

UNIVERSITY OF CAPE COAST

A STUDY OF SUPERVISION IN RURAL AND URBAN JUNIOR HIGH
SCHOOLS IN THE AKUAPIM NORTH DISTRICT

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SCHOOLS IN THE AKUAPIM NORTH DISTRICT

BY

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

Candidate's Declaration

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

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

Name: Matilda Regina Appiah

Supervisor's Declaration

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

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

Name: Dr. Y. A. Ankomah

ABSTRACT

The study was to find out the type(s) of supervision emphasized in the junior high schools, the extent to which supervision is carried out in the junior high schools, how supervision affects teaching and learning and the problem(s) that is/are associated with supervision within the junior high schools in urban and rural communities in the Akwapim North District.

Twenty five junior high schools were covered in the Akwapim North District. Two hundred and eighty respondents were involved in the study. Data were collected through interview guides, administering of questionnaires and verification of documents. The design used for the survey was the descriptive design. The design was used in this survey to assess the situation in the Akwapim North District, the area of investigation. Percentages were calculated for the summary of the various responses.

Headteachers and teachers especially, those in the rural areas, viewed external supervision to be inadequate. Records that were available in the schools and the District Education Office and the school log books indicate that intensive and follow –up visits constitute the least form of visits while brief visits account for the highest number of visits made by the external supervisors to the urban and rural junior secondary schools. It is recommended, among other things, that emphasis should be placed on both internal and external supervision. Visits to junior high schools have to be increased by external supervisors especially for intensive and follow – up visits in the rural areas. Motivation and supply of needed logistics have to be made available for supervisors to enforce efficient and effective supervision especially in the rural circuits.

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Many thanks go to Sylvester Mawusi who helped to type this work. Last but not the least, I thank the almighty God who gave me the strength and mind to write this dissertation.

DEDICATION

This dissertation dedicated to my children Brenda Adolph (Jur), Nixon and Marjorie.

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CHAPTER ONE

INTRODUCTION

Background to the Study

It is now a universal view that society must be responsible for education, and for that matter each particular society or nation must determine its aims and methods of its own education. Education, however, appears to be outstanding since it prepares, trains and orientates the young and the inexperienced ones for growth, development, participation and contribution for national development through relevant activities. Education is also regarded as the means by which people learn the essential knowledge and skills required to make them efficient. This in effect shapes and gives each society or nation its unique character. These include satisfaction, a well paid job, powers of criticism and discernment, and the development of personality and the fulfilment of ambitions. This could be seen after independence when many African countries saw education as the gateway to success. This in effect has made Ghana to make efforts to expand its educational system as part of its overall development plans.

As a result, Ghana had made an attempt to expand and increase accessibility to education, which has led to a number of Educational Acts. These include the Accelerated Development Plan of Education in 1951, Educational Act of 1961, the New Structure and Content of Education in 1975 and the New Educational Reform of 1987.

From the above we could see that the on going educational reform programme which started in 1987 has now led to increased access and participation at all levels. The National Policy as far as the Ghana Education Service is concerned, stipulates that all children of school going age from the age of six (6) should receive nine (9) years of tuition free formal education as a matter of right. The nine (9) years Free Compulsory and Universal Basic Education (FCUBE) is made up of six (6) years Primary Education and three (3) years Junior high school (J.S.S.). Again, the 1992 Constitution of the Republic of Ghana also enjoins the government to put in place a programme which will enable all children between the ages of five (5) and ten (10) years to have access to at least Basic Education by the year 2005 (Article 38 (2) of the 1992 constitution of the Republic of Ghana) and this has led to the introduction of the Free and Compulsory Universal Basic Education (FCUBE) as from 1996/1997 academic year. This constitutional requirement led to the establishment of several schools in the urban and rural areas of Ghana.

Further, Management for efficiency and effectiveness forms one of the objectives of the FCUBE programme, and this makes supervision an important tool of the school's programme. Since supervision is an effective method that could promote good results as far as teaching and learning are concerned, it is very important that the teaching and learning procedure is constantly monitored and reviewed to ensure the total achievement of the objectives. It is for this reason that supervision and instruction in the basic school is very crucial.

In order to get the best of our educational institutions, there is the need to put in place a mechanism for continuous evaluation of the activities of the institutions, especially, in the instructional process. The monitoring and Evaluation Division of the Ministry of Education has over the years been responsible for the assessment, evaluation and supervision of educational system in Ghana. With the decentralisation policy, the function of the external supervision was assigned to the District Education Service or the Municipal Education Office (MEO) and has since been carried out by supervisors and inspectors. They have the essential function of putting educational policies into practice and ensuring that these policies and practices conform to policies and regulations approved by the government through the Ministry of Education (MOE) and the Ghana Education Service (G.E.S).

The supervisors and inspectors are to visit the classrooms to see the teachers at work, hold occasional conferences with teachers and write reports to the District Directorate. The Headteacher being the Administrator of the basic schools is responsible for the internal supervision as one of his administrative functions. According to Abosi and Brookman-Amissah (1992), supervision has to include: “School community relationship, curriculum instruction and appraisal, pupil and personnel service, staff personnel service, physical, financial and educational materials as well as financial and business management” (P.16). Therefore, effective supervision by the head teacher is needed to launch and to co-ordinate efforts to ensure the attainment of school goals.

Neagley and Evans (1980) as quoted by Asiedu (1997), conclude that supervision then seems destined to play essential role in deciding the nature and conduct of the curriculum in selecting the school Organisational Patterns and learning materials to facilitate teaching and learning and in evaluating the entire educational process. Effective supervision is therefore needed to launch and co-ordinate efforts to ensure maximum achievement. Indeed, the importance of supervision in the achievement of school objectives cannot be over emphasised.

The instructional programme of the school is the key element for the school objectives and its preparation. It is also seen as the major task of the supervisor. Barton and Bruekner (1995) asserted that the purpose of supervision is to maintain and improve the quality of instruction. It could be said that the ultimate aim of supervision has been to achieve especially the curriculum and instructional objectives of the school. With the introduction of the educational reforms, one could definitely say that the need for affective supervision is now very crucial than ever before, not only thinking that the curriculum is on course but also ensure a highly appreciable attainment of its objectives.

There has been a public outcry over the years that lack of effective supervision in the basic schools has resulted in poor academic output especially in the rural areas. The reasons according to Gokah (1990) were, among others, a lack of adequate training for headteachers and their staffs on supervisory practices. According to Glickman, Gordon and Ross-Gordon (1995), effective supervision requires knowledge, interpersonal skill, and technical skill. Thus effective supervision of instructional programmes is aimed at achieving the ultimate in

education. Consequently, the success or failure of the pupils at the Basic Education Certificate Examination (B.E.C.E) is strongly linked to the way supervision is carried out by the school head.

Statement of the Problem

Recently, there have been frequent complaints on the falling standards in the quality of teaching and learning in basic schools in Ghana. This suggests that there are problems that affect the quality of teaching and learning in our country. Parents and other stakeholders continue to criticise the differences that exist between the academic performance of the rural and urban basic schools. In actual fact, the various arguments raised on falling standards within the basic school system suggest that public schools are ineffectively supervised by the educational authorities especially the head teachers. The Ghana Education Service (G.E.S) has since 1994, made purposeful efforts to put in efficient supervision by the heads of the basic schools throughout the country.

In spite of these efforts made by the G.E.S to improve the teaching and learning in our basic schools, disparity exists between the quality of teaching and learning in rural and urban basic schools, and this is clearly seen from the Basic Education Certificate Examination results. This seems to indicate among other things that the headship in the basic schools is not up to expectation because the supervisory demand under the present conditions is not being provided.

Does this mean that the headteachers of the rural basic schools perform their supervisory roles differently from those in the urban schools? Are there any peculiar problems faced by the rural heads in the discharging of their supervisory

roles? These issues have prompted the researcher to conduct an investigation to find out the supervisory practices that exist between the headteachers in the rural and urban schools in the Akuapim North District of the Eastern-Region of Ghana.

Purpose of the Study

The study sought to compare the supervisory practices of headteachers in rural and urban junior high schools in the Akwapim North District of Ghana. Specifically it sought to find out:

- a. The type of supervision carried out in the junior high schools within the Akwapim North District.
- b. Perceptions on supervisory practices that promote effective teaching and learning within the rural and urban junior high schools.
- c. The problems that are associated with the supervisory practices in the public junior secondary schools in the rural and urban communities of Akwapim North District

Research Questions

The study was guided by the following research questions:

1. What type of supervision, internal and external, is emphasised in the rural and urban junior high schools in the Akwapim North District?
2. How effective is supervision in rural and urban junior high schools in the Akwapim North District?
3. What are the perceptions of respondents on whose supervision promotes effective teaching and learning in both rural and urban junior high schools?

- 4 What problems do heads of rural and urban basic schools face when discharging their duties on supervision?

Significance of the Study

The findings of the study would add to the existing knowledge in school administration and contribute to literature on supervision. It would also help the Ghana Education Service and the Ministry of Education to be aware of the problems associated with supervision in rural and urban basic schools and to help manage them. The findings would also provide headteachers, circuit supervisors, and district monitoring assistants with knowledge on acceptable supervisory practices. The knowledge acquired would help them promote effective teaching and learning in both rural and urban junior high schools.

Limitation

The study examined the supervisory practices of heads of junior high schools in rural and urban communities of Akuapim North District of the Eastern Region of Ghana. The findings of the study are therefore, limited to the Akuapim North District. In any case, the findings and recommendations may be applied to other districts which have similar characteristics as the Akuapim North District in an attempt to solve their educational problems.

Delimitation

The study was supposed to cover the whole of the Akuapim North District in the Eastern Region of Ghana. This called for much time and adequate resources to be able to cover the whole district. Since the researcher did not have enough time and resources, a cross-section of the population was studied. Covering the

whole of the district might have revealed additional problems which might have improved the quality of the study.

Definition of Terms

Basic Education: The first nine (9) years of schooling in Ghana for all children under the directive of the Ghana Education Service. Normally between six (6) and fifteen (15) years.

Headteacher: A teacher who has been appointed by the District to be in charge of the daily administration of a basic school.

Urban: A community with a population size of more than ten thousand (10,000) people.

Rural: A community whose population is below ten thousand (10,000) people.

Supervision: It refers to all the administrative functions which affect or cover the teaching and learning process.

Stakeholders: Other people, bodies and organisations apart from government who are also interested in the promotion of the educational enterprise.

Organisation of the Study

The study is organised into five main chapters. The first chapter is the introduction. It deals with such aspects as background information, statement of the problem, purpose of the study, research question significance of the study, delimitation and limitations of the study. Chapter two deals with the review of literature. In this chapter, both published and unpublished documents including books, journals and news papers which had useful information on the topic were reviewed. Chapter three comprises the methodology used in the study. This

included such aspects as the research design, the population, the sample and sampling procedures and the instruments used in the collection of data. The chapter further deals with the pre-testing procedures used for data collection and the method of analysis used for the study. In Chapter four, the data collected is presented and analysed while the findings are discussed. Chapter five, deals with a summary of the findings of the study, conclusions and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter deals with reviewing existing studies on supervision. It includes a summary of the writings of recognised authorities and previous research works. Documents, both published and unpublished including books, journals and newspapers that had information on the topic were reviewed. The review covers the following major areas:

- (1) The role of supervision in schools
- (2) Some research findings on education
- (3) Effects of supervision on teaching and learning
- (4) Supervisory practices of school heads
- (5) Rural - urban dichotomy and educational attainment.

