

UNIVERSITY OF CAPE COAST

IMPROVING THE PERFORMANCE OF TEACHERS THROUGH CLINICAL  
SUPERVISION AT PERRY HAYFORD JUNIOR SECONDARY SCHOOL AT  
TAKORADI

GODFRED AMOAH

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TAKORADI

BY

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Administration, University of Cape Coast in Partial Fulfilment of the  
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## DECLARATION

### **Candidate's Declaration**

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

Candidate's Signature..... Date.....

Name: Godred Amoah

### **Supervisor's Declaration**

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

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

Name: Dr. Yaw .A. Ankomah

## **ABSTRACT**

This study is an effort to improve teacher performance by employing the clinical supervision concept to reverse lackluster teacher performance in the school of study. The purposes of the study were to determine; if the instructional practices of the teachers' changed; if the teachers cultivated the habits of responding positively to supervision and if teacher confidence level rose over the five months study period.

The research methods used to answer questions were both qualitative and quantitative. The qualitative methods utilized were: interviews, pre and post classroom observation and teacher conferences. The quantitative components were the pre and post appraisal of teacher performance and the analysis of the scores. As a situation-solving study an action research was adopted. There was a sample size of 141(35.96%) respondents comprising the headteacher, 10 teachers and 130 pupils, out of the 381 pupils in the school. The results indicated some changes in teacher instructional practices/techniques, significant improvement in teacher willingness to instructional supervision and staff collaboration, and maximum use of instructional time.

The study also made the following recommendations. Improving in-service training with much emphasis on content and methodology, and establishing a working environment characterized by collegueship, trust and professional discourse in schools. It has also recommended the introduction of clinical supervision in the teacher training programmes as well as the introduction of teacher appraisal by pupils. For further research, the study recommended for a study into how reflective practice can enhance teacher-self critique and improvement.

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## **DEDICATION**

This dissertation is dedicated to my mother Sarah Aryeepah who drudged and slaved to support my education to this level.

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## **CHAPTER ONE**

### **INTRODUCTION**

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

In this era of science and technological advancement, the concept and importance of education cannot be overemphasized. It is for this recognition that various attempts have been made by succeeding governments to repackage educational policy to meet the challenges and demands of the changing world. This change evolves through the efforts of individual's education. It is evident that, the change emanating from the individual is not automatic but imparted and acquired from an interaction with a teacher or instructor. It is therefore worthwhile for the development of the teacher to be as crucial as it forms the basis for the development of the child.

The acquisition of education, which equips the recipient with knowledge, attitude and skills should be used for the building of the society and human development. To impart skills necessary and sufficient to make the citizens participate fully in the social and political development of the country, the Government of Ghana has in its national framework for socio-economic development made education the pivot of its development plan, (MOE, 1996, FCUBE, Draft Document p.1). The teacher's role therefore constitutes the focal point in ensuring quality education to meet the needs. Making this laudable objective a reality, certain mechanisms must be instituted to provide quality

education for all. The provision of resources, physical, human and curricula to some large extent, testify to the realization of quality education. Physical infrastructure such as classroom buildings, laboratories and workshops are being provided all over the country. Some headteachers in the rural communities are provided with bungalows while some teachers are supplied with bicycles.

In the case of human resource, a large number of trained teachers are absorbed into the teaching service to impart knowledge to pupils necessary for national transformation and development. Currently there is an on-going programme to train pupil teachers for diploma certificate in an attempt to stock the classrooms with qualified and professional teachers; this is because the role of the teacher in this direction is an imperative input in the achievement of the desired objective. Curricular, which represents man's ideas and experiences, attitudes and aspirations are being developed with the changing trends in education to guide the teacher in the discharge of his duties. The supply of these resources would not achieve much if effective supervision is not put in place to guide or monitor teachers to do the right thing as well as offering an opportunity for them to keep abreast with modern development and changes.

Instructional Supervision is therefore an important tool in the educational institution, especially at the basic level where significant transformation of the individual occurs. Swearingen (1962) states that, supervision is a consciously planned programme for the improvement and consolidation of instruction. To him, school supervision does not simply refer to the specific occasion when the whole school is examined and evaluated as a place of learning but the constant and

continuous process of guidance based on frequent visits which focus attention in one or more specific aspects of the school and its organization.

Instructional Supervision can then be explained as the process of helping a teacher to improve his/her standard of teaching in a learning situation. Supervision plays a significant role in selecting materials of curricula content to facilitate teaching and learning and in assessing the whole educational process. In the light of this, the then Ministry of Education put in place certain measures to strengthen the monitoring and supervision of instruction to improve education at the basic level. There is the concept of Whole School Development Programme that provides guidance to headteachers and teachers in basic schools to bring about positive changes in the classroom to benefit the children.

The government in collaboration with other educational stakeholders periodically provides in-service training courses and workshops for circuit supervisors and headteachers to enhance their supervisory roles in schools. The government of Ghana in an attempt to facilitate efficiency and effectiveness has provided motorbike to some supervisors. Their major task is to offer professional guidance and advice to teachers and to ensure that educational policies and practices conform to policies and regulations approved by the Government through the Ministry of Education, Science and Sports and Ghana Education Service.

The effectiveness of a supervisor to some appreciable degree is a guarantee to the performance of the classroom teacher. The import of this statement suggests that the teacher will utilize instructional or contact hours

effectively, prepare his lesson plan, using the recommended textbooks and curricula if supervision is effective. The supervisor, based on his professional competence can also enhance the teaching skills and methods of teachers under his supervision. The achievement of this purpose calls for skills and effectiveness of the supervisor in concert with the teacher. In other words, the supervisor is expected to possess certain qualities or knowledge before he can perform the related activities of supervision.

Neagley and Evans (1970) identified some of the functions to be performed by the supervisors, which include the following:

1. It is the duty of the supervisor to arrange for in-service education to cover activities that will promote growth of instructional staff members to make them more efficient and effective.
2. The supervisor visits schools and classrooms, giving demonstration lessons and exchanging ideas with teachers and pupils.
3. The supervisor develops curriculum, that is, designs or redesigns that which is to be taught, by whom, when, where and in what pattern.
4. He performs staffing activity. He has to select and assign the appropriate instructional staff member to appropriate activities in the organization.

Supervision in the education service in Ghana is of two main types, namely, Internal and External Supervision. Internal supervision is the type of supervision that takes place within the school itself. This is usually done by the headteachers on teachers and pupils. External Supervision on the other hand is the supervision by officers from the education offices, be it district, regional or

national. This supervision takes the form of intensive visits, brief and follow-up visits.

From the foregoing elaborations, it is evident that there is a link between supervision and effective learning. Supervision brings about high teacher performance and foster good rapport between the supervisor and supervisee if the rudiments of supervision are adhered to. In this regard, the ineffectiveness of a teacher could be blamed on the premise of an inadequate instructional supervision.

### **Statement of the Problem**

At a time when the Government of Ghana, with assistance from other stakeholders of education is putting in efforts to improve the quality of education by providing the relevant infrastructure and financial commitment, there seem to be a laxity of supervision on the teaching and learning process in Perry Hayford Junior Secondary School (JSS), Takoradi. The performance of pupils has not been the best considering the calibre and quality of teachers and the structures of the school.

This gives clear evidence, that if instructional supervision should be done properly the performance of the teacher will improve and this will reflect in the pupils' output. Supervision can be a tool for promoting desirable results as far as good teaching and learning are concerned. It follows that where there is effective supervision of instructions in schools, pupils' performance is expected to be good and there will be improvement in the quality of teaching/learning.



Teachers have pushed the blame on the students, citing laziness, truancy, low English language proficiency and a culture of wholesale promotion of pupils' regardless of previous performance, as a disincentive. The parents on the other hand contend that the fate of their children was due to teacher absenteeism, ineffective lesson delivery as a result of teacher ill-preparation and inefficient use of instructional time. In the face of these allegations, there seems to be the absence of effective supervisory practice in the school, which can be used to set the records straight. The researcher seeks to use Clinical Supervision as a means to improve teacher performance in the school.

### **Purpose of the Study**

The purpose of this study was to use the medium of Clinical Supervision to help teachers in Perry Hayford Junior Secondary School maximize their instructional time or contact hours. The significance of time in instruction cannot be over emphasized and it is worthwhile to enable teachers realize the effect of their misuse of instructional time on their performance.

Secondly, it purports to change the present state of instructional supervision in the school in order to enable teachers cultivate the habit of responding positively to instructional supervision as a means of professional development and capacity building exercise. In addition, it will build teacher confidence through improved professional competence. The designed interventions possess the variables that seek to improve teachers' lesson preparation, lesson delivery, questioning techniques among others.

## **Research Questions**

The following research questions were found to be worthwhile to the study.

1. What is the current state of teachers' use of instructional time in the school?
2. To what extent has the lack of instructional supervision affected teacher performance?
3. How effective is pupils' appraisal of teachers
4. How can instructional observation and conferencing (clinical supervision) improve teacher performance?
5. To what extent does in-service training help teachers?

## **Significance of the Study**

The significance of the study lies in the fact that, heads of basic schools and Circuit Supervisors will be encouraged to use Clinical Supervision as a tool for teacher improvement, appraisal and reward. This means they will be given the necessary supervision techniques that were used for the research.

It is a known fact, that teachers have bad perception about supervision in the basic schools in Ghana and often show resistance to supervision, but the study will cause behavioural change in teachers to exhibit a good disposition towards instructional supervision due to its inherent advantages. The study will be added to the exiting stock of knowledge and literature which can be tapped for rectifying problems of similar schools.

### **Delimitation**

The study was geared towards the teachers of Perry Hayford Junior Secondary School at Takoradi. The study focused primarily on the supervision of teachers' performance by employing the concept of 'clinical supervision'.

### **Limitations**

Considering the weaknesses of the research design and the smallness of the sample size, it is believed that the generalization of the findings may not have a desired effect on larger population.

Another limitation of this study is that the researcher was involved in the study as a member of staff that carried out the clinical supervision in the school. Although his desire for the study to be successful could bias his interpretation of the data, a desire to discover information that would lead to improving future teacher performance mostly negated the influence of researcher bias.

### **Definition of Terms**

The following terms are defined as applied in the context of the research.

Clinical Supervision: A type of supervision which involves a face-to-face interaction (conference) between the supervisor and the supervisee (teacher) in the analysis of the teaching behaviours and activities for instructional improvement. It primarily consists of three stages; pre-observation conference, observation and post-observation conference.

Instructional Supervision: This refers to the supervision of the teaching-learning process.

Circuit Supervisor: A school supervisor, who has been appointed by the district

education directorate to supervisor basic schools in delineated circuits.

Teacher Conference: This is a meeting between the supervisor and the supervisee for a discussion on a lesson.

Supervisee: The classroom teacher, who is to be supervised by the headteacher or the circuit supervisor.

In-service Training (INSET): This is a periodic training programme given to teachers to update their knowledge, skills and to improve on their professional competence.

Lesson Plan: This is a prepared lesson layout indicating the logical presentation of the lesson. It directs the teacher's thought in the course of the presentation.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

This chapter is designed to acquaint the reader with existing literature on supervision and how the clinical supervision approach can be used to improve teacher performance in the classroom. The review is broken down into the following sub-headings.

The Concept of Supervision

Theories of Supervision

Types of Supervision

Supervisee Resistance

Role of Motivation in Supervision

Characteristics of Modern Supervision

The History of Supervision in Ghana

Roles and Responsibilities of a Supervisor

Personal Qualities of a Supervisor

Developing a Collaborative Supervisor-Supervisee Relationship

Practical Problems in Instructional Supervision

Qualification of a Supervisor

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

Supervision from various shades of thought seems to suggest that, it is a service offered with the aim of improving all factors that go into ensuring growth and development in the teaching and learning process. According to Burton and

Bruckner (1955), supervision is an expert technical service basically targeted at studying and improving co-operatively all factors that affect child growth and development. In their view the modern supervision encompasses the following:

1. It directs attention towards the fundamentals of education and orients learning and its improvements within the general aim of education.
2. The aim of supervision is the improvement of the total teaching/learning process, the total setting for learning, rather than the narrow and limited aim of improving teachers in service.
3. The focus is on the setting for learning, not on a person or group of persons. All persons are co-workers aiming at the improvement of a situation; one group is not superior to another, operating to “improve” the inferior group.
4. The teacher is removed from his embarrassing position as the focus of attention and the weak link in the educational process. He assumes his rightful position as co-operating member of a group concerned with the improvement of learning.

In the view of Mackenzie (1983) supervision is the function in schools that draws together the discrete elements of instructional effectiveness into whole school action. To him research shows that those schools that link their instruction, classroom management and discipline with staff development, direct assistance to teachers, curriculum development and action research under a common purpose achieve their objectives.

