UNIVERSITY OF CAPE COAST

AN ASSESSMENT OF EFFECTIVENESS OF SUPERVISION IN BASIC

SCHOOLS IN ASIKUMA-ODOBEN-BRAKWA DISTRICT

SAMPSON KWAMINA OBO

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BY

SAMPSON KWAMINA OBO

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

DECEMBER, 2010

DECLARATION

Candidate's Declaration

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

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

Name: Sampson Kwamina Obo

Supervisor's Declaration

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

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

Name: Dr. Mrs. Rosemary S. Bosu

ABSTRACT

The study investigated the effectiveness of instructional supervision at the basic school level in the Asikuma-Odoben-Brakwa District. The study covered the district education office and all the 62 Junior High Schools in the district. There are seven circuits in the district and four circuits were randomly selected for the study.

The data were collected with the use of questionnaire and interview guide. Simple percentages were calculated to analyse the data. The main findings of the study were that internal supervision was mostly carried out in the schools with external supervision being in the form of brief and occasional visits. Also it was found out that students and teachers especially view supervision as a threat and become anxious interacting with supervisors. Again, instructional supervision in the district is faced with problems such as lack of logistics, a feeling of insufficiency on the part of supervisors, and lack of means of transport for external supervisors which rendered supervisors' work less effective.

It was recommended that internal supervision should be strengthened, regular in-service training programme be organized for supervisors. The appointment of supervisors should take into consideration the qualification and experiences of teachers. Heads of schools should be attached to schools and an evaluation programme should be instituted for supervisory activities to enable supervisors perform their work more effectively.

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Finally, I say a big thank you to my loving wife – Mrs. Cynthia Afari Obo, for her understanding and valuable support to make it possible for me to climb to this height.

DEDICATION

I dedicate this dissertation to my children – Maame Efua Obo-Ghartey and Nana Arkoh Obo-Ghartey.

TABLE OF CONTENT

CHAPTER ONE

INTRODUCTION

Background of the Study

The provision of quality education to the young ones has always been the concern of every developing country like Ghana. The contributions of education to national development are numerous and very important to every nation on the globe. National development refers to the progress a nation makes, using its school education, science and technology and its human and material resources in a manner that improves the quality of life of its citizens. Education is considered to be the key to national development as it produces the labour force for a nation's commerce, industry, civil service among others. There is a general belief that education is not only important for national transformation but also for individual self-actualization and self-enhancement.

Laudable objectives of education cannot be achieved on a silver platter. In fact, to achieve the objective of education, certain measures, mechanisms and facilities should be put in place to help derive the best from education through provision of quality teaching and learning in schools. Among the facilities required to enhance educational development are good educational infrastructure, textbooks, furniture as well as training of teachers. The government continues to train large number of teachers every year to impart knowledge necessary for national development and transformation to pupils. Globally, teachers are regarded as the most crucial resource capable of

changing individual personality to a higher standard and instilling desirable social attributes, values, norms and good behaviours in pupils. To achieve this, the government through the Curriculum Research and Development Division (CRDD) of Ghana Education Service, has developed appropriate curriculum which represents the national needs and aspirations to guide the teachers in helping pupils achieve their educational goals.

Despite the financial constraints, the government has injected substantial amount of resources in the form of infrastructure and equipments, books and other teaching–learning materials into the basic school education in the country. The government spends huge sums of money in training teachers in the various teacher training institutions in the country. Research evidence in Ghana suggests that newly trained teachers are ill-prepared to handle the new direction of the curriculum that was put in place as part of the 1987 Educational Reforms at the basic and junior secondary school, (MOE, 1994). In addition, the poor results from the National Criterion Reference Test (NCRT) may be an indication of poor caliber of teachers and quality of teaching in our Ghanaian educational system. The problem seems to be attracting the attention of the authorities concerned of late. For instance, on the academic achievement of teacher trainees, about five hundred teacher trainees were dismissed for failing their first year promotion examination held in June 1999, (Ghanaian Times, 1999, p.1). In a comment, the minister of education was quoted to have said that "our goal as a nation is to provide high qualified teachers who can push our educational progress forward and not mediocres who will reverse our educational clock (same source)". Moreover, in government effort to provide quality education to learners at the basic

education level, many districts in Ghana had seen the construction of new classroom blocks and headteachers' bungalows especially in most remote areas. Some other Non-Governmental Organizations (NGOs) and Development Partners have made some significant contributions that seek to improve service conditions or teaching and learning at the basic schools with which Asikuma-Odoben-Brakwa District is not excluded. Some of these Development Partners include USAID - through Quality Improvement in Primary Schools (QUIPS), Whole School Development (WSD) and Danish International Development Agency (DANIDA) to mention just a few.

QUIPS for instance, through its partnership programme with the Ghana Education Service (GES), the local communities and the District Assembly had adopted twenty basic schools in the Asikuma-Odoben-Brakwa district. For their partnership schools QUIPS had provided buildings that are either classrooms or teachers' quarters. Also, QUIPS embarked on the training of some officers and headteachers in financial management and school administration so that they could be used as agents to spread QUIPS intervention techniques to schools in the district. Through the district Improvement Management Team, QUIPS released about Eight Thousand Ghana Cedis to the Asikuma-Odoben-Brakwa district to embark on or implement the "spread" programme.

An equal important role was played by the Whole School Development (WSD) towards educational progress in the basic schools in the district. Through the activities of the (WSD) some headteachers and teachers had been given training in the teaching of English Language and Mathematics to form District Teacher Support Team (DTST) members towards educational

progress in basic schools in the district. Through funds from WSD, the District Directorate of Education had been organizing series of workshops to train headteachers at the basic level on how to supervise their schools. In most workshops, the headteachers and selected teachers are also taught how to prepare teaching-learning materials. In fact, providing all these resources and facilities would not mean much if effective supervision is not put in place to control or guide the teachers to do the right things required of them.

Monitoring and reviewing teaching and learning process make supervision of instruction imperative in our public schools in order to realize the objectives set for educational administrators. Swearingen (1962) maintained that instructional supervision is a consciously planned programme for the improvement and consolidation of instruction. To him school supervision does not simply refer to the specific occasion when the whole school is examined and evaluated as a place of learning, but the constant and continuous process of guidance based on frequent visits, which focus on one or more specific aspects of the school and its organization. The main objective of supervision is to help improve teaching and learning. It is to make teachers and learners realize the need to make good use of instructional time and material resources.

Supervision plays vital role in selecting materials from the curriculum contents to facilitate teaching and learning and assess the whole educational process. The Ministry of Education has recently put certain measures in place to enhance monitoring and supervision of instruction to improve teaching and learning at basic level. For instance, the government has provided in-service training courses and workshops for circuit supervisors, headteachers and

teachers to enhance their supervisory roles in   schools. Circuit supervisors have been provided with motorbikes at subsidized cost to facilitate their efficiency and effectiveness in school supervision. The problem at stake will be how to get money to fuel the motorbikes to enable the circuit supervisors undertake prompt and regular visit to schools.

Supervision may also be regarded as an activity carried out by managers to oversee the productivity and progress of employees who report directly to them. It must be noted that everyone working in Ghana Education Service, including the teachers in the classrooms are involved in a supervisory relationship. Either one of them has the responsibility of overseeing the other or some people have the responsibility of supervising him. The process and method used by the supervisor can have great impact on the motivation and overall performance of the employee. This means that supervisors have a crucial role to play in how well the person they supervise performs.

In Asikuma-Odoben-Brakwa District Education Directorate, the Assistant Director in-charge of supervision is directly responsible for supervision of schools at the basic and the second cycle schools in the district. He receives reports from circuit supervisors and holds regular meetings with them to discuss their problems from time to time, he moves to the field to find out what is really happening in the schools in order to prescribe the appropriate remedies. The circuit supervisors however undertake comprehensive visits to the basic schools to oversee activities of the schools. As evaluators of teachers and headteachers' performance in the basic schools, the circuit supervisors go to the schools to observe school activities and assist the headteachers and teachers to correct any irregularities that may negatively

affect teaching and learning. The circuit supervisors are trained to help headteachers and teachers to overcome certain pertinent problems on some aspect of their work such as the expanded scheme of work preparation, difficulty in setting lesson objectives or using new methodology. Each circuit supervisor has cluster of schools usually fourteen within a circuit to manage. In the training of supervisors, they are able to examine headteachers' records, teachers' records, and students' exercise books, and observe teachers teach so as to give useful demonstration lessons when and where necessary to teachers.

At the basic school level, the headteacher is directly responsible for the supervision of instruction in his or her school. He or she must vet teachers' lesson notes, check the time teachers report at school daily, occasionally observe teachers teach and give them support services through provision of teaching-learning materials and in-service training. Also, the headteacher must hold regular meetings to discuss problems affecting the school and teachers' work in the classroom in particular. He must adopt effective methods of maintaining clear and specific communication flow within the school environment. The headteacher must check the attendance registers to ensure that they are marked at the correct time. At the end of the term, it is the duty of the head to check the quality, quantity and condition of all instructional materials such as maps, charts, textbooks, sport equipments etc to ensure that they are preserved before the school closes down.

It may be disheartening to note that despite the laudable solid theoretical network of the impressive structures involved in supervision of basic schools in the Asikuma-Odoben-Brakwa district, a careful review of most of the basic schools, especially those in the remote areas of the district,

reveals weak and porous system of supervision in the schools. One pressing problem that has serious and long-lasting effect on education and national development in general is non-performance of teachers in basic schools. The attitude and academic performance of pupils in their school work is deeply affected by the degree of encouragement and supervision made available in the school.

It is quite evident that many teachers are ill-prepared in attending to their professional duties in the various schools in the Asikuma-Odoben-Brakwa district. In June, 2007 and October, 2007 an inspection carried by a team of officers set up by the district inspectorate unit from the District Education Office and the District Education Planning Team (DEPT) members respectively, revealed some shocking outcomes. In their reports, it was disheartening to mention that some headteachers and teachers in many of the schools visited failed to perform their basic duties. It was indicated that essential records such as time-table, duty rooster, movement book and teachers' attendance book were not properly prepared and kept. In addition, the poor results from the National Criterion Reference Test (NCRT) and the School Education Assessment (SEA) may also be an indication of poor quality of teaching and learning in the schools due to ineffective supervision. In recent Basic School Certificate Examination,- (the year 2004, 2005, 2006, 2007), conducted by the West African Examination Council, five of the basic schools in the Asikuma-Odoben-Brakwa district scored an enviable zero percent (District BECE Result Analysis, 2004 & 2005). The situation caused the District Directorate of Education to demote some heads of basic schools. One will therefore begin to ask such questions like:

1. Is there any effective teaching and learning in the schools?

2. Is there any effective supervision in our public basic schools?

3. How is supervision in our schools being carried out?

4. How purposeful and effective is supervision in our public schools?

5. Do supervision practices influence the competence of the teachers in our basic schools to perform?

If the trend of performance of teachers and learners alike in various examinations seems to be weak in the district, does it therefore imply that supervision is also weak in the district? If not, then what are the causes and what could be done to improve the situation? It is against these background or issues that are pertinent which pricked the attention of the researcher for an investigation into how effective supervision in basic schools in Asikuma-Odoben-Brakwa district is.

Statement of the Problem

Students' achievement is directly linked with effective supervision in schools, Kimbal (1967). A thorough study of the attitude of teachers and pupils towards teaching and learning process in the Asikuma-Odoben-Brakwa district makes one ponder seriously on the standard of supervision in the basic schools in the district. This is because pupils' performance is poor in the basic schools.

According to Wiles (1967) supervision is an effective method that can be used to promote good results as far as teaching and learning are concerned. It therefore goes without saying that pupils' achievement will be good if there is effective supervision of instruction in schools. Most of the basic schools in the Asikuma-Odoben-Brakwa district did not perform well in the Performance

Monitoring Test (PMT), National Educational Assessment (NEA) and School Education Assessment (SEA) examinations in English Language and Mathematics. The result of the BECE in the Asikuma-Odoben-Brakwa district had been equally bad over the years. For instance, in the year 2004 the District presented 1509 candidates for the BECE examination and the number of candidates who scored between aggregates 6 and 30 was 754 representing fifty percent (50%) pass. In 2005 a total of 1459 candidates were presented and 646 candidates passed, representing forty four percentage pass (44%) with five schools scoring zero percent. The situation was not different in the year 2006 and 2007. Total candidates of 1721 and 1659 were presented for the two years and 788 and 781 candidates passed respectively. A greater number of the schools failed to produce candidates with aggregate thirty (30), the minimum aggregate to qualify one to enter into the senior high school. This implies that pupils' performance at the BECE examinations has not been good in the district. This has shattered the educational ambitions of many of these pupils.

Many issues come into play to bring out good results and effective supervision forms the core of these issues. From the foregoing, one will begin to ask concerned questions like; is there any effective supervision in the public basic schools in the district? Is supervision in the district seen as democratic and with a collaborative target as it should be? Answers to these questions need investigation to examine the present state of supervision in the Asikuma-Odoben-Brakwa district since supervision is one of the key issues that can bring about improved academic performance.

Purpose of the Study

Formal education is a vital instrument for propelling any country to a level deemed satisfactory. Governments world over therefore put huge amounts of money into education in their countries. The research was to examine the effectiveness of instructional supervision in the Asikuma-Odoben-Brakwa district. The researcher was guided by some objectives which served to direct the activities of the research. These objectives gave activities of the study. The major objectives of the study include the following;

1. To examine the present state of supervision in basic schools in the Asikuma-Odoben-Brakwa district.

2. To assess the impact of supervision on teaching and learning in the Asikuma-Odoben-Brakwa district.

3. To identify major challenges militating against supervision of instruction at the basic schools in the Asikuma-Odoben-Brakwa district.

4. To suggest ways of improving supervision of instruction within the Asikuma-Odoben-Brakwa district.

Research Questions

In order to remain focused and obtain accurate information for the research, the following research questions were posed to help investigate and analyze the state of supervision of instruction in the basic schools in the Asikuma-Odoben-Brakwa district.

