UNIVERSITY OF CAPE COAST

THE EFFECTIVENESS OF INSTRUCTIONAL SUPERVISION IN AGOGO

PRESBYTERIAN COLLEGE OF EDUCATION

MAGDALENE ABA AGGREY

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PRESBYTERIAN COLLEGE OF EDUCATION

BY

MAGDALENE ABA AGGREY

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DECLARATION

Candidate's Declaration

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

Candidate's signature………………………   Date …………………………

Name: Magdalene Aba Aggrey

Supervisor's Declaration

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

Supervisor's signature……………….………… Date………………….………

Name: Very Rev. Kodwo Arko-Boham

ABSTRACT

This study investigated the effectives of instructional supervision at the Agogo College of Education since instructional supervision is a core principle in teacher education and professional teacher practice. The descriptive research design was adopted for this study and the population comprised students, tutors and administrators.

A sample of 108 students covering all year levels and 36 tutors and administrators were used for the data collection. A self-administered questionnaire, an interview guide and observation were used for the data collection. Students and tutors responded to the questionnaires, administrators were interviewed and the observation checklist was used to observe some tutors and students during lesson delivery sessions. Data collected with the three instruments were edited, analysed using SPSS and descriptive statistical tools such as frequency table and percentages were used to present the results.

The results of the study indicated that tutors had positive perception towards instructional supervision; principals and directors supervision were conducted periodically; students were regularly assessed based on what they have been taught; instructional supervision had been effective to a large extent.

In spite of the positive results, there were some few rough edges that needed to be straightened, especially; districts directors were not as effective as principals external supervision was not as effective as internal supervision. In all these instances, it was recommended that everything should be done to ensure the instructional supervision to achieve its ultimate objectives in the College.

ACKNOWLEDGEMENTS

DEDICATION

This work is dedicated to my wife Georgina Adu and all my children.

TABLE OF CONTENTS

LIST OF TABLES

CHAPTER ONE

INTRODUCTION

Background of the Study

Ghana is endowed naturally with resources such as forest, farmlands, minerals, water and wild life to mention a few. Before these resources become useful, there is the need for human resource equipped with technological know-how and expertise to transform them. Such a transformation needed to be given to these resources is the function of effective education, which individuals acquire during the period of schooling. Since education and schooling are the bedrock of development in every civilized society like Ghana, it presupposes that effective instructional supervision must be sustained in schools.

The main purpose of Colleges of Education in Ghana is to produce teachers for the basic schools in the country. The children are the future leaders of this country and should be brought up in the right manner in character, training, academic, social and moral development. These qualities are required of the manpower that the country yearns for.

It is for this purpose that Goodlad (1984) stated that Governments, Local Education Authorities and others may legislate, create, and manage policy, monitor and attempt to influence the curriculum and its delivery through research writing and professional development opportunities. In the end however, it will be the group of teachers in their schools and individual teachers in the classrooms

who will help students to realize their potential. It is in the light of the above that any development of teachers and schools supervision must take into account the academic, social, economic, political and interpersonal factors that will inevitably affect their attitude to work. The writer sees the gains in education as a prerequisite for man's influence on his environment, which is dependent on effective instructional supervision in schools, this view is equally supported by Fuhrmann and Grasha (1983). They assert that the environment is not static, but rather man is able to influence and alter the environment to his satisfaction if he has the necessary capabilities.

Johnson (1995) saw teacher preparation as requiring a dual approach. On one hand, students must be helped to consider the educational basis of teaching by thinking about the relationship between human knowledge, child development, learning and society with its varied aims and values. On the other hand, the teacher must receive training on how to exercise essential skills of learning and teaching. Education and training must be included, for one without the other leaves the teacher incomplete. The purpose of the nation's education system therefore is to train its future leaders to be imbued with knowledge and to be responsive to "the faster moving and dynamic world. Johnson further stressed that, during training, student teachers should be given time and opportunity to reflect on what the teacher's real task is. This will help the students to discover that it is much more than applying methods to do a job or parroting answers to pass examination. Teaching is a profession that has to do with equipping young people with the requisite skills for life and influence change in society. However,

this can only be achieved through proper supervision of instruction by administrators, tutors and students in their delegated powers as leaders.

Tutors in the Colleges of Education as supervisors play their role as partners in the classroom learning situation and co-curricular training. This is done by supervising students in their studies and guiding them by way of supervising their works as student leaders in the discharge of their duties. This demands that the tutors and students must be imbued with new ideas in instructional supervision, such that their practices and performances in the College need greater attention to be able to achieve these objectives.

This researcher has observed that there are certain variables which influence effective instructional supervision in a school which will enhance performance. They include structures, vehicles, supporting staff, textbooks, equipment, quality delivery of lesson, lesson plan and preparation, instructional programme and instructional supervision among others. In other words, there is a greater correlation between human and material resources acquisition, their effective use in the school and student performance and achievement (Darling-Hammond, 2000; Wragg, 1999). The estimation this writer, the study area Agogo Presbyterian College of Education has enough resources listed above to ensure effective and efficient instructional results. This is the situation which mostly interested the researcher to undertake an investigation into instructional supervision at the place. Since the school curriculum represents man's important experiences, ideas, attitudes and hopes, it is felt that this basic objective of

education demands constant appraisal when deciding what to teach and how to teach it (Arends, 1998; Johnson, 1995).

In determining how the curriculum should be taught, it is important to keep a machinery in place to ensure that the implementation of the curriculum is kept on course. It is also important that the teaching/learning procedure is constantly monitored and reviews so that the whole system of facilitating learning is kept abreast with modern change and development. It is for this reason that supervision of the instructional process becomes crucial. For educational institutions to live up to expectation there must be machinery for effective and efficient evaluation.

According to Eye, Nertzer and Krey (1971), supervision can be defined as "that phase of administration that deals primarily with the achievement of the appropriate selected instructional expectation of the educational service" (p.74). Much importance is increasingly being given to supervision in the educational sector as a means to monitor and evaluate educational provision. When emphasis on supervision is accelerated it could lead to the provision of trusted and informed professional advice based on first hand observation of what schools are actually doing.

In view of the present situation, the researcher considers personnel at the operational level especially the principal and their roles as paramount. Like a works supervisor of a manufacturing concern who counts on the combination of raw goods and human resource in a balanced quantity to achieve an optimum

output, the principal as an administrator and initiator of instructional supervision ensures effective use of both human and material resources.

Thus, as an aspect of administration, instructional supervision is concerned with the improvement of processes through which teaching and learning occurs (Ayer as cited in Barth, 1990). Although resources are procured for schools in the country, instructional supervision is paramount in the realization of educational goals.

Modern day supervision should not be considered as mere classroom visits, individual teacher conferences, rating of teachers and writing of report. According to Zepeda (2000) "Supervision has grown to include the curriculum, materials for instruction, the school community and other administrative functions" (p.14). In this light, the administrative policies on students' performance, assessment methods of reporting to parents, government's allocation of funds and equipment to schools have been adopted by many education authorities to enhance supervision of instruction. All these administrative functions affect the teaching/learning process and can not be ignored in supervision. Supervision therefore becomes an important part of administration. A few other administrative functions are listed for emphasis. The first administrative to be listed is about staffing function. It involves: recruitment, selection, placement and promotion of teachers and other supporting staff. The next one is the motivation and stimulation function. To this function Heid (2005) contended that because even well qualified and efficient teachers could lose some of their effectiveness through professional frustration in inappropriate assignment of

duties and inept administrative practices. Supervision as a facilitating function should be used to help remove obstacles to good teaching and at the same time provide the stimulus for creative work. The motivation 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 polices, which will enhance their own takes performance. The administrative function is the consultant function. This function is concerned with the provision of continuous professional development of teachers, that is, in-service training, in-school workshop and seminars. The four and last function is the programme development function. it deals with adaptation for local situations, variation in subject content and modification in order and method of presentation.

During the early days of formal education in this country, the supervisor (inspector) was regarded as an assessor of the educational system. Therefore a teacher's promotion and remuneration depended on satisfactory work which was reported by the inspectors. This was an era of payment by results. Although the situation is not the same today, the work of the school administrator supervisor is essential to see to it that the educational policies and regulations approved by the government through the Ministry of Education and the Ghana Education Service are implemented.

Some schools of thought also attribute ineffective supervision in basic schools to lack of effective supervision in Teacher Training Colleges. In other words, it is inferred that ineffective supervision in basic schools is a spill over

from Teacher Training Colleges. It is hoped if there is effective supervision in the colleges, it will not only promote effective teaching and learning and the smooth running of the colleges, but more importantly it will go a long way to influence supervision in basic the schools. This is because as teacher trainees are properly supervised it will indirectly influence their attitude to supervision positively; also, as students become leaders and undertake their supervisory roles, they directly lean the skills of supervision.

According to Glickman (2002), it is important to realize that, the supervisory position in any field is the most critical in the entire organizational structure. It involves the management of the people in the day to day running of the institution. In the teacher training college, therefore, ineffective supervision of school work should give worry to the chief executives (principals). As part of their training, in the college, students undergo leadership training. There are always democratically elected prefects of the college and leaders of clubs and societies. These structures, the prefectorial board and clubs and societies are supervised by tutors playing their roles as patrons by supervising the activities of the trainees. These structures play complementary roles in the day-to-day running of the teacher training college system.

Heads of department are supposed to be proactive in the supervision of those who work under them, to make sure teaching and learning move on smoothly in the college. As part of their involvement in co-curricular activities, form masters and house mistress must ensure regular supervision of activities in classrooms such as class attendance by both tutors and students and also making

sure students do assignments and exercises given to them. In like manner, housemistresses must conduct regular visits to their houses to ensure tidiness and check rolls in the houses from time to time. Additionally, teacher trainees who are leaders should also exercise the powers reposed in them by supervising the routine work of their colleagues such as cleaning the dormitories, classrooms and ensuring that students conduct themselves well in all college gatherings such as the dining hall and assembly hall as well as ensure the enforcement of college rules and regulations. All these structures are meant to promote effective supervision.

Statement of the Problem

McNeil and Wils (1990) indicate that through effective supervision of instruction, principals of colleges of education can reinforce and enhance teaching practices that will contribute to improved teacher trainees' learning. This can be done by skillfully analyzing performance and appropriate data. College administrators, for that matter principal can provide meaningful feedback and direction to teachers and this can have a profound effect on the learning that occurs in each classroom. Because teacher training is the primary function of the colleges of education, the effective supervision of instruction is one of the most critical functions of the principals. If colleges are to provide equal access to quality educational programmes for all teacher trainees, administrators must hold teachers accountable to providing an appropriate and well-planned programmed instruction.

On the basis of the above exposition, Colleges of Education in Ghana in their efforts to provide effective instructional supervision have all the necessary structures in place. These include the academic board made up of Heads of Department and headed by the Vice-Principal (Academic), House Staff Committees, Disciplinary Committee, Dining Hall Committee to mention a few which help to make supervision of instruction and school work effective. Unfortunately, it is asserted that supervision of instruction and school work in the Colleges of Education are not anything to write home about. Even though people have raised concerns about ineffective supervision in these institutions of higher learning, it appears the issue is often over looked and that not much has been done by way of research to investigate systematically in the assertion.

A cursory look at the Agogo Presbyterian College of Education indicates that instructional supervision practices do not conform to the standards as an observer would see. Instructional supervision has certain cardinal principles that necessary need to be followed by school administrators and supervisors. This is imperative when Colleges of Education come into the picture. In fact, Colleges of Education have the onerous responsibility of training teachers who come out to train others, so, it behoves on the Principals and the tutors of the Colleges of Education to observe the tenets of effective instructional supervision.

From the foregoing, this researcher would want to see Agogo Presbyterian College of Education doing the right thing in respect of instructional supervision. Unfortunately, the situation as has been observed does seem that effective instructional supervision is carried out at College. This study would help find

answers to the reasons behind the seeming ineffective application of instructional supervision at the College.