Two writers, Neagley and Evans (1970) on their part view supervision as “positive democratic action aimed at the improvement of the classroom instruction through the continual growth of all concerned – the child, the teacher, the supervisor, the administrator and the parent or other interested persons” (p.2).

According to Musaazi (1985) supervision of instruction is purported to improve teaching and learning process in school. For this reason, the supervisor must take the initiative in providing a pleasant stimulating and conducive environment in which teachers will want to work and in which they will feel secure. It is his or her responsibility to ensure that teachers have opportunities to share ideas and to work together effectively as a team in order to achieve the goals of the school. Thus, an inspector of schools, is responsible for working with others to increase the effectiveness of a school’s teaching and learning process.

Supervision should focus upon the improvement of instructional goals, with the wider realisation of human dynamic for learning and for co-operative efforts and with the nurturing of a creative approach to the problems of teaching and learning. Swearingen (1962), views supervision as a consciously planned programme for the improvement and consolidation of instruction. She further explains that supervision does not simply refer to that specific occasion when the whole school is examined and evaluated as a place of learning, but it also means the constant and continuous process of guidance based on frequent visits with a focus on one or more aspects of the school and its organization progress or initiative. It must be borne in mind that whatever form of supervision that is

carried out, it must be done in order to test the effectiveness of the teaching as well as that of the teacher in achieving the objectives of education in schools.

Harris (1975) believes that supervision is related directly to helping teachers with instruction but only indirectly to instructing students. "Supervision is not the act of instructing students-that is teaching but rather, the actions that enable teachers to improve instruction for students" (Glickman, Gordon & Ross-Gordon 1975, p.7).

From the foregoing, it is evident that the scope of supervision is wide encompassing all the factors that influence learning and teaching of pupils in schools. Therefore, it is imperative that after the necessary human and material resources have been provided, adequate supervision should take place to ensure the realisation of schools objectives. The capacity of the supervisor should be developed to the extent of knowing his role as a collaborator for improvement rather than a super ordinate change agent.

### **Theories of Supervision**

According to Campbell, Bridges & Nystrand (1977), scientific management supervision arises from the thinking and work of Frederick Taylor and his disciples in the early 1900s. Taylor analyzed the loading of pig iron onto railroad cars in Bethlehem Pennsylvania steel plant. His techniques were scientific. They were based on careful observation and task analysis. Once the only best way of doing something was established, he instructed workers to do exactly as they were told.



The Scientific Management recipe is to identify the best way, develop a work system based on 'scientifically validated' method of doing the job, based on research communicate expectations to workers, train workers in the system, monitor and evaluate to ensure compliance.

Scientific Management represents an autocratic concept of supervision in which workers are seen as appendages of management and as such employed to carry out specified duties according to the desires of management. In the school situation Scientific Management Supervision is applied when teachers are viewed as implementers of highly refined curriculum and teaching systems and where supervision is practiced to ensure that they are carefully following approved guidelines and teaching protocols. Control, accountability and efficiency are emphasized by this theory in a clear-cut manager-subordinate relationship.

Though small traces of this brand of supervision are found in schools, the traditional scientific management is not currently much favoured. Its basic premise and precepts are still thought to be attractive by many administrators, supervisors and policy makers.

### **Human Relations Supervisory Theory**

Human relations started in the 1930s. Elton Mayo, a social philosopher and Harvard professor is important in the development of this theory. He believed workers productivity could be increased by meeting their social needs at work, providing them with the opportunities to interact with one another, treating them nicely and involving them in decision making. Human relations supervision

was a successful challenger to traditional scientific management (Campbell, Bridges & Nystrand 1977).

Applied to schooling, teachers were seen as whole persons in their own right instead of becoming packages of needed energy, skills and aptitudes to be used by administrator and supervisors. Supervisors need to create a feeling of satisfaction among teachers, showing interest in them as human beings. The theory assumes that a satisfied staff would work harder and would be easier to work with to lead and control. Teachers are to feel that they are useful and important to the school. Personal feelings and comfortable relationships are the watchwords of human relations.

### **Human Resource Supervision Theory**

Human resource represents a higher regard for human need, potential and satisfaction. This theory is the brainchild of Douglas McGregor, Chris Argyris and others. Douglas McGregor's Theory Y is based on optimistic assumptions of humans and their nature, providing a more powerful basis for motivating workers. The theory looks at nature of relationships, based on creating an environment that will provide opportunities for greater exercise of initiative, ingenuity and self-direction in achieving them (McGregor, 1960).

Basically, Theory Y builds identification and commitment to worthwhile objectives in the work, mutual respect and trust. School conditions created by human resources management result in a better life for teachers, and a more productive schooling. Instead of focusing on creating happy teachers as a means to gain productive co-operation, the new supervision emphasis is on creating the

conditions of successful work as a means of increasing one's satisfaction and self-esteem.

In conclusion, each of the above theoretical models appears quite simple but none is exclusively adequate. This implies that successful supervision is shaped or determined by circumstances and situations faced by the supervisor and so different models may be appropriate at different times.

### **Types of Supervision**

There are two main types of supervision-external and internal this is supported by Neagley and Evans (1970) and explain that internal supervision refers to supervision within institutions by the heads, while external supervision deals with supervision from the local, district, regional or national offices.

Musaazi (1985) contends that internal supervision is a situation where the head is to ensure the improvements and making of the instructional process effective. External supervision is concerned with a situation where officers from the educational directorate other than the school visit schools to ascertain the progress of activities in the school. It is usually carried out to complement the role of the school head. It is expected that since the teacher is preoccupied with classroom activities and teaching, the external supervisor would enrich the teacher with fresh ideas through the supervision. In Ghana, external supervision is widely carried out but limited to basic schools. There are other forms of supervision, which include laissez-faire, full, routine and informal supervision, peer and clinical supervision. In view of the research topic, the clinical supervision is discussed in detail.

## **Clinical Supervision**

The development of the clinical supervision has generated considerable interest in the supervision of instruction. Clinical Supervision has been defined by Goldhammer et al (1980) as that phase of instructional supervision where the “supervisor actually observes the teacher in the classroom, collects data on the observation, and uses the data for analysis following the observation”(p.59). The concept of clinical supervision is fundamentally premised on the proposition that the relationship between the teacher and supervisor is mutual and that the two work together as colleagues rather than in a supervisor-subordinate relationship.

According to Acheson and Gall (1977), the model consists of stages or phases including:

1. Establishing the supervisor-teacher relationship
2. Agreeing on the focus of the observation
3. Observing instruction
4. Analyzing the data
5. Discussing the data’s meaning and implication for the teacher’s behaviour and planning for long term development and future observations. In clinical supervision settings, lots of studies attest that changes in the teacher’s classroom behaviour occur, evidence in teacher growth, self-confidence and self-direction. As a result, clinical supervision has been established by Goldhammer, Anderson & Krajewski 1980.

It has been emphasized that the supervisor does not make decisions regarding classroom teacher behaviour but instead, facilitates the making of

decisions by the teacher. It follows that the role of the supervisor is not to tell the teacher how to teach but to help the teacher accomplish whatever goals have been established. It is probable that as a result of interaction between the supervisor and the teacher, modification of goals may occur, but this must be a decision made by the teacher but not by the supervisor. Remember that decisions made by others seldom have lasting influence.

With the above rationale in mind, the supervisory cycle must logically begin with establishment of objectives. Generally, a supervisor spends some time prior to an observation period with the teacher and either helps in the formation of objectives or identifies those objectives already developed by the teacher. This is what is referred to as conference, and defined by Olivia, P.F (1993) as “...an atmosphere, structure and length that can arouse a teacher’s negative feelings” (p.485). The conference is then followed by an observation period in which the supervisor collects information or data to share with the teacher. The final stage of the cycle occurs when the supervisor discusses the observation with the teacher, provides and helps organize data collected, and assists the teacher in making decisions about future teaching behaviours. In this simple form the cycle has been described by Bellon & Bellon (1982) cited in Olivia (1993) as follows:

1. Pre-Observation Conference
2. Observation
3. Post-Observation Conference.

An attempt has been made here to discuss each point in detail.

### **Pre-Observation Conference Stage**

The importance of supervision is for the supervisor to assist the class teacher in diverse ways in accomplishing those things that the teacher has as his objectives. This stage is a “face-to-face talk between teacher and supervisor prior to the supervisor’s visit to the teacher’s classroom” (Olivia, P.F. 1993, p. 484). The purpose of this stage is to settle on necessary preliminaries. The supervisor and teacher should decide together what class the supervisor will visit and when. Thus, the supervisor’s schedule is set in advance. Specific strategies the teacher will use are identified for the students and discussed, lesson plans are examined, and the teacher may take this opportunity to clarify questions, discuss specific issues about the lesson content or modification for particular special students in the class (Stroot, S., et al 1998).

Inexperienced or new teachers feel threatened when they are observed by adult as they teach. This is true especially as most people tend to perceive the role of the supervisor as that of a traditional type, whose agenda is to find defect with teacher and tell them what they (supervisors) think can correct the defect, rather than correcting the defect collaboratively. The essence of this stage is to establish rapport between the supervisor and supervisee and this develops a relaxed feeling in the supervisee. It also affords the supervisor the opportunity to be briefed generally on the composition of the learners and discuss problems he (teacher) is encountering with learners. In addition, it gives the teacher an opportunity to help plan the observation activity. The teacher should be asked to identify areas of particular concern and types of information that would be of

special value. The teacher needs to feel a part of the supervision cycle and not the object of it. Through planning, trust is generated; tension is reduced and becomes an integral part of the supervision process.

**Planning for the Observation:** Following the pre-observation conference and the co-operative planning efforts of the teacher and supervisor, the supervisor needs to review the results of the pre-conference and make decisions regarding the conduct of the observation period. According to Acheson and Gall (1992), they should decide on what kinds of observation data might be worth collecting and arrange a mutually convenient time for the supervisor to visit the classroom. There is also the need to clarify the instructional context in which data will be recorded. Are the goals of the lesson clearly stated in terms of learner outcomes? How much time should be allowed? What kind of teaching problems might be evident? The supervisor must develop objectives and a strategy for the observation just as the teacher must for the presentation of a lesson. To be most effective, the supervisor needs to have a purpose, a definite reason for wanting to gather information about a particular instructional activity.

#### **b) The Observation Stage**

The observation stage is where the supervisor sits in the class of the teacher and observes him/her teach. In the words of Olivia (1993) “observation is the stage of the cycle of clinical supervision during which data are collected” (p.486). The major role of the supervisor at this stage is to make an accurate record of instruction proceedings objectively and comprehensively. Data may be taken on the following: the lesson plan, logical development of content,

proper use of teaching/learning materials, notes events as they occur: example, pupil behaviour, class control, mastery of the subject, teacher / pupil relationship, student response, questioning skills and quality of pupil's work.

Data collected on the activities above serve as a feedback for discussion during post-observation conference whose main objective is for teacher improvement. Stroot, et al (1998) have emphasized that whichever method chosen to collect data must be as objective as possible. Goldhammer, et al (1980) emphasize that at this stage supervisor should not intervene in the teaching in any manner during observation. Supervisor should only intervene by prior agreement with the teacher and in physical emergencies.

**Planning for the Post-observation Conference:** The supervisor reviews his notes or data collected during the observation and analyzes it accordingly. What are the most apparent patterns of behaviour of the teacher and pupil? How does the data relate to the teacher's targets/objectives? Which feedback has been generated from the data that can be used by both the teacher and supervisor to make effective decisions that will result in improvement of teaching? How did the teacher handle an incidental issue during the teaching? How did the teacher handle gender issue in the class?

Olivia (1993) adverts to the fact that, the supervisor must have in mind that the data collected is what is to be analyzed, not his/her experiences, biases and feelings. The supervisor must endeavour to keep the conference from being a threatening situation to the teacher. Supervisors are generally selected on the basis of experience and demonstrated skill of teaching and it is expected that



their understanding and ability will serve to help others attain a similar degree of efficiency. What is to be avoided is the tendency to tell others how to do it. Therefore, the subject of the conference is the teaching observed by the supervisor, not the teacher. The supervisor should perform one of his roles as a facilitator at this stage for the self-improvement of the teacher.

### **The Post-observation Conference Stage**

The post-observation conference involves this reviewing of data collected during the observation with the supervisee. It is a learning situation. Decisions are made based upon the data gathered and corresponding change in behaviour is expected. The major purpose of this stage according to Olivia (1993) is to give feedback to the teacher's performance. With this in mind, it is important to examine briefly some factors that promote a successful teacher-supervisor conference.

