in the teacher's file.

Classroom observation that starts out with pre-conceived formulas for what constitutes good practice tends not to be very helpful. Though evaluation of the instructional process has some negative connotations, it is still very relevant to the supervisory process. However, the concept of modern supervision has shifted from pure evaluation to one of co-ordination and service - the supervisor should perform this role.

### **Supervision and Teacher Development**

In recent years the literature on supervision emphasized mainly teacher development as the focus for instructional improvement. Mosher and Purpel (1972) pointed out that supervision as teacher development focuses on the individual teacher; its purpose is to help him develop as a person and as a teacher so as to improve his instructional performance. The role of instructional supervision in this respect is to help teachers acquire teaching strategies that will increase the capabilities of students to make wise decisions in varying contexts



with regard to peers, adults, academics and life. Instructional improvement according to Glickman, Gordon and Ross-Gordon (1995) takes place when teachers improve their decision making about students' learning, content and teaching.

Writing on supervision, Wiles (1980) said, "supervision is a service activity that exists to help teachers do their job better" (p. 3). To Briggs and Justman (1952), to supervise means to co-ordinate but Goens (1982) saw beyond the growth of teachers when he said supervision describes activities that go to ensure the improvement of conditions that promote learning. He described supervision as "all those activities, which are primarily and directly concerned with studying and improving the conditions which surround the learning and growth of pupils and teacher" (p. 1).

Robins and Alvy (1995) have described supervision as an act which provides support for teachers so that they become the best they can be. The implication of this definition is that supervision must develop and refine the knowledge base and craft practice regarding effective teaching and learning. Thus, the supervisor in this context is expected to provide resources and promote formal and informal interaction that would have positive bearing on the curriculum, teaching, learning and professional development.

Sergiovanni and Starrat (1993) also saw supervision as "a process for promoting teacher growth that enhances student learning" (p. 265) the main purpose of supervision in this sense is to help teachers improve. The focus of this improvement may be on what the teacher knows, the development of teaching

skills, the teacher's ability to make informed professional decisions, to problem solve better and to inquire into his or her own practice. Glickman, Gordon and Ross-Gordon (1995) also pointed out that "supervision is not the act of instructing students in teaching, but rather actions that enable teachers to improve upon instruction for students" (p. 7).

Recent research links sense of efficacy not only with motivation and commitment to work but also student achievement. In their study of teachers' efficacy, Ashton and Webb (1986) cited in Sergiovanni and Starrat (1993) found that efficacy was related to such teacher behaviours as being warm and responsive to students; accepting students' initiatives and giving attention to all the student's individual needs. Efficacy was also related to student enthusiasm and student initiation of interaction with teachers. Finally, teachers' sense of efficacy was related to student achievement.

Although the teacher is not the only variable that determines academic success of the child, the teacher's attitude to schoolwork has tremendous effect on the pupils. Their attitude may positively or negatively affect the performance of their pupils. In the view of Burton and Bruckner (1975) the teacher is perhaps, the single most important element in the teaching and learning situation and we need to know his characteristics as they affect instruction.

Eye (1975) summed up the discussion on supervision and teacher growth when he said, "the teacher is perhaps the most important instructional variable affecting student learning" (p. 207). It can, therefore, be said that although there are other variables that go to improve schools, teachers are key to the

transformation of schools and in any vision to improve them; little or nothing can happen in the schools without the support of the teacher.

### **Supervision and Administration**

Glickman, Gordon and Ross-Gordon (1995) asserted that supervision is the glue that holds the school together. They pointed out that "supervision is the function in schools that draws together the discrete elements to instructional effectiveness into whole school action" (p. 5). Glickman, Gordon and Ross-Gordon further explained that "supervision is thought of as a process by which a person or a group of people is made responsible for providing a link between individual teacher needs and organizational goals so that individuals within the school can work in harmony towards their vision of what the school should be" (p. 6). Supervision seen in this position is developmentally focused, designed to enhance instruction and curriculum primarily as a result of feedback based on classroom observation.

Supervision and administration are often seen as performing the same function. Ayar as cited in Enus (1963) pointed out that "it is difficult to distinguish sharply between supervision and administration" (p. 19). Eye and Netzer (1965) contended "supervision is that phase of school administration which deals primarily with the assessment and achievement of the appropriate selected instructional expectations of the educational service" (p. 8). The position of Eye and Netzer was enhanced by Adesina (1990) when he noted that supervision could be seen as all efforts of designated school officials towards providing leadership to teachers and other educational workers in the

improvement of instruction in the classroom. Neagley and Evans (1970) perceived Educational Administration as the "comprehensive generic category, which includes supervision as one of the major functions" (p. 65). If the primary aim of an act is the improvement of the teaching/learning situation then that act may well be considered as supervisory. Thus supervision of schools lies in the domain of administration and part of the functions of the administrator is to supervise, if his/her establishment is to be efficient.

Within the administrative domain, supervision can also be seen as control. Rue and Byars (1990) stated that supervision is about control. Further, they said, "supervision is the first level of management in the organization and is concerned with encouraging the members of a work unit to contribute positively toward accomplishing the organizational goals and objectives" (p. 6). Sergiovanni and Starrat (1993) agreed that supervision is about "control" (p. 10). What makes the difference is how control is expressed in schools.

### **Factors for Effective Supervision**

Considerable support can be found in the literature for a definition of supervision as "effecting the improvement of classroom instruction" if one of the basic purposes of the school is formal instruction, it is a prime function of supervision to improve the quality of that instruction. In the view of Mosher and Purpel (1972) the function of supervision "is to provide professional leadership in reformulating public education" (p.5). Supervision must contribute curriculum materials, a practical knowledge of pedagogy and new ideas and procedures for educating children better. In trying to link supervision with school improvement,

Neagley and Evans (1970) contended that supervision could only be effective when the general limits of authority and responsibility are well established so that all members of the supervisory staff are able to function effectively as a team.

Spanjer (1990) in his comments on effective supervision stated, "to be effective, supervision must be a continuous process, a process that attempts alternative behaviours and requires constant feedback" (p. 14). Glickman, Gordon and Ross-Gordon (1995) corroborates Spanjer but explained further that effective supervision also requires the supervisor to hold in depth knowledge of the curriculum being taught, his interpersonal skills should enable him build his staff into a team and finally he must possess technical skills in observing, planning, assessing and evaluating instructional improvement. For as long as the supervisor maintains the supervisory machinery in motion and possesses the requisite skills that will enable him guide his staff, supervision will improve. In their discussion on supervision and the school objectives, Goens and Lange (1996) maintained that supervision is crucial to the attainment of school objectives. Supervision fosters the growth of the individual and stimulates the organization in the attainment of its objective and desired goals. Mackenzie (1983) cited in Glickman, Gordon and Ross-Gordon (1995) cites research on schools that shows that schools that make use of effective supervision are able to achieve their objectives.

In looking at supervision and school effectiveness, it can safely be said that supervision encourages teachers to demonstrate the ability to exercise sound and mature judgement in the performance of their duties resulting in the

achievement of school objectives. Additionally, effective supervision helps in developing and updating skills and knowledge of teachers. Thus, it improves the teaching and learning process, ensures discipline among students and reduces rate of student absenteeism. Finally, effective supervision can bring about improved student learning.

To some other writers effective supervision is synonymous with improved teaching and learning that can promote higher student achievement. Neagley and Evans (1970) as well as Wiles (1980) looked at effective supervision from the point of view of improved quality teaching and learning in the classroom. Insofar as supervision is improved and students spend much time in learning tasks, their performance will improve. There are also other writers who are of the view that effective supervision depends on the calibre of personnel involved. Baldrige (1971) wrote that "for supervision to achieve its objective the quality of the supervisor should be considered paramount" (p. 49). Merton (1968) is of the view that "supervision can be effective if supervisors are constantly oriented with fresh ideas" (p. 141).