Purpose of the Study

Specifically, the study sought to find out the effectiveness of supervision of instruction in Agogo Presbyterian College of Education. Since teachers are the ones who facilitate learning in the classroom, the study found out how their performances had improved through instructional supervision. The study examined how often internal and external supervision were carried out and managed in the school.

Research Questions

In order to achieve the purpose set for the study the following research questions were formulated to guide the study.

1. What are tutors' perceptions of effective instructional supervision?

2. How often are internal and external instructional supervision carried out in the College?

3. How is internal instructional supervision managed in the College?

4. What factors do administrators and tutors think influence them in carrying out their individual instructional supervisory roles?

5. In what ways have instructional supervision been effective towards teacher's performance and students' learning?

Significance of Study

The findings and suggestions that emerged from the study would provide base line information on instructional supervision in Agogo Presby College of Education. Generally, tutors would recognize the fact that they are the vehicles through which effective learning can take place in the College; they therefore need to direct their activities towards the achievement of the College's academic goals. Additionally, the results of the study would provide feedback concerning the effectiveness of instructional supervision in the College and that would be of help to the principal and tutors of the institution, since they would come to the realization that the sort of instruction supervision they are used does not the norms.

Again, from the study, personnel directly concerned with instructional supervision, namely: the Principal, the Vice Principal, Heads of the Department and tutors would ensure that there is the organization of in-service training programmes to improve the teaching and learning processes. More specifically, tutors would recognize the fact that consultations among themselves are as important and necessary as group. These provide a collaborative work and wider outlook for investigating pupils' performance, teaching methods and the handling of other instructional problems.

Furthermore, the findings of the study would help the College authorities to formulate polices and programmes that would help in improving instructional supervision practices. Also, the results of the study would serve as the basis for

similar studies that would be conducted in other Colleges of Education in Ghana and elsewhere.

Delimitation

The study was restricted to the Agogo Presbterian College of Education in the Asante Akim North Municipality in Ashanti Region of Ghana. The study was to find out how instructional supervision was carried out, how effective it was and how students, tutors and the principal perceived instructional supervision in the College. The College has a long history of giving professional training to several of the nation's teachers since inception. The variables that were needed to measure effective instructional supervision were there in the institution, in terms of professional teachers and teacher trainees who together should exhibit the best practices of teaching and learning by abiding by some basic principles of educational provision. The study was also concerned with finding out the challenges associated with instructional supervision in the College.

Limitations of the Study

This study had two main limitations, which are financial and time constraints. Financing of the data collection process became a challenge in the sense that not all students were used. It would have been better if all teacher trainees in the school took part in the data collection process by responding to the questionnaires items. Because of limited financial resource only a section of the students were used. This, in the candid view of the researcher could have negative impact on the findings of the study. Besides, limited time at the disposal of the researcher did not allow her to use all the techniques of data collection to gather

all conceivable information for the study. If time was available all the students of the out segment should have been observed for some period of time before conclusions drawn are but this could not be possible due to financing challenges and time constraints. In spite of these limitations, the findings for the study are very reliable because of the quality assurance measures put in place in terms of pre-testing of instruments and selection processes of respondents.

Organisation of the Study

The dissertations is organised into five chapters. Chapter One covers the introduction aspect of the study. The introduction contains background of the study, statement of the problem, purpose of the study, research questions, significance of the study, delimitation and limitations of the study. Chapter two is devoted to the literature review which comprises views that have been expressed by authors on instructional supervision in schools. However, other related research findings are reviewed under main headings and subheadings where necessary.

Further on, Chapter three deals with the methodology used to guide data collection and analysis. It details the population, sampling procedures and data collection processes. Chapter Four presents the results and discussion of the findings. The findings were presented qualitatively and quantitatively using frequency tables and percentages. Chapter Five contains the summary of the study, summary of findings and conclusions. Also catered for in Chapter Five were the recommendations and suggested areas for further research.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter deals the review literature on instructional supervision and seeks to relate the views of various writers to the study to enhance the achievement of the objectives. The literature review covers the following: the concept of supervision, what is instructional supervision, aims of instructional supervision, McGregor and Taylor's theories on instructional supervision, conditions necessary for effective teaching and learning, types of instructional supervision, qualities and roles of the supervisors, processes involved in supervision, factors involved in effective instructional supervision, essential element for successful supervision on instruction and effects of instructional supervision.

Concept of supervision

According to Pajak (2003), supervision is defined as the act of supervising people, activities or places to make sure that things are done properly. In the same light, Good and Brophy (1997) indicated that supervision is watching over an activity, a job or people to ensure things are done correctly.

From educational scholars' points of view, Eye, Nertzer and Krey (1971) define supervision as "that phase of school administration which focuses primarily upon the achievement of the appropriate instructional expectation of

educational system" (p.31). From another authoritative source, supervision is formally defined as a relationship between senior and junior member(s) of a profession that (a) is evaluative, (b) extends over time, (c) serves to enhance the skills of the junior person, (d) monitors the quality of the services offered by the junior person, and (e) acts as gatekeeping to the profession (Good & Brophy, 1997).

On his part, Glanz (2005) sees supervision as part of school administration when he says that "supervision could be seen as all efforts designed by school officials towards educational workers in the improvement of instruction in the classroom" (p.9). Additionally, Alphonso (1997) describes "supervision as consisting of all the activities leading to the improvement of instructions, activities related to morale, improving human relations in-service education and curriculum development" (p.8). Sergiovanni and Starratt (1998) also think that supervision seems destined to play an essential role in deciding the nature and conduct of the curriculum in selecting the school organizational patterns and learning materials to facilitate teaching and learning and in evaluating the entire educational process from the managerial point of view.

In a seminar presentation on the Principal as the supervisor and manager of Teacher Training Colleges' Curriculum, Danso (2001) defines supervision as the day to day relationship between the chief executive (principal) and subordinates tutors and students. He adds that supervision is commonly used to cover the training, directing, motivating and coordination of the activities of an institution as well as maintenance of discipline and adjustment of plans to meet the immediate situation that takes place in the executive-subordinates relationship.

Supporting the above definition, Sullivan and Glanz (2005) defined supervision as concerned with studying and improving conditions that surround the learning and growth of tutors and students. They explained further that supervision does not simply refer to that specific occasion when the whole school is examined and evaluated as the place of learning but also means the constant and continuous process of guidance with the aim of improving the quality of teaching and learning.

A report on teacher education cited in Lezotte and McKee (2002), describes supervision as engaging in a mutual evaluation of school work in the classroom, the conditions under which the work is done and ways in which the work can be improved. Woolfolk and Hoy (2003) concluded that supervision is a way of ensuring that staff and students' competences, effectiveness and efficiency are enhanced through observation, discussion, support and guidance. Thus in a school, supervision is seen as a consciously planned programme for improvement and consolidation of instruction. In line with this, Robbins and Alvy (1995) indicate that supervision is providing support for teachers so they become the best they can be. They maintain that implicitly in this definition as the development and refinement of a knowledge base and craft practice regarding effective teaching and learning. In this connection, supervisors provide resources and promote formal and informal conversations with and among teachers to effect curriculum teaching, learning and professional development.

What is Instructional Supervision?

According to Good and Brophy (1997), instruction amounts to giving orders or telling someone how to do something or give advice and information about how to do or use something. Tamakloe, Atta and Amedahe (1996) assert that instruction is giving orders or directions to be followed; it is the activity involved in teaching, creating situations to facilitate learning and motivating learners to have interest in what is being taught. Instruction refers to relatively formal classroom context, whereby the learning of particular skills and concepts are central. The function of instruction is done by teacher and whole learning is done by students (Fleming & Levie, 1978).

To Dunn and Dunn (1993) instruction includes both human and material variables so that while the teacher may not be physically present instruction through materials or other group experiences can go on. For example, recreating, utilizing the environment and practicing what is to be learnt. This process can be termed as individualized instruction.

Harris (1986) provides a more vivid exposure on instructional supervision. That instruction supervision must be capable of producing certain outcomes. The educational system is a learning producing enterprise with instruction as the basic set of production technique: when one focuses on learning as product and instruction as productive process, then the pupil becomes the obvious counterpart which might be termed raw material. So that at the core of the relatedness and pupil-relatedness can be regarded as a major dimension for analyzing the operation of the school and as a result distinguishing it from other endeavours.

Musaazi (1982) on his part contends that instructional supervision focuses on the improvement of instruction. It is a process that directs one to redefined goals due to human dynamics for learning. Here co-operative efforts are made to arrest teaching and learning problems and the required solution sought for improving performance.

From the foregoing discussion, it could be noticed that education and supervision of instruction must be tailored in achieving common goals. This is so because the state and other stakeholders do commit themselves to heavy investment and expect considerable outcome. The money spent on the education of a child is intended as an investment, which will yield a handsome profit in the future so that when the parents are old they may be able to lean comfortably on the children. With this assertion, expectations in education are doomed where they are not reciprocated by useful outcomes and disappointing results surface. When there is a break between education and investment, it will ultimately and adversely affect the generation gap beyond recovery; unless rigorous and expensive measures are taken to arrest the situation. The reason is that those groups of well educated individuals who are expected to acquire relevant potentials to man the country at a certain point in time would be lacking. A situation the researcher avoided, so that in the research more reliable information on effective instructional supervision would be adopted in schools which lack such exposure so as to improve teacher performance.

Instructional supervision will form an increasable greater part of the repertoire of the line supervisor, that is, the school administrator. The principal as

instructional leader has already become almost a cliche, implying that today's school administrators must move instructional supervision higher on their scale of priorities. School administrators must be able to demonstrate skill in the evaluation of teacher performance for the purpose of making personnel decisions. To do this effectively, school administrators must have sufficient training in the techniques of instructional supervision.

Aims of Instructional Supervision

Instruction amounts to giving orders or directions to be followed; it is the activity involved in teaching, creating situations to facilitate learning and motivating learners to acquire requisite knowledge to fit into their environment. To Fleming and Levie (1978), instruction refers to relatively formal classroom context whereby the learning of particular skills and concepts is central. They added that the function of instruction is done by the teacher while learning is done by the student.

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Glickman (1990) provides vivid exposure on instructional supervision. He said that instructional supervision must be capable of producing certain outcomes. Here, the educational system is learning- producing enterprise with instructions as the basic set of production technique: when one focuses on learning as product

and instruction as productive process, then the people become the obvious counterpart which might be termed raw material. In this instant, the core of the educational operations is pupils and instructions. Therefore, instruction relatedness and pupil - relatedness can be regarded as a major dimension for analyzing the operation of the school and as a result distinguishing it from other endeavours.

On his part Musaazi (1982) contends that instructional supervision focuses on the improvement of instruction. It is a process that directs one to redefine goals due to human dynamics for learning problems and the required solutions sought for improving performance.

From the forgoing discussion, it could be noticed that the aims of education and supervision of instruction must be tailored in achieving common goals. This is so because the state and other stakeholders do commit themselves with heavy investment and expect considerable outcome. As it is postulated by Fullan (1991) that the money spent on the education of the child is intended as an investment, which will yield a handsome profit in the future; so that when the parents become an old and infirm, they may be able to lean comfortably on the children. In this assertion, expectations in education are doomed where they are not reciprocated by useful outcomes and disappointing result surface.

Empirical Views of Instructional Supervision

According to Burant (2009) writing on instructional supervision cites the views of other scholars that there has been a shift in education as the focus has moved from the centrality of teaching to the importance of learning (Aseltine,

Judith & Rigazio-DiGilio, 2006). Again, it has been established that the enhancement of educational experiences and learning of students is a goal shared by instructional supervision (Nolan & Hoover, 2004) and professional learning communities (DuFour & DuFour, 2003). As the need for professional development activities, such as instructional supervision and professional learning communities, to support professional growth continues, how these activities are implemented within a school district remains a critical concern.

