

UNIVERSITY OF CAPE COAST

SUPERVISION IN BASIC SCHOOLS IN THE NEW JUABEN
MUNICIPALITY OF GHANA

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BY

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

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DECLARATIONS

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 present for another degree in University or else where.

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

Name: Leticia Cynthia Tettey

Supervisor's Declaration

I hereby declare that the preparation and presentation of the project work was supervised in accordance with the guideline dissertation work laid down by the University of Cape Coast.

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

Mr. S. K. Atakpa

ABSTRACT

Even though many interventions have been worked out to enhance teaching and learning in schools, the public outcry about the academic performance of pupils, as well as the general standard of education of some public Basic Schools in the country is said to be on the decline. Stakeholders and many parents have blamed this state of affairs on lack of commitment by administrators of schools and poor performance of teachers. The purpose of the study essentially was to find out about how supervision is been done in the public basic schools and its improvement on teaching and learning. Also to ascertain some existing problems that hinders effective supervision in the schools and offer suggestion and recommendations to improve the quality of education in the municipality.

The study was a descriptive study and was conducted among the headteachers, teachers, circuit supervisors, parents and opinion leaders in the municipality. In all 180 respondents were selected. Schools and teachers were selected by the lottery technique whilst the headteachers and circuit supervisors were chosen using purposive sampling approach. A set of questionnaire and interview guide was prepared for each of the respondents.

Some of the key findings were that, both internal and external supervision as a form of supervision was preferred; the municipal director and unit manager was not regular in visiting the schools. It was recommended that in service training (INSET) should be organized for teachers and headteachers to highlight the essence of supervision.

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DEDICATION

This work is dedicated to my family

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CHAPTER ONE

INTRODUCTION

Background of the study

Education is said to be very important for national transformation, self actualization and enhancement. Quality education is attainable through conscious, deliberate and systematic efforts. It is recognized that the social, political, economical and cultural development of a nation depends largely on the quality and level of education that their citizens have. (Opare, 1999). He further disclosed that it is because of development that all nations today invest so much in education.

Attempts made by the government of Ghana to increase the efficiency and effectiveness of education have been made in many forms. These include putting up physical facilities like classrooms, workshops, laboratories and provision of teaching and learning material at all levels for schools. Also, the government of Ghana through the Ministry of Educations had put down interventions and structures to promote the level of education in the country. Some of the interventions put in place were, the Primary Education Project (PREP) and the Primary School Department Project (PSDP) which focused among other things on, the printing and distribution of textbooks for Basic Schools through out the Country. Many pavilions were also constructed for schools across the country and bungalows were put up in some rural areas to boost the moral of teachers and consequently improving pupils' performance.

The historical development of supervision in Africa is said to have started with the colonial government officials' education of 1850 –1900, which included the appointment of an inspector of schools in 1856. Also, the educational ordinance of 1882 talks about a board which was set up to control supervision in the educational system and a central board with power to make rules for inspection of schools. The arrival of Governor Guggisberg to Gold Coast in 1919 helped in reforming education and since then officers with varying status had been inspecting schools. On attainment of Ghana's Independence, missionary schools appointed Pastors, catechists and other clergy as Education inspectors. They were charged with the responsibility of providing syllabi, timetables and other logistics to the trained teachers and helped the untrained teachers to improve upon their methods of teaching through demonstration lessons. From 1963 to 1974, principal teachers were officially appointed to handle inspection in schools. By 1974, supervision had become one of the major responsibilities of Ghana Education service (GES) in Ghana. The Educational reforms of 1987 came with a new brand of supervisors who were designated as Circuit Monitory Assistants (CMA). They inspected the schools and reported directly to the Minster of Education about situations in schools and availability of teaching and learning materials. Furthermore, the reforms which brought about the Free compulsory Universal Basic Education (FCUBE) made it possible for the Ministry of Education to organize several courses and workshops for Circuit supervisor and other Schedule Officers of Education at Bunso in the Eastern Region, Kumasi in the Ashanti Region and in other districts across the country in 2001. Similarly,

institutions of various bodies have been put in place to see to activities in schools. These bodies included the District Education Planning Team (DEPT) District Education Oversight Committee (DEOC) School Management Committee, (SMC) among others. (Kwamena Poh, 1983).

All the above mentioned Committees are expected to help in monitoring and checking the activities that pertained in Schools to improve upon teaching and learning in the country. The Free Compulsory Universal Basic Education (FCUBE) document was evolved and comprised essentially the key issues addressed by the Basic Education sector improvement Programme (BESIP). The FCUBE was a programme designed to improve the quality of education. It was to provide good quality of teaching and learning for all children of school -going age in Ghana at the basic level of education.

In the same vein, the ministry of Education run a number of courses and workshops for Headteachers, teachers, Circuit Supervisors, District Directors and Assistant Directors in charge of supervision. Also, for School Management committees (SMC) and Parent Teacher Association (PTA) in many parts of the country with the aim of improving the management of the schools as well as improving the academic standards of pupils. In spite of all the interventions put in place, pupils' performance and the standard of education in general is not the best, in the New Juaben Municipality in the Eastern Region of Ghana. While some people contend that this problem is due to the poor performance of teachers, a good number of people attribute the problem to other factors like lack of logistics and ineffective supervision in the schools. On the part of the teachers many

people in the municipality are of the view that unacceptable behaviours and lukewarm attitudes by some teachers towards teaching in their schools had rendered a severe negative impact on the standard of education in the public schools. For example, teachers, absenteeism from schools without reasonable excuses or official permission. Also, teachers who stay far from their schools are usually not punctual, while others who are regular often put up lukewarm attitudes towards their work.

Consequently, instructional time is woefully abused and pupils time wasted. Effective supervision has been said to be one of the mechanisms which can ensure that, when all the inputs have been provided and all interventions made towards teaching and learning, the two main key players in the educational enterprise (the teacher and pupil) would be made to play their roles to achieve the desired objectives and results. It is imperative to note that even though supervision in Ghana has seen some improvement, very much is desired because it seems not to have received the maximum attention required for its effectiveness in the public schools. Good (1945) refers to supervision as all the effects of designated school Officials towards providing leadership to teachers and other education workers to the improvement of instruction. Supervision is therefore said to be an integral part of administration. Any leadership function concerned with improvement of instruction in the schools is considered supervisory, this is based upon mutual understanding and agreement between the supervisor and the supervisee.

Moover (1956) describes supervision as all those activities that are primarily and directly concerned with studying and improving the condition which surrounds the learning and growth of pupils and teachers. Effective supervision would therefore ensure that curriculum implementation by teachers are kept on course and pupils are engaged enough to be able to achieve maximum benefit of what pertains in the schools.

In recent times members of the community as well as stakeholders in education are also required urgently to monitor and supervise activities in the schools in their localities. Even though they may not be professionally competent enough to do so, it is expected that they could monitor and check unprofessional attitudes and conducts like irregularities, drunkenness, lateness and abuse of instructional time by some teachers. This will go a long way in ensuring full achievements of the objective of the schools and also help improve the standard of education in the country. In conclusion, it is imperative to note that, effective supervision is the key factor in achieving quality teaching and learning in schools and the whole success of a school is to a large extent determined by the manner in which supervision is managed. That is the concern of this research.

Statement of the problem

Supervision is said to be concerned with continuous redefinition of goals with the realization of human dynamics for learning and for co-operative efforts. (Musaazi, 1982) Even though many new approaches have been worked out to enhance teaching and learning in schools, the public outcry about academic

performance of pupils as well as the general standard of education of Public Basic schools in the country is said to be on the decline. Stakeholders and many parents have blamed this state of affairs on lack of commitment by administrators of schools and poor performance of teachers. At a School Performance Appraisal Meeting (SPAM) which was held at the Ascension Presbyterian Church Hall in the New Juaben Municipality on 6th October, 2007, many issues were put across by stakeholders of Basic Education as those militating against the academic performance of pupils in the public schools. During the discussions it came to light that inspite of the efforts being made by the government through the New Juaben Municipal Assembly, the School Management Committees (SMC), the Parent Teacher Associations (PTA) and other Stakeholders towards the improvement of the standard of education, some schools in the municipality continue to score below fifty percent (50%) of aggregate in the Basic Education Certification Examination (B.E.C.E) Pupils performance at the basic level has been described as generally not encouraging , especially in the rural areas.

Many reasons have been given for these issues. For example, people have cited laziness, absenteeism of teachers, misuse of instructional time and poor supervision by headteachers as some possible causes. Consequently, a cross – session of people in the municipality argue out that supervision in the schools have not seen the expected changes. There has been a public outcry on this pertinent issue and therefore has necessitated for an investigation. The big question then is, does proper supervision go on in the schools?

An in depth exploration and analysis would enable the researcher to understand and appreciate how supervision influences teaching and learning, as well as the academic standard of education in general in the New Juaben Municipality. Also, many researchers have tackled the problem of ineffective supervision and this suggests a closer look into how it affects pupil's performance and quality of education in the municipality. These considerations and related issues have necessitated for this research.

Purpose of the Study

The study was undertaken for the following objectives. Firstly, to find out how supervision is being done in the public schools and its impact on teaching and learning, secondly, to find out whether those responsible for supervision are actually up to the task and thirdly, to find out the existing problems that militates against supervision in the schools and gathers views and suggestions to promote supervision. Also to enhance the quality of education in the New Juaben Municipality.

Significance of the study

Findings of the study would help supervisors like circuit supervisors, school heads and teachers to improve upon their supervisory roles in the schools, so as to enhance the academic performance and the standard of education in general. Furthermore, it would enable the supervision /monitoring Division in the Ghana Education Service (GES) and other authorities concerned, to take a more

serious look at the place of supervision in schools and come out with new policies that would help promote quality of teaching and learning through supervision. It would also serve as a guide for further research into developing supervision as a tool for checking efficiency and effectiveness of teaching and learning. Finally, the study would help identify some problems that hinder effective supervision in the New Juaben Municipality for the necessary solutions.