1. What type of supervision is being emphasized in basic schools in the Asikuma-Odoben-Brakwa district?

2. What has been the attitude of teachers and learners generally towards supervision in the basic schools in the district?

3. What are the impact of supervision on teaching and learning?

4. What are the major challenges facing supervision of instruction in the basic schools in the district?

5. What are the ways of improving supervision practices in Asikuma-Odoben-Brakwa district?

Significance of the Study

The significance of this study lies in helping teachers, headteachers and circuit supervisors to realize that the role they play is very crucial to the academic performance of children in school whose education the nation's future depends. It will be worthwhile at this stage to give adequate justification for finding a solution to the research problem and the need for the study.

The study will help to inform supervisors' strength and weakness and therefore help to sharpen the supervisory skills of teachers, headteachers and circuit supervisors in the district to help improve the quality of teaching and learning in the basic schools. Therefore children's achievement will surely be improved through this study.

In addition, the work will expose areas where teachers and headteachers had been performing well as resident supervisors and encourage them to keep it up. It will help heads and teachers to improve upon their performance because it will expose their weakness in their supervisory roles as well. It will therefore serve as the basis for exposing the staff development

needs for teachers and heads in the district so that appropriate in-service training courses are prescribed for them.

The study will also make the District Directorate of Education provide the needed support like in-service training, teaching-learning materials and required staff to the schools. The researcher will make a copy of the work available to the District Education Office in Asikuma-Odoben-Brakwa so that the Assistant Director in-charge of supervision, circuit supervisors and other stakeholders in education can have access to the study to be in position to picture the state of supervision in the basic schools in the district. In this wise, they will be motivated to strive to put in their maximum effort to improve supervision in order to enhance quality teaching and learning in the basic schools in the district.

The study will be significant to many stakeholders such as officials from the District Education Office, teachers, educational planners in the district and many others who are directly involved in education. The involvement of the District Education Office in the study would in itself conscientize the office, especially the circuit supervisors to increase the process of monitoring, supervision and evaluation in order to improve quality of teaching and learning in the district.

The study will clearly complement other literature and researches on supervision of instruction. Although some literature and researches have been done on supervision of instruction, very little has been documented on any scientific and systematic study on supervision of instruction at the basic schools in Asikuma-Odoben-Brakwa district. A study on supervision at the basic schools in a rural setting like Asikuma-Odoben-Brakwa would obviously

touch on some unique features on supervision which may help to augment knowledge already available on supervision.

The study will be beneficial to the school communities in the district. Since pupils' achievements are assured of improving, the development of their communities will be greatly positive as they are assets to their communities. This means they can contribute effectively and positively towards the development of the national society.

Delimitation

The study was restricted to the Asikuma-Odoben-Brakwa Education District in the Central Region of Ghana. Asikuma-Odoben-Brakwa district is located at the eastern part of the Central Region of Ghana. It shares boundaries at the North with the Assin South district, at the South with the Agona district, at the West with the Ajumako-Enyan-Essiam district and at the east with the Birim South district of the Eastern Region of Ghana. The research covered selected Government assisted basic schools in the Asikuma-Odoben-Brakwa district and the District Education Office.

The research was to examine to a large extent the effectiveness of supervision in basic schools in the district of Asikuma-Odoben-Brakwa. The generalization of findings of the study was limited to the state of supervision, especially external supervision in the basic schools in the Asikuma-Odoben-Brakwa.

Limitations

Though the researcher went to the field to administer the questionnaire himself and spent time explaining questions to respondents, especially students and teachers, there is the possibility of some of the teachers sharing

ideas on the questions with friends. In such a situation, answers could contain some biases as dominant views could be used instead of individual respondent's independent views. This could undermine the reliability of the final outcome of the study.

The study of this nature should have all circuits and most of the schools in the district covered but could not cover due to limited time for gathering data as well as financial constraints. In view of this reason, the researcher adopted the simple random sampling technique and as such the study may suffer from the limitations associated with the sampling error.

Definition of Terms

Curriculum: This refers to the contents of and specific objectives that have been formulated and to be given to pupils or students as a course of study

Instructional Supervision: This is the consciously planned programme for the improvement and consolidation of teaching and learning in the classroom.

Educational Circuit: A specific geographical location/area with a number of schools assigned to an officer for the purpose of supervision.

Circuit Supervisor: An officer assigned to supervise a specific geographical area with a number of schools under him or her.

Organization of the Study

The study is organized in five chapters. Chapter one is made up of the following: background to the study, statement of the problem, purpose of the study, research questions, significance of the study, delimitation, limitations, definition of terms and the organization of the study.

Chapter two dealt with the review of related literature. This comprises both published and unpublished documents such as books, newspapers and journals that have useful information on the topic. Chapter three consists of the methodology used for the study. The content of the chapter include: research design, population, sample and sampling technique, instruments used in the data collection, pre-testing of the instruments, data collection procedure and data analysis procedure. Chapter four highlights on the data presentation, analysis and discussion. The chapter five gives a summary of the study, draws conclusion and makes suggestions and recommendations for further studies.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter presents a review material of literature related to instructional supervision in schools. The areas that were covered include the concept of supervision, the history of educational supervision in Ghana, theory of supervision, types of supervision, qualities of a supervisor, challenges of instructional supervision as well as factors for effective supervision.

The Concept of Supervision

Various authorities have given interpretations to supervision. However, all seem to agree that it is primarily a service that aims at improving all the factors that go into ensuring the achievement of organizational goals. Mackenzie (1983) maintained that instructional supervision is the function in schools that draws together the discrete elements of instructional effectiveness into whole school action. To him, instructional supervision is the co-operative ability of the schools to link their instruction, classroom management and discipline to staff development, direct assistance to teachers, curriculum development and action in research under common purpose to achieve their objective.

In the view of Burton and Bruckner (1955: p. 11) "supervision is an expert technical service primarily aimed at studying and improving jointly all the factors that influence child growth and development". Burton and

Bruckner are of the notion that modern supervision should be characterized with the following;

1. That modern supervision should direct attention toward basic and essential educational issues and direct learning and its improvement with the general aim of education.

2. That the aim of supervision should be improvement of the total teaching and learning process, the total setting for learning rather than the narrow and limited aim of improving teachers in the service.

3. That supervision should also focus on the learning environment, not only on a person or group of persons involved.

They asserted that all persons are co-workers aiming at improvement of a situation; one group is not superior to another operating to improve the inferior group. They recognized that through supervision, the teacher is removed from his embarrassing position as the focus of attention and the weak link in the educational process. The teacher therefore assumes the rightful position as a co-operating member of a group concerned with the improvement of learning.

According to Jones as cited in Mankoe (2002) supervision is the process of getting the job done through others by influencing their effort and behaviour through encouragements, inspirations, motivations and direction of their activities to achieve the organizational goals. He continued that supervision is an important ingredient for administrative success. Instructional supervision therefore involves the close collaboration of both teachers and supervisors to make effective use of available resources to improve the quality of teaching and learning. Hence, supervision should be done in a purposeful, friendly and democratic atmosphere.

According to Rue and Byars (1990) supervision is to encourage members in a unit to give off their best to achieve the organizational goals and objectives. Eye and Netzer, (1971) defined supervision as "that phase of school administration which focuses primarily on the achievement of the appropriate instructional expectations of the educational system" (p.30). To them instructional supervision as part of school administration should place emphasis on teacher growth in order to use his or her personal drives and resources to solve problems that will hinder the achievement of an expected instructional objectives.

Neagley and Evans (1970) regarded modern school supervision as "positive democratic action aimed at improving the classroom instruction through the continual growth of all concerned - the child or the learner, the teacher, the supervisor, the administrator and the parent or other interested persons" (p.2). It could be seen that to them supervision in schools is a co-operative service designed to help teachers and pupils rather than report about them. According to Harris and Bessent as cited in Mankoe (2002) supervision as an administrative action is what school personnel do with adult and things for the purpose of maintaining or changing the operations of the school in order to directly influence major instructional goals of the school. To them instructional supervision in the school involves effectively managing teachers and other material resources of the school for the attainment of instructional objectives of the school.

History of Instructional Supervision in Ghana

Historically, supervision of instruction in schools started in Ghana – (the then Gold Coast) in the early part of the 15th century with the castle schools. This supervision took the form of super-ordinate-subordinate relationships and limited itself to the administration of the castle schools.

Later, in 1882, when Rowe became the Governor of Ghana, an Education Ordinance which sought to promote the advancement of education in the British Colonies was passed. Among the provisions in this ordinance was the payment of government grant to schools on the basis of the enrolment of pupils in a school. The minimum enrolment qualifying a school for this grant was at least twenty pupils in a class. To enforce this provision, a centralized general board was set up in Ghana with a mandate to establish local boards in the other colonies. The local board in Ghana was having inspectors of schools responsible for certifying schools for government grants. However, due to lack of personnel, Rev. Metcalfe Sunter was appointed the first inspector of schools in the British colonies. Rev. Sunter's supervision was ineffective due to the large area of coverage.

Then, in 1887, when Governor Griffths took over the administration of Ghana, another educational ordinance was passed for Ghana alone. This ordinance abolished the payment of grants on the basis of enrolment and rather tied it up to the pupils' academic performance. This was to ensure that government's investment in education was worth its course. Hence, the inception of the "payment by results" concept. With this concept of supervision, the teachers' salaries depended on the number of pupils passing the inspectors' examination. It was assumed that with this system teachers

would be motivated to give of their best for their pupils to perform better in their academic work. The payment by result did not succeed because learners were over-beaten by teachers to force them learn to passed examinations. This was abolished finally in 1906. As much as the colonial government wanted rapid development of the country, in 1908 when John Rogers was appointed as the governor he set up a committee to study the various ordinances passed and make recommendations for the advancement of education. Among these recommendations was the introduction of payment by the general efficiency of schools. To enforce this provision, some inspectors were appointed and assigned the responsibility of inspecting schools to ascertain their general efficiency in the classroom instruction, teacher and pupil attendance to school. Schools which did not meet the criteria set did not receive any grant from the government.

When Governor Guggisberg took over the administration of the country in 1919, another Education Ordinance was passed where it was thought that quality teaching and learning will take place with the introduction of teacher certification and supervision of instruction in both government and mission schools in the system. Inspection of schools received perhaps its greatest boost during the colonial period when Mr. Spio-Garbah became the first African Inspector of Schools in 1923 under Governor Guggisberg's administration (McWilliam & Kwamena-Poh, 1978). This concept led to the closure of one hundred and fifty schools which were not manned by trained certificated teachers and the establishment of more teacher training colleges (Antwi 1992). With this ordinance in force Rev. A.H. Candler was appointed as the head of the Northern Territories education department in 1925. The

passing of the ordinance made supervision in schools more regular and promoted efficiency and effectiveness in schools to some extent. It was indicated however that the outbreak of the Second World War in 1932 demoralised educational activities strongly as many teachers were moved into the army. This brought the good foundation laid by Governor Guggisberg in education to a halt.

According to Lokko (2001), actual school visits began in Ghana in the 1940s with the appointment of visiting teachers by the mission schools authorities to assist particularly the large number of untrained teachers in their schools in the rural areas. The visiting teachers mainly visited the schools to help in the provision of syllabuses and time-tables. They were also to guide the untrained teachers on how to prepare lesson notes and occasionally give demonstration lesson. According to Lokko (2001) in 1952 the birth of the Accelerated Development Plan of Education in 1951 by the Government, found it necessary to appoint officers to visit schools to offer assistance to teachers. The duties of those officers included assisting in the training on the job, the large number of untrained teachers recruited to teach in the large number of primary schools which were established due to the introduction of the Universal Primary Education in 1951.

In 1961, the Inspectorate Division was formally established as professional unit distinct from the administrative schedules of the Ministry of Education. It was for school inspections and evaluating administrative standards and maintenance of standards in pre-university institutions. Lokko (2001) again noted that inspecting officers and principal teachers were appointed from the rank of the senior teachers to visit the primary and the then

middle schools in 1963. The main duty of the Principal Teacher was to help teachers to improve their standard of teaching and also see to maintain administrative standard in schools. Through this, it was envisaged that it would raise the standard of pupils in the schools assigned to him or her. This phase continued till the coming into operation of the Ghana Education Service in 1974 where it put in place two types of supervisory staff. These were the Assistant Education Officer and Principal Education Officer both of them were visiting officers. Their main responsibility was to raise the standard of teaching and learning in schools.

The basic aim of school supervision did not change with the establishment of the Ghana Education Service. Emphasis was placed on the primary aim of giving professional guidance and advice to teachers in order to raise the standard of teaching and through that raise the academic performance of learners. The introduction of the 1987 Educational Reforms saw the need by the Ghana Education Service (GES) to strengthen supervision of instruction than ever before to help achieve the educational goals and objectives of the reforms. In pursuance of this vision, various education offices created more manageable and definite education circuits and assigned them to officers who were given the title circuit officers. In the same vein, the Ministry of Education appointed some National Service Personnel as Circuit Monitoring Assistants to the District Education Offices who reported directly to the then Secretary of Education to ensure adequate supervision. The only difference between the function of the Monitoring Assistants and the Circuit Officers was the size of the area under their jurisdiction. The Monitoring Assistants were in

charge of a particular district while the Circuit Officers were in charge of a given educational circuit within a district.

The latest development in the area of instructional supervision in the basic schools from 1990 was the appointment and training of the first batch of circuit supervisors. Their main duties is to supervise the teaching and learning process in schools assigned them by providing professional guidance and leadership in helping headteachers and teachers to become more effective in managing school resources. They were also to support headteachers and teachers in developing strong positive relationship with community leaders and other stakeholders. Recently some members of the communities have been called upon to exert some form of influence by way of supervision in the schools in their localities. This is believed to enhance teaching and learning in the basic schools. It is generally believed that stakeholders such as chiefs, the Parent-Teacher-Association (PTA), the School Management Committee (SMC) in the school communities can at least check drunkenness among some teachers. The interest shown by these groups in the schools could go a long way to boosting the morale of teachers in the performance of their duties. It could be seen that in Ghana, supervision of teaching and learning process had been part of the educational system as far back as the colonial days. One could also observe that the main aim of supervision has basically been the same, which is, ensuring the achievement of curriculum and instructional objectives. With the introduction of the new educational reforms, one can say that there is the need for effective supervision of instruction now than ever before to help achieve the goals and objectives of the new curriculum.