The purpose of Burant's (2009) study was to investigate the links between professional learning communities and instructional supervisory practice as catalysts for authentic professional growth. The result of the study suggests that a zone of authentic professional growth occurs when the activities of professional learning communities and instructional supervision as activities of professional development and reflective practice are aligned. In an era of greater accountability in education school districts have attempted to support their professional staff with limited resources. Connecting activities to support the goals of the school division, such as professional growth and student learning, is one means of maximizing the use of the resources. There has been considerable research into instructional supervision and professional learning communities however little have been done regarding the connection and implications of these professional activities on each other.

The research questions of the study focused on gathering the level of agreement of teachers and in-school administrators regarding qualities of effective instructional supervision and successful professional learning communities. An

additional research question focused on what were the criteria of successful professional learning communities that related to effective instructional supervisory practice. The study used mixed research methodology to collect information about one school division. A survey was utilized to collect the perceptions of teachers and in-school administrators regarding successful professional learning communities and effective instructional supervision. The data collected from the survey was analyzed by two interpretation panels, one consisting of teachers and the other consisting of in-school administrators. From the analysis provided by the panels and the survey data collected, it was found that from the perceptions of teachers and in-school administrators in one school system, professional learning communities can contain specific qualities that support effective instructional supervision. The combination of these two professional activities can become a catalyst for authentic professional growth for teachers and in-school administrators (Burant, 2009).

Burant (2009) indicates the findings of the study highlights the eight preconditions necessary for an environment or zone of authentic professional growth through the use of professional learning communities to support instructional supervision. Implications, based on key findings, of the study include the need to manage time effectively, and to provide sufficient resources to support instructional supervision through professional learning communities. The school system also needs to develop a culture in which there exists a common understanding of instructional supervision and professional learning communities. It was found that ownership and shared leadership are vital to creating an

environment which can embrace the collaborative culture necessary for successful professional learning communities and effective instructional supervision.

Another empirical study expiated on by Newmann, Marks and Gamoran (1996). They cited Lewis (1993) who undertook a small study at the University of Melbourne with two schools undertaking to supervise practicing students, about what constitutes good supervision. The study focused on the following: making student teachers feel as if they were professionals; making students feel welcome in the classroom; expecting the children to show the same behaviour towards student teachers as towards themselves; modeling and explaining what and why they are doing what is done; and discussing and giving feedback to student teachers. From those perspectives, the tutor in the Teacher Training College is seen as tutor educator and a mentor and should play the role of a supervisor. The role of a supervisor therefore demands deeper treatment of processes that go on in the classroom than this reveals.

Another study that was undertaken by Newmann, Marks and Gamoran (1996) in New South Wales on why tutors should supervise students' practical teaching came out with the following findings:

1. Supervision must attract monetary rewards.
2. Supervision is for professional development
3. Supervision must be done to students because others did it to their tutors.

By inference supervision should be rewarding to the supervisor and the supervisee.

In another development, a study conducted by Bame (1991) on Ghanaian teachers' attitude towards school work indicated that despite the teachers' misgivings about such aspect of the teaching profession as inadequate remuneration, unsatisfactory relationship and inadequate supply of school materials, Ghanaian teachers still perceive teaching as a study and secure occupation in which promotion is based largely on efficiency and hard work.

Based on the above findings, the perceived merits of the profession needs to be maintained and its unsatisfactory aspects improved. The tension - ridden atmosphere that usually characterizes supervision should be eliminated between supervisory officials and the trainees, by adopting a new approach based on sympathetic understanding of teachers' problems and interest in the work. However, tutors and students must be ready to accept constructive criticisms aimed at making the teaching/learning process better (Bame, 1991).

Edgar (1984) conducted a survey on interpersonal relationship in supervision and came out with the following finding that; positive interpersonal communication is by establishing positive interpersonal relation dependent upon non-verbal communication skills such as:

1. eye contact and facial expression;
2. perceiving and responding with empathy;
3. perceiving and responding with warmth;
4. perceiving and responding with respect;
5. perceiving and responding in a non threatening manner;
6. vocal intonation and flexion.

In support of the above findings, Barone (1998) discussed various aspects of interpersonal interaction as they apply to supervision and provide exercises to improve them. He considers such things as establishing co-operative relationship, questioning techniques, non-verbal components of exchange and listening skills to be the important, aspects of the relationship that enhance effective supervision.

Qualities and Roles of Instructional Supervisors

Woolfolk and Hoy (2003) qualified a good supervisor as one who is fair with all his subordinates; issues clear instructions; appreciates good work and initiative; help in overcoming staff/student difficulties; and does not accuse or criticize anyone in public.

All these help staff/students feel themselves as partners in the job to develop self- confidence. Armstrong (2004) added that for a good supervisor to achieve effective work, he: must be a visionary leader; must have a clear defined and well communicated sense of purpose expressed in a vision; must have a value system upheld throughout the organization which emphasizes performance, quality and responsibilities of the organization to its stake holders; must have the strategic capacity at senior management level to develop long-range plans for the accomplishment of the organizational mission. He opined that, human resource factors that make supervision effective include: a powerful management team, a well motivated skilled and flexible work force, stable and co-operative relationship with employees and the over all quality of working life strategy.

Furthermore, Musaazi (1982) stated that if supervision of work is to improve, then the supervisor should take the lead to provide a pleasant stimulating

and wholesome environment in which tutors and students will want to work and feel secured. He must also exhibit the quality of sharing ideas and working as a team to achieve the goals of the institution.

In contrast, Woolfolk and Hoy (2003) saw hindrances to the supervision of schoolwork as, the supervisor consistently finding faults, giving no praise, and not communicating decisions to the interested parties, not helpful in developing workers' skills and having favorites among staff and students. These make tutors and students insecure and helpless and do nothing to encourage initiative.

In support of the above statement, Bame (1991) condemned some supervision officials who always tried to find faults or give unfair criticisms of tutors work and often failed to offer ideas for improvement. He added that, the tension -ridden atmosphere in supervision should give way to a more relax one. This will enable supervisory officials and subordinates to work in partnership enriched with honest interchange of ideas and respect for each other.

Glickman (2002) stressed that for good supervision, the supervisor should possess the following skills to enhance his supervision.

1. Technical skills: - to give him the technical knowledge of work to be supervised.
2. Human skills are also required by the supervisor to enable him/her motivate tutors and understand individual group feelings.
3. Conceptual skills: - the supervisor being able to visualize mentally the entirety of the organization and be to co-ordinate all parts effectively.

By inference, the Teacher Training College is a complex structure that requires that; the supervisor no matter where he/she is supervising acquires these skills.

According to Owusu (1991), effective supervision is a key factor in the achievement of institutional mission. Every resource -man, money, material and time should be uses to the tutors and students will want to work and feel secured. He must also exhibit the quality of sharing ideas and working as a team to achieve the goals of the institution.

The process of any education system is dependant upon effective and efficient supervision of instruction. Harris (1986) views instructional supervision as what school personnel do with adults and things to maintain or change the school's operations to promote pupils learning. He continues that supervision is instructional related but not highly people related. That supervision is directed towards maintaining the teaching and learning process of the school. His view indicates that for supervision to be effective it should depend on personnel with specific qualities. The same author maintains that supervisory personnel are those professionals who are engaged in leadership in instructional supervision. These include superintendents, supervisors, principals, team leaders, department heads and personnel for special services like counselors. In our school, the principal supervisors are the principal teacher and Director of Education. Sometimes in the second cycle, the subject organizer supervises instruction.

Instructional supervisors, whichever level they are found, should posses certain qualities that will enable them perform efficiently. These include, qualities like knowledge that is having the academic qualification of a subject area, acquiring relevant theories with which to exhibit skills. In this case the supervisor will not rely on assumption or common sense alone but will be able to blend

theories with experience to avoid committing blunders. There are challenges and complex competitions in the system, so the supervisor should exploit knowledge in the use of various theories and leadership styles. He must know when to be autocratic, democratic or look indifferent in attitude where the situation calls for it. The use of grapevine mode of gathering information must be useful for involving lower management in decision making. The supervisor' capabilities should be such that it changes the destiny of the school for the better.

The instructional supervisor's technical skills should make him exhibit his skills in observing, listening, assessing and evaluating the teacher. As he observes and listens attentively, the teacher will be appreciative of the fact that the supervisor cares. He should demonstrate his skills of system approach to solution of problem; this makes him an expert in the profession. No matter how knowledgeable he is and to what extent he exhibits his technical skills, without good interpersonal or social skills he will not be able to effectively impart these skills. This is so because he must create rapport between him and the teachers, so as to enhance learning situations. When a supervisor combines these three competencies he is able to give direct assistance to the teachers to build their self confidence. On curriculum, by way of revising and modifying the contents to suit present needs, developing human resource would engage staff in in-service training programmes on appropriate and current knowledge in the profession. The supervision would have to encourage group decision-making and find scientific modes of solving problems. These done by supervisor, each person in the school feels recognized and contribute whole-heartedly to achieving the vision of the

school. When such a process and conditions are established in the schools by supervisors, supervisee feel they are needed and obliged to contribute to making the school achieve its vision (Zepeda, 2000; Glanz, 2005; Alphonso, 1997). It is obvious that such a concept of supervision requires a high level of educational leadership for its implementation. The supervisor must be equipped personally and professionally to handle the position of responsibility to which he is called. Although research studies in selection of supervisors and administrators are quite limited, certain conclusions seem evident (Wiles & Bondi, 1996; Glickman, 1990; Neagley & Evans, 1970). They indicated that:

a. The modern school supervisor must have the personal attributes first of all, that make a good teacher. He needs high native intelligence a broad grasp of the educational process in society, a likeable personality and great skill in human relations. He must have love for students and an abiding interest in them and their learning problems. His skills in the use of group process are vital and he needs to show a working understanding of team concept in democratic supervision.

b. The supervisor must be willing to subjugate his own personal ideas to the combined judgment of the team at times; yet he must possess the ability and fortitude to hold fast to his convictions unless educational evidence is presented. A good supervisor always should be guided by the findings of educational research and should have little time for pure opinion in group discussion and individual conference.

c. The supervisor cannot possibly be expert in all the fields, which he co-

ordinates; his knowledge should include the availability of resource leaders in all the areas of school supervision and improvement of instruction. He may be a specialist in certain discipline but he has to be a generalist in his approach to the school programme.

In short, Neagley and Evans (1970) and the other scholars maintained that, the modern supervisor must be capable, well trained in education and psychology, likable and expert in the democratic group process. He recognizes his role as leader and co-operatively involves his fellow administrators and teachers in all major decisions affecting them and the teaching-learning situation. According to Wiles (1997), supervision is concerned with providing effective leadership among the teaching staff. To do this, he should seek constantly to improve his sensitivity to the feelings of other, to increase the accuracy of his estimates of group opinion on important issues to become more co-operative in his working relationships, to seek to establish higher goals for himself and to interact more frequently with those in the group with he works. One is thus, tempted to conclude that a good supervisor should be tolerant, patient, understanding and needs to relate very well to people. In this way, he is likely to achieve his system's objectives.

Having described the qualities a supervisor needs to possess, it is very vital to look at the supervisor's role in supervision. According to Asiedu-Akrofi (1978), the supervisor's role is to work cooperatively with the teachers to create favourable circumstances for learning in schools. To the supervisor basically does following things:

1. The supervisor looks for a teacher's hidden talent and encourages it to come out.

2. There is the need for the supervisor to establish good rapport between his co-workers since that will ensure the smooth running of the school.

3. It is supervisor's role to provide leadership amongst teachers, that is the supervisor's skills and experiences should readily be placed at the service of teachers.

4. The supervisor must have great respect for a teacher's initiative, experimentation and sense of creativity. Thus the circumstances under which every teacher's action takes place in the classroom needs clear understanding before any relevant advice be given by the supervisor.

Writing on the roles of a supervisor, Acheson and Gall (2003) maintained that the prime justification for the position of supervisor in the school is to give leadership to the teaching- learning process. If the principal spent the major portion of his time at that endeavour, he is placing the emphasis where it belongs. If, however, he spends most of his time counting lunch money, seeing that the playing field is lined and other similar house keeping chores, he not fulfil1ing the major role of his profession that society expect him to play.