Research questions

To achieve the objectives of the study the following research questions were raised;

1. What types of Supervision is carried on in the school?
2. How often do circuit Supervisors, school heads and other external Officers Supervise school activities?
3. To what extent does supervision influence the quality of teaching and learning?
4. What are the barriers to effective supervision in the schools?
5. What innovations or recommendations are needed to promote effective Supervision and quality education in the New Juaben Municipality?

Delimitation

The study was restricted to the basic schools in the New Juaben Municipality. Twenty four (24) Primary Schools and twenty –four Junior High Schools were selected, out of the entire number of eighty two (82) primary and

eighty (80) Junior High Schools in the Municipality. The findings therefore relate to the New Juaben Education Directorate.

Limitations

The study could not cover the entire Municipality due to its large size. The schools were widely spread and therefore made it very difficult for all of them to be covered. Consequently eight (8) circuits were selected out of the ten (10) circuits in the Municipality.

Organization of the study

The study was organized in five chapters. Chapter one consists of the introduction with the following sub- heading, background of the study, statement of the problem, purpose of the study, research questions, delimitation, limitation and the organization of the study. Chapter two focused on the review of literature which comprised published and unpublished documents, books, journals, log books and files which were relevant to the topic. It also dealt with definition, concept of supervision, history of supervision, the role of supervision. Chapter three touched on the methodology with the following sub-heading, research design, population, sample, sampling technique, instrumentation and the procedures for the administration of the instruments and collection of data. Chapter four focused on the data presentation, analysis and discussion of findings of the study. Finally, chapter five dealt with the summary of findings, conclusion and recommendations.

CHAPTER TWO

REVIEW OF LITERATURE

This chapter deals with the review of related literature as documented by some researchers and writers who have carried out studies in the field of supervision .These include; History of supervision, concept of supervision, conceptual issues of supervision, administration and evaluation, types/ principles of supervision, theories /styles /philosophies of supervision, the role of supervision/supervisor, barriers to effective supervision and factors for promoting effective supervision.

History of Supervision

Supervision has come far from colonial days and has gone through many metamorphoses. (Oliva, 1993) In his contention, not until the establishment of organized schools did the need for specialized school supervisors materialized. It is said that, supervision can be traced as far back as AD70 during the Israelites exodus from Egypt under the leadership of Moses. In the United States, Knezerich (1962) disclosed that supervision had gone through many stages from the colonial period through to the twentieth century. Oliva (1993) reveals that when parents, dames tutors instructed youngsters in the homes, people were in effect both teacher and supervisor. As schools became established, local school's committeemen fulfilled the function of supervisors by giving directions, checking for compliance with teaching techniques and evaluating results of instruction by the teachers in their charge.

He also noted that, in the eighteenth century, school people were anxious to put their best feet forward when visited by selectmen. Also, the common elementary school in the first half of the nineteenth century grew rapidly, new programmes expanded, student bodies increased, population therefore called for new ways of supervising instruction. Professionally trained persons were therefore employed to supervise schools. Superintendents in the early nineteenth century spent considerable time visiting and supervising schools, however the population grew and schools increased in number. Superintendents could no longer supervise individual schools closely. Principals of colleges and central office supervisors therefore shared a major part of the burden of everyday supervision, until the advent of the industrial Revolution under the influence of people like Max Weber and Frederick Taylor's scientific and bureaucratic approaches to supervision' to replace inspection (Oliva, 1993).

The historical development of supervision in colonial New England has also been revealed in a fascinating way by some writers. Cogan (1973) contented that supervision of instruction began as a process of external inspection where one or more local citizens were appointed to inspect both what the teachers were teaching, and what the pupils were learning. The inspection theme was to remain firmly embedded in the practice of supervision. During the first half of the nineteenth century, population growth in the major cities of the United States necessitated the formation of city schools systems. While superintendents initially inspected schools to see whether teachers were following the prescribed curriculum and that students were able to recite their lessons. The multiplication

of schools soon made this an impossible task for superintendents. The job was therefore delegated to the school principals.

In the early decades of the twentieth century it was said that the movement towards scientific management in both industrial and public administration had an influence on schools. During that time, child centered and experienced – based theories of European educators such as Friedrich Froebel, Johann Pestalozzi and Johann’ Herbart as well as the prominent American philosopher John Dewey, were also affecting the schools. Thus, schools supervisors often found themselves caught between the demand to evaluate teachers scientifically and the simultaneous need to transform teaching from a mechanistic repetition of teaching protocols to a diverse of repertory of instructional responses to student’s natural curiosity and diverse levels of readiness. This tension between supervisors as a uniform scientific approach to teaching and supervision as a flexible, dialogic process between teacher and supervisor involving shared, professional discretion of both ,was continue throughout the century. However, in the second half of the century, the field of supervision became closely identified with various forms of clinical supervision, which was initially developed by Harvard professors Morris Cogon and Robert Anderson and their graduate students, many of whom subsequently became professors of supervision in other Universities (Cogan, 1973).

Supervision in Africa

The historical development of supervision in Africa is said to have started with the colonial government officials' education of 1850 -1900, which included the appointment of a inspector of schools in 1856. Also the educational ordinance of 1882 talks about a board set up to control supervision in the education system, and a central board with power to make rules for the inspection of schools. Furthermore, the appointment of Metcalf Sunder, who was the principal of Fournal Bay College in Freetown to inspect all the schools in the British West Africa settlements, resulted in improvement of teaching and learning in those schools.

The arrival of Governor Guggisberg to Gold Coast in 1919 also helped in reforming education, and since then officers with varying status had been inspecting schools. (Kwamena Poh, 1983). On attainment of Ghana's independence, missionary schools appointed pastors, catechists, and other clergy as Education inspectors. They were charged with the responsibilities of providing syllabi, time tables and other logistics to the trained teachers in the communities. They also helped the untrained teachers to improve upon their methods of teaching through demonstration lessons. With the accelerated development plan for education in 1951, some education officers inspected schools in Ghana.

From 1963 and 1974, principal teachers were officially appointed to handle inspection in schools. By 1975, supervision had become one of the major responsibilities of the Ghana Education Service (GES) in Ghana. According to Kwamena Poh, (1983) the Education Reforms of 1987, came with a new brand of supervisors who were designated Circuit Monitory Assistants (CMA). They

inspected schools and reported directly to the minister of Education about situations in schools and the availability of teaching and learning materials.

Besides, the implementation of the Dzobo committee's report in 1987 was an attempt to restructure the system of education in the country as a way of effecting quality. Also the reform brought about the Free Compulsory Universal Basic Education (FCUBE) which was meant to provide good quality education for all children of school going age at the basic level. The main objectives of the reform (FCUBE) were the following; - improving quality of teaching and learning, improving efficiency and performance in basic schools, and increasing assess and participation. For these objectives to be achieved, the government of Ghana and the Ministry of Education ran a number of courses and workshops for all District Directors, Assistant Directors in charge of supervision, Circuit supervisors and Heads of schools in 1996, with the view of training them to acquire the relevant knowledge and skills to work efficiently to enhance academic performance of pupils .Also to improve upon the standard of education in the country through supervision.

Over the years therefore, the mode of supervision had improved from the type which portrayed the supervisor as a personality who was feared, controlled all affairs, and who all teachers were to obey without question, into a more friendly respected, sharing and co-operative person. The former mode of supervision was termed as, "traditional supervision", and the later "clinical supervision". What then is the traditional supervision? Traditional supervision may be explained as the type of supervision that emphasized on teacher defects in

their work. This type of supervision produced teachers who could not operate without the directions by supervisor. Traditional supervision often casts the supervisor in the role of a superior, thus telling the teacher what needs to be changed and how to change it. Contrarily, the practices of the clinical supervision currently in the schools enable the supervisors to recognize teachers as people who possess the drive and resources to solve their own problems. This therefore tends to product self directed teachers. In Ghana over a period of years, the clinical supervision approach had been developed to change the unproductive pattern of communication and supervision in the schools. Practitioners of clinical supervision assumed that, teachers possess personal resources within to solve their own problems, and this type of supervision emphasizes teacher growth (Circuit supervisors handbook, 2002).

In view of the Educational Reform, several courses and workshops were held for circuit supervisors and other schedule offices of education at Bunso in the Eastern Region, Kumasi in the Ashanti Region and also in other districts across the country in 2001. These courses were sponsored by USAID and Ghana Education service (GES). Similarly an institution of various bodies had been put in place to see to activities in schools. These bodies include the following; the District Education planning Team (DEPT) District Oversight committee (DEOC) and the school management committee (S.M.C) District disciplinary committees have also been formed in the various districts to deal with indiscipline teachers. For instance, in the New Juaben Municipality, there have been many instances where some teachers were sanctioned for offences like absenteeism, drunkenness

and other misbehaviours through the work of the disciplinary committee. Meanwhile in recent years new approaches are being worked out to enhance teaching and learning. Several workshops are also on-going. An example is the establishment of the Monitoring and Evaluation Division of the Ministry of Education which has been made responsible for the assessment, evaluation and supervision of schools. The PNDCL, 207 has brought into force the decentralization policy. Additionally the appointment of circuit supervisor and other schedule officers like the Basic school co-ordinators, are expected to help in monitoring and checking the activities that go on in schools to promote effective teaching and learning. Also for good academic performance of pupils in order to raise the standard of education in the country. Thus, the ultimate aim is to help improve supervision in schools.

Concept of Supervision

Supervision has been defined in many ways by different researchers and authors. However there are some documental indicators that they all seemed to agree to the content that, supervision generally is a service offered with the aim of improving all the factors that are involved in ensuring advancement in the teaching and learning process.

Moorer (1956) describes supervision as activities that go to ensure the improvement of conditions that promote learning. He describes supervision as all those activities that are primarily and directly concerned with studying and improving the condition which surrounds the learning and growth of pupils and

teachers. However, Wiles (1967) maintains that supervision consists of all the activities related to morale improving human relations, in service educational and curriculum development. In the view of Mackenzie (1983) supervision is the function in schools that draw together the discrete elements of instructional effectiveness into whole school action. It is all the action taken to improve or ensure the achievement of instruction objective when teaching and learning are in progress (Musaazi, 1985).