The Role of Supervision in Schools

The role of supervision, especially, at the basic level is very important in the entire educational process. According to Glickman (1995), supervision influences effectiveness and efficiency among personnel in the school and their systems of operation in the teaching learning situation. He was of the view that supervision focuses on the improvement of instruction in whatever subject hence, headteachers and supervisors must actively participate if educational goals are to be achieved.

Musaazi (1985) also sees the inevitable role of supervision in schools and declared that supervision is primarily concerned with actions taken to ensure achievement of instructional objectives. Glickman, Gordon and Gordon (1995) see supervision as a glue of a successful school. According to them, supervision as a function in the school draws together the discrete elements of instructional effectiveness into a whole school action. Burton (1988) however, says that supervisory role in the school is mainly to evaluate the effectiveness of the instructional programme.

Oliver, (1992) on the other hand, sees the role of supervision as the provider of assistance to teachers in the evaluation of instruction and curriculum. According to him, supervision helps teachers to find answers to curricular and instructional problems; aids them in identifying research studies which may have a bearing on their problems; to evaluate their classroom performance; to assess their own strengths and weaknesses, and to select means of overcoming deficiencies.

In an attempt to explain the role of supervision in the school, Oliver (1992) advanced the coordination, consultation, group leadership and evaluating roles. He explained these roles as follows:

1. Coordinating: this is where supervision serves to coordinate programmes, groups, materials and reports. As a director of staff development, supervision involves planning, arranging, evaluating and conduction of in-service programmes for teachers.

2. Consulting: supervision in this capacity renders service to teachers both on an individual basis and in groups. According to Oliver, supervision is expected to be a prime source of help to teachers wishing to improve either their generic or specialised teaching skills.
3. Group leadership: supervision in this respect is seen to continuously release the potential of groups seeking to improve the curriculum, instruction, or themselves. Supervision is expected to assist groups in consensus building in moving toward group goals. Supervision therefore seeks out, identifies, and fosters leadership talent from within the group.
4. Evaluating: this is where supervision provides assistance to teachers in the evaluation of instruction and curriculum. Supervision is seen to help teachers find answers to curricular and instructional problems, aids them in identifying research studies which may have a bearing on their problem, and assist them in conducting limited research projects.

It can be deduced from the roles of supervision outlined above that apart from materials, equipment, infrastructure, staff and other facilities that are necessary for teaching and learning, supervision is equally necessary for the achievement of school objectives.

Effects of Supervision on Teaching and Learning

A number of writers have expressed their views on the effects of supervision on teaching and learning. Clickman (1995) is of the view that, supervision influences the effectiveness and efficiency among personnel in the school and their systems of operation. He is therefore of the view that supervision

should focus on the improvement of instruction in order to achieve the desired result.

On teachers' performance, Sergiovanni and Starratt (1998) contended that teachers being the vehicle through whom the curriculum is imparted to learners, are also influenced by supervision. According to them, through supervision, the teacher builds self confidence and enthusiasm and this affects performance positively. This is because the teacher appreciates the fact that those in authority appreciate his ability and this urges him on to excel in his performance.

Neagley and Evans (1980) also agree that supervision makes the work of the teacher more effective through such things as improved working conditions, better materials for instruction, improved method of teaching, preparation of courses of study and supervision of instruction through direct contact with the classroom teacher.

Robert et al (1981) contended that effective supervision ensures a proper appraisal of the teaching and learning process in order to bring about the achievement of objectives. Musaazi (1985) agrees with this assertion and adds that "if supervision is to achieve its goals by improving the process of instruction in the school, then the supervisor must take the lead in providing a pleasant stimulating and wholesome environment in which teachers will want to work" (p. 82).

Findings from research on effective schools and classrooms conducted by Squires et al (1984) revealed that schools can be effective in producing high student achievement, a safe environment, low delinquency, good student

behaviour, and high attendance as a result of effective supervision. According to them, principals, through their supervision, influence the degree to which students are involved, cover and appreciate content, and succeed in daily assignments and unit tests.

Oliver (1992) summarised the role of supervision in schools as follows:

1. The improvement of the teaching act (classroom visits, individual and group conferences, directed teaching, demonstration teaching, development of standards for self- improvement, etc).
2. The improvement of teachers in - service (teachers' meetings, professional readings etc).
3. The selection and organisation of subject – matter (setting up objectives, studies of subject – matter and learning activities, experimental testing of materials, constant revision of courses, the selection and evaluation of supplementary instructional materials etc).
4. Testing and measuring (the use of standardised and local tests for classification, diagnosis, guidance etc).
5. The rating of teachers (the development and use of rating cards, of check-lists, stimulations of self rating).

Harris (1988) also agrees with the above observation. According to him, students whose teachers are sufficiently supervised while teaching could perform better than the students whose teachers are not adequately supervised.

Some Research Findings on Supervision

Glickman (1995) referred to the following research studies by Goodland and Associates in a randomly selected 13 tripple schools (schools with elementary, middle and senior high schools from some states in the U.S.A). After surveying 1350 teachers,18000 students, 8600 parents and all principals, superintendents and school board members, in these schools and after 500 classroom observations, they drew the following conclusions from the research studies:

1. The greatest predictor of school success was a goal congruence among teachers, administrators, students and parents.
2. The staff in successful schools had little concerns about violence, discipline and management. Instead their common concern was with the school's educational priorities.
3. Effective schools were perceived as work places that provided autonomy and involvement in educational decision.
4. Teachers in successful schools spent more time on instruction and students spent more time on learning tasks.
5. There was little difference in actual techniques and methods of teaching between successful and unsuccessful schools.

Goodland concluded that it takes everyone in the school to contribute to the success of goal achievement. It is onerous duty of the head (supervisor) to influence positively, collaborative efforts in the school system. Effective schools in the study according to Goodland and Associates refer to schools in which

everyone contributes to decision making and had knowledge of expected goals and varied methods and techniques in achieving objectives. This was however, not so with less successful schools.

The works of Ashta and Webb (1986) cited in Sergiovanni and Staratt (1998) concluded that a supportive school climate is one important contribution to a teacher's sense of efficacy. Improving schools by helping teachers to reflect on their practice, to learn more about what they do and why, to strive for improvement, to share what they know with others and to strive to improve their practice is at the heart of what supervisors do.

A research work conducted by Bame (1991) on instructional supervision of teachers established the fact that even though majority of teachers and headteachers acknowledge the usefulness of some aspects of supervision carried out by officials from the District directorates, they complained that the officials often try to find fault and more often than not, criticise teachers work while failing to offer ideas and practical demonstration, which is needed to help the teachers in their teaching. Bame (1991) therefore, suggested an urgent need for re-orientation on the part of the inspection officials and teachers in order that the tension-ridden atmosphere which has characterised supervision in the basic schools may give way to a relaxed one.

In the same vein, Oduro (1998) in his work observed that the method of supervision in recent times is not different from the past even though on paper supervisors are expected during supervision to create a non threatening atmosphere in the classroom, direct and help the teacher to improve upon his

teaching so that learning is enhanced. According to him internal supervision as outlined in the Headteachers Handbook (2001), which is undertaken by the headteachers does not take cognisance of teacher participation in determining assessment criteria. He enumerated aspects of supervision carried out by headteachers to include vetting of schemes of work, lesson plans, classroom observation, attitude to work, presentation of lessons, human relations, checking punctuality to school, observation of teachers, school attendance and absenteeism.

Aboagye (2001) also recounts in his research findings that the fall in the cognitive achievement levels of candidates in the B.E.C.E is due to a number of factors which include laxity on the part of headteachers and teachers, lack of reading materials, ineffective methods, absence of supervision, poor incentives system and others.

A comparative study carried out by Mawusi (2004) in the East Akim District of Ghana revealed that intensive and follow – up visits which were meant to assist teachers and ensure compliance to suggestions offered by supervisors constitute the least form of visits to both rural and urban junior high schools whiles brief and familiar visits meant for familiarity and delivery of information were more frequent. The study invariably revealed that whiles majority of pupils in urban schools performed averagely, those in the rural schools perform below average.

Supervisory Practices of School Heads

According to Abosi and Brookman – Amisah(1992), supervision has grown to include:

- 1) School –community relationship
- 2) Curriculum and instruction
- 3) Pupil personnel services
- 4) Staff personnel services
- 5) Physical facility and educational materials
- 6) Financial and business management

They indicated that the school head “must know the community very well and must have cordial relationship with the people since the teaching materials could be derived from the community.

On pupil personnel, Abosi and Brookman Amisah (1992) indicated that another task of the school head includes keeping of school and class attendance registers and controlling pupils’ behaviour. He also has a duty of maintaining discipline in the school by seeking the cooperation of the students through the Students Representative Council (SRC). On staff personnel service they maintain that the head must motivate, supervise and maintain his teaching staff by creating good working conditions and a congenial atmosphere for the teachers to feel at home in school. They also maintain that school head is in charge of the provision and disbursement of funds for the attainment of educational goals. He is in charge of budget making”. Musazi (1985) is of the view that “the supervisor is to arrange courses or workshops for teachers and headteachers to infuse them with the new techniques in teaching”.

Oliver (1992) on the other hand enumerated ten tasks expected of school heads in a rather detailed list as follows:

1. Developing curriculum: designing or redesigning that which is to be taught, by whom, when, where and in what pattern. Developing curriculum guides, establishing standards, planning instructional units, and instituting new courses are examples of this.
2. Organising for instruction: making arrangement whereby pupils, staff, space and materials are related to time and instructional objectives in coordinated and efficient ways. Grouping of students, planning class schedules, assigning space, allocating time for instruction, scheduling, planning events, and arranging for teaching teams are examples of the endeavours associated with this task area.
3. Providing staff: assuring the availability of instructional staff members in adequate numbers and with appropriate competencies for facilitating instruction. Recruiting, screening, selecting, assigning, and transferring staff are endeavours in this area.
4. Providing facilities: designing or redesigning and equipping facilities for instruction. The development of space and equipment specifications is included in this task area.
5. Providing materials: Selecting and obtaining appropriate materials for use in implementing curriculum designs. Previewing, evaluating, designing, and otherwise finding ways to provide appropriate materials are included in this task.
6. Arranging for in- service education: planning and implementing learning experiences that will improve the performance of the staff in instruction –

related ways. This involves workshops, consultations, field trips, and training sessions as well as formal education.

7. Orienting staff members: providing staff members with basic information necessary to carrying out assigned responsibilities. This includes getting staff members acquainted with facilities, other staff, and community, but it also involves keeping the staff informed of organisational developments.
8. Relating special pupil services: arranging for careful coordination of services to children to ensure optimum support for the teaching process. This involves developing policies, assigning priorities, and defining relationships among service personnel to maximise relationships between services offered and instructional goals of the school.
9. Developing public relations: providing for a free flow of information on matters of instruction to and from the public while securing optimum levels of involvement in the promotion of better instruction.
10. Evaluating instruction: planning, instrumenting, organising, and implementing procedures for data gathering, analysis and interpretation, and decision making for improvement of instruction.

He concluded that “what is universally true throughout school system, however, is the fact that much is expected of all supervisors” in carrying out their supervisory practices.

Rural-Urban Dichotomy and Educational Attainment

Tua (1998) stated that the greatest problem militating against educational achievement is the urban/rural disparity in the distribution of trained teachers, distribution of materials, inadequate facilities, and low moral of teachers and lack of supervision. Again he said, many parents in the rural areas are not able to make any meaningful contribution to the improvement of facilities in the schools.