The Theory of Supervision

Moves to develop a theory of supervision are quite not long. The theory of leadership applicable to the improvement of instruction was developed by Saunders (1966) as cited in Neagley and Evans (1970) maintained that instructional improvement is the achievement of a set of objectives which seem to be directly related to the improvement of learning experiences for students. According to Neagley and Evans (1970), Saunders (1966) argued that co-operative group is the most accepted and effective approach in reaching a goal that is satisfactory to and meet the need of the total group.

Eye and Netzer (1965) in their supervisory theory based on action pattern, were of the view that the supervisor's knowledge and understanding of theories and their uses and judging his own actions against them is essential to the improvement of learning and instruction. They also emphasized that consistency in the form of methodological attack on the problem then becomes the result not of averaging experiences, but of a series of successful and varied experiences. They again pointed out that, these experiences whether verbalized or not constitute the theoretical base of behaviour, integral part of supervisory planning and performance. On the subject of developing sound theoretical basis for supervisory practices the authors suggested that supervisors must develop the ability to analyse their own actions to identify their own value pattern to an end, then supervisors will be in position to view, explore and evaluate the factors involved in the choices of behaviours. This action pattern must be based on the relationship of assumptions, principles, objectives, criteria and procedures.

Kimball (1967) developed a synthesis theory of supervision by taking a number of concepts and facts from related fields and formulated a set of criteria that might be used to evaluate projected supervisory acts. The following assumptions were made;

1. Teachers must be treated as professionals who have a code of ethics, specialized education and a desire to be self-directing.

2. The function of the supervisor is to effect useful changes in the curriculum instruction and learning in schools.

3. Supervisors are expected to provide leadership and competency in developing an organization and continuous improvement in curriculum instruction and learning.

4. Supervisors and teachers differ in function rather than in education and experience.

5. The behavioural sciences are the most valuable sources of concepts to be used in the development of an organization and strategy for change.

6. Concepts from each of the behavioural sciences that appear to have relevance to the formulation of strategy of change could be utilized as the basis for formulation of a theory of supervision.

It is suggested that supervisors who intend using this theory must engage in the following practices:

1. Plan the instructional improvement co-operatively.

2. Ensure that all staff activities contribute in some way to the improvement of instruction.

3. Institute an evaluation programme that is comprehensive enough to include the participation of pupils, teachers and administration and other administrative procedures.

A theory of administration that appears to have much relevance to supervision was proposed by Getzel and Guba, (1957). In their model, administration was seen as a social process structured in a hierarchy of subordinates and super ordinates relationship within a social system. It therefore holds that supervision should involve subordinate-superordinate relationship with the superordinate being responsible for the assignment of duties and resources to ensure that work is done and must be responsible for the coordination of the various activities/roles in the organization. They maintained that;

1. If the expectation of the subordinates and super ordinates are congruent then the institutional goals are more likely to be achieved.

2. If the personality and need disposition of individuals are in conflict with the instructional role expectation then quality of performance will not result.

Druckner (2005) reiterates that supervision is a process of getting work done through others. He was of the view that good supervision must include personal trust, respect and confidence between subordinates and super ordinates. To him this kind of relationship will result in an increased desire to work. A theory of leadership which also appears to have relevance to supervision, according to Mescon, Albert and Khedouri (1988) as cited in Mankoe (2002) is the situational or contingency approach. The model postulated that situational factors in a structured hierarchy like needs

characteristics of subordinates, environmental pressures and demands, the nature of the task and the amount of information available to the supervisor to be shared with the supervised are crucial to the success of the supervisory activities. The leadership theory of supervision is based on the fact that educational objectives are achieved based on the leadership style adopted by the leader who supervises the work of others. To facilitate the achievement of the set organizational objectives, the leader must adopt a democratic leadership style in directing affairs of members. The leader must therefore call for co-operative effort from all members and have respect for their individual opinions. To them supervisory activities must be well planned to cater for the growth of the supervised in the work he or she does. It also implies that supervision should play a role of creating a congenial environment in which the employee can work for the attainment of the organizational objectives.

Types of Supervision

Educationists are to concern themselves with the types of supervision and how each type affects educational outcome. Neagley and Evans (1970) mentioned two types supervision. These are internal supervision and external supervision.

The internal supervision involves the supervision of the various schools by teachers and headteachers especially, while external supervision deals with supervision from outside the school. Musaazi (1985) was of view that internal supervision is a situation where the school headteacher ensures the improvement in the teachers' work and the making of the instructional process more effective. To him, the headteacher of the school in his or her supervisory role must help the teachers to grow professionally and also

ensures the provision of teaching-learning resources as well as the creation of congenial learning environment for effective teaching and learning in the school.

Carey (1953) as cited in Mankoe (2002) mentioned that internal supervision is concerned with all the activities performed by teachers and heads to enhance teaching and learning. To him, internal supervision involves all the internal measures taken by the school staff to ensure effective attainment of the school objective. Internal supervision therefore involves all the procedures, activities and measures put in place by heads, teachers and the student body within a school system to help achieve quality teaching and learning. Elsbree and Harold (1967), commenting on internal supervision reiterate that internal supervision is where internal measures are taken in the school by teachers to ensure the attainment of the school objectives. Internal supervision therefore consists of all the actions taken by school teachers and heads in the course teaching and learning so that objectives set out could be achieved.

On the other hand, Neagley and Evans (1970) maintained that external supervision deals with supervision from outside the institution, that is, from the local community, district, regional or national officers of education. The external supervision is of several types depending on the visit and activities to be performed by the supervisor. These visits include brief visits, comprehensive visits, follow-up and special visits.

During brief visits the external officers focus on one or two aspects of the school. For instance, the visit may be to check on teacher punctuality, output of work of teachers or how school records are being kept.

Comprehensive visits or Intensive visits or inspections take more than a day to complete. Supervisors take time to diagnose all the environmental conditions necessary for effective teaching and learning and then give the school staff the necessary professional guidance and advice. During comprehensive visits the supervisors undertake inspection in the following areas:

1. Inspection of records and monitoring of standards.

2. Subjects inspection.

3. Assessment of school organization and management.

4. Assessment of school environment.

5. Assessment of interpersonal relationship in the school.

6. Assessment of school-community relationship. (Source: Ministry of Education, p.39, 2002).

According to Halpin (1966) as cited in Mankoe (2002) external supervision plays complementary role in the supervisory process and also provides professional guidance to teachers. However, Mankoe (2002) also citing Becker (1988) is of the view that external supervision is mainly to evaluate the effectiveness of the instructional programme in terms of what it does to students in the programme.

Elsbree and Harold (1967) made mention of laissez-faire supervision as a situation where teachers are allowed to do what they like with little direction and coercive supervision which always emphasizes teacher defects. They continued that supervision should be seen as training and guidance. To them instead of supervisors trying to compel teachers to follow upon prescribed methods emphasis must be placed on helping teachers to improve upon their teaching skills. With this, teachers will enter the classroom with an

appreciable amount of pre-service preparation in schools and supervision will assume the task of continuing the training on the job.

Qualities and Roles of a Supervisor

Although the selection of supervisors and administrators into supervisory positions has quite scanty research studies, it is clear that supervision requires a high level of educational leadership for its implementation. The supervisor must be imbued with certain professional and personal characteristics to enable him or her handle the supervisory work more responsibly. With reference to this Neagley and Evans (1970) the following qualities are to be possessed by supervisors;

1. The school supervisor must have personal attributes that make a good teacher such as intelligence, broad grasp of educational process in society, great skills in human relation and likeable personality. He or she must have love for children and an abiding interest in them and their learning problems. His or her skills in the use of group processes are vital and needs to show a working understanding of the team concept in democratic supervision.

2. The school supervisor must be willing to subjugate his own personal ideas to the combined judgement of the team at times. He must possess the ability and fortitude to hold fast to his convections unless educational evidence is presented. A good supervisor must be guided by educational research and should have little time for pure opinion in group discussion and individual conferences.

3. The school supervisor cannot possibly be an expert in all the fields which he coordinates. Therefore his or her knowledge should include

the availability of resource leaders in all the areas of school supervision and improvement of instruction.

In a nutshell, Neagley and Evans maintained that the modern supervisor must be well trained in education and psychology, expert and capable of working with group in a democratic process. He must recognize his role as a leader and co-operatively involve his colleague administrators and teachers in all major decisions affecting them and the teaching and learning situation. According to Chandan (2004), good supervisors should possess four basic essential qualities in order to succeed in their work. These are technical, human relation, analytical and conceptual qualities.

Technical qualities:

This involves knowledge, methods and techniques and the ability to use those techniques in performing a job effectively. That is, the supervisor should possess high specialized knowledge and expertise in the area of teaching and learning. The supervisor's technical knowledge or ability will enable him or her identifies the training needs of teachers, ensures adequate training and maintains a competent work group. The supervisor must possess strong technical expertise to enable him or her provide support for teachers so that they can become the best they can be. To buttress this, Atakpa and Ankomah (1999) were of the view that without expert instructional support and professional supervision it is unlikely that teachers can provide the desired quality of teaching and learning.

Human relation qualities:

This, he referred to as the ability to work with other people amicably. It involves patience, trust and genuine involvement in interpersonal relationships. The supervisor must create an enabling environment for teachers and other workers to work together as a team with a sense of belonging and dedication. This means that the supervisor should have good human relations with the supervised by being polite, friendly and tolerant enough that his presence would motivate the supervised. It could be seen that the supervisor need to possess good positive attitude toward those he supervises such that his presence would not frighten supervisees. In the light of this Crossby (1975) reiterated that school supervision be a co-operative action between the supervisor and the supervisee.

Analytical qualities:

This, he referred to as the ability to make logical, objective and scientific analysis of problems, opportunities and the use of scientific approaches to arrive at feasible and optimal solutions. Chandan (2004) maintained that effective and right decision making is the most important function of supervision. The right decision basically depends upon the correct analysis of a problem and the situation.

Conceptual qualities:

This, he referred to as the ability of the supervisor to organize a thinking process that deals with understanding of the various individuals who matter in the achievement of the school objective. That is the ability to view

the whole school or educational system as a system consisting of various parts and sub-system and integrate it into a single unit.

Equally important characteristics or qualities of an educational supervisor were enumerated as:

1. Should be knowledgeable in educational policies.

2. Should be conversant with curriculum contents.

3. Should be up-to-date in appropriate methodologies for teaching.

4. Should be conversant with current educational policies.

5. Should be committed, friendly and tolerant.

6. Should be creative and innovative.

7. Should be objective and firm.

8. Should be able to comport himself or herself appropriately and committed to supporting quality teaching and learning in schools. (Ministry of Education, 2002).

Having dealt with the qualities which supervisors should posses, it is very important to look at their functions in supervision. According to Asiedu-Akrofi (1978) the supervisors' role is mainly to work co-operatively with the teachers to create conducive circumstances for learning in schools. To him a supervisor performs the following main tasks:

1. The supervisor establishes good rapport among his co-workers to ensure smooth running of the school.

2. The supervisor places his or her skills and experiences at the disposal of teachers. That is, the supervisor provides leadership among teachers.

3. The supervisor encourages teacher initiative, experimentation and a sense of creativity.

4. The supervisor looks for and taps the hidden talents in co-workers and helps display it at the disposal of others.

Therefore to perform these functions effectively as a supervisor, the circumstance under which every teacher's action takes place in the school should be well understood before any relevant advice can be given by the supervisor.

Neagley and Evans (1970) noted that supervisors are expected to provide leadership and competency in developing working environment in which curriculum instruction and leadership can be improved continually. They further suggested the following as some of the supervisory roles that a supervisor should be concerned with:

1. Individual teacher conferences

2. Demonstration and substitute teaching on occasions

3. Regular classroom visitation

4. Planning and presenting in-service education programme

5. Helping in curriculum development

6. Co-ordination of special subjects through action research in the classroom.

According to Haris (1985) supervisory roles are done under six main major tasks;

1. **Organization for instruction:**

To him, this involves designing and redesigning the material to be taught, by whom, when, where and in what pattern. Developing curriculum guides,

establishing standards, planning instruction units, and instituting new courses are examples of this task. It also involves making organizational arrangement to implement the curriculum. This involves making arrangement for staff, pupils, space and materials related to the instructional objectives.

2.   **Selecting and assigning the appropriate instructional activities:**

Staff members are to undertake appropriate activities in the organization. This involves providing staff members with the basic information necessary to carry out their assigned responsibilities.

3. **Providing facilities and materials:**

It involves selecting the appropriate teaching-learning materials for use in implementing the instructional design as well as developing space and equipment specification for efficient and effective provision of instruction.

4. **Arranging for in-service education:**

This involves planning and implementing learning experiences of teachers. This is designed to update and upgrade teachers in terms of skills, attitude and knowledge in order to conform to modern changing trends in teaching and general education. It includes all the courses and activities organize for serving teachers to participate for the purpose of extending their professional knowledge, interest or skills. This could be done in the form of workshops, seminars, conferences, consultation, training session and field trips.

5.   **Developing public relations:**

It involves identifying opinion leaders and stakeholders who have greatest interest and contribution towards the achievement of instructional programme.

That is, providing for a free flow of information on matters of instruction to and from the public while securing optimum levels of community involvement in the promotion of better instruction.

6. **Evaluation of instruction:**

This involves planning, organizing and implementing activities for the evaluation of all facets of educational process that are directly related to instruction. This is done to make informed decision for the improvement of instruction.