Again, Wiles (1997) stated that "supervisors are expected to provide leadership and competency in developing an organization and a working environment that makes possible continuous improvement in curriculum, instruction and learning" (p.10). Neagley and Evans (1970) on their part suggested the following as some as of the supervisory activities that a supervisor

should concern himself with:

i.   Regular classroom visitations.

ii.   Individual teacher conferences.

iii.   Action research in the classroom.

iv.   Co-ordination of special subjects.

v.   Demonstration and substitute teaching on occasion.

vi.   Planning and presenting in curriculum development.

It can be concluded that the supervisor should at least devote half his time to planning for teacher conferences, classroom visitations, action research, curriculum development and their supervisory activities.

Process Involved in Supervision of Instruction

Many educational writers and researchers are of the notion that supervision could be carried out in various ways to achieve educational goal and objectives. According to Neagley and Evans (1970), supervision which has a primary aim of improving teaching and learning in schools through the following supervisory activities:

a. Individual teacher conferences which are mostly informal.

b. Regular class visitation.

c. Action research in the classroom.

d. Co-ordination of special subjects like Art, Music, Physical education with the academic curriculum.

e. Planning and presentation of in-service training programmes.

f. An active work in district wide curriculum improvement.

g. Demonstration and substitution teaching on occasions.

Musaazi (1982) was of the view that Supervision is carried out consistently and continuously a process of guidance based on frequent visits which focuses attention on one or more aspects of the school's work and its organization. This, he notes should guide every supervisor in the performance of his duties.

Lyons (1999) noted that factors related to the head's supervisory practices deal with involvement in classroom life, reporting of classroom observation and help to improve the instructional process. Harris (1986) is of the view that instructional supervision is carried out mainly under six major tasks. They are:

1. Organizing for instruction. This involves making organizational arrangements to implement the curriculum.

2. Selecting and assigning the appropriate instructional staff member to appropriate activities in the organization. Programmes related to this task include recruitment screening, testing and maintain personnel records.

3. Providing facilities and materials and securing their utilization in order to make for efficient and effective provision at instruction.

4. Arranging for in- service training in order to orientate staff members.

5. Identifying those services which have the greatest contribution to make to the instructional programmes and which facilitate it (instructional process) to attain

6. Planning, organizing and implementing activities for the evaluation of all facets of the educational process directly related to provision of instruction.

It can, therefore, be concluded that supervision is any programme which is consciously planning to improve the teaching and learning process. It is also believed that schools that are highly supervised perform better than those less supervised. For supervision to achieve its purpose, it must adopt a cooperative approach where all concerned in educational system are involved to contribute their quota. The supervisor needs to be patient and tolerant in his dealing with others in supervision, for supervisors and teachers needs to be constantly oriented with fresh ideas to improve upon their work. It must be also noted that without the provision of enough teaching and learning resources, supervision alone cannot do much to improve the teaching and learning process.

Factors for Effective Supervision

It has been established through research that the work environment of most schools and traditional supervision tend to hinder rather than promote teacher growth. On the other hand, it is shown that if teachers are provided with an appropriate environment and effective supervision, they can attain high levels of personal and professional development. In view of this, various writers have written on the effectiveness of supervision. Firstly, they write about condition that makes supervision effective and secondly, how effective supervision can promote teaching and learning (Waite, 1995; Tracy, 1993).

Waite (1995), Tracy (1993), Neagley and Evans (1970) contend that for supervision to be effective, the general limits of authority and responsibility must be well established so that all members of the supervision staff are able to function effectively as team. They affirmed that if supervision can be effectively

carried out then materials and logistics have to be provided to support the process.

There are other writers who are of the view that effective supervision depends on the calibre of personnel involved. Lyons (1999) wrote that for supervision to achieve its objectives the quality of the supervisor should be considered paramount. But in the view of Merton (1988) supervision can be effective if supervisors are constantly annotated with fresh ideas.

On effective supervision and how it could promote teaching and learning, Waite (1995), Tracy (1993), Neagley and Evans (1970) state that effective supervision of instruction can improve the quality of teaching and learning in the classroom. Burton and Bruekner (1995) state that supervision would be effective if it ensures that school objectives are achieved. This is so because supervision directs attention of the players of the teaching learning process towards the fundamentals of education. Supervision also orients the teaching learning process and their improvement within the general aim of education. Again, it has been emphasized that supervision is effective in ensuring the aims of educational objectives because it aims at the improvement of the total setting for learning rather than the narrow and limited aim of improving teachers in the service. They conclude that effective supervision ensure a proper appraised teaching and learning processes in order to bring about the achievement of objectives (Waite, 1995; Tracy, 1993).

Eye, Netzer and Krey (1971) as cited in Glanz (2005) see effective supervision as being able to help supervisors and teachers to have consensus on methods that can promote learning in the school. One other aspect of supervision

is how supervision achieves its goals and also how it influences students' academic achievements. Here, Eye, Netzer and Krey contend that for supervision to achieve its goals it must institute an evaluation programme that is comprehensive enough to encourage the participation of pupils, teachers and administrators and also to examine the effectiveness of learning in the light of instructional supervision and other administrative procedures.

Musaazi (1982) was of the view that if supervision is to achieve its goals by improving the process of instruction in the school, then the supervisor must take the lead in providing a pleasant, stimulating and wholesome environment in which teachers will want to work. Again, in instructional supervision processes the supervisor just arranges courses or workshops for teachers and head teachers to infuse in them new techniques in teaching.

Essential Elements for Successful Supervision of Instruction

In the view of Robbins and Alvy (1995), to maximize the impact of supervision, Principals should develop honest, caring and trustful relationship with teachers. Essential to that process is acceptance of the notion that as adults we have innate needs and desires to improve, grow and learn. It is also important not to make the process as maintained by Deming and quoted by Bennis (1989). The old administrative paradigm of intimidation and control lent itself to "snoopervising" and caused bitterness on the part of teachers as the principal told teachers what they were "doing wrong". To Deming, that model has no place in the schools thought of as learning communities. Thus we need to move away from operating on fears so that the notion of growth can be built in the supervision

36

process from day one. To this end, teachers should know right from the start that supervision is intended to help them.

The need for supervisor to get feedback from their supervisees is also considered very essential. As stressed by Blanchard and Johnson (1983), "Feedback is the Breakfast of Champions" (p.67). It is their belief that principals can model this notion by asking for feedback from teachers regarding the effectiveness of their supervisory practices. Robbins and Alvy (1995) also stressed the need for supervisors or principals to actively learn from the teachers and students around them. According to them as principals acknowledge such learning; everyone in the school becomes empowered with the knowledge that his or her ideas are influential. They believe when teachers see that principals desire to learn and share ideas, it is a lot easier to reciprocate that trust. Thus the principal should be expected to learn a great deal through the supervision process - especially as related to the particular context of a teacher's classroom decisions. Aligning teacher goals with school goals and providing an environment, which encourages teachers to become self assessors' foster greater professional growth and effective supervision (Robbins & Alvy, 1995). They also believe that workshop organized for new teachers to a school, thus, reviewing the philosophy behind the school supervision process, can certainly help to provide the rationale to reduce teacher anxiety about the process.

Summarizing the essential ingredients for successful supervision, Robbins and Alvy (1995) identified the following principles concerning supervision that assist in fostering a win-win approach. The principles are that:

i.   Effective human relations skills are essential to supervision.

ii.   The supervision process is used to enhance thinking about teaching and learning.

iii.   Supervision should be used to facilitate reflection, self-analysis and self-improvement.

iv.   Teachers have a right to grow.

v.   It is the supervisor's job to set teachers up to win.

vi.   Supervisors must first build trust before they can expect teachers to become risk takers.

vii.   Teachers, because of their daily experiences, are the experts on teaching-supervisors learn from teachers about teaching and about effective supervisory behaviors.

Effects of Instruction Supervision

There are several effects effective instructional supervision has on the teaching learning processes. But under this section the focus is on the three main areas, that is the effects, instructional supervision has on the learner's performance, teacher's performance and the overall school performance.

Sergiovanni and Starratt (1998) explain that actual instructional activities lie at the heart of educational supervision. Where instructional activity sees the teachers putting into action the goals of the school, objectives of the particular unit of lesson, personality of the students in class, knowledge of ability and interest, all these are moulded and put into action in the instructional activity. An individual observing an activity has to be sensitive to the intention of the teacher

to see how the activity of the teacher reflects on his combination or integration. Blending of such variables indicated above influence learner performance, teacher performance and schools performance.

Effects on the Learner's Performance: Segiovanni and Starratt (1998) further indicated that instructional supervision enables the learner to set goals and endeavour to achieve them. This is possible due to the learning condition created by instructional supervision. Since the teacher adequately utilizes his contact hours, it provides an opportunity for increased learning experiences in which the learner is able to manipulate and make choices and build up on goals in various disciplines. Psychologically the learner acquires the sense of discipline to organise his time for leisure and learning. He internalizes periods of classes, assignment preparation and recreation. In the nutshell, he adopts an individualized learning. The outcome of instructional supervision enhances learner performance in many ways. The learning process consists chiefly of experiencing, the actual things to be learnt, yet it comprises of other varied activities which contribute to the central process.

In curriculum innovation, the appropriate subject to be taught is identified to provide the needed skill, knowledge and attitude for human resource development. The state of learner performance enables the teacher to arrange his methods to suit certain situations in the teaching and learning process. When learners' weaknesses are identified, the appropriate research process is organized to find solutions to the problems. For instance learner's performance also influences the planning and organization of staff development programmes to

improve upon instruction. The learner develops self-confidence and builds his capabilities, which will lay the foundation for future development in various fields of learning. The effective learning process becomes routinised that the learner is always ready for the experience specified in the instructional process. This situation encourages learner participation rather than passive learning; his whole organism is involved.

Effects on the Teacher's performance: On teacher's performance the two writers Sergiovanni and Starratt (1998) maintain that teachers are vehicles through which the curriculum is imparted to learners and that instructional supervision influences teacher performance considerably. With regards to developmental instructional supervision, the teacher becomes enthusiastic and self-confident. He respects his own judgement and is willing both to make decisions and to accept full responsibility for any course of action that is involved in.

The result from appraised programmes makes the teacher enjoy his work and takes pride in its quality and in his ability to accomplish results. He believes that those in authority appreciate his ability and he will go with endless pains to achieve results that will justify his esteem and confidence. The teacher is enhanced in a course beyond oneself. This is so because teachers see themselves not just as individuals, separated by classroom walls but as a body of people complementing and strengthening each other. Since there is creation of inter personal relationship amongst the people who make up the school, there is co-operation and team work. Consultation could be made during planning of lesson

and delivery. Teachers' sense of efficiency is enhanced; they see themselves as being able to instruct students successfully, regardless of influences outside the school. Within the school they can seem to believe they do have some control over management and instruction where they have some power to reach students.

Instructional supervision can make teachers aware of how they complement each other in striving for common goals. They can observe each other at work, share materialism, pick up techniques from each other and how to support each other. Furthermore, it stimulates teachers to plan common purpose and actions, where they give responsibilities to guide and assist others. This will enable the school to plan staff, develop curriculum and engage in research. Such involvement will develop respect and trust in teachers and strengthen collective action. The teachers are challenged to think abstractly when they look for more information to enrich their work. When teaches are given feedback on their appraisals it enhances their ability to look for more information to develop interest in the work they do. By this they are able to reflect and adopt their current practices for future instruction.

