

UNIVERSITY OF CAPE COAST

SUPERVISION OF BASIC SCHOOL TEACHERS IN JASIKAN DISTRICT

BY

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of the Faculty of Education, University of Cape Coast, in partial fulfilment of the
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DECLARATION

Candidate's Declaration

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

Candidate's Signature:

Date:

Name: Elizabeth A. Kpatakpa

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:

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ABSTRACT

The study was on supervision of basic school teachers in the Jasikan District in Volta Region of Ghana. The purpose of the study was to find out types of supervision carried out in the district, the type which was being emphasized, the type the teachers preferred and challenges that were confronting supervision. Ninety eight schools and the district education office were covered. In all 200 respondents were involved. Data was collected through interview and questionnaire. The statistical method used in the analysis was descriptive statistics. Percentages were calculated for the summary of the various responses.

The major findings of the study were that internal supervision was seen by the teachers as the one being emphasized in the district and that was the type they preferred. Teachers also saw internal supervision as facilitating teaching and learning than external supervision.

It was recommended that internal supervision should be supported and the support sustained to enhance teaching and learning. External supervision was also to be strengthened and supported since it had a complementary role to play in the teaching and learning process.

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DEDICATION

I dedicate this work to God Almighty, for His grace and to my beloved
Children: Prince Dieu-Donne Fonu Edward Sefakor Kpatakpa and Eyram Karl-
Marx Kpatakpa

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0INTRODUCTION

Background of Study.

Over the years, quality education for the Ghanaian child has been and continues to be a key issue of great concern to governments and people of Ghana. Governments have demonstrated their desire for quality education for Ghanaian children by allocating a high percentage of their budgets to the education sector. According to the last budget read in year 2001, 40% of the main budget of the nation went to the education sector. A lot of reforms have taken place over the years. Attempts have been made by the Ministry of Education to mobilize actors and partners in the process of educational management to achieve quality education. All these numerous reforms that have taken place over the years bear testimony to the premium that governments have placed on quality education.

This quality education will not be achieved without dedicated, hard working teachers. Teachers have to work hard to equip the children with knowledge, attitudes and skills to make the child useful not only to himself but also to his immediate community and the country in which he lives. Such an individual has to pass through the educational system, which serves as the fundamental building block of the country, to acquire attitudes and skills that will make him take intelligent decisions and be responsive to the fast moving dynamic world around him. The people and governments of Ghana are very particular about this type of quality education which they think will make their children participatory literate citizens.

The main instrument that the teachers will use to bring this tremendous change in the child is the curriculum. It is therefore necessary that efforts are put in place to ensure the effective implementation of the curriculum.

The implementation of the curriculum has two main components, changes in contents and material and changes in the teacher's role. Teachers will have to change their attitudes, skills and behaviours and upgrade their knowledge regularly so as to implement the curriculum with its changes successfully. For example, a teacher who uses the lecture method for young pupils may need to make some changes in his or her classroom to successfully implement an enquiry teaching method. The contents must be at the level of the children so that they understand what they are being taught. Materials like text-books, chalk, attendance registers and teaching and learning materials must be released by the district director at the beginning of the academic year to heads of schools to begin work early.

So also, the teaching and learning procedure must be monitored well and reviewed constantly so that the whole system of teaching and learning is kept abreast with modern changes and development. When this is done, then the strong desire of giving quality education to the Ghanaian child will be achieved. It is for this reason that supervision of the instructional process becomes crucial. Supervision should be seen as an active and a continuing process which should be used to help the classroom teacher to deliver the

contents of education he offers so that it becomes useful to the individual in particular and the society in general.

Supervision has also been identified as an effective instrument that promotes teacher quality which leads to effective teaching and learning. Experience I have gained from the field as a supervisor of school work has taught me that it is generally the case that teachers work better under effective supervision. This is because I have noticed that where supervision does not exist in a school, the tendency is for the staff to relax their efforts, attend classes irregularly or unpunctually or both. On the other hand, when an effective process of supervision is instituted, the best is got out of the staff. Effective supervision has, therefore, been identified as one of the major factors that contribute positively to the raising of standards in schools apart from adequate supply of educational materials like textbooks, stationery and equipment.

Supervision is also a developmental approach where the supervisor assists his client, the teacher, to carry out an assignment more easily and more effectively in order to achieve improved results. At school level, supervision concentrates on improving the quality of instruction. The supervisor has the responsibility to assist the teacher who also has the responsibility to allow the supervisor to help him. This type of clinical approach to supervision is similar to the doctor-patient situation in a clinic where the patients are open in telling the doctors their problems. In the same way, the supervisor and supervisee should be open to each other. It is this type of supervision that yields good results.

This seeming absence of supervision in our schools could be a contributing factor to poor performance of pupils in our schools. Statistics on schools' performance in Jasikan district education office show performance of riverine schools' is below average. The reason is that supervisors scarcely visit these schools because of the schools' inaccessibility. The issue of poor standards of pupils in public schools has been a topic for discussion among the stakeholders in education for some time now. It has been a great concern to parents. Their wards' examination results, especially in the rural areas, are declining always. Parents and guardians do not see any good returns on the investment they make in education. Some therefore withdraw their wards and leave them to their fate. A few others who want to see their wards climb the educational ladder withdraw them from public schools and send them to private schools where they claim supervision is done thoroughly by the heads of schools for good results. Despite the fact that in private schools the majority of the teachers are not professionals, yet pupils' standards are very high. A practical example is Gameli Preparatory JSS at Kwamikrom in Jasikan District where all the teachers are Senior Secondary School leavers. Statistics on Basic Education Certificate in the Jasikan Education Office show that in the year 2001 half of the candidates presented by this school scored aggregate six while among the 67 public Junior Secondary Schools in the district only one produced a student with aggregate six.

The proprietor of Gameli JSS said the children in his school were from the same locality and catchment area as those in the public JSS in the town. They had the same background. The only difference according to him was that those in the public JSS were

taught by professionals while those in his school were taught by pupil teachers. He therefore attributed his achievement to effective supervision.

So also it is noted in Jasikan District that pupils and students in riverine schools of the district have very low standards. The inability of supervising officers to supervise teachers there is a major contributing factor. From the above discussion, one will deduce that poor supervision contributes in no small measure to the lowering of standards in schools.

This was highlighted in the Basic Sector Assessment Report (June, 1995) that ineffective supervision is a major factor for the low academic performance of primary school children in Ghana. A lot of people argue that the situation of poor performance of pupils in the public schools is due to lack of effective supervision which creates apathy on the side of teachers and does not help effective teaching. There are a lot of criticisms about supervisors in our schools now. Although these critics may have some justification, it is high time they accepted the fact that there are other problems, which militate against effective supervision in our schools.

The introduction of the Education Reforms in 1987, for example, has greatly increased the number of pupils in the school system. This increase in enrolment had repercussion on class size in most schools. Some people observed that too many pupils per class would threaten the quality of teaching and learning itself. Others expressed their concern about

proper supervision as far as the current reforms are concerned and the success of the reform.

In an article headed “Why standards are falling,” it was stated that “ despite the proliferation of schools and the corresponding astronomical growth in trained teacher population, school pupils’ performance across the nation remains far below expectation” (Ghanaian Times October 31st 1992, p.4), The writer continued to say that, “time was when even primary class three pupils would read and write letters for their illiterate parents” This according to the writer was when most teachers were pupils teachers, but well supervised. Today he said, “There are primary school teachers with “chains” of qualifications and often a lot of experiences, but most secondary school students cannot speak and write without committing intolerable mistakes.”

All the above observations, remarks and comments emphasize and single out one important issue that the standard of education depends on several factors, paramount among them is effective supervision. This type of supervision should be positive and democratic aimed at the improvement of classroom instruction through the continual growth of all concerned. It must also be some sort of support to the teacher and also a means of bringing about change or overall improvement to an individual school or educational system. This continuous appraisal of teachers’ performance set against the aims and objectives of the school and the condition, in which the process is working, makes the head teacher important in the supervisory hierarchy.

The head teacher of the school has an important role to play as the frontline supervisor playing a leadership role in all aspects of the school life. By virtue of his office, he is expected to rate performance of his subordinates, to show them good examples, and give them support in all that they do in order to teach effectively.

Reminiscences of my primary school days often bring back sweet memories of a primary school head teacher whose principle was leadership by example. He wanted his teachers and pupils to be punctual to school. To achieve this, he made it a point to be at school at 6.30a.m. to start his supervision work. Teachers and pupils alike went to school on time and their work well because the frontline supervisor was always there to do his supervisory work. During this headteacher's reign, lateness to school was completely out from the school's history. Everything went on well in that school and the success of the school at that time could be linked to the head's good supervisory role.

A resume of my personal experience in the Inspectorate Division at the District Education Office will suffice to buttress the fact that teachers work well when they are supervised and appraised. When a team of officers came down from Headquarters and the Region to do a six-day supervision work in one of the circuits in Jasikan District, a drastic change of attitudes of teachers towards work was observed. It was observed that teachers were very punctual to school and were neatly dressed. Lesson notes were painstakingly written. Teachers went to their classrooms with well prepared teaching and learning materials. This boils up to the point that if continuous effective supervision is done teachers will be up and doing. Another observation made was that, all the complex

functions at the school level cannot be successfully undertaken to make the desired impact without systematic process of supervision of schools to offer continuing professional assistance to teacher

Despite the importance of supervision some teachers see supervision as a threat to their work. The observation of Oduro (Journal of Education Management 1998) is very pertinent. He wrote “I reflect upon my experience as a post middle student teacher at Enchi Presby Primary school, in the Western Region and I remember the frustrating mood I found myself whenever my teaching performance was to be assessed. This was because the supervisors did not create an atmosphere for me to view the assessment process as part of my professional development. Supervision never started with a pre-observation conference to enable the supervisor to identify himself with my problems” (p. 65). Up to date, this observation by Oduro persists even though, on paper supervisors are expected, during supervision, to create a non-threatening atmosphere in the classroom, and to direct and help the teacher to improve upon his teaching so that learning is enhanced. If the teachers should view supervisors as interference in their work, then it means most of the new ideas and innovations which might be given them at in-service training and other workshops might not have been implemented well or at all. It was also observed in the Jasikan District, that teachers in the district see supervision as a subject of threat to their welfare or something totally divorced from the concept of growth and professional development

From all that has been discussed so far, it is very clear that supervision, when carried out, well contributes to the raising of standards in our schools. However, like all evaluation exercises, it should be done from a wider perspective than a narrow peephole. This is to enable teachers' performance to be observed from as wide a perspective as possible to bring out the best results in as a fair manner as possible.

Contrary to the old fashioned methods of supervision, modern day supervision should be a supportive mechanism to the school, thus making supervision attractive to teachers rather than repulsive or frightening. After all, teachers are responsible for the formal education of pupils placed in their care. They are therefore normally and professionally accountable to the pupils, parents, education authorities and indeed the whole nation at large. Supervisors must therefore do their best to make teachers love their work.

Statement of the Problem

There is a wide spread feeling that academic standards are fast falling. Many children, especially the Junior Secondary graduates, are reported to be finding it difficult to read from their English text books let alone forming their own sentences. It was observed that this type of performance is clearly seen in our Ghanaian educational context today especially in the lower level.

It was also observed that this type of performance is at its peak in Jasikan District Schools. The most recent Basic Education Certificate Examination results of the district showed that the performance of the pupils was not very good. Analysis of 2002 Basic Education Examination Results of the Jasikan District showed that the results were poor.

Out of the 55 schools sampled only 25 got 50% and 13 got between 0% and 20%.
(Source: Statistics Department at Jasikan District Education Office.)

The blame is shifted to the teacher, who is not providing effective teaching and learning. What then might have gone amiss to affect the performance of the teachers so much so that their performances affect negatively the general output of pupils in the schools? The challenge is placed at the door post of “effective supervision” which some of the teachers dislike. It is assumed that effective supervision in the basic schools in the Jasikan district is likely to improve the teachers’ professional performance and consequently enhance the general output of pupils in the schools.

Purpose of study

The study is structured to investigate the following:

The type of supervision (internal or external) being emphasized in Jasikan District and the type of supervision teachers in the district prefer and why. The study is also to investigate teachers’ general attitude towards supervision, how supervision affects teachers’ performance and measures that can be taken to improve teachers’ performance through supervision.

Significance of the Study

This study will enable the educational authorities in the Jasikan District to know which type of supervision should be emphasized in the schools.

SMCs/ PTAs, parents and other stakeholders like the pupils would know the part to play as far as supervision in the schools is concerned.