Olivec (1972) as cited in Mankoe (2002) perceives supervisors as specialists who work in these three domains: instruction development, curriculum development and teacher development. Mankoe (2002) citing Enus (1963) maintained that supervisors perform the following functions.

1. **Staffing function:**

One major function of supervision is to provide the basis for effective implementation of recruitment, selection, placement, promotion exercise and dismissal of teachers and other non-teaching staff in an institution. Supervision helps stakeholders of education to identify staff situation in schools. As a result of supervision an overstaffed or understaffed school may be identified for appropriate action to be taken to promote effective teaching and learning in schools. In this vein supervision helps in directing effective recruitment, selection and placement exercises in education system to solve needs of schools. Through supervision hardworking teachers may be identified and awarded to serve as motivation while non-performing notorious teachers may be counseled, warned, queried or dismissed. Supervision also performs

staff development function where appropriate in-service training programme are designed for teachers to improve their skills and knowledge in teaching.

2. **Motivation and stimulation functions:**

Mankoe (2002) citing Enus (1963) was of the view that teachers initially may be qualified, skillful and effective at work. However his or her productivity and efficiency may diminish with time due to frustration from job dissatisfaction and inadequate supply of essential teaching and learning resources that are capable of facilitating quality teaching and learning. Therefore in the opinion of Enus (1963) as cited by Mankoe (2002) the motivating function of supervision aims at providing challenging assignment but creating conducive environment, professional leadership, job satisfaction and high morale for teachers and other workers in the school. The motivation function of supervision again ensures that teachers are involved in formulating policies which will promote their own performance. For example, in the preparation and selection of textbooks and teaching–learning resources in various subjects, teachers should be actively involved.

3. **Consultation functions:**

Supervision in its work delivery helps workers in the educational enterprise to solve their specific problems hindering their service delivery. It involves making available constant and regular professional development sessions such as in-service training to assist the teachers to perform better. As the supervisor goes to the field and notices weakness on the part of a teacher in his or her lesson delivery, he may sit him or her down and help the teacher analyse the situation and address the felt needs of the teacher.

4.   **Programme development functions:**

This involves the adaptations for the local situations in subject content and improvement in methods and order of presentation. The supervisor helps to direct, modify and approve suitable changes in the content of the curriculum and methodology to be adopted in relation to the environment and culture of the school. For example, in junior high school system pre-vocational-technical (Basic Design and Technology) is taught variedly. Schools in most cases choose the options they have comparative advantage.

5.   **Evaluation functions:**

This involves gathering data on how the supervision activities has achieved. It involves evaluating the whole system to see whether it is achieving what it is set for. This provides feedback on what has been done. Evaluation function in supervision helps teachers to find answers to curricular and instructional challenges, identify research studies that may have bearing on their challenged areas and conduct limited research projects. It could be seen that evaluation function in supervision is done to bring useful changes to improve teaching and learning.

Problems of Instructional Supervision in Ghana

A general perception of many stakeholders in education in Ghana is that supervision at the district, school and classroom levels are ineffective. Poor teaching and learning achievement are largely blamed on ineffective supervision. Supervision today in our public basic schools appears to be sporadic and quite often serve as token activity that is unable to achieve the

objective it was meant to achieve. What then are some of the problems that hinder effective school supervision?

The work of supervision in schools in Ghana is beset with numerous problems. According to Mankoe (2002) the job of supervision in schools is a basic assignment of heads of the various institutions and heads are expected to perform it. But the mode of appointment of most heads, where the Ghana Education Service had been adopting the style of appointing recalcitrant and non-performing teachers to head schools in itself in the first place is a problem to effective supervision. In the end most headteachers find it impracticable and a feeling of professionally incompetent to undertake those exemplary duties.

The attitude of teachers towards supervision has been one area that needs to be considered when mentioning the problems of supervision as educationist (Eye, 1975). Since teachers are the focus of most of these increase supervisory effort, their attitude towards supervision is very important. Neagley and Evans (1970) reiterated that there are undoubted many instances of well received supervisory practice, a common response of teachers to supervision might be expressed as the suspicion that supervision is on ineffectual and at worst a harmful form of interference with the work of the teacher. This view expressed by Neagley and Evans is very common among teachers and had been a stain on the effective co-operation that should exist between the supervisor and the supervised. If teachers should view supervision as interference of their work, then it means most of the new ideas and innovations that might be given at in-service training sessions will not be implemented.

Mankoe (2002) maintained that lack of mobility on the part of circuit supervisors of the Ghana Education Service is a greater setback to effective supervision. Supervision demands frequent movements between the district office and the various schools wherever they are located. For such movements circuit supervisors require means of transport. Under the economic constraint in Ghana many officials in supervisory positions who were supplied with motor bicycles on a subsidized cost could not effort them. Those who managed to afford them face the problem of regular supply of fuel.

Writing on the problems of instructional supervision, Sergiovanni and Strarratt (1988) as cited in Mankoe (2002) were of the view that economic constraints make teachers and for that matter, supervisors face the problem of making ends meet. To buttress this, Mankoe maintained that this situation induces some supervisors to seek monetary favours indirectly and the teachers in the schools readily accede to request of some of these supervisors. In return for teacher's favours, supervisors tune down professional sanctions which could otherwise be offered. The result is ineffective supervision at the end of the transaction.

Mankoe (2002) stated that the job requirement of supervision expect the supervisor to possess professional competence, confidence, expertise and high academic qualification; which on the normal circumstance should be higher than those he or she supervises. In a situation where the Ghana Education Service appoint higher rank but lower academic qualification officers in supervisory positions, breeds a feeling of insufficiency on the part of the supervisor and a feeling of superiority on the part of the teacher –the supervised. These negative feelings render supervision ineffective.

Mankoe (2002) stressed that one good strategy to achieve effective supervision is demonstration. He maintained that it is not adequate for supervisors to always admonish teachers towards effective teaching. It is more appropriate for supervisors to actually demonstration by teaching in one full period. This should be so because example is better than percept. Unfortunately, supervisors only tend to "preach" to teachers. Much of such frequent "preaching" can hardly register on the minds of teachers. They therefore revert to their old ways of doing things soon after their interaction with supervisors.

Factors for Effective Supervision

Writing on how supervision influences students' achievement, Kimbal (1967) was of the view that effective supervision ensures good achievement among students and that leadership is expected to provide the working environment that makes it possible for administrators or supervisors to work and students to learn. Research and observation have established that the environment of most schools and traditional supervision tend to hinder teacher growth and development. It has therefore been identified that when teachers are provided with conducive environment and effective supervision, they can work to achieve higher level of personal and professional development.

Eye and Netzer (1965) reiterated that effective supervision is being able to help supervisors or headteachers and teachers to have consensus on methods that promote learning in the schools. Eye and Netzer maintained that for supervision to achieve its goals it must institute an evaluation programme that is comprehensive enough to include the participation of administrators or headteachers, teachers and pupils and also to examine the effectiveness of

41

learning in the light of instructional, supervisory and other administrative procedures. To them, any supervisory exercise must have a system of evaluation put in place to enable it achieve a desire goal.

Musaazi (1985) mentioned that if instructional supervision can achieve its goal by improving the process of teaching and learning in the schools, then the supervisor should take the lead in providing stimulating, pleasant and wholesome environment in which the teacher will want to work. To him, an environment where teachers and pupils as well get information needed to work with, an environment of no intimidation and a working environment with the needed working materials is likely to result in supervision achieving its goals. Providing this kind of working environment should be the concern of the supervisor so that supervision can achieve results. Kinhart (1941) cited a study to show the positive effects of supervision on English achievement for high school students. He divided the students of English class in twelve sections on the basis of mental age, chronological age and their achievement in English was determined by a standardized test. Two sections were assigned to each of the six teachers who were judged to be about equal in ability and supervision applied to three of the teachers within the same period and not to the other three. When achievement test was given at the end of the period and it was realized that students whose teachers were supervised had superiority attainment over those who were not. This gave the conclusion that supervision can influence both instructional process and students' achievement.

Neagley and Evans (1970) reiterated that for supervision to be effective it should be democratic in the most enlightened sense. They explained that democracy does not mean laissez-faire with staff members in

performing their roles but rather co-operative relationship among staff members in a give and take atmosphere. In a democratic supervision, a dynamic, understanding and sensitive leadership role should be played. For present day of supervision to be effective team effort and group process should be used in the supervisory activities for the supervised to contribute in designing ways of achieving goals rather than the autocratic type exhibited by the early twentieth century administrators and supervisors. In developing team spirit and democratic atmosphere for the attainment of instructional goals, supervisors and administrators in modern schools system should involve all staff in all decision making concerning teaching and learning. This will make every staff feel that he or she is of crucial importance in achieving the desire goals. To buttress this democratic ideals in supervision, Wiles (1967) as cited in Mankoe (2002) was of the view that group production is affected by the quality of its human relation and therefore supervisors must work constantly for the improvement of group cohesiveness. He also maintained that individual within the school as an organization should be involved in basic policy formulation, planning in studies of the instructional programme and in all fundamental changes that affect them directly.

Merton (1968) was of the view that supervision would be effective if the supervisor is constantly oriented with the methods on supervision. According to Druckner (2005) supervision involves the use of skills and these must be taught or learnt. He continued that supervision should best be understood as a process that requires knowledge and experience. Druckner maintained that in order for the supervisor to develop the knowledge and skills to become an effective supervisor of others, he must first go through the

43

process of effective supervision himself, particularly in terms of being supervised and mentored in the role of supervision. To him, for supervision to be effective, prior experience and training of the supervisor must be considered and given greater emphasis.

According to Mankoe (2002), the heart of supervision is interaction and interaction calls for effective communication. A key goal of communication is understanding and therefore listening becomes the central part of communication. For effective supervision to be realized those in supervisory roles should therefore learn how to listen well and how to communicate ideas for the understanding of their listeners. Supervisors who lack credibility may resort to coercive strategies to accomplish their goals. They may find it particularly difficult to undertake supervision activities in a constructive and effective way. A credible supervisor must be able to recognize good teaching when he sees it and be able to explain to teachers what he observes. The more the supervisor can relate his or her observations and suggestions to the needs of the teachers, the more credible his or her advice is likely to be. Supervision has now become technical and therefore those in supervisory positions must be proficient in conferencing, goal-setting, diagnosing instructional needs and observing classroom teaching

Neagley and Evans (1970) mentioned that effective supervision can be achieved when there is effective delegation of authority and supply of materials to support it. They said that delegation encourages co-operation and teamwork needed for the attainment of the set goals of the school. Therefore delegation is a means of transferring part of the supervisors' authority to their

subordinates for the performance of certain tasks and responsibilities. This helps the supervisors to coordinate and control activities effectively.

Druckner (2005) with his developmental perspective approach to supervision stated the following ten key points to effective supervision:

1. Support growth;- provide support for staff professional development :

    i. Professional development plans

    ii. Strength based performance appraisal system.

2. Unite with your team;- the supervisor must be available/accessible to staff by maintaining:

    i. Open door policy

    ii. Regular one-to-one supervisory meetings

3. Praise others;- the supervisor must provide praise and encouragement through:

    i. Formal recognition system

    ii. Informal compliments

4. Expect excellence;- the supervisor must set high expectations for staff through:

    i. Clear position description

    ii. Regular feedback session with staff

5. Require accountability;- the supervisor must uphold individual responsibility by:

    i. Creating a culture where staff hold each other accountable

    ii. Creating a culture where staff themselves will be accountable.

6. Very potential;- the supervisor must develop an atmosphere of hope and confidence by:

      i.   Providing staff opportunities to succeed

     ii.   Having high expectation for staff

7. Instill independence;- the supervisor must allow autonomy of staff through:

      i.   Appropriate delegation

     ii.   Encouraging risk taking

8. Share continuously;- the supervisor must establish two-way communication through:

      i.   Active listening

     ii.   Being transparent

    iii.   Consulting and giving feedback promptly

9. Optimize ownership;- the supervisor must create opportunities for staff to contribute by:

      i.   Participatory strategic planning sessions

     ii.   Encouraging risk taking

10. Reinforce relationship;- the supervisor must share with and care about staff by:

      i.   Getting to know what motivate individual staff

     ii.   Creating opportunities for staff to share personal accomplishment

From this perspective, supervision has to do more with establishing an environment which encourages individual staff growth and development. It can be concluded that effective supervision has been identified by educational writers and researchers as a catalyst that could enhance teaching and learning to ensure better performance.

Summary of Literature Review

The literature on instructional supervision is many and varied. However, they all have some common features on the concept and nature of supervision, theories of supervision, types of supervision, activities involved in instructional supervision as well as the factors that affect effective supervision.

On the concept of supervision all authorities seem to agree that it is primarily a service that aims at improving all the factors that go into ensuring the achievement of desired instructional goals. It was realized that the history of instructional supervision in Ghana is closely linked with the development of education in Ghana and with the primary objective of improving teaching and learning in schools.

On the various theories of supervision, the basic concept that could be deduced and applied by supervisors is the use of democratic ideals in working together co-operatively with subordinates. Two types of instructional supervision were identified as internal and external supervision which was seen to play a complementary role in the supervisory process and provide professional guidance to teachers.

Many authors maintained that supervisors' personal attributes, environmental issues, financial constraints, inadequate logistics as well as the conservative attitude of teachers towards change are factors that affect effective supervision. The idea behind the research is to investigate into the effectiveness of supervision at the basic schools in the selected area of the study and make useful suggestion/recommendations.

CHAPTER THREE

METHODOLOGY

This chapter deals with the research design selected for the study. It also discusses issues such as the target population, sample and sampling technique, the development and design of instrument to be used, data collection procedure as well as data analysis procedure to be employed.

Research Design

The descriptive survey design was used for the study. According to Fraenkel and Wallen (2003) survey design is used to obtain data to determine specific characteristics of a group. To them a descriptive survey design is concerned with the conditions or relationship that exist such as determining the nature of prevailing conditions, practices and attitudes, opinions that are held, processes that are going on or trends that are developed. It therefore involves collecting information on the current status of the subject of the study.