Farrant (1985) says that effective supervision requires a genuine interest in and concern for the children; it anticipates potential causes of trouble and danger and takes appropriate measures to stop trouble before it grows unmanageable. Eye and Netzer (1965) on their part contended that for supervision to achieve goals, it must institute an evaluating programme that is comprehensive enough to include the participation of pupils, teachers and administrators and also to examine the

effectiveness of learning in the light of instructional supervisory and other administrative procedures.

Musaazi (1985) is of the view that "if supervision is to achieve its goals by improving the process of instruction in the school, then the supervisor must take the lead in providing a pleasant, stimulating wholesome environment in which teachers will want to work" and that, in order for supervision to achieve its goals, "the supervisor must provide accurate, honest and positive reports on the schools he supervises, on the teachers he observes and on the educational value obtained from the expenditure of public money" (p. 17).

These reports according to Musaazi (1985) will be of use to many people, namely:

- (1) Heads of schools and their staff who refer to such reports for guidance of their work.
- (2) Managers of schools who would like to know how their schools compare with others and what improvements are necessary.
- (3) Those responsible for equipping the schools, that is, providing schools with textbooks, exercise books, equipment and tools.
- (4) To the inspector/supervisor himself as a record of what was seen to be lacking and what was recommended.

Boardman (1953) are of the view that "supervision helps to develop a better education for the youth" (p. 35). They further contend that "the concept of supervision is based upon the belief that the improvement of instruction is a

cooperative enterprise in which all teachers, headteachers and supervisors must actively participate if educational goals are to be achieved" (p. 36).

Schools are mostly regarded as organizations. Glickman, Gordon and Ross-Gordon (1995) labelled a successful school "as an organization that defines good education for itself through its goals and desired practices" (p. 34). However, Sergiovanni and Starrat (1993) contended that the main purpose of supervision should transform schools beyond mere organizations to communities. Supervision should be directed at community norms combined with the norms and values that define teachers as professionals, provide substitutes for management controls, instructional systems and close supervisions by helping to become self managed.

This is very true of educational principles in Ghana currently. The Ghana Education Service is gradually releasing its hold on the educational enterprise as a sole manager of the enterprise to involve the communities in which the schools are situated. Consequently, present-day supervision should encompass the desire and aspirations of the community. Thus effective supervision is a catalyst, which to a very large context could enhance teaching and learning.

### **Factors for School Effectiveness**

Many researchers agree that school effectiveness is based on effective school supervision and strong leadership of the principal (Purkey & Smith cited in Glickman, Gordon and Ross-Gordon (1995). In a research conducted by Mortimore, Simmons, Stoll, Lewis and Ecob (1998) in a four-year longitudinal study of 50 elementary schools in London's inner city, the researchers found that



schools with smaller student population and classes, higher socio-economic status, good physical environments and stable teaching staff had an advantage over schools without those characteristics. However, twelve key factors within the control of schools were found to be crucial to school effectiveness namely:

- (1) The principal's leadership
- (2) The assistant principal's involvement in instructional decision
- (3) Teachers' involvement in instructional decision
- (4) Consistency among teachers
- (5) Structured lesson with a degree of student choice within that structure
- (6) Intellectually challenging instruction
- (7) A work-centred environment
- (8) Focused lessons, with academic work within that focus geared to individual student needs
- (9) Maximum teacher student interaction
- (10) Teacher involvement, including help in and visits to classrooms and attendance at meetings on students' progress
- (11) A positive school climate (p.39).

Rosenholtz (1989) in Sergiovanni and Starrat (1993) stated that school climate makes a difference in improving learning opportunity. She found that the quality of work relationship that existed in a school had a great deal to do with the school's ability to improve. She defined quality as "the degree of openness, trust, communications, and support that is shared by teachers" (p. 86). These factors encourage not only learning but job satisfaction and improved performance as

well. Rosenholtz (1989) referred to schools that possess the qualities above as "being learning enriched" to differentiate them from "learning impoverished schools" (p. 86).

Chubb and Moe (1990) cited in Glickman, Gordon and Ross-Gordon (1995) received exciting data on 500 schools collected through one survey of high schools and students and a follow-up survey of administrators and teachers from the same school. The characteristics of effective schools that they identified were consistent with many of the characteristics found in the study of Mortimore, et al (1998) including a clear sense of purpose, strong leadership, professional treatment of teachers and focus on academic work. What is most notable about this study, however, is the researchers' conclusion concerning the most significant "how" of school effectiveness. They noted that "the important pre-requisite for the emergence of effective characteristics is school autonomy; especially from external bureaucratic influence" (p. 23).

On how schools can be effective, Little (1982) studied work condition in three elementary and three urban desegregated schools. Based on aggregate standardized achievement test scores over a three-year period, four 'relatively successful' and two 'relatively unsuccessful' schools were studied. Little found that professional development and school improvement in the successful schools were fostered by norms of collegiality and continuous improvement. She concluded that four types of interactions are crucial to achieving norms of collegiality and continuous improvement. These include the following teacher activities:

- (i) Teachers engage in frequent, continuous and increasing concrete and precise talk about teaching practice.
- (ii) Teachers are frequently observed and provided with useful critiques of their teaching.
- (iii) Teachers plan, design, research, evaluate and prepare teaching materials together
- (iv) Teachers teach each other the practice of teaching.

### **Types of Supervision**

Types of supervision and how they enhance educational attainment is another area of concern to many researchers and educationists. Neagley and Evans (1970) talk about two types of supervision. These are internal and external supervisions. Internal supervision refers to supervision within the various institutions by the institutional heads while external supervision deals with supervision from the local, district or national offices.

On internal supervision, Neagley and Evans (1970) state that "the principal in present day public school organization is the chief school administrator" (p. 13). Also, he/she is a representative in the day-to-day administration and supervision of the school.

Merton (1968) notes that about 60% of the school principal's work deals with issues like working with that staff within his building unit, a continuous programme of curriculum improvement, ascertaining the need for instructional staff specialist in his unit and to direct and supervise their work and to ensure responsibility for a continuous programme supervision within his unit.

Musaazi (1985) sees internal supervision as a situation where the head is to ensure the improvement and the making of the instructional process more effective. Carey (1953) is of the view that "internal supervision deals with all the activities performed by teachers and principals in the school to enhance teaching and learning" (p. 11). Elsbree and Harold (1967) classify internal supervision under a system where "internal measures are taken in the school by teachers to ensure the achievement of school objectives".

Brickel (1961) writing on what internal supervision entails notes that "internal supervision consists of actions taken by teachers in the cause of teaching so that objective set out could be frequently achieved". External supervision, which involves supervision of schools in a district by external supervisors, is another type of supervision that has engaged the attention of educational researchers and writers.

Halpin (1996) is one of the educational commentators who sees external supervision as playing a complementary role in the supervisory process. He looks at external supervision "as complimenting the role and duties of the internal supervisor by providing professional advice and guidance to teachers".

Brickel (1961) writing on the duties of the external supervisor said

they include among others, making the work of teachers more effective through such things as improved working conditions, better materials for instruction, improved methods of teaching, preparation of courses of study, supervision of instruction through direct contact with the classroom teacher (p. 10).

However Becker (1958) is of the view that the external supervisor is mainly to evaluate the effectiveness of the instructional programme in terms of what it does to the pupil. According to Burton and Bruckner (1985) since the classroom teacher is so much pre-occupied with teaching in the classroom, it is the external supervisor who is expected "to enrich the professional knowledge of the teacher by giving him fresh ideas through in-service training courses" (p. 5).

Eye and Netzer (1965) are of the view that external supervision plays an important role in ensuring that educational policy guidance are adhered to. There are other types of supervision, which other writers talk about apart from what has been reviewed so far.