It will help both supervisors and teachers to co-operate in the use of both types of supervision to improve performance of teachers as far as teaching and learning is concerned.

Research Questions

This study seeks to answer the following questions:

- i) Which type of supervision is emphasized in the Jasikan district?
- ii) What is the perception of teachers in the district about supervision?
- iii) How adequate is the supervision being emphasized in Jasikan district?
- iv) What type of supervision do teachers prefer and why?
- v) How can teachers' performance be improved through supervision?
- vi) What challenges confront supervision in the district?

Delimitation

Effective supervision requires knowledge, interpersonal skills and technical skills. It also improves teacher performance like punctuality of teachers and teachers' lesson delivery technique, in the classrooms. There are different types of supervision like internal and external supervision. Stakeholders like the headteachers, teachers, circuit supervisors, parents SMCs and PTAs have important parts to play as far as effective supervision in the schools in the district is concerned. The study was based only on the types of supervision

being carried out, the type being emphasized, the type preferred by teachers and challenges confronting supervision in the Jasikan district.

Limitations

There was pressure on the researcher because of the limited time. The data was collected during the third term and for the possibility that teachers might go on transfer or on study leave and this might have distorted the plan of the study, there was a bit of rush in the collection of the data. In a few cases like the riverine schools, which were not easily accessible, there was not enough time to fully explain in details some of the questions in the questionnaire to the respondents. This was because the researcher had to finish early and join the engine motor boat back to the other side of the Volta Lake at Abotoase. This might have influenced slightly the understanding of some of the questions and how they were answered. The exercise was strenuous and demanding. It was with tact, patience and diplomacy that the researcher was able to convince a few of the teacher respondents to fill the questionnaire. These teachers were afraid to express their feelings because the researcher happened to be a supervisor from the district office who had been visiting their schools to supervise them. Despite efforts made by the researcher to make these teachers feel free to answer the questionnaire some might still put down answers to please the researcher.

The findings would apply only to Jasikan education district, but recommendations based on the findings may be applied to other education districts with similar characteristics.

Definition of Terms

For the purpose of the study, certain words and terms were used which may not be familiar to readers or may have special meaning in this context. It is appropriate to explain such words.

- i) Educational Circuit: a specific geographical location with number of schools assigned to an officer for the purpose of supervision.
- ii) Circuit Supervisor: An officer in charge of an educational circuit.
- iii) Riverine schools: Schools that are on the other side of the Volta River.
- iv) Assessment: This refers to a method of evaluating a process or an individual with reference to an objective or criteria that has been set.

Organization of the study

Chapter One comprises the background of the study, statement of the problem, purpose of study, significance of study, research questions, delimitation, limitations, definition of terms and organization of the study.

Chapter Two reviews related literature, published and unpublished documents, journals and news papers which have information on the topic.

Chapter Three consists of the methodology used in the study. Contents of the chapter include population, sample schools and other institutions used in the data collection and pilot testing of the instrument.

Chapter Four focuses exclusively on analysis and discussions of the data collected.

Chapter five deals with the summary, conclusions drawn from the analysis and discussions of the study and then recommendations made.

CHAPTER TWO

LITERATURE REVIEW

This chapter reviews what different authorities say about the various aspects of supervision like concept of supervision, history of supervision, different theories of supervision, effective supervision, types of supervision, activities of supervisors and research findings on supervision.

Concept of Supervision

Different authorities give different meanings to supervision. However having studied the different meanings critically one comes to the conclusion that the different meanings gear to one main point which is improving teaching and learning in schools.

According to Rue and Byrars (1990) “supervision is to encourage members of the unit to give off best in achieving the organizational goals and objectives.”(p.6.)

Eye, Netzer and Krey (1965) define supervision as “that phase of school administration, which focuses primarily upon the achievement of the appropriate instructional expectation of education system. (p.30-31). This shows that supervision helps teachers to do their best in achieving their goals and objectives set for their pupils.

On the other hand, Burton and Brueckner (1955) see supervision as “an expert technical service primarily aimed at studying and implementing co-operatively all factors, which affect child growth and development” (p.1-3). Kimball Wiles (1967) has this to say: “supervision consists of all the activities leading to the improvement of instruction,

activities related to morale, improving human relations and curriculum development” (p.15).

Neagley and Evans (1970) also think that supervision seems destined to play an essential role in deciding the nature and conduct of curriculum in selecting the school organizational patterns and learning materials to facilitate teaching and learning and evaluating the entire educational process. Effective supervision is therefore needed to launch and co-ordinate efforts to ensure maximum achievements.

Gokah (1990) also sees supervision as a very important instrument which ensures that facilities are effectively used to enhance teaching and learning, that educational policies are adhered to, discipline and high educational standards are maintained in educational institutions and that scientific management practices are adopted in educational institutions to help produce well educated manpower for the benefit of the entire nation.

Moorer (1956) is of the view that “supervision consists of all those activities which are primarily and directly concerned with studying and improving the conditions which surround the learning and growth of pupils and teachers” (p.1).

Supervision may be said to be the sum total of activities carried out by a superior officer in an organization to ensure that subordinate staff perform their duties as expected of them. Supervision may also be considered as that aspect of administration which seeks primarily to improve the performance of the organization.

Harris (1963) rather sees supervision as not the act of instructing students in teaching but rather actions that enable teachers to improve upon instructions for students. (p.25). Similarly in modern educational cycles, it seems supervision concerns studying and improving the conditions, which surround the learning and growth of pupils and teachers.

Supervision consists of activities both in and outside the classroom. Musaazi (1985) also sees supervision as “all actions taken to improve or ensure the achievement of instructional objectives when teaching and learning are in progress and are over”. (p.237).

Some authorities also see supervision as part of school administration. According to Good (1945) “supervision could be seen as all efforts of designated school officials towards providing leadership to teachers and other educational workers in the improvement of instruction in the classroom.” (p.6).

Other authorities like Glickman, Gordon and Ross-Gordon (1995) say “Supervision is the function in schools that draws together the discrete elements of instructional effectiveness into whole-school action.” (p8).

In other words when supervisors do their work well and relate well with teachers in a consistent manner, then teachers accept teaching willingly and teach students well, and the school goals are achieved. That means effective supervision refers to the school function that improves instruction through the direct assistance given to teachers by their supervisors.

Most scholars seem to agree with Burton and Brueckner (1955) that administration and supervision cannot be separated.

Neagley and Evans (1970) also add their voice that educational administration is the comprehensive generic category, which includes supervision as one of the major functions. Supervision can therefore be seen as mainly concerned with the oversight of the institutional programme in a school to ensure achievement of teaching and learning. It can also be seen as a means of evaluation. A means through which both teachers and supervisors can evaluate themselves and find out their strengths and weaknesses and improve upon them.

Merton (1968) sees supervision as a means of evaluation. He says supervision is mainly concerned with the oversight of the institutional programme in the school to ensure achievement of teaching and learning.(p.20).

Writers like Enus (1963) describe supervision as a form of evaluation of the instructional process in the schools. He says that supervision performs the following functions:

- i) The staffing functions:- This includes recruitment, selection and placement, promotion and dismissal of teachers.
- ii) The motivation and stimulation function:- For the reason that even well qualified and efficient teachers could loose some of their effectiveness through professional frustration, inappropriate assignment of duties and poor administrative practice, supervision as a facilitating function should be used to help remove obstacles to good teaching and learning

and at the same time provide the stimulus for creative work. The motivating function of supervision is therefore concerned with providing a challenging environment, giving professional leadership, creating job satisfaction and boosting morale as well as ensuring teacher participation in formulating policies that will enhance their own task performance.

In trying to summarize what supervision is Neagley and Evans (1965) observed that modern school supervision is a positive, democratic action aimed at the improvement of classroom instruction through the continual growth of all concerned; the child, the teacher, the supervisor, the administrator and the parent or other interested lay person. (p.3).

Glickman, Gordon & Ross-Cordon (1995) say, “supervision is not the act of instructing students – that is teaching – but rather the actions that enable teachers to improve instruction for students”. (p.7) Thus, supervision is to be viewed as a process and a function. It is a process that provides support for teachers so they become the best they can be as far as effective teaching and learning is concerned. Effective supervision tends to produce a self-directed teacher.

Elsbree and Harold (1967) say that “supervision is providing support for teachers so they become they can be.” (p.2). The implication of this definition is that supervision must develop and refine the knowledge base and craft practice regarding effective teaching and learning.

To sum up, supervision provides the opportunity for assessing the performance of teachers. Assessing the performance of a teacher means finding out, to what extent the principles, processes and techniques that the teacher uses in teaching enable his class to attain the set instructional goals. Effective supervision therefore tends to produce self-directed teachers who can operate by themselves. The clinical supervision in which the teacher, rather than the supervisor, takes centre stage brings out such positive results.

History of Supervision

Asiedu-Akrofi (1981) outlined four main phases in the history of supervision in United States. The first of these phases was from the colonial period running through the Civil War. The supervisors were mostly made up of laymen, such as clergymen, school trustees and town selectmen. From the Civil War to the early part of the twentieth century witnessed the second phase. Supervision was transferred from laymen, part-time individuals to professional and full time school officials. Supervision in those two phases was geared towards inspection and compliance to rules and regulations. Supervision was done by officers who were seen as inspectors who came round only to assess and upgrade teachers. From the early 1900s to 1935 changes in supervision shifted from inspection towards professional study of instructional problem in American schools. Inspection was looked at as a means of improving instructions. The last stage was from 1935 to present. This saw the broadening of horizon on dynamics of human relation competencies and continuous development programmes for all educators.

In Ghana, the history of supervision goes far into the 19th century. However appointment of visiting teachers by the Mission school authorities to assist the large number of untrained teachers especially in schools in the rural areas began in 1940s According to Asiedu-Akrofi (1961) the British did not come to the country on a civilizing mission as the French did, and were consequently less interested in educating the African. They preferred to leave such matters to the missions. The supervision of schools was therefore introduced by the missions through a fleet of school inspectors (p.3-4).

At the very beginning of formal education in the country, supervision was done by school inspectors as they were called. The process they used to inspect the teachers was very rigid. They usually tiptoed to the schools to observe teachers at work. They wrote their reports and submitted to their superiors for further action. The remuneration which teachers received at that time depended on the report of the inspector. This was known as the era of payment by results. The inspector at that time was regarded as an assessor- a policeman of the educational system. Antwi (1995) has it that, the General Board of Education under the Education Ordinance of 1882 made its own rules for administering grants-in-aid to all the assisted schools on a system of “payment by results” (p.57). This made supervision very strict and rigid.

The 1882 Education Ordinance provided for an inspector of schools who would report to the general Board of Education. Developing out of this ordinance, was the appointment of the Director of Education for the Gold Coast alone in 1890 whose duty was to ensure that the staff or teachers would be better supervised and instructed in the best methods of teaching children (Mc William and Kwamena-Poh, (1975 p.39). Most of the schools at

that time were owned by churches and the inspectors included Reverend Fathers and Pastors, some of whom were also managers of schools. The teachers then worked hard but under stress and fear. They did the work because their very livelihood depended on good performance. It is therefore debatable if teachers gave out their best under such conditions and whether much assistance was given by the inspectors to help the teachers improve on their teaching and learning methods.

When a large number of untrained teachers joined the profession in 1940s and were sent mainly to rural areas, senior teachers were appointed to visit schools and to assist the untrained teachers and to help in the provision of syllabuses and time tables. They were also expected to teach the untrained teachers how to prepare lesson notes and occasionally to give demonstration lessons. That was when the real school visits began.

In 1951 according to Asiedu-Akrofi (1981), Ghana launched the Accelerated Development Plan of Education. Most villages even in the remote areas opened schools. Enrolment was so high that a shift system was adopted and the problem of bulge classes arose over the years and this called for effective supervision (p.10). The number of visiting inspectors was therefore increased to ensure effective supervision. These school inspectors were designated Assistant Education Officers. In addition to their work, they were to train on- the- job the large number of untrained teachers recruited to teach in the large number of primary schools, which were opened as the result of the introduction of the fee-free education in 1961. These schools were opened because many children were enrolled as education was free.

The trend changed in 1963. The Principal teacher was appointed from the ranks of senior teachers to visit primary and middle schools. According to the Teachers' Journal (1964) the main duty of the Principal teacher was to improve the teachers' standard of teaching and that raised the standard of the pupils in the schools assigned him by the District Education Officer under whom he worked.