This design was used because it helped in discovering the real state of affairs or events as they are on the ground in the case of the study. The assessment of the situation was done through serving questionnaire to heads, teachers, education officers and school prefects in the junior high schools in selected schools in the Asikuma-Odoben-Brakwa district. The design was considered as appropriate because facts on the ground could be discovered and

conditions that exist at a particular point in time could be seen and commented upon.

The advantage for this design is that it helped to find views as they were in their natural setting. It is also economical, has a rapid turnaround in data collection and has the advantage of identifying the attributes of a large population from a small group of individuals (Fraenkel and Wallen, 2003). Some of the problems for this design include: some of the questions that may not be understood by the respondents would let them give answers that may not be the sort of answers the researcher expects. The next problem is the tendency for people to state something which is convenient to them. There is also difficulty in getting a sufficient number of the questionnaire completed and returned so that meaningful analysis is made. Such anticipated problems were overcome by adopting measures such as the following ways:

1. The researcher had to do pre-testing of the instruments to help identify questions that might not be well understood by the respondents and reworded them.

2. The researcher arranged with the respondents to collect the answered questionnaire on the day of administration.

Population

A population in a research refers to the lager group of people with common observable features to which one hopes to apply the research result (Fraenkel and Wallen: 2003). The Asikuma-Odoben-Brakwa district in the Central Region was chosen as the area for the study. The Asikuma-Odoben-Brakwa district is located at the eastern part of Central Region and shares boundaries with the Agona Municipal Assembly on the South, at the North

with the Assin South district, Ajumako-Enyan –Essiam district on the West and at the East with the Birim South district in the Eastern Region. It has its district capital at Breman Asikuma. The district has one hundred and forty five (145) public basic schools, made up of eighty three (83) primary and sixty-two (62) junior high schools. The study population covered all the sixty two (62) public junior high schools in the district as well as the District Education Office. The District Director of Education, the Head of the Inspectorate Division, Circuit Supervisors, Headteachers, Teachers and School Prefects of the junior high schools formed part of the population.

Sample and Sampling Technique

A sample in a research study refers to the group on which information is obtained (Fraenkel and Wallen: 2003). A sample consists of a carefully selected subset of the units that comprise the population. A sample is therefore a subset of the population and consists of individuals, objects or events that form the population. Out of the seven (7) education circuits at the Asikuma-Odoben-Brakwa four (4) of them were selected for the study. The District Director of Education, the Assistant Director in-charge of supervision (Head of the Inspectorate), were purposively selected because they are in-charge of the supervisory staff in the district, and also possess a repertoire of ideas in instructional supervision. The four circuit supervisors were also purposively selected because they are the highest officers in the four circuits selected and are directly involved in external supervision. They also have in-depth knowledge on issues relating to instructional supervision.

From the sixty-two (62) public junior high schools, twenty (20) were randomly selected. Twenty (20) headteachers, forty (40) teachers and forty (40) school prefects of the randomly selected schools were selected for the study. The sample consisted of the following respondents as indicated in the Table 1.

Table 1

Distribution of Sample for the Study

Type of Respondents	No. Sampled
District Director of Education	1
Head of Inspectorate	1
Circuit Supervisors	4
Headteachers	20
Teachers	40
School Prefects	40
Total	106

In selecting the sample, the simple random sampling method was used. According to Fraenkel and Wallen (2003) sampling refers to the process of selecting individual respondents to obtain research information from. In this procedure, sample units were directly drawn from the population, by a method designed to meet the essential criterion of randomness. The method gave all members or elements in the population an equal chance of being selected from the population.

What the researcher did was to give numbers or names to the general sample unit on pieces of papers, put them in a container, and shake them well

to mix up. Each item was picked once and the contents of the container mixed again before the next one was picked. This continued till the required number was obtained. Meanwhile other elements of the population such as the District Director of Education, the Assistant Director for monitoring and supervision and the four Circuit Supervisors were selected deliberately on the judgement of the researcher. The researcher thought that their views and contributions will form a vital part of the study, as they have much experience and knowledge on instructional supervision.

In selecting the teachers, the simple random sampling technique was adopted. The researcher went round the randomly selected schools and collected names of teachers for the random sampling. The teachers' names were written on pieces of papers, put them in a container, and shake them well to mix up. Each item was picked once and the contents of the container mixed again before the next one was picked. This continued till the two teachers from each of the twenty schools were obtained. This process was used because it gave a fair representation of the population without any biasness to give views on the issue at stake.

In selecting the school prefects for the study, a purposive selection was used in each school. The method was that the two main school prefects (the boys' and girls' prefects) were selected. The reason for their selection was that their views are specifically needed as they may have easy understanding of the issues related to the study as student leaders.

Instrument Used for Data Collection

Data for the study were collected by using a self-developed questionnaire. School prefects, teachers and headteachers were served with the

self-developed questionnaire to respond to. This was considered appropriate because it enabled the school prefects, teachers and headteachers to provide their individual responses. Also, the school prefects the teachers were so many that the researcher could not have adequate time to interview all of them. The questions were broken into five sections. The five sections covered aspects such as the type of supervision and forms they take, attitude of teachers towards supervision, impact of supervision on teaching and learning, challenges facing instructional supervision and suggestions to improve supervision practices. In a set of questionnaire, open-ended and close-ended questions were designed to collect information on these areas mentioned.

The open-ended were designed in such a way the respondents were free to organized their thoughts and provide their view on the subject matter under discussion. On the other hand, the close-ended items guided or restricted respondents to choose from alternatives provided for each of the questions.

In collecting the data from the education officers, (Circuit Supervisors, Assistant Director in-charge of monitoring and supervision and the District Director), the researcher posed the questions to them for them to respond to the questions directly. This procedure was adopted because these officers have tight schedules which will make it difficult to make time to attend to questionnaire when left with them.

Pre-Testing of Instruments

To ascertain the validity and reliability of the instruments used for gathering information for the study, pre-testing of the instruments was done. This was conducted using teachers and prefects selected from Agona East District schools. These schools were chosen because they possess similar

features as the Asikuma-Odoben-Brakwa district schools for the main study. For the conduct of the pilot-testing of the questionnaire, five (5) headteachers, ten (10) teachers and ten (10) school prefects were randomly selected and given copies of the questionnaire to answer. Also, the Assistant Director in-charge of finance and administration, Assistant Director in-charge of monitoring and supervision and two Circuit Supervisors were purposively selected.

To ensure the validity of the questions, the preliminary questionnaire was given to course mates and other colleagues to read through and offer suggestions for revision. Appropriate suggestions given were taken and the questionnaire restructured accordingly. It was also given to the supervisor who went through in order to give necessary suggestions and corrections.

In administering the questionnaire, the researcher assembled the school prefects in each of the selected schools and explained the questionnaire to them, before allowing them to answer. While explaining to the school prefects the selected teachers and the headteachers were asked to work on their questionnaire. The researcher waited and received the answered questionnaire on the very day. Appointment was scheduled for the education officers selected to response to the questionnaire at the Agona East District Education Office.

Data Collection Procedure

The researcher collected all the data himself. A lot of personal contact was adopted by the researcher in the collection of the data through the administration of the questionnaire. It involved a lot of movements from one place to another. The researcher sought permission from the District Director

of Education in the Asikuma-Odoben-Brakwa district before administering the questionnaire to the sampled respondents at the appropriate time. The researcher explained the questions to the respondents especially the school prefects, after copies of the questionnaire were given to them. The reason for doing that was to help the respondents to get better understanding in order to provide their independent opinion on the questions. The researcher also made sure that a high level of understanding existed between him and the respondents before answering the questions. The reason for this was to remove any form of suspicion, hostility, anxiety or apathy that can hinder the free flow of information from the respondents.

Pre-arrangement was made with the various schools selected and those to be served with the questionnaire at the district education office. This helped to minimize delay and other forms of disappointment. In the various schools, the researcher grouped the school prefects together and explained the questions to them since they were not fully matured to facilitate easy understanding of the questions. The researcher made sure that the answered questionnaire is given back to him on the very day as he moved from school to school. After administering the questionnaire in the schools, the researcher then went to the District Education Office to arrange in advance with those selected to be involved in the study. This prior notice was very important as it gave the respondents the ample time to get them prepared for the questionnaire. In collecting the data from the education officers the researcher posed the questions to them for them to respond to the questions directly.

At the District Education Office, the Circuit Supervisors first answered the questionnaire before the Assistant District for monitoring and supervision

and lastly the District Director of Education. The rationale behind this was to prevent superior officers from influencing their subordinates since they would have ideas about what the whole exercise is about, if they are contacted first.

The administration of the questionnaire to the school prefects, teachers and headteachers was done during their long break hours. The essence of this was to save a lot of time and limit disruption of instructional hours in the selected schools to the barest minimum. In all about four months were used for the data collection. The collection of the information began from the second week of January, 2009 to the ending of April, 2009 and the response rate was 98.1%.

Data Analysis Procedure

The main statistical method used in analyzing the data collected was simple percentages and descriptive analysis. Considering the open-ended questions, several responses from different respondents on the same item were read and similarities found were categorized and used for the generalization. The data obtained from the respondents were put together in table form for the analysis. These statistical methods were chosen because they are easy to be used and can also be understood easily by the readers.

To obtain the tables all the responses were tallied to get their frequencies and thereby calculate their percentages. The data were grouped and analyzed as follows:

1. The types of supervision and forms they take.

2. The attitude of teachers and pupils generally towards supervision in the basic schools in the district.

3. Respondents view on the impact of supervision on teaching and learning.

4. Challenges supervisors encounter in supervision of instruction.

5. Ways of improving supervision practices in Asikuma-Odoben-Brakwa district.

Summary of Methodology

This chapter has outlined the general research design for the study and the methods used to collect the data. The data were gathered from the district director of education, circuit supervisors, headteachers, teachers and school prefects in Asikuma-Odoben-Brakwa district.

The study made use of questionnaire to collect the data or information regarding how instructional supervision is being carried out in the schools. The chapter dealt with other areas such as population, sample and sampling technique, data collection procedure and data analysis procedure.

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter aims at assembling and interpreting the data gathered on the assessment of the effectiveness of supervision of instruction at the basic schools in Asikuma-Odoben-Brakwa District Educational Area. The data were objectively and critically analysed by the use of simple percentage score of hundred (100) that took into consideration the number of respondents who gave the same or similar responses or views. Views were analysed and presented according to research questions of the study.

Research Question 1: What type of supervision is being emphasized in basic schools in the Asikuma-Odoben-Brakwa district?

To help ascertain the type of supervision that was being used most of the time as well as the form that external supervision takes in the Asikuma-Odoben-Brakwa district, views of the director, the head of inspectorate, circuit supervisors as education officers, headteachers, teachers and school prefects were separately sought. The views of the respondents on this were analysed and the Table 2 and 3 give the summary of responses on the type of supervision and the form external supervision takes respectively.

Table 2

Views of Respondents on the Type of Supervision mostly used in the Schools

| | Respondents | | | | | | | |
| | Educ. officers | | Headteachers | | Teachers | | School Prefects | |
Type of Supervision	No.	%	No.	%	No.	%	No.	%
Internal Supervision	3	50	14	70	26	65	21	52.5
External Supervision	1	16.7	2	10	6	15	6	25
Both	2	33.3	4	20	8	20	9	22.5
Total	6	100	20	100	40	100	40	100

From the Table 2, 14(70%) headteachers, 26(65%) teachers, 3(50%) education officers and 21(52.5%) school prefects were of the view that internal supervision is mostly used of the time in the schools. It can be seen that the majority of the respondents were of the view that internal supervision is used more than external supervision. This is the reflection of the actual situation in the four circuits selected in the Asikuma-Odoben-Brakwa district. This shows that the headteachers and teachers who are internal supervisors are carrying out their supervisory functions as expected of them to some extent. The fact that most of the respondents stating that internal supervision is used most of the time than external supervision does not mean that external supervision should be relegated to the background. External supervision plays a complementary role to internal supervision.

Table 3

Views of Respondents on the Forms of External Supervision that Take Place Most in the Schools

| Forms of External Supervision | Respondents | | | | | | | |
| | Educ. Officers | | Headteachers | | Teachers | | Sch. Prefects | |
	No.	%	No.	%	No.	%	No.	%
Brief Visits	4	66.7	12	60	20	50	16	40
Intensive Visits	-	-	-	-	1	2.5	1	2.5
Follow-up Visits	1	16.7	2	10	3	7.5	-	-
Occasional Visits	1	16.7	5	25	16	40	21	52.5
Special Visits	-	-	1	5	-	-	2	5
Total	6	100	20	100	40	100	40	100

From the Table 3, only 1(2.5%) and 3(7.5%) teachers indicated that intensive visits and follow-up visits are carried out by externally supervisors respectively. It could be observed from Table 3 that most of the respondents were of the opinion that external supervision takes the form of brief visits. This was indicated by 4(67%) education officers, 12(60%) headteachers, and 20(50%) of the teachers. It could be seen that external supervision is not fully used in the district. This could lead to playing down of the complementary role that external supervision is expected to play in the promotion of effective teaching and learning in schools. This agrees with Mankoe (2002) asserting that external supervision in the Ghana Education Service appears to be sporadic as many supervisors in the service are not trained and motivated enough to undertake their job assignments.

Research Question 2: What has been the attitude of teachers and learners generally towards supervision in the basic schools in the district?

The research question was put up to ascertain how learners and teachers especially, feel when supervised as well as their response to supervisory practices. Table 4 gives the summary of analyzed responses from sampled respondents on the general attitude of learners and teachers towards instructional supervision.

In ascertaining views of respondents on the attitude of teachers and students towards supervision, half of the education officers and 12(60%) headteachers involved in the study indicated that it is positive to some extent. Teachers and students attitude being positive to some extent means that teachers and learners attitude toward supervision is low, unsatisfactory and not encouraging.