Effects on Schools performance: Institutional supervision can be viewed as the glue of successful school. As asserted by Glickman (1990), it draws together the discreet element of instructional effectiveness into a whole-school action where the following variables are lined together to achieve the goals of the school. They include classroom management, discipline, staff development programmes, direct teacher assistance, curriculum development, group development and action research. When teachers accept common goals for their roles, they work together

in harmony towards their vision of what the school should be. Teacher-student discipline is enhanced where there is high moral among teachers and learners; the problems of truancy, absenteeism and teacher turnover are reduced particularly due to the fact that there is a pool of organizational effectiveness and individual and group co-operation. When the school is functioning well, the teacher in the forefront provides support in the form of improved knowledge and skills to enable the school to succeed.

Instructional supervision influences the effectiveness and efficiency among personal in the school and their system of operation. Since staff development programmes are organised in the school, the state of human resources is to upgrade and it is identified in the learning performance of learners. By this, the academic status of the school in the public visibility makes a foundation of goodwill upon which the school aspires and maintains a standard. Every member of the school develops pride to belong to such a successful school. Effective supervision of instruction makes the head or supervisor a better evaluator as he combines the various supervisory skills such as: technical skill interpersonal skill and knowledge skill. The use of such a combination makes supervision of instruction more developmental other than judgemental. When the former is used by the supervisor, the teacher is able to give off his best and the vicious cycle of high expectation and good performance is recognized (Glickman, 1990).

CHAPTER THREE

METHODOLOGY

Chapter Three was devoted to the methodology of the study. The methodology comprises the research design, population of the study, sampling techniques and instruments used for data collection. Additionally, the methodology captures how the instruments were pilot tested, main data collection procedure and how data was analysed.

Research Design

The research design used for this study was a descriptive research design. It was used for several reasons as given by McNabb (2003). McNabb indicated that descriptive research involves gathering data that describe events and then organizes, tabulates, depicts and describes the data. In fact what McNabb had stated is exactly what this researcher did. Additionally, McNabb outlined that descriptive design uses description as a tool to organize data into patterns that emerge during analysis and it often uses visual aids such as graphs and charts to aid the reader to understand the results of the research.

In the conviction of this investigator, the descriptive design describes and reports the way things are, in their natural state. It was appropriate in the sense that it was used to describe some aspects of a population who were selected purposefully to complete questionnaire. , give answers to interview guide and

respond orally to interview. Some were interviewed as spelt out by the descriptive design. In fact it is not that this design is so perfect but under this circumstance it was the best out of the lot available for use.

Population

The population for the study consisted of all tutors, administrators and students of Agogo Presbyterian College of Education. The issue investigated was such that each member of the target population gave valuable information and that the findings of the study are reliable. There were 33 tutors and three administrators and a total student population of 540. Each year level was approximately 180 students.

Sample and sampling Procedure

There were two samples for this study – the tutors' sample and students' sample. The sample sizes were 36 and 108 for tutors and students respectively. Tutor respondents were selected purposively because they were professional teachers who had the technical expertise and know what instructional supervision was all about.

Methods of selecting student respondents were varied in the sense that students were first put into strata of year levels. Each year level contributed 36 respondents which was one fifth or 20% of the total student population. Seventy-two respondents were selected from years one and two because they were easily reached for the collection of data. The remaining 36 student respondents were selected purposively from the third year students who were on the internship

progamme. Purposive sampling method was used to select interns who were practising in and around the Asante Akim North Municipality.

The simple random sampling method was used to select years one and two respondents. Specifically the lottery method was used. What was done was that 36 pieces of paper were put into a bowl; then 144 pieces of paper were also put into the same bowl. Afterwards students were instructed to pick one each. Those who picked the 'Yes' papers automatically became part of the study. This was done in both cases.

Research Instruments

Three data collection instruments were used for the data collection for the study. The instruments were questionnaire, interview and observation. The questionnaires were two types: the tutor questionnaire and student questionnaire. The Principal and the Vice Principals were interviewed using an interview guide. The interview guide comprised (five open-ended items as provided for in Appendix A).

The items in the questionnaires were basically close-ended ones with one open-ended item, which respondents were required to give some suggestions as they deemed fit. The tutor questionnaire consisted of three personal data and ten main research items covering the research questions posed to guide the study. The students' questionnaire did not have personal data items but rather 10 research items to complement that of tutors' responses.

The observation process was used to observe tutors and students during lessons on the College's campus and during the internship period within the

Asante Akyem North Municipality. The observation was done after data had been collected to cross-check the responses given by respondents in the questionnaires and the interview.

Pilot Testing of Instruments

To ensure the validity and reliability of the instruments, they were pre-tested at the Saint Louis College of Education Kumasi with a sample of 13 tutors and 60 students. The format for selecting the student respondents was the same as those in the main study, where students were put into strata before the required number of 20 respondents were selected randomly from the total year population. This time the selection process for tutors varied because apart from the Principal and his two assistants, all tutors were selected randomly using the systematic random sampling method. What was done was that names of tutors were written on a piece of paper. The total number was divided by 20 which gave the Kth value. This Kth value was used to select the 20 respondents systematically

It was expected that the supervisor agreed that instruments were pilot tested. If this happens, two days were used to administer the questionnaire and another two weeks was used to interview the heads of the College because of their busy schedules. The observation of their supervisory practices was done after data had been thoroughly scrutinized.

Data Collection Procedures

The instruments were personally administered by the researcher. It was done exactly as in the case of the pilot testing stage of instruments, the student identification card was used to introduce herself to the Principal. When

respondents were identified and they were given the questionnaires and given a time frame of two weeks in the first instant to complete and return them, afterwards another two weeks was given to complete the process. Meanwhile, appointments had been booked with the Principal and her two Vice Principals. Within a month, the researcher was able to interview the College heads.

After the questionnaires had been retrieved and the interviews conducted, they were briefly scrutinized to give basis for the observation process. A week was set aside to observe the instructional supervision processes without the knowledge of the respondents. Another two weeks set aside for observing students on internship teaching in the Asante Akim Municipality.

Data Analysis Procedures

The data was analysed first by grouping similar responses of items in the questionnaire, interview guide and observation processes. Tallying and frequency counts were carried out. These were converted into percentages in relation to each item in the questionnaire, interview and observation carried out, using the Statistical Package for the Social Sciences (SPSS) computer software, which was used in analysing research data. The frequency counts and corresponding percentages were displayed in a tabular forms based on the research questions. Under each table, descriptive comments were made to expose the content and consequently the resolutions of the research question affected.

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter is devoted to the presentation of the results of the study. It contains each of the results obtained by using the three instruments designed for data collection. The presentation is done according to the responses each research question sought to elicit. In this way, the research questions are stated and the rationale for it stated before the responses elicited to answer it are presented and discussed using appropriate literature to buttress the findings that emerged. Most times, frequency tables are used.

Respondents' Teaching Experience

Since tutors form the integral part of instructional supervision, three issues were investigated concerning their background information. The responses given to those three items are presented in Tables 1, 2 and 3. Table 1 presents responses relating to the number of years tutors have been in the teaching profession. It was thought that the number of years tutor respondents have taught impacts on how they understand instructional supervision.

Table 1 shows that 19.4% of tutor respondents had taught for between a year and five years. This category of teachers may not be considered as very experienced; however, they have had some little experience which is vital to the study. Again, the table indicates that roughly 61% of tutor respondents had been

with the teaching service for between 6 – 10 years and that another 19.4% had taught from 11 to 15 years. The latter category of teachers have really acquired some valuable experience which could blend with the relatively inexperience ones to ensure that instructional supervisory tasks are performed effectively.

Table 1

Respondents' teaching Experience

Number of Years	Frequency	Percentage
1 – 5 years	7	19.4
6 – 10 years	22	61.2
11 – 15 years	7	19.4
16 years and above	-	-
Total	36	100.0

Source: Fieldwork, 2009

The next two issues, which are the highest academic and professional qualifications are presented at the same time. Table 2 presents the responses to the highest academic and professional qualifications.

The greater percentage of tutors with Bachelors degree are professionals since the table shows that 41.7% and 58.3% of tutor respondents respectively had First Degree and Second Degree. The reverse was the case in the sense that, it is seen that 58.3% of tutor respondents had First Degree in Education whilst an appreciable proportion of them had a Second Degree in Education as well.

Table 2

Respondents' academic and professional Qualifications

Qualifications	Academic		Professional	
	N	(%)	N	(%)
Bachelors Degree	15	(41.7)	21	(58.3)
Masters Degree	21	(58.3)	15	(41.7)
Total	36	(100.0)	36	(100.0)

Source: Fieldwork, 2009

Apparently, these respondents had a first degree in Education and they topped it up with a master's programme. No doubt, the Colleges of Education in Ghana presently award Diploma in Education and that the tutors have been tasked to get a second degree to qualify to teach at the level.

Research Question One: What are tutors' perceptions of effective instructional supervision?

This research question sought to elicit responses from respondents as to the perceptions training college tutors have towards effective instructional supervision. Responses were elicited from students and the principal too. Student respondents gave responses to series of questions that were meant to evaluate the perceptions of tutors towards instructional supervision.

Students' Views on How Teachers Perceive Instructional Supervision

Table 3 presents the responses given by student respondents. The responses were in the form of questions that respondents answered 'Yes' or 'No'.

Table 3

Students' Responses on Tutor Perceptions towards Instructional Supervision

Items (Questions)	Responses		
	Yes	No	Total
	N (%)	N (%)	N (%)
Are you asked to prepare notes for micro teaching?	82(75.9)	26(24.1)	108(100)
Do tutors inspect lesson notes prepared by students?	97(89.8)	11(10.2)	108(100)
Do you agree student teachers should prepare lesson notes on what they are to teach as part of the micro teaching?	108(100)	-	108(100)
Have you been practicing peer teaching using your colleague students?	87(80.6)	21(19.4)	108(100)
Have you observed some of your colleagues' teaching at the micro teaching session?	87(80.6)	21(19.4)	108(100)

Source: Fieldwork, 2009

Table 3 shows that almost 76% of student respondents indicated that tutors ask them to prepare lesson notes for micro teaching. The 'Yes' response indicates that the perception is positive. Tutors as supervisors of the instructional processes are enjoined to supervise students in many aspects of their training as teacher

trainees. If students are instructed to prepare lesson notes and the lesson notes are marked and returned to them, it amounts to giving them feedback as put forward by Blanchard and Johnson (1983), that "Feedback is the Breakfast of Champions" (p.67).

On their part, Robbins and Alvy (1995) stressed the need for supervisors to actively learn from students around them. In effect as tutors acknowledge such learning during the process of lesson notes preparation, everyone in the school becomes empowered with the knowledge that his or her ideas are influential.

Furthermore, the table shows that about 90% of student respondents gave an affirmative response to the question whether tutors inspected the lesson notes teacher trainees are tasked to prepare. The preparation of lessons, their inspection and their usage during micro teaching or even during internship is central to instructional supervision. If tutors help to execute these activities to their logical conclusion, then they have positive attitude towards instructional supervision.

Again, Table 3 shows that an average of 80% of student respondents gave a "Yes" answer to the questions raised. All these point to positive perception toward instructional supervision as a concept in teacher education practice. Kramer (2008) studied teacher perception and supported the ideas were expressed in this study in respective of tutors' perceptions towards instructional supervision. In his study, Kramer (2008) examined elementary teachers' perceptions of effective instructional supervision based upon purpose, collaboration, trust, feedback, continuity, reflective thinking, and instructional improvement.

Recommendations from the study included the advocacy for administrators to engage in a comprehensive instructional supervision model.

It was not only student respondents who mirrored the perceptions of tutors towards instructional supervision as stated at the beginning of this section. During the interview, the Principal was asked about the perceptions tutors had towards the idea. The Principal indicated tutors that did not see instructional supervision as an overbearing activity, rather they saw it as complementing the teacher training process. They therefore worked effectively and efficiently to achieve the objectives set in instructional supervision activities. Tutors showed positive disposition because of the collaboration the Principal had had with them over the years. Glanz, Shulman and Sullivan (2007) stated when the College Principal shows effective leadership it transforms into effective tutor performance. This disposition led to significant increases in student's achievement. In this instance, teacher trainees would receive the appropriate professional teacher education and training to be applied in the schools after graduation.