With the 'birth' of the Educational Reform in 1987, the need for effective school supervision to ensure that the content of the newly introduced curriculum was imparted to the children in order to achieve objectives could not be over emphasized. This led to the appointment of Circuit Monitoring Assistants who were to supervise teaching and learning in the basic schools. Latter Circuit Supervisors were appointed by the Minister of Education to ensure supervision with a difference. Through situational reports by the circuit supervisors, feedback is given to the District Director through the Assistant Director of Supervision as to what is actually happening in the schools as far as the instructional process is concerned. They also give feedback on the availability of teaching and learning materials like text-books. Another important aspect of the Circuit Supervisors' work is the professional advice and guidance that they give teachers, especially those who have difficulties with their teaching methods. This type of supervision is a developmental approach where a practitioner assists a client to carry out an assignment more easily and more effectively in order to achieve improved results. At school level, supervision concentrates on improving the quality of instruction. The supervisor has the responsibility to assist the teacher to improve standards of teaching and learning. The interactive process of helping the teacher to improve standards of teaching and learning is referred to as instructional supervision. It is worth noting that the

unco-operative relationship that existed between supervisor and the teacher in past has, to a large extent, been eliminated.

Of late communities and stakeholders in education have been called upon to carry out some supervisory roles in their schools. This latest development was to empower other structures like school boards, the District Education Oversight Committee (DEOC), Parent Teacher Association (PTA), District Education Planning Team (DEPT), School Management Committees (SMCs) and District Teacher Support Teams (DTSTS) to actively participate in the provision of quality teaching and learning in basic schools. They have been carefully put in place to monitor what goes on at school level, to help keep teachers on their toes and to make schools accountable to the communities within which the schools are located. This procedure is vital to the achievement of the goals and the objectives of the Free Compulsory Universal Basic Education (FCUBE) programme.

Theory of supervision

Different types of ideas or set of ideas that are intended to explain something about supervision has brought a lot of misunderstanding among writers who now seem to agree that, perhaps theories or general principles or ideas on supervision are practical.

The theory of leadership that is applicable to improvement of instruction was then developed. Neagley and Evans (1970) say that the theory stresses that instructional improvement is the achievement of a set of objectives which seems to be directly related to the improvement of a set of objectives which seems to be directly related to the

importance of learning experiences for students. They continue that co-operative group effort is the most acceptable and effective approach in reaching a goal that is satisfactory, to and meets the needs of the total group. It is therefore necessary that effective educational leadership provides the people directly involved in supervision with an opportunity to participate in the development and direction of educational programmes. (p.24).

Functions of Supervision

Kimball Wiles (1967) on the other hand formulated his theory of supervision by taking a number of concepts and facts from different aspects of supervision or criteria that might be used for evaluating projected supervisory acts. He made the following assumptions:

- a) The functions of supervision is to effect changes in the curriculum, instruction and learning in school
- b) Supervisors and teachers differ in function rather than in education and experience.
- c) Teachers must be treated as professionals who have a code of ethics, specialized education and a desire to be self-directive.
- d) Supervisors are expected to provide leadership competency in developing an organization on a working environment that makes possible continuous improvement in curriculum, instruction and learning.
- e) The behavioural sciences are the most valuable sources of concepts to be used in the development of an organization and strategy for change.

- f) Concepts from each of the behavioural sciences that appear to have relevance to the formulation of strategy of change should be utilized as the bases for formulation of a theory of supervision. (p.26).

Action pattern

On the theory of Action Pattern that is the process of supervising effectively, Eye, Netzer and Krey (1965) have this to say: “consistency in the form of methodological attack on problems then becomes the result not on averaging experiences but of a series of successful and varied experiences. These experiences whether or not verbalized, constitute the theoretical bases of behaviour choices.”(p.30). They conclude that theory then, is inherent in, or an integral part of supervisory planning and performance and that supervisors must develop the ability to scrutinize their own actions, to identify their own value patterns to an end that they will be in a position to view, explore and evaluate the factors involved in the choice of behaviour (p.29-30).

So also learning that changes behavior substantially is most likely to result when a person himself tries to improve a situation that makes a difference to him. When he defines the problem, hypothesizes actions that may help him cope with it, engages in these actions, studies the consequences and generalizes from them, he will more frequently internalize the experience than when all this is done for him by somebody else, and he reads about it. (Glickman Gordon and Ross-Gordon) p.396).

Nwana (1990) has it that since teacher action pattern involves teachers making their own decisions about inquiry and instructional improvement, controlling directive supervision is inappropriate.(p.22.) Teachers will need to receive intensive assistance and more importantly staff development to help them develop their own decision-making capacity and necessary motivation.

According to Bruner (1968) the setting of the results of the activities of supervisors is best done as a cooperate body with the aim to improve on a common instructional concern. (p.45).

Administration

According to Neagley and Evans (1970) one of the most frequently quoted theories of administration was propounded in 1957.They say in the model, administration is categorized as a social process. They also conceive of administration structurally as the hierarchy of subordinate-super-ordinate relationships within a social system. Functionally, they consider the hierarchy of relationships as the locus for allocating and integrating roles, personnel and facilities for the purpose of achieving goals. (p.31). This social process involved all the stakeholders in education, for example teachers, inspectors and pupils. Cordial relationship among these stakeholders will pave the way for effective supervision.

Problems of supervision

Although modern supervision is dynamic and `democratic reflecting the vitality of enlightened leadership by all human beings in the educational process, teachers' attitude towards supervision is in the negative direction. According to Mosher and Purpel (1972), there are undoubtedly many instances of well received supervisory practices. A common response of teachers to supervision however might be expressed as the suspicion that a supervisor is as ineffectual and at worst a harmful form of interference with the work of the teacher (p.15-18). This view expressed by Mosher and Purpel (1972) is very common among teachers in the Jasikan district and has been a strain on the effective co-operation that should exist between the supervisor and the supervised. It seems, supervision of instruction conjures evil images in the minds of many teachers and therefore the relationship between supervisor and teacher is overly formal and rigid.

Another problem facing supervision, according to Neagley and Evans (1970), is that of the supervisor balancing, directing and controlling the supervising process. This process at times affects relationship between the teacher and the supervisor. (p13) To avoid this, however the supervisor of modern supervision must be willing to hear and evaluate teachers' views and ideas. Even though evaluating the teaching/learning process should be consistent with the criteria set by the educational authorities, supervisor's role of making assessment and judgment about the instructional programme in the school should not be negative. He should always try to see some strength in the teacher and praise him for that, and after that he tactfully discusses the weak points.

Experiences from the field revealed that supervisors face problems during their supervisory work. When they make programme changes which run counter to one's belief, the changes are likely to occur with disruption or conflict. According to Green (2001) "the primary purpose for change in schools is to improve student achievement. When educational change is offered in schools, most individual will agree that instructional improvement is needed; however, there is still likely to be resistance." (p.212). To reduce some resistance to change, supervisors have to increase the quality of decision making by involving the stakeholders in the decision making processes. This will enhance successful implementations.

Effective Supervision

Effective supervision has been identified by many authors as one of the major factors which contribute positively to the raising of standards in schools. Some of these writers contend that for supervision to be effective, the general limits of authority and responsibility must be well established so that all members of the supervisory staff are able to function effectively as a team. Neagley and Evans (1970) state that "effective supervision of instruction can improve the quality of teaching and learning in the classroom" (p.1).

Effective supervision, according to Glickman, Gordon and Ross-Gordon. (1995) is not the act of instructing students, but rather the actions that enable teachers to improve instructions for students (p.7). They are also of the view that effective supervision requires knowledge, interpersonal skills and technical skills (p.6). To them, effective supervision aims at

improving teaching and learning. This means that effective supervision aims at helping the teacher to identify, clarify problems, receive data from the supervisor and develop solutions with the aid of the supervisor.

According to Thelbert, Drake and Roe (1999) effective supervision improves students' behavior, achievements and attitudes. (p.19).

To ensure effective supervision, the 1882 ordinance provided for an inspector of schools. According to Asiedu-Akrofi (1981) a Director of Education for the Gold Coast alone was appointed and his duty was to ensure that the staff of teachers were better supervised and instructed in the best methods of teaching children to promote learning (p.39). Research shows that schools that make use of effective supervision are able to achieve their objectives (Glickman Gordon and Ross-Gordon 1995, p .4).

Supervisors have to use a lot of skills to ensure effective supervision. Glickman, Gordon and Ross-Gordon (1995) have it that "if the goal of supervision is to enhance teachers' thoughts and commitment about improving classroom (and school) practice, observation should be used as a base of information to create an instructional dialogue between supervisor and teacher.(p. 252).

Apart from supervisors using a lot of skills to ensure effective supervision, the frequency of it will result into high achievement of educational goals.

According to Lockhead and Verspor (1991) studies demonstrating the effectiveness of supervision and evaluating student performance are beginning to emerge from developing

countries and that the frequency of effective teacher supervision and evaluation of students' work was positively related to students' high achievement in Columbia. (p.65).

Kimball Wiles (1967) views supervision as “an effective method that could be used to promote good results as far as teaching and learning are concerned” (p.6). So also Kimball Wiles (1967) is of the view that “students whose teachers are adequately supervised while learning, could perform better than students whose teachers are not adequately supervised” (p.10) It was observed that schools in the riverine areas where supervisors scarcely visit perform very poorly in Jasikan district. Another practical example that supports this idea is what the proprietor of Gameli Preparatory School at Kwamikrom in Jasikan District says. He says that “the good performances of my students can be traced down to effective supervision.” He continues to say that “effective supervision helps the teacher to use the time at his disposal for a lesson judiciously so that at the end of the lesson, each aspect would have received fairly adequate attention as deserved.”

Andrew (1965) says “Effective supervision is a key factor in goal achievement.”(p.65). To achieve this academic goal, Beeby (1961) says the supervisor has to ensure all parts of the school system are working well. (p39).

Musaazi (1985) says “if supervision is to achieve its goal by improving the process of instructions in the schools, then the supervisor must take the lead in providing a pleasant stimulating and wholesome environment in which teachers will work”(225-226). He is

also of the opinion that “the supervisor must arrange courses or workshops for teachers and head teachers to infuse in them new techniques” (p226).

This means that before an effective supervision can be implemented, the supervisor also has to play his role well. It is only then that the result of effective supervision in schools will result to the improvement of classroom instruction.

To this effect Musaazi (1985) again points it out that “in order to achieve his goals, the supervisor must provide accurate, honest and positive reports on the schools he supervises, on teachers he observes and on the educational value obtained from the expenditure of public money. These reports according to Musaazi will be of use to many people namely:

- a) Heads of schools and their staff who will refer to such reports for guidance of their work
- b) Managers of schools who would like to know how to compare their schools with others and what improvements are necessary.
- c) To the inspector or supervisor himself as a record of what was seen to be lacking. (p226-288).

Such effective supervision will help the teachers, the heads, and the supervisors to know what has been achieved and upon what to improve by referring to the records. (p43).

Glickman, Gordon and Ross-Gordon (1995) point out some good effects that effective supervision can have on teachers. They say that effective supervision “can enhance teacher belief in a cause beyond oneself”. Teachers can see themselves not just as

individuals separated by classroom walls but as a body of people complementing and strengthening each other.

- a) Effective supervision “can make teachers aware of how they complement each other in striving for common goals.” Teachers can observe each other at work, share materials, pick up techniques from each other and learn how to support each other.
- b) Effective supervision “can stimulate teachers to plan common purposes and actions”. Teachers can be given responsibilities to guide and assist others to make decisions about school-wide instruction, to plan staff development and to develop curriculum. Such involvement shows respect and trust in teachers and strengthens collective actions. (p43).

Eye, Netzer and Krey (1965) see effective supervision as a process that helps the supervisor and the teacher to have consensus on methods that can promote learning in the schools.

Boardman, Douglas and Bent, (1955) are of the view that the critical test of supervision is not only how it continues to improve the institution but rather how it positively influences students achievement of curriculum objectives. This boils up to the point that supervision is positive and it aims at the improvement of classroom instruction through the continual growth of all students concerned.

Neagley and Evans (1970) add their voices that for supervision to be effective, the general limits of authority and responsibility must be well established so that all members of the supervisory staff are able to function effectively as a team. (p27).

Glickman, Gordon and Ross-Gordon (1995) say “Effective supervision requires knowledge, interpersonal skills, and technical skills. These are applied through the supervisory tasks of direct assistance to teachers, curriculum development, group development and action research.” (p.9) Such skills will pull together organizational goals and teacher needs that are necessary for improved teaching and learning.