Pajah (1989) explain supervision as the services provided for the purpose of improving teaching and learning and the effectiveness of it depends on the skills and competency of the supervisor in working with the entire staff, classroom teachers, and other administrators. Similarly, according to Neagley & Evans (1970) supervision may be considered as the positive democratic action aimed at improving classroom instruction through the continual growth of all concerned. The child, the teacher, the supervisor, the administrator, the parent and all other interested persons. The literature suggests that supervision draws together many persons or group from school or outside the school to help in the supervising process.

Whereas the administrator concentrates on making plans, formulating policies, drawing out programmes and saw to it that the policies and plans are carried out successfully using human and material resources available. The supervisor on the other hand concentrates more on monitoring and harmonizing all the activities necessary to achieve the objectives set up by the schools. To Good (1945) supervision refers to all the effects of designated school officials

toward providing leadership to teachers and other educational workers in the improvement of instruction. Cogan (1973) however narrowed the definition of supervision to clinical supervision, which focuses on way of helping leaders to improve their performance in the classroom. He labeled all activities that occur outside the classroom as general supervision. That illustrates unresolved problems with which supervision must contend. These included; integration of subject matter, grouping learners, methods of teaching reading, relevancy of subject matter and behaviour modification, among others.

He explained further that, since supervision along with teaching counseling and administration is one of the subsystems of the enterprise of education, it is embroiled in a number of unresolved problems. This is because the role of the supervisor is drawn so ambiguously. Teachers, counselors, and administrators usually have a clearer perspective of their behaviour system and the rules expected of them than supervisors.

According to Glanz, Jeffery and Nerille (1997) a variety of trends can be seen in the field of supervision all of which mutually influence one another, (both positively and negatively) in a dynamic school environment. One trend indicates that teachers will be supervised by test results, and with teachers being held accountable for increasing their student's scores, the results of these tests are being scrutinized by administrators and the competency of individual teachers are judged, especially in the case of consistency low performing schools. In some districts these judgments have led to serious effects at professional development,

unfortunately, in many others, test results have led to an almost vitriolic public blaming of teachers.

Another issue needing attention is the division between those supervisors who accept a functionalist, decotextualized and oversimplifies realistic view of the knowledge as something to be delivered and those who approach knowledge as something to be actively constructed and performed by learners in realistic contexts. Perhaps the biggest controversy in the field is whether supervision as a field of professional and academic inquiry and of relatively unified normative.

Contemporary definitions of supervision stress service, cooperation and democracy. For the sake of this study, emphasis is placed on instructional supervision. For this reason, it will help if we look at some ways in which some of the experts view the term, 'Instructional Supervision'. Oliva (1993) citing Robert, Alfonso, Gerald, firth, and Richard and Neville, define instructional supervision as a behaviour officially designated by the organization that directly affects teacher behaviour in such a way as to facilitate learning and achieving the goals of the organization. Wiles (1967) explains instructional supervision as an additional behaviour system formally provided by the organization for the purpose of interacting with the teaching behaviour system in such a way as to maintain change and improve the design and actualization of learning opportunities for students.

Oliva, (1993) citing Don M. Beach and Judy Reinhartz contend that instructional supervision is the process of working with teachers to improve classroom instruction. In his view, instructional supervision simply means, a

service that is offered to teachers, both as individuals and in group that helps in improving instruction. That is, for the ultimate benefit of the pupil or student. (learner) This suggest that, supervisory work in the school should not be the responsibility of only an individual, but rather should involve school prefects, teachers head teachers, school management committees (S.M.C) and all other officers cooperate in the supervisory process, as this will bring about effective supervision at the end of the teaching and learning period.

Conceptual issues, trends and controversies of supervision

The educational system the world over is faced with a host of unresolved problems. Oliva (1993) describes the unresolved issues in education as plentiful as the sands of the desert. He compiled a list of some current issues in education principles that will continue to exist as a discernable field. This is because some scholars and practitioners have suggested that supervisory roles and responsibilities should be subsumed under various other administrative and professional roles.

For example, principals acting as instructional leaders could simply include s concern for quality learning and teaching under the rubric of instructional leadership and eliminate the use of the word supervisor from their vocabulary, so that terms like – mentoring, coaching, professional development and curriculum development could instead be used.(Alphonso, 1997) the above mentioned researchers contend that, many professors whose academic specialization have been devoted to research and publication to the field of

supervision oppose this relinquishing of the concept of supervision, not only because of the vitality of its history, but also because of the fact that the legal and bureaucratic requirement for supervision will surely remain in place. Having a discernible, professional field of supervision will present the bureaucratic and legal practice of supervision from becoming a formalistic, evaluative ritual. These trends, issues and controversies will likely keep the field of supervision in a state of dynamic development. (Glanz, Jeffery and Neville 1997).

Conceptual issues of administration, supervision and evaluation

In the view of Oliva, (1993) administrators by the very nature of their position have supervisory roles and one can certainly distinguish between administration and supervision. With this, Oliva (1993) citing William H. Burton and Loe J. Bruckner described the difference between the two terms as Administration being ordinarily concerned with providing material facilities and with operation in general. Supervision on the other hand is concerned with improving the setting for learning in particular. However according to the above mentioned researchers administration and supervision considered functionally, cannot be separated or set off from each other. The two are said to be coordinated, correlative, complementary, mutually share functions in the operation of educational systems. Though administration may be distinguished from supervision; there is a controversy of long standing centers around the issue whether supervision should be an arm of administration. Historically, supervision has been a part of administration. (Oliva, 1993).

Eye and Netzer (1921) saw supervision as that part, or phase of school administration which deals primarily with the assessment and the achievement of the appropriate selected instructional expectation of education service. Similarly, Good (1945) viewed supervision as part of school administration. To him, supervision may be seen as all efforts of designated school officials towards providing leadership to teachers and other education workers in the improvement of instruction. Neagley and Evans (1970) referred to administration and supervision as inseparable in that, educational administration being the comprehensive generic category includes supervision as one of its functions. Nwakofo (1982) made a distinction between administration and supervisions in terms of their functions in the teaching and learning process. To him, educational administration is concerned with using methods, principles and practices to establish, develop and execute the goals, policies, plans and procedures that are necessary for the achievement towards the objectives of education. He therefore referred to supervision as the process of seeing to it that, the policies, principles and methods established for achieving the said objectives were properly and successfully carried out.

Consequently, the task of the administrator requires that , he concentrates on making plans, formulating policies, drawing out programmes and seeing to it that the polices and plans are carried out successfully using human and material resources available. One the other hand, the supervisor is expected to concentrate more on monitoring and harmonizing all the activities necessary to achieve the objectives set up by the schools.

Supervision and evaluation

The issues concerning the concept of supervision and evaluation have been a controversy among many writers and researchers. Even though some people accept supervision as evaluation, others maintain strongly that, supervision is not evaluation. Oliva (1993) cited researchers like Gary Embretson, Ellen Ferber and Terry Langager, for drawing a clear line between supervision and evaluation. They contended that, supervision and evaluation are quite distinct from one another, and this distinction is recognized, in that, supervision is seen as a developmental process which promotes continuing growth and development of staff members in the art of teaching, continued and increased staff motivation and improve instructional programme. Evaluation on the other hand is a management function designed to maintain organizational efficiency, establish standards for staff performance, and appraise staff performance. They also described supervision as a process where by the supervisor would observe performance in order to improve and judge the performance (evaluation) according to the accepted criteria of good teaching.

Furthermore in citing Fredrich, of (Oliva, 1993) supervision and evaluation were seen as different concepts. He contended that, “too often the terms evaluation and supervision are used synonymously when infact they represent different concepts” supervision is a formative, supportive approach to improving teaching competence, where as evaluation is a summative process that should culminate a period of supervision. He was strongly of the view that, the responsibilities for supervision and evaluation should rest with different

personnel, so that departmental heads, supervisors, consultants and colleagues should take primary responsibility for supervision. Whereas the Principal should handle evaluation. Meanwhile, Thomas A Petries as stated by Oliva (1993) maintained that contemporary practice in schools refutes the belief that supervision and evaluation are incompatible. He believes that, a principal, for example should have the responsibility for supervision and evaluation (Oliva, 1993).

Types of Supervision

Researchers and educators are interested in the types of supervision that are carried out by supervisors in their daily administration in improving teaching and learning in the school. Neagley & Evan (1970) stated two main types of supervision namely: (i) internal and (ii) External supervisions. They referred to internal supervision as the one that takes place within the individual schools and institution by head teachers or principals of training colleges. These authorities are usually considered as the chief administrators of their daily administration and supervision. Carey (1953) explained that, internal supervision deals with all the activities performed by where internal measures are taken in the school by teacher to ensure the attainment of school's objectives. Internal supervision consists of action taken by teachers in the course of their teaching so that objectives set could be frequently achieved. (Elsbeen, 1967: Brickel, 1961).

On the other hand, external supervision basically, deals with supervision by other officer from outside the school like, the circuit supervisor, school coordinates, subject officers, and officers from the District, Regional

Headquarters to the school in order to monitor, check, assess and give guidelines to headteachers and teachers to improve teaching and learning. Becker (1958) viewed external supervision as mainly to evaluate that effectiveness of the education programme in terms of what it does to the pupil. Furthermore, Muzaazi (1985) identified three types of supervision as; (i) full supervision, (ii) routine supervision and casual check up visits. He explained that, with the full supervision, all institutional works/tasks are examined, routine supervision deals with discussion of specific instructional issues, and casual /check up visits is about the opinions or suggestions as determined by what the supervision observes.

Similarly, Elsbeen (1967) also identified three types of supervision namely; (i) laissez-faire, (ii) coercive training and (iii) guidance supervision Asemanyi, (2002:65) citing Casio (1989) stated four types of supervision

The following types were suggested;

- i. Immediate supervision: This is where the supervisor is probably most familiar with the individual's performance and has had the best opportunity to observe actual performance. The Headteacher is the best to relate the individual's performance to the goals of the school and the community.
- ii. Peer supervision: peers can provide a perspective on performance which might be different from that of the immediate supervisor; and the reliability of this is limited by potential friendship bias.
- iii. Subordinate supervision: This is an input to the immediate the supervisors development and can work better in a big setting where the latter cannot be easily identified.