This shows that teachers and students attitude towards supervision has not been quite encouraging. Learners and teachers seem to dislike being supervised. Neagley and Evans (1970) reiterated that there are undoubted many instances of well received supervisory practice, a common response of teachers to supervision might be expressed as the suspicion that supervision is on ineffectual and at worst a harmful form of interference with the work of the teacher. This view expressed by Neagley and Evans is very common among teachers and had been a stain on the effective co-operation that should exist between the supervisor and the supervised. It could be seen that supervision practices might have been poorly implemented that it conjures evil images in the minds of many teachers and therefore see it as an interference of work rather than helping them to grow and develop professionally. In fact, most

teachers view supervision as a threat and become anxious when interacting with their supervisors. As a result of this most teachers react defensively and hostilely towards supervision. This buttresses the point made by Mankoe (2002) that instructional supervision over the years has been coercive, authoritative and emphasizing teacher defects as well as admonishing of practices rather than having designed programmes that would lead to professional development of teachers. One would therefore agree with Merton (1968) that instructional supervisors need to be oriented constantly on methods of supervision to ensure effective supervision.

Table 4

Views of Respondents on the Attitude of Teachers and Pupils/Students towards Instructional Supervision

	Respondents							
	Education officers		Headteachers		Teachers		School Prefects	
Responses	No.	%	No.	%	No.	%	No.	%
Very positive	1	16.7	2	10	8	20	11	27.5
Positive	2	33.3	6	30	12	30	20	50
Positive to some extent	3	50	12	60	18	45	9	22.5
Not Positive	-	-	-	-	2	5	1	2.5
Total	6	100	20	100	40	100	40	100

Research Question 3: What are the impact of supervision on teaching and learning?

The research question seeks to examine the impact of instructional supervision in the district on teachers' teaching practices and academic performance of learners. The Table 5 provides the views of respondents on the impact of supervision on teaching and learning in Asikuma-Odoben-Brakwa district.

Table 5

Respondents Views on the Impact of Supervision on Teaching-Learning

		Responses:	
Statements	Respondents	Agree	Disagree
1. Instructional supervision has positively influenced teachers' performance in schools.	Ed. officers	3 (50%)	3 (50%)
	Headteachers	11(55%)	9 (45%)
	Teachers	18(20%)	32(80%)
2. Supervision improves academic performance of teachers and learners.	Ed. officers	6(100%)	- -
	Headteachers	18(90%)	2(10%)
	Teachers	36(88%)	4(12%)
3. Supervision sharpens and develops in teachers adequate teaching skills.	Ed. officers	5(83%)	1(17%)
	Headteachers	14(70%)	6(30%)
	Teachers	26(65%)	14(35%)
4. Teachers do put into practice what they learn at in-service training component of supervision more often.	Ed. officers	2(33%)	4(67%)
	Headteachers	8(40%)	12(60%)
	Teachers	18(45%)	22(55%)
5. Supervision has been ensuring teacher growth and development	Ed. officers	3(50%)	3(50%)
	Headteacher	9(45%)	11(65%)
	Teachers	12(30%)	28(70%)

From the Table 5, it is observed that most of the respondents – education officers (100%), headteachers (90%) and teachers (88%), agreed

that supervision improves academic performance of teachers and learners. On the other hand, only (20%) of the teacher respondents and half of the headteachers and education officers were in agreement to the fact that instructional supervision in the schools had had positive influence on teacher performance. The fact that majority of the respondents agreed that instructional supervision improves academic performance of teachers and learners affirms a research by Chandan (2004).

Also, majority of the respondents – education officers 5(83%), headteachers 14(70%) and teachers 26(65%) agreed to the fact that supervision sharpens teachers' skills of teaching and helps teachers to develop adequate teaching skills. This agrees with the findings of Oliva (1993) that instructional supervision continuous the training and development of teachers by sharpening their teaching skills. However, it was ascertained that teachers do not put into practice what they learn at in-service training component of supervision.

Moreover, responses on whether supervision has been ensuring teacher growth and development only 12(30%) of the teachers and half of the education officers and headteachers agreed to it. This implies that supervision has not been teacher supportive. As Mankoe (2002) indicated that the coercive and sporadic nature of our educational supervision in Ghana does not help teachers to fully realize professional growth and development in the kind of supervision they receive from supervisors.

It could be seen that supervision of instruction has not been supportive enough to motivate students to learn and to meet the professional development needs of teachers. This shows that instructional supervision at the district,

school and classroom level in general is not very effective. Educationists and supervisors of instruction must see supervision as a means of improving teaching-learning and enhancing personal and professional growth of teachers and improvement of education as a whole.

Research Question 4: What are the major challenges facing supervision of instruction in the basic schools in the district?

The question was posed to identify the major problems or challenges confronting instructional supervision in the Asikuma-Odoben-Brakwa district. The Table 6 gives the highlights of the major challenges or problems stated by respondents as facing instructional supervision.

Table 6

Respondents Views on Major Problems that hinder Effective Instructional Supervision at the Basic Schools level in Asikuma-Odoben-Brakwa District.

Problems Stated	Edu. Officers No.	%	Headteachers No.	%	Teachers No.	%
Lack of logistics	5	83	20	100	37	92.
Immobility on the part of external supervisors	5	83	17	85	34	85
Insufficiency on the part of supervisors	-	-	13	65	35	87.5
Poor incentives or motivations given to supervisors	5	85	18	90	28	70
Dual role played by heads	4	66.7	15	75	29	72.5
Late refund of expenses incurred by supervisors	5	83	9	45	-	-
Large schools assigned to circuit supervisors	5	83	14	70	19	47.5

It is quite disheartening to see from the Table 6 that there are numerous problems bedeviling instructional supervision. From the Table 6 as much as education officers and headteachers respondents of 83% and above indicated that lack of logistics, immobility on the part of external supervisors, poor incentives/motivations given to supervisors and large schools assigned to circuit supervisors are hindrance to effective supervision in schools.

Logistics such as textbooks, registers, teaching-learning materials, typewriters/computers, cabinets etc for both teachers and supervisors when not available affect the effectiveness of supervision. Lack of means of transport for external supervisors will affects effective supervision in the schools. If incentives/motivations in the form of allowances for supervisory staff are woefully inadequate it is likely to affect proper performance of supervisory practices. If the number of schools assigned to external supervisors especially circuit supervisors are large it is likely to make supervision sporadic and ineffective. This will always result in having some schools not visited for long periods especially those in the remote areas.

In addition to these, a greater percentage (73% & 88%) of the teacher respondents involved in the study also see dual roles played by school heads and insufficiency on the part of supervisors as impediments to effective instructional supervision (Table 6). Detached headship in schools, a situation where the headteacher combines administrative/supervisory work with teaching, could be a challenge to effective instructional supervision. It could be seen that always one activity will go on at the expense of the other.

One good strategy to achieve effective instructional supervision is to have experienced and expert personnel in supervisory positions for teaching-learning processes. This is because it is not adequate for supervisors to always admonish teachers towards effective teaching only but also to have some demonstrations. This should be so because example is better than percept. Therefore instructional supervision may not be effective if supervisors themselves are insufficient.

Furthermore, education officers involved in the study 5(83%) stated that late refund of expenses incurred by external supervisors especially affects supervision. It could be observed that this will affects how regular external supervisors visit schools for supervision.

Research Question 5: What are the ways of improving supervision practices in Asikuma-Odoben-Brakwa district?

The question was asked to examine views of education officer, headteacher and teacher respondents on the ways of improving supervision practices in the Asikuma-Odoben-Brakwa district.

When the various responses were analysed on ways of improving supervision practices in the district, it was found out that majority of the various category of all the respondents mentioned the following as some of the ways of improving supervision practices in the district:

1. Appointing teachers with experience, higher qualification and rank into supervisory positions.

2. Proper and regular in-service training should be given to supervisors.

3. Government should provide adequate incentive/motivations to supervisors in order to make the position attractive to experience and hardworking teachers.

In addition to the above, the education officer respondents group mentioned the following as ways of improving supervision as they were not indicated by the other respondents:

1. Government should provide safer means of transport for external supervisors.

2. Sizable and manageable assignment of schools/circuits to circuit supervisors.

3. Adequate and prompt payment of traveling and transport expenses incurred by external supervisors.

Beside the above, the headteachers stated the following which were not identified by the other category of respondents:

1. Adequate logistics should be provided to supervisors and schools to ensure effective supervision

2. Heads of schools should be attached to schools to enable them perform their administrative/supervisory functions effectively.

Additionally, the teacher respondents also mentioned the following which were not indicated by the other respondents:

1. Directors of Education should make occasional visits to schools as a means of monitoring supervisors under them in general.

2. An evaluation programme should be put in place for supervisory activities.

Summary of Results and Discussion

It is observed from the ongoing discussion that majority of respondents are of the view that internal supervision is mostly carried out in the schools and that external supervision is not greatly felt in the schools. Most teachers view supervision as a way exposing only their weaknesses and therefore panic and remain defensive and hostile to supervisors.

Again the study has revealed that teachers are quite dissatisfied with the kind of environment created by supervisors, especially external supervisors during visits. On the whole, the respondents perceive supervision at the basic schools in the Asikuma-Odoben-Brakwa district as not well executed due to numerous problems facing supervision of instruction.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of the study, findings of the study and its implications, recommendations and suggestions for further studies/research. The main purpose of the research was to find out the effectiveness of instructional supervision at the basic schools in Asikuma-Odoben-Brakwa District in the Central Region.

The Asikuma-Odoben-Brakwa district has a total of one hundred and forty five (145) public basic schools with eighty three (83) primary and sixty two (62) junior high schools. The district has teacher population of seven hundred and ninety eight (798) and the junior high teachers who were involved in the study were three hundred and twenty one (321). An effort was made to find out the state of instructional supervision in basic schools in the Asikuma-Odoben-Brakwa district by ascertaining the views of the District Director of Education, the Head of the Inspectorate Division, Circuit Supervisors, Headteachers, Teachers and School Prefects in Junior High Schools as students continue to perform poorly in their final Basic Education Certificate Examinations. Thirty five percent (35%) of the junior high schools were sampled.

A descriptive survey design was adopted for the study. The main instrument for the study was a self-developed questionnaire. Copies of questionnaire were administered to the teachers, headteachers, officials of the district education office and the school prefects. The main statistical method

used in analyzing the data collected was simple percentages and descriptive analysis.

Views of the education officers, headteachers, teachers and schools prefects who constituted the sampled respondents were sought. The respondents gave their views on;

    i.   Type of supervision mostly used in the schools

   ii.   Form of external supervision that takes place most in the schools

  iii.   Attitude of teachers and students towards supervision

   iv.   Impact of supervision on teaching and learning

    v.   Challenges facing instructional supervision

   vi.   Ways of improving supervision practices in the district.

Summary of Findings

The following findings were made after analyzing the data collected. Majority of the respondents were of the view that internal supervision is carried out predominantly in the schools. Another observation made was that external supervision carried out in the schools mostly takes the form of brief and occasional visits.

It was again found out that teachers and students' attitude towards supervision is mostly not positive and therefore do not like being supervised as majority of the respondents indicated this view. It was also revealed that education officers and headteachers were satisfied with the level of supervision by the residents and non-residents supervisors. On the other hand, the teachers and school prefects had different view on the fact that supervision by supervisors had had any great impact on their teaching and learning. It was found out that headteachers provide sound environment for instruction and

therefore teachers and pupils were comfortable and satisfied with that but were quite uncomfortable and dissatisfied with the environment created by external supervisors during supervision.

Additionally, it was revealed that instructional supervision in the district is facing challenges. The major challenges identified were lack of logistics, insufficiency on the part of supervisors, immobility on the part external supervisors, dual role played by headteachers as administrator and classroom teachers, large number of schools assigned to circuit supervisors as well as late refund of expenses incurred by supervisors.

Conclusions from the Findings

The findings of the research have some educational, supervisory and administrative implications. Based on the findings, it can be concluded that internal supervision is being given greater emphasis and mostly used in the Asikuma-Odoben-Brakwa district and must therefore be strengthened.

Headteachers, teachers and school prefects see internal supervision as more effective in enhancing 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. This should be done to ensure the attainment of educational goals in the district. Moreover, the inadequate intensive and follow-up visits could deny teachers and headteachers the opportunity of identifying some of their shortcomings and rectify them. The way occasional and brief visits were given prominence in external supervision with no serious diagnostic supervision made would not help teachers to experience the impact that supervision should have on teaching and learning.

Majority of the respondents indicated that teachers and students' attitude towards supervision in general has not been quite encouraging or positive implies that supervision practices are poorly implemented. Teachers perceiving supervision as only a means of exposing their weakness and as an interference of their work rather than helping them to grow and develop professionally, means that any improving practices or advice that might be given during supervision would not be put into practice. The defensive attitude put up by teachers especially might be due to traditional superordinate-subordinate relationship type of supervision that is still being   practiced by some supervisors. Supervision should be democratic in the most enlightened sense and clinical in approach so that it will aim at helping the classroom teachers to improve instruction.

Teachers, students and some headteachers indicated that they have not realized any much impact from supervision of their teaching and learning. This means that instructional supervision has not been supportive enough to motivate students to learn and to meet the professional development needs of teachers. This shows that supervision in the district has not been very effective. Educationists and supervisors of instruction must see supervision as a means of improving teaching and learning by enhancing personal and professional growth of teachers.

The purpose for establishing the Inspectorate Division of the Ghana Education Service and the subsequent appointment of someone to head the division at the national, regional and district levels and other officers to assist in the instructional supervision was to ensure efficiency in teaching and learning. This could be achieved by giving both professional and pedagogical

guidance, to evaluate the instructional process and to keep up-dated records so that corrective measures could be taken to rectify anomalies in teaching and learning. From the respondents, external visits were woefully inadequate and mostly in the form brief visits, implied that little is being done to assess and evaluate school work.

In-service training should be a key component of supervision to help upgrade the competence of teachers. The rapid changing culture and its implications for curriculum changes make it necessary for teachers to strive continuously to keep abreast with what they must know and be prepared to do. The fact that teachers did not seem to have realized significant impact of supervision on teaching and learning shows that supervision practices were lacking in-service education components of supervision needed by teachers. This helps to refresh and get teachers abreast with the current processes of teaching to influence effective teaching and learning.