1. **Time:** The time for the conference should be adequate for a thorough discussion of events and follow after observation. However, in agreement with some experts Olivia (1993) suggests that a short period of time should elapse after observation. This allows the supervisor time to organize and analyze data and to prepare for the ensuing conference. Early discussion will remove anxiety on the part of supervisee, and facts, notes and data collected can be related to the classroom observation which might be fresh on the minds of both supervisor and supervisee.
2. **Technical and Personal Skills:** The supervisor should know how to give helpful, and sometimes negative feedback without injury to the teacher's

ego or arousing defensive behaviour (Olivia, 1993). It is obvious that, the observation may not yield a perfect feedback but the ability to discuss the weaknesses of the teacher and desire to accept and improve on it next time, is a skill that needs to be possessed by the supervisor.

3. **Physical facilities:** it is incumbent on the supervisor to determine that climate he or she believes it is conducive for conference. Preferably, this should be where only the two-- supervisor and supervisee can have their discussion. In our rural setting it can take place under a tree, a stroll around the school premises or in the headteacher's office.

4. **A trust relationship will promote learning:** A teacher is very often uncomfortable about working with a supervisor, especially if the supervisor is perceived as one who will make value judgments regarding the teacher as an individual. This discomfort will very likely be carried over to the conference setting. In the view of Acheson and Gall (1992), the teacher should have the confidence that the supervisor has his/her (teacher's) interest at heart and that the supervisor will not use the data that emerged during supervision against him/her. Once this trust has been established at the outset, it is certain that the teacher will be open to discussion. The practice where post-observation turns out to be a one-way communication session characterized by open criticism as information on teacher performance is given should be avoided.

5. **Involvement is necessary for motivation and learning.** There is a high degree of permanence of learning, when people are actively involved. The

supervisee should be given the chance to offer suggestions to improve on his areas for development as he recognizes his strengths and works towards sustaining it- a period of personal treatment.

6. **Location:** the location for the post-observation conference should not be too formal as this relieves tension and enables the teacher to open up to issues being discussed. In our rural setting it can be held under a tree on the school compound or while strolling around the school compound.

### **Supervisee Resistance**

The goal to help supervisee develop into an effective teacher may appear simple, but it can be anxiety-provoking experience. The type and style of supervision as practiced in Ghana as traced in the history of supervision causes supervisee to respond in a variety of ways, with some of the responses being defensive. “It is these defensive behaviours which serve the purpose of reducing anxiety that are referred to as resistance” (Bradley & Gould, 1994, p.1).

It should be noted that resistance can be disturbing and annoying, but the supervisor must keep in mind that resistance is not synonymous with “bad person” or “bad behaviour”. It occurs because of the dynamics of the supervision process and, it can be alternative response to supervision. In the face of this, it is the role of the supervisor to employ all the available skills and competencies to reduce or eliminate resistance.

**Why Supervisee Resistance:** supervisee resistance consists of verbal and non-verbal behaviours, it is the supervisee’s outward response to changes in the supervision process. The primary goal of resistance behaviour as observed by

Liddle (1986) is self-protection in which the supervisee guards against some perceived threat. One common threat is fear of inadequacy: although supervisees want to succeed, there is a prevalent concern of not “measuring up” to the supervisors standards. Other supervisee resistance occurs because supervision is required. Supervisee may not accept the legitimacy of supervision because they perceive their skills to be equal, if not superior, to their supervisor’s. Supervisee resistance may be a reaction to loss of control and can evolve into a power struggle between supervisor and supervisee.

Supervisees may fear and be threatened by change, and consequently, respond with defensive behaviours. The evaluative aspect of supervision can provoke anxiety because a negative evaluation by a supervisor may result in dismissal and/or failure to receive necessary recommendations. Supervisee resistance may also result from a mere vetting of lesson plan in red ink. A continuous correction or recommendation for a modified teaching method sometimes is seen as an attempt to single out or expose a supervisee’s shortcoming and inadequacy and the best option to the supervisee is to resist.

**Techniques for managing supervisee resistance:** the prevalence of resistance in supervision is a common occurrence and preventing these occurrences is not simple. Two major factors influence methods used for counteracting resistance. First, the supervisor-supervisee relationship is vital. A positive supervisory relationship characterized by empathy, collegiality, understanding, rapport, respect, trust is essential for counteracting resistance. The second factor in counteracting resist is the way supervision in our schools is

perceived by the teachers. It behoves on the supervisor to employ all the supervisory techniques available to change the face of supervision within his/her area of supervision. This may be a recipe for supervisees to adopting a positive attitude towards instructional supervision and reduce resistance.

Viewing resistance as a perceived threat, Liddle (1986) advocated that the conflict be openly discussed. She noted that the focus should be on identifying the source of anxiety (or threat). Next, the focus should be on brainstorming to locate appropriate coping strategies for dealing with the conflict. It is also more effective to share the awareness of traces of resistance with the supervisee and focus on the disadvantages inherent in resistance rather than on the dynamics of the supervisee's behaviour. A collaborative strategy aimed at reducing or preventing resistance is a worthy technique.

Audio taping supervision sessions are helpful for managing resistance. It limits controversies and brings back unnoticed behaviour or lapses during supervision. Revealing the import of instructional supervision to the supervisee, as not an exercise to find fault but rather to enhance teacher professional efficiency is an essential technique. Masters (1992) suggested positive reframing for reducing resistance. Positive reframing includes: empowering the supervisee, increasing the supervisee's self-esteem and modelling effective methods of coping with thought, feeling and behaviours.

Regardless of purpose, resistance in supervision is a common phenomenon and will be encountered irrespective of the supervisor's skill level. The supervisor who is convinced that he or she can proceed through the journey of supervision

without encountering any resistance is setting an unachievable supervision objective. Although usually annoying, supervisee resistance should not be perceived as a negative encounter or maladaptive behaviour. A supervisor who is knowledgeable about the dynamics behind supervisee resistance can redirect the resistance to create a corrective or curative supervision environment.

### **The Role of Motivation in Supervision**

It is natural for people to work with much effort if they are motivated. Motivation is a general term used to describe the conditions or factors, which activate and direct behaviour towards particular goals. School heads need to know how to motivate their staff. They need to get results through people or get the best out of people.

#### **Principles of Motivation**

**Good Communication:** If the staff is informed about the objectives and the results achieved, they are inclined to co-operate more and feel that they are part (members) of the group. The opposite is also true, if staff do not know what they are supposed to be achieving, they will show little motivation. Staff should not only be informed about results, but also about changes and progress (Ozigi, 1997).

**Management Factors:** Chung (1988) is of the view that, the quality of management affects behaviour, attitudes and efforts. Positive interpersonal relationship is regarded as strengthening motivation. In this respect, communication is of great importance. Teachers like to know and should know what is expected of them and how their tasks form part of a total management

plan.

**Personal Needs:** The needs of every person should be taken into consideration, such as the need for recognition, the need to achieve, the need to be a valued person in the community, the need for self-respect and for friendship. If a teacher occupies a temporary post, there is the need for work security. Merit, rewards and promotion can give the necessary recognition of teachers' achievements. Non-recognition of achievements has a demotivating effect on teachers and can lead to high staff turnover. A sense of responsibility should be cultivated as well as pride in the quality of work done.

**Motivation and the School Head:** We tend to underestimate the needs of other people in areas such as recognition, responsibility, job interest and personal growth. Involving others in decisions, which affect them, is one way of meeting all or most of these needs. We should try to suit our management behaviour to both the personalities and the needs of the situation. Our automatic behavioural reaction may not be the right one, think about the alternatives. Despite every effort, there will remain individuals who have no wish to be "motivated" and who view with suspicion and any attempts to increase their responsibilities, job interest or involvement. Such attitudes are typical.

### **Characteristics of Modern Supervision**

To realize the full potential of individuals to eventuate into the most effective learning experience, modern supervision should possess some characteristics. Neagley and Evans (1970) outlined the following characteristics:

1. Modern supervision is democratic in the most enlightened sense. Democracy does not mean laissez-faire with each staff member proceeding as he pleases but rather the term implies a dynamic understanding leadership role. Real affirmative guidance is continually needed to focus attention on the improvement of instruction and should actively involve all concerned persons. The democracy in supervision means active, co-operative, involvement of all staff members in aspects of the instructional programme which concern them under the leadership of a well informed, capable and discerning administrator or supervisor who believes in the primacy of positive human relationship.
2. The establishment and maintenance of satisfying human relations among all staff members is primary. Ultimate worth of each individual must be basic in the philosophy of a school system and its administrators. Any supervisory programme will succeed only to the extent that each person involved is considered as human being with a unique contribution to make in the educative process. Relationship among all personnel must be friendly, open and informal to a great extent. Mutual trust and respect are essential and the person in the supervisory role must set the tone. A group's productiveness is affected by the quality of its human relation and the supervisor must work constantly for the improvement of group cohesiveness.
3. A healthy rapport should exist among staff members in a give and take atmosphere. Ideally no personality including the administrator or



supervisor dominates the group but the considered judgment of all felt to be valuable, a time the leader may have to exercise his rightful veto power or cast the deciding vote. However, most decisions should be made by consensus after thorough research and adequate discussion in the area under study.

4. Modern supervision is comprehensive in scope; it embraces the total school programme. The curriculum is or should be a developing ongoing process.

Furthermore, supervision is directed at improving all factors involved in student learning, gone are the days of attempting to improve the teacher without regard to the totality of the teaching-learning situation in the school. In summary, modern day supervision brings together the teacher and supervisor to improve upon the teaching and learning process in a democratic way involving all parties concerned – teachers, pupils, headteachers and administrators. Supervision is now action oriented.

### **The History of Supervision in Ghana**

In Ghana, supervision of instruction in schools started in the early part of the 15<sup>th</sup> century with the inception of the Castle schools at Elmina and Christiansburg. Teaching and supervision in such schools was the responsibility of the clergy, catechist, church leaders and chaplains. Supervision took the form of super ordinate and subordinate relationship when the administration of the castle schools improved and supervision was transferred to full time school officials.

These supervisors were indeed a terror to head teachers alike as their mode of techniques and procedures were crude and highly subjective and contributed little to instructional improvement. Their unprofessional approach to supervision was due to lack of training which has left a legacy of terror, fear and intimidation as associated with instructional supervision.

McWilliams and Kwamena Poh (1975) indicate that in 1857, the colonial chaplain, Rev. C.S. Hassells was appointed superintendent and inspector of schools. He was instructed to train and recruit good and efficient teachers who were later sent to open schools in Eastern, Western, Wassaw and Akyem.

According to Antwi (1992) the first systematic effort by the colonial administration to regulate education in Ghana took place in 1882, when Governor Row became Governor of the Gold Coast (now Ghana). He enacted and passed the 1882 Educational Ordinance Act patterned on the English Education Act of 1870. The Ordinance established a board of Education and provided for the formation of local board of Education, which never got off the ground. Under the Ordinance, the curriculum was enlarged to include other subject areas such as History, Geography and Vocational subjects. The ordinance also sought to promote the advancement of Education in the British Colonies of Ghana, Nigeria, Sierra Leone and the Gambia. Among the provisions in the Ordinance was the payment of government grants to assisted government and mission schools on the basis of enrolment. To enforce this provision, a centralized general school board was set up in Ghana with a mandate to establish local boards in other colonies. The Education Act of 1882 provided for the appointment of an inspector of

schools to supervise the work of the schools, to ensure that managers of schools observed the conditions for the award of grant and report to the Board of Education.

However, for lack of personnel, Rev. Metcalfe Sunter, a former Principal of Fourah Bay College was appointed the first inspector of schools under the general board, in the British Colonies. As a supervisor, he criticized the method of teaching in the schools and reported in 1884 that the English Language was the only civilized and useful medium of instruction for the schools. Thus, a high premium was placed on English Language at the expense of local languages during the colonial period. Sunter was ineffective due to the vast area of coverage of work he had to work on, so he described the Ordinance as unworkable and ridiculously complicated.

Supervision placed emphasis on pupils' enrolment and attendance to school. Supervision was to a greater extent limited to Cape Coast schools due to the poor nature of roads. Upon the report and recommendations made by Sunter, amendments were made on the educational ordinance.

In 1887, governor Griffiths passed the 1887 Educational Ordinance for Ghana alone, which abolished the payment of grants on the basis of enrolment and rather tied it to pupils' academic performance. This gave birth to the payment by results, which was to maximize government involvement and expenditure in education. By this measure the amount of grants paid by the government to a school depended on the number of pupils who passed in each subject at an annual examination conducted by the inspector of schools. These payments were

calculated on a slide scale based on attendance. For example, under the rules, a grant per pupil per year was paid for each pass in Arithmetic, Reading and Writing.