Burton and Bruckner (1985) identify five types of supervision and they are inspection, laissez fair, coercive training, guidance and democratic leadership. They state that whereas it is not possible to draw sharp chronological lines between the five types in time, they seem to have developed roughly in that order. Elsbree and Harold (1967) talk about two types of supervision namely: Laissez – faire supervision where teachers are allowed to do as they like with little direction and Coercive supervision, which involves a situation where a teacher is observed teaching and after teaching his errors are pointed out to him.

Musaazi (1985) on his part talks about three types of supervision namely: Full supervision - where all aspects of organization and instructional work are carefully examined. Routine supervision, which involves discussions with teachers on specific issues. He also talks of Causal or Check-up visits which are

usually informal. Here, the supervisor forms an opinion on what he sees. This is noted for further future action.

### **Processes Involved in Supervision**

Many educational writers and researchers are of the view that instructional supervision as a major function in the educational enterprise could be carried out in various ways. It is the view of Neagley and Evans (1970) that the primary aim of every supervisor is to lead his school, zone or district in the improvement of instruction. This they contend is done through the following supervisory activities.

- (1) Individual teacher conferences mostly informal
- (2) Regular class visitation
- (3) Action research in the classroom
- (4) Coordination of special subjects like art, music, physical education with the academic curriculum.
- (5) Demonstration and substitution in teaching on occasions.
- (6) An active work in district-wide curriculum improvement.
- (7) Planning and presentation of in-service training programmes.

Harris (1963) is of the view that instructional supervision is carried out mainly under six major tasks and these include the following:

- (1) Organizing for instruction - this involves making organizational arrangements to implement the curriculum.
- (2) Selecting and assigning the appropriate instructing staff member to appropriate activities in the organization. Programmes related to this

task include recruitment, screening, testing and maintaining personnel records.

- (3) Providing facilities and materials and securing their utilization in order to make for efficient and effective provision of instruction.
- (4) Arranging for in-service training in order to orientate staff members. This provides staff members with the necessary information and understanding which go a long way to maximize their chances of success, with a minimum of difficulties, in the performance of their duties.
- (5) Identifying those services which have the greatest contribution to make the instructional programme and which facilitate it (instructional process) to achieve maximum success.
- (6) Planning, organizing and implementing activities for the evaluation of all facets of the educational process directly related to provision of instruction.

Musaazi (1985) is of the view that "supervision is carried out consistently and continuously as a process of guidance, based on frequent visits, which focuses attention on one or more aspects of the school's work and its organization" (p. 18). This he concludes should guide every supervisor in the performance of his duties. Johnston as cited in Glickman, Gordon and Ross-Gordon (1995) notes that factors related to the head's supervisory practices deal with involvement in classroom life, reporting of classroom observation and helping to improve the instructional process.

Brickel (1961) writing on how supervision is carried out said that because research by some educationists concluded that it is the supervisor who sets the tone for instructional supervision. Based on this that supervisor should carry out his/her duties in a consistent and impartial way.

### **Summary of Review**

The chapter focused on the concept of supervision and its related issues. A number of writers have stated that supervision is an essential tool in the teaching and learning process. A number of researchers have attempted to explain the concept as actions taken to improve instructional objectives and improved conditions that promote learning assessment.

The function of instructional supervision is concerned with many things. The curriculum materials of instruction, facilities and equipment and assistance of all educators in the school to make better instructional decision about ways to improve student learning are all vital concerns of supervision.

In every educational organisation, there are supervisors and the supervised. Consequently, these players in the supervisory process must interact in a congenial atmosphere. However, their interaction depends upon some basic assumptions. The assumptions have effective supervision as a pivot, which emphasises open, positive, trusting, optimistic and democratic interactions among the activities involved in instructional supervision. The assumptions include:

- (1) In-service training programmes for teachers, feedback to teachers and parents and other bodies that need to consume the information.



(2) Technical skills in assessing, planning, observing, researching and evaluating instructional programmes.

(3) Managing instruction which involves planning instructional activities, monitoring students' progress, diagnosing learning difficulties and teaching difficulties and getting solutions to them

For the teaching and learning process to succeed, constant evaluation is needed. The supervisor's evaluation activity is exercised with the cooperation of teachers for the purpose of instructional improvement and for enhanced student learning.

## CHAPTER THREE

### METHODOLOGY

The study sought to find out the effectiveness of supervision of Basic Schools in the Tema Municipality of the Greater Accra Region. In this chapter the design of the study the population and the sampling as well as the sampling procedure used in the study are discussed. Also the research instruments including data collection and data analysis have been discussed.

#### Study Design

The research design for the study was the descriptive cross-sectional survey. The study was to find out the effectiveness of supervision in the Tema Municipality. This involved a close scrutiny of how supervision is carried out in the Municipality, teachers' views supervision and the supervisors own views on supervision.

Descriptive research involves collecting data in order to address research questions concerning the current status of the subject of study. It also determines and reports the way things are (Gay, 1987). The descriptive survey design is towards reports the way things are (Gay, 1987). The descriptive design is towards determining the nature of a situation as it exists at the time of the study. Fraenkel and Wallen (2002) stated that obtaining answers from a large group of people to a set of carefully designed and administered questionnaires is the heart of a survey research.

According to Polit and Hungler (1995) descriptive survey aims predominantly at describing, observing and documenting aspect of a situation as it naturally occurs rather than explaining them. The design has an advantage of producing a good amount of responses from a wide range of people.

A descriptive survey involves asking a large number of individuals questions either by mail, telephone or in person at the same time. It also provides more accurate pictures of events and seeks to explain people's perception and behaviour on the basis of data gathered at a point in time. It is appropriate when a researcher attempts to describe some aspects of a population by selecting unbiased samples of individuals who are asked to complete questionnaire, interviews or tests (Cohen and Mainon, 1991)

According to researchers, the big advantage of descriptive survey design is that it has the potential to provide a lot of information obtained from quite a large sample of individuals, while Wellington (1996), Cohen and Mainon (1991) on the contrary maintained there was difficulty of ensuring that the questions to be answered using maintained that there was difficulty of ensuring that the questions to be answered using the descriptive survey were clear and not misleading. This was because survey results could vary significantly depending on the exact wording of questions. It may also produce untrustworthy results because they delved into private matters that people may not be completely truthful about. They further maintained that questionnaire required respondents who could articulate their thoughts in writing.

The questionnaire is therefore limited by disability or illiteracy. Getting a sufficient number of questionnaires completed and returned so that meaningful analysis can be made is another weakness of the descriptive survey design. In spite of these disadvantages the descriptive cross-sectional survey design was considered the most appropriate for researching into the effectiveness of supervision in Basic Schools in the Tema Municipality.

### **Population**

The Tema Municipality is one of the six District Educational Directorates in the Greater Accra Region. It is a heterogeneous society with four Members of Parliament (MPs) and an estimated population of eight hundred thousand residents. The Municipality has its headquarters in Tema and has a total number of 313 public schools. Of this number, 135 are primary schools and 178 are Junior Secondary Schools. There is a corresponding number of 313 headteachers with 1700 teachers. At the Municipal Education Office, the total number of staff is 72.

The schools are grouped into 20 circuits with a circuit supervisor assigned to a specified number of schools. Some circuit supervisors however have more schools to oversee depending on the distance from one school to the other. There is also an influx of private schools to cater for the needs of those who prefer private school education to public school education. There is a fair distribution of schools in the Municipality with a corresponding distribution of teachers of professional standing even though some schools are better endowed than others. All schools in the Municipality have Parent-Teacher Associations (P.T.A) and

School Management Committees (SMC) some of which are more vibrant and productive than others.

### **Sample and Its Selection**

The research population varied in size and character (some schools are bigger than others; some are urban based while others are rural based). The rural schools are however a few constituting about five percent of the total number of schools. The quota method of sampling was therefore used.