Bishop (1989) cited by Osei (1997) points out that educational structures in most developing countries, in addition to being too profound, are also very unbalanced generally. In effect, there are two systems: urban system and rural system. The practical effect of this dual system according to him indicates that rural children who often comprise 70% of a nation's children have smaller chance than their urban counterparts of entering and completing primary school much less than secondary school or university.

Summary of the Chapter

Issues related to the supervisory practices in urban and rural junior high schools were discussed in the chapter. Critical review by authorities and researchers notably Glickman (1995), Sergiovanni and Staratt (1998), and Oduro (1996) brought to light some factors which are responsible for low cognitive achievement and academic performance in basic schools as well as low productivity of teachers and some headteachers . These authors contended that effective supervision of teachers results in better performance of students. On rural urban dichotomy and educational attainment, some authors including Tua (1998) and Bishop (1998) accentuate the fact that disparities exist between rural and urban schools in terms of the quality of teaching and learning.

The literature review which sought to review the works of scholars in the area of supervision has given the researcher a guide in his work to find out the extent to which his findings agree with the above writers.

CHAPTER THREE

METHODOLOGY

This Chapter describes the method and procedures followed in collecting data for the study. It has been organised under the following sub- sections: research design, population for the study, sample, sampling technique, instruments for data collection, pre- testing of instrument, data collection procedure and data analysis plan.

Research Design

The design used in this study is the descriptive survey design. This design deals with assessing the situation as it is on the ground in the area of investigation. Descriptive surveys are versatile and practical since they point to present needs. In his view the descriptive survey is basic for all types of research in assessing the situation as a prerequisite for conclusions and generalisation. The descriptive design is extensively used in educational research since data obtained through descriptive research represents field conditions.

The descriptive survey was used for this study due to its advantages. The design enabled the researcher to evaluate the extent to which effective supervision

is carried out in junior high schools within the Akwapim North District. The descriptive survey is however, not without disadvantages. The disadvantages, according to Frenkel and Wallen (1990), include the danger of prying into private affairs of respondents and the likelihood of generating unreliable responses. It also includes the difficulty in assessing the clarity and precision of questions that would call for the desired responses. It is also known to result in making generalisations about an event or situation which may not be a true reflection of what really prevails. The awareness of these weaknesses led the researcher to make efforts to reduce the magnitude of these problems. Interviews and follow – up questions were employed to ascertain the validity of responses that were not clear.

Population for the Study

The study was carried out in the Akuapim North District of the Eastern Region of Ghana. There are 12 educational circuits in the district. Out of this number, three are urban, forming about 25 % of the circuit while the remaining nine circuits are rural, forming 75 %. The rural circuits are: Mangoase, Otwetri, Adenya, Kobokobo, Konko, Amahi, Asenemaso, Oboom and Tandakoro. The urban circuits are Akropong, Mamfe, and Larteh.

The population for the study includes all the junior high schools in the Akuapim North District of the Eastern Region of Ghana. It also includes the headteachers, circuit supervisors, the Assistant Director in charge of supervision and the District Educational Director of the Akuapim North District Education Office.

Sample and Sampling Technique

The sample encompasses representations of circuits, schools, the District Education Officers, headteachers, and teachers. Out of the 12 circuits in the district, eight were selected as sample for the study. All the three circuits in the urban communities were selected for the study. Five out of the nine circuits in the rural communities were selected and included in the sample. Out of the 17 junior high schools in the urban areas, 15 were selected. In the rural areas there were 43 junior high schools and 15 were selected for the study. This gives a total of 30 junior high schools for the sample.

Six teachers were selected from each of the 30 junior high schools making a total of 180 teachers. All the circuit supervisors from the eight selected circuits were included in the sample. Also included in the sample were all the headteachers of the 30 selected junior high schools. The Assistant Director in charge of supervision and the District Director of Education in charge of the district were also sampled in the study. In summary, the sample comprised the following:

- (1) The District Director of Education
- (2) Assistant Director in charge of supervision
- (3) A total of eight circuit supervisors from the eight circuits selected from the district.
- (4) All the 30 headteachers from the chosen junior high schools.
- (5) A total of 180 teachers were randomly selected.

In all, a total of 30 junior high schools made up of 15 urban and 15 rural were involved in the study. A summary of the sample is as follows:

| Sample | Number |
|----------------------------------|---------------|
| District Director | 1 |
| Assistant Director(Inspectorate) | 1 |
| Circuit supervisors | 8 |
| Headteachers | 30 |
| Teachers | 180 |
| JHS | 30 |

In selecting the schools, the district was stratified into urban and rural circuits. The simple random sampling method, specifically the lottery approach, was used in selecting the schools within the rural and urban circuits. The names of all the schools in one circuit were written on separate pieces of paper, folded and put in a box. A pupil was called to pick five of the folded sheets randomly. This was done for the other two circuits. A total of 15 schools were obtained.

A student was called to pick three of the folded sheets randomly from five boxes. A total of 15 schools were obtained. Within the selected schools, the teachers were randomly selected so as to give each teacher an equal chance of

being selected. The circuit supervisors for the eight circuits were involved in the study since they were officially in charge of external supervision within the circuits selected for the study. The District Office Head of Inspectorate and the Director were chosen because their views were important in a study of this nature.

Instrument for Collecting Data

The instruments for this study were developed by the researcher together with a colleague who was undertaking a similar study in the East Akim District. Three sets of interview guides of the same items were developed for the external supervisors who were made up of the District Director, Head of Inspectorate Division and circuit supervisors. The first part of the interview guide comprised of biodata of respondents such as academic background, professional status and working experience.

There are four items in Section A. the items are based on the types of supervisions undertaken in the basic schools and the forms they take. There are three items in section B based on the effects of supervision on teaching and learning. Section C had three items on the effects of supervision on the performance of pupils. The last section of the interview guide is made up of open-ended items, based on the problems associated with supervision and suggestions for improving supervision. Two sets of questionnaires with the same items were developed for the headteachers and teachers. The items were structured and grouped under the same headings as that of the interview guide for the external supervisors.

Documentary data collected was collected from the District Education Office. They include supervisory and inspection visit reports and Basic Education Certificate Examination (B.E.C.E) results for the period between 2004 and 2007. Inspection and supervisory reports for the same period were collected in the schools.

Pre-Testing of Instrument

A pre-testing was carried out in the East Akim District in order to test the content validity of the instruments used in the study. This district was chosen for the pre-testing because it has almost the same characteristics as the Akwapim North District. For the conduct of the pre-testing, the District Director of Education, the Head of the Inspectorate Division of the district education, three circuit supervisors, three headteachers, and six classroom teachers were interviewed or given questionnaires to answer. The District Director of Education, the Head of the Inspectorate Division and the circuit supervisors were interviewed while the headteachers and teachers were given questionnaires to answer. An interview guide was used for those in the District Office since their work schedule was such that they could not respond to the questionnaires. In order to explain issues more closely, the pupils were given questionnaires.

In analysing the pre-test results, some modifications were made in the questionnaires and interview guides. For example, some questions which were open – ended were changed to close ended questions. This helped to reduce the wide range of responses.

Data Collection Procedure

The researcher collected the data personally through interviews and administration of questionnaire as well as from documents. Data were collected from the schools first before the district education office. In the schools, the teachers were made to answer the questionnaire before the headteachers. At the District Office, the circuit supervisors were interviewed first, followed by the Head of Inspectorate, then lastly, the District Director. This strategy was adopted to prevent superior officers from influencing those under them.

During the administration of the questionnaire, the schools sampled were informed of the visit in advance. The researcher on her visit explained to the headteachers and teachers sampled what they were expected to do. In most of the schools, teachers and school prefects concerned were assembled and made to answer the questionnaire after which the sheets were collected. In other schools, where they were not prepared to answer the questionnaire, copies of the were therefore, left in the schools under the care of the headteachers and these were collected later.

At the district education office, the researcher contacted the officers involved in the study individually to agree on dates for the interviews. The interviews were conducted on dates agreed upon by the officers and the researcher. The documentary data from the schools were collected on the day of questionnaire administration. In the district education office, the documentary data were collected on the last interview date. The data collection, which began

on 19th March 2004, ended on 1st July 2004 with the researcher spending an average of three days in each of the schools.

Data Analysis Plan

Quantitative analysis involving frequencies, mean and percentages were used in the analysis of the data from both the rural and urban schools since the study is a descriptive one. The responses to the various items in each section were tallied and frequency distribution tables drawn for the responses. Mean frequencies of responses to various items in each section of the questionnaire were computed into percentages. The results obtained from the rural schools were compared with those of the urban for analysis, the details of which are represented in the next chapter (chapter four).

CHAPTER FOUR

RESULTS AND DISCUSSION

Analysis and discussion of the findings from the study are presented in this chapter. The study elicited responses on the nature of supervision in the rural and urban junior high schools, the effects of supervision on teaching and learning as well as the problems associated with rural and urban supervision. The statistical tools used for this analysis are frequency, mean and percentages. The presentation begins with analysis of the academic and professional background as well as the supervision experience of the respondents.

Academic Qualification of External Supervisors

The District Director, Head of Inspectorate and circuit supervisors who constitute the external supervisors were asked to indicate their academic qualification. Table 1 gives a summary of the responses of the external supervisors.

Table 1

External Supervisors' Academic Qualification

| Academic qualification | No. | % |
|--------------------------|-----|------|
| Cert. "A" 3-Yr.Post-Sec. | 2 | 20.0 |
| Specialist | 2 | 20.0 |
| Diploma | 4 | 40.0 |
| First Degree | 2 | 20.0 |
| TOTAL | 10 | 100 |

The result in Table 1 is quite encouraging for effective supervision. The Majority (40%) of the external supervisors were diploma holders. The results indicate that the majority of the external supervisors had the requisite qualification for external supervision in the Ghana Education Service (GES). Possessing a recognized teaching qualification and outstanding skills, according to Musaazi (1984), is what a supervisor needs. He asserted that it is such skills that have to be passed over to other teachers during the course of his work.

Academic Qualification of Headteachers and Teachers

Just like the external supervisors, head teachers and teachers of the junior high schools (JHS) selected for the study were also asked to indicate their academic qualification. The summary of their responses is presented in Table 2.

Table 2

Headteachers and Teachers' Academic Qualification

| Academic qualification | Urban | | Rural | |
|------------------------|-------------|---------|-------------|---------|
| | Headteacher | Teacher | Headteacher | Teacher |

| | % (No.) | % (No.) | % (No.) | % (No.) |
|--------------------------|----------------|----------------|----------------|----------------|
| “A” Level holder | - | - | - | 15.6(14) |
| Cert. “A” 3-Yr.Post-Sec. | 53.3(8) | 85.5(77) | 80.0(12) | 72.2(65) |
| Specialist | - | 2.2(2) | 13.3(2) | - |
| Diploma | 26.7(4) | 5.6(5) | 6.7(1) | - |
| First Degree | 20.0(3) | 6.7(6) | - | 1.1(1) |
| Others | - | - | - | 11.1(10) |
| TOTAL | 100(15) | 100(90) | 100(15) | 100(90) |

The majority of the head teachers in both urban (53.3%) and rural (80.0%) communities were Cert. “A” 3-Yr. Post Secondary. certificated teachers. 15.6% of the teachers in the rural areas were untrained. The urban junior high schools however, had all the teachers trained.

Just like the headteachers, more qualified teachers can be found in the urban junior high schools than in the rural. This is due to the fact that most teachers refuse posting to the rural areas since basic facilities such as electricity, telephone facilities and treated water are not available in most rural communities. This confirms the assertion of Reboree (1982) that the variables that affect recruitment are the employment conditions in the community, salary levels, fringe benefits provided by school district and the reputation and policies of the school district.