Supervision of instruction is recognized as very important in ensuring good results in teaching-learning process, but this can be affected if certain things that go with supervision are missing. The fact that external supervisors have no means transport, expenses incurred by supervisors are not refunded promptly, circuit supervisors having large number of schools and there is lack of logistics for supervisors to work with would mean that schools especially in the rural areas get few visits from external supervisors and that might lead to teacher lateness and absenteeism. These might have led to the poor academic performance among students. It is unfortunate that supervisors who should perform their functions effectively to ensure attainment of educational goals are faced with a lot of problems. It can therefore be concluded that the

situation might have even account for the poor performance of pupils in the B.E.C.E. examinations.

Recommendations

1. The findings of the study and conclusions drawn serve as basis for a number of recommendations to be made for considerations. As it became clear and the general consensus that internal supervision is emphasized and mostly used in the schools, internal supervision should be given more support in the district.

2. It was observed that both teachers and headteachers were not satisfied with the level of external supervision in the district. It is therefore suggested that the District Education Directorate should try as much as possible to appoint competent and experienced teachers as circuit supervisors. Also intensive training workshops should be organized to them to impact the needed professional advice and guidance that enhance teacher growth and development.

3. It was again expressed that there is some level of insufficiency on the part of some headteachers and external supervisors. Since it generally accepted that both internal and external supervision promote effective instruction heads and external supervisor, especially circuit supervisors who are directly involve in supervision should be given more support in the following ways:

    (a) Both categories of supervisors should be given adequate in-service training in the areas of effective supervision to ensure that they are well equipped to perform their supervisory roles

effectively. As Merton (1968) put it, supervision can be effective if supervisors are constantly oriented with fresh ideas.

(b)   Appointment of personnel into supervisory positions should take into consideration both the teachers' rank and qualification to remove any ill-feeling of insufficiency in undertaking the supervisory assignments.

(c)   Both categories of supervisors should be trained in human relations that will help to establish good interpersonal relations with teachers. In order to avoid the notion that supervisors are more of faultfinders than partners in the development of educational process, clinical supervision should be emphasized more than the ordinary brief visits. This should be the case to enable the supervisor and the supervised to operate in an environment free from tension and anxiety, and where the supervisor and the supervised are jointly held accountable for the success or failure of the realization of the objectives of the lesson or curriculum.

4.   It was revealed that supervision has not had great impact on teaching and learning partly because in-service training component of supervision is not given the necessary attention. It is therefore expedient for headteachers and circuit supervisors to programme and organize school based/cluster in-service training more than the frequent brief visits that do not impact more professionally.

5. Again, it is through regular comprehensive visits that schools are effectively helped to identify their problems and progress within a stipulated period. Since it was found out that little attention is paid to comprehensive visits and this has had adverse effect on the number of follow-up visits. It is this follow-up visits which helps to check whether schools are on track on recommended practices that could lead to the attainment of instructional objectives. It is therefore recommended that at least one comprehensive visit should be organized in every school calendar year.

6. Additionally, to enable heads of schools to perform the supervisory roles charged with, they should be attached to schools. The practice where the school head combines classroom teaching with supervision does not allow him/her to give supervision the attention it deserves. As Taylor (1856-1915) cited in Amuzu-Kpeglo (2003: p.32) rightly put that planning should be separated from performance. Implying that management/supervisory functions should be separated from performance/on the job workers functions. Hence, heads should be assigned mainly supervisory duties and teachers to teach.

7. Also, with regard to the numerous problems facing external supervision especially, everything possible should be done to ensure the total removal of such problems for effective work. Funds, logistics, safer means of transport should be provided for supervisors to play their expected roles. Recognizable motor maintenance, responsibility, travel and transport allowances due supervisors should be paid on time to facilitate the work of supervisors.

8. Moreover, in the rural areas that suffer from receiving external supervision regularly, and its corresponding poor academic performance of pupils, there should be support from the Parent-Teacher Association and the School Management Committee to assist in influencing supervision. It is further suggested that special incentive packages should be given to officers/supervisors who visits such schools in the rural areas more than the stipulated times.

9. Furthermore, it is recommended that evaluation programme be instituted for supervisory activities and supervisors, especially for circuit supervisors. There is the need to involve all those who matter in supervision in this evaluation programme. This is because Eye and Netzer (1965) say that 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. The programme would also examine the effectiveness of learning in the light of instructional supervisory and other administrative procedures. It is through evaluation of supervisory activities/practices that the personnel involved can determine areas of success or failure with the ultimate aim of improving quality and standard of practices. A well-thought-out evaluation programme contributes to improvement and progress. Oliva (1993) stressed that evaluation of supervisory programme helps to increase understanding of needs, judge the effectiveness of a programme and assess the outcome of programme implemented.

10. Finally, reports submitted to the directorate by supervisors on teachers or schools should be promptly discussed and where necessary a comprehensive action taken in order to forestall any inconsistencies in teacher performance. All reports should be treated with the seriousness it deserves.

Suggestion for Further Study

It came to light that teachers and students attitude towards supervision is not positive and dislike being supervised. There is the need for a study to be conducted into the perception of teachers and students of supervision of instruction.

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APPENICES

APPENDIX A

DEVELOPED QUESTIONNAIRE FOR HEADTEACHERS

The aim of this piece of work is to collect and collate information about the state of supervision being practiced in the district and its effects on teaching and learning process in schools. The researcher promise to treat every information as strictly confidential and therefore respondents are not required to write their names. Respondents are required to answer all questions by giving appropriate information in the spaces provided or selecting the appropriate alternatives by ticking the box that follows.

SECTION A

Types of Supervision and Forms They Take.

1. What type of supervision is employed in your school?

a. External supervision ( ) b. Internal supervision ( ) c. Both ( )

2. Which type of supervision is more effectively carried out by supervisors?

a. External supervision ( ) b. Internal supervision ( ) c. Both ( )

3. In what form does external supervision take? I. Intensive visits, II. Brief visits, III. Occasional visits IV. Follow-up visits.

a. I, II & III ( ) b. I, II & IV ( ) c. I, III & IV ( ) d. II, III & IV ( )

4. Using 1, 2, 3, 4 and 5, rank the following forms of external supervision which is done more frequently.

- ➢ Brief visits ( )

- ➢ Follow-up visits ( )

- ➢ Intensive visits ( )

- ➢ Special visits ( )

- ➢ Occasional visits ( )

5. How would you rate the frequency of external supervision?

   a. Very good ( ) b. Good ( ) c. Satisfactory ( ) d. Not satisfactory ( )

6. Visits by external officers are adequate.

   a. Strongly agree ( )   b. Agree   ( )   c. Disagree ( )   d. Strongly

      disagree   ( )

7. Visits by external officers to school are very punctual.

   a. Strongly agree ( ) b. Agree   ( )   c. Disagree ( )   d. Strongly

      disagree ( )

SECTION B

Attitude of Teachers and Pupils towards Supervision

8.   Teachers co-operate positively with supervisors?

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

      Disagree   ( )

9. How do your teachers feel when their lesson notes are vetted

   promptly?   a. Mostly worried ( ) b. Worried ( ) c. Not worried   ( )

   d. Not certain ( )

10. How do teachers respond to corrections done in their notes and when observed while teaching?

    a. With high attention ( ) b. With attention ( ) c. With lukewarm ( )

    d. Uncertain ( )

11. How do your teachers respond to strict compliance to the use of instructional time by supervisors?

    a. As very important ( ) b. As important ( ) c. Not important ( )

    d. Uncertain ( )

12. How do your teachers react to your effort in ensuring equitable distribution of their work time in school sessions?

    a. Very positive ( ) b. positive ( ) c. Not positive ( )

    d. Uncertain ( )

13. How do teachers feel when you sit in their class to ensure that they follow an orderly plan in their lesson presentation?

    a. Very happy ( ) b. Happy ( ) c. Not happy ( ) d. Uncertain ( )

SECTION C

Impact of Supervision on Teaching and Learning

14. Instructional supervision has positively influenced teachers' performance.

a. Strongly agree ( ) b. Agree ( ) c. Disagree ( ) d. Strongly disagree ( )

15. Teachers' supervision improves academic performance of learners.

a. Strongly agree ( ) b. Agree ( ) c. Disagree ( ) d. Strongly disagree ( )

16. Supervision sharpens and develops in teacher adequate teaching skills.

a. Strongly agree ( ) b. Agree ( ) c. Disagree ( ) d. Strongly disagree ( )

17. Supervision has been ensuring teacher growth and development

 a. Strongly agree ( ) b. Agree ( ) c. Disagree ( ) d. Strongly disagree ( )

18. Teachers do put into practice what they learn at in-service training component of supervision more often?

a. Strongly agree ( ) b. Agree ( ) c. Disagree ( ) d. Strongly disagree ( )

19. Supervision sharpens teaching skills and helps teachers to develop adequate teaching skills.

 a. Strongly agree ( ) b. Agree ( ) c. Disagree ( ) d. Strongly disagree (.)

SECTION D

Challenges Facing Instructional Supervision

11. Heads have ample/adequate time for school supervision

a. Strongly agree ( ) b. Agree ( ) c. Disagree ( ) d. Strongly disagree ( )

12. In your opinion mention four (4) problems that hinder

    a. Effective Internal Supervision

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    b. Effective External Supervision

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SECTION E

Suggestions to Improve Supervision in the District

13. Please, kindly suggest five (5) ways of improving supervision practices in the district.

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DEVELOPED QUESTIONNAIRE FOR TEACHERS

The aim of this piece of work is to collate and information about the state of supervision being practiced in the district and its effects on teaching and learning process in schools. The researcher promise to treat every information as strictly confidential and therefore respondents are not required to write their names. Respondents are required to answer all questions by giving the appropriate information in the spaces provided or selecting the appropriate alternative by ticking the box that follows.

SECTION A

1. What type of supervision is employed in the district?

   a. External supervision ( ) b. Internal supervision ( ) c. Both ( )

2. Which type of supervision is more effectively carried by supervisors?

a. External supervision ( ) b. Internal supervision ( ) c. Both ( ) d. None ( )

3. In what form does external supervision take? I. Brief visits, II. Intensive visits, III. Occasional visits, IV. Follow-up visits

 a. I, II & III ( ) b. I, II & IV ( ) c. I, III & IV ( ) d. II, III & IV ( )

4. Using 1,2,3,4 and 5, rate the following forms of external supervision which is done more frequently.

   ➢ Brief visits ( )

   ➢ Follow-up visits ( )

   ➢ Intensive visits ( )

   ➢ Special visits ( )

   ➢ Occasional visits ( )

5. Which aspect of external supervision is done more frequently?

 a. Intensive visits ( ) b. Follow-up visits   ( ) c. Brief visits ( ) d. Special visits ( )

6.   How would rate the frequency of external supervision?

   a.Very good ( ) b. Good ( ) c. Satisfactory ( ) d. Not satisfactory

7.   Visits by external supervisors or officers are adequate.

   a.   Strongly agree ( ) b. Agree ( )   c. Disagree   ( )   d. Strongly disagree ( )

8.   Visits by external supervisors to your school are very punctual

   a.   Strongly agree   ( ) b. Agree   ( )   c. Disagree ( ) d. Strongly disagree ( )

SECTION B

Attitude of Teachers and Pupils Towards supervision

9.   Teachers co-operate positively with supervisors?

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

10. How do your colleague teachers feel when their lesson notes are vetted promptly?

   a.   Mostly worried ( ) b. Worried ( ) c. Not worried ( ) d. Uncertain ( )

11. How do teachers respond to corrections done in their notes and when observed while teaching?

   a. With high attention ( ) b. With attention ( ) c. With lukewarm ( )
       d. Uncertain ( )

12. How do your colleague teachers respond to strict compliance to the use of instructional time by supervisors?

   a. As very important ( ) b. Important ( ) c. Not important ( )

   d. Uncertain   ( )

13. How do your colleague teachers react to supervisors' effort to ensure equitable distribution of their work time in school sessions?

   a. Very positive ( ) b. Positive ( ) c. Not positive ( ) d. Uncertain

14. How do teachers feel when supervisors sit in their class to ensure that they follow an orderly plan in their lesson presentation?

   a. Very happy   ( ) b. Happy ( )   c. Not happy   ( ) d. Uncertain

SECTION C

Impact of Supervision on Teaching and Learning

15. Instructional supervision has positively influenced teachers' performance.

   a. Strongly agree ( ) b. Agree( ) c. Disagree ( ) d. Strongly disagree ( )

16. Teachers' supervision improves academic performance of learners.

   b. Strongly agree ( ) b. Agree ( )   c. Disagree( ) d. Strongly disagree ( )

17. Effective supervision is a vital ingredient in academic excellence.

   a. Strongly agree ( ) b. Agree   ( ) c. Disagree   ( ) d. Strongly disagree ( )

18. Supervision sharpens teaching skills and helps teachers to develop adequate teaching skills.

   a. Strongly agree ( ) b. Agree ( ) c. Disagree ( ) d. Strongly disagree ( )

19. Supervision has been ensuring teacher growth and development.

   a. Strongly agree ( ) b. Agree ( ) c. Disagree ( ) d. Strongly disagree ( )

20. Teachers do put into practice what they learn at in-service training component of supervision more often?

SECTION D

Challenges Facing Instructional Supervision

21. Heads have ample or adequate time for school supervision.

    a. Strongly agree ( ) b. Agree ( ) c. Disagree ( ) d. Strongly disagree ( )

    22. Heads are able to check punctuality as well as sit in teachers' class during teaching-learning process effectively.

    a. Strong agree ( ) b. Agree ( ) c. Disagree ( ) d. Strongly disagree ( )

23. If your answers to the questions 19 & 20 are c / d, give four (4) simple reasons that account for such situations.

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24. In your opinion mention four (4) problems that hinder:
    a). Effective Internal Supervision

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    b). Effective External Supervision

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SECTION E

Suggestions to Improve Supervision Practices in the District

25. Please, kindly suggest five (5) ways of improving supervision practices in the district.

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APPENDIX C

QUESTIONNAIRE FOR THE DISTRICT DIRECTOR OF

EDUCATION AND THE HEAD OF INSPECTORATE

The purpose of this piece of work is to collate and collect information about the state of supervision being practiced in the district and its effects on teaching and learning process in the schools. Respondents are assured that any information given or being solicited is for academic exercise only and therefore the researcher promise to treat any information as strictly confidential. Names would not be associated with any information gathered.