At the Municipal Education Office level, the purposive sampling method was used to select the Municipal Director of Education, the head of inspectorate and the circuit supervisors. At the school level a similar method was used for the selection of the headteachers and prefects while random sampling was used to arrive at teacher sample. A total number of 30 schools formed the sample size with a total number of 172 respondents.

### **Instruments**

The researcher used questionnaires and interview guides to collect data from respondents. Items for the questionnaires were drawn to cover areas from literature review and from other studies. Some suggestions from the supervisor were also added. The aim for the questionnaires was to find out the effectiveness of supervision of Basic schools in the Tema Municipality. Items in the questionnaires were designed to elicit information from respondents which also have direct bearing on some areas of the literature reviewed. Some of the issues captured included regularity, punctuality and utilization of instructional hours

among teachers and pupils; the type of supervision emphasised in the Municipality; teachers' perception of the effect of supervision on teaching and learning and the type of supervision headteachers, teachers and pupils view as promoting effective teaching and learning. In addition, the questionnaires touched on the type of supervision teachers prefer and to what extent headteachers and teachers in the Tema Municipality are satisfied with the level of supervision. The questionnaires contained multiple choice questions with few supply type.

The multiple choice questions gave the respondents alternatives to choose from. This trend of questions gives answers that are easy to collate and summarise. Ambiguity is also avoided in the responses thereby making the work of respondents easier. Eventually, a great deal of time is saved when responding. The items in the questionnaires were designed based on the research questions formulated. The questionnaires are found at Apendices B, C and D respectively for headteachers, teachers and school prefects.

The interview guides were used to collect data from the Municipal director, the Head of inspectorate division and Circuit supervisors. Both interview guides had five sections based on the research questions guiding this study. The items in the interview guides took the same form as the questionnaires described earlier. These instruments are found at Appendix A.

### **Data Collection Procedure**

The researcher sought permission from the Head of Inspectorate of the Tema Municipal Education Directorate to enable her visit the schools. When the

permission was granted, the first contact was made with the heads of the schools at a general meeting of headteachers in the municipality where informed by the Chairman of the Basic Heads about the impending visit. Subsequently, appointments were made with the headteachers of the sampled schools to facilitate the researcher's entry into the schools.

The researcher visited five schools a day to administer questionnaires to the sampled teachers. In all, it took her six days to do the data administration. Respondents were given three days period to complete and submit the questionnaires, which were then retrieved from the schools by the researcher.

While waiting for the questionnaires, the Municipal Education Office staff were also interviewed by using the interview guides. It must be admitted that it was difficult to get the circuit supervisors readily to be interviewed as they were always very busy because schools were about to vacate. It therefore took the researcher almost four weeks to contact all of them. It must be said however that they were very co-cooperative when the time came.

### **Data Analysis**

The data was analysed first by grouping similar responses of items in the questionnaire. Tallying and frequency counts were carried out. These were converted into percentages in relation to each item in the questionnaire using the Statistical Package for the Social Sciences (SPSS) computer software, which is used in analysing research data. The items frequency counts and corresponding percentages were displayed in a tabular form based on the research questions.

Under each table, descriptive comments were made to expose the content and consequently the resolutions of the research question affected.



## **CHAPTER FOUR**

### **FINDINGS AND DISCUSSION**

The purpose of the study was to find out the effectiveness of supervision in Basic Schools in the Tema Education Directorate. It was also ascertained whether teachers were satisfied with the level of supervision in the Municipality.

The various groups involved in the study included the Municipal Director of Education, Head of Inspectorate Division, Circuit Supervisors, Headteachers, Classroom Teachers and School Prefects in the selected schools in the Tema Education Directorate. Retrieval rate of questionnaires was almost a 100 % as only one headteacher could not submit his. Items which were common to the various categories of respondents were put together and analysed jointly in the study. The main statistical tools used in the analysis are simple percentage and descriptive analysis. In other words the number and percentage of respondents of each research question are calculated.

#### **Research Question One**

What is the teacher's perception of the effect of supervision on teaching and learning?

This research question basically measured the perception of teachers on how supervision undertaken by circuit supervisors and headteachers affect teaching and learning. Responses given by teachers geared towards the promotion of sound working relationship on one hand and how headteachers' use or misuse

instructional related resources. When it comes to the second part of this research question, the views of external supervisors and school prefects are added to that of teachers to consolidate the needed response. Tables 1 and 2 deal with the view points in the subsequent presentations.

**Teachers' Views About Circuit Supervisors and Headteachers on the  
Promotion of Sound Working Relationship**

Teachers' were asked to express their views on the provision of sound working relationships by circuit supervisors and headteachers toward the attainment of educational goals. Table 1 summarises teachers' views on the promotion of sound working relationship by circuit supervisors and headteachers.

Table 1

**Promotion of Sound Working Relationship in School**

Respondents	Satisfactory		Not Satisfactory		Total	
	Frequency	%	Frequency	%	Frequency	%
Circuit Supervisors	83	93	7	7	90	100
Headteacher	86	96.0	4	4.0	90	100

The table indicates that the majority of the teachers, that is 83 out of 90 (93%) and 86 out of 90 (96%) respectively are satisfied with the kind of working relationship created by both circuit supervisors and headteachers in the promotion of effective teaching and learning in schools in the Municipality. This means that circuit supervisors and headteachers are doing well since one of the duties of a

supervisor is to provide a wholesome environment in the form of co-operating in a friendly manner with teachers and giving the necessary assistance to provide best results. This is why Brickel (1961) noted that the supervisor is to provide improved working conditions, better materials for instruction, improved methods of teaching and preparation of courses of study.

### **Views on the Headteacher's Punctuality, Regularity and the Use of Instructional Time**

Views of external supervisors, teachers and prefects on headteachers' punctuality, regularity and the use of instructional time were asked for. Table 2 gives a brief summary of respondents' views.

Table 2

#### **Headteachers' Punctuality, Regularity and Utilization of Instructional Time**

Respondents	Satisfactory					Not Satisfactory						
	P		R		U.I. T	P		R		U.I.T.		
	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%
External Supervisor	20	100	20	100	20	100	-	-	-	-	-	-
Teachers	90	100	90	100	90	100	-	-	-	-	-	-
Prefects	30	100	30	100	30	100	-	-	-	-	-	-

Key: P - Punctuality      R - Regularity      U.I.T. - Use of Instructional Time.

It is seen from Table 2 that all the respondents are satisfied with the headteachers' punctuality, regularity as well as their use of instructional time in their various schools in the Municipality. It can thus be seen from the findings that, the general consensus of respondents is that they are satisfied with the punctuality, regularity and the use of instructional time by headteachers.

### **Research Question Two**

To what extent are headteachers and teachers in the Tema Municipality satisfied with the level of supervision?

This research question sought to solicit the views of respondents on how they are satisfied with supervision of schools and teachers in the Tema Municipality. Tables 3 and 4 present aspects of the responses whilst others are written in prose.

### **Headteachers' Views on Teachers' Attitude Towards Counselling after Supervision or Inspection**

Headteachers had been asked to express their views on their teacher's attitude towards counselling after supervision or inspection by headteachers and circuit supervisors. That is to say teachers' responses towards advice and guidance given to them. In response to this question, all the 29 headteachers (100%) were satisfied with the teachers' attitude after they have been counselled by circuit supervisors and headteachers. This means that teachers paid heed to the nature of advice given them by their internal and external supervisors.

Closely related to the above are teachers' views on two forms of supervision used by external supervisors. Two of such forms of supervision, namely – Briefs Visits and Follow-up Visits were responded to by teachers. Table 3 presents the responses.