Grant varying from 6 dollars to 25 per pupil based on average attendance was paid in each of the subject on the result of the inspector's examination. This had a number of bad results. First, it encouraged "by heart" or rote learning since in brief exams there was no time to see if the answers or the readings were understood. Secondly, it induced or tempted managers to introduce many subjects into the timetable in order to earn more money. Thirdly, it made the teachers and the inspectors enemies instead of collaborators in the same field. This was unfair to the teachers as it implied that failure was automatically the fault of the school and thus caused a reduction in the teachers' salary.

In 1908, John Roger who was appointed Governor of the Gold Coast, quickly set up a committee to make recommendations for the advancement of education in Ghana. Among the recommendations were the termination of the payment by results and the introduction of payment by general efficiency of schools. To enforce and maintain the implementation of this provision, the concept of school boards were withheld and some inspected schools to ascertain their general efficiency in classroom illustration, pupil and teacher attendance to school and environmental cleanliness.

During this period, supervision simply meant inspection of work of teachers and kinds of activities undertaken in the schools. Inspection was not to improve instructions but to determine whether teachers had performed the task

assigned them and if not, measures were taken against them. The supervisor was seen as an arsenal of knowledge who had the prerogative to teach the teacher the right methodology. This brought about antagonism among teachers and supervisors. When Gordon Guggisberg was appointed the Governor of Gold Coast in 1916, he showed tremendous interest in the development of education in the country. To improve the quality of teaching and learning in schools, he introduced supervision of instructions into the teacher training colleges.

Supervision in the 1940s was mainly carried out by visiting European Teachers who were mostly mission appointees to support local untrained teachers especially those in the rural areas. In the 1950s, Assistant Education Officers were appointed as inspectors for schools. In 1960s, principal teachers were selected from the ranks of senior teachers to perform school supervisory roles. These phenomena gave birth to the Education Act of 1961, the Inspectorate Division of the Ghana Education Service, and its new structure, inspectorate directorates were created at the district, regional, municipal and metropolitan levels evaluating administrative standards in pre-university educational instructions. Inspectorate officers worked at the district and circuit levels inspecting and visiting primary and middle schools. The early inspectors assessed the work of teachers and pupils through inspection which was characterized by force, issuing of orders and commands.

The inspectors were regarded as tin gods, all knowing people who can have ultimate authority to fire and dismiss teachers, to discipline anybody in the schools at their own volition. Inspectors' tiptoed into classroom windows without

the knowledge of teachers: inspected schools during weekends when the school was out of session and reports were made and sent to the regional headquarters. Nevertheless, with the advent of the New Educational Reform introduced in 1987, more attention has been given to supervision at the basic level. The various school districts were divided into circuits and circuit supervisors were appointed through the required selection procedures for senior members of the service. They were given some training and guidelines to enable them to perform their duties. Even though some of them were supplied with bicycles to facilitate their movements, there is still problem with supervision.

### **How Teachers View Instructional Supervision**

The mention of instructional supervision conjures a grotesque image in the minds of many teachers. They view supervision as a poorly implemented means to weed out the poor teachers from the good ones without being able to differentiate between them. They see it as subjective threat to their welfare some being totally divorced from the concept of growth and professional development. Supervision itself “has a history of subservience which causes teachers to view supervision as system executioners” (Eye, 1975, p.19).

Historically supervision has meant evaluation, in the past supervision was inspection oriented with emphasis on efficiency, control clear subordinate-super ordinate relationship, and productivity. There were times when inspectors had to pack their cars far away and tip toed to schools unannounced to inspect schools. Some inspectors even went to inspect schools at weekends and on holidays and wrote reports on their supervision. Teachers equate supervision with evaluation

because of how supervision was carried out. The question posed is, should supervision be synonymous with evaluation?

The attitude of teachers' towards supervision has been one that has drawn the attention of many educationists. The attitude of the teachers to supervision is of prime importance since they are the focus and any negative attitude aptly has the tendency to thwart the supervisory efforts.

According to Eye (1975) supervision has a history of subservience to administrative convenience that causes teachers to view supervisors as system executioners and their inherent difficulties have led educational authorities to develop models of supervision, which to them could be used as blueprints for effective supervision.

In support of the above, Neagley and Evans (1970) are of the view that although there are undoubtedly many instances of well-received supervisory practice, a common response of teachers to supervision might be expressed as an interference with their work. If teachers should view supervision as interference in their work, then it goes to prove that most of the new ideas and innovations in education, which might be given to them at workshop and seminars, would not be implemented.

### **Roles and Responsibilities of a Supervisor**

As an element of change, the supervisor should possess the necessary professional competence and knowledge in order to effect the intended change. In the light of this Neagley and Evans (1970) have identified the following qualities to be possessed by a supervisor.

1. The supervisor cannot possibly be expert in all fields which he coordinates; his knowledge should include the availability of resources in all the areas of school supervision and improvement of instruction. He may be a specialist in certain disciplines but he has to be generalist in his approach to the total school programme.
2. The modern 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 have great skill in human relations. He must have love for children and an abiding interest in them and their learning problems. His skills in the use of group processes are vital and he needs to show a working understanding of the team.
3. 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 fort 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.
4. Supervision is concerned with providing effective leadership within the staff. To do this, he/she should seek constantly to improve his sensitivity to the feelings of others, 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 which he works.

5. A supervisor should be tolerant, patient, understanding and needs to relate well to people. In this way he is likely to succeed in his supervision and ultimately achieve his aims.

According to Asiedu-Akrofi (1978) the supervisor's role is to:

- (a) Look for a teacher's hidden talent and encourage it to come out.
- (b) It is his role to provide leadership amongst teachers, that is the supervisor's skills and experiences should readily be placed at the service of teachers.
- (c) 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.
- (d) The supervisor must have great respect for a teacher's initiative, experimentation and sense of creativity.

Thus, the circumstance under which every teacher's action takes place in the classroom needs clear understanding before any relevant supervisor can give advice. Teachers like other workers in the course of discharging their duties go through psychological, stress, social and other forms of irritations that can reduce their normal performance.

Neagley and Evans (1970) have also suggested some supervisory activities that a supervisor should concern himself with:

- (a) Planning and presenting in-service programmes
- (b) An active role in curriculum development
- (c) Individual teacher conferences

- (d) Regular classroom visitations
- (e) Action research in the classroom
- (f) Demonstrate and substitute teaching on occasion

The premium role of a supervisor in the school is to give leadership to the teaching-learning process. Inclusive leadership is encouraged to enable supervisee learn from the supervisor's personal examples. Supervisee would expect their supervisors to demonstrate their expertise of teaching occasionally, probably during in-service training. By this, trust, confidence and respect would be accorded. It also gives the supervisee the opportunity to discuss the methods and technique of teaching as well as learning at first hand, skills and experiences. In addition, it proves the worth of the supervisor and fosters cordiality and collegueship.

### **Personal Qualities of a Supervisor**

The quality of a supervisor to some large extent has a bearing on his/her output. According to Musaaazi (1982), there are certain personal qualities, which are essential for anybody preparing himself to succeed as a supervisor of schools. Some of these qualities are presented in the following:

#### **Willingness and Eagerness to go on Learning**

This quality is usually reflected in attendance at courses and perhaps in the acquisition of additional qualifications following the completion of the initial teachers training. As a teacher of teachers, he should have additional knowledge upon which he can draw, and he should keep up-to-date. A successful supervisor must allow himself to read and study and this learning process has to be carried

out constantly (Fiedler, 1967). Conducting courses and writing articles are in themselves methods of acquiring new knowledge, because the very act of preparing materials for the consumption of others not only demands the organization of knowledge already possessed by the inspector, but also as a rule and the discovery of additional information.

As an agent of change, it behoves on the supervisor to be ready to acquire new skills and competencies that will enable him/her to be respected on the grounds of his/her store of knowledge. As the supervisor moves from school to school, he acquires many new ideas and techniques from observing excellent teachers at work. These ideas and techniques will definitely enrich the supervisor's store of knowledge and will eventually be passed on to others (Merton, 1968). The experienced supervisor should always endeavour to recognize that he is learning from others. A learning supervisor is likely to extract a lot from conversations with school managers, parents, village elders/heads, students and specialists in other fields.

### **Good Relationship with other People**

The success of a supervisor largely depends on his ability to relate and cooperate very well with others. To gain this co-operation requires the nurturing of good relationships with teachers, school heads and students. The supervisor must appreciate the fact that although he may advise, guide and recommend, most of the time it is the teachers, school administrators and those closely concerned with pupils' education that will take the action. He must therefore learn to work with them and to seek their help (Musaazi, 1982).

### **Sincerity, Tactfulness and a Positive Approach to Criticism**

The supervisor is duty bound to offer constructive and honest criticism when due. Simply praising everything he or she sees in the school with the notion of gaining popularity in the face of the teachers is an attempt to reduce the essence of supervision to a mere formality (Musaaazi, 1982). Important criticism must never be glossed over in an attempt to be friendly. Very often, teachers appreciate an honest and frank evaluation of their work, provided that the frankness is seen to stem from knowledge and a desire to help. Negative criticisms, however well meaningful, do nothing but harm. To tell a teacher simply that his social studies lesson was very poor because it was based on the dictation of notes and wrong facts may be both honest and constructive but must be said in a cunning way (Becker, 1958).

### **Patience**

Change does not happen overnight, so the supervisor who expects his recommendations to cause improvement overnight is likely to face disappointment. Naturally, some teachers will ignore his advice; others will misunderstand it, and even if they understand the advice and act upon it, its impact will not always show quickly. In other words, things take time to happen (Swearingen, 1962).

### **Developing Collaborative Supervisor-Supervisee Relationship**

According to Gilley, Egglund and Gilley (2002), this is a step that permits the supervisor to develop positive supervision relationship with supervisees. By doing so, it initiates positive rapport with supervisees. The supervisor is expected

to observe the following essential activities to accomplish this end, including:

- a. Meeting with the teacher
- b. Discussing his background
- c. Establishing rapport
- d. Developing trust

These steps seem to be straightforward but are far more difficult to master than anticipated. For a healthy and functional relationship the following in addition to the above components are critical:

1. Freedom from Fear
2. Communication
3. Interaction
4. Acceptance
5. Personal involvement
6. Trust
7. Honesty
8. Self-Esteem (Gilley Egglan & Gilley, 2002).

These components are further explained in detail by Gilley, Egglan & Gilley (2002) as follows:

**Freedom from Fear:** Fear kills organizational and individual performance. An environment characterized by reprisals and intimidation cause frustrations, anger and resentment. Good relationship cannot survive under these conditions. Fearless relationship allows supervisor and teacher to grow, develop and work collectively. That is creativity flourishes when fear is eliminated.

Additionally, in a fear-free environment, clients are challenged and stimulated to solve complex problem, thus allowing both sides the opportunity to build a positive relationship that ultimately benefits the service.

**Communication:** Even in organizations' free of fear, communications can break down. Sometimes, supervision allows only one-way communication from them to the teachers. Some are willing to communicate but have poor listening skills-which discourages supervisees' communication. Many times, messages are misunderstood because supervisors and teachers possess different frames of reference or use different terms. To overcome this, supervisors should encourage two-way communication between themselves and the supervisees, making certain to interact on the same level and use the same language.

**Interaction:** To have healthy, fear-free, mistake free communications, personal interactions must be fostered. E-mail, for example, although convenient and efficient, can also present a barrier to interpersonal interaction. Supervisors must not be afraid to face-to-face contact with client. Person-to-person exchanges are vital to developing rapport.

**Acceptance:** Relationship must be nonjudgmental. Acceptance means being ready to listen to and consider what clients have to say. If a supervisor dismisses teachers input, the relationship becomes one-way and very weak.

**Personal Involvement:** Supervisors need to know their teachers as human being, and vice versa. This does not mean that every detail of one's life is shared with supervisees. It does mean showing concern and interest in supervisees as persons of worth as well as project participants.

**Trust:** Trust can only be established if the relationship between the two exemplifies truth, confidence, mutual respect and reliability. Trust assures both sides that all necessary, vital information will be shared, confidentiality will be respected, and proposed solutions will be free of bias. Hence, there are no hidden agendas. Teachers will refuse to build long-term relationships with supervisors if they perceive them to be untrustworthy.

**Honesty:** Collaborative supervisee relationship depends on total honesty in word, deed and intention. At all times, supervisors must adhere to the truth even if that means representing the supervisee with information they would rather avoid--such as preliminary results of attitudinal questionnaires. Honesty is in the best of all parties.

**Self-Esteem:** When other components of a healthy relationship, such as honesty, trust, personal involvement, and acceptance are in place, the result will be higher self-esteem for both parties. At this point the relationship becomes synergistic- the whole is bigger than the sum of the parts. The more supervisors respect themselves and others, the more supervisees will respect themselves and the supervisor. In other words reciprocity in the relationship enhances the self-esteem of both parties.

### **Practical Problems Associated with Instructional Supervision**

There are a number of issues that confront the supervisor in discharge of his duties, these include the following.