Professional Qualification of External Supervisors

The external supervisors were asked to indicate their professional qualification. Table 3 gives a summary of the responses by the external supervisors.

Table 3
External Supervisors' Professional Qualification

| Professional qualification | No. | % |
|----------------------------|-----|-------|
| Principal Superintendent | 2 | 20.0 |
| Assistant director | 7 | 70.0 |
| Director | 1 | 10.0 |
| TOTAL | 10 | 100.0 |

The majority (70.0%) of the external supervisors are assistant directors. The result from Table 3 shows that all the external supervisors qualify for supervision under the requirement of the Ghana Education Service. According to Nwagwu (1984), the work of the supervisor calls for higher degree of professionalism than any other sector of the educational system.

Professional Qualification of Headteachers and Teachers

Head teachers and teachers of the junior high schools selected for the study were also asked to indicate their professional qualification. The summary of their response is presented in Table 4.

Table 4
Professional Qualification of Headteachers and Teachers

| Urban | Rural |
|-------|-------|
|-------|-------|

| Professional Qualification | Head teacher (No.) % | Teacher (No.) % | Head teacher (No.)% | Teacher (No.) % |
|-------------------------------|-------------------------|--------------------|------------------------|--------------------|
| Junior teacher | - | (42)46.7 | - | (23)25.6 |
| Assistant superintendent | - | (18)20.0 | - | (32)35.6 |
| Superintendent | - | - | (4).7 | (13)14.4 |
| Senior superintendent | (2)13.3 | (12)13.3 | (6)40.0 | (8)8.9 |
| Principal | (4)26.7 | (10)11.1 | (3) 20.0 | (12)13.3 |
| Superintendent | | | | |
| Assistant director | (9)60.0 | (8)8.9 | (2)13.3 | (2)2.2 |
| TOTAL | (15)100.0 | (90)100.0 | (15)100.0 | (90)100.0 |

Table 4 reveals that the majority (60.0%) of the headteachers in urban junior high schools are assistant directors while majority (40.0%) of those in the rural junior high schools are senior superintendents. The result clearly shows that the urban junior high schools attract more professionally qualified teachers than the rural. Urban /rural disparity in the distribution of teachers has been the greatest problem militating against educational achievement over the years. Junior teachers form the majority of teachers in both urban (46.7%) and rural (25.6%) junior high schools. The high percentage of this category of teachers in the urban junior high schools goes to emphasize the interest that newly trained teachers have in urban communities compared to rural.

Supervisory Experience of External Supervisors

The external supervisors were requested to indicate the number of years they have been in supervisory position. The results obtained are presented in Table 5.

Table 5
Experience of External Supervisors in Supervision

| Supervision experience | No. | % |
|------------------------|-----|------|
| 4 – 6 years | 6 | 60.0 |
| 7 – 10 years | 3 | 30.0 |
| 11 – 15 years | 1 | 10 |
| Total | 10 | 100 |

The results obtained from Table 5 show that a majority (60.0%) of the external supervisors have been in supervisory position between four and six years. This means that a majority of the supervisors have experience in supervision, which is an indicator of educational effectiveness. According to Winham (1988) experience and specialization among other things are indicators of educational effectiveness.

The head teachers were requested to indicate the number of years they have been in supervision position. The results obtained are represented in Table 6.

Table 6
Experience of Head teachers in Supervision

| Supervision Experience | Number of Responses | Percentage (%) |
|------------------------|---------------------|----------------|
|------------------------|---------------------|----------------|

| | Urban | Rural | Urban | Rural |
|--------------------|-------|-------|-------|-------|
| Less than one year | - | 1 | - | 6.7 |
| 1 – 3 years | 9 | 4 | 60.0 | 26.7 |
| 4 – 6 years | 3 | 3 | 20.0 | 20.0 |
| 7 – 10 years | 2 | 5 | 13.3 | 33.3 |
| 11 – 15 years | 1 | 2 | 6.7 | 13.3 |
| Total | 15 | 15 | 100.0 | 100.0 |

The results obtained from table 6 shows that a majority (60.0%) of the headteachers in the urban junior high schools have been in supervision position between 1- 3 years while majority (33.3%) of those in the rural junior secondary have been in supervision for the period of 7-10 years. Supervision experience of a supervisor counts in the achievement of educational goals since the supervisor is expected to give professional guidance and advice.

**Types of Supervision in Junior High Schools and those
Emphasized by Ghana Education Service**

In this section responses were sought on the type of supervision emphasized in the junior high schools by the Ghana Education Service.

**Views on the Type of Supervision Emphasized in the Junior High Schools by
Ghana Education Service**

External supervisors expressed their views on the type of supervision being given much emphasis to in the junior high schools by the Ghana Education Service. The supervisors were to indicate whether in the junior high schools

emphasis was placed on internal supervision and external supervision or equally on both. From the responses, all ten of the external supervisors expressed the view that emphasis is placed on both internal and external supervision in the junior high schools. The indication is that the external supervisors acknowledge the complementary role of external and internal supervision the junior high schools. This complementary role needs to be encouraged for according to Musaaazi (1985), the main purpose of supervision is to maintain and improve upon the quality of instruction.

Views of Headteachers and Teachers on the Type of Supervision Being Emphasized in the Junior High Schools

The headteachers and teachers were also asked to indicate the type of supervision emphasized in the basic schools. Table 8 shows the responses of headteachers and teachers.

Table 7
Headteachers’ and Teachers’ Views on Type of Supervision Being Emphasized in Junior High schools

| Types of Supervision | Urban | | Rural | |
|---------------------------|------------------------|------------------|------------------------|-------------------|
| | Head teacher (No.)% | Teacher (No.) | Head teacher (No.)% | Teacher (No.)% |
| External supervision only | - | (18)20.0 | 6.7 | (5)5.6 |

| | | | | |
|---------------------------|-----------|-----------|-----------|-----------|
| Internal supervision only | (13)86.7 | (21)23.3 | (11)73.3 | (67)74.4 |
| Both (external/internal) | (2)13.3 | (51)56.7 | (3) 20.0 | (18)20.0 |
| Total | (15)100.0 | (90)100.0 | (15)100.0 | (90)100.0 |

From Table 7 it appears that the majority of the headteachers of both urban (86.79%) and rural (73.3%) junior high schools were of the view that emphasis is placed on internal supervision. The indication is that the effect of external supervision is not felt in the junior high schools. The teachers on the other hand were divided in their opinion. While majority of the urban teachers (56.7%) expressed the view that emphasis is on both internal and external supervision, those in the rural junior high schools (68.9%) indicated that emphasis is on internal supervision. The implication is that the rural teachers do not feel the effects of external supervision.

It also implies that not much attention has been placed on internal supervision. Both internal and external supervision need equal attention to achieve educational goals. This emphasizes the assertion by Rebores (1982) that supervision should involve all teachers, head teachers and supervisors, each actively participating, if educational goals are to be attained.

Thus, Respondents held different views on the type of supervision emphasized in the junior high schools by the Ghana Education Service. The external supervisors were of the view that both internal and external supervision were given much emphasis. This view was shared by a majority of the teachers in the urban junior high schools. The majority of the headteachers from both the rural and urban junior high schools on the other hand were of the view that

emphasis is placed on internal supervision at the expense of external. This view was shared by a majority of the teachers in the rural junior high schools.

Effectiveness of Supervision in the Rural and Urban Schools

In this section, documentary evidence on visits made by the external supervisors to the various junior high schools is discussed. Also discussed are responses made by respondents on the effectiveness of supervision in the rural and urban junior high schools.

Average Number of School Visits by External Supervisors

The external supervisors were asked to indicate the average number of times they visited the junior high schools in the rural and urban communities in 2004/2005 academic year. Table 8 shows the responses of the external supervisors.

Table 8

Average Number of School Visits by External Supervisors

| No. of Times | Urban | | | Rural | | |
|--------------|-----------------------------|--------------------------------|-------------------------------|-----------------------------|---------------------------------|------------------------------|
| | District Director (No.)% | Head of Inspectorate (No.)% | Circuit Supervisor (No.) % | District Director (No.)% | Head of Inspectorate (No.) % | Circuit Supervisor (No.)% |
| Once | - | (1)100.0 | - | (1)100.0 | - | (3)37.7 |
| Twice | - | - | (4)50.0 | - | (1)100.0 | (5)62.5 |
| Thrice | (1)100.0 | - | - | - | - | - |

| | | | | | | |
|------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| Four times | - | - | (3)37.5 | - | - | - |
| Five times | - | - | - | - | - | - |
| More than six times | - | - | (1)12.5 | - | - | - |
| Total | (1)100.0 | (1)100.0 | (8)100.0 | (1)100.0 | (1)100.0 | (8)100.0 |

The visit by the district director and the head of inspectorate to the junior high schools can be considered to be adequate considering the number of schools within the district. The circuit supervisors' visit could not be considered to be adequate especially in the rural community junior high school. A lot is therefore expected of circuit supervisors especially those within the rural communities.

Views of Headteachers on the Adequacy of Visits by External Supervisors

Head teachers were asked to indicate their degree of agreement on the adequacy of visits to their schools by external supervisors. In the analysis, answers (a) – (b) that is (a) strongly agree, (b) agree, were considered as adequate while (c) – (e) that is (c) uncertain, (d) disagree (e) strongly disagree, are considered as not adequate. Table 9 gives a summary of the responses of head teachers view on the adequacy of visits by external supervisors.

Table 9

Headteachers' Views on the Adequacy of Visits by External Supervisors

| | | Urban | | | Rural | |
|-----------------|----------------------|-------------------------|-----------------------|----------------------|-------------------------|-----------------------|
| No. of Times | District Director | Head of Inspectorate | Circuit Supervisor | District Director | Head of Inspectorate | Circuit Supervisor |

| | | | | | | |
|------------|------------|------------|-----------|-----------|-----------|-----------|
| (No.)% | (No.) % | (No.) % | (No.) % | (No.)% | (No.) % | (No.)% |
| Adequate | (10)66.7 | (9)60.0 | (6)40.0 | (8)3.3 | (8)53.3 | (1)6.7 |
| Inadequate | (5)33.3 | (6) 40.0 | (9)60.0 | (7)46.7 | (7)46.7 | (14)93.3 |
| Total | (15) 100.0 | (15) 100.0 | (15)100.0 | (15)100.0 | (15)100.0 | (15)100.0 |

Table 9 indicates that a majority of both urban and rural junior high school head teachers consider the visits of the District Director and the head of inspectorate to be adequate. A high percentage of the head teachers (60.0% urban and 93.3% rural) however, indicate that the visits of the circuit supervisors to the junior high schools are inadequate. Since the circuit supervisors are to visit the schools more frequently than the other external supervisors, their inability to do so can affect teaching and learning in the schools. This is because the supervisor must take the lead in providing a pleasant stimulating and wholesome environment in which teachers will want to work (Musaazi 1985)

Views of Teachers on the Adequacy of Visits by External Supervisors

Teachers were also asked to indicate their degree of agreement on the adequacy of visits to their schools by external supervisors. Table 10 gives a summary of teachers' response on the adequacy of visits by external supervisors.