- iv. Self Appraisal: This helps to improve the workers motivation and reduces defensiveness. However, it tends to be more lenient, less reliable, and more biased and also shows less' agreement with the judgment of other people.

It has been said that, external supervision plays an important role in ensuring that educational policies are adhered to. (Eye & Netzer, 1965). To add, Halpin (1956). viewed external supervision as, that one carried out by officers who are not part of the particular school or institution and whose work is to complement the role and duties of the internal supervisors by providing professional advice and guidance to teachers.

There are other various types of external supervision/inspection which are usually done through visits. The following types are carries out.

- i. Brief visit which is normally done to focus on one or two aspects of the school. It could be as brief as one day, or as many as three days.
- ii. Familiarization visit is taken by newly appointed circuit supervisor or officers to get acquainted with staff and pupils in the school, and the various communities.
- iii. Assessment for promotion visit is also taken by a team of two to three (2-3) officers to visit schools to inspect the work of teachers who are due for promotion.
- iv. Comprehensive visit is carried out by a team of officers usually two to four (2-4) to assess teaching and learning, as well as the general school

activities and make recommendations for improvement. This could last from two to three (2-3) days in a school.

- v. Follow-up visit is then carried out to find out how far the recommendation made in the previous report has been implemented in the schools concerned.
- vi. Special visit: Is sometimes undertaken by officers to investigate a malpractice in a school, or an allegation against a Headteacher, a teacher or a pupil. This type of inspection is sometimes called an investigate visit. (Circuit Supervisors Handbook, 2009)

Traditional and clinical supervision

It is very important to note that, there are two main forms of supervision and these may be described as the traditional, and the clinical supervisions. In the traditional supervision, the supervisor provides suggestions to the teacher which the latter may not find helpful. The supervisor talks while the teacher only listens and has to comply to the instruction without any questions. The basic problem is that, supervisors tend to provide suggestions and ideas on problems they themselves are concerned with rather than the problems experienced by teachers in their schools. Contrarily, clinical supervision has been developed to change this unproductive pattern of communication and supervision. Acheson & Gall (1992) revealed that, the use of clinical supervision techniques can radically change supervisor/supervisee (teacher) relationship. Thus resulting in less stress and anxiety on the part of both the supervisor and the teacher and a more positive teacher response to supervision.

They further contended that, it is designed to engage the supervisor and teacher in a supportive and interactive process that provides objective feedback on instruction diagnoses and solves instructional problems. Also assists teachers in developing strategies to promote learning, motivate students and manage the classroom. Further, it helps teachers develop a positive attitude towards continues professional development which may be used to evaluate teachers for promotion, retention and dismissal (Oliva, 1993).

Cogan (1973) defined clinical supervision as the rational and practice designed to improve the teacher's classroom performance. It takes its principal data from the events of the classroom. The analysis of these data and the relationship between teacher and supervisor from the basis of the programme, procedures and strategies designed to improve the students learning by improving the teacher's classroom behaviour.

Moreover and Goldhammer (1969) saw clinical supervision as the most modern technique of instructional supervision, and therefore identified the purpose of clinical supervision as to help develop and improves the teaching and learning situation for the benefit of the learner in order to improve upon the professional competence of the teacher. Also to help teachers to modify existing patterns of teaching as required by them. The objective of traditional supervision and clinical supervision are similar, that is to improve instruction. However, in traditional supervision there is an assumption that the supervisor is the instructional expert. By contrast, in clinical supervision, both the supervisor and the teacher assume to be instructional experts, with the teacher identifying his

concern and the supervisor helping him to analyse the lesson taught and developing improved lessons. Meaning that the supervisor recognizes the teacher as an able colleague. Again clinical supervision emphasizes teacher growth, whereas traditional supervision stresses on teacher defects practitioners of clinical supervision assume that the teachers possess the drive and personal resources to solve their own problems. It also tends to produce a self directed teacher, unlike the traditional supervision which renders the supervisor as a superior, and authority in command telling the teacher what needs to be changed and how to change it. This usually resulted in producing teachers who cannot operate unless directed by an instructor (Circuit supervisor Handbook, 2009)

Furthermore, the benefits of clinical supervision gives the supervisor opportunity to be more interactive than directive, more democratic than authoritarian, more teacher centered than supervision – centered, more concrete than vague, more objective than subjective, and more focused, than unsystematic. When we adopt clinical supervision, we endorse, face to face interaction between the supervisor and teacher, the active involvement of the teacher in the three – stage supervision process and also the use of real classroom data for analysis. Through such an approach we can provide objective feedback on instruction, diagnose and solve instructional problems, assist teachers in developing strategies, in order to promote more effective instruction and help teachers develop a positive attitude towards continuous professional development. (Wallance, 1991).

Clinical supervision is a five –step process that aims at helping the teacher identify/ clarify problems and receive data from the supervisor, to help the teacher develop solutions. The main objective of clinical supervision is to develop and improve the teaching –learning situation for the benefit of the learner and for the improvement of the professional competence of the teacher. In view of this, the supervisor clinically diagnoses the teaching problem of the teacher and they mutually concentrate on realistic step analysis of the teaching with the view to establish a healthy general relationship between the teacher and supervisor. The supervisor also helps the teacher lesson preparation, monitors his actual classroom performance. The teacher therefore is able to modify the existing patterns of teaching according to the needs and desires for the learners. Clinical supervision builds in the teacher a self concept. It is more humane, result oriented, and democratic. Goldhammer (1969) identified five steps, or stages in clinical supervision as the following;

- i. Pre-observation conference
- ii. Observation of teaching
- iii. Analysis and strategy
- iv. Post –observation conference
- v. Post –conference analysis

Philosophies of supervision

Some Education practitioners and researchers have come out with view about the philosophies of supervision. They contended that teachers as

professionals can be persuaded, but not coerced, and many times have better answers to their own problems than the supervisor (Oliva, 1993).

Johnson et. al. (1973) had identified three categories of philosophies of supervision as the following;

- i. Essentialism – which emphasized that the supervisor perceive teachers as knowledgeable and can therefore be handled mechanistically.
- ii. The experimentalist who viewed schools as laboratories where teachers were used in order to test hypothesis and try new ones. In view of this the supervisor’s work democratically with teacher to achieve collective ends.
- iii. The existentialist who provided an environment that helps the teacher to explore his own mental and physical capabilities. Teachers therefore learn through self- discovery.

Glickman and Tamashiro (1981) had developed a belief system similar to the philosophies of essentialism, experimentalism and existentialism. These are: directive supervision, collaborative supervision, nor- Directive supervision. They contended that, the directive supervision is based on the belief that teaching consists of technical skills with known standards and competencies for all teacher to be effective. The supervisor’s role therefore is to inform, direct model and assess these competencies.

Moreover, the collaborative supervision is based on the belief that teaching is primarily problem – solving, whereby two or more persons jointly pose hypothesis to a problem, through experiment and implement these teaching strategies that appear to be most relevant in their own setting. The supervisors’

role therefore is to guide the problem solving process, be an active member of the interaction and keep the teachers to focus on their common problems. The non – directive supervision denotes that learning is primarily a private experience in which individual must come with their own solutions to improving the classroom experience for students .Thus the role of the supervisor is to listen, be non judgmental and provide self –awareness and clarification experience for the teachers.

Theories of supervision

Some theories in administration had been revealed by prominent researchers like Fredrick W. Taylor and Elton Mayo. These were used effectively by people to promote supervision and also help in the management of institutions and organizations. They may be enumerated as the following (i) Classical supervision. This is a technique that Frederick Taylor devised for improving productivity in a factory. It was based on a classic autocratic philosophy to make workers carry out prescribed duties effectively to please management, thereby boosting productively. In a school situation a close supervision by strict supervision could be used to ensure that teachers do their work diligently within the approved guidelines and ethics of the profession. (ii) Human Relations Supervision, By this theory, according to Elton Mayo social and materials needs, given opportunities to interact with each other and also involving them in decision making of their establishment, or organization, it is obvious that they would give out their best to enhance productivity. This implies that, if teachers are

treated as people who have the ability to share their view and ideas on decisions taken effective communication between the supervisor and teacher, certainly teachers would put up their best in their tasks.

Furthermore, McGregor advanced two theories which were very relevant to supervision, in the form of human Resource Management and this was termed as theories 'X' and 'Y'. Theory 'X' represented the traditional approach to management as defined by Frederick Taylor's scientific principles. He believed that prosperity for the employer and the employee could be achieved only through maximizing productivity, which meant that workers must be coerced, controlled, directed and threatened with punishment for them to work to the maximum. This theory is similar to the use of the traditional supervision in the school situation, whereby teachers are controlled and directed to deliver their tasks. Contrary to the theory "X" was the theory "Y" approach, which rather had a concern for employee morale, there by improving the free flow of information and communication within an organization, and therefore making job less routine and boring. Also, recognizing that people are motivated by a complex set of psychological needs, and not just by money. (Yiadom, 2005) theory 'Y' approach in a school situation therefore may suggest that, if teachers are motivated and provided with their psychological needs, they would become committed. Self – directed, self – controlled and would give out their maximum to improve upon the education standard in schools.

Styles of supervision

It has been said that developmental supervision is considered as a prism that reveals the developmental stages of teacher motivation. Gleave (1997) identified four styles of developmental supervision as follow;

- i. Facilitation style- which may be beneficial to teachers who have acquired and developed critical and creative professional thinking skill and are also highly motivated in learning about instruction in their present task.
- ii. Collaborative style- this is intended to help teachers with high motivation to learn from their instructional and curricular experience. Through this, the teacher and the supervisor establish a shared vision and work together to implement it.
- iii. The Negotiating Style – This has to do for teachers who are highly developed in critical and creative teaching and in low motivation regarding their present assignment.
- iv. The Directive style – This style is beneficial to teacher who need to development in critical and creative thinking, who also need motivation to learn about instruction or curriculum in their work. The style enables the supervisor to direct the objectives and solutions to problems. Also, how to use methods, content and teaching styles to resolve problems in order to promote efficiency and effectiveness in their supervisory roles.