**Lack of convenient place for the discussion:** Where the supervisor would like to formalize the conferencing by using the headmaster's office which

might not be available or there is the office but poorly furnished and poorly ventilated.

**Unqualified or Incompetent supervisors:** There have been instances where supervisees have proven to be knowledgeable than their supervisors.

**Too much demand on the supervisor's time:** The circuit supervisor and the school head have a number of administrative tasks to perform and this does not encourage a proper instructional supervision to be organized.

**Accommodation Facilities during Supervision:** The supervisor's circuit of supervision as delineated by Ghana Education Service is wide and sometimes it becomes necessary for the supervisor to lodge in the area of supervision especially in the rural areas where means of transport is difficult. Before the supervisor starts his tour, the supervisor should find out about suitable hotels or guest houses in the areas where he will be working. Of course, he has to find out the charges so that they do not exceed his night allowance. According to Musaazi (1982) it is usually not advisable for the supervisor to stay at a teacher's house because the supervisor feels obligated to his host. It is advisable for the supervisor to use cheap accommodation where he is under no obligation to anyone and where he can sit down and work undisturbed.

**Selection of Priorities:** The supervisor is always faced with three limitations, namely: time, the possibility of change and money. Whatever he/she does and suggests or recommends must be within the financial resources available. We also know that he/she cannot introduce all desirable changes at once therefore, his proposals or schemes must be arranged in order of priorities



and he should be aware that schemes would take time to materialize (Campbell, Bridges & Nystrand, 1977).

**Report Writing:** According to Neagley and Evans (1970) reports on the teachers are of the greatest importance to the employers. They are also of the greatest importance to the teachers themselves, although the teachers do not see them. Such reports measure the career of the individual teacher. If constructively, objectively and impartially written, these reports help a great deal in evaluating the performance of teachers. Reports on teachers should assess their ability in terms of the preparation of lessons, class management, the use of teaching/learning materials, the marking of pupils' work, and records of marks and pupils progress. There are many other factors that might be considered in the assessment of a teacher's ability. For instance, his voice and manner of conduct in the classroom, how he asks questions in class, and his depth of knowledge in the subject he is teaching.

**Follow - Up Action:** The import of inspection will be a mere exercise if it is not followed by action. Enus(1963) indicates that, It is the duty of the supervisor to make sure that action has been taken following his report. The supervisor should return to the school after an appropriate time lapse to see whether his recommendations and suggestions have been followed. The return visit to the school should result in a follow- up report on the extent to which previous recommendations and suggestions have been implemented.

Such report is specifically to assess whether the actions taken to implement the supervisor's recommendations are achieving the desired results.

Sometimes however, the supervisor finds himself in a dilemma when other divisions/sections of the Ghana Education Service (GES) are supposed to have provided the schools with certain items recommended by him and they have not done so. What should the supervisor do when his recommendations have not been followed because GES could not help the school? It is suggested that in such situations the supervisor reports to his/her superior for the necessary action to be taken.

The inspection of schools is only one of the several methods of improving the quality of education. Supervisors of education are charged with the responsibility of helping teachers in the schools to achieve the educational objectives. Supervisors must be sources of information for teachers. In other words, they must be men and women who are knowledgeable about current educational developments in the country and in the world in general. Supervisors must know the prescribed syllabus, textbooks recommended by GES, supplementary textbooks, modern methods of teaching, official circulars and laws and regulations relating to supervision of education.

### **Qualifications of a Supervisor**

To facilitate collective instructional improvement those responsible for supervision must have certain qualities that can be used to identify them as supervisors. In the view of Burton and Bruckner (1955), the basic qualification of a supervisor must be that he possesses:

**A recognized teacher certificate:** qualification simply means that the supervisor must have been a teacher himself/herself, and this means that the

supervisor must have gone through a course of study in a recognized teacher training institution, at the end of which he has obtained a certificate, diploma, or degree authorizing him to teach.

**Outstanding skills as a teacher:** This is because it is such skills that he has to pass over to other teachers during the course of his work. In the same way, it is such skills that give him the confidence when advising teachers in the field.

**Experience in the teaching profession:** The amount of teaching experience is considered necessary, for the post of a supervisor varies but a principal superintendent should be regarded as a minimum. A qualified teacher of principal superintendent and above with some years of teaching experience has sufficient knowledge of the day- to – day application of his skills to enable him to be helpful to others.

In addition to the above, he/she should be abreast with current educational policies so that he or she can guide the supervisees in the implementation of the said policies. He/she should be free and firm, they should treat everybody equally, and sanctions imposed on one teacher who fails to write lesson notes should be the same punishment meted out to the other.

### **Summary**

The position and role of the teacher in the current educational reform is a major index for the successful actualization of the set goals. For the role to be performed to perfection and to result in effective teaching and appreciable output the teacher needs to be properly and professionally supervised. The imports of modern supervision from the literature have not been practised in spite of the

modern development in supervision. Though the literature disclosed the value of clinical supervision, its practice in the Ghanaian basic school has not been touched on. There is the need to research into how the details of the clinical supervision can be instituted in our basic schools to improve teacher performance, hence the relevance of the research topic.

## **CHAPTER THREE**

### **METHODOLOGY**

This chapter presents descriptions and discussions on the following: the research design, the population, sample and sampling techniques, data collection instruments, data collection procedure and data analysis plan.

#### **Research Design**

Taking into consideration the nature of the topic, it was clear that it was situational and the appropriate research design was identified to be an Action Research. An Action Research or “practitioner research” is a type of insider investigation by practitioners in their own area as a focus for their study. The process of action research is reflective, deliberative and systematic. It is directed toward an action or cycle of action that a practitioner wants to take to address a situation. This is why the term “action” is used for this method of research. It is also different from traditional forms of research because it uses insider or local knowledge about a setting to define and address a problem, (Anderson, Herr and Nihlen, 1994). In addition, it was a research designed to help teachers find out what was happening in their classrooms and to use that information to make wise decisions for the future.

The research design basically comprised three phases namely:

- a. Pre-intervention
- b. Intervention
- c. Post-intervention

The pre-intervention phase gathered baseline information and critically analyzed to ascertain the existence of the situation. The intervention phase involved the implementation of possible solutions or alternatives aimed at addressing the situation.

These alternatives during implementation were modified while some were eliminated, upon realization of their ineffectiveness. The Post-intervention phase consisted mainly of collection of data on the implemented interventions to assess the degree of performance. The outcome or findings of the Post-intervention was compared to the Pre-intervention to ascertain the change or improvement of the situation.

Action Research was adopted for the study, as it has become an alternative to the traditional research because it parallels the problem solving style of research that is currently being advocated by many programs of graduate study in the social sciences and business. Unlike traditional quantitative research that generates more data and information, action research as a situational problem-solving research contributes to the existing body of knowledge as it brings about change.

The following strengths also reinforced the adoption of the action research,

1. It is a means of remedying problems diagnosed in specific situations or improving in some way a given set of circumstances.
2. It is a means of in-service training thereby equipping the teacher with the new skills and methods, sharpening their analytical powers.

3. It is self-motivating to the teacher who realizes his intervention solving a problem.
4. It is a means of injecting additional or innovatory approaches to teaching and learning into an on-going system, which normally inhibits innovation.

The following have been identified as the weaknesses of the Action Research:

- a. It lends itself to small-scale studies and it is time-consuming.
- b. Its findings cannot be generalized.
- c. It focuses on practical rather than statistical significance.

In an attempt to overcome the weaknesses, time plan was designed and strictly adhered to. Action Research provides a powerful means of improving and enhancing practice and has the tendency of unearthing the ingenuity of the teacher as a researcher.

### **Population**

The population of the study comprised pupils, teachers and headteacher of Perry Hayford Junior Secondary School. As at 2005, the school had a population of 381 pupils, 10 teachers and one headteacher detached. This gave a total population of 392.

### **Sample and Sampling Procedure**

The sample for the study was made up of headteacher, teachers and the pupils. Eleven teachers including the headteacher were involved in the study while 130 pupils were selected from all the forms (1, 2, and 3) to participate in the study. In all a sample size of 141 representing 35.97% of the total population of

392 was used. It should be noted that there were two streams at forms 1 and 3 and three streams in form 2. It can be observed from Table 1 that, although form 1 had the largest class size, their sample size was small compared to the other two forms. This was purposive, because they were new in the system, while the forms 2 and 3 had been with the teachers for a long time and had acquainted themselves with them, putting them in a better position to assess the teachers. The corresponding percentage representing each form is as follows: form 1, 25 pupils (19.2%), form 2, 55 pupils (42.3%) and form 3, 50 pupils (38.5%).

In the selection of pupils in each class to represent class sample, a simple random procedure was used. In this case, the seven classes were given secret numbers equal to the quota assigned to each class by the researcher. These numbers were written on pieces of paper equal to the class enrolment. These papers were put into a container and mixed up. A selection was done without replacement for seven times given equal chances to each class. The 130 pupils who picked the secret numbers formed the sample size for the pupils, in addition to the 11 teachers giving a total study population of 141 representing 35.97% of the total school population of 392. Purposive sampling techniques were used to select the headteacher and teachers. The researcher deemed it appropriate to use purposive sampling technique because the researcher was interested in a headteacher and teachers who had served for at least five years. Table 3, shows the length of teachers experience which indicated a minimum of five years.



**Table 1**

**Selected Sample Size**

S/No	Form/Description	N	Sample
1	1A	65	13
2	1B	63	12
3	2A	43	18
4	2B	43	18
5	2C	44	19
6	3A	62	25
7	3B	61	25
8	Headteacher	1	1
9	Teachers	10	10
<b>TOTAL</b>		<b>392</b>	<b>141</b>

**Data Collection Instruments**

The instruments; interview guide, questionnaire and a performance appraisal record form were used in the study. The interview guide allowed the researcher to probe the responses of the respondents; views and expressions were further clarified immediately making responses reliable and factual. The interview guide was used to collect views from teachers at the post-intervention phase, to ascertain teachers' perception of the intervention. The interview guide had 14 items (Appendix G). The main questions posed were centered on issues pertaining to:

- (1) The influence of clinical supervision on teachers' performance.
- (2) Specific teaching skills acquired as a result of the intervention.
- (3) Impact of supervisor-teacher conference.
- (4) Benefits derived from in-service training.

The questionnaires were used at the pre-intervention and post-intervention phases (Appendix B, C, D, and E) to collect views from pupils and headteacher. Responses to some of the items were intended to confirm the researcher's appraisal of teachers' performance. The structure of each questionnaire consisted of two sections. Section 1 comprised items that chiefly dealt with bio-data of the respondents. Section 2, the main section sought the views from headteacher and pupils about the observed teacher performance in terms of:

- (1) Punctuality and regularity to class
- (2) Utilization of instructional time in class
- (3) Use of teaching-learning materials
- (4) General teacher classroom performance
- (5) Perceived change in teachers instructional behaviour.

The performance appraisal record forms were used during observation of teachers' instruction. The content and construct validity of the questionnaires were determined by subjecting it to the scrutiny of a lecturer of University of Cape Coast. Comments and suggestions received helped in the refinement of the instrument as some items had to be deleted or recast.

### **Data Collection Procedure**

The respondents were given a specified time for the completion of questionnaires. Teachers who were involved in the interview were consulted first to book an appointment. This ensured willingness on the part of the interviewee. At the beginning of each interview, participants were informed of the purpose for the interview and assurances were made that the content of the interview would be treated confidentially. Interviews ranged between 15 to 20 minutes and responses were scripted by the interviewer. Shortly after the interview, the interviewer's notes were transcribed. Teachers were observed during teaching using the pre-intervention appraisal form. After the observation the marks were collated and graded. Students' questionnaires were administered and question items explained to them and answered after each explanation. This was done early in the morning when they were not tired and bored with academic work. The questionnaires were collected just after the last item was answered.

### **Pre-intervention Data Collection**

Baseline data was collected in the 4<sup>th</sup> week of the first term of the academic year 2005/06 to ascertain the existence of the problem. This was to help find appropriate strategies for improving the situation in the school. The headteacher and pupils were issued with pre-intervention questionnaire guides respectively while all the ten teachers were informally observed two times each within four weeks of instruction. The observation and questionnaire guides are in appendices A, B and C.

## **The Intervention**

The interventions were implemented and monitored for 5 months. The interventions consisted of the following:

1. Orientation for teachers

At the request of the researcher, an orientation for staff was organized in the 5<sup>th</sup> week of the first term providing a platform to brief the teachers on the purpose of the research. The following issues were discussed:

- a. The nature of the planned intervention - Clinical Supervision. In view of this, the concept of clinical supervision was explained, stages involved and what was expected of them as teachers.
- b. The researcher discussed thoroughly with teachers, items on the designed appraisal form and corresponding rating scale so they could be aware of the content and what was expected of them in the course of instruction.