Table 10

Teachers' View on the Adequacy of Visits by External Supervisors

| | Urban | | | Rural | | |
|-----------|-----------------------------|--------------------------------|-------------------------------|------------------------------|---------------------------------|------------------------------|
| Responses | District Director (No.)% | Head of Inspectorate (No.)% | Circuit Supervisor (No.) % | District Director (No.) % | Head of Inspectorate (No.) % | Circuit Supervisor (No.)% |

| | | | | | | |
|------------|-----------|-----------|-----------|-----------|-----------|-----------|
| Adequate | (60)66.7 | (57)63.3 | (30)33.3 | (48)53.3 | (50)55.6 | (20)22.2 |
| Inadequate | (30)33.3 | (33)36.6 | (60)66.7 | (42)46.7 | (40)44.4 | (70)77.8 |
| Total | (90)100.0 | (90)100.0 | (90)100.0 | (90)100.0 | (90)100.0 | (90)100.0 |

Just like the head teachers, the teachers saw the visits by the District Director and head of inspectorate to be adequate. The majority of both the urban (66.7%) and rural (77.8%) considered the visits by the circuit supervisors to be inadequate. The implication is that the teachers do not feel the supervisory role of the circuit supervisors in both urban and rural junior high schools.

There is therefore the need for the circuit supervisors to increase their number of visits to the schools to ensure effective teaching and learning. Visits by supervisors are very crucial in the teaching/learning process since the classroom teacher is so much preoccupied with teaching in the classroom. As such it is the supervisor who is expected to enrich the professional knowledge of the teacher by giving him fresh ideas through in-service course (Barton and Bruekner, 1995).

Documentary Data on Supervisory Visits in Urban and Rural Schools

Records on supervision in the junior high schools were verified at the District Education Office and the schools log books on visits made by external supervisors to the urban and rural junior high schools. The visits were classified into five (5) main categories namely: intensive, brief, follow – up and familiar visits. Intensive visits are carried out for the purpose of inspection, auditing and in-service training. Brief visits are often embarked upon for the purpose of fact-finding, collection of data and message delivery. Follow – up visits are visits that

are based on a previous one. The purpose is to ensure that guidelines and directives given in a previous visit are implemented. Familiar visits on the other hand are meant to expose the external supervisors to the school environment, staff and pupils.

The information collected covers a five-year period from 2000 to 2005. In this research, code numbers were used for the various schools covered in order to ensure confidentiality. Urban schools were labeled as UJS 001; UJS 002 etc. while rural schools were labeled RJS 001,RJS OO2, etc. Table 12 and 13 give a summary of documentary data on supervision in urban and rural JHS respectively between 2000 and 2005.

Table 11

Frequency of Supervisory Visits in Urban Schools

| School Code | Intensive Visit | Brief Visit | Follow-Up Visit | Familiar Visit | Others | Total No. of Visit | Average Per Year |
|-------------|-----------------|-------------|-----------------|----------------|--------|--------------------|------------------|
| UJS 001 | 2 | 36 | 3 | 3 | 19 | 63 | 12.6 |
| UJS 002 | 0 | 28 | 1 | 2 | 10 | 41 | 8.2 |
| UJS 003 | 2 | 32 | 1 | 2 | 22 | 59 | 11.8 |
| UJSJ 004 | 1 | 40 | - | 3 | 15 | 59 | 11.8 |
| UJS 005 | 1 | 41 | 2 | 4 | 25 | 73 | 14.6 |
| UJS 006 | 2 | 64 | - | 2 | 12 | 80 | 16 |
| UJS 007 | 1 | 42 | 1 | 1 | 9 | 54 | 10.8 |
| UJS 008 | 2 | 40 | 3 | 1 | 16 | 62 | 12.4 |

| | | | | | | | |
|--------------|-----------|------------|-----------|-----------|------------|------------|--------------|
| UJS 009 | 1 | 38 | - | 1 | 10 | 50 | 10.0 |
| UJS 010 | 2 | 12 | 1 | 3 | 35 | 53 | 10.6 |
| UJS 011 | 0 | 11 | - | 3 | 11 | 24 | 4.8 |
| UJS 012 | 2 | 21 | 1 | 4 | 28 | 56 | 11.2 |
| UJS 013 | 2 | 32 | 1 | 1 | 20 | 56 | 11.2 |
| UJS 014 | 1 | 43 | - | 4 | 28 | 76 | 15.2 |
| UJS 015 | 1 | 35 | 2 | 2 | 17 | 57 | 11.4 |
| TOTAL | 20 | 515 | 16 | 36 | 277 | 863 | 172.6 |

From Table 11, brief visits account for more than half (515) the total number of visits made to the urban junior high schools (863) under study between 2000 and 2005 academic year. Notable is the fact that intensive (20) and follow up visits (16) were low. The highest number of visits within the period was made to UJS 014 with UJS 011 having the least number of visits.

The fact that there were more brief visits than intensive and follow-up visits suggests that less attention was being given to actual evaluation of the teaching/learning process. This situation is not encouraging since supervision is expected to be carried out consistently and continuously as a process of guidance, based on frequent visits, which is expected to focus attention on one or more aspects of the schools work and its organization (Muzaasi, 1985).

Table 12

Frequency of Supervisory Visits in Rural Schools

| School | Intensive | Brief | Follow- | Familiar | Others | Total | Average |
|--------|-----------|-------|---------|----------|--------|-------|---------|
|--------|-----------|-------|---------|----------|--------|-------|---------|

| Code | Visit | Visit | Up Visit | Visit | | No. of Visit | Per Year |
|---------|-------|-------|----------|-------|----|--------------|----------|
| RJS 001 | 1 | 21 | 1 | 1 | 9 | 33 | 6.6 |
| RJS 002 | 1 | 32 | 1 | 2 | 7 | 43 | 8.6 |
| RJS 003 | - | 30 | 1 | 2 | 10 | 43 | 8.6 |
| RJS 004 | 2 | 28 | - | 1 | 8 | 39 | 7.8 |
| RJS 005 | 2 | 29 | - | 1 | 13 | 45 | 9.0 |
| RJS 006 | 1 | 32 | - | 2 | 6 | 41 | 8.2 |
| RJS 007 | - | 30 | - | 2 | 9 | 41 | 8.2 |
| RJS 008 | 1 | 16 | 2 | 1 | 7 | 27 | 5.4 |
| RJS 009 | 1 | 22 | - | 2 | | 9 | 6.8 |
| RJS 010 | 1 | 32 | - | 2 | 10 | 45 | 9.0 |

Table 12 continued

| School Code | Intensive Visit | Brief Visit | Follow-Up Visit | Familiar Visit | Others | Total No. of Visit | Average Per Year |
|-------------|-----------------|-------------|-----------------|----------------|--------|--------------------|------------------|
| RJS 011 | 2 | 28 | 1 | 3 | 12 | 45 | 9.2 |
| RJS 012 | 1 | 32 | - | 1 | 8 | 42 | 8.4 |
| RJS 013 | 2 | 29 | 1 | 3 | 6 | 41 | 8.2 |
| RJS 014 | 1 | 30 | - | 2 | 10 | 43 | 8.6 |
| RJS 015 | 2 | 18 | - | 1 | 7 | 28 | 5.6 |
| Total | 18 | 409 | 7 | 26 | 131 | 591 | 40.4 |

From Table 12 the main form of visits to the rural junior high school was brief visit (409) just as in the case of the urban. Follow – up visit (970) again constitutes the lowest form of visit in the rural communities just as in the urban. The implication is that follow – up visits which are meant to find out whether recommendations made were implemented is paid little attention. This does not auger well for the achievement of instructional goals and identification of services that facilitate instructional process (Haris, 1988)

From Table 13, it is observed that the District Director and the Head of Inspectorate saw the implementation of inspection and supervisory report to be satisfactory in the urban schools, but saw them to be unsatisfactory in rural schools. While a majority (53.3%) of the urban circuit supervisors sees the implementation of inspection and supervisory reports to be satisfactory, the majority (100.0%) of rural circuit supervisors considered it to be unsatisfactory

Table 13
External Supervisors’ Views on the Implementation of Inspection and Supervisory Reports

| Responses | Urban | | | Rural | | |
|--------------|-------------------|----------------------|--------------------|-------------------|----------------------|--------------------|
| | District Director | Head of Inspectorate | Circuit Supervisor | District Director | Head of Inspectorate | Circuit Supervisor |
| | (No.) % | (No.) % | (No.) % | (No.)% | (No.) % | (No.) % |
| Very good | - | - | - | - | - | - |
| Good | - | - | (4)26.7 | - | - | - |
| Satisfactory | (1)100.0 | (1)100.0 | (8) 53.3 | - | - | - |

| | | | | | | |
|----------------|----------|----------|-----------|----------|----------|-----------|
| Unsatisfactory | - | - | (3) 2.0 | (1)100.0 | (1)100.0 | (15)100.0 |
| Uncertain | - | - | - | - | - | - |
| Total | (1)100.0 | (1)100.0 | (15)100.0 | (1)100.0 | (1)100.0 | (15)100.0 |

The impression created here was that the rural schools do not usually implement inspection and supervisory reports. These reports are vital for improving the instructional process. These reports according to Musaaazi (1985) are of use to heads of schools and their staff, managers of schools and those responsible for equipping the schools, hence, the need to take them seriously.

In both rural and urban junior high schools, therefore, it was realized that more supervisory visits were made to the urban junior high schools than the rural ones. Documentary evidence from the District Education Office and the junior high schools revealed that brief visits accounted for more than half of all the visits made by the external supervisors to both the urban and rural junior high schools within the district. It was also noted that rural schools do not usually implement inspection and supervisory reports although these reports are vital for improving the instructional process.

Supervision that Enhances Performance of Pupils

The responses made by respondents on the supervision that positively impact on teaching and learning in the junior high schools are discussed in this section. The section also discusses the Basic Education Certificate Examination results of the junior high schools. The schools whose results were analyzed were those whose documentary data on supervision was discussed in Tables 11 and 12.

External Supervisors' Views on Whose Supervision Promotes Effective Teaching and Learning

The views of external supervisors were sought on the one whose supervision influenced teaching and learning in the junior high schools. Table 14 is a summary of the views of the external supervisors. From Table 14, all the external supervisors are of the view that the circuit supervisors' supervision influenced effective teaching and learning. This view may be partly attributed to the fact that it is the circuit supervisor who is paid to be solely responsible for supervision of schools. In so doing the circuit supervisor ensures that all staff activities contribute to improve learning and instruction.

Table 14
External Supervisors' Views on Whose Supervision Promotes Effective Teaching and Learning

| External Supervisors' | District Director | Head of Department | Head of Inspectorate | Headteacher | Prefect |
|-----------------------|-------------------|--------------------|----------------------|-------------|----------|
| District Director | 0 | 0 | 1 | 0 | 0 |
| Head of Inspectorate | 0 | 0 | 1 | 0 | 0 |
| Circuit supervisor | 0 | 0 | 8 | 0 | 0 |
| Total | 0 | 0 | 10 | 0 | 0 |

According to Barton and Brukner (1995), the classroom teacher is so much preoccupied with teaching in the classroom such that it is the supervisor who is expected to enrich the professional knowledge of the teacher by giving him fresh ideas through in service courses.

Views of Headteachers and Teachers on Supervision that Promotes Effective Teaching and Learning

The headteachers and teachers were asked to express their views on the supervisors whose supervision positively influenced teaching and learning in their schools. The views obtained are represented on Table 15.