Table 3

**Teachers' Views on Brief and Follow-Up Visits by External Supervisors**

Type of Visit	Satisfactory		Not Satisfactory		Total	
	Frequency	%	Frequency	%	Frequency	%
Brief Visits	72	80	18	20	90	100
Follow-up Visits	72	80	18	29	90	100

The table shows that majority of the teachers are satisfied with the brief and follow-up visits by their external supervisors. For instance 72 out of 90 (80%) and 72 out of 90 (which is also 80%) of the teachers think that both brief and follow-up visits respectively are satisfactory. This means that teachers appreciate the efforts being made by external officers in the district. The findings from the Table 3 indicate that the general consensus is that teachers are satisfied with the kind of brief and follow-up visits made by external officers to their schools.

### External Officers' views on Headteacher's Supervision

External officers were asked to provide their views on headteacher's and teachers' supervision in their various circuits. Table 4 gives a summary of respondents' views.

Table 4

#### Views of External Officers on Supervision of Headteachers and Teachers

Respondents	Satisfactory		Not Satisfactory		Total	
	Frequency	%	Frequency	%	Frequency	%
Headteacher	11	50	11	50	22	100
Teacher	15	66.7	7	33.3	22	99.9

Table 5 indicates that out of the six external officers, half of them (50%) were satisfied with headteachers' supervision. It was discovered that the other half who were not satisfied with headteachers' supervision over see schools which have headteachers who are also classroom teachers and cannot therefore make much time to supervise their teachers. The earlier 50% are those who have headteachers who are detached and therefore can adequately make time to supervise very much. It could be seen further that out of the six external officers, four of them, that is, 66.6% are satisfied with teachers' supervision while the remaining two representing 33.3% are not satisfied with teachers' supervision.

### Research Question Three

What type of supervision do headteachers, teachers and pupils view as promoting effective teaching and learning?

This research question brought the views of school prefects in the picture. The views of prefects (student respondents) and that of supervisors and headteachers were sought on three areas that affect the teaching and learning process. Consequently, respondents were asked to express their views on the punctuality, regularity and the use of instructional hours by classroom teachers. The responses are displayed in Table 5.

From Table 5, it could be seen that the majority of the respondents were satisfied with teachers' punctuality, regularity and the use of instructional hours in the schools in the Tema Municipality. For example, with punctuality, 75% of external supervisors, 100% of headteachers and 100% of prefects were satisfied with it. Only 25% of external supervisors did not share this view. On teachers' regularity to school, 75% of external supervisors and all (100%) of both headteachers and prefects were satisfied with it.

It can further be seen from the table that majority of the respondents were all satisfied with it. It is thus seen from the findings that only 25% of external supervisors were not satisfied with teachers' punctuality and regularity, it therefore seemed to indicate that headteachers and pupils appreciate the good work being done by their teachers in the schools. It also means that the situation is being assessed objectively because some of the stakeholders have show their

disagreement if they feel strong about that and that is exactly what external supervisors did.



Table 5

**Respondents' Views on Teachers' Punctuality, Regularity and Utilization of Instructional Time**

Respondents	Satisfactory						Not Satisfactory					
	Punctuality		Regularity		Use of Inst. Time		Punctuality		Regularity		Use of Inst. Time	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Supervisor	15	75	15	75	15	75	5	25	5	25	5	25
Headteachers	30	100	30	100	30	100	-	-	-	-	-	-
Prefects	30	100	30	100	30	100	-	-	-	-	-	-
Total	75	275	75	275	75	275	5	25	5	25	5	25

## Headteachers' and Teachers' Views on Adequacy of External Supervision

Headteachers were asked to express their views on supervision of their work by external supervisors, particularly circuit supervisors. In the analysis, answers A and B stand for (a) strongly disagree, (b) disagree and are considered not adequate while answers (c) – (e) stand for; (c) fairly agree (d) agree and (e) strongly agree are considered adequate. Table 6 provides a summary of their views.

Table 6

### Headteachers and Teachers on Adequacy of External Supervision

Respondents	Satisfactory		Not Satisfactory		Total	
	No.	%	No.	%	No.	%
Headteachers	24	78.5	5	21.4	29	99.9
Teachers	70	77.7	20	22.3	90	100

It is observed from Table 6 that majority of the respondents (77.7%) saw external supervision in the Municipality as adequate. For instance majority of the headteachers and teachers, that is 24 out of 30 or 78.5% and 70 out of 90 or 77.7% respectively thought external supervision is adequate. Of all the respondents only 21.4% and 22.3% of headteachers and teachers respectively in the Municipality consider external supervision inadequate. Since a few of the respondents considered external supervision as not being adequate, it gives an impression that external supervisors, particularly circuit supervisors are doing very well in the district.

## Headteachers' View on Supervision by Categories of External Supervisors

Headteachers were asked to express their view on the level of supervision by external supervisors, that is, whether they were satisfied or not with their supervision. Table 7 provides the summary of their views.

Table 7

### Headteachers' Satisfaction with External Supervision

Type	Satisfactory		Not Satisfactory		Total	
	Frequency	%	Frequency	%	Frequency	%
Director	10	30.3	20	66.6	30	99.9
Head of Inspectorate	11	36.7	19	64	30	100
Circuit Supervisors	30	100	-	-	30	100
School Inspectors	15	50	15	50	30	100

From Table 7, it is seen that there is a difference in the level of satisfaction by headteachers on the supervision by the different categories of supervisors. All the 29 headteachers or 100% see the visits or level of supervision by circuit supervisors as satisfactory. This means that they see the circuit supervisors as doing their work well.

On the other hand, of all the headteachers, 10 or 30.3% are satisfied with the level of supervision provided by the Municipal Director while 20 out of 30%

or 66.6% are dissatisfied with her supervision. This could mean that the Director scarcely visits the schools in the Municipality.

It is further seen that 19 out of the 29 or 64% of the headteachers are dissatisfied with the level of supervision by the head of inspectorate division. Only five or 11% of the headteachers thought her supervision was satisfactory. This could mean that the Head of Inspectorate Division hardly visited the school to offer professional advice to promote effective teaching and learning in the schools. It is also observed that all 29 or 100% of the headteachers are satisfied with the level of supervision by the school inspectors. It should be remembered that the visits by supervisors or inspectors is very important in the teaching and learning process since as Burton and Bruckner (1955) put it that the classroom teacher is so much pre-occupied with teaching in the classroom that it is the supervisor who is expected to enrich the professional knowledge of the teacher by giving him/her fresh ideas through in-service training courses.

#### **Research Question Four**

What type of supervision, external or internal do teachers prefer?

This research question was concerned primarily with the type of supervision they in their opinion preferred should be used. Because of that teacher respondents specifically were asked to state the type of supervision they preferred. The responses they gave are presented in Table 8.

From Table 8, it is observed that the majority of the teachers 77.3% preferred school based supervision to external supervision. The major reason as

given by teachers for their preference was that teachers' problems were known and understood by their headteacher than the external supervisors.

Table 8

**Types of Supervision Preferred by Teachers**

Types of Supervision	Frequency	%
Internal Supervision	69	77.3
External Supervision	18	20.0
None of the Above	2	2.7
Total	90	100

The situation brought to light during the survey could lead to the playing down of the complementary role that external supervision is expected to play in the promotion of teaching. As Brickel (1961) puts it, it is the external supervisor who sets the tone for instructional improvement in the schools. Again, Halpin (1996) sees external supervision as playing a complementary role in the supervisory process. He looks at external supervision as complementing the role and duties of the internal supervisor by providing professional advice and guidance to teachers.

**Research Question Five**

What type of supervision is being emphasized in the Tema Municipality?

This research question sought to find out the type(s) of supervision that is/are mostly used in the Tema municipal directorate of education.

### Types of Supervision Emphasized in the Basic Schools in the Municipality

To determine the types of supervision being emphasized in the municipality, the views on the types of supervision were ascertained. The various categories of supervisors were asked to present their views on the types of supervision being given emphasis in Basic Schools in the Tema Municipality. Their responses are summarized in Table 9.