These included:

- i. Planning and preparation
  - ii. Instructional skills-teaching strategies
  - iii. Classroom management
  - iv. Communication skills
  - v. Evaluation
- c. Some of the questionnaires completed by pupils were given to teachers for discussion; this authenticated the existence of the problem.

- d. With the collaboration of the staff, a schedule for classroom visit for observation was drawn.
2. In the same 5<sup>th</sup> week, the researcher provided the eight class captains with teachers' class attendance register to record the times teachers' arrive and depart from class.
3. In the 4<sup>th</sup> week of the 2<sup>nd</sup> term the researcher organized another in-service training where he demonstrated some teaching techniques including: introduction of lesson, questioning skills and lesson presentation.
4. In the 6<sup>th</sup> week in the 2<sup>nd</sup> term, a post-observation conference was organized for all the teachers. Teachers were made to prepare a 15 minutes lesson for presentation for peer supervision. This allowed them to assess their performances and discussed their weaknesses and offered suggestions that could improve their actual lessons. The researcher acted as a facilitator.
5. Teachers' lesson plans were vetted and discussed on most occasions before teaching or instruction.
6. There were intermittent supervisor-teacher conferences to discuss issues arising from instruction.

### **Post-Intervention Data Collection**

In the 3<sup>rd</sup> week of the 3<sup>rd</sup> term, similar questionnaires were administered to the headteacher and the pupils (Appendices D & E) to see the extent to which the intervention had helped to improve the performance of the teachers. Teachers

were interviewed in addition to the post-intervention appraisal (Appendix F); the interview was to find out their perception of the concept of clinical supervision as employed.

### **Data Analysis Plan**

Being quantitative in nature, data obtained from documentary sources referenced to teacher/pupil; attendance, regularity, punctuality and utilization of instruction were summed up and their percentages computed. The computation for the frequencies and percentages were done using the Statistical Package for Social Sciences (SPSS). Question items were coded and input made for the processing of the results. Information gathered from interviews and the questionnaire being qualitative, were studied, categorized and reported as percentages of respondents who gave similar concerns or expressions on an issue, while others with similar meanings were categorized.

## **CHAPTER FOUR**

### **RESULTS AND DISCUSSION**

This chapter presents and discusses the data collected at the pre-intervention and post-intervention stages. In both pre and post interventions, data was gathered from interviews, classroom observations and questionnaires. In the analyses, responses of the various groups -pupils, teachers and headteacher were examined independently to find out the similarities and differences that exist among them. The percentage of respondents' giving similar responses was categorized, computed and reported. This was dependent on the nature of the research question.

With regard to the research design-action research, the study followed the usual three stages:

- i. Pre-intervention
- ii. Intervention
- iii. Post-intervention

The analysis commenced with the pre-intervention data displayed side by side, with post-intervention data. An overall analysis of the intervention was made to realize the final assessment of the performance of the intervention instituted as a corrective measure during the clinical supervision.

## Personal Data

Qualification of the staff was collected from the headteacher and the result is displayed in Table 2. The essence was to determine whether teachers were professional or non-professional and how this could influence their performance.

**Table 2**

### Data on the Professional Qualification of Staff

Category	Headteacher		Teachers	
	N	%	N	%
Cert 'A'	1	9.1	5	45.4
Diploma (Professional)			2	18.2
Diploma (Non-professional)			1	9.1
Graduate (Professional)			2	18.2
Total	1	9.1	10	90.9

It can be deduced from Table 2 above that, the resident supervisor (headteacher) is in the least category of qualification. The GES has not made it a policy for a university degree to be a pre-requisite for holding its supervisory role at the basic level. Table 3, is a summary of the number of years teachers had served as at 2005 in the teaching service. Findings are presented in Table 3.



**Table 3**

**Length of Teachers Experience as at 2005**

No. of Years	N	%
5-10	7	63.6
11-15	0	00.0
16-20	2	18.2
Above 20	2	18.2
Total	11	100.0

From Table 3 above the school was stocked with experienced teaching staff with teaching experience of more than 5 years and that teachers should have the necessary skills and competence of teaching.

**Analysis of the Main Data**

**Pre-intervention and Post-intervention**

**Research Question 1: Use of Instructional Time by Teachers**

Information in Table 4 attempts to find out effective use of instructional time by teachers. It is evident that teachers did not utilize the instructional hours to the benefit of the pupils, while pupils recorded an average of 77.7% punctuality to school, teachers recorded 46.1%. In the case of punctuality to class pupils obtained 88.5% while teachers had 46.1% an indication that while most pupils were ready for lessons most teachers were not ready for lesson delivery.

**Table 4****Use of Instructional Time by Teachers**

Pre-Intervention										
Category	V.Good		Good		Satisfactory		Not Satisfactory		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Punctuality to school pupils	28	21.5	73	56.2	22	16.9	7	5.4	130	100
Teachers	22	16.9	38	29.2	20	15.4	50	38.5	130	100
Punctuality to class pupils	34	26.2	81	62.3	15	11.5	0	0.0	130	100
Teachers	21	16.2	32	24.6	51	39.2	26	20.0	130	100
Regularity in class pupils	78	60	50	38.5	2	1.5	0	0.0	130	100
Teachers	45	34.6	46	35.4	26	20.0	13	10.0	130	100
<u>Post-intervention</u>										
Punctuality to school pupils	40	30.8	71	54.6	19	14.6	0	0.0	130	100
Teachers	32	24.6	85	65.4	13	10.0	0	0.0	130	100
Punctuality to class pupils	36	27.7	89	68.5	5	3.8	0	0.0	130	100
Teachers	63	48.5	42	32.3	25	19.2	0	0.0	130	100
Regularity in class pupils	79	60.8	51	39.2	0	0.0	0	0.0	130	100
Teachers	28	21.5	62	47.7	40	30.8	0	0	130	100

Nonetheless, there was an encouraging score for regularity for pupils and teachers, the responses were 98.5% and 70% respectively. With the exception of teachers' time book, there was apparently no evidence of how teachers' use of instructional time was checked. This was reinforced by the headteacher's assertion (Appendix B), that some teachers use these hours for eating and other things instead of being in the classroom. The school had no designed mechanism to monitor teachers' class attendance. It should be noted that mismanagement of instructional time due to teachers' lateness to class has been of much concern to researchers (Koomson, Acheampong and Fobih, 1999).

However, efficient utilization of instructional time was observed during the post-intervention. There was an increase of more than half of each category of teacher attendance indicating that teachers made very good use of instructional hours. Teachers' punctuality to class increased to 89.3% as against 46.1% and punctuality to school 90% as against 46.1%, resulting in an improvement rate of 43.2% and 43.9% respectively.<sup>64</sup>

### **Research Question 2: The State of Teachers' Performance in the School**

The question found out some of the teacher behaviours that affected teacher performance. When the headteacher and pupils were asked to comment on some teacher behaviours that impacted negatively on instruction, the results are presented in Table 5.

**Table 5****Teacher Behaviours That Affect Their Performance**

---

Pre-intervention		
Responses	No.	%
1. Refuse to explain given exercises	34	26.2
2. Teaching by reading through textbooks	33	25.4
3. disturb lessons with mobile phones	17	13.1
4. Do not summarize lesson notes(copy verbatim from textbooks)	40	30.8
5. Do not allow us to ask questions during teaching	4	3.0
6. Some insult us on the least provocation	2	1.5
Total	130	100
<u>Post-intervention</u>		
1. Good lesson presentation	40	30.8
2. Learner participation	30	23.0
3. Use of T/L aids	19	14.6
4. Teachers explain given exercises	21	16.2
5. Lesson notes well prepared and abridged	20	15.4
Total	130	100

---

The positive aspects of the responses contained in Table 5 above are some of the parameters around which an effective teaching revolves. For instance, it is confirmed in the table by 33 pupils representing 25.4% that teachers read from the textbooks while teaching, 40(30.8%) do not summarize their lesson notes but ask pupils to copy verbatim from textbooks and 34 pupils representing 26.2% indicated that teachers refuse to explain given exercises. This to a large extent indicates teachers' ill-preparation to class.

An effective teaching results in a good teacher performance and better subject matter assimilation by pupils. It is a teaching technique to explain a given exercise to erase the probable ambiguities in the exercises; preventing pupils from asking questions during teaching is to suggest that pupils are to gullibly accept all that emanates from the instructor. In addition, the headteacher mentions the use of instructional time for personal activities (eating, chatting) by some teachers.

Some of the teacher inefficiencies manifested during the researcher lesson observations include; questioning techniques; voice variation; class management and lesson presentation. In some of the subjects observed, these techniques did not show significantly. About 60% of teachers performed badly during the observation due to some of these teacher inefficiencies.

During the post-intervention stage, pupils responses to the questions indicated in the Table 5 shows a remarkable improvement in teacher lesson presentation as this is indicated by 40(30.8%). Learner participation has been encouraged in the lesson delivery as affirmed by 30 pupils representing 23.1%, 21 pupils indicated that exercises given this time round were explained. On the part of the headteacher, teachers reported to their respective classrooms immediately the bell was tolled for change lesson.

### **Research Question 3: Effectiveness of Pupils' Appraisal of Teachers**

A good teacher exhibits professional skills such as creating excellent pupil/teacher relationship, is friendly and humorous, accepts constructive suggestions of learners and uses them. In addition he/she is composed, knows subject matter, is sensitive to the abilities of learners, and uses appropriate instructional materials in teaching. Since these are the parameters around which teachers perform, pupils and headteacher were asked to give their views on teachers' performance. Table 6 presents the results.

**Table 6****Teachers Teaching Methods**

Pre-intervention										
Category	Excellent		V. Good		Good		Bad		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
<u>Regularity in teachers use of</u>										
teaching/learning aids	0	0	19	14.6	100	76.9	11	8.5	130	100
Quality of teaching in the school	0	0	35	26.9	53	40.8	42	32	130	100
Teachers stating the objectives of the lesson before teaching	3	2.3	1	0.8	47	36.2	79	60.7	130	100
Use of teaching aids help pupils understand a particular topic	71	54.6	55	42.3	0	0	4	3.1	130	100
<u>Post-intervention</u>										
Regularity in teachers use of teaching/learning aids	43	33.1	47	36.2	10	7.7	30	23	130	100
Quality of teaching in the school	26	20	48	36.9	38	29.2	18	13.4	130	100
Teachers stating the objectives of the lesson before teaching	20	15.4	80	61.5	29	22.3	1	0.8	130	100
Use of teaching aids help pupils understand a particular topic	80	61.5	43	33.1	7	5.4	0	0	130	100

The headteacher and pupils were given the opportunity to appraise the teachers' classroom performance. It has been a norm in the Ghana Education Service (GES) that the headteacher is the only responsible person to appraise teachers. Pupils were involved in this appraisal to reveal the true performance of teachers as they experience teacher behaviour and impact directly.

The question items in the Table 6 above were selected from the GES teacher performance appraisal checklist. The pupils indicated a massive 96.9% that the use of teaching/learning aids assisted in their understanding of a particular topic, but responded negatively 85.4% to the regular use of the teaching/learning aids by teachers

However it is realized that, 14.6% of the pupil indicated the teachers' regular use of the teaching/learning aids, invariably 96.9% responded that the use of the teaching/learning aids help them to understand very well a particular topic, while 26.7% said the quality of teaching in the school is very good. In addition, these negative responses depict that there was virtually no proper appraisal in the school. The headteacher on her part (Appendix B) indicated that teachers' appraisal was done at the end of every school term. Commenting on how it was done, a prepared appraisal form by Ghana Education Service (GES) was filled in the office for each teacher.

However, teachers teaching methods improved significantly during the post-intervention stage, 90 pupils representing 69.2% said there was a regular use to teaching/learning aids, it is also confirmed in the Table 6 by 123(94.6%) that the use of teaching/learning aids, aided their understanding of a particular topic. At the basic level the use of teaching/learning aides is vital for better understanding of subject matter. Also, teachers endeavoured to disclose to pupils the objectives of lessons delivered which was previously avoided, this was indicated by 100(76.9%) as against 4(3.1%) at the initial stage. In addition to the above, these groups of respondents were again asked for their opinions on teacher



performance in their respective subject areas, results are shown in Table 7.