Glickman, Gordon and Ross-Gordon (1995) have it that effective supervision can also be effectively carried out when materials and logistics are provided to support it. (p16). They continue that effective supervision ensures that “teachers teach according to syllabus”, and monitors the “use of teachers’ handbooks, textbooks and stationery for teaching and learning” and so also ensures that “teachers make effective use of class time table” (p.16). The syllabus is the yardstick by which the knowledge and general educational performance of learners is measured. Teachers must therefore be supervised effectively in order to make use of the syllabus. The time table controls the sequence of teaching and learning activities. A teacher who ignores the time table will destroy the level of work expected in class. Teachers must therefore be supervised effectively to ensure that the time table is being followed.

Some writers are of the view that students whose teachers are effectively supervised do better academically. One of such writers is Nwagwu (1984) who is of the view that students whose teachers are adequately supervised while learning could perform better than students whose teachers are not adequately supervised. [p.8]. A practical example that supports this idea is what the proprietor of Gameli Preparatory school at Kwamikrom in Jasikan District says. He says that “the good performances of my students can be traced down to effective supervision”. He continues to say that “effective supervision helps the teacher to use the time at his disposal for a lesson judiciously so that at the end of the lesson, each aspect would have received fairly adequate attention as deserved. This helps the children to understand the lesson very well and hence their good performances.” From the above discussions, effective supervision can be said to be a good exercise that helps to assess teacher performance towards effective teaching and learning.

Types of Supervision

The different types of supervision, how they are done and the impact they have on teachers’ performance is another thorny area. In Ghanaian context the external and internal supervision which are the main types include the child, the teacher, the head teacher as an internal supervisor, the external supervisor like the circuit supervisor, the administrator, the parent the District Assembly and the entire community including structures like Parent Teacher Association (PTA) and School Management Committee (SMC).

Internal Supervision

The internal supervision takes place in the school itself. It is done mainly by the head of the school. Cubberly (1963) is therefore very correct when he notes that about 60% of the school principal's work deals with issues like working with staff, building unit, a continuous programme of curriculum improvement, ascertaining the need for instructional staff, specialist in his unit and to direct and supervise their work and to ensure responsibility for a continuous programme supervision within and outside his unit [p.27]. This shows that the role of the head teacher as far as supervision is concerned is very paramount. He has to ensure that teaching and learning goes on well in his school. As the front line supervisor playing a leadership role in all aspects of life and by virtue of his office, he is expected to rate the performance of his teachers and arrange in-service training courses for those teachers who need them.

Neagley and Evans (1970) say that internal supervision involves supervision with the various institutions by individual heads while external deals with supervision from outside, that is from the local, district or national of the school system. They continue that as far as internal supervision is concerned, the head teacher in present day public school is the chief school administrator and has the duty to see to the day to day administration and supervision of the school (p.49-55).

External Supervision

Musaazi (1985) recognizes external supervision when he says that routine supervision involves discussions with teachers and the school head by the supervisor (p.229). He continues that, full inspection is the “kind of inspection which is usually carried out when a group of inspectors look into all aspects of a school” (p.234). According to Musaazi (1985) “the external supervisors conduct various types of supervision like, brief visits, follow up visits and intensive supervision. The classifications and nature are made upon the purpose of the visit.” This shows that a school functions well when external supervisors like the School Management Committee helps the head to supervise the school.

Whether the supervision is external or internal, the supervisor has to give direct assistance to help the teachers and to involve the teachers in all that he will do to improve instruction. This assistance can come from different sources. Glickman, Gordon and Ross-Gordon (1995) refer to this type of supervision as “Clinical Supervision.” They have it that “Clinical Supervision is consistent with formative evaluation; it provides non-judgmental assistance aimed at improving the teacher’s instruction.” (p.320).

Glickman, Gordon and Ross-Gordon (1995) have it that “clinical supervision is both a concept and a structure.” (p.316). They review nine characteristics of clinical supervision as a concept According to them clinical supervision is:

a technology for improving instruction. It is a deliberate intervention into the instructional process.

It is a goal- oriented; combining the school needs with the personal growth needs of those who work within the school.

It assumes a professional working relationship between teachers and supervisor.

It requires a high degree of mutual trust, as reflected in understanding, support, and commitment to growth.

It is systematic, although it requires a flexible and continuously changing methodology.

It creates a productive tension for bridging the gap between the real and the ideal.

It assumes that the supervisor knows a great deal about the analysis of instruction and learning and also about productive human interaction.

It requires both pre-service training (for supervisors), especially in observation techniques, and continuous in-service reflection on effective approaches. (p.316).

Within the structure of clinical supervision, observation, feedback and discussion are some of the major skills a supervisor has to use to succeed.

Who is responsible for Supervision?

According to Brickel (1961) “Any one with direct responsibility for improving classroom and school instruction is referred to as a supervisor (p.6). This means that heads of schools who see to it that everything goes on well in the school to help the child learn are responsible for supervision. Teachers who prepare to teach children in the classroom are responsible for supervision. Officers who visit the school to make sure that teachers do their work are responsible for supervision. So also parents and other stakeholders like the SMCs who see to it children’s needs are provided and teachers are well accommodated to

do their work are also responsible for supervision. Halpin (1956) also have it that “Typical supervisors are school principals, assistant principals, instructional lead teachers, department heads, master teachers, programme, directors, central office consultants, and coordinators and associate or assistant superintendents.” (p.10). This means that educators throughout the school system, from director to classroom teacher can engage in the process of supervision.

So also it has been observed that the presence of SMC in a school is a great asset as it will protect the interest of the school. Other stakeholders like the DEOCs are also responsible. The DEOCs are appointed by the Ghana Education Service Council to oversee Education at the district level and to work closely and harmoniously with the SMCs to promote effective teaching and learning in school.

These stakeholders help to ensure that there is a supportive environment for both teachers and pupils to work. They motivate teachers to perform to the best of their capabilities and in the best interests of the schools. Some of these stakeholders take it upon themselves to secure accommodation for teachers or visit the schools to interact with teachers find out what their challenges are and help the teachers solve the problems.

Activities of Supervisors

According to Musaaazi (1985) activities of a supervisor may include

- a) Individual conferences in school conferences the supervisor is supposed to learn more about his job.
- b) Group meetings with teachers
- c) Visits to schools (classroom visits and giving demonstration lessons).
- d) The use of instructional materials.
- e) The exchange of ideas with teachers and students.
- f) Guiding professional readings and arranging book exhibitions
- g) Planning for inter-school visits by teachers (p 225).

All these activities are intended to improve the teachers' training and growth in their jobs.

Again, Musaaazi says "it is the responsibility of the supervisor to ensure that teachers have opportunities to share ideas and to work together effectively as a team in order to achieve the goods of the school. He should also strive to broaden the base of leadership by utilizing the full potential of teachers" (p.25-226). This means that a supervisor of education is responsible for working with others to increase the effectiveness of a school's teaching and learning. To him, one of the head's primary task as a supervisor is the improvement of the school curriculum, which is done through internal supervision (p.234).

Thus internal supervision can be seen as a process whereby the head teacher as the front line supervisor makes sure that the teachers and pupils under him do their work properly

and he rates the performance of those under him and arranges in-service training courses for teachers under him. By so doing, effective teaching and learning will take place and standards will be raised in the school. The supervisor is also to take the lead in structuring a mutual relationship between him and the teacher and every commendable thing found in the school must be discussed with the head and the teachers. The same goes for negative things too. This helps the head and the teachers to know their strengths and weaknesses.

The school head as a front line supervisor is “responsible for the efficient management of the school. He is both the administrative leader and the educational leader”. Corey (1953) (p.30). As a educational leader, he has to ensure that successful learning takes place for all his pupils in the school.

Baldrige (1971) studying school teachers of all levels of the elementary schools on their attitudes towards supervision concludes that:

Effective supervision is based on sound principles of social change. (p 46).
adequacy.

This shows that whatever the case may be teachers need and want supervision.

So also according to Glickman, Gordon, and Ross- Gordon (1995) “The supervisor is to bring faculty together as knowledgeable professionals working for the benefit of all students.” The supervisor is also to “change the attitude of many schools that a classroom

is an island unto itself to an attitude that faculty is engaged in a common school wide instructional task that transcends any one classroom-a cause beyond oneself.” (430)

When supervisors play their roles well, they direct and assist teachers to work together. Teachers reach out to one another, share ideas and experiences. The lead teachers or the subject area specialists help their colleagues to teach all topics in the syllabus well. This leads to staff development.

Duncum(1980) says that a supervisor “establishes the overall climate and influences instructional practices: in fact the key predictor of a program is the principal’s attitude toward it.”(p.24). The attitude of a principal of a school and for that matter a supervisor has a great effect on the overall climate of a school. He can exert influence in the development of good primary practices, involving his supervisees in decision making and implementation then the greatest good and the least harm is done to individual children.

So also according to Nwagwu (1984) the headmaster as a supervisor “derives his importance from the role he plays as the leader of a primary institution. (p 90).

Leaders of schools, from the heads to classroom teachers and school prefects whose contributions are necessary for the achievement of school goals have specific duties to perform. According to Green (2001) “Leaders were believed to be a select group of individuals who focused their attention on completing the identified tasks. Their primary functions were to tell people what to do, monitor the progress of individuals in the

workplace, see that organizational rules and regulations were followed, reward excellent performance, and penalize poor performance.” (p.7).

School leaders and for that matter supervisors should be careful of individuals and groups who try to define their roles and expect them to perform in a special way in a given situation. Green (2001) has it that school leaders must be knowledgeable of these expectations as they represent a powerful source of influence on their behaviour and serve as informal evaluation standards that are applied to their performance (p. 175)

According to Green (2001) “when the school leader makes decisions that are satisfying to some and not to others, conflict is likely to occur.” (p.177). School leaders or supervisors must therefore try to give clear instructions that their subordinates will understand and they must also try to minimize conflict’s disruptive impact and change it to positive force in the school.

“Learning organizations are places where people continually expand their capacity to create the results they truly desire, where new and expansive pattern of thinking are nurtured, where collective aspiration is set free, and where are continually learning how to learn together.” (Green (2001). (p.64). Supervisors must therefore involve supervisees fully in all the supervisory activities. After supervising the selected activities, the supervisor has to hold a meeting with all the staff to discuss the strengths and weaknesses of the program, and the short and long-term solutions that can be implemented. It is important that supervisors give feedback to the staff in a way that enables them to

accurately perceive the problems and to improve performance. Such meetings are ideal for helping the staff formulate objectives, identify and discuss problems and solutions and receive informal training in specific areas that affect everyone's job.

Green (2001) also says it is the leader or supervisor who "facilitates team learning, and the communication process fosters full participation with every feeling a sense of importance relative to making a contribution to organizational growth." (p.64). A supervisor who has been able to execute these duties creates a climate and culture for effective teaching and learning.

Leadership or supervision is a process that focuses on the determination of organizational objectives and strategies, entails building consensus for meeting those objectives and involves influencing others to work towards those objectives; administration encompasses both management and leadership responsibilities and functions. (Kowalski (2000. p.8). This boils down to the point that all workers of the organization must consider themselves as supervisors in their units and supervise whatever goes on in their departments to complement the efforts of the leader.

Apart from supervising teachers' teaching, a supervisor has to plan towards other educational areas too. Green (2001) confirms this by saying that the supervisor "must not be trapped into planning a facility to serve today's children using today's methods only. He or she must help plan for turbulence, for the unknown and the unforeseeable." (p.45).

When planning a supervisor has to cover a lot of facilities that will cater for students' and teachers' interests in many ways.

Teachers' Attitudes towards Supervision and Supervisors

There have been several researches on supervision, but a study conducted on attitudes of teachers to supervision and supervisors, by Neagley and Evans (1970) shows that there is a negative relationship between the extent of confidence held by teachers in their supervisor and the supervisor's conformity with bureaucratic practices. (p.154-155).

Kowalski (2000) studying American school teachers of all levels of the elementary schools on their attitudes towards supervision concluded that:

Effective supervision is based on sound principles of social change and group dynamics

Teachers want supervision from Principal as well as from those persons with titles of adequacy.

Principals do not supervise adequately.

The kind of help that teachers want does not change significantly as the length of time in service varies. All teachers need and want supervision (p.35).

Again studies carried out to show the relationship that exists between supervisory leadership and the various situational factors show that teachers place a high value of those behaviour actions of supervisors which seem to exemplify warmth, mutual trust, friendship and respect. (Cubberly 1963) (p.50).

On the study of teachers' assessment of supervisory practices, Cubberly (1963) finds the following values very useful: "helpful attitudes, informal conferences, demonstration, teaching assistance with discipline, informal observation, assistance with planning, provision of books and materials, assistance to new teachers and provision of administrative assistance" (p.10).