Table 15
Headteachers' and Teachers' Views on Whose Supervision Promotes Effective Teaching and Learning

| Respondents | Community | District | Head of | Circuit | Head - | Teacher |
|-------------|-----------|--------------------|------------------------|----------------------|-------------------|---------|
| | | Director % (No) | Inspectorate % (No) | Supervisor % (No) | teacher % (No) | % (No) |
| Headteacher | Urban | - | - | | 100.0(15) | - |
| | Rural | - | - | 33.3(5) | 66.7(10) | |
| Teacher | Urban | | | 22.2(20) | 77.8(70) | - |
| | Rural | - | - | 33.3(30) | 66.7(60) | - |

From Table 15 all the head teachers from the urban junior high schools and 66.7% of those in the rural junior high schools consider the head teacher as the one who promotes effective teaching and learning. In the same way, 77.8% of teachers in the urban junior high schools and 66.7% of those in the rural saw the head teacher as promoting effective teaching and learning in the junior high schools. The fact that 33.3% of the head teachers and teachers in the rural junior high schools recognize the circuit supervisor as the one whose supervision influences effective teaching indicate the fact that supervisory roles of some heartaches are not felt in the junior high schools.

Views of Headteachers and Teachers on Whether Supervision is of Importance if Teachers and Pupils Are to Do Well

Head teachers were asked to express their views on whether supervision is of importance if teachers are to do well. Five options were given to them to choose from. These were: (a) Strongly agree, (b) Agree, (c) Uncertain (d) Disagree, and (e) Strongly disagree.

In the analysis, answers (a) and (b), that is, (a) Strongly agree and (b) Agree are considered to mean positive (d) Disagree and (e) Strongly disagree, are considered as negative while (c) Uncertain is considered to mean undecided. From their responses, all the headteachers were of the view that supervision is of importance if teachers/pupils are to do well. This implies that good performance by teachers and pupils is dependent upon supervision. This view of head teachers, support Neagley and Evans (1980) assertion that “effective supervision can improve the quality of teaching and learning in the classroom” (p.1).

Teachers were also asked to express their views on whether supervision is of importance if pupils are to do well. In the analysis, answers (a) and (b), that is, (a) Strongly agree and (b) Agree are considered to mean positive (d) Disagree and (e) Strongly disagree, are considered as negative while (c) Uncertain is considered to mean undecided. The responses indicated that all the teachers in both rural and urban schools held the view that supervision is of importance if pupils are to do well. This observation is the same as those expressed by the head teachers.

Analysis of the Basic Education Certificate Examination (B.E.C.E.)

Results 2000– 20050

The Basic Education Certificate Examination results of rural and urban JHS from 2000 to 2004 were examined in Table 16. The schools whose results were analyzed were those whose documentary data on supervision was discussed in Tables 11 and 13.

Table 16

Summary of Results of Basic Education Certificate Examination for Both Urban and Rural School 2000 – 2004
(in Percentages)

| Year | Location | Candidates Presented | Aggregates | | | | | | | |
|------|----------|----------------------|------------|------|-------|-------|-------|-------|-------|-------|
| | | | 06 | 7-10 | 11-15 | 16-25 | 26-36 | 37-54 | 06-25 | 26-54 |
| | | | % | % | % | % | % | % | % | % |
| 2000 | Rural | 456 | 0.0 | 0.0 | 05 | 67 | 43 | 341 | 15.8 | 84.2 |
| | Urban | 803 | 0.9 | 1.9 | 19.1 | 34.3 | 21.4 | 22.4 | 56.2 | 43.8 |
| 2001 | Rural | 450 | 0.5 | 0.5 | 18 | 132 | 67 | 223 | 35.8 | 64.2 |
| | Urban | 689 | 0.7 | 3.5 | 11.0 | 28.4 | 25.5 | 30.8 | 43.7 | 56.3 |
| 2002 | Rural | 396 | 0.0 | 0.0 | 12 | 87 | 60 | 237 | 25.4 | 74.6 |
| | Urban | 492 | 1.2 | 4.5 | 12.6 | 29.1 | 21.9 | 30.7 | 47.4 | 52.6 |
| 2003 | Rural | 484 | 0.0 | 0.0 | 05 | 58 | 63 | 358 | 13.4 | 86.6 |
| | Urban | 662 | 1.8 | 4.2 | 12.3 | 28.7 | 21.6 | 31.3 | 47.1 | 52.9 |
| 2004 | Rural | 308 | 0.0 | 0.0 | 0.0 | 52 | 32 | 224 | 17.3 | 82.7 |
| | Urban | 381 | 2.6 | 4.7 | 18.6 | 29.9 | 27.8 | 16.2 | 55.9 | 44.1 |

The results in Table 19 indicate that candidates who took the BECE in the urban junior high schools between the years 2000 and 2004 performed better than their rural counterparts. For instance, while as much as 56.2% of the urban schools had between aggregate 6 and 25 in the year 2000, only 15.8% of the rural schools obtained the same aggregates. In the same year however, as many as 84.2% of the rural schools obtained aggregates between 26 and 54 while the urban schools registered 43.8%. It is also noted that the rural schools did not obtain aggregate 6 in the years 2000, 2002, 2003 and 2004 while the urban schools obtained between 0.7% and 2.6%. Thus the poor performance of the pupils especially those in the rural J.S.S. can be attributed partly to lack of effective supervision in the school since schools, which had effective supervision, performed better than those who did not.

Section D

Problems Associated with Supervision

The problems encountered by external supervisors in the course of carrying out their supervisory duties in both the urban and rural community junior secondary schools in the East Akim District is discussed in this section. The section also discusses some solutions suggested by supervisors to address the identified problems.

External Supervisor's Indications of Problems Associated with Supervision

External supervisors were asked to respond to an open-ended question on the problems associated with supervision in the East Akim District junior secondary schools. Table 17 outlines the various responses given by the external supervisors.

Table 17

Problems Associated with Supervision Identified by the External Supervisors

| Problems of supervision | No. | % |
|--|-----|-------|
| Large circuit size | 10 | 100.0 |
| Lack of means of transport | 4 | 40.0 |
| Late payment of travel and transport expenses | 10 | 100.0 |
| Unavailability of accommodations | 2 | 20.0 |
| Late supply of stationary and other logistics | 10 | 100.0 |
| Inadequate follow – up actions on supervisors’ recommendations | 8 | 80.0 |

Large circuit size, late payment of T&T claims, and late supply of stationary and other logistics are main problems confronting external supervisors. Effective supervision of instruction can only be effective if enough teaching and learning resources available,

View of Respondents on ways of Improving Supervision

External supervisors, head teachers and teachers’ views were sought on how supervision could be improved in the Akwapim North District. Table 18 gives a summary of responses given by the external supervisors, head teachers and teachers.

In Table 18, timely supply of logistics, payment of supervision allowances, detachment of head teachers and provision of means of transport were stated as ways of improving supervision in the Akwapim North District.

Table 18**External Supervisors', Headteachers' and Teachers' Views on ways of Improving Supervision**

| Ways of improving supervision | No. | % |
|---|-----|-------|
| Supply of logistics on time | 220 | 100.0 |
| Provision of means of transport | 220 | 100.0 |
| Payment of transport and travel allowances | 120 | 54.5 |
| Payment of supervision allowance | 220 | 100.0 |
| Detachment of all head teachers | 220 | 100.0 |
| Decrease in circuit size | 215 | 97.7 |
| Frequent visit by external supervisors to the schools | 100 | 45.4 |
| Implementation of supervisory recommendations | 205 | 93.1 |
| Provision of accommodation for supervisors | 87 | 39.5 |

The authorities concerned need to take into consideration the suggestions given in Table 22 for effective supervision in the Akwapim North District. This is because an effective method that could be used to promote good results as far as teaching and learning are concerned is supervision.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Overview of the Study

For the success of any educational programme there is the need for supervision of instruction. The supervisory role of Ghana Education Service (GES) therefore becomes very crucial. In view of this, the study made an attempt to find out the extent to which effective supervision was carried out in the junior secondary schools and how it affected the performance of the pupils in the Basic Education Certificate Examinations (BECE). The study was carried out in the Akwapim North District of Ghana. Two hundred and twenty respondents made-up of external supervisors in the District Education Office, headteachers and teachers from the urban and rural schools within the district constituted the sample.

A structured questionnaire and interview guide were used by the researcher for the study. The design used in collecting data for this study was the descriptive survey. Personal contacts were the method employed to collect data through interview, administration of questionnaire as well as from documents. Quantitative analysis involving frequencies, mean and percentages were used in the analysis of the data since the study is a descriptive one.

Summary of Findings

The results of the study were discussed under the subheadings, which correspond to the specific research questions. Questions were designed to find out the views of respondents on the type of supervision emphasized in junior high schools by the Ghana Education Service (G.E.S). The external supervisors were of the view that both internal and external supervision were given much emphasis while head teachers and teachers were of the view that internal supervision was the type of supervision that received greater attention.

On the effectiveness of supervision on teaching and learning in the junior high schools, it was realized that the circuit supervisors' supervision was inadequate in both rural and urban junior high schools. More supervisory visits were made to the urban junior high schools by the external supervisors than the rural ones. Evidence from documentary data on supervisory visits in both urban and rural junior high schools indicated that brief visits accounted for the highest number of visits.

There was less intensive and follow up visits especially to the rural schools than expected. Analysis of the results of the Basic Education Certificate Examination of both urban and rural junior secondary schools revealed that while majority of pupils in urban junior secondary schools performed averagely and above, those in the rural schools performed below average or failed. Supervision may account for this difference.

Problems faced by the external supervisors in the course of carrying out their supervisory duties in both rural and urban junior secondary schools include

large circuit size, late payment of travel and transport claims, late supply of stationary and other logistics and inadequate follow up action on supervisors' recommendations.

Conclusions

A number of conclusions could be arrived at based on the findings of the study. Both external and internal supervision exist within the Akwapim North junior high schools. This is so because all the schools visited had head teachers who are in charge of internal supervision. A look at the logbook also indicated that external supervisors did visit the schools.

Intensive and follow-up visits are hardly embarked upon by the external supervisors. The implication is that much is not done in the area of professional guidance and evaluation of the instructional process in the junior secondary schools in the district. It could also mean that the quarterly reports written by the external supervisors may not be true reflections of prevailing situations in the schools, since such reports could be objectively written after an intensive visit to the school and not brief visits which are embarked upon for the purpose of fact finding, collection of data and message delivery. A look at some of these reports pointed out that they were not true reflections of what prevails in the schools.

The reason for which urban schools performed better academically than the rural ones could be attributed to the observation that urban J.H.S. received more adequate external supervision than their rural counterparts. The fact that the external supervisors, head teachers and teacher in both urban and rural schools were of the view that supervision is of importance if pupils are to study and

perform well in the B.E.C.E. places emphasis on supervision as a means of positively influencing teaching and learning in the schools. Giving equal attention to both types of supervision could raise the standard in the J.H.S.

Recommendations

After analyzing the data collected during the study, the following recommendations are made based on the findings and the conclusions drawn:

Since both internal and external supervision exist in the rural and urban junior high schools, it is important that supervisory functions should be separated from those of inspection. The current situation where the supervisor performs both supervisory and inspection functions creates a situation where the supervisor is seen as a fault finder at one time and helper of teachers and headteachers at another. Officers should be appointed separately for supervision and inspection.

In order to ensure effective internal supervision, all headteachers need to be detached without being assigned to specific classes to teach. The current role of teaching and supervising by some head teachers, especially those in the rural J.H.S., gives divided attention with internal supervision being the loser. This is necessary so that the head teachers can carry out effective supervision and also when some teachers are absent the head teacher can take over their classes.

The Inspectorate Division should strictly adhere to the Ministry of Education's policy of at least one visit per school for each academic year. The circuit supervisors must have a forum to discuss supervisory reports with the District Director every term. Provision of accommodation for circuit supervisors at strategic points within the circuit especially those in the rural circuits will go a

long way to enhance the work of all the external supervisors. The current situation where most of the circuit supervisors reside in the urban communities and commute between the office and the schools does not make supervision effective. The G.E.S. could collaborate with Non Governmental Organization (NGOs) and the communities to provide land and funds for such accommodations.