**Table 7**

**Teacher Performance Appraisal by Pupils and Headteacher**

<u>Pre-intervention</u>											
Subject	V.Good		Good		Satisfactory		Unsatisfactory		Total		
	No.	%	No.	%	No.	%	No.	%	No.	%	
Mathematics	53	40.5	44	33.6	25	19.1	9	6.8	131	100	
English	58	44.3	42	32.1	28	21.4	3	2.2	131	100	
Science	20	15.3	41	31.3	59	45	11	8.4	131	100	
Agriculture	28	21.4	44	33.6	38	29	21	16	131	100	
Social studies	21	16	53	40.5	44	33.6	13	9.9	131	100	
RME	56	42.7	50	38.2	22	16.8	3	2.3	131	100	
Pre-Tech. Skills	11	8.4	27	20.6	56	42.7	37	28.3	131	100	
Pre-Voc. Skills	15	11.4	31	23.7	45	34.4	40	30.5	131	100	
Fante	10	7.6	27	20.6	41	31.3	53	40.5	131	100	
French	15	11.4	34	26	48	36.6	34	26	131	100	
<u>Post-intervention</u>											
Mathematics	70	53.4	59	45.1	2	1.5	0	0	131	100	
English	74	56.5	51	38.9	6	4.6	0	0	131	100	
Science	32	24.4	65	49.6	34	26	0	0	131	100	
Agriculture	37	28.2	67	51.1	27	20.6	0	0	131	100	
Social studies	41	31.3	61	46.6	17	13	12	9.1	131	100	
RME	69	52.7	57	43.5	5	3.8	0	0	131	100	
Pre-tech. Skills	34	26	48	36.6	30	22.9	19	14.5	131	100	
Pre-Voc. Skills	28	21.4	56	42.7	28	21.4	19	14.5	131	100	
Fante	21	16	41	31.3	47	35.9	22	16.8	131	100	
French	29	22.1	54	41.2	31	23.7	17	13	131	100	

The content of pre-intervention stage of Table 7 indicates poor performance of teachers. For instance, with exception of Mathematics, English and RME scoring an average of 74.1%, 76.4% and 80.9% respectively, the other subjects did not do well. For example, Science, Pre-technical Skills and Pre-vocational Skills had average scores of 46.6%, 29.0% and 35.2% respectively. When the respondents were offered the second opportunity during the post-intervention, the figures in the Table 7 attest that some level of improvement was realized. For example, Science, Pre-technical Skill and Pre-vocational Skills recorded average scores of 74.0%, 62.6% and 64.1% representing improvement levels of 27.4%, 33% and 28.9% compared to the pre-intervention figures. The researcher in an attempt to compare the views of pupils and headteacher on the performance of teachers also carried out instructional observations. The results are presented in the Table 8 below.

**Table 8****Teacher Performance Appraisal Average Score**

Pre-intervention			Post-intervention		
Subject	Average	Grade	Subject	Average	Grade
Mathematics	70.0	B	Mathematics	78.0	B+
English	71.0	B	English	79.5	A
Agriculture	65.0	C+	Agriculture	77.5	B+
Science	59.0	C+	Science	76.0	B+
Social studies	70.0	B	Social studies	73.5	B
RME	70.0	B	RME	81.0	A
Pre-Tech. Skills	64.5	C	Pre-Tech. Skills	69.0	C+
Pre-Voc. Skills	62.0	C	Pre-Voc. Skills	72.5	B
Fante	58.5	D+	Fante	69.5	C+
French	60.0	C	French	75.0	B
Total average	65.0	C+	Total average	75.15	B+

Appraisal checklist was used to assess teachers through the observations. Two observations were carried out and average percentage scores are given in Table 8 above. Averages of the two observations were found for each subject, after which an overall average was determined to ascertain the general performance of teachers and also the similarities that exist with that of the pupils and headteacher appraisal. From Table 8, it can be observed that post-intervention stage realized a better teacher performance score in all the subjects than that of pre-intervention stage, an indication of improvement. Fante which recorded 58.5s%( D+)

previously had 69.5 % ( C+) in the post-intervention indicating an improvement level of 11%, while science obtaining 59.0 % ( C) initially recorded 76.0 % (B+) in the second stage. The pre-intervention performance of teachers indicates that teacher performance went unnoticed as a result of supervisory and appraisal inefficiencies. Pre-intervention results in Tables 7 and 8 provide evidence of lack of proper appraisal system resulting in poor teacher performance.

This finding is in line with Glickman et al (1995) who emphasize that the non-performance of supervisee can be attributed to poor supervision. Rebore (2001), shares a similar view when he said that the absence and improper appraisal procedure in a school could be linked to poor teacher performance.

It should also be noted, that there was a similarity between teacher performance as observed by head teacher and pupils and that of the researcher, while pupils observed an average of 30% teacher performance, the researcher appraisal proved 30.5% average teacher performance. This suggests that pupils can be a better source for teacher appraisal as they directly observe and experience teachers' instruction.

### **Interventions**

The interventions instituted to rectify the problem included the following:

1. Orientation for teachers. This included:

Briefing on the nature of the clinical supervision:

- i. **Pre-observation stage:** this was the stage when the researcher had a face-to-face talk with teachers prior to the observation of instruction in the classroom. The purpose was to establish rapport with teachers, discuss the

lesson plan and offer suggestions for probable modifications and identification of appropriate teaching/learning aids. It also provided the teachers the stage to brief the researcher on the background of their students and problems they were encountering with the learners. The teachers were informed of the use of GES teacher performance appraisal checklist.

- ii. **Observation stage:** this was the stage the researcher (supervisor) sat in the classroom to observe the teacher's instruction by collecting data on the agreed specific behaviours, such as, teacher's use of oral questions, verbal interactions between pupils and teacher. The researcher restrained himself from interfering in the instruction.
  - iii. **Post-observation stage:** this stage offered the researcher the opportunity to discuss the data collected at the observation stage and provided feedback about specific behaviours as decided on at the pre-observation stage. Emerging issues were discussed in a friendly atmosphere devoid of teacher apprehension. Teachers were encouraged to assess their teaching, identifying their strengths and then their weaknesses. Strategies were then devised to improve on the subsequent lessons. This session was mostly held under shady trees on the school premises.
- b. Explanation of items on appraisal forms: lesson plan and preparation, instructional skills, classroom management, communication skills and evaluation.
  - c. Schedule for classroom observation

2. Provision of teachers class attendance register to pupils to record the times teachers enter and leave class.
3. Organization of in-service training: the training was organized to demonstrate lessons on specific teaching skills, for example questioning skills, introduction and closure of lesson. There were times teachers were asked to present a 15-minute lesson on a particular topic. This encouraged peer supervision as teachers identified colleagues' strengths and weaknesses and devised appropriate measures to deal with those issues. The teachers were involved in the identification of training topics. The training thrived well on sharing ideas, self-help and co-operations of members to find solutions to their own teaching and pupils' learning problems. Trainings were held outside instructional hours with each session lasting only one and half hours.
4. Vetting and discussing of lesson plans

#### **Research Question 4**

#### **Impact of Instructional Observation and Conferencing (Clinical Supervision) on Teacher Performance**

The question sought to establish whether clinical supervision as an intervention impacted on teacher performance. Table 9 below displays teachers' comments.

**Table 9**

**Impact of Instructional Observation and Conferencing (Clinical Supervision) on Teacher Performance**

	Teachers comments	No.	%
1	It demystified supervision	3	30
2	Being able to review my teaching and discuss with a senior colleague who offered the necessary professional assistance.	4	40
3	Enhanced teacher-supervisor relationship.	3	30
Total		10	100

The comments indicate that clinical supervision gave a new face to instructional supervision as indicated by three teachers (30%). The major purpose of conferencing was to establish rapport with teachers so as to reduce teacher resistance to supervision and also create an atmosphere devoid of fear. This culminated in the comment that supervision was demystified and enhanced relationship between teacher and supervisor. Four (40%) of the ten teachers indicated that they were able to review their teaching and discuss their problems with a colleague for the necessary professional assistance, this to a large extent sums up the positive impact of this particular intervention.

**Benefits Derived From INSET by Teachers**

Responding to the question item 14 on the teacher s' interview guide, 70% of the teachers mentioned the following as the benefits gained from INSET:

i) ability to teach for peer supervision and critique ii) provision of forum for the discussion of new methodologies iii) learning new skills from experienced colleagues. On the part of the other three teachers (30%) they were able to review their teaching in the classroom and think about the things that they could do well and those others felt they did well. They had also developed the habit of reflecting on taught lessons, which in some cases enabled them to review their methods and techniques for subsequent lessons. In addition, they felt delighted to identify their classroom practice needs which formed part of the INSET. From the foregoing, it can be said that teachers benefited immensely from the INSET which translated into teacher good performance as indicated in Table 9.

#### **Influence of the Intervention on Teacher Instructions**

In their (teachers) comments on the positive influence of the clinical supervision on their instruction, an appreciable number representing 60% of teachers as portrayed in Table 10 asserted that their exposure to clinical supervision prepared them well for instruction.



**Table 10**  
**Changes Observed in Teachers' Instruction**

Teachers Comments	No.	%	Pupils Comments	No.	%
Enhanced skills for lesson presentation	5	60	Cordiality	27	20.7
Collaborative teacher-teacher discussion	2	20.0	Good lesson presentation	60	46.2
Effective use of teaching/learning aids	2	10.0	Disclosure of lesson objectives	13	10.0
Improved questioning skills	1	10.0	Use of T/L aids	30	23.1
<b>Total</b>	<b>10</b>	<b>100</b>		<b>130</b>	<b>100</b>

The teachers further indicated that, their colleagues were very supportive of sharing new ideas during peer supervision that enriched their presentation in their respective subject areas. As six teachers, representing (60%) indicated improved teaching skills, 60 (46.2%) pupils' observation indicated teacher adequate and good presentation. In support, the headteacher mentioned that there was a general improvement in teacher questioning skills, pupil/teacher relationship and the use of teaching/learning aids. These comments affirm the fact that, an overall teacher appraisal performance of C+ (65%) obtained in the pre-intervention, with a contrast of B+ (75.15%) in the post-intervention resulted in a total teacher appraisal output of 10.15% improvement level over the five months study period.

Post-intervention teacher observation contrasted sharply with the pre-intervention observation where in some cases teachers read through textbooks while pupils listened. Majority of the teachers 8(80%) asserted that the programme had been a source of staff development which has sharpened their questioning skills - high level thinking and probing and class management technique. Listing two factors that led to teacher improvement, the headteacher referred to teacher conferencing, frequent in-service training, and good supervisor-supervisee relations as vital indices for the overall teacher improvement.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

This chapter presents the summary and conclusions of the study. It also provides recommendations based on the findings of the study.

#### **Overview of the Study**

The study was an action research carried out in Perry Hayford JSS, in the Shama Ahanta East Metropolis in the Western Region of Ghana. The adoption of action research was based on the fact that it is self-motivating to the teacher to realize that his interventions are solving a problem and also a means of injecting additional or innovatory approaches to teaching and learning into an on-going system, which normally inhibits innovation to providing a solution to the lackluster performance of teachers in the school.

A total of 141 subjects representing 35.97% of the total population of 392. This consisted of 130 pupils and 11 teachers including the headteacher. Purposive sampling techniques were used to select the headteacher and teachers, as it was convenient to the researcher. A simple random procedure was also used to determine pupils' sample size. Data was collected through interviews, administration of questionnaire and classroom observation of teachers' lesson presentations. Analysis of the data was based on the percentages as the main statistical method in analyzing the data.

## Summary of Findings

After analyzing the post-intervention data, the study revealed the following:

1. There was a considerable increase in teachers' use of instructional time. This achievement is based on a pre-intervention record in the teacher attendance level as against that in the post-intervention stage. This was as a result of improvement in teacher punctuality to class and school as well as regularity in class.
2. The study affected teachers' performance positively, resulting in an overall improvement level of 10.15% over the study period. Some of the positive changes in teachers instructional practices were: an increased use of teaching-learning aids; more collaborative relationship; more teaching based on student understanding and interaction rather than reading through textbooks and scripts to the class.
3. All the ten teachers claimed they had acquired the skills and confidence in lesson planning and presentation. This was manifested in the high scores in the post-intervention teacher appraisal. It culminated in a shift from an average of a C+ to B+ during pre-intervention and post-intervention appraisal respectively.
4. It was also found that pupils are a reliable source of teacher appraisal for teacher improvement and reward as they are the direct recipients of teacher instruction. The insignificant difference between pupil assessment and researcher assessment of teachers justifies the use of

pupils as an appraisal source.

5. One prominent finding is that after working collaboratively with teachers during conferencing to demystify the age-old perception of supervision, the teachers developed the habit of consulting themselves and the researcher for assistance prior to and after instruction as well as development of positive attitudes towards instructional supervision. This resulted in initial behavioural changes to collaborative teacher-teacher assistance relationship. Teachers have come to accept that instructional supervision is a form of staff development aimed at improving their efficiency.

### **Conclusions**

From the results of the study, it can be concluded that clinical supervision as an intervention in spite of its short span of study caused desirable behavioural and professional changes in the teachers. Although teachers' qualification and experience can have a positive impact on teacher performance, a well-organized instructional supervision has the potency to increase teacher performance.