The role of supervision / supervisor

Supervision has been acknowledged by some researchers for the important roles it plays in the improvement of teaching and learning. In support to this view Muzaasi (1985) noted that supervision is primarily concerned with the actions taken to ensure achievement of instruction objectives. He further asserted that the main purpose of supervision is to maintain and improve upon the quality of education.

To Asiedu Akrofi (1997) the role of supervision is to evaluate the instructional process. Jane Franseth cited in Oliva (1993) expressed that supervision is generally seen as the leadership of all school personnel in a co-operative attempt to achieve the most effective school programme. Furthermore, Burton (1922) saw supervision as playing numerous roles for the purpose of improving instruction. He also came out with the following functions of supervision;

- i. Improvement of the teaching act through classroom visits, individual and group conferences that are usually directed through teaching, demonstration, teaching and development of standards for self improvement.
- ii. Improvement of teachers in service, through meeting, professional readings, self analysis and criticism.
- iii. Selection and organization of subject – matter through setting up objectives, studies of subject- matter and learning activities. Also through experimental testing of materials, constant revision of course, and the selection and evaluation of supplementary instructional materials.

- iv. Rating of teachers through the development and use of rating cards, check lists, and stimulation of self – rating.

According to Mosher and purple (1972) supervision helps the teacher to develop his instructional performance. The role of instructional supervision in this respect is to help the teacher acquire teaching strategies that will increase the capabilities of learners to make wise decisions in varying contexts with regards to peers, adults, academics and life. To this, however Glickman Gordon & Ross Gordon (1995) stated supervision as playing a school function of improving instruction through direct assistance to teachers, curriculum development, staff development and group development.

Supervision as presented in this text is conceived as playing numerous noted as service to teachers both as individual and in group; clarifying purposes coordinating interactions and proving learning opportunities for students. To put it simply, the role of supervision is to offer teachers specialized help in improving instruction and the growth development of the learner. It also entails that's, the supervisor having to concern himself primarily with the task of helping teachers and other people to solve problems that arise, or that are concerned with desirable learning situations for student Enus (1963) advanced staffing, motivation, stimulation, consultation and programme development as key functions of supervision. Robin & Avy (1995) stated the functions of supervision as providing support for teachers so that they become the best they can. It must therefore develop and redefine the knowledge base and craft practice of teachers.

Braaskma (1993) viewed supervision as not merely to implement rules and regulations, but to carry out such functions as advice, guidance and stimulation to teachers so as to promote the teaching and learning process in schools. Harris (1995) and Glickman & Ross–Gordon (1995) contended that without instructional support and professional supervision it is unlikely that teachers can provide the desired quality of teaching and learning. Additionally, **Owolabi & Edzii (2000)** noted that, a major characteristic of a successful school is that; someone somewhere is responsible for and committed to the process, function and tasks of supervision. (The supervisor) Considering the view and explanation given prominent researchers and writers, as mentioned above, it is obvious that the ultimate objective supervision is to improve the quality of teaching and learning in school and also raise the standard of education in general.

Roles of the Supervisor

Who is a supervisor?

In the traditional meaning of supervision anyone who oversees the work of another person is a supervisor. This may mean that any school official who assists teachers in the improvement of curriculum and instruction is a supervisor. However, some people in the school system are charged with the management of human resource as their primary duty, whereas others are assigned to the improvement of curriculum and instruction as their major task. For the purpose of this study, more concentration is placed on instructional supervision; hence the role of instructional supervision would be identified.

The tasks of the supervisor are a very necessary service to teachers for numerous reasons. Educators agree that there should be some internal consistency to sequences of methodologies and subject –matter that should be developed between grades of a school and level of the school system. A supervisor is one person in a school system who can help achieve these goals. For instance, the circuit supervisor who moves from school to school is the one who knows what materials are needed for each class and what the objectives of teachers and their needs are in the various schools. He is also concerned with the problems of teachers as well as their pupils in the course of their teaching and learning. Oliva (1993) stated that, there has not been any time yet in the educational system where the service for these specialized personnel may be eliminated and that, currently there is a need for more supervisors who may be better trained and be more highly qualified and skilled in the performance of their tasks. He also stated that, at both the school and the direct levels someone needs to be assigned to work with the teachers so that they do not go off in different directions. The learner should therefore be guided to go through an orderly progression of study from the basic school through the high level and this orderly progress must be a well planned, well formulated sequence in each area of study. To achieve this, requires the co-operation of teachers at all levels and the supervisor’s role is to bring these teachers together and assist them to perform their tasks effectively to the maximum. For example, a supervisor can assist the teacher by planning class work, finding teaching materials, helping with evaluation and discipline and handling teachers meeting among others.

The main responsibilities of the supervisor have been identified as being threefold and these are;

- i. To give individual help to the teacher.
- ii. To coordinator and make available instructional services of the school to all concerned.
- iii. To act as a resource person for the institutional personnel, and other administrative persons as a special agent in training teacher in service. Also as an interpreter of the school and its Programme to both the school and the community. The supervisor performs many important functions in the work of an organization. He is the first line manager, and responsible for implementing the policies, plans and procedure established by management. Generally, the supervisor (the first line manager) has some basic roles in order to achieve optimum output of work of the organization. This include; setting of objectives, planning the input and personnel, helping in staffing, directing and controlling the staff as well as coordinating the activities of and organization. This means that the supervisor should be able to set objectives for the organization. He has to plan, set targets with the subordinates and see to it that, target set are met. This he does by putting the materials, equipment and personnel together. In the school situation, the supervisor defines and allocates work roles to the teachers and other administrative personnel. His roles also involve checking and evaluating the performance of the staff and from time to time discipline them by applying the appropriate rules and sanctions judiciously. This involves writing

reports, keeping records and giving feed back to appropriate sectors of the institution. To undertake these functions effective, Oliva (1993) opined that the supervisor must have a “super –vision”, meaning that, the supervisor must be able to seen beyond what the supervisee can. Supervisory role in educational environment is so demanding that it calls for personnel with certain capabilities and qualities in order to perform such roles professionally, successful supervisors should be knowledgeable about educational leadership, management and administration. They should know the culture of their schools and school communities. For supervision to be effective in the are of the new education reform and a period increasing demand for quality by civil society supervisors who are considered as duty bearers should of necessity posses certain qualities such qualities may include the following; Must be knowledgeable and well informed in educational matters must have good interpersonal relationship skills

- i. Must command respect
- ii. Must be dynamic and democratic
- iii. Be energetic and of good health
- iv. Must have leadership potential
- v. Have technical competence
- vi. Must have initiative and drive
- vii. Be fair and firm
- viii. Have integrity and transparency

These quality traits should form part of the administrative levels.

The role of Internal Supervisors

As the name suggests, internal supervisors are the kind of personnel within the school itself who undertake supervisory roles with the sole aim improving teaching and learning towards achieving the goals of the school. In the school the assistant head teacher, department heads, subject– heads form masters and teachers of special duties hold supervisory positions. However, the head teacher may be considered as the Chief Executive who has the primary responsibility of supervising the schools activities to ensure that the objectives are achieved. He therefore takes on the general supervisory role, instructional role, and evaluation of teacher performance.

The role of external supervisors

External supervisor are personnel from the Ministry of Education, (MOE) Headquarters, Regional and District Inspectorates who conduct periodic supervision to ensure that schools live up to expectation. These personnel of officers include the District / Municipal Director of Education, the Assistant Director (Supervision) circuit supervisor and school co-ordinators.

The District /Municipal Director of Education

The District /Municipal Director of Education is the administrative head of an education district or municipality. He is the general overseer of the supervision of schools, and perform supervisory role to ensure that schools in his area perform

effectively. Officially, his supervisory role is often delegated to the Assistant Director (supervision).

Assistant Director Supervision

The Assistant Director (supervision) is officially responsible for supervising all schools in the education district. He works with the circuit supervisors to plan itinerary for the schools within the specified period and often visits the schools. He receives reports from the circuit supervisors and sometimes organizes workshop for them.

The Role of the Headteacher

One major task of a school head is the curriculum instruction and appraisal which includes all activities that are planned, implemented, supervised and evaluated by teachers and other staff members. Asiedu – Akrofi (1978) noted that the instructional programme of a school is one factor that makes the heaviest claim of the school head's competence. The supervisory role of a school head as far as curriculum and instruction are concerned is to secure appropriate teaching learning materials like time table, syllabuses, text books, reference books, course content and other relevant equipment for the teachers to use. He also assigns classes, or allocates subjects and teaching periods to each teacher. The Head takes good record of pupils enrolled in the schools and ensure that pupils attendance to classes are effectively monitored. He also monitors teachers in the school. It is also his duty to ensure that tests and examinations are conducted and duly marked by teachers. He must evaluate the progress of the school against its objectives set and make the necessary adjustments and changes when necessary. Itinerary for the

schools within the specified period, and often visits the school. He also receives reports, from the circuit supervisors, sometimes organizes workshop for his subordinates.

Circuit Supervisors

Circuit supervisors are the key personnel involved in supervision of schools. It is expected that a circuit supervisor visits a school at least twice a term. Acquaye et. al. (2002) stated some functions of a circuit supervisor as the following;

- i. Promoting teaching learning in schools.
- ii. Interpreting educational policies
- iii. Promoting effective school management.
- iv. Liaising between the school and the direct education authority.
- v. Organizing in service training for the professional development of teachers.
- vi. Promoting health school community relations, among others.