Table 9

#### Types of Supervision being emphasised in the Schools

Types of Supervision	Respondents					
	Circuit Supervisors		Headteachers		Teachers	
	Frequency	%	Frequency	%	Frequency	%
External	0	0	5	16.7	8	8.9
Internal	16	80	16	53.3	63	70
Both	4	20	9	30.0	19	21.1
Total	20	100	30	100.0	90	100

From Table 9, it can be seen that majority of the respondents were in support of the view that school-based supervision is being emphasized in the schools. Majority of circuit supervisors (80%), 53.3% of headteachers and 70% of teachers shared this view.

An interesting observation was that, of all external supervisors, none was of the view that external supervision is being emphasized in the schools. Only 16.7% of the headteachers and 8.9% of teachers were of the opinion that external

supervision was being emphasized in the schools. Whereas 20% of the circuit supervisors were of the view that both internal and external supervision were emphasized, only 30.0% and 21.1% of headteachers and teachers respectively shared the same opinion that internal and external supervision were emphasized in the Municipality.

Since majority of headteachers are of the opinion that internal supervision is given the greater emphasis, it gives the indication that the presence of external supervisors is not greatly felt in the schools and that not so much attention is given to external supervision in the Municipality. But it should be noted that emphasis should be on both internal and external supervision for according to Boardman (1953) supervision should involve all, teachers, headteacher and supervisors, each actively participating, if educational goals are to be attained.

### **Headteachers' and Teachers' Views on the Quality of External Supervision**

Headteachers and teachers were asked to express their views on external supervision, this if they were satisfied with the quality of external supervision. Table 10 gives a summary of the various responses.

From Table 10 it could be seen that majority of the headteachers and teachers, that is 19 out of 30 or 64.2% and 74 out of 90 or 82.6% respectively are satisfied with the quality of external supervision in the Municipality. This means that external supervisors are doing what is expected of them in all the various schools in the Municipality.

Table 10

**Headteachers and Teachers on the Quality of External Supervision**

Respondents	Satisfactory		Not Satisfactory		Total	
	No.	%	No.	%	No.	%
Headteacher	19	64.2	10	35.7	29	99.9
Teacher	74	82.6	16	17.3	75	99.9

In the words of Musaazi (1985) "if supervision is to achieve its goals by improving the process of instruction in the school, then the supervisor must take the lead in providing a pleasant, stimulating and welcoming environments in which teachers will want to work" (p. 82).

**Problems Involved in Supervision in Basic Schools in the Tema Municipality**

Supervisors, particularly circuit supervisors, were asked to mention some major problems they encounter in the course of their work which render their work less effective. Table 11 provides some of the problems encountered in supervision.

Table 11 portrays that majority of problems faced in supervision include lack of funds, logistics, the problem of maintenance of their motorbikes, lack of textbooks, delay in reports to schools and the failure of teachers to heed advice. Equally problematic is the lack of adequate classroom facilities to accommodate the high enrolment therefore leading to the shift system or congestion in the classrooms.



Table 11

**Problems Encountered in Supervision of Instruction**

Problems in Supervision	Frequency	%
Lack of funds for logistics, materials and		
Maintenance	20	100
Lack of Textbooks	20	100
Lack of Classrooms	10	50
Delay in reports to School	20	100
Teacher's failure to heed advice	5	25

It can therefore be deduced from the findings that the mere presence of supervisors cannot achieve much unless they are equipped with the necessary materials and logistics to enable them perform effectively in the teaching and learning process. This is because as Halpin (1996) contends supervision can be effectively carried out when materials and logistics are provided to support it.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### Summary

This chapter presents the summary of the study, findings of the study, conclusions drawn from the findings, recommendations and suggestions for further research. The research was a study to find out the effectiveness of supervision in Basic Schools in the Tema Municipality since some pupils continue to perform poorly in their final Basic Education Certificate Examinations.

The lack of logistics, inadequate classroom facilities and textbooks contribute immensely to this poor situation. The second indication is that even though headteachers, teachers, circuit supervisors and prefects appear to be satisfied with the kind of supervision in the schools, the actual situation may not be as they indicated. This indication was probably given to avoid the accusation of not performing their duties well especially the circuit supervisors. The reason for this assertion is that as Hermann (1947) puts it, schools with superior supervisory programmes had better teaching techniques, which improved considerably, pupils' achievement.

Thirty schools and the District Education Office were included in the study. In all 172 respondents were involved in the study. These included the

Municipal Director of Education, Head of Inspectorate, 30 Headteachers, 90 Teachers and 30 School Prefects as well as 20 Circuit Supervisors in the Municipality.

The main research instrument used was a set of self-developed questionnaire and interview guide administered to respondents. The descriptive survey design was used to collect data. The researcher made use of personal contacts in conducting interviews and administering questionnaire during data collection.

### **Findings**

After analyzing the data collected, the study revealed the following: While the education officers (60%) were of the view that both internal and external supervision were given greater emphasis, headteachers and teachers (50% and 61.3%) respectively thought that internal supervision was given greater emphasis in the Municipality.

Another finding made was that majority of the teachers (77.3%) preferred internal supervision because they saw it as a more effective way of improving the teaching and learning process than the external supervision.

On teachers' attitude towards counselling after supervision, it was found out that all the headteachers (100%) were very satisfied with their teacher's attitude. It was revealed that on the level of supervision by external supervisors, all the headteachers (100%) were satisfied with the work of circuit supervisors while 78.5% of headteachers were not satisfied with the supervision of the Education Officer. It was further seen that while 78.5% of headteachers were

satisfied with the level of supervision by the school inspectors, 64.2% of the headteachers were dissatisfied with the level of supervision by the head of inspectorate division. Only 35.8% considered her visits as satisfactory. On the adequacy of external supervision, majority of headteachers (78.3%) and teachers (77.3%) were of the view that it was adequate.

On regularity of pupils and teachers, 66.6% of external supervisors felt satisfied with pupil's regularity while 83.3% were satisfied with teachers' punctuality. But 33.3% of the external supervisors were dissatisfied with both teachers' and pupil's regularity.

Majority of external supervisors (83.3%) were satisfied with both teachers' and pupils' use of instructional time. Enough exercises were given, marked and corrections were made and remarked.

On teachers' supervision, it was observed that 66.6% of external supervisors were satisfied while 33.3% were not satisfied. It was found out that school prefects were very satisfied with the punctuality, regularity of headteachers, teachers and colleague pupils and their utilization of instructional time. Teachers felt satisfied that both circuit supervisors and headteachers provide sound working relationship in their schools.

### **Conclusions**

Based on the findings from the study, it can be concluded that there is a general consensus among external supervisors, headteachers and teachers that internal supervision is being given greater emphasis in the Tema Education Directorate. Teachers in the Municipality saw internal supervision as more

effective in enhancing the teaching and learning process. However, there is the need for teachers and headteachers to recognize the complementary role external supervision is expected to play in the teaching and learning process in order to ensure the attainment of educational goals in the Municipality.

Teachers' preference for internal supervision seems to indicate that they have not grabbed the full intention of supervision in order to give it the needed attention. After all they should know the full intention of supervision is to guide and give professional advice to improve the teaching and learning process.

Headteachers are contended with teachers' attitude towards counselling after inspection or supervision. Teachers' attitude therefore brings about positive effect on pupils academic performance since the new ideas received from the counselling upgrade their knowledge, skills and competence.

Based on headteachers' and teachers' dissatisfaction with the level of supervision by the Municipal Director and the head of inspectorate division, it could be concluded that they are not visiting schools to offer the needed professional advice. It should however, be reminded that the circuit supervisors work under these two officers and since headteachers and teachers are satisfied with their level of supervision, the Director and the Head of Inspectorate Division need to give (them) circuit supervisors every assistance to perform effectively. In this way the supervisors can evaluate the instructional process in order to correct all anomalies in the teaching and learning process.