Suggestions for Further Study

A number of issues came up during the study that could be considered for further study. Based on these it is suggested that a study be carried out on whether

1. Academic achievement of a school depends more on supervision or facilities available for teaching and learning.
2. It is also recommended to conduct a study to find out whether quality of supervision is influenced more by the qualification or experience of the supervisor.

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APPENDIX A

University of Cape Coast
IE.P.A
Cape Coast
1st January, 2005

Dear Sir/ Madam,

PERMISSION

I am a graduate student of the University of Cape Coast reading M.ED (administration). I am currently collecting materials for the writing of my thesis on supervision of Junior Secondary Schools in the Akwapim North District.

It would be very much appreciated if you could permit me to use you and your subordinates for this study.

Thank you for your usual co – operation.

Yours faithfully,

(Matilda Regina Appiah)

APPENDIX B

INTERVIEW GUIDE FOR THE DISTRICT DIRECTOR

The purpose of this study is to among other things find out the differences that exist in the supervisory practices of the public junior secondary schools in the urban and rural communities as well as the problems that are associated with supervision in these schools.

The researcher will treat any information provided as strictly confidential and use them only to secure knowledge about the topic.

SECTION A

QUALIFICATION AND EXPERIENCE

1. Please indicate your highest academic qualification.

- a) “ A” Level []
- b) Certificate “A” 3 – Yr Post Sec []
- c) Specialist []
- d) Diploma []
- e) First Degree []
- f) Second Degree []
- g) Other (please specify)

2. Please indicate your professional qualification. []

- a) Junior Teacher []
- b) Assistant superintendent []
- c) Superintendent []

- d) Senior superintendent []
 - e) Principal Superintendent []
 - f) Assistant director []
 - g) Director []
3. How long have you been District Director of this district?
- a) less than one year []
 - b) 1 – 3 yrs []
 - c) 4 – 6 yrs []
 - d) 7 – 10 yrs []
 - e) 11 – 15 yrs []
 - f) 16 yrs and above []

SECTION B

**TYPES OF SUPERVISION IN JUNIOR SECONDARY SCHOOLS AND
THE FORMS THEY TAKE**

4. On which type of supervision is emphasis laid in the district?
- a) External supervision []
 - b) Internal supervision []
 - c) Both []
 - d) None []
5. Please indicate the type of supervision that should be given more emphasis
- a) External supervision []
 - b) Internal supervision []
 - c) Both []

d) None []

6. Please indicate the one whose supervision should be given more emphasis.

a) The district director []

b) Head of inspectorate []

c) Circuit supervisor []

d) Headmaster []

e) Teacher []

f) School prefect []

SECTION C

REGULARITY OF SCHOOL VISITS

7. How many times are you expected to visit the J.S.S in the following communities in one academic year?

| | Zero | Once | Twice | Thrice | Four times | Five -six times | More than six times |
|-------|------|------|-------|--------|------------|-----------------|---------------------|
| Urban | | | | | | | |
| Rural | | | | | | | |

8. On the average how many time did you visit the J.S.S in the following communities this academic year?

| | Zero | Once | Twice | Thrice | Four times | Five -six times | More than six times |
|-------|------|------|-------|--------|------------|-----------------|---------------------|
| Urban | | | | | | | |
| Rural | | | | | | | |

9. Please rate the counseling aspect after supervision and inspection of the J.S.S in the following communities.

| | Very Good | Good | Satisfactory | Not satisfactory | Uncertain |
|-------|-----------|------|--------------|------------------|-----------|
| Urban | | | | | |
| Rural | | | | | |

SECTION D

IN- SERVICE TRAINING AND HEADTEACHERS SUPERVISION

10. How many times have you on the average organized in- service training for the Headteachers in the following J.S.S in this academic year?

| | Zero | Once | Twice | Thrice | More than three times |
|-------|------|------|-------|--------|-----------------------|
| Urban | | | | | |
| Rural | | | | | |

11. How many times have you on the average organized in- service training for the teachers in the following J.S.S in this academic year?

| | Zero | Once | Twice | Thrice | More than three times |
|-------|------|------|-------|--------|-----------------------|
| Urban | | | | | |
| Rural | | | | | |

SECTION E

EFFECTS OF SUPERVISION ON TEACHING AND LEARNING

12. Please indicate the one whose supervision influences effective teaching in the J.S.S.

- a) The district director []
- b) Head of inspectorate []
- c) Circuit supervisor []
- d) Headmaster []
- e) Teacher []

13. Please rate supervision of Teachers work by headteachers in the following community J.S.S.

| | Very Good | Good | Satisfactory | Not satisfactory | Uncertain |
|-------|-----------|------|--------------|------------------|-----------|
| Urban | | | | | |
| Rural | | | | | |

14. Please rate supervision of pupils work by headteachers in the following community J.S.S.

| | Very Good | Good | Satisfactory | Not satisfactory | Uncertain |
|-------|-----------|------|--------------|------------------|-----------|
| Urban | | | | | |
| Rural | | | | | |

SECTION F

PROBLEMS ASSOCIATED WITH SUPERVISION AND SUGGESTIONS

1. Please outline the problems associated with supervision of junior secondary schools in the Akwapim North District.

1.

.....

2.

.....

3.

.....

17. Please suggest ways and means of improving supervision in Akwapim North District.

1.

.....

2.

.....

3.

.....

APPENDIX C

INTERVIEW GUIDE FOR THE HEAD OF INSPECTORATE UNIT

The purpose of this study is to among other things find out the differences that exist in the supervisory practices of the public junior secondary schools in the urban and rural communities as well as the problems that are associated with supervision in these schools.

The researcher will treat any information provided as strictly confidential and use them only to secure knowledge about the topic.

SECTION A

QUALIFICATION AND EXPERIENCE

1. Please indicate your highest academic qualification.

- a) “ A” Level []
- b) Certificate “A” 3 – Yr Post Sec []
- c) Specialist []
- d) Diploma []
- e) First Degree []
- f) Second Degree []
- g) Other (please specify)

2. Please indicate your professional qualification. []

- a) Junior Teacher []
- b) Assistant superintendent []

- c) Superintendent []
- d) Senior superintendent []
- e) Principal Superintendent []
- f) Assistant director []
- g) Director []

3. How long have you been the head of the inspectorate division of this district?

- a) Less than one year []
- b) 1 – 3 yrs []
- c) 4 – 6 yrs []
- d) 7 – 10 yrs []
- e) 11 – 15 yrs []
- f) 16 yrs and above []

SECTION B

**TYPES OF SUPERVISION IN JUNIOR SECONDARY SCHOOLS AND
THE FORMS THEY TAKE**

4. On which type of supervision is emphasis laid in the district?

- a) External supervision []
- b) Internal supervision []
- c) Both []
- d) None []

5. Please indicate the type of supervision that should be given more emphasis

- a) External supervision []
- b) Internal supervision []

c) Both []

d) None []

6. Please indicate the one whose supervision should be given more emphasis.

a) The district director []

b) Head of inspectorate []

c) Circuit supervisor []

d) Headmaster []

e) Teacher []

f) School prefect []

SECTION C

REGULARITY OF SCHOOL VISITS

7. How many times are you expected to visit the J.S.S in the following communities in one academic year?

| | Zero | Once | Twice | Thrice | Four times | Five -six times | More than six times |
|-------|------|------|-------|--------|------------|--------------------|------------------------|
| Urban | | | | | | | |
| Rural | | | | | | | |

8. On the average how many time did you visit the J.S.S in the following communities this academic year?

| | Zero | Once | Twice | Thrice | Four times | Five -six times | More than six times |
|-------|------|------|-------|--------|------------|-----------------|---------------------|
| Urban | | | | | | | |
| Rural | | | | | | | |

9. Please rate the counseling aspect after supervision and inspection of the J.S.S in the following communities.

| | Very Good | Good | Satisfactory | Not satisfactory | Uncertain |
|-------|-----------|------|--------------|------------------|-----------|
| Urban | | | | | |
| Rural | | | | | |

SECTION D

IN- SERVICE TRAINING AND HEADTEACHERS SUPERVISION

10. How many times have you on the average organized in- service training for the Headteachers in the following J.S.S in this academic year?

| | Zero | Once | Twice | Thrice | More than three times |
|-------|------|------|-------|--------|-----------------------|
| Urban | | | | | |
| Rural | | | | | |

11. How many times have you on the average organized in- service training for the teachers in the following J.S.S in this academic year?

| | Zero | Once | Twice | Thrice | More than three times |
|-------|------|------|-------|--------|-----------------------|
| Urban | | | | | |
| Rural | | | | | |

SECTION E

EFFECTS OF SUPERVISION ON TEACHING AND LEARNING

12. Please indicate the one whose supervision influences effective teaching in the J.S.S.

- a) The district director []
- b) Head of inspectorate []
- c) Circuit supervisor []
- d) Headmaster []
- e) Teacher []

13. Please rate supervision of Teachers work by headteachers in the following community J.S.S.

| | Very Good | Good | Satisfactory | Not satisfactory | Uncertain |
|-------|-----------|------|--------------|------------------|-----------|
| Urban | | | | | |
| Rural | | | | | |

14. Please rate supervision of pupils work by headteachers in the following community J.S.S.

| | Very Good | Good | Satisfactory | Not satisfactory | Uncertain |
|-------|-----------|------|--------------|------------------|-----------|
| Urban | | | | | |
| Rural | | | | | |

SECTION F

PROBLEMS ASSOCIATED WITH SUPERVISION AND SUGGESTIONS

2. Please outline the problems associated with supervision of junior secondary schools in the Akwapim North District.

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2.
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3.
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17. Please suggest ways and means of improving supervision in Akwapim North District.

1.
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2.
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3.
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APPENDIX D

INTERVIEW GUIDE FOR CIRCUIT SUPERVISORS

The purpose of this study is to among other things find out the differences that exist in the supervisory practices of the public junior secondary schools in the urban and rural communities as well as the problems that are associated with supervision in these schools.

The researcher will treat any information provided as strictly confidential and use them only to secure knowledge about the topic.