Circuit supervisors are the actual supervisors on the ground, and for them to be effective they are expected to reside within their respective circuits and pay regular visits to the schools. The circuit supervisor is an adviser and guide to teachers. He provides concrete and constructive advice to both teachers and the school head so as to help improve the quality of education in of education in the schools. He arranges courses or workshops and gives demonstration lessons to assist teachers to develop their professional abilities. He also guides untrained teachers towards better teaching methods and be abreast with current development in the teaching profession. One of his crucial duties is to provide accurate and

factual reports on the schools and teachers he inspects. As the supervisors goes from one school to the other, he acquires many new ideas, techniques from the teachers and other people he observes. This will help enrich his store knowledge and experience for his work. The role of the Headteacher

Barriers to effective supervision

The main purpose of supervision is to evaluate the instructional process and improve teaching and learning in schools. In spite of the important role supervision plays in enhancing the quality of education, it is also necessary to discuss certain issues which could act as barriers to its effectiveness. To this, some researchers had expressed views like the following; Eye (1957) opined that supervision has a history of sub service to administrative convince which causes teachers to view supervisors as system executioners. These inherent difficulties have therefore led educational authorities to develop model of supervision which to them could be used as yardsticks for effective supervision. Supervisor balancing the process of directing and controlling roles affected the inter-relationship between them and their teachers.

Unrch (1973) noted that, sometimes economic constraints make supervisor face situation which induces some supervisor to seek for monetary favours indirectly, and teachers readily accede to their request. In return for the teacher's favours, supervisors tend to tune down professional sanctions. Thus, resulting to ineffective supervision. Sergiovanni & starrot (1988), Mankoe (2002) revealed

that, owing to lack of official vehicles supervisors have to rely on public means of transport. In this case, schools in the very remote areas may never be visited.

In some instances, teachers regarded supervision as a form of witch hunting, or fault finding by supervisors, thus resulting to its ineffectiveness in the schools (Neagley & Evans 1970). The response of teachers to supervision is normally characterized by suspicion and mistrust, which may be due to the fact that supervision has a history of teachers always submitting as servants to their master (supervisor). Also though some circuit supervisors have been supplied with motor bikes many have problems with fueling and maintenance and therefore cannot take regular visits to schools.

Baafi Frimpong (2002) contended that over fraternization among supervisors and supervisees also affects the effectiveness of supervision in the schools. This occurs because supervisors had become too closed to their subordinates that they find it difficult to sanction the teachers and may lack the moral authority to enforce policies because they themselves may be found wanting in professional effectiveness and efficiency.

Some supervisors see their roles as highly directive one and prescribe content materials and equipment for teachers to follow, but others prefer to help teachers come out with their own decisions. The former then becomes too directive, and the latter a nondirective supervisor. Teachers are likely to argue and share their decision with the non directive supervisor rather than, the directive supervisor who tells them what and how they must work) Oliva 1993) this may not augur well for effective supervision. Similarly, Mosher and purple cited in

(Oliva 1993) clarified that some supervisors are partial to certain models and styles of teaching, some smile on discovery leaning and frown on lecturing. Some favour direct instruction of entire groups, some appreciate co-operative learning while others want individualized instructional techniques. This differing conception of what constitute effective teaching make the supervisory process difficult for supervisor and the teachers.

Factors for promoting effective Supervision

Effective supervision is a key factor in achieving quality teaching and learning in schools. To improve quality of education imparted to pupils and to acquaint teachers and headteachers with new policies, methods and re –orient them towards the objective of the new Free Compulsory Universal Basic Education (FCUBE) programme, it is necessary to train newly trained teachers, and retrain existing ones through seminars, workshops and in-service courses. (Owolabi, 1999)

The task of supervision is very crucial and needs a high consideration by the government and other authorities of education who make decisions on teaching and learning. Different authors and researchers have written on this issue, Neagley & Evans (1970) opined that for supervision to be effective, the general limits of authority and responsibility must be well established so that all members of the supervisory staff are able to function effectively as a team. To this, Baldrige (1971) also noted that, for supervision to achieve its objectives it is important that the quality of supervision be taken seriously into consideration.

This means that supervision can be effectively carried out when materials and logistics are provided to support it.

Halpin (1966) and Merton (1968) also were of the opinion that, supervisors must be constantly orientated with current methods on supervision to enable them deliver effectively. Supervisors including being knowledgeable, having command of respect, good human relationship and being fair and firm for, the effectiveness of supervision will depend on their understanding of human behaviour.(Beckley and Tompkins, 1954). Another writer, wiles (1967) suggested that supervisors should provide leadership and competency in developing an organization, and working environment that makes possible continuous improvement in curriculum, instructions and learning.

In the view of Mankoe (2002) supervision at the district, school and classroom level are ineffective and this must be given the maximum priority among other alternative for great improvement to be achieved in quality education in the country; (Ghana). According to Kochhar (2001) supervision is a planned programme for the improvement of instruction. The supervisor must therefore check the effectiveness of the method of teaching for the various subjects in the schools. Furthermore teaching and learning materials to make teaching/learning interesting and effective, the timetable enable enforced to carry out the instructional work, and the distribution of work among the members of staff and their out put of work must be emphasized.

Kochhar (2001) stated that, the supervisor should check how effectively the various activities are being conducted, and how much the school check on

cleanliness of school surroundings, beautification of the school, hygienic conditions of school canteens and other pertinent issues on good sanitation. Supervision of school records such as Attendance Registers, staff Attendance Book, Log books among others should be inspected regularly. Schools account should be scrutinized periodically to ascertain whether school funds are being used judiciously for pupil's benefits to promote learning. Again, the supervisors should find out about rapport between the schools and the communities and how much schools have developed in the various aspects.

Kochhar (2001) contended that the main objective of all educational activities in the schools is the pupil's growth. Supervisors should therefore consider the child's abilities and inabilities, in terms of academic, cultural and physical fields, and give all the encouragement for their proper growth in totality. Additionally supervisors should be given good condition of service and working environment. There should also be adequate number of supervisors, who have been trained professionally to all areas, (including the remote areas) to supervise activities in the schools so as to promote effective supervision of teachers and head teachers.

The heart of supervision is interaction through communication, for it is the major key for good human relationship. Effective supervisors should therefore learn how to listen attentively and offer constructive criticisms and guidance to their teachers and headteachers to enhance teaching and learning, as well as to raise the educational standard of the pupils in the schools.

Summary

Effective supervision is a key factor in the improvement of teaching and learning. To supervise means, to rigorously find out that all targeted are working according to plan. Schools supervision is a consciously planned programme for the improvement and consolidation of instructions. Also the enhancement of quality education generally in the schools. Supervision started in colonial days where government officials appointed inspectors of schools and charged them with the responsibility of providing directions and guidance to teachers and headteachers. The Dzobo committee's report's the Educational reform of 1987, and the free Compulsory Universal Basic Educational reports, the (FCUBE) brought about the appointment of circuit supervisors in the various district across the entire country. Consequently, several courses and workshops were held for supervisors at Bunso in the Eastern Region, and at other Regional capital towns in Ghana, to equip them with relevant knowledge and skills towards effective monitoring and checking of activities in schools.

There are two main types of supervision; they are; internal and external supervisions. Internal supervision takes place within the individual schools and institutions by Headteacher or principal of training colleges. On the other hand, external supervision deals with supervision by officers from the District, Regional and the Headquarters, to the schools in order to monitor, assess and give guidelines to teachers and heads to improve teaching and learning. The main purpose of supervision is to evaluate the instructional process and improve the quality of education.

In spite of the important role supervision plays in enhancing the quality of education, there are some barriers to its effectiveness such as, lack of funds. In some cases, teachers regard supervision as a form of “witch hunting”, thus resulting to its ineffectiveness in the schools. For supervision to be effective, the general limits of authority and responsibility must be well established so that all members of the supervision staff are able to function effectively as a team.

Finally, supervision must be carried out periodically so that the standards of education are regularly assessed and controlled. Supervisors should help advise the government by providing accurate information on school and their potentialities. This includes, among other things, the assessment of teachers, and their progress of schools in relation to government objectives through supervision.

CHAPTER THREE

METHODOLOGY

This chapter of the research is about how the study was conducted. It describes the type of research design used; the population of interest with its sample and sampling techniques resorted to, the type of instruments used to collect data and the pilot testing of it. It also discusses the procedures use in collecting data and the forms in which data were presented and analysed.

Research Design

The type of design used is the descriptive survey design. According to Amedahe & Gyimah (2004), descriptive survey is a design which describes the present status of a phenomenon. In other words, it is concerned with the conditions or the relationships that exist such as determining the nature of prevailing conditions, practices and attitudes; opinions that are held; processes that are going on; or trends that are developed. This type of design involves the collection of quantitative and qualitative data. This design was used because it would enable the respondents to express their opinions on the supervisions and challenges facing supervision in the New Juaben Municipality.

Population

The population for the study consists of teachers of the basic schools in the New Juaben municipality of the Eastern Region. The total teacher population as at September 2008 /2009 academic year stood at 1,140. New Juaben is the

only municipality out of seventeen districts in the Eastern Region of Ghana and covering a land area of 110 square kilometers. It shares boundaries on the north east with East Akim district, to the south east with East Akim district, to the south – east with Akwapim North, Yilo Krobo on the East and Suhum Kraboa Coaltar district on the west. It is also endowed with 82 primary and 80 junior high schools dotted almost evenly across the municipality. The total numerical strength of pupils at the basic level of education at September 2008 /2009 academic year was 25,440. The 2000 population and housing census put the population of the municipality at 136,768. The projected population for 2005 was 154, 531, with female population constituting 51.5 % and 48.5 for males. Koforidua is the regional and municipal capital and harbors over 65% of the entire population of the district (Education sector Annual Review, 2008). Out of the said population, the researcher selected headteachers, circuit supervisors and teachers as the population for the study.

Sample and Sampling technique

It was clearly impossible to engage the entire population in responding to the questionnaire and interviews. 180 respondents were used in the study which comprises 30 headteachers, 120 teachers and 30 circuit supervisors. The lottery approach was use in selecting the schools and the teachers. The purposive sampling was however used in choosing the circuit supervisors and headteachers.