According to Glickman, Gordon and Ross-Gordon (1995) "when a supervisor listens to the teacher, clarifies what the teacher says, encourages the teacher to speak more about the concern, and reflects by verifying the teacher's perceptions, then clearly it is the teacher who is in control." (p.127). When the supervisor helps the teacher to have control over the decisions taken, implementation becomes easier for the teacher. This is because the teacher feels he is part and parcel of the decision taken. On the other hand when the supervisor chooses to tell the teacher everything that he is to do and the supervisor determines the actions the teacher has to take then it means the supervisor has taken responsibility of the decision taken and implementation by the teacher becomes difficult.

Another research suggests that the schools with the greatest students learning going on are those which do not isolate teachers, but instead encourage professional dialogue and collaboration. Teaching in effective schools is a collective rather than individual enterprise (Glickman, Gordon and Ross- Gordon (1995 p.105).

From the above discussion, a supervisor is to support teachers and headteachers through the provision of professional guidance and advice. For this reason, teachers sometimes

describe the supervisor as the critical friend. This may mean that supervision of instruction sometimes conjures evil images in the minds of some teachers.

Supervisory behaviour of supervisors

Glickman, Gordon and Ross-Gordon (1995) have it that “The derived categories of supervisory behaviours are listening, clarifying, encouraging, reflecting, presenting, problem solving, negotiating, directing, standardizing and reinforcing.” (p113) They gave definition of each category as follows:

a “Listening: The supervisor sits and looks at the speaker and nods his or her head to show understanding.

b Clarifying: The supervisor asks questions and statements to clarify the speaker’s point of view.

c Encouraging: The supervisor provides acknowledgement responses that help the speaker continue to explain his or her position.

d Reflecting: The supervisor summarizes and paraphrases the speaker’s message for verification of accuracy.”

When supervisors display such good behaviour teachers are encouraged to speak more about their concerns, discussed their problems and make informed decisions which they own and therefore implement easily.

Green (2001) says leaders can acquire power from four sources. He says a leader has legal power that is vested in his/her position or role, in the organizational hierarchy. Another source of power is the personality of the leader (referent or personality power).

The third and fourth sources of leader powers are: Reward power: leaders have the ability to control and administer punishment to subordinates for noncompliance with the leader's directives or to reward selected behavior. In such instances the leader or the supervisor is using reward power.

Finally the fourth power of the leader is referred to as "Expert power, which is derived from experience, special ability and/or knowledge possessed by the leader and needed by followers" (p 17).

. Some leaders are able to influence followers from the strength of their personality. Some supervisors display this charismatic power when going about their work and it draws a lot of teachers to them. In many instances, the way and manner in which a supervisor uses his or her professional powers determines his ability to control and direct his subordinates.

Whatever approach a supervisor uses observations and discussions between the supervisor and supervisee are necessary. Glickman, Gordon and Ross-Gordon (1995) have it that "A supervisee has as much right to be involved in the choice about the present and future approach as does the supervisor." (p.145).

It has been demonstrated in the works reviewed that effective supervision is a complex mix of skills that enhances effective teaching and learning. At its most basic level, supervision is a moment during which you observe the quality of a process. It has also been revealed that modern supervision is dynamic, reflecting the vitality of enlightened and informed leadership of all stakeholders in education. So also, supervisors are individuals of worth endowed with unique talents capacities. They see how activities are

being executed, and what needs correction. It has also been demonstrated in the works reviewed that supervision allows supervisors to observe activities, detect problems, and then solve problems, or prevent future problems. It was also observed that effective supervision used by members of the management team helps to motivate personnel to do a good job; ensure that there is good quality of care; train personnel to improve their capacity to perform their activities; give immediate feedback and gather suggestions to improve the process. The literature review also demonstrated that supervision is an indispensable tool which can be used at all levels of quality project. It has also being observed that for a supervisor to achieve good supervisory results, the supervisor has to develop a supervisor's visit plan. He has to determine what activities will be conducted before, during, and after the actual visit. The supervisor's plan should also contain objectives of the visit, activities to be supervised and carried out; the supervision tools to be used; the type of supervision to be conducted; the resources needed and a visit schedule. So also as a supervisor, it is his job to help the manager and personnel to improve their performance and working environment. The supervisor has to make efforts to respond to the needs of the individuals and to the needs of the teachers as a team and share with them any technical information that can help them to improve the quality of service. To achieve all these goals, the literature review showed that the supervisor, on his supervisory visits has to collect information identify problems or challenges access work conditions find possible solutions to the identified problems and provide encouragement and on- the-job training to the staff.

Lastly, the primary aim of supervision must be to recognize the inherent value of each person concerned to the end, so that, full potential of all would be realized.

A critical aspect observed in this literature review is the effect of different types of supervision on instruction. This aspect will guide the researcher in her research to find out whether the type of supervision being emphasized in the Jasikan district is enhancing effective teaching and learning.

CHAPTER THREE

This chapter describes the research procedures used in the study. It explains the research design adopted the study population, the sample and sampling technique, the instrument used and how it was administered.

Research Design

The descriptive design, which is a fact-finding activity that describes conditions that exist at a particular time, was used to examine the situation as it was on the ground. The use of the descriptive design method helped the researcher to describe, record, analyze and interpret conditions that exist. According to Agyedu, Donkor and Obeng (1999) the descriptive design “involves describing, recording, analyzing and interpreting conditions that exist.” (p.10).

Population

Information provided by the statistics department of Jasikan education office gave the following data on basic education at the beginning of the 2001/2002 academic year.

Table 1

Schools and Teachers in Jasikan District

Level	Number	Trained teachers	Untrained teachers
Primary	125	489	56
JSS	58	307	53
Total	183	796	109

Source: Jasikan District Education Office, Statistics Department 2001/2002 academic year.

Out of the 125 primary schools in the district, 64 were chosen and 34 out of the 58 Junior Secondary schools were chosen. In all 98 schools were chosen. Out of the 98 chosen schools, 48 were urban and 50 were rural.

Schools were chosen from all the ten circuits and table 2 shows the number of schools chosen from each circuit.

Table 2

Distribution of schools in the Jasikan District by circuits

Circuit	No of schools in Circuit		No of schools chosen in the Circuit	
	Primary	JSS	Primary	JSS
Atonkor	12	6	6	4
Jasikan	20	7	10	5
Abotoase	15	5	7	3
Ayoma	15	11	7	6
Bodada	11	4	5	2
Nkonya Wurupong	12	7	6	4
Nkonya Ahenkro	11	5	5	2
Kwamikrom	13	7	7	4
Tapa Alavanyo	6	2	6	2
Worawora	10	4	5	2
Total	125	58	64	34

The 64 primary schools and 34 JSS were selected to ensure the inclusion or representation of town and rural schools. In the primary category, 47 rural schools were

chosen while 17 were chosen from towns. In the JSS category, 20 were from the rural areas while 14 were from towns. Five schools were then picked from the remaining ones for the pretest exercise. The teachers and prefects in the 5 selected schools were the respondents.

. Views of all the 10 circuit supervisors, district director and assistant director of supervision were elicited because of the critical leadership role they play in ensuring that learning takes place in schools. In addition, views of 126 teachers, 40 heads and 22 prefects chosen from selected school were elicited. In all 200 respondents were used.

Sample

The Jasikan Education District was chosen as the area of study. This district was chosen mainly because the researcher was quite familiar with the district having worked there as a classroom teacher for fourteen years and as a district education officer for three years.

The ten circuits in the district namely Atonkor, Abotoase, Ayoma, Bodada, Nkonya Wurupong, Nkonya Ahenkro, Jasikan, Kwamikrom, Tapa Alavanyo and Worawora were all covered. Town schools and rural schools in the ten circuits were chosen. The researcher was therefore able to cover all categories of schools, which had different characteristics such as infrastructure, accessibility, supply of teaching and learning materials and staffing. Code numbers were used for the schools in order to ensure confidentiality. Only trained teachers from the schools selected were sampled to form teacher respondent because they were taught the importance of supervision in their training colleges.

Sampling Technique

The procedures adopted to select sample for this study was random and purposive sampling. The researcher wanted every school to get the chance of being selected hence the use of the above procedure. The district directorate was covered because important personalities like the district director, assistant director in charge of supervision and the circuit supervisors whose opinions on supervision mattered so much were located there. The researcher used purposive sampling in selecting the District Director of Education, the Assistant Director in charge of schools' supervision and all the 10 circuit supervisors because their opinions on supervision matter a lot. The same sampling method was used in selecting all the riverine schools, (six primary schools and two JSS schools) because of the strong belief in Jasikan district that poor performance of pupils in the riverine schools was mainly due to the inability of external supervisors to supervise those schools effectively.

Table 3

Breakdown of the respondents included in the study

Category of Respondents	Urban	Rural	Total
District Director of Education	1	-	1
Asst. Director of Supervision	1	-	1
Circuit Supervisors	10	-	10
Headteachers	10	30	40
Teachers	36	90	126
Prefects	8	14	22

The names of the 125 primary schools and 58 JSS in the district were written on pieces of paper and were put in boxes circuit by circuit. Each circuit had its rural schools in a box and its urban ones in another box. A colleague staff member was called upon to pick a certain number of schools from each circuit box. The bigger the circuit the higher the number of schools picked from it. All the names of teachers from the chosen schools were written on pieces of paper, folded nicely and put in different boxes. Names of teachers from rural primary schools were put in one box and 60 names were picked. 30 names were also picked from the JSS rural box making a total of 90 respondents from the rural schools. Twenty six (26) names were picked from the urban primary schools' box while 10 were picked from the JSS one. This gave a total of 36 respondents for the urban schools. The same method was used in selecting the 40 heads too.

In choosing the prefects, 5 rural primary schools, 2 urban primary schools, 2 rural and 2 urban JSS were picked from their various boxes. The names of all the prefects from the chosen schools were written on pieces of paper, folded, mixed up and put in their respective boxes. Ten names were picked from the rural primary schools' box while 4 were picked from the rural JSS box. This gave the number of 14 rural prefect respondents. In the same way, 5 names were picked from urban primary box and 3 were picked from urban JSS box to form the total of 8 urban prefect respondents. The District Director, the Assistant Director in charge of schools' supervision and the 10 circuit supervisors were purposively selected. In all two hundred respondents were covered. This random sampling (lottery method) was used to allow fair representation of the schools.

Instrument

Two instruments were used in data collection, interview and questionnaire. The interview method was used for all prefects who could not understand the questions well on their own and the district director who was very busy and might not have time to respond to the questionnaires in written form. The researcher threw more light on questions the prefects did not understand when interviewing them. The method saved a lot of time.

The second instrument was the questionnaire. This was used for the assistant director in charge of supervision, circuit supervisors, headteachers/headmasters and teachers. Both open-ended and close-ended questions were used in the instrument. Most of the questions in the questionnaire and the interview guide were designed by the researcher. However a few questions were taken from Improving Learning through partnerships schools (ILP) project's questionnaire from the Educational Instrument Reference book. The questionnaire was divided into four sections. Section A was devoted to the introductory message, Section B catered for types of supervision and the forms they take. This section also catered for the types of supervision being carried out in the Jasikan district and teachers' and administrators' perception on effective supervision and types being emphasized in the district. Under section C, supervisors' views on how each type of supervision influenced teaching and learning in the classroom were dealt with. Other areas catered for under this section included supervisors' views on how teachers, as well as headteachers and headmasters, used contact hours in their schools. Section D was mainly for head teachers and headmasters whose views on the internal and external supervision were elicited. In all the sections except section A,

respondents were asked to give suggestions as to how supervision in their schools could be improved.

The interview guide for the district director catered for the director's views on the type of supervision emphasized the regularity of supervision and the implementation of supervisors' reports on schools in the district. The same section catered for the district director's views on the counselling aspect after the supervision. The interview guide for the prefects also covered schools visits, regularity and punctuality of teachers and pupils and the prefects' involvement in supervision.

Pretest

Having designed the questionnaire, the researcher pretested the instrument on teachers and prefects in five schools, two urban schools and three rural ones to test the validity of the instrument. The schools were randomly selected for the exercise. The prefects were interviewed while the heads and teachers were given the questionnaire to answer. The pilot testing helped in the improvement of the instrument. A few inconsistencies and ambiguities were noted. Questions which were not clear were reframed to bring out the correct meaning. For example, before the pretest, question one of section C read: How often do school based supervisors visit your classroom for supervision? Question two of the same section read: Do resident supervisors visit your classroom to supervise your work regularly? The two questions meant the same thing and this came to light after the pretest. It was also detected after the pretest that the questions were too many and some of them were cancelled. These

corrections made the instrument turn out to be a standardized one for collecting information needed.