SECTION A

Type of Supervision and Forms They Take

1. What type of supervision is employed in the district?

    b. External supervision ( ) b. Internal supervision ( ) c. Both ( )

2. Which type of supervision is more effectively carried out by supervisors?

    a. External supervision ( ) b. Internal supervision ( ) c. Both ( )

3. In your own opinion which of the following officers supervision should be given greater attention in instructional supervision?

    a. Director ( ) b. Head of inspectorate ( ) c. Circuit supervisors ( )
       d. Headteacher ( )

4. In what form does external supervision take?   I. Intensive visits, II. Brief visits, III. Occasional visits, IV. Follow-up visits

    a. I, II & III ( ) b. I, II & IV c. I, III & IV d. II, III & IV

5. Using 1, 2, 3, 4 and 5, rank the following forms of external supervision which is done more frequently.

   ➢ Brief visits ( )

   ➢ Follow-up visits ( )

   ➢ Intensive visits ( )

   ➢ Special visits ( )

   ➢ Occasional visits ( )

6. How would you rate the frequency of external supervision?

   a. Very good ( ) b. Good ( ) c. Satisfactory ( ) d. Not satisfactory ( )

7. Visits by external officers to schools are adequate.

   a. Strongly agree ( ) b. Agree ( ) c. Disagree ( ) d. Strongly disagree ( )

8. Visits by external officers to schools are very punctual.

   a. Strongly agree ( ) b. Agree ( ) c. Disagree ( ) d. Strongly disagree ( )

9. In your own opinion, please how do you assess the itinerary drawn by external officers to promote supervision?

   a. Very good ( ) b. Good ( ) c. Satisfactory ( ) d. Not satisfactory

10. Generally, how would you rate your headteachers on their supervisory roles in schools?

    a. Very good ( ) b. Good ( ) c. Satisfactory ( ) d. Not satisfactory

SECTION B

Attitude of Teachers and Pupils towards Supervision

11. Teachers co-operate positively with heads or supervisors?

    a. Strongly agree ( ) b. Agree ( ) c. Disagree ( ) d. Strongly disagree ( )

12. Teachers prefer that their lesson notes are vetted promptly by heads in the district.

    a. Strongly agree ( ) b. Agree ( ) c. Disagree ( ) d. Strongly ( )

13. How do teachers respond actions to correct deficits identified by supervisors in their teaching-learning situations?

    a. With very high attention ( ) b. With high attention ( ) c. with some attention ( ) d. Uncertain ( )

14. How do teachers consider strict compliance to the use of instructional time by supervisors? a. As very important ( ) b. As important ( )

    c. As not important ( ) d. Uncertain ( )

15. How do teachers react to supervisors' effort in ensuring equitable distribution of their work time in school?

    a. Very positive ( ) b. Positive ( ) c. Not positive ( ) d. Uncertain ( )

SECTION C

Impact of Supervision on Teaching and Learning

16. Instructional supervision has positively influenced teachers' performance in schools.

    a. Strongly agree ( ) b. Agree ( ) c. Disagree ( ) d. Strongly disagree ( )

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17. Teachers' supervision improves academic performance of learners.

   c. Strongly agree   ( ) b. Agree ( )   c. Disagree ( ) d. Strongly disagree ( )

18. Supervision sharpens and helps teachers to develop adequate teaching skills.

   a. Strongly agree   ( ) b. Agree ( ) c. Disagree ( ) d. Strongly disagree ( )

19. Supervision has been ensuring teacher growth and development.

   a. Strongly agree ( ) b. Agree ( ) c. Disagree ( ) d. Strongly disagree ( )

20. Teachers do put into practice what they learn at in-service training component of supervision more often?

   a. Strongly agree ( ) b. Agree( ) c. Disagree( ) d. Strongly disagree ( )

SECTION D

Challenges Facing Instructional Supervision

21. Heads in the district have ample or adequate time for school supervision.

   a. Strongly agree   ( ) b. Agree ( )   c. Disagree ( ) d. Strongly disagree ( )

22. Heads in the district are able to check teacher punctuality as well as sit in teachers' class during teaching-learning process.

   a. Strongly agree ( ) b. Agree ( ) c. Disagree   ( ) d. Strongly agree

23. In your opinion mention five (5) problems that hinder

   a) Effective Internal Supervision

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b). Effective External Supervision

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SECTION E

Suggestions to Improve Supervision in the District

24. Please, kindly suggest five (5) ways of improving supervision practices in the district.

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QUESTIONNAIRE FOR THE CIRCUIT SUPERVISORS

The purpose of this piece of work is to collect and collate information about the state of supervision being practiced in the district and its effects on the teaching and learning process in the school. Respondents are assured that any information given or being solicited is for academic exercise only and therefore the researcher promise to treat any information as strictly confidential. Names would not be associated with any information gathered.

SECTION A

Type of Supervision and the Form They Take.

1. What type of supervision is employed in the district?

    a. External supervision ( ) b. Internal supervision ( ) c. Both ( )

2. Which type of supervision is more effectively carried out by supervisors?

    a. External supervision ( ) b. Internal supervision ( ) Both ( )

3. In your own opinion, which of the following officers' supervision should be given greater attention in instructional supervision?

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

        d. Headteacher ( )

4. In what form does external supervision take?   I. Intensive visits, II. Brief visits, III. Occasional visits, IV. Special visits.

    a. I, II & III ( ) b. I, II & IV ( ) c. I, III & IV ( ) d. II, III & IV ( )

5. Using 1, 2, 3, 4 and 5, rank the following forms of external supervision which is done more frequently?

> Brief visits ( )

> Follow-up visits ( )

> Intensive visits ( )

> Special visits ( )

> Occasional visits ( )

6. How would rate the frequency of external supervision?

   a. Very good ( ) b. Good   ( ) c. Satisfactory ( ) d. Not satisfactory

7. Visits by external officers to schools are adequate.

   a. Strongly agree   ( ) b. Agree ( )   c. Disagree   ( )   d. Strongly disagree ( )

8. Visits by external officers to schools are punctual.

   a. Strongly agree ( )   b. Agree   ( )   c. Disagree   ( )   d. Strongly disagree ( )

9. In your own opinion, please how do you assess the itinerary drawn by external officers to promote supervision?

   b. Very good   ( ) b. Good ( ) c. Satisfactory ( ) d. Not satisfactory

10. Generally, how will you rate you your headteachers on their supervisory roles in schools?

   a. Very good   ( ) b. Good   ( ) c. Satisfactory ( ) d. Not satisfactory

SECTION B

Attitude of Teachers and Pupils towards Supervision

11. Teachers co-operate positively with heads or supervisors.

   a. Strongly agree ( ) b. Agree ( ) c. Disagree ( ) d. Strongly disagree ( )

12. Teachers prefer that their lesson notes are vetted promptly by heads in the district.

   a. Strongly agree ( ) b. Agree ( ) c. Disagree ( ) d. Strongly disagree ( )

13. To what extent do teachers respond to actions to correct deficits identified by supervisors in their teaching-learning situations?

   a. Very high extent ( ) b. High extent ( ) c. Some extent ( ) d. Uncertain ( )

14. How do teachers consider strict compliance to the use of instructional time by supervisors?   a. As very important ( ) b. As important ( ) c. As not important ( ) d. Uncertain ( )

15. How do teachers react to supervisors' effort in ensuring equitable distribution of their work time in school?

   a. Very positive ( ) b. Positive ( ) c. Not positive ( ) d. Uncertain

SECTION C

Impact of Supervision on Teaching and Learning

16. Instructional supervision has positively influenced teachers' performance in schools.

   a. Strongly agree ( ) b. Agree ( ) c. Disagree ( ) d. Strongly disagree ( )

17. Teachers' supervision improves academic performance of learners.

    d. Strongly agree   ( ) b. Agree ( )   c. Disagree ( ) d. Strongly disagree ( )

18. Supervision has been ensuring teacher growth and development.

    b. Strongly agree   ( ) b. Agree   ( ) c. Disagree   ( ) d. Strongly disagree ( )

19. Supervision sharpens and helps teachers to develop adequate teaching skills.

    a. Strongly agree( ) b. Agree( ) c. Disagree( ) d.Strongly disagree ( )

20. Teachers do put into practice what they learn at in-service training component of supervision more often?

    a. Strongly agree( ) b. Agree( ) c. Disagree ( ) d. Strongly disagree ( )

SECTION D

Challenges Facing Instructional Supervision

21. Heads in the district have ample or adequate time for school supervision.

    a. Strongly agree ( ) b. Agree ( ) c. Disagree ( ) d. Strongly agree ( )

22. Heads in the district are able to check teacher punctuality as well as sit in teachers' class during teaching-learning process.

    a. Strongly agree( ) b. Agree( ) c. Disagree ( ) d. Strongly disagree ( )

23. In your own opinion mention five (5) problems that hinder

    a) Effective Internal Supervision

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b) Effective External Supervision

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SECTION E

Suggestions to Improve Supervision in the District

24. Please, kindly suggest five (5) ways improving supervision practices in the district.

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APPENDIX E

QUESTIONNAIRE FOR SCHOOL PREFECTS

The aim of this piece of work is to collect and collate information about the state of supervision being practiced in the district and its effects on teaching and learning process in the school. The researcher promise to treat every information as strictly confidential and therefore respondents are not required to write their names. Respondents are required to answer all questions by giving appropriate information in the spaces provided or selecting the appropriate alternative by ticking the box that follows.

SECTION A

Types of Supervision and Forms They Take

1. What type of supervision is being carried out in your school?

    a. External supervision ( ) b. Internal supervision ( ) c. Both ( )

2. Which type of supervision is more effectively carried by supervisors.

    a. External supervision ( ) b. Internal supervision   ( ) c. Both ( )

3. External supervisors visit the school more frequently.

 a.   Strongly agree ( ) b. Agree ( ) c. Disagree ( ) d. Strongly disagree ( )

4. In what form does external supervision? I. Intensive visits, II. Brief visits, III. Occasional visits, IV. Follow-up visits.

    a. I, II & III ( ) b. I, II & IV ( ) c. I, III & IV ( ) d. II, III & IV

5. Using 1,2,3,4 and 5, rank the following forms of external supervision which is done more frequently.

    ➢ Brief visits ( )

    ➢ Follow-up visits ( )

    ➢ Intensive visits ( )

➢ Special visits ( )

➢ Occasional visits ( )

6.   How would you rate the frequency of external supervision?

a.   Very good ( ) b. Good   ( ) c. Satisfactory ( ) d. Not satisfactory ( )

7.   Visits by external officers to your schools are adequate.

a.   Strongly agree ( ) b. Agree ( )   c. Disagree ( ) d. Strongly

disagree ( )

8.   Visits by external officers to your school are very punctual or early.

a.   Strongly agree ( ) b. Agree ( ) c. Disagree ( ) d. Strongly

disagree ( )

SECTION B

Attitude of Teachers and Pupils towards Supervision

9.   How do you feel when you are punished for not doing your assigned work,

eg: home work, grounds work etc.

a.   Very happy ( ) b. Happy ( ) c. Not happy ( ) d. Uncertain ( )

10. How do students consider disciplinary actions in the form of punishment

when meted out to them in school?

a. Very important ( ) b. Important ( ) c. Not important ( )

b.   Uncertain ( )

11. How do you feel when you are asked to do corrections of your work more

frequently?

a.   Mostly worried ( ) b. Worried ( ) c. Not worried ( ) d. Not certain

12. How do students respond to strict compliance to the use instructional time

by teachers?   a. As very important   ( )   b. Important   ( )   c. Not

important   ( )   d. Not certain   ( )

13. The headteacher frequently visit and sit in learners' class to observe teaching and learning process.

    a. Strongly agree ( ) b. Agree ( ) c. Disagree ( ) d. Strongly disagree ( )

14. How do your teachers feel when the headteacher sit in their class to see if they follow orderly plan in teaching?

    a. Very happy ( ) b. Happy ( ) c. Not happy ( ) d. Not certain ( )

15. Teachers co-operate positively with heads or supervisors? a. Strongly Agree ( ) b. Agree ( ) c. Disagree ( ) d. Strongly Disagree ( )

15. How would you rate the extent to which supervision influences teachers' performance?

    a. Very high extent ( ) b. High extent ( ) c. Some extent ( )

       d. Not certain ( )

16. Teachers' supervision improves academic work of learners.

    a. Strongly agree ( ) b. Agree ( ) c. Disagree ( ) d. Strongly disagree ( )

17. Students learn better when they are involved in supervision.

    a. Strongly agree ( ) b. Agree ( ) c. Disagree ( ) d. Strongly disagree ( )

18. Students do more learning without being supervised by teachers.

    a. Strongly agree ( ) b. Agree ( ) c. Disagree ( ) d. Strongly disagree ( )

19. How would you rate your teachers' supervision of students' work.

    a. Very good ( ) b. Good ( ) c. Satisfactory ( ) d. Not satisfactory

20. How would rate your headteacher's supervision of the teachers' work.

    a. Very good ( ) b. Good ( ) c. Satisfactory ( ) d. Not satisfactory

21. How would you rate your headteacher on his supervisory roles?

    a. Very good ( ) b. Good ( ) c. Satisfactory ( ) d. Not satisfactory

22. How would rate your teachers on their supervisory roles?

   a. Very good ( ) b. Good ( ) c. Satisfactory ( ) d. Not satisfactory

LIST OF TABLES