By the lottery approach, the researcher wrote the names of the schools in the municipality on pieces of paper. The papers were folded and put into a box

and mixed thoroughly. Without looking into the box, thirty schools were picked namely; Tinity Presby Model primary and JHS, Riis Presby Model primary and JHS, Wesley Methodist primary and JHS, Sarkodee D/A primary and JHS, Asokore SDA Demonstration primary and JHS, Rev. Father Lemmens R/C primary and JHS, Pentecost JHS, Madonnia JHS, Adweso Wesley International, Koforidua Ghateco JHS, Universal JHS, Effiduase Christ Comp, Assemblies of God JHS, Church of Christ JHS, King of Kings JHS, Adweso SDA JHS, Adweso Good News JHS, Koforidua Kovoc JHS, Kwame Nkrumah Memorial JHS, St. Agnes R/C JHS, Asokore Salvation Army, St. Peter's Anglican JHS, Nana Kwaku Boat. A JHS, Nana Kwaku Boat. B JHS, Nana Kwaku Boat. C JHS, Nana Kwaku Boat. D JHS, 27 Archbishop Lemaire JHS, Effiduase R/C JHS, St. Dominic JHS and Oyoko Methodist JHS. The researcher went to each of these schools and collected the names of the teachers in both primary and junior high schools and wrote them on pieces of paper and folded them into a box and picked 4(four) teachers at random. The headteachers and the circuit supervisors were chosen purposely to enable the researcher obtain information from them on supervision and its challenges. Thus the 30 headteachers of the schools and 30 circuit supervisors were chosen on automatic basis for more reliable data on the problems of supervision in their schools. The lottery approach used in selecting the schools and teachers enabled the researcher obtained unbiased data to enhance generalization.

Instrument

The main instrument used was questionnaire with closed-ended and open-ended questions. Other instruments used were guided interviews, observations and examination of available documents. Questionnaire used was based on issues raised in the research questions and the literature review and was designed by the researcher. The questionnaire was given to schools teachers, circuit supervisors and headteachers. Each set of questionnaire is on various aspects of problem of investigation put into sections A, B, C, D and E. Section A is on biographical data. Section B, is about the type of supervision employed in the school. Section C, is about the frequency of external officers/supervisors to supervise school's activities. Section D, is about the influence of supervision on the quality of teaching and learning. Section E is about barriers and recommendations to effective supervision. Interview guides were used by the researcher for pupils, opinion leaders, and parents who were illiterate. The researcher used both structured and semi-structured interview guides to solicit information on how respondents perceive supervision by teachers, headteachers and all others who perform supervisory roles.

Pretesting instrument

Five schools that were not sampled for the research were selected for pretesting the research were selected for pretesting of the instrument designed by the researcher. The schools selected were the following; St. Annes Anglican Primary and JHS, Ada Kyeremateng Primary and JHS, Akwadum L/A Primary

and JHS, Asikasu Primary and JHS, Freeman Methodist Primary and JHS. Five headteachers and twenty teachers of the above mentioned schools were pilot tested. Questionnaire for circuit supervisors and other schedule officers was pilot tested at Presby Education Unit Office in the municipality.

Data collection procedure

The researcher engaged the services of a researcher assistance who was a schedule officer at the Municipal Education Office to distribute the questionnaire to the selected respondents. Morning and afternoon sessions were used to distribute the questionnaire in the selected schools in the municipality. The collection was done on the same day.

Data analysis procedure

The researcher used descriptive statistical methods in analyzing the data. Before the analysis, the field data was edited and scrutinized to ensure consistency and a degree of accuracy in the responses provided by respondents. Responses to open ended items which expressed similar ideas but different worded were also studied and put together in themes. All questions raised in the questionnaire were first coded with various edited to ensure that values are not missing.

Focusing on the researcher objectives and questions as a guide, the data was analysed with the use of simple frequency tables, percentage narrative

analysis as well as other statistical analysis made on each item to examine relationships and associations between various items of the questionnaire.

CHAPTER FOUR
RESULTS AND DISCUSSION

This chapter presents and discusses the results of the study. The findings relate to the following areas: Demographic data, type of supervision employed in the basic schools, the frequency of supervisors and external officers visits to the various schools, the influence of supervision on teaching and learning, barriers to effective supervision and some recommendation and innovation needed to address the barriers of effective supervision.

Gender distribution of respondents

It can be observed from Table 1 that 30% of the headteachers who responded to the questionnaire were males, while the majority 70% was females, 33.3% of the teachers were males while majority of the teachers were females on the other hand 56.7 % of the circuit supervisor who responded to the questionnaire were males while the remaining 43.3% were females. This clearly shows that more females were dominated in the study area.

Table 1: Gender

Gender	Headteachers		Teachers		Circuit Supervisors	
	N	%	N	%	N	%
Male	9	30	40	33.3	17	56.7
Females	21	70	80	66.7	13	43.3
Total	30	100	120	100	30	100

Source: Field work

Professional status of respondents

Table 2 depicts the professional status of the respondents, all the headteachers and circuit supervisors who responded to the questionnaire hold a professional status, and on the other hand 94.2% of the teachers hold a professional status while the remaining 5.8 do not hold a professional status.

Table 2: Professional status

Professional status	Headteachers		Teachers		Circuit Supervisors	
	N	%	N	%	N	%
Professional	30	100	113	94.2	30	100
Non professional	-	-	7	5.8	-	-
Total	30	100	120	100	30	100

Source: Field work

Educational level of respondent

Educational level varied among respondents, Table 3 clearly shows that 3.3% of the headteachers hold a Postgraduate Degree, 36.7% hold First Degree, 33.3% hold a Diploma, 6.7% hold 2&3 years Post Secondary Certificate, 16.7% hold a 4 year Certificate A and the remaining 3.3% hold other certificates, with regards to the teachers 0.8% hold a Postgraduate Degree, 26.7% hold First Degree, 44.2% hold Diploma, 15.8% hold 2&3 year Post Secondary Certificate, 9.2% hold 4 year Certificate A and the remaining 3.3% hold other certificates on the part of circuit supervisors 53.3% hold Postgraduate Degree, 13.3% hold First Degree, 26.7% hold Diploma and the remaining 6.7 hold 2&3 years Post Certificate.

Table 3: Educational level of respondents

Educational level	Headteachers		Teachers		Circuit Supervisors	
	N	%	N	%	N	%
Postgraduate	1	3.3	1	0.8	16	53.3
First Degree	11	36.7	32	26.7	4	13.3
Diploma	10	33.3	53	44.2	8	26.7
2&3 year Post Sec.	2	6.7	19	15.8	2	6.7
4 year Cert. A	5	16.7	11	9.2	-	-
Others	1	3.3	4	3.3	-	-
Total	30	100	120	100	30	100

Source: Field work

Rank of respondents

It can be observed from Table 4 that, 3.3% of the headteachers who responded to the questionnaire have attained the rank of Deputy Director, 60% have attained Assistant Director, 23.3% have attained the rank of Principal Superintendent and the remaining 13.3% have attained Senior Superintendent, with regards to the teachers respondents 10% have attained Assistant Director, 40% have attained Principal Superintendent, 35% have attained Senior Superintendent and the remaining 15% have attained other ranks, on the part of circuit supervisors 3.3% have attained the rank of Director, 23.3% have attained Deputy Director, 43.3% have attained Assistant Director, 23.3% have attained Principal Superintendent while the remaining 6.7% have attained Senior Superintendent.

Table 4: Rank of respondents

Rank	Headteachers		Teachers		Circuit Supervisors	
	N	%	N	%	N	%
Director	0	0	0	0	1	3.3
Deputy Director	1	3.3	0	0	7	23.3
Assistant Director	18	60	12	10	13	43.3
Principal Superintendent	7	23.3	48	40	7	23.3
Senior Superintendent	4	13.3	42	35	2	6.7
Others	0	0	18	15	0	0
Total	30	100	120	100	30	100

Source: Fieldwork

Research Question 1: What type of supervision is carried out in the basic schools?

Research Question one sought to find out the views of headteachers, teachers and circuit supervisors on the type of supervision employed in the basic schools. The responses from respondents have been analysed as follows.

Table 5, sought to find out the type of supervision employed in the basic schools, it can be seen from the Table that 20% of the headteachers responded to internal supervision, 3.3% responded to external while the majority 76.7% of the headteachers responded to both internal and external, when it came to the teachers 12.5% responded to internal supervision, 5.8% responded to external supervision while the remaining majority 81.7% responded to both internal and external supervision, with regards to the circuit supervisors 13.3% responded to internal,

20% responded to external while the majority responded to both internal and external supervision. This is in consonance with the views of Neagley & Evams (1970) when they identified internal and external supervision as the types of supervision carried out by supervisors.

Table 5: Type of supervision carried out in the school

Supervision	Headteachers		Teachers		Circuit Supervisors	
	N	%	N	%	N	%
Internal	6	20	15	12.5	4	13.3
External	1	3.3	7	5.8	6	20.0
Both	23	76.7	98	81.7	20	66.1
Total	30	100	120	100	30	100

Source: Field work

Table 6 sought to find out the type of supervision that should be emphasized, from the Table 30% of the headteachers responded to internal supervision, 20% responded to external supervision, while the remaining 50% responded to both internal and external, on the part of the teachers, 45% responded to internal supervision, 11.7% responded to external while the remaining 43.3% responded to both internal and external supervision with regards to the circuit supervisors 20% responded to internal, 36.7% responded to external supervision while the remaining 43.3% responded to both internal and external supervision. This is however contrary to the views expressed by Eye & Netzer (1965), they emphasized on the use of external supervision by the supervisors.

Table 6: Type of supervision that should be emphasized

Supervision	Headteachers		Teachers		Circuit Supervisors	
	N	%	N	%	N	%
Internal	9	30	54	45.0	6	20
External	6	20	14	11.7	11	36.7
Both	15	50	52	43.3	13	43.3
Total	30	100	120	100	30	100

Source: Field work

Research Question 2: How often do circuit supervisors, school heads and other external officers supervise school activities?

Research question two sought to find out how often circuit supervisors, school heads and other external officers supervise school activities. The responses from respondents have been analysed as follows.

It can be observed from Table 7 that 13.3% of the headteachers responded yes to the statement if external supervisors notify them before they visit the school, majority 46.7% responded no, while the remaining 40% responded sometimes, on the part of the teachers 8.3% responded yes, 53.3% responded no, while the remaining 38.3% responded sometimes, when it came to the circuit supervisors majority 73.3% responded no, while the remaining 26.7% responded yes. This confirms the views expressed by Mankoe (2002) that, owing to lack of official vehicles and means of transportation, supervisors have to rely on public means of transport to notify the school and those to be supervised.