Supervision of instruction is recognized as very important in ensuring good results in the teaching and learning process, but this can be effected where

there are enough logistics and material support to ensure the attainment of education goals. It is unfortunate that in the Tema Municipal Directorate, a lot of problems are faced by supervisors which render their supervisory roles less effective. It can therefore be concluded that without the necessary logistics to support the teaching and learning process, attainment of educational goals in the Municipality cannot be effectively attained.

### **Recommendations**

The findings of the study and conclusions drawn serve as a pivot for a number of recommendations for consideration. Since it is the general consensus among headteachers and teachers that internal supervision is being given greater emphasis it would be appreciated if internal supervision could be given more support than it is presently receiving in the Municipality. It would also be appreciated if external supervisors could be encouraged to perform better in the way internal supervisors have been performing by way of having enough time for those they supervised. This can lead to teachers having more confidence in them.

As Merton (1968) puts it, supervision can be effective if supervisors are constantly orientated with fresh ideas. It must however, be noted that the complementary role external supervision is expected to play should not be ignored. The two must complement each other.

It would also be appreciated if external supervisors, particularly circuit supervisors, could involve everybody who matter in supervision in their evaluation programmes. This is because according to Eye and Netzer (1965)

“For supervision to achieve its goals, it must institute an evaluation programme that is comprehensive enough to include the participation of pupils, teachers and administrators and also to examine the effectiveness of learning in the light of instructional supervisory and other administrative procedures” (p. 112).

It was found out that headteachers and teachers were not satisfied with the level of supervision from the Municipal Education Office but were satisfied with the supervision from the circuit supervisors. It is being suggested that since the circuit supervisors work under the Director and the Head of Inspectorate Division, they need to be given every assistance and logistics so that they can offer the needed professional advice and guidance to headteachers and teachers. This can be effected by way of evaluating and assessing headteachers and teachers' work, organizing in-service training to brief them on new methods and correcting their mistakes to bring about the attainment of educational objectives. According to Burton and Bruckner (1955) effective supervision ensures a proper appraisal of the teaching and learning process in order to bring about the achievement of objectives.

#### **Recommendation for further Study**

During the study certain issues came to light and these are being recommended for further study. Circuit supervisors, headteachers and teachers are satisfied with the supervision in schools in the Municipality yet some schools continue to perform poorly in BECE final examinations. Since supervision brings

about good results, there is the need for a study to be conducted into circuit supervisors', head masters' and teachers' perception of supervision of instruction.

It came to light during the study that headteachers who are detached supervised better than headteachers who are also classroom teachers. There is the need for a study to be undertaken to find out if detachment of headteachers ensures effective supervision of instruction in schools.



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## APPENDIX A

### Questionnaire on School Visit, Regularity, Punctuality and Utilization of Instructional Hours among Teachers and Pupils

Dear Respondent,

The purpose of this study is to collect and collate information on the effectiveness of supervision in Basic Schools in the Tema Municipality. The researcher will treat any information given as strictly confidential. This is to ensure the respondent of anonymity in whatever contribution he/she would make towards the study.

#### INTERVIEW GUIDE FOR DIRECTOR

##### SECTION A

Type of Supervision and forms they take.

What are the types of supervision that are mostly practiced in Basic Schools in the Tema Municipality.

A. External Supervision B. Internal Supervision C. Both

Which type of supervision is given the greater emphasis?

A. External Supervision B. Internal Supervision

C. Both D. None

Which type of Supervision do you prefer?

A. External Supervision B. Internal Supervision

C. None

What form does external supervision take?

- A. Intensive Visits
- B. Regular Visits
- C. Occasional Visits
- D. A and B

Please, how do you rate time-table drawn to promote supervision?

- A. Very Good
- B. Good
- C. Satisfactory
- D. Unsatisfactory

**SECTION B**

Schools visits and supervision reports

6. How regularly do the following officers visit the school?

		Weekly	Fortnightly	Monthly	Quarterly	Once in Every six Months
i	Director					
ii	Head of Inspectorate					
iii	School Inspectors					
iv	Circuit Supervisors					

How often are supervision and inspection reports on schools in the Municipality implemented.

- A. Monthly
- B. Weekly
- C. Termly

How do you rate the counselling aspect after supervision and inspection?

- A. Very Good
- B. Good
- C. Satisfactory
- D. Not Satisfactory
- E. Uncertain



Please, rate teachers responses to counselling after supervision?

- A. Very Good                      B. Good                      C. Satisfactory  
 D. Not Satisfactory              E. Uncertain

How often do you receive feedback from your circuit supervisors and other officers who visit schools in the Municipality?

- A. Weekly                              B. Fortnightly                      C. Monthly  
 D. Quarterly                          E. Once in every six months

SECTION C

In-service Training Courses and Headteachers Supervision.

How regularly are in-service training courses organized for teachers in their schools by the following:

		Weekly	Fortnightly	Monthly	Quarterly	Once in Every six Months
i	School Inspectors					
ii	Circuit Supervisors					
iii	Headteachers					

What has been teachers' response to in-service training courses organized in the Municipality?

- A. Satisfactory                      B. Unsatisfactory C. Satisfactory  
 D. Very Satisfactory              E. Excellent

How would you rate supervision of teachers' work by their headteachers in the Municipality?

- A. Very Good                      B. Good                      C. Satisfactory  
 D. Very Satisfactory

SECTION D

Punctuality, Regularity and Utilization of Instructional Hours

Please rate teachers as follows:

Punctuality

		Very Good	Good	Satisfactory	Not Satisfactory
i	Headteacher				
ii	Teacher				

Regularity

		Very Good	Good	Satisfactory	Not Satisfactory
i	Headteacher				
ii	Teacher				

Utilization of Instructional Time

		Very Good	Good	Satisfactory	Not Satisfactory
i	Headteacher				
ii	Teacher				

SECTION E

Suggestion to improve Supervision

Please, suggest ways and means of improving supervision I the Tema Municipality.

- i
- ii.
- iii.
- iv.
- v.

#### INTERVIEW GUIDE FOR CIRCUIT SUPERVISORS

1. What types of supervision are practiced in your circuit?  
A. External Supervision B. Internal Supervision C. Both
2. How often do you visit schools under your care?  
A. Weekly B. Fortnightly C. Monthly  
D. Quarterly E. Once every five months
3. How do you rate the use of instructional hours by teachers in your circuit?  
A. Very adequate B. Inadequate C. Adequate  
E. Fairly adequate
4. How would you rate pupils' use of instructional time?  
A. Very adequate B. Inadequate C. Fairly adequate
5. How do you rate Headteachers supervision on teachers academic work?  
A. Satisfactory B. Unsatisfactory C. Very Satisfactory  
D. Excellent
6. How do you rate teachers' supervision on pupils academic work?  
A. Satisfactory B. Unsatisfactory C. Very Satisfactory  
D. Excellent

SECTION B

Schools visits and Supervisory reports

7. How regularly do the following officers visit the school?

		Weekly	Fortnightly	Monthly	Quarterly	Once in Every six Months
i	Director of Education					
ii	Head of Inspectorate					
iii	School Inspectors					
iv	Circuit Supervisors					

How often are supervision and inspection reports on schools in the Municipality implement?

- A. Monthly    B. Quarterly    C. Termly    D. Not at all

How do you rate the counselling aspect after supervision and inspection?

- A. Very Good    B. Good    C. Satisfactory    D. Not Satisfactory

Please, rate teacher's responses to counselling after supervision?

- A. Very Good    B. Good    C. Satisfactory    D. Not Satisfactory

How often do you receive feedback from your headteachers and other officers who visit schools in your circuit?

- A. Weekly    B. Fortnightly    C. Monthly    D. Quarterly

SECTION C

In-service Training Courses and Headteachers Supervision

How regularly are in-service training courses organised for teachers in the schools by the following:

		Weekly	Fortnightly	Monthly	Quarterly	Once in Every six Months
i	School Inspectors					
ii	Circuit Supervisors					
iii	Headteachers					

What has been teachers' response to in-service courses organized in the Municipality?