Research Question Two: How often are internal and external instructional supervision carried out in the College?

Research question two sought to elicit responses on the frequency at which both internal and external supervision is carried out. Tutors, students and the Principal gave responses to the issue. Their respective responses would be presented simultaneously and discussed as such drawing out the similarities and differences as much as practicable.

In the course of the interview, the Principal was asked how often internal supervision was undertaken, and the response was "Once a week". He went to state that "in the internal supervision class registers and class minutes books were kept as records of the process". Furthermore, he indicated that "external supervision is conducted twice a year. Personnel who undertake the external supervision come from the Institute of Education of the University of Cape Coast and that some also come from the Teacher Education Division of the Ghana Education Service".

Tutors answered two questions on the issue. Table 4 presents the first set of responses.

Table 4

Types of Supervision in the College

Type of Supervision	Frequency	Percentage
External Supervision	5	13.9
Internal Supervision	7	19.4
Both	24	66.7
Total	36	100.0

Source: Fieldwork, 2009

From Table 4 that both internal and external supervision are conducted in the Agogo Presbyterian College of Education. Even though, the majority (66.7%) of respondents the type of supervision was used, in some circumstances only one of them was used as displayed in Table 4. According to educational

Other responses that gave credence to those in Table 4 were on the frequency the internal and external supervision was undertaken in the College. Data collected from tutors indicated that 80% of respondents revealed that this exercise was conducted yearly by external supervisors. The remaining 20% of respondents stressed that external supervision was conducted in the College. The views of the few (20%) some how agreed with the view of the Principal of the College who had emphasised that external supervisors from the Institute of Education, UCC and Teacher Education Division, GES undertook the exercise twice a year. The underlying issue with this exposition is that the views of majority of tutors against that of the College Head concerning external supervision, which is paramount to teacher education in Ghana is not encouraging. If it is true that external supervisors do rarely visit the College and carry out the tasks of supervising teachers and teacher trainees, then there is a missing link in teacher education.

Table 5 presents responses on how often an internal supervisor such as the head of department and the Principal visited the classroom to supervise tutor's work. Table 5 shows that internal supervision carried out by Heads of Department and the Principal was more regular than external supervision. Earlier, respondents had stated external supervision was conducted yearly. Consistently, close to 17% of respondents indicated that internal supervision was not conducted by internal supervisors (HODs) just as external supervision was not carried out.

Table 5

Regularity of heads of department and principal's classrooms Supervision

How Often	Responses			
	Heads of Department		Principal	
	N	%	N	%
Quarterly	-	-	7	19.4
Fortnightly	-	-	11	30.7
Weekly	18	50.0	-	-
Monthly	4	11.1	5	13.8
Yearly	8	22.2	7	19.4
Not at all	6	16.7	6	16.7
Total	36	100.0	36	100.0

Source: Fieldwork, 2009

Again, Table 5 shows that the Principal usually undertook the supervisory duties quarterly (19.4%) or fortnightly (30.7%). The bottom line is that internal supervision is conducted anyway. Now, it has to be emphasised that visits to the classroom is just an aspect of the supervisory duties as put forward by Neagley and Evans (1970). The core issue is that instructional supervision was conducted in the College as expected because the responses so far point to that fact. Also, upon verification of college records the responses were confirmed to be so.

The Regularity Circuit Supervisor visited the school to supervise student Teachers

To fully answer research question two, student respondents responded to an item that pointed to the frequency to which education officers (circuit supervisors) came to their school to supervise them. Table 6 presents the responses.

Table 6

Student responses on how often circuit supervisors visited the College for supervisory Exercises

How Often	Frequency	Percentage
Weekly	6	5.6
Quarterly	5	4.6
Once every six months	4	3.7
Not at all	93	86.1
Total	108	100.0

Source: Fieldwork, 2009

Table 6 shows that roughly 86% of respondents who are in the majority indicated that no circuit supervisor from the district education office visited the school to undertake any supervisory duties. However, the table shows that 13.9% of respondents stated that circuit supervisors visited the College and undertook supervisory duties. With this issue, the periods circuit supervisors were supposed to have visited the College is insignificant because the majority claimed circuit

supervisors had not visited as stipulated. Earlier, the Principal had stated that external supervisors from the Institute of Education, UCC and Teacher Education Division, GES visit the College twice a year.

Research Question Three: How is internal instructional supervision managed in the College?

This research question was intended to elicit responses on how internal instructional supervision had been managed in the Agogo Presbyterian College of Education. Responses from student respondents and an observational checklist were used to see how internal instructional supervision was managed in the College.

Students' View on principal, tutors and students' punctuality to School

The first set of responses is given by student respondents and these primarily relate to how punctual and regular the Principal, tutors and students attended classes. Tables 7 present the responses students gave in respect of the principal, tutors and students' punctuality to school/classes. Four variables were given to respondents to measure the extent of punctuality, which are: 'Very punctual', 'Punctual', Not 'punctual' and 'Satisfactory'. For discussions, the variables 'Very punctual' and 'Punctual' were collapsed into 'Punctual'. The meanings of the variable are 'in good time' for 'punctual', 'not in good time' for 'not punctual' and 'average' for 'satisfactory'.

Table 7

Students' responses on the principal, tutors and students' punctuality to school/Classes

	Principal		Tutors		Students	
Degree of Punctuality	N	(%)	N	(%)	N	(%)
Very Punctual	5	(4.6)	72	(66.7)	57	(52.8)
Punctual	41	(38.0)	31	(28.7)	46	(42.6)
Not Punctual	10	(9.3)	-	-	-	-
Satisfactory	52	(48.1)	5	(4.6)	5	(4.6)
Total	108	(100.0)	108	(100.0)	108	(100.0)

Source: Fieldwork, 2009

Firstly, Table 7 shows that almost 43% of student respondents stressed that the Principal was punctual to school and roughly 48% indicated that the attendance was satisfactory. Putting these together, the Principal and the Chief Executive of the College who is also the leader of instructional supervision was punctual to school. Every member of the College community looks up to her for inspiration in many aspects of academic life. Again, the table shows that few students stated the Principal was not punctual from their estimation. May be they are making objective assessment of the situation as they saw it. Whatever be the case, the majority had given an equally objective analysis of the situation.

Furthermore, 95.4% of student respondents indicated that tutors and students were punctual to school and at class attendance. Only a few (4.6%) of respondents indicated that their punctuality to school and at classes was average.

The extent internal instructional supervision is carried out in the College

Student respondents gave answers to another set of items relating to how internal instructional supervision was carried in the college. This set of responses evaluated how instructional hours were utilized by the Principal, tutors and students. Table 8 presents the responses as given by student respondents.

Table 8

Effective utilisation of instructional Hours

Statements	VG	G	S	NS
	N (%)	N (%)	N (%)	N (%)
The Principal's utilization of instructional hours in the college	36(33.3)	26(24.1)	36(33.3)	10(9.3)
Tutors' utilization of instructional hours in the college	67(62.0)	31(28.7)	10(9.3)	-
Students' utilization of instructional hours in the college	57(52.8)	51(47.2)	-	-

N=108

Key: VG =Very Good, G=Good, S=Satisfactory & NS=Not Satisfactory

Source: Fieldwork, 2009

Table 8 shows that 57.4% of respondents indicated that the Principal effectively utilised instructional hours in the College. Again, the table shows that 33.3% of respondents emphasised the utilisation of instructional hours by the College head as satisfactory. These responses put together connote a positive opinion and that the Principal had effectively utilised instructional periods. The point is that principals do not teach in so far instructional time usage is concerned but they are to ensure that tutors and students attend classes on time and do what they are supposed do in so far as school rules are concerned. If the tutors do attend classes as per the time tables, it is his duty to ensure compliance or issue the appropriate warning to the erring tutor or students who refuse to attend classes.

On tutors' utilisation of instructional time, the table shows that roughly 91% of the respondents were of the opinion that tutors used instructional hours effectively. In the same way, all (100%) the respondents indicated that students effectively utilised the instructional hours allocated to them. The issue of instructional time usage at the core of the school system and several researchers, school administrators and scholars have written and spoken widely about it. The North American Division of Education of the Seventh-Day Adventists (2009) indicated that school leaders and teachers have to creatively allocate instructional time to meet the needs of effective student learning. On his part, Berliner (1990) indicated that the 'quality instruction' can be examined using time variables. For example, it would seem impossible to have a personal philosophy of instruction that does not include duration as one of its characteristics.

Responses on Lesson Plan, Presentation, Classroom Organisation and Students Performance Assessment

The second set of issues the observational checklist touched on was on Lesson Plan, Lesson Presentation, Classroom Organisation and Students' performance assessment. Each of the issues is presented as subsection and in table form.

Elements of Lesson Plan

This subsection is devoted to the presentation and discussion of key elements in a Lesson Plan. The responses are presented in Table 10.

Table 9

Rated elements in the observed lesson Plan

Describing the Elements	Rating Responses				
	E	VG	G	S	Total
	N (%)	N (%)	N (%)	N (%)	N (%)
Objectives clearly stated in measurable and achievable terms	12(60)	8(40)	-	-	20(100)
Appropriate relevant previous knowledge	4(20)	12(60)	4(20)	-	20(100)
Very well stated core points	12(60)	8(40)	-	-	20(100)
Logically organised teaching activities	4(20)	16(80)	-	-	20(100)
Properly planned learning activities	4(20)	16(80)	-	-	20(100)

Key: E=Excellent, VG=Very Good, G=Good and S=Satisfactory

Source: Fieldwork, 2009

Table 9 shows the observed and evaluated elements of lesson plan from the 36 tutor respondents. The evaluation was based on the ratings provided in the key beneath the table. The observations were made in the College and in the schools where final year teacher trainees were practising teaching as part of the "Out Segment" of the IN-IN-OUT Programme of the initial teacher education in Ghana.

The information displayed in the table shows that all the elements of lesson plan met the standards acceptable in professional teaching and teacher preparation. In support of the above findings, Hurwitz and Day (2007) indicated that there are only a few essential elements of a lesson plan, which include: objectives of the lesson to be taught – this involves what students will be able to do as a result of the lesson; standards expected at the end of the lesson, that is, the content and developmental standards addressed in the lesson; procedures the lesson will follow, this means what the teacher will do to get the students achieve the objectives; and assessment opportunities - what the teacher can do to see if the lesson was taught effectively by watching students work, assigning application activities, getting feedback (through formal and informal assessment and formative and summative evaluation).

Lesson Presentation

The second activity observed during data collection was Lesson presentation itself and Table 10 presents the findings of the observation on that activity.

Table 10 shows six elements the investigator looked for during the observation. The ratings given to each of the elements observed reflect what actually happened in the classrooms, both in the College and the schools where students practised teaching.

Table 10

Rated elements in the observed lesson Presentation

Elements	Rating Responses				
	E	VG	G	S	Total
	N (%)	N (%)	N (%)	N (%)	N (%)
Effective & relevant introduction linked with relevant previous knowledge	16(80)	4(20)	-	-	20(100)
Systematic & sequential presentation adapted to level of pupils	4(20)	4(20)	4(20)	8(40)	20(100)
Proper & effective use of language	4(20)	12(60)	4(20)	-	20(100)
Effective use of questions varying feedback techniques	4(20)	12(60)	4(20)	-	20(100)
Clearly explains task, setting regular monitoring of class	4(20)	8(40)	4(20)	4(20)	20(100)
Adequate content coverage	4(20)	8(40)	8(40)	-	20(100)

Key: E=Excellent, VG=Very Good, G=Good and S=Satisfactory

Source: Fieldwork, 2009

Also, the elements displayed in the table largely conform to those of other scholars propositions. In the light of this, the Isle of Wight Partnership (2009) maintains that when a lesson presentation is tagged outstanding, then, the lesson is at least good in all or nearly all respects and is exemplary in significant elements, as shown by the exceptional enjoyment and progress of the learners.