Teachers used the instructional time efficiently. This is based on the fact that there was an appreciable increase in teacher use of contact hours, punctuality and regularity to class and school. The instructional supervision affected teachers' performance positively. Teachers' behaviour changed from the usual reading from text books, inability to disclose the objectives of the lesson before teaching and unfriendly teacher-pupil relationship to an improved teaching skill: teacher-pupil relationship, questioning skill and the frequent use of teaching-

learning aids. Based on these premises, it can be said to a large extent that, teachers had improvement in performance.

Collaborative supervisor-supervisee supervision is a key to giving a new face to instructional supervision. Post- observation conferences gave teachers the platform to appraised their lessons and offer suggestions for improving the subsequent lessons. In addition, staff collaboration paved the way for colleagues' consultation on related pedagogical issues and teacher critique a process that built teacher confidence and competence.

With regard to pupils' appraisal of teachers and the outcome, which was not diametrically different form the researcher appraisal, it stands to reason that pupils are also a better source of teacher appraisal for teacher improvement and reward. Teachers had a change in perception on instructional supervision. This was evident in the fact that on many occasions, teachers on their own volition sought for assistance from the supervisor before and after lessons, and in some cases requested for observation and peer supervision.

With reference to the above, it can be said that instructional supervision is a step to enhancing teacher performance and good results in schools. For the goals of education to be achieved, resident supervisors should be given the necessary training to build their capacity for effective instructional supervision.

### **Recommendations**

From the findings, it seems clinical supervision can give a new face to improving teacher performance at the basic school level. For this to be achieved the following recommendations are made.

1. Class prefects should be given special teacher class attendance register. This will help school heads to monitor teachers' class attendance. Human resource development unit of the education directorates should be strengthened to continually build the capacity of school heads to be abreast with the new paradigm in educational leadership.
2. Resident supervisors (head teachers) should be imbued with the knowledge and skills of instructional supervision to frequently organize in-service training and give demonstration lessons to the staff as a form of staff development.
3. Ghana Education Service should include pupils in the appraisal of teachers for award or promotion. This will prevent teachers from preparing especially for a panel only to return to their old ineffective methods.
4. A working environment characterized by collegueship, trust and professional discourse should be encouraged within schools.
5. The concept of clinical supervision should be made a central part of training programme for the teacher training institutions. This will ensure that products from these institutions are already imbued with the knowledge and skills required for effective and efficient supervision in the basic schools. The exposure will also result in a change in teachers' perception on supervision before they resume teaching.

### **Recommendations for Future Research**

During the study it became obvious that teachers did not reflect on their taught lessons. This made it impossible for them to realize their own strengths and

weaknesses in order to improve on their subsequent lessons. In view of this it is recommended that a study should be conducted into why teachers do not reflect on their lessons.



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## APPENDIX A

### Teacher Appraisal Form

Name of Teacher:.....

Topic..... Subject..... Duration ...

	<b>Planning and preparation</b>	5	4	3	2	1
1	Uses T/L aids for instruction					
2	Uses a variety of T/L aid					
	<b>Instructional Skills- Procedural</b>					
3	Starts class promptly					
4	Tells student the objective of the lesson before lesson begins					
	<b>Instructional skills-teaching strategies</b>					
5	Relates lesson to prior knowledge and every situation					
6	Style of questioning promotes high level thinking and problem solving					
7	Presents lesson in an organized manner					
8	Engages students in lesson closure					
9	Teacher exhibits knowledge and competence of subject matter					
	<b>Classroom management</b>					
10	Knows students as an individual					
11	Reinforces student behaviour appropriately					
12	Disposition encourages positive rapport					
	<b>Communication Skills</b>					
13	Communicates with confidence and enthusiasm					
14	Effective use of verbal and non-verbal communication effectively					

15	Communication corresponds to the level of student					
16	Applies the technique of voice variation					
	<b>Evaluation</b>					
17	Bases evaluation on instructional objectives					
18	Redirects question to be answered correctly by student					
19	Achieves lesson objectives					

Total score... ..

Grade.....

## APPENDIX B

Document status: Confidential

Dear respondent,

This form collects the views of headmistress in Perry Hayford JSS on the nature of instructional performance of teachers in the school. You have been selected as a respondent. The true answer you give will provide useful information that can be used to improve the situation.

### Pre-intervention Questionnaire for the Headteacher

#### SECTION 1

NAME OF TEACHER:.....

RANK:.....

DATE:.....

#### SECTION 2

1. How do you rate the following?

##### PUNCTUALITY TO CLASS

	Very Good	Good	Satisfactory	Not satisfactory
Teachers				
Pupil				

2. REGULARITY IN CLASS

	Very Good	Good	Satisfactory	Not satisfactory
Teacher				
Pupil				

### 3. UTILIZATION OF INSTRUCTIONAL HOURS

	Very Good	Good	Satisfactory	Not Satisfactory
Teachers				
Pupil				

4. How often do you supervise teachers' instructional performance in a term?

- a) very often    b) often    c) sometimes    d) never

5. How often do teachers use teaching/learning aids in their instruction?

- a) very often    b) often    c) sometimes    d) never

6. Do teachers submit their lesson plans for vetting before lesson delivery?

- a) very often    b) often    c) sometimes    d) seldom    e) never

7. What are the main professional weaknesses that you have observed among your teachers?

I.....

II.....

III.....

6. Mention some of the teacher behaviours that negatively affect instruction?

I .....

II .....

9. List two factors that you think hinder teacher effectiveness or performance.

I.....

II.....

10. Rate the performance of your teachers in the following subjects.

Subject	Very Good	Good	Satisfactory	Not satisfactory
Mathematics				
English				
Science				
Social Studies				
Pre-Technical Skills				
Pre-Voc. Skills				
Fante				
French				
Agric Science				
RME				

11. How do you supervise your teachers' instruction?

.....  
.....  
.....

12. How do you appraise your teachers?

.....  
.....  
.....



**APPENDIX C**

Document status: Confidential

Dear respondent,

This form collects the views of pupils in Perry Hayford JSS on the nature of instructional performance of teachers in the school. You have been selected as a respondent. The true answer you give will provide useful information that can be used to improve the situation.

SECTION 1

NAME :.....

FORM:.....

DATE:.....

SECTION 2

Pre-intervention questionnaire for Pupils

How do you rate the following

PUNCTUALITY TO SCHOOL

	Very Good	Good	Satisfactory	Not satisfactory
Teachers				
Pupils				

2) PUNCTUALITY TO CLASS

	Very Good	Good	Satisfactory	Not satisfactory
Teachers				
Pupils				

3) REGULARITY IN CLASS

	Very Good	Good	Satisfactory	Not satisfactory
Teachers				
Pupils				

4) How do you assess the quality of teaching in the school?

- a) excellent      b) very good      c) good      d) bad

5) How often do teachers use teaching/learning aids?

- a) very often    b) often    c) sometime    d) never

6) How does the use of teaching/learning aids help you understand a particular topic? A) excellent    b) very good    c) good    d) bad

7) How often do your teachers tell you the objectives of the lessons before teaching? a) very often    b) often    c) sometime    d) never

8) Rate the performance of your teachers in the following subjects.

Subject	Very Good	Good	Satisfactory	Not satisfactory
Mathematics				
English				
Science				
Social Studies				
Pre-Technical Skills				
Pre-Voc. Skills				
Fante				
French				
Agric Science				
RME				

9) What are some of the teacher behaviours that affect your understanding of the subject?

i.....

ii.....

iii.....

10. How does the headteacher supervise the teachers when teaching?

.....

.....

## APPENDIX D

Document status: Confidential

Dear respondent,

For the past five months your teachers have been under supervision.

This questionnaire is designed to help you assess their performance over the stated period.. The true answer you give will provide useful information that can be used to improve the situation.

### SECTION 1

NAME OF TEACHER:.....

RANK:.....

DATE:.....

### SECTION 2

#### Post-intervention Questionnaire for Headteacher

1. How do you rate the following?

Punctuality to Class

	Very Good	Good	Satisfactory	Not satisfactory
Teachers				
Pupils				

2. REGULARITY IN CLASS

	Very Good	Good	Satisfactory	Not satisfactory
Teacher				
Pupil				

3. UTILIZATION OF INSTRUCTIONAL HOURS

	Very Good	Good	Satisfactory	Not Satisfactory
Teachers				
Pupil				

4. How often do you supervise teachers' instructional performance in a term?

- a) very often    b) often    c) sometimes    d) never

5. How often do teachers use teaching/learning aids in their instruction?

- a) very often    b) often    c) sometimes    d) never

6. Do teachers submit their lesson plans for vetting before lesson delivery?

- a) very often    b) often    c) sometimes    d) never

7. What are the main professional strengths that you have observed among your teachers?

- i.....  
 ii.....  
 iii.....

8. Mention some of the teacher behaviours that have positively affected instruction?

i.....

ii.....

iii.....

9. List two factors that you think has enhanced teacher effectiveness or performance.

i.....

ii.....

10. Rate the performance of your teachers in the following subjects.

Subject	Very Good	Good	Satisfactory	Not satisfactory
Mathematics				
English				
Science				
Social Studies				
Pre-Tech. Skills				
Pre-Voc. Skills				
Fante				
French				
Agric Science				
RME				

## APPENDIX E

Document status: Confidential

Dear Respondent,

Your teachers have been under supervision for the past five months. This form collects your views on the instructional performance of your teachers in the school. You have been selected as a respondent to give your views on the outcome of the intervention instituted five months ago. The true answer you give will provide useful information that can be used to improve the situation.

### SECTION 1

NAME :.....

FORM:.....

DATE:.....

### SECTION 2

#### Post-intervention questionnaire for Pupils

How would you rate your teacher in the following?

	Very Good	Good	Satisfactory	Not Satisfactory
Regularity to class				
Punctuality to class				

2) How often do teachers use teaching/learning aids?

a) very often   b) often   c) sometime   d) never

3) How often do your teachers tell you the objectives of the lessons before teaching? a) very often b) often c) sometime d) never

4) What is the extent of improvement of teacher performance?

a) very large extent b) large extent c) little extent d) very little extent

5) What changes have you noticed in your teachers' instructional performance?

.....  
 .....  
 .....

6) Suggest ways your teachers can further improve on their teaching performance?

.....  
 .....

7) Rate the performance of your teachers in the following subjects.

Subject	Very Good	Good	Satisfactory	Not satisfactory
Mathematics				
English				
Science				
Social Studies				
Pre-Tech. Skills				
Pre-Voc. Skills				
Fante				
French				
Agriculture				
RME				



## APPENDIX F

### Post-intervention: Teacher Performance Appraisal Form

Name of Teacher..... Topic:.....

Subject:..... Duration:.....

	<b>Planning and Preparation</b>	5	4	3	2	1
	Uses T/L aids for instruction					
	Uses a variety of T/L aids					
	<b>Instructional Skills- Procedural</b>					
	Starts class promptly					
	Tell student the objective of the lesson before lesson begins					
	<b>Instructional skills-teaching strategies</b>					
5	Relates lesson to prior knowledge and everyday situation					
6	Style of questioning promotes high level thinking and problem solving					
7	Presents lesson in an organized manner					
	Engages students in lesson closure					
	Teacher exhibits knowledge and competence of subject matter					
	<b>Classroom management</b>					
10	Knows students as an individual					
11	Reinforces student behaviour appropriately					
12	Disposition encourages positive rapport					

	<b>Communication Skills</b>					
13	Communicates with confidence and enthusiasm					
14	Effective use of verbal and non-verbal communication effectively					
15	Communication corresponds to the level of student					
16	Applies the technique of voice variation					
	<b>Evaluation</b>					
17	Bases evaluation on instructional objectives					
18	Redirects question to be answered correctly by student					
19	Achieves lesson objectives					

Total score.....

Grade.....

## APPENDIX G

For the past five months you have been under clinical supervision. This interview guide is designed to help you assess your instructional performance on the supervision you received.

### Post-intervention: Teachers' Interview Guide

1. Do you need supervision?
2. Give reasons why you think you need supervision
3. How is supervision conducted in the school?
4. What benefits do you gain from supervision?
5. How was the teacher performance appraisal done in the school?
6. What distinctive feature have you noticed from the supervision in the last five (5) months?
7. To what extent have clinical supervision impacted on your teaching?
8. What new skills have you gained from the clinical supervision?
9. Do you endorse the situation where pupils are given the chance to appraise their teachers?
10. Comment on the influence of clinical supervision.
11. Identify some of the specific teaching techniques that you have obtained.
12. How do you perceive instructional supervision as it exists in the school now?
13. What specific impact did supervisor-teacher conference and observation have on your professional competence?
14. In what ways have you benefited from the in-service training.