Data collection procedure

To ensure that there was a high return rate, the researcher personally administered the questionnaire. Earlier, the researcher collected letter of introduction from the Jasikan District Director of Education. This she presented to all circuit supervisors, head teachers, headmasters and teachers who in turn gave the necessary assistance, support and co-operation for the exercise. In like manner, except in the Riverine schools, the researcher devoted her time for the success of the exercise. The researcher had to go through the exercise hurriedly in the Riverine schools in order to join the engine boat on time on her return journey. On reaching each school, the researcher introduced herself to the head of the school then gave the introduction letter to him. The teachers were then assembled in one classroom where the purpose of the study was made known to them. After that the questionnaire was given to the respondents who filled and gave them back to the researcher. Just after that the prefects of the school were also interviewed. In all 177 sets of the questionnaire were given out to teachers, head teachers/headmasters, circuit supervisors and assistant director in charge of supervision to fill. The researcher had a 100% retrieval rate. The district director and all the 22 sampled prefects were successfully interviewed.

The major problem was that of the researcher commuting from one school to another and in most cases having to charter an engine boat to the riverine schools. Apart from that there were no significant problems that were really encountered because the researcher made sure

that a high level of rapport was established between her and the respondents. Since the filling and collection of the questionnaire were done on the same day, problems connected with retrieval were nil.

Data Analysis Procedure

The researcher re-examined the answers to the questions as soon as she arrived home everyday. This was to ensure that every item on the questionnaire was answered by the respondents. On two occasions, the researcher had to return to the field to ask two respondents to answer two questions which each overlooked. The statistical procedure used in analyzing the data gathered was descriptive statistics. Percentages and frequencies were calculated on all the components. In the open-ended questions, the responses were compared and those that reflected the same views were grouped together. For example in section A question 10, “Very comfortable” and “comfortable” were constituted to mean the same thing. i.e. the teachers felt fine when a school based supervisor visited their classrooms while “slightly comfortable” and “uncomfortable” meant the teachers did not feel fine.

CHAPTER FOUR

RESULTS/FINDINGS AND DISCUSSIONS

This chapter looks at the results and findings from the data collected and analyzed. In all 200 respondents were used for this study. Twenty-three out of this number were interviewed while the rest answered questionnaire. The retrieval rate of the 177 questionnaire given out was (100%) since the researcher waited on the respondents to answer the questionnaire and collected them back the same day.

Type of Supervision Emphasized in the District

(Research Question One.)

In order to ascertain the type of supervision being emphasized in the district, it seemed necessary to elicit the views of categories of supervisors. In all three options were given.

These are:

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

Table 4 gives a summary of the responses of the respondents.

Table 4: Supervisors' views on the type of supervision being emphasized in the schools.

<u>Type of Supervision</u>	<u>Circuit Supervisors</u>		<u>Head teachers</u>		<u>Teachers</u>		<u>Inspector of schools</u>		<u>District Director</u>	
	No	%	No	%	No	%	No	%	No	%
External	-	-	5	12.5	16	12.6	-	-	-	-
Internal	8	80	35	87.5	80	63.6	2	100	-	-
Both	2	20	-	-	30	23.8	-	-	-	-
Total	10	100	40	100	126	100	2	100	-	-

The majority of the respondents as seen in Table 4 supported the view that internal supervision was being emphasized in the schools in the district. Over 80% of circuit supervisors, 87.5% of the school heads and 63.6% of the teachers shared this view. An interesting observation was that none of the external supervisors was of the view that external supervision was being emphasized in the schools. While the external supervisors themselves were of the opinion that internal supervision was being emphasized in the schools, 12.5% and 12.6% of heads and teachers respectively were of the view that external supervision was being emphasized. Whereas none of the heads was of the view that both external and internal supervision were being emphasized in the schools, 20% of the external supervisors and 28.8% of the teachers agreed that both types of supervision were being emphasized in schools.

Since the majority of the heads and teachers were of the view that internal supervision was given the greater emphasis, it gave the clear indication that the presence of the external supervisors was not greatly felt in the schools and that not so much attention was given to external supervision in the district. The external supervisors also confirmed this point. It should however be noted that emphasis should be on both internal and external supervision because according to Boardman, Douglas & Brent (1955), supervision should involve all teachers, heads of schools and external supervisors each actively participating, if educational goals are to be attained (p .45).

Views of External Supervisors and Prefects on Internal Supervision

External supervisors and school prefects were asked to provide their views on the heads and teachers' supervision in their various circuits and schools respectively. Table 5 gives a summary of respondents' views. Views of 12 external supervisors, made up of 10 circuit supervisors, one school inspector and one district director were sought. The views of 22 school prefects were also elicited. Total number of respondents whose views were summarized in table 5 was 34.

Table 5: External Supervisors' and Prefects' views on internal supervision

	Satisfactory		Not satisfactory		Total	
	No	%	No.	%	No.	%
Headmasters/Head teachers	24	70.6	10	29.4	34	100
Teachers	17	50	17	50	34	100

As in Table five, 70.6% of the respondents were satisfied with the heads' supervision while 29.4% were not satisfied. Half of the number (50%) was satisfied with the teachers' supervision while the other half was not satisfied with teachers' supervision. The greater number of those who were not satisfied with the heads' and teachers' supervision came from the riverine schools. The reason given was that the external supervisors scarcely came to their schools to inspect both teachers and heads. They were therefore left on their own. It was found out that effective supervision was not being carried on in the riverine schools. This affected the results of these schools negatively. Records from the statistics

department at the district office revealed that for the past three years the Basic Education Certificate Examination results of the two JSS in the area were zero percent. This confirms the fact that ineffective supervision is likely to contribute to the poor performance of pupils.

Views of Headteachers and Teachers on Adequacy of External Supervision

Heads and teachers expressed their views on the adequacy of external supervision. They expressed their views on supervision work done by the external supervisors, particularly the 10 circuit supervisors, the school inspector or the assistant director in charge of schools' supervision and the district director of education. In the analysis, the (a) and (b) options - 'strongly agree' and 'agree' - were considered to be adequate while (c) and (d) which read 'somehow disagree' and 'strongly disagree' were considered inadequate.

Table 6: Views of headmasters/headteachers and teachers on the adequacy of external supervision

Respondents	Adequate		Not Adequate		Total	
	No	%	No.	%	No.	%
Heads	25	62.5	15	37.5	40	100
Teachers	70	55.5	56	44.4	126	100

Table 6 makes it clear that majority of the heads and the classroom teachers saw external supervision in the district as adequate. For example, 25 out of 40 heads (62.5%) thought external supervision was adequate, and 15 heads (37.5%) thought external supervision

was not adequate. The majority of classroom teachers were also of the view that external supervision was adequate. Out of the 126 classroom teacher respondents, 70 (56%) agreed that external supervision was adequate while 56 (44%) of them said external supervision was inadequate. Since the majority of the respondents considered external supervision adequate then the impression created was that external supervisors' impact in the schools was felt by both heads and classroom teachers in the district.

Headteachers' and Teachers' views on Quality of External Supervision

The heads and the teachers were asked to give their views on the quality of external supervision. Table 7 gives a summary of their responses.

Table 7 : Views of headmasters/headteachers and teachers on the quality of external supervision

Respondent	Satisfactory		Not satisfactory		Total	
	No.	%	No.	%	No.	%
Heads	25	62.5	15	37.5	40	100
Teachers	70	55.5	56	44.4	126	100

Table 7 shows that the majority of the respondents were satisfied with the quality of the external supervision. For example 25 out of 40 heads (62.5%) and 70 out of 126 (55.5%) teachers were satisfied with the quality of the external supervision, while 37.5% of heads

and 44.4% of teachers were not satisfied. This shows that the external supervisors were visiting the schools to supervise the teachers and to help them improve upon teaching and learning. Musaazi (1985) says, if supervision is to achieve its goal by improving the process of instruction in the school, then the supervisor must take the lead in providing a pleasant stimulating and wholesome environment in which teachers will want to work [p. 82]. It was observed that supervisors did not provide this type of quality supervision in the schools in the district and that supervisors provided the traditional type of supervision whereby they observed classroom teaching and gave suggestions to teachers to improve upon their teaching skills. Most often teachers did not find such suggestions helpful. The reason being that, supervisors usually provided suggestions on problems they themselves were concerned with but not mostly on problems experienced by teachers in their classrooms. Besides, the conferences they had with teachers pointed to a pattern in which the supervisors talked to the teachers about their defects while the teachers listened. The quality supervision which emphasis teacher growth rather than teacher defects was not being provided by the supervisors in the district. However, it seems teachers based their judgments on the number of times the external supervisors visited their schools and not the impact it had on teaching and learning.

Regularity of Supervision by Different Categories of External Supervisors

The heads expressed their views on the type of supervision done by different categories of external supervisors. They came out with their views on how regular the different categories of external supervisors visited their schools. Table 8 summarizes their views. .

Table 8: Views of heads on supervision by different categories of external supervisors.

	Satisfactory		Not satisfactory		Total	
	No.	%	No	%	No.	%
External supervisors						
District Director	10	25	30	75	40	100
Inspector of school	18	45	22	53	40	100
Circuit Supervisor	40	100	-	-	40	100
Inspector from Region	9	22.5	31	77.5	40	100

Table 8 shows that majority of the heads were not satisfied with the supervision done by some categories of the external supervisors while all heads (100%) were satisfied with the supervision of the circuit supervisors.

This boils up to the fact that the impact of circuit supervisors' work was felt in the schools in the district. On the other hand, of all the 40 heads who were involved in the study, only 10 (25%) were satisfied with the level of supervision provided by the district director while the remaining 30 (75%) were not satisfied. This could mean that because of the director's busy schedule, he scarcely visited the schools in the district.

Another observation made was that 18 (45%) out of 40 were satisfied with the supervision of the inspector of schools and 22 (55%) were not satisfied with the level of supervision of the inspector of schools. This summary shows that the impact of the inspector of schools had not been felt very well in the schools in the district. Only nine heads (23%) were satisfied with the supervision of inspectors from the region and 31 heads (77. %) were not satisfied with the level of supervision by the external supervisors.

Circuit Supervisors, Officers of district office, Officers from the region, headquarters the District Teacher Support team, the Inspector of Schools, the Administrator, the parent, the District Assembly and the entire Community, including structures like Parent Teacher Association, (PTA) School Management Committees (SMCS) and District Education oversight Committees (DEOCS) have to visit the schools regularly before they can create a wholesome environment for work.

Views of School Prefects on Different Categories of Supervision

Information from the school prefects on their views on internal and external supervision provided by the circuit supervisors, heads of schools and classroom teachers was summarized in Table 9.

Table 9: School prefects' views on different categories of supervision.

Categories of Supervisors	Satisfactory		Not satisfactory		Total	
	No.	%	No.	%	No.	%
Circuit Supervisors	2	9	20	90.9	22	99.9
Heads	16	72.7	6	27.3	22	100
Classroom teachers	20	90.9	2	9.1	22	100

The summary in Table 9 indicates that prefects were not satisfied with the supervision provided by circuit supervisors. Only two (9%) out of the number of 22 prefects were satisfied with circuit supervisors' visits. The remaining 20 (91%) were not satisfied. The

prefects explained that circuit supervisors did not interact with them to find out their problems when the circuit supervisors visited their schools.

The response still revealed that 16 (73 %) were satisfied with the heads' supervision while six (27%) were not satisfied. Majority of the prefects 91% were satisfied with the classroom teachers' supervision while two 9% were not satisfied. There is no doubt that teachers are responsible for the formal education of pupils placed in their care. They are, therefore, normally and professionally accountable to the pupils, parents, education authorities other stakeholders and the nation at large. Teachers are therefore to take necessary steps to ensure that acceptable standards (that is based on recognized approved school quality standards) are achieved. Since the complex functions at the school level cannot be successfully undertaken by the heads and classroom teachers alone to make the desired impact, it is necessary that the circuit supervisors move a step further to offer continuing professional assistance and to monitor the activities of the schools effectively to make the schools operate efficiently and effectively.

Views of School Prefects on their classroom teachers' Supervision

Out of the 22 prefects, 18 (81%) agreed that they learnt more when supervised by their teacher. Only four (18%) said that they learnt more without their teachers' supervision.

Views of Teachers on External Supervision

Classroom teachers were asked to express their views on the level of supervision provided by external supervisors.