Again, Isle of Wight Partnership (2009) indicates that when a lesson is rated 'Good', the connotation is that most learners made good progress because of the good teaching. Besides, the behaviour put up by learners was good and they are keen to get on with their work in a secure and friendly environment in which they can thrive. Above all, teaching methods are effectively related to the lesson objectives and the needs of learners. During the observation, it was seen that teachers introduced their lessons bearing in mind the previous knowledge of students by way of asking relevant questions based on the last lesson. To this students gave various responses which showed that they understood what was taught previously. In another development, unrelated topics were introduced by giving a scenario before the topic was written on the chalk board to begin the lesson for the session. All these were seen to encompass the elements depicted in the table.

Classroom Organisation

Good classroom organisation is one of the key factors in instructional supervision. Teacher trainees are assessed during teaching practice on how they are able to organise and control the class during lesson delivery. The ratings made during observation are presented in Table 11.

Table 11

Rated elements in the observed classroom Organisation

Elements	E	VG	G	S	Total
	N (%)	N (%)	N (%)	N (%)	N (%)
Very good relationship with pupils	12(60)	8(40)	-	-	20(100)
Effective use of time	-	20(100)	-	-	20(100)
Identification of routine & set rules in class	4(20)	4(20)	12(60)	-	20(100)
Active pupils' participation and involvement	20(100)	-	-	-	20(100)
Carefully summarized lesson using varying feedback techniques	4(20)	8(40)	4(20)	4(20)	20(100)
Clearly achieved set objectives	16(80)	4(20)	-	-	20(100)

Key: E=Excellent, VG=Very Good, G=Good and S=Satisfactory

Source: Fieldwork, 2009

Table 11 shows that the observed classroom situations data were Excellent or Very Good in so far as teacher-pupil relationship was concerned. Cordiality between the teachers and learners was very good and this was rated as excellent because of the near perfect condition that existed.

Also, the table depicts the fact that there was effective utilisation of time and this was rated very good in all the observations carried out. Of course all the other elements were given positive rating because the classroom organisation took cognizance of all the elements listed and observed.

In support of the findings that emerged from the observation process, Wood (1997) indicated that teacher success, in relation to both student learning and teacher efficacy, can often be traced to the ability of the teacher to manage the classroom. Wong and Wong (1998) added that classroom organization and management includes all of the things that a teacher must do towards two ends, which was to foster students' involvement and cooperation in all classroom activities, and to establish a productive working environment.

Assessment of students' Performance

The assessment of students' performance is very hard to measure. The important thing in assessing student performance is to look for the results. The continuous improvement is that students' results can be a good way to understand what is happening during the contact hours but even then the teachers have a great responsibility of all the issues related with the students (Ardovino, Hollingsworth & Ybarra 2000). On this basis, Table 12 presents the ratings on the students' assessment that was done on the field.

Table 12

Rated elements in the observed assessment of teacher trainees' performance

	Rating Responses				
Elements	E	VG	G	S	Total
	N (%)	N (%)	N (%)	N (%)	N (%)
Provide very clear exercises	12(60)	8(40)	-	-	20(100)
Provide very clear homework, project work etc	12(60)	8(40)	-	-	20(100)
Regularly, properly and neatly marked exercises	-	12(60)	8(40)	-	20(100)
Provides feedback & encourage pupils to do corrections	8(40)	12(60)	-	-	20(100)

Key: E=Excellent, VG=Very Good, G=Good and S=Satisfactory

Source: Fieldwork, 2009

The issue of performance evaluation started when lesson presentation began the classroom. Consequently, this investigator thought it necessary to observe the evaluation procedures adopted and used by teachers. The mode of assessment was always included in the lesson plan and it is believed same would be done during lesson presentation. During the observation, the six elements listed were seen to be operational and they were rated accordingly.

It is in the same light that, Danielson (1997) indicated that the criteria that can be used to assess and analyze the students' performance can differ according

to the stature of the students' abilities to understand. For students to better understand and gain better response from lesson delivery, teachers must make clear their motives and expected results to students. The start of the class will require definite motives and proposals.

Table 12 shows that 60% and 40% of observation results indicated that teachers provided clear exercises to pupils after every lesson. Some of the exercises were done during the lesson period and others were given as home work. it was also observed that homework assignments given to pupils were in the form of discovery learning. Again, it was observed that exercises given were promptly marked and this enabled pupils to know if they were making progress or not.

In all the above, it could be possible that teachers did the right things partly because of the observation that was done for this study even though they were not made to know that was the case. Whatever the situation was, what had been observed meets the standards and it is hoped that such practices would continue to maximize the output of the instructional process. Besides, the results of the observation process confirm the data collected with the interview guide and the questionnaire.

Research Question Four: What factors do administrators and tutors think influence them in carrying out their individual instructional supervisory roles?

This research question elicited responses from tutors and the principal on the factors they thought influenced their respective supervisory roles. The first set

of responses to the questions required the form Very Good (VG), Good (G), Satisfactory (S) and Not Satisfactory (NT). Table 13 presents the responses.

Table 13

Factors that influence tutors supervisory Roles

Factors	Ratings			
	VG	G	S	NS
	N (%)	N (%)	N (%)	N (%)
Principal's provision of instructional materials	-	-	29(80.6)	7(19.4)
Principal's provision of conducive working environment		-	4(11.1)	7(19.4)	25(69.5)
Principal's provision of professional guidance	-	4(11.1)	25(69.5)	7(19.4)

N=36

Key: VG =Very Good, G=Good, S=Satisfactory & NS=Not Satisfactory

Source: Fieldwork, 2009

Table 13 shows three factors that influenced supervisory roles in the College and outside the College. Firstly, the table shows that 80.6% of respondents rated the principal satisfactory in the provision of instructional materials. Tutors were supposed to supervise teacher trainees both in the school and outside the school when they went for internship programmes therefore tutors were expected to use instructional materials in teaching for the students to replicate in their teaching. From the scales for which the rating was done, satisfactory rating is not good enough, meaning the provision of instructional materials is not expected. On the other side, some 19% stressed that the provision of instructional materials by the principal was not satisfactory.

Secondly, Table 13 shows that a little over 11% of respondents gave the Principal 'good' in the provision of conducive working environment. Conducive working environment enhances the instructional process and school heads are enjoined to guarantee that at all times. On the same measure, 19.4% rated the Principal's role in the provision of sound working environment as 'satisfactory'. In spite of this, however, almost 70% rated the Principal's role as not satisfactory. Indeed if the majority of tutors who work with the principal have given their observation it cannot be disputed and the implication is that looking at instructional supervision from this angle, it was not well done as indicated in the case of the provision of instructional materials.

The third issue considered the provision of professional guidance. On this measure 11.1% of tutors gave the Principal 'good rating', 69.5% gave him 'satisfactory rating' and 19.4% rated him as 'not satisfactory'. On the average, tutors' rating of the Principal's function in providing professional guidance to tutors is appreciable.

Provision of professional guidance to Tutors

This section is a follow up to the provision of professional guidance to tutors by the Principal as discussed in Table 13. In this context, the provision of professional guidance is done by way of organizing of on the job training, in-service training and workshops out the school premises. In view of this Table 14 presents responses on the organisation of workshops or in-service training for tutors of the college.

Table 14

Organisation of workshop/INSET for tutors of the College

How often	Frequency	Percentage
Monthly	4	11.1
Yearly	4	11.1
Not at all	28	77.8
Total	36	100.0

Source: Fieldwork, 2009

The main concern with the information displayed in Table 14 is with the fact that majority (77.8%) of respondents indicated that no in-service training or workshop had been organised for them. The continuous professional training for teachers is the cornerstone for effective teacher performance. On the brighter side of the issue, INSET had been organised before on monthly or yearly basis and had been stopped.

To ensure teachers professional competence, Wiles (1997) stated that "supervisors are expected to provide leadership and competency in developing an organization and a working environment that makes possible continuous improvement in curriculum, instruction and learning" (p.10). In this case, since the Principal of the College is the internal supervisor for tutors, he is obliged to provide the needed professional guidance and leadership by making sure workshops and in-service training are organised regularly.

In view of the importance that is attached to the continuous professional training of teachers, Kerr and Nelson (2002) emphasised that the necessity of treating in-service professional growth as a process that continues over time and

needs regular and long-term support by both school districts and collaborating university faculties if it is to be productive. Kerr and Nelson further stressed that the value of encouraging teachers to work in groups and to form professional networks to exchange information about their school and their work should be considered. Also, teachers should seize the opportunities at their disposal to carefully reflect on their practice. They therefore admonished Principals to treat teachers as colleagues. In this sense, teachers should be consulted when workshops are being planned for them.

Similarly, when the Principal was interviewed he indicated that the factors that influenced tutors supervisory roles pointed to the fact that there should be positive motivation for them to give off their best. Other factors given by the Principal were that:

sometimes, when tutors have problems with the administration they vent their spleen on students; attitude of the college administration towards lackadaisical teaching and learning; and finally lack of transparency in the decision making process.

It can be seen that the factors given by tutors and the Principal are not different from each other. However, they are opposite side to the same coin, this is because they are all touching on issues that affect them depending on how they perceive them. The bottomline however is that these factors should not negatively affect the instructional supervision process.

Research Question Five: In what ways have instructional supervision been effective towards teacher's performance and students' learning?

Research question five elicited responses on how instructional supervisory activities impacted on the students' performance. Responses were elicited from tutors, students and the Principal.

To begin with, responses were elicited from students on how selected instructional supervision tasks were carried out by tutors. Table 15 presents those responses.

Table 15

How tutors' instructional supervision tasks were carried out

	Degree of Tasks Performance		
The Tasks	Regular	Irregular	Total
	N (%)	N (%)	N (%)
Giving class exercises and assignments	102 (94.4)	6 (5.6)	108 (100)
Marking and scoring of students' exercises and assignments	98 (90.7)	10 (9.3)	108 (100)
Discussing students' work with them	98 (90.7)	10 (9.3)	108 (100)
Receiving teaching effectiveness feedback from students	98 (90.7)	10 (9.3)	108 (100)

Source: Fieldwork, 2009

Table 15 indicates that a little of over 94% of student respondents intimated that tutors regularly gave class exercises and assignments. This state affair is encouraging by all standards and it confirms an earlier response in the observation process which also came out similar score for tutors.

74

In respect of the remaining responses displayed in Table 160, respondents gave positive feedback and good rating for tutors' instructional supervisory functions. Over 90% of the respondents rated teachers as regular. The implication is that teacher trainees had learnt through the processes and they would in turn transfer the concepts learnt to the field. These supervisory functions that the tutors perform consciously are likely to improve the teaching and learning process (Lyons, 1999; Harris, 1986).

Tutor responses on effective instructional Supervision

Responses were elicited from tutor respondents regarding issues that bordered on the individual whose instructional supervision promoted effective teaching and learning, which is the ultimate objective of the College. Table 16 presents the responses given by respondents.

Table 16

Supervision that promoted effective teaching and learning in the College

Responses	Frequency	Percentage
Head of Department	11	30.6
Principal of the College	18	50.0
Tutor	7	19.4
Total	36	100.0

In Table 16, 50.0% of tutors indicated that it was the Principal whose supervision promoted effective teaching and learning in the College. The next person(s) whose supervision was seen as promoting effective teaching and

learning according to the tutors was the HOD. Tutors thought that they were the last people whose supervision enhanced teaching and learning in the college.

Also, Table 16 shows that 19.4% of respondents believed tutors too could influence the teaching-learning process through the supervisory roles. The reason for this state of affair is not far fetched because they work directly with students and that effective teaching and learning can be measured through the output of students both practically and theoretically.

In support of the findings in Table 16, Glanz (2005) indicated that effective supervision should be able to help supervisors and teachers have consensus on methods that can promote learning in the school. Again, Glanz stressed that another aspect of supervision is how it achieves its goals and how it influences students' academic achievements, which is the focus of research question three.