- A. Very Unsatisfactory      B. Unsatisfactory      C. Satisfactory  
D. Very Satisfactory      E. Excellent

How would you rate supervision of teachers' work by their headteachers in the Municipality?

- A. Very Good      B. Good      C. Satisfactory      D. Not Satisfactory  
D. Very Satisfactory

SECTION D

Punctuality, Regularity and Utilization of Instructional Hours

Please rate teachers as follows:

Punctuality

		Very Good	Good	Satisfactory	Not Satisfactory
i	Headteacher				
ii	Teacher				

16. Regularity

		Very Good	Good	Satisfactory	Not Satisfactory
i	Headteacher				
ii	Teacher				

17. Utilization of Instructional Hours

		Very Good	Good	Satisfactory	Not Satisfactory
i	Headteacher				
ii	Teacher				

SECTION E

Suggestion to improve Supervision

Please, suggest ways and means of improving supervision in the Tema Municipality.

- i.
- ii.
- iii.
- iv
- v.

**APPENDIX B**

**Questionnaire For Headteachers**

**Types of Supervision and Forms they Take**

What are the types of supervision that are carried out in the Tema Municipality?

- A. External Supervision B. Internal Supervision C. Both

Which type of supervision is emphasized?

- A. External Supervision B. School Based C. Both

What form does external supervision take?

- A. Intensive visits B. Regular Visits C. Occasional Visits  
 D. A & B E. A & C F. None

Please rate time-table that has been drawn (if any) to promote external supervision.

- A. Very good B. Good C. Satisfactory D. Not Satisfactory

How often do the following officers visit?

		Weekly	Fortnightly	Monthly	Quarterly	Once in Every six Months
i	Municipal Director					
ii	Head of Inspectorate Division					
iii	School Inspectors					
iv	Circuit Supervisors					

Do you agree that visits by officers to your school are adequate?

- A. Strongly agree B. Agree C. Disagree D. Strongly disagree

In your view which supervisor facilitates teaching more?

- A. Municipal Director of Education                      B. Head of Inspectorate  
 C. Circuit Supervisor    D. Headteacher

In your view which supervisor's work promotes effective teaching and learning among pupils?

- A. Municipal Director of Education                      B. Head of Inspectorate  
 C. Circuit Supervisor                      D. Headteacher                      E. Teacher

Please rate your circuit supervisor in the following

		Very Good	Good	Satisfactory	Not Satisfactory
i	Leadership behaviour				
ii	Competence				
iii	Sound working relationship				

How often do the following plan improvement in teaching and learning with you?

		Very Often	Often	Sometimes	Never
i	Director				
ii	Head of Inspectorate				
iv	Circuit Supervisors				

Do you agree that supervision is important if pupils are to do well as expected?

- A. Strongly agree                      B. Agree                      C. Disagree                      D. Strongly disagree



How do you rate the effectiveness of supervision in the Tema Municipality?

A. Very effective    B. Effective    C. Not effective    D. Uncertain

How do you rate the following?

Punctuality

	Very Good	Good	Satisfactory	Not Satisfactory
Teachers				
Pupils				

Regularity

	Very Good	Good	Satisfactory	Not Satisfactory
Teachers				
Pupils				

Utilization of Instructional Hours

	Very Good	Good	Satisfactory	Not Satisfactory
Teachers				
Pupils				

In-service Training and Counselling after Supervision

	Very Good	Good	Satisfactory	Not Satisfactory
Circuit Supervisor				
School Inspector				
Headteacher				

How often do teachers implement what they learn at in-service training courses?

- A. Very often      B. Often      C. Sometimes      D. Never

Please rate counselling after supervision/inspection in your school.

- A. Very good      B. Good      C. Satisfactory      D. Not  
satisfactory

Please rate the attitude of teachers towards counselling after supervision/inspection.

- A. Very good      B. Good      C. Satisfactory      D. Not  
satisfactory

Suggest ways of improving supervision of instruction in the Tema Municipality.

.....  
.....

## APPENDIX C

### Questionnaire For Teachers

#### Types of Supervision and Forms they Take

What are the types of supervision that are carried out in the Tema Municipality?

- A. External Supervision B. Internal Supervision C. Both

Which type of supervision is emphasis laid on?

- A. External Supervision B. Internal Supervision C. Both

Which type of supervision do you prefer?

- A. External Supervision B. Internal Supervision C. neither

4. Please rate time-table (if any) drawn to promote supervision.

- A. Very good B. Good C. Satisfactory D. Not satisfactory

5. Rate time-table drawn to promote internal supervision.

- A. Very good B. Good C. Satisfactory D. Not satisfactory

6. Please rate the following form of external supervision.

	Very Often	Often	Sometimes	Never
Intensive visits				
Brief visits				
Follow up visits				

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

	Very Often	Often	Sometimes	Never
Director				
Head of Inspectorate				
Circuit Supervisor				

8. In your view which supervisors' work influences effective teaching and learning among pupils?

- A. The Municipal Director of Education    B. Head of Inspectorate  
 C. Circuit Supervisors    D. Headteacher    E. Teacher

9. In your view, whose supervision promotes teaching?

- A. Director    B. Head of Inspectorate  
 C. Circuit Supervisors    D. Headteacher    E. Teacher

10. Whose supervision do you think influences effective teaching among students?

- A. Director    B. Head of Inspectorate  
 C. Circuit Supervisors    D. Headteacher    E. Teacher

Supervision by Officers and Teachers and Inset

11. How often does your circuit supervision supervise your work?

- A. Very often    B. Often    C. Sometimes    D. Never

12. How often does your Headteacher supervise your work?

- A. Very often      B. Often      C. Sometimes      D. Never

13. Please rate your circuit supervisor in the following.

	Very Good	Good	Satisfactory	Not Satisfactory
Provision of Leadership				
Provision of sound working relationship				
Competence				

14. Rate your Headteacher in the following.

	Very Good	Good	Satisfactory	Not Satisfactory
Leadership behaviour				
Provision of sound working relationship				
Competence				

15. Suggest ways and means of improving supervision in the Tema Municipality.

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## APPENDIX D

### Questionnaire For School Prefect

How often do officers come to your school for visits?

A. Very good                      B. Often                      C. Seldom                      Don't know

Please rate your Headteacher, teachers and pupils in the following.

(i) Punctuality

	Very Good	Good	Satisfactory	Not Satisfactory
Headteacher				
Teachers				
Pupils				

(ii) Regularity

	Very Good	Good	Satisfactory	Not Satisfactory
Headteacher				
Teachers				
Pupils				

(iii) Utilization of Instructional Hours

	Very Good	Good	Satisfactory	Not Satisfactory
Headteacher				
Teachers				
Pupils				

Pupils View on Supervision by Officers, Headteachers and Teachers and  
Promotion of Learning

1. Who helps pupils to learn more in the school?  
A. Officers                      B. Headteacher                      C. Teachers
2. Please rate your Headteacher's supervision.  
A. Very good      B. Good      C. Satisfactory      D. Not  
satisfactory
3. Please rate your teacher's supervision.  
A. Very good      B. Good      C. Satisfactory      D. Not  
satisfactory
4. Do you agree that you do more learning without the help of your teacher?  
A. Strongly agree      B. Agree      C. Disagree      D. Uncertain

Pupils Involvement in Supervision

5. How often do you conduct assembly  
A. Very often      B. Often      C. Seldom      D. Never
6. How often do you ensure that pupils learn instead of playing when  
teachers are not around?  
A. Very often      B. Often      C. Seldom      D. Never
7. Do you agree that unless your teachers tell you, you do not supervise  
learning and other activities in your school?  
A. Strongly agree      B. Agree      C. Disagree      D. Uncertain