SECTION A

QUALIFICATION AND EXPERIENCE

1. Please indicate your highest academic qualification.

- a) “ A” Level []
- b) Certificate “A” 3 – Yr Post Sec []
- c) Specialist []
- d) Diploma []
- e) First Degree []
- f) Second Degree []
- g) Other (please specify)

2. Please indicate your professional qualification. []

- a) Junior Teacher []
- b) Assistant superintendent []

- c) Superintendent []
 - d) Senior superintendent []
 - e) Principal Superintendent []
 - f) Assistant director []
 - g) Director []
3. How long have you been circuit supervisor of this district?
- a) less than one year []
 - b) 1 – 3 yrs []
 - c) 4 – 6 yrs []
 - d) 7 – 10 yrs []
 - e) 11 – 15 yrs []
 - f) 16 yrs and above []

SECTION B

**TYPES OF SUPERVISION IN JUNIOR SECONDARY SCHOOLS AND
THE FORMS THEY TAKE**

4. On which type of supervision is emphasis laid in the district?
- a) External supervision []
 - b) Internal supervision []
 - c) Both []
 - d) None []
5. Please indicate the type of supervision that should be given more emphasis
- a) External supervision []

b) Internal supervision []

c) Both []

d) None []

6. Please indicate the one whose supervision should be given more emphasis.

a) The district director []

b) Head of inspectorate []

c) Circuit supervisor []

d) Headmaster []

e) Teacher []

f) School prefect []

SECTION C

REGULARITY OF SCHOOL VISITS

7. How many times are you expected to visit the J.S.S in the following communities in one academic year?

| | Zero | Once | Twice | Thrice | Four times | Five -six times | More than six times |
|-------|------|------|-------|--------|------------|-----------------|---------------------|
| Urban | | | | | | | |
| Rural | | | | | | | |

8. On the average how many time did you visit the J.S.S in the following communities this academic year?

| | Zero | Once | Twice | Thrice | Four times | Five -six times | More than six times |
|-------|------|------|-------|--------|------------|-----------------|---------------------|
| Urban | | | | | | | |
| Rural | | | | | | | |

9. Please rate the counseling aspect after supervision and inspection of the J.S.S in the following communities.

| | Very Good | Good | Satisfactory | Not satisfactory | Uncertain |
|-------|-----------|------|--------------|------------------|-----------|
| Urban | | | | | |
| Rural | | | | | |

SECTION D

IN- SERVICE TRAINING AND HEADTEACHERS SUPERVISION

10. How many times have you on the average organized in- service training for the Headteachers in the following J.S.S in this academic year?

| | Zero | Once | Twice | Thrice | More than three times |
|-------|------|------|-------|--------|-----------------------|
| Urban | | | | | |
| Rural | | | | | |

11. How many times have you on the average organized in- service training for the teachers in the following J.S.S in this academic year?

| | Zero | Once | Twice | Thrice | More than three times |
|-------|------|------|-------|--------|-----------------------|
| Urban | | | | | |
| Rural | | | | | |

SECTION E

EFFECTS OF SUPERVISION ON TEACHING AND LEARNING

12. Please indicate the one whose supervision influences effective teaching in the J.S.S.

- a) The district director []
- b) Head of inspectorate []
- c) Circuit supervisor []
- d) Headmaster []
- e) Teacher []

13. Please rate supervision of Teachers work by headteachers in the following community J.S.S.

| | Very Good | Good | Satisfactory | Not satisfactory | Uncertain |
|-------|-----------|------|--------------|------------------|-----------|
| Urban | | | | | |
| Rural | | | | | |

14. Please rate supervision of pupils work by headteachers in the following community J.S.S.

| | Very Good | Good | Satisfactory | Not satisfactory | Uncertain |
|-------|-----------|------|--------------|------------------|-----------|
| Urban | | | | | |
| Rural | | | | | |

SECTION F

PROBLEMS ASSOCIATED WITH SUPERVISION AND SUGGESTIONS

3. Please outline the problems associated with supervision of junior secondary schools in the Akwapim North District.

1.

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2.

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3.

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17. Please suggest ways and means of improving supervision in Akwapim North District.

1.

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2.

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3.

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APPENDIX E

INTERVIEW GUIDE FOR THE HEADTEACHERS

The purpose of this study is to among other things find out the differences that exist in the supervisory practices of the public junior secondary schools in the urban and rural communities as well as the problems that are associated with supervision in these schools.

The researcher will treat any information provided as strictly confidential and use them only to secure knowledge about the topic.

SECTION A

QUALIFICATION AND EXPERIENCE

1. Please indicate your highest academic qualification.

- a) “ A” Level []
- b) Certificate “A” 3 – Yr Post Sec []
- c) Specialist []
- d) Diploma []
- e) First Degree []
- f) Second Degree []
- g) Other (please specify)

2. Please indicate your professional qualification. []

- a) Junior Teacher []
- b) Assistant superintendent []

- c) Superintendent []
 - d) Senior superintendent []
 - e) Principal Superintendent []
 - f) Assistant director []
 - g) Director []
3. How long have you been heading this school?
- a) less than one year []
 - b) 1 – 3 yrs []
 - c) 4 – 6 yrs []
 - d) 7 – 10 yrs []
 - e) 11 – 15 yrs []
 - f) 16 yrs and above []

SECTION B

**TYPES OF SUPERVISION IN JUNIOR SECONDARY SCHOOLS AND
THE FORMS THEY TAKE**

4. On which type of supervision is emphasis laid in the district?
- a) External supervision []
 - b) Internal supervision []
 - c) Both []
 - d) None []
5. Please indicate the type of supervision that should be given more emphasis
- a) External supervision []

b) Internal supervision []

c) Both []

d) None []

6. Please indicate the one whose supervision should be given more emphasis.

a) The district director []

b) Head of inspectorate []

c) Circuit supervisor []

d) Headmaster []

e) Teacher []

f) School prefect []

SECTION C

REGULARITY OF SCHOOL VISITS

7. Please indicate the number of times you expected the following to visit your school in one academic year.

| | Zero | Once | Twice | Thrice | More than Four times |
|----------------------|------|------|-------|--------|-------------------------|
| District Director | | | | | |
| Head of Inspectorate | | | | | |
| Circuit Supervisor | | | | | |

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

a) Strongly agree []

b) Agree []

- c) Disagree []
- d) Strongly disagree []
- e) Undecided []

9. Please rate the counseling aspect after supervision and inspection of the J.S.S in the following communities.

- a) Very Good []
- b) Good []
- c) Satisfactory []
- d) Not satisfactory []
- e) Uncertain []

10. In your view how many times should the following officers organized in-service training for teachers in one academic year?

| | Zero | Once | Twice | Thrice | Four times | More than three times |
|----------------------|------|------|-------|--------|------------|-----------------------|
| Head of inspectorate | | | | | | |
| Circuit supervisor | | | | | | |

11. How many times have you on the average organized in- service training for your teachers this academic year?

- a) Zero []
- b) Once []
- c) Twice []
- d) Thrice []
- e) More than three times []

12. How many times did your circuit supervisor on the average organized in-service training the teachers this academic year?

- a) Zero []
- b) Once []
- c) Twice []
- d) Thrice []
- e) More than three times []

SECTION E

EFFECTS OF SUPERVISION ON TEACHING AND LEARNING

13. Please indicate the one whose supervision influences effective teaching in the J.S.S.

- a) The district director []
- b) Head of inspectorate []
- c) Circuit supervisor []
- d) Headmaster []
- e) Teacher []

14. Please rate your circuit supervisors in the following community J.S.S.

| | Very Good | Good | Satisfactory | Not satisfactory |
|--|-----------|------|--------------|------------------|
| Provision of leadership | | | | |
| competence | | | | |
| Provision of sound working environment | | | | |

15. Do you agree that supervision is of importance if teachers are to do well accordingly?

- a) Strongly agree []
- b) Agree []
- c) Disagree []
- d) Strongly disagree []
- e) Undecided []

16. Do you agree that supervision is of importance if pupils are to do well accordingly?

- a) Strongly agree []
- b) Agree []
- c) Disagree []
- d) Strongly disagree []
- e) Undecided []

SECTION F

PROBLEMS ASSOCIATED WITH SUPERVISION AND SUGGESTIONS

4. Please outline the problems associated with supervision of junior secondary schools in the Akwapim North District.

- 1.
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- 2.
.....
- 3.

.....17.

Please suggest ways and means of improving supervision in Akwapim North District.

- 1.
.....
- 2.
.....
- 3.
.....

APPENDIX F

INTERVIEW GUIDE FOR THE TEACHERS

The purpose of this study is to among other things find out the differences that exist in the supervisory practices of the public junior secondary schools in the urban and rural communities as well as the problems that are associated with supervision in these schools.

The researcher will treat any information provided as strictly confidential and use them only to secure knowledge about the topic.

SECTION A

QUALIFICATION AND EXPERIENCE

1. Please indicate your highest academic qualification.

- a) “ A” Level []
- b) Certificate “A” 3 – Yr Post Sec []
- c) Specialist []
- d) Diploma []
- e) First Degree []
- f) Second Degree []
- g) Other (please specify)

2. Please indicate your professional qualification. []

- a) Junior Teacher []
- b) Assistant superintendent []
- c) Superintendent []

- d) Senior superintendent []
 - e) Principal Superintendent []
 - f) Assistant director []
 - g) Director []
3. How long have you been teaching in this school?
- a) less than one year []
 - b) 1 – 3 yrs []
 - c) 4 – 6 yrs []
 - d) 7 – 10 yrs []
 - e) 11 – 15 yrs []
 - f) 16 yrs and above []

SECTION B

**TYPES OF SUPERVISION IN JUNIOR SECONDARY SCHOOLS AND
THE FORMS THEY TAKE**

4. On which type of supervision is emphasis laid in the district?
- a) External supervision []
 - b) Internal supervision []
 - c) Both []
 - d) None []
5. Please indicate the type of supervision that should be given more emphasis
- a) External supervision []
 - b) Internal supervision []
 - c) Both []

d) None []

6. Please indicate the one whose supervision should be given more emphasis.

a) The district director []

b) Head of inspectorate []

c) Circuit supervisor []

d) Headmaster []

e) Teacher []

f) School prefect []

SECTION C

REGULARITY OF SCHOOL VISITS

7. Please indicate the number of times you expected the following to visit your school in one academic year.

| | Zero | Once | Twice | Thrice | More than Four times |
|----------------------|------|------|-------|--------|-------------------------|
| District Director | | | | | |
| Head of Inspectorate | | | | | |
| Circuit Supervisor | | | | | |

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

a) Strongly agree []

b) Agree []

c) Disagree []

d) Strongly disagree []

e) Undecided []

9. Please rate the counseling aspect after supervision and inspection of the J.S.S in the following communities.

a) Very Good []

b) Good []

c) Satisfactory []

d) Not satisfactory []

e) Uncertain []

10. In your view how many times should the following officers organized in-service training for teachers in one academic year?

| | Zero | Once | Twice | Thrice | Four times | More than three times |
|----------------------|------|------|-------|--------|------------|-----------------------|
| Head of inspectorate | | | | | | |
| Circuit supervisor | | | | | | |
| Headteacher | | | | | | |

11. How many times did your headteacher on the average organized in-service training the teachers this academic year?

a) Zero []

b) Once []

c) Twice []

d) Thrice []

12. How many times did your circuit supervisor on the average organized in-service training the teachers this academic year?

- a) Zero []
- b) Once []
- c) Twice []
- d) Thrice []
- e) More than three times []

SECTION E

EFFECTS OF SUPERVISION ON TEACHING AND LEARNING

13. Please indicate the one whose supervision influences effective teaching in the J.S.S.

- a) The district director []
- b) Head of inspectorate []
- c) Circuit supervisor []
- d) Headmaster []
- e) Teacher []

14. Please rate your headteacher in the following.

| | Very Good | Good | Satisfactory | Not satisfactory |
|--|-----------|------|--------------|------------------|
| Provision of leadership | | | | |
| competence | | | | |
| Provision of sound working environment | | | | |

15. Please rate your circuit supervisors in the following.

| | Very Good | Good | Satisfactory | Not satisfactory |
|--|-----------|------|--------------|------------------|
| Provision of leadership | | | | |
| competence | | | | |
| Provision of sound working environment | | | | |

15. Do you agree that supervision is of importance if teachers are to do well accordingly?

- a) Strongly agree []
- b) Agree []
- c) Disagree []
- d) Strongly disagree []
- e) Undecided []

16. Do you agree that supervision is of importance if pupils are to do well accordingly?

- a) Strongly agree []
- b) Agree []
- c) Disagree []
- d) Strongly disagree []
- e) Undecided []

SECTION F

PROBLEMS ASSOCIATED WITH SUPERVISION AND SUGGESTIONS

5. Please outline the problems associated with supervision of junior secondary schools in the Akwapim North District.

1.
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2.
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3.

Please suggest ways and means of improving supervision in Akwapim North District.

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