In order to have a balanced view on the impact effective instructional supervision, the interview with Principal solicited her view points on the issue. She indicated that instructional supervision had impacted greatly on tutors and students performance. Additionally, the Principal explained that because supervision in the college had been satisfactory, students' output during the field training and at the end of semester examinations had been encouraging. With tutors, she indicated that there was an assessment plan that constantly recorded tutors' progress on the job, and the results so far were good. Definitely, the Principal has played her part well because as Wiles (1997) stated that "supervisors are expected to provide leadership and competency in developing an organization

and a working environment that makes possible continuous improvement in curriculum, instruction and learning" (p.10).

Suggestions for the improvement of instructional Supervision

Finally, respondents were asked to suggest ways to improve upon the instructional supervision processes in the College. The following suggestions were made:

There should be motivation for internal supervisors,

Education officers should visit the College to supervise the work of tutors and students, for internship to be effective, means of transport must be provided to supervisors,

All teaching and learning materials must be provided in adequate quantities by the educational authorities, Instructional hours must be used effectively, Teachers' attendance sheet must be provided for tutors to sign after each lesson,

Sound teaching and learning environment must be guaranteed at all times,

The Principal must liaise with the Vice Principal in charge of academic to handle the instructional supervisory duties, and

A quality assurance committee must be put in place to evaluate all supervisors work.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter deals with the summary of the study. Also, it takes care of the findings that resulted from data collected for the study. Other components of the chapter are the conclusions drawn from the study; recommendations made from the findings and suggested areas for further research.

Summary

The study was concerned with instructional supervision as it happened in the Agogo Presbyterian College of Education and the schools where interns undertook Off Campus Teaching Practice. In view of this the background to the study established the rationale towards the organisation of instructional supervision in the realm of quality education delivery. In the literature review, efforts were made to capture some of the salient aspect of instructional supervision across the academic world. Specifically, the literature review focused the concept of supervision, the concept of instructional supervision, aims of instructional supervision, qualities and roles of instructional supervisors and the processes involved in supervision of instruction among other related issues.

Chapter three was devoted the methodology that was used to guide the study. This comprised the research design, population for the study, sampling techniques used to select respondents for the study and description of the instruments used for data collection. Other topics that were treated under the

methodology were how the instruments used for data collection were pre-tested, the main data collection and analysis procedures. The succeeding chapter dealt with the presentation and discussion of results were done using descriptive statistical tools such as frequency tables and percentages most of the time, even occasionally, a few results were presented and discussed in prose. Finally, summary of the study are presented in this last chapter which takes care of the summary of findings, conclusions, recommendations and suggested areas for further study.

Summary of Findings

The study was guided by five research questions and based on that data were collected, analysed, presented and discussed. The following are the major findings of the study.

Firstly, results of the study indicated that students believed that tutors had positive perceptions towards effective instructional supervision. This was seen in the manner tutors performed their routine instructional duties such as asking students to prepare lesson notes for micro teaching, inspecting lessons periodically, and supervising students' micro teaching sessions.

Also, it was found that tutors corroborated with the Principal most of the time in the teaching-learning processes.

Internal supervision was undertaken once a week and external supervision took place twice a year. Internal supervision was carried out by the Principal, Heads of Department and Tutors and external supervision was the

responsibility of the officials from the GES, that is, officials from the Municipal Education Directorate.

On the management of instructional supervision it was found that Instructional hours were effectively utilised by the Principal, Tutors and Students, Lesson Plans for normal class teaching, micro teaching and internship teaching conformed to the standards set, Lesson presentation largely met standards as any training college would do, Classroom organisation was good, and Students were regularly and systematically assessed.

Furthermore, research question four elicited responses on the factors that influenced instructional supervisory roles of administrators and tutors. The results showed that the provision of instructional materials, good teaching/learning environment and provision of professional competence influenced instructional supervision.

Lastly, it was found that instructional supervision had been largely effective. However, while tutor indicated that the Principal's supervision impacted students' academic performance, the students rather indicated that tutors' supervision had the direct impact on students' academic performance.

Conclusions

The importance of instructional supervision in the educational delivery process cannot be underestimated. This is because most of the findings of this study are firmly grounded in the concept and practice of instructional supervision as practised in the Colleges of Education in Ghana and across the world.

Recommendations

Based on the results of the study the following recommendations are made for the appropriate remedial measures to be effected by the College authorities.

The study recommends that:

The Principal of the College should give tutors the required motivation for them to give off their best at all times, The Principal, tutors and students must be punctual to school/class to ensure that effective use of instructional time.

The Principal should ensure that all instructional materials are supplied in adequate quantities, External supervision must be held at regular intervals to complement internal supervision

Educational administrators must ensure that tutors get the requisite continuous professional training regularly.

It is hoped that when these recommendations are considered and implemented, instructional supervision and the resultant effect on students' performance at the Agogo Presbyterian College of Education would appreciate.

Suggested Areas for Further Research

It is suggested that the following areas should be considered for further research.

The impact supervision had on the output of teacher trainees of the Out Segment of the In-In-Out Programme of the Initial Teacher Training.

The challenges intern face during the out segment of the initial teacher training

Evaluating the effects external supervision had on teachers' performance in the school.

Assessing the impact of internal supervision on tutors output in the classroom.

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APPENDICES

APPENDIX A

UNIVERSITY OF CAPE COAST

FACULTY OF EDUCATION

INSTITUTE FOR EDUCATIONAL PLANNING AND ADMINISTRATION

Questionnaire for Tutors

Research Topic: The Effectiveness of Instructional Supervision in Agogo Presbyterian College of Education.

Dear respondent, this questionnaire is being administered to collect and collate information on the effectiveness of instructional supervision in Agogo Presbyterian College of Education. You are humbly requested to thoroughly read the items and respond objectively and truthfully to them. Any information provided will be treated as confidential and will be used solely for academic purposes.

Instruction: Please, tick [√] the box that corresponds with your choice of responses concern each or write your response in the space provided.

Academic and professional qualification of respondents:

1. How many years have you been in the teaching field?

    i) 1-5 years   [   ]

    ii) 6-10years   [   ]

    iii) 11-15years   [   ]

    iv) 16years and above   [   ]

2. What is your highest academic qualification?

    i)   Bachelor's Degree   [   ]

    ii)   Master's Degree   [   ]

    iii)   Diploma   [   ]

    iv)   Other, specify:………………………………………………

3. What is your highest professional qualification?

    i) Certificate 'A' Post-Secondary   [   ]

    ii) Specialist/Diploma in Basic Education   [   ]

    iii) Bachelor's Degree in Education   [   ]

    iv) Masters in education   [   ]

Main Research Items

1) Which types of supervision is carried out in your College?

  A. External Supervisions   [   ]

  B. Internal Supervisions   [   ]

  C. Both   [   ]

2) How often do the following supervisors visit the classroom?

Weekly	Fortnightly	Monthly	Quarterly	Yearly

District Director of Education

Heads of Department

Principal of College

3) Whose supervision in your opinion promotes effective teaching?

    A. District Director of Education   [   ]

    B. Heads of Department   [   ]

    C. Principal   [   ]

    D. Students   [   ]

    E. Tutors   [   ]

4) In your opinion whose supervisory role influences effective learning among students?

    A. District Director of Education   [   ]

    B. Heads of departments   [   ]

    C. Principal   [   ]

    D. Students   [   ]

    E. Tutors   [   ]

5) How often is instructional supervision carried on in the college?

	Regular (termly or semester)	Irregular (once yearly or ending of academic year)	Very Regular (weekly or fortnightly)
Internal			
External			

6) How often does the principal supervise tutor's work?

    A. Daily   [ ]

    B. Weekly   [ ]

    C. Fortnightly   [ ]

    D. Monthly   [ ]

    E. Quarterly   [ ]

7) How regular are in-service training courses or workshops on supervision organized for tutors in the College?

    A. Weekly

    B. Fortnightly

    C. Monthly

    D. Quarterly

    E. Yearly

8) How do you rate your Principal in the following:

	Very good	Good	Satisfactory	Not Satisfactory
I) Provision of instructional materials				
Ii) Provision of sound working environment				
iii) Professional competence				

9) How would you rate instructional supervision in your College?

    i. Very Satisfactory   [   ]

   ii. Not Satisfactory   [   ]

10) Please, suggest ways and means of improving instructional supervision in the Agogo College of Education.

    i. ……………………………………………………………………………

   ii. ……………………………………………………………………………

  iii. ……………………………………………………………………………

   iv. ……………………………………………………………………………

UNIVERSITY OF CAPE COAST

FACULTY OF EDUCATION

INSTITUTE FOR EDUCATIONAL PLANNING AND ADMINISTRATION

Questionnaire for Students

Research Topic: The Effectiveness of Instructional Supervision in Agogo Presbyterian College of Education.

Dear respondent, this questionnaire is being administered to collect and collate information on the effectiveness of instructional supervision in Agogo Presbyterian College of Education. You are humbly requested to thoroughly read the items and respond objectively and truthfully to them. Any information provided will be treated as confidential and will be used solely for academic purposes.

Instruction: Please, tick [√] the box that correspondent with your choice of responses concern each or write your response in the space provided.

1. Are you asked to prepare lesson notes for micro teaching?

    Yes   [   ]   No   [   ]

2. Do tutors inspect lesson notes prepared by students?

    Yes   [   ]   No   [   ]

3. Do you agree that student teachers should prepare lesson notes on what they are to teach as part of the micro teaching?

    Yes   [   ]   No   [   ]

4. Have you being practicing teaching peer teaching using you peers?

    Yes   [   ]   No   [   ]

5. Have you observed some of your colleagues teaching at micro teaching

    sessions?   Yes   [   ]   No   [   ]

6. How often do officers come to your College to visit?

    A. Weekly   [   ]

    B. Not at all   [   ]

    C. Monthly   [   ]

    D. Quarterly   [   ]

    E. Once every six months   [   ]

7. How do you rate your principal, tutors and colleagues on the following?

    Punctuality to school and classes.

Very punctual	Punctual	Not punctual	satisfactory

    Principal

    Tutors

    Students

8. Effective Utilization of Instructional hours

Very good	Good	Satisfactory	Not satisfactory

Principal

Tutors

Students

9. How are the following instructional supervision tasks of tutors carried out?

Regular	Irregular	Very Irregular

Task

i. Giving class exercises and assignments

ii. Marking student's work

iii. Discussing student's work with them

iv. Receiving teaching effectiveness feedback from students

10. Please, suggest ways and means of improving instructional supervision in

Agogo College of Education.

    i.   ………………………………………………………………………

    ii.   ………………………………………………………………………

   iii.   ………………………………………………………………………

   iv.   ………………………………………………………………………

APPENDIX C

ITEM	POINTS SCORED					COMMENTS AND SUGGESTIONS
	5	4	3	2	1	
LESSON PLAN						
Objectives clearly stated in measurable and achievable terms						
appropriate R.P.K						
Very well stated core points						
Logically organized T/L activities & adequate exercise						
SUB - TOTAL						
LESSON PRESENTATION						
Effective & relevant introduction linked with R.P.K						
Systematic & sequential presentation & adaptation to level of pupils						
Proper & effective use of language						
Effective use of questions, varying feedback techniques						
Clearly explains task, setting regular monitoring of class						
Adequate content coverage						

SUB - TOTAL					
CLASSROOM ORGANIZATION					
Very good relationship with pupils					
Effective use of time					
Identification of routine & set rules in class					
Active pupils' participation and involvement					
Carefully summarized lesson using varying feedback techniques					
Clearly achieved set objectives					
SUB - TOTAL					
ASSESSING PUPILS' PERFORMANCE					
Provide very clear exercises					
Provide very clear homework ,project etc.					
Regular, properly and neatly marked exercises					
Provides feedback & encourage pupils to do corrections					
SUB - TOTAL					
GRAND TOTAL					

LESSON OBSERVATION CHECKLIST

5 – Excellent

4 – Very Good

3 – Good
2 – Satisfactory

1 – Barely Satisfactory