Table 10 summarizes their views.

Teachers' views on external supervision

	Satisfactory		Not satisfactory		Total	
	No.	%	No.	%	No.	%
External Supervisors						
School Inspectors (Inspector from district & region)	46	36.5	80	63.5	126	100
Circuit Supervisors	120	95.2	6	4.8	126	100
SMC/PTA	80	63.5	46	36.5	126	100

Majority of classroom teachers 80 (63%) were not satisfied with the supervision of the school inspectors while 120 (95%) out of the number were satisfied with the supervision of the circuit supervisors. This means that the classroom teachers saw the circuit supervisors as doing their job well but the teachers were not satisfied with the visits of the inspectors from the district and regional offices. The teachers claimed the district and the regional inspectors did not visit their schools regularly and when they did, they only inspected teachers' lesson notes, watched them teach briefly and went away.

According to the teachers, these external supervisors did not have time to discuss their strengths and weaknesses with them. However 80 teachers (63%) were satisfied with the work the SMC/PTAs had been doing. 46 (36.5%) were not satisfied. According to the majority of teachers, SMCs/PTAs, though they were not responsible for the day to day running of the schools, provided support like giving accommodation to teachers and seeing to it that children reported at school early. According to the teachers, such activities usually lead to the smooth running of schools.

Circuits Supervisors' views on Teachers' Attitude towards Counselling after Supervision

The primary purposes of supervision are to improve instruction, to enhance the personal and professional growth of teachers and to improve education as a whole. The circuit supervisors therefore held counseling sessions with teachers after supervising them. They were asked to express their views on the teachers' attitude towards the post supervision conference exercise, for instance, teachers' response towards the pieces of advice given to them after supervision. All the 10 circuit supervisors (100%) responded positively to that question. They were all satisfied with the teachers' attitude after being counseled. This could mean that teachers paid heed to the pieces of advice given them by the circuit supervision.

Rating of Circuit Supervisors and Heads on the Promotion of Sound Working

Environment by Teachers

Teachers were asked to rate their heads and circuit supervisors on the promotion of sound working environment.

Table 11: Views of teachers on promotion of sound working environment by circuit supervisors and heads

	Satisfactory		Not satisfactory		Total	
	No	%	No	%	No	%
Circuit supervisors	96	76.2	30	23.8	126	100
Heads	100	79.4	26	20.6	126	100

The summary of Table 11 makes it clear that both resident and non-resident supervisors provided a sound working environment when supervising the teachers. Out of 126 teacher respondents, 96 (76%) were satisfied with the working environment provided by circuit supervisors while 30 (out of the number 24%) out of the number were not satisfied with the working environment provided. So also 100 (79%) were satisfied with the working environment provided by school heads while 26 (21%) were dissatisfied.

This is a clear indication that circuit supervisors and school heads had been using their supervisory skills such as communication skills and interpersonal influence which created sound working environments well. It was noted that the main reason why a few of the teachers were not satisfied with the working atmosphere of the supervisors was that some of the supervisors jealously guarded their administrative roles and positions. They did not want to come down to the level of the teachers, be free with them, open channels of communications so that teachers could be free and discuss their strengths and weaknesses with them. It is necessary to involve teachers fully in the supervisory exercise since the responses of those who were satisfied with the working environment of their supervisors showed that one way of having the supervisee committed, was by involving him fully in the discussions. Teachers need to be fully involved in the supervisory exercise because I observed that when the supervisee becomes committed, he internalizes decisions taken, and changes that come from within are well implemented. This means that when teachers on their own see the need to change their bad habits, the implementation becomes easier and complete.

Type of Supervision Preferred

The researcher asked teachers to express their views on the type of supervision they preferred.

Table 12: Type of supervision preferred by classroom teachers.

Type of Supervision	No.	%
Internal Supervision	106	84.1
External Supervision	15	11.9
Both	5	3.9
Total	126	100

The responses revealed that out of the 126 respondents, 106 (84.1%) preferred internal supervision while 15 (11.9%) preferred external supervision. Only five (3.9%) were satisfied with both types of supervision. From my personal experience as a supervisor, I had noticed that by the changing role of the teacher it has become imperative than ever for the teacher to have a supportive formative supervision. This is the process whereby the teacher, a facilitator of learning, receives feedback regularly, regarding the effectiveness of his/her teaching for developing more effective strategies to improve teaching and learning. It seemed this type of supportive supervision was being done well by the internal supervisors who faced a school each than the external supervisors who had to visit many schools. For example, a circuit supervisor who had 20 schools to supervise had to programme to use 56 contact days, the net number of days in a term, for supervision. He should undertake 20 brief visits (defined as a whole day with each school arriving at the school before classes begin and closing with the

school) for support per school. This means 20 days out of 56 contact days per term for instance, would be used for brief visits. Out of the 36 days left the circuit supervisor may select 6 schools for a 3-day comprehensive visit per school. In all, the comprehensive visit activities may take 18 days for the six schools. Follow up visits as required, report writing and monitoring meetings with the head of supervision unit shall take up the remaining 18 days. A circuit supervisor with such a busy schedule will not have enough time for each school let alone individual teachers. It might be the main reason why the impact of the heads' supervision was felt more by the teachers than that of the external supervisors. . It is necessary that the circuit supervisors increase their visits to schools to complement the role and duties of the internal supervisors by providing professional support to teachers.

Table 13: Views of Assistant Director of Supervision, Circuit Supervisors on how supervision improves teachers' performance.

	Agree		Not Agree		Total	
	No	%	No	%	No	%
Assistant Director	1	100	-	-	1	100
Circuit Supervisor	10	100	-	-	10	100

Table 13 shows clearly that all the ten circuit supervisors and the Assistant Director in charge of supervision agreed that supervision improves the performance teachers. These correspondents were of the view that when supervisors observe the day-to-day activities

of teachers and interact with the teachers professionally and provide the needed support, then teachers' individual teaching skills are improved through supervision.

Problems faced by Supervisors in the Performance of their Duties

This section dealt with problems faced by supervisors, especially the circuit supervisors and the head of the inspectorate unit, while performing their supervisory duties in the schools in the district. They were asked to list problems they encounter during supervision.

Table 14: Problems in supervision of instruction.

Problems in Supervision	No	%
Immobility	11	100
Lack of funds for materials and maintenance	10	90.9
Lack of text books	8	72.7
Lack of furniture	11	100
Inaccessibility of remote areas	9	81.8
Indiscipline in schools	11	100
Time management	9	81.8

Responses from the external supervisors showed that because of lack of funds motorbikes had not been bought by the district directorate for all circuit supervisors and those who had motorbikes could not maintain them. The head of the inspectorate division who was to support the circuit supervisors could not move out to the schools regularly because, according to her, there was not enough money to fuel the vehicle regularly.

The district directorate had not been able to provide enough furniture for schools because of lack of funds. It was observed that in some schools, young pupils in the lower primary lay on their bellies on the bare floor while writing. This would not promote effective teaching and learning.

It is also seen from the table that nine (81.9%) of the supervisors complained of inaccessibility of places. Some of the schools in the district are not easily accessible, typical examples are the riverine schools and those built for cocoa farm settlers over the mountains. Effective supervision in such schools becomes difficult.

All the supervisors stated that they were in an era of crisis of indiscipline in schools. For example, all circuit supervisors were of the view that truancy, fighting and lying; among others were common signs of indiscipline in their schools. They were of the view that if teachers would entice the pupils to enjoy learning by making their lessons interesting, problems like truancy would be solved.

Time management was another problem faced by the supervisors. The cause of this problem according to the supervisors is that, some heads, teachers and pupils come to school late at times. Contact hours are therefore not used well. Another observation was that organizational efficiency was impaired when those in charge organized poorly. So also, it was observed that a well-organized supervisor, who made good use of the time available, ensured objectives were successfully achieved.

To sum up, external and internal supervisions were being carried out in the district. However, the internal supervision which was preferred by most of the teachers had more

impact on teachers in the schools than external supervision. The commitment of the external supervisors is needed to complement efforts of the internal supervisors to achieve the desired goals of supervision quality.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter is devoted to the summary of the findings of the study, conclusions drawn from the findings, recommendations and suggestions for further research.

Summary

The research was an attempt to ascertain the views of external supervisors,

heads of basic schools, teachers and prefects on the state of supervision in basic schools in Jasikan District. This was to find out whether the teachers were being supervised or not and the types of supervision being carried out in the district, because there was a general belief in the district that effective teaching and learning was not going on in the schools due to ineffective supervision. Teachers, headteachers\headmasters and prefects were chosen from ninety schools which were involved in the study. The District Education Office was also involved in the study. In all 200 respondents were involved in the study. These included two education officers, 10 circuit supervisors, 22 prefects, 40 heads and 126 classroom teachers. The main research instrument used was a set of self – developed questionnaire and interview guide administered to respondents. The descriptive design was used to collect data. The researcher made use of personal contacts in conducting interviews and administering questionnaire during data collection. A pilot test of the instrument was conducted in five schools in the district to test the reliability and validity of the instrument used. Percentage was used as the main statistical method in analyzing the data.

The main findings of the study are summarized below.

a. A critical analysis of the responses showed that majority of the respondents were of the view that internal supervision was given greater emphasis. The majority of the external supervisors agreed that internal supervision was given greater emphasis because the internal supervisors were always with the pupils. These internal supervisors who were always with the pupils could examine teachers' teaching records, observe them at work regularly, and give them support. Through that, the impact of internal supervisors was felt in the schools.

b. Majority of the respondents were satisfied with the heads' and teachers' supervision.

c Majority of the heads and teachers were of the view that external supervisors, like the Regional Inspectors, District Director and Inspectors of Schools do not provide enough quality supervision. This boils up to the fact that the type of supervision provided by the external supervisors had not made enough impact on teaching and learning in the classrooms.

d. Some of the respondents were of the view that though circuit supervisors paid their routine visits to the schools, the circuit supervisors do not provide the type of quality supervision that internal supervisors provide.

It was further revealed that majority of the respondents were also not satisfied with the supervision of the District Director the head of inspectorate unit and officers from the region. Some respondents accused the director for never visiting their schools since 1998 when he took over the administration of the district.

e. School prefects were more satisfied with their teachers' supervision than that of the circuit supervisors. It was further noted that majority of them were satisfied with their heads' supervision than that of the external supervisors. Prefects raised the point that circuit supervisors on their usual rounds did not interact with them at all. They did not listen to them.

f. Teachers were not satisfied with the supervisory work of the external supervisors from the district and from the region. However majority of them agreed that circuit supervisors paid their routine visits to their schools.

g. All circuit supervisors agreed that teachers responded positively to the counselling exercise. This means that all the circuit supervisors possess adequate skills for counseling teachers after supervision. Some of these adequate skills used by the circuit supervisors are communication skills like speaking and listening.

h. Teachers were satisfied that both the circuit supervisors and the heads provided sound working environment in their schools. It was revealed by the teachers' responses that their success as good teachers depended largely on a feeling of mutual confidence and rapport between them and their supervisors.

i Teachers preferred internal supervision to the external one. Perhaps, they saw internal supervision as a more effective way which aimed at the improvement of classroom instruction because the internal supervisors were always with them. The study also revealed that some of the heads were gradually turning away from the traditional supervision whereby the supervisor provided suggestion to the teacher to the modern type of supervision which tends to produce a self-directed teacher.

Despite the fact that internal supervision was being emphasized in the district, external supervision was also going on as revealed in the study.

Another indication is that even though headteachers, teachers, circuit supervisors and prefects are satisfied with the type of supervision being carried on in the district, it appears the actual situation in the schools is not as they have indicated. It may be that supervisors agreed that supervision was going on well because of fear of accusation of not performing their supervisory work well. It could also happen that, teachers, headteachers, circuit supervisors, the assistant director in charge of supervision and the director in the district might have got different perceptions of effective supervision hence their being satisfied with the types that were being carried on in the schools. My view is that traditional supervision is being carried on in the schools more than the clinical type; hence the poor performance of the pupils despite the fact supervision is going on in the schools as revealed by the study.

j. The study also revealed that the problems faced by the supervisor, especially the external ones, included lack of funds, lack of textbooks and furniture, inaccessibility to some remote schools, time management and indiscipline in schools. All these challenges rendered their work less effective. The riverine schools were the worst affected as far as accessibility was concerned. External supervisors did not visit those schools regularly to give professional support to both heads and teachers because they were inaccessible. The heads and teachers were left on their own to do what they liked.

It was noticed that the situation was different in the three pilot schools of Quality Improvement in Primary Schools (QUIPS). External supervisors from the district, region and headquarters visited these schools regularly to give support to teachers and heads because inspection of schools regularly was one of the conditions that qualified the district for the QUIPS' grant. The heads were trained to provide clinical supervision which emphasized teacher growth rather than teacher defects to their teachers. Effective teaching and learning seemed to be going on well in those schools.

Conclusion

It has been made clear from the findings made from the study that, the general consensus among external supervisors, teachers, heads and school prefects was that internal supervision was being emphasized in Jasikan Education District. All the different categories of respondents saw internal supervision as positive, democratic and more effective in enhancing the teaching and learning process. It is therefore necessary that the internal supervision should be strengthened and sustained in the district. It was revealed that school-based supervision when carried out well contributes to the raising of pupils academic standards. However it must be noted that the work of the external supervisors, especially the circuit supervisors, is needed to augment the efforts of the heads to achieve the designed goals of supervision. Teachers in the district preferred internal supervision to external supervision. This seems to indicate that teachers did not feel the impact of external supervision and therefore did not see its importance.

Based on teachers' attitude towards counselling, it could be concluded that supervisors provided good counselling which made the teachers whom they counselled to see that the change from bad to good was necessary not because they wanted to satisfy anybody but because they became committed to the change.

On the promotion of good working environment, both heads and circuit supervisors promoted the desired working environment. This indicates that the working relationship between the teachers and the supervisors was cordial.

Recommendations

The following recommendations have been made towards supervision in schools in Jasikan district:

- (1) It would be appreciated if the district director would continue organizing orientation courses for internal supervisors to enable them reinforce internal supervision and sustain it in the district so that their impact will be felt more.
- (2) External supervisors should also be given regular in-service training to equip them with the necessary supervisory skills. This will help them provide effective supervision to teachers and their impact will be felt by both teachers and pupils. The complementary role that external supervisor is expected to play must not be ignored. External and internal supervision must complement each other.
- (3) Circuit supervisors must be well equipped and trained to provide effective supervision during their routine visits to the schools.
- (4) Circuits supervisors must be encouraged to end every supervision with a counseling session.
- (5) The District director for example, should, despite his heavy schedule try his best to take a day or two every week to visit some of the schools. The other external supervisors also have to increase the number of times they visit the schools and give the teachers professional support. This can lead to the heads and teachers having more confidence in them.
- (6) External supervisors must be given the necessary logistics and assistance by the district director so that they can offer the needed professional advice, guidance and support to the heads and teachers.

- (7) In order to lessen the problems facing the supervisors, funds should be released on time by the authorities concerned for the supervisors to perform. Imprest for the heads should be released on time to the heads to buy all the logistics needed for their work. Funds should also be released to circuit supervisors to fuel their motorbikes so that they can be mobile at all times. Motorbikes should be provided for circuit supervisors who do not own them in order that they will be able to visit their schools regularly to supervise teachers' work and to give support to the heads. Maintenance allowances should also be paid to the circuit supervisors to maintain their motorbikes. This will facilitate their regularity in schools to give professional advice to teachers.
- (8) It is being recommended external supervisors should be motivated to work harder by making them mobile.
- (9) Teachers and their heads, through workshops, be encouraged and advised to have confidence and develop interest in external supervision. In this way teachers will receive all the important professional advice, guidance and support from their external supervisors to improve the teaching and learning process in the district.
- (10) All categories of external supervisors must visit schools regularly to supervise teachers' work because it was observed that teachers work well when they are well supervised.

Areas for Further Research

In view of the limited resources available for the researcher to do the study, aspects of effective supervision on discipline and performance of pupils in the school could not be treated. The following issues are recommended for further study.

1. It came to light during the study that internal supervision is being emphasized in Jasikan district.
2. Although internal supervision is being carried on by the heads and the classroom teachers who are always with the school pupils there is indiscipline in the schools. There is the need for a study to be undertaken to find out whether internal supervision ensures discipline in the schools.
3. A study could also be conducted to ascertain effect of internal supervision on the performance of pupils in their final Basic Education Certificate Examination since effective supervision brings about good results.

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APPENDIX A

UNIVERSITY OF CAPE COAST

INSTITUTE FOR EDUCATIONAL PLANNING AND ADMINISTRATION

SECTION A

This study seeks to investigate the perception of teachers and administrators on supervision in schools. Respondents are kindly requested to be brief and concise with their answers. They are to tick where applicable and write short answers in spaces provided. The researcher will treat any information given as confidential.

SECTION B

(To be answered by Assistant Director in charge of supervision and all circuit supervisors)

1. How often do you visit schools under you?
a) once a week (b) once a month (c) once a term (d) three times a term
(e) others (specify) i
 ii.....
 iii

2. To what extent do teachers like supervision?
(a) to a great extent (b) to some extent (c) not much (d) not at all

3. How often do teachers themselves invite you to come to their schools for supervision?
(a) very often (b) often (c) scarcely (d) not at all

4. In your usual rounds of supervision, what do teachers take you to be?

- (a) as an officer who comes round to find faults?
- (b) as a professional helper and supporter
5. Which type of supervision do you prefer?
- (a) school based supervision (b) external supervision
6. Give reasons for your choice in question 5.
- (a).....
- (b).....
- (c).....
7. School based supervision ensures effective instruction in Jasikan District.
- (a) strongly agree (b) agree (c) somehow disagree (d) disagree
8. External supervision ensures effective instruction in Jasikan District.
- (a) strongly agree (b) agree (c) somehow disagree (d) disagree
9. Do you organize conference for your teachers before and after supervision?
- (a) Yes (b) No
10. If your answer in question 9 is yes, then which type of conference do you organize?
- (a) Individual conference (dealing with each teacher's problems separately)
- (b) Group conference (dealing with 2 or more teachers together) (c) Both
11. Which of the two types do teachers generally prefer?
- (a) Individual conference (b) Group conference
12. Give reasons.
- i.....
- ii.....

13..Are post supervision conferences able to change teachers' attitude?

- (a)Yes (b) No

14 Are post supervision conferences able to build up teachers' confidence during supervision?

- (a) Yes (b) No

15 Give reasons for your choice in 13 and 14

(a).....

(b)

(c)

16 What problems do supervisors encounter during supervision?

a).

b).

c).

d).

17 In what ways do think these problems in question 15 can be solved?

a.

b.

c.

d.

18 In your view whose supervision promotes effective teaching most?

- (a) supervisors from the district office (b) director (c) circuit supervisors

(d) headteachers

19 Give reasons

i.....

ii.....

iii.....

SECTION C

(For classroom teachers) Please tick the answers to items in this section.

1. How often do school based supervisors (headteachers/headmasters) visit your classroom for supervision?
(a) once in a week (b) once in a month (c) once in a term
(d) once in a year (e) not at all
2. How often do you observe a colleague teacher teaching in order to learn his good primary practices?
(a) daily (b) once a while (c) not at all
3. How often do external supervisors/ officers from the district and regional office visit your school for supervision?
(a) very often (b) once a while (c) not at all
4. How often does your circuit supervisor visit your school for supervision?
(a) once in a week (b) once in a month (c) four times in a term
(d) less than once in a year
5. That extent is the school based supervision useful in basic schools in Jasikan district?
(a) to a great extent (b) to some extent (c) not much (d) not at all
6. Give reasons for your choice in question 5.
(a).....
(b)
(c)

7. As a classroom teacher, how often do you invite a supervisor at will to supervise your work?
- (a) very often (b) often (c) not often (d) not at all
8. To what extent is the external supervision useful in basic schools?
- (a) to a great extent (b) to some extent (c) not much
- (d) not at all
9. Give reasons for your choice in question 8.
- (a)
- (b)
- (c)
10. How do you feel when school based supervisors visit your classroom for supervision?
- (a) very comfortable (b) comfortable (c) slightly comfortable
- (d) uncomfortable
11. How do you feel when external supervisors visit your classroom for supervision?
- (a) very comfortable (b) comfortable (c) slightly comfortable
- (d) uncomfortable
12. Which of these supervisions do you prefer?
- (a) school based supervision (supervision by heads)
- (b) external supervision (supervision by circuit supervisors and officers from the district or region)

13. Give reasons for your choice in question 12.
- (a)
- (b)
- (c)
14. As a classroom teacher what is your assessment of the importance of supervision in general
- (a) very important (b) important (c) somehow important
- (d) not important
15. School based supervision ensures effective teaching and learning in Jasikan district (a) strongly agree (b) agree (c) somehow agree
- (d) strongly disagree
16. External supervision ensures effective teaching and learning in Jasikan district.
- (a) strongly agree (b) agree (c) somehow disagree
- (d) disagree
17. The role of the supervisor when he or she comes to school should be
- (a) giving support to teachers (helping the teachers to identify their weak points and to correct them.) (b) correcting mistakes of teachers
- (c) both
18. Which of the following category of supervisors gives more support to teachers when supervising?
- (a) external supervisors (b) internal supervisors

19. List the most important challenges that teachers encounter during supervision

(a)

(b).....

(c).....

20. In what ways do you think these challenges in question 18 can be addressed?

(a).....

(b).....

(c).....

SECTION D

(To be answered by Headmasters/Headteachers)

(a) Tick the one applicable. (Write short answers in spaces provided)

1. What are the types of supervision carried out in your school?

(a) External supervision only (b) School bases supervision only

(b) (c) both

2. How often do the following officers visit your school (Please tick)

	Very often	Often	Scarcely	Not at all
Director				
Assistant Director for supervision				
Circuit supervisor				
Officers from region				
Officers from Headquarters				

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

(a) Yes (b) No

4. Give reasons for your answer question 3

(a)

(b)

(c)

5. In your view, whose supervision more facilitates teaching and learning?
- (a) Assistant Director in charge of school supervision
 (b) Circuit supervisors (c) Head teachers
6. In your view which supervisor's work influence effective learning among the pupils?
- (a) Assistant director in charge of schools supervision'
 (b) Circuit Supervisor (c) Headteachers/Headmasters
7. How often do the following plan improvement of teaching and learning with you?

	Very often	Often	Sometimes	Seldom	Never
District Director					
Assistant Director of Supervision (AD)					
District Head teachers Advisor					
Circuit Supervisors					

8. Do you agree that supervision is very important if pupils are to do well accordingly/
- (a) Strongly agree (b) Agree (c) Disagree (d) Strongly disagree
9. Which of the following supervision do you prefer?
- (a) school based supervision (b) external supervision

10. Give reasons for your choice in question 10

(a)

(b)

11. Please suggest ways and means of improving supervision in Jasikan District

(a)

(b)

(c)

(d)

INTERVIEW GUIDE FOR DIRECTOR OF THE DISTRICT

1. What are the types of supervision carried out in the Basic Schools in your district?
(a) external supervision (b) Internal supervision (c) both
2. On which type of supervision is emphasis laid?
(a) external (b) internal (c) both (d) None
3. Which type of supervision do you prefer?
(a) external (b) internal (c) both (d) none
4. Give reasons for your choice in question 3.
5. In your view which supervision should be given more emphasis?
(a) the head of inspectorate division from your outfit
(b) circuit supervisor (c) headteacher/headmaster
6. What form does external supervision take?
(a) intensive visits (b) regular visits (c) occasional visits
(d) a & b (e) a & c (f) b & c
7. Please rate the time table drawn by your supervisors to promote supervision in your district
(a) very good (b) good (c) satisfactory (d) not satisfactory.

8. How often do the following officers visit the school?

	Very often	Often	Sometimes	Seldom	Never
Director					
Head of Inspection Unit					
Circuit Supervisors					

9. How often are supervision and inspection reports on schools implemented?

(a) very often (b) often (c) sometimes (d) not at all

10. How do teachers respond to counselling after supervision?

(a) positively (b) negatively (c) not at all

INTERVIEW GUIDE FOR SCHOOL PREFECTS

1. Who helps pupils to learn more in your school?
 - (a) officers from the district
 - (b) circuit supervisors
 - (c) headteachers
 - (d) teachers

2. Do you agree that you learn more on your own without your teacher's supervision?
 - (a) strongly
 - (b) agree
 - (c) uncertain
 - d) disagree
 - e) strongly disagree

3. Give reasons for your choice in question 2
 - (a)
 - (b)

4. Do you agree that your teacher teaches better when the circuit supervisor comes to your school?
 - (a) strongly agree
 - (b) agree
 - (c) uncertain
 - (d) disagree
 - (e) strongly disagree

5. How often does your headteacher come to see your teacher teach?

(a) very often

(b) often

(c) scarcely

(d) not at all