Table 7: Do external supervisors notify you before they visit the school?

Notification	Headteachers		Teachers		Circuit Supervisors	
	N	%	N	%	N	%
Yes	4	13.3	10	8.3	8	26.7
No	14	46.7	64	53.3	22	73.3
Sometimes	2	40	46	38.3	0	0
Total	30	100	120	100	30	100

Source: Field work

Table 8 depicts how often external officers visit schools for supervision, it can be observed that, 3.3% of the headteachers responded to monthly, majority 50% responded termly, 26.7% responded frequently, 3.3% responded quarterly while the remaining 16.7% responded to rarely, on the part of the teachers 5% responded to monthly, 35% responded to termly, 38.3% responded to frequently, 7.5% responded to quarterly, the remaining 14.2% responded to rarely with regards to the circuit supervisors 30% responded to monthly, 6.7% responded to frequently, 16.7 responded to quarterly and the remaining 46.7% responded to rarely. This is in consonance with the views expressed by Acquaye et al (2002), that supervisors must at least visit the school twice a term.

Table 8: How often do external officers visit your school for supervision?

Frequency of visits	Headteachers		Teachers		Circuit Supervisors	
	N	%	N	%	N	%
Monthly	1	3.3	6	5	9	30
Termly	15	50.0	42	35	0	0
Frequently	8	26.7	46	38.3	2	6.7
Quarterly	1	3.3	9	7.5	5	16.7
Rarely	5	16.7	17	14.2	14	46.7
Total	30	100	120	100	30	100

Source: Fieldwork

Table 9 depicts the adequacy of external supervision in the school, when the question as to the adequacy of external supervision in the school, 10% of the headteachers responded to very good, majority 60% responded good, while the remaining 30% responded satisfactory, on the part of the teachers 15.8% responded very good, majority 62.5% responded good while the remaining 21.7% responded to satisfactory, when it came to the circuit supervisors 3.3% responded very good, 37.6% responded good while the remaining majority responded satisfactory.

Table 9: Adequacy of external supervision in the school

Adequacy of supervision	Headteachers		Teachers		Circuit Supervisors	
	N	%	N	%	N	%
Very good	3	10	19	15.8	1	3.3
Good	18	60	75	62.5	11	36.7
Satisfactory	9	30	26	21.7	18	60.0
Total	30	100	120	100	30	100

Source: Fieldwork

It can be observed from Table 10 that, majority 76.7% of the headteachers who responded yes to the question do you receive any assistance from external supervisors to improve upon your work after the discussion, 23.3% responded no, on the part of the teachers majority 67.5% said yes while the remaining 32.5% said no, again, when the question are you given a written report after you have been supervised, 33.3% of the headteachers responded yes, 23.3% responded no while the remaining majority 43.4% responded sometimes, when it came to the teachers 28.3% responded yes, 48.4% responded no while the remaining 23.3% responded sometimes. Furthermore, 30% of the headteachers responded yes when asked if there are follow ups visits from the external supervisor after the supervision, 20% responded no while the remaining majority 50% responded sometimes, with regards to the teachers 28.3% responded yes, 18.3% responded no, while the remaining majority 53.3% responded sometimes. This is supported by Baldrige (1971) that assistance should be offered to those supervised to enable them improve upon their work. Kochhar (2001) also confirms this assertion.

Table 10: Reports after supervisions

Reports	Headteachers						Teachers					
	Yes		No		Sometimes		Yes		No		Sometimes	
	N	%	N	%	N	%	N	%	N	%	N	%
Do you receive any assistance from external supervisors to improve upon your work?	23	76.7	7	23.3	0	0	81	67.5	39	32.5	0	0
Are you given a written report after you have been supervised?	10	33.3	7	23.3	13	43.3	34	28.3	58	48.3	28	23.3
Are there any follow up visits from the external officers after the supervision?	9	30	6	20	15	50	34	28.3	22	18.3	64	53.3

Source: Fieldwork

Table 11 reveals that 3.3% of the headteachers responded to a little extent when asked if headteachers ensures that teachers make effective use of contact hours in schools, 16.7% responded to some extent while the majority 80% responded to a great extent, on the part of the teachers 14.2% responded to a little extent, majority 57.5% responded to some extent while the remaining 28.3% responded to a great extent.

Furthermore, 3.3% of the headteachers responded to a little extent when asked if headteacher monitors the effective use of syllabus, 33.3% responded to some extent while 41.6% responded to some extent and a great extent respectively. Again it can be observed from Table 11 that, 3.3% of the headteachers responded to a little extent when asked if the headteacher monitors teachers and pupils regularly and punctually, 20% responded to some extent while the majority 76.7% responded to a great extent. On the part of the teachers 14.2% said to a little extent to the statement posed, majority 55.8% responded to some extent, while the remaining 35% responded to a great extent. This is supported by Asiedu-Akrofi (1978) when he opined that the headteachers must ensure that teachers make effective use of contact hours in the schools and also monitor the behaviours of teachers and pupils regularly.

Research Question 3: To what extent does supervision influence the quality of teaching and learning.

Research question three sought to find out the extent to which supervision influence the quality of teaching and learning. . The responses from respondents have been analysed as follows.

Table 11: Extent of quality supervision on teaching and learning

Reports	Headteachers						Teachers					
	Little extent		Some extent		Great extent		Little extent		Some extent		Great extent	
	N	%	N	%	N	%	N	%	N	%	N	%
The headteacher ensures that teachers make effective use of contact hours in school.	1	3.3	5	16.7	24	80	17	14.2	69	57.5	34	28.3
Headteacher monitors that effective use of syllabus.	1	3.3	10	33.3	19	63.4	20	16.8	50	41.6	50	41.6
Headteachers monitors teachers and pupils regularly and punctually.	1	3.3	6	20	23	76.7	17	14.2	67	55.8	36	30

Source: Fieldwork

It can be observed from Table 12 that, majority 60% of the headteachers responded yes when asked if circuit supervisors hold meetings with headteachers and teachers prior to supervision while the remaining 40% respond no, with regards to the teachers majority 56.7% said yes to the statement posed while the remaining 43.3% said no. On the part of the circuit supervisors majority 63.3% said yes while the remaining 36.7% said no,

Table 12: Do you have any kind of meeting with your teachers and headteachers prior to supervision?

Meeting before supervision	Headteachers		Teachers		Circuit Supervisors	
	N	%	N	%	N	%
Yes	18	60	68	56.7	19	63.3
No	12	40	52	43.3	11	36.7
Total	30	100	120	100	30	100

Source: Fieldwork

Table 13 reveals that 13.3% of the supervisors responded rarely when asked how often in-service training is organized for teachers, majority 50% responded termly, 26.7% responded yearly, while the remaining 10% responded once a while. This is supported by Acquaye et al (2002) when they stated that in-service training should be organized for the teachers at least once a term.

Table 13: How often do you organize in-service training for your teachers?

	Frequency	%
Rarely	4	13.3
Termly	15	50.0
Yearly	8	26.7
Once a while	3	10.0
Total	30	100

Source: Fieldwork

As it can be observed from Table 14, majority 63.3% of the supervisors responded yes when asked if they hold meeting with headteachers and teachers prior to supervision, while the remaining 36.3% responded no. with regards to the teachers respondents, majority 56.7% responded yes while the remaining 43.3% responded no.

Table 14: Do you have any kind of meeting with teachers/headteachers prior to supervision.

Meeting prior to supervision	Supervisors		Teachers	
	N	%	N	%
Yes	19	63.3	68	56.7
No	11	36.7	52	43.3
Total	30	100	120	100

Source: Fieldwork

Table 15, reveals that 13.3% of the supervisors responded rarely when asked how often in-service training is organized for teachers, majority

50% responded termly, 26.7% responded yearly, while the remaining 10% responded once a while.

Table 15: How often do you organize in-service training for your teachers?

In-service training	Frequency	Percentage (%)
Rarely	4	13.3
Termly	15	50.0
Yearly	8	26.7
Once a while	3	10
Total	30	100

Source: Fieldwork

Table 16, depicts that, majority 86.7% of the supervisor responded yes when asked if they are guided by an instrument\format\manual by the Ghana Education Service to follow during supervision, while the remaining 13.3% responded no.

Table 16: Are you guided by an instrument\format\manual by the Ghana Education Service to follow during supervision?

GES Format	Frequency	Percentage (%)
Yes	26	86.7
No	4	13.3
Total	30	100

Source: Fieldwork

As observed in Table 17, 100% of the supervisors responded yes to the statement if supervisors meet with teachers to discuss the outcome of their visit, on the other hand majority 91.7% of the teachers responded yes while the remaining 8.3% responded no.

Table 17: Do supervisors meet with teaches to discuss the outcome of the visits

Feedback of supervision	Supervisors		Teachers	
	N	%	N	%
Yes	30	100	110	91.7
No	0	0	10	8.3
Total	30	100	120	100

Source: Fieldwork

It can be observed from Table 18 that, majority 76.7% of the headteachers responded to a great extent, when asked if headteacher vets teachers expanded scheme accurately and efficiently, 20% responded to some extent while the remaining 3.3% responded to a little extent. Again, on the issue of headteacher visit the classroom to observe teaching and learning activities regularly, majority 43.3% of the headteachers responded to some extent, 36.7% responded to a great extent, while the remaining 20% responded to a little extent.

When it came to whether headteacher holds staff meetings regularly and effectively, majority 66.7% of the headteacher responded to a great extent, 30% responded to some extent, while the remaining 3.3% responded to a little extent. The Table further reveals that majority 66.7% of the headteachers responded to a great extent when asked if headteachers submits termly reports to the municipal education office through the circuit supervisor, while the remaining 33.3% responded to some extent. This confirms Asiedu-Akrofi (1978) views, when he pointed out that the headteachers must vet teacher's scheme accurately and efficiently, hold

staff meeting regularly and efficiently and also visits classroom to observe teaching and learning activities regularly.

Table 18: Headteachers supervision of teacher in the classroom

Supervision of teachers	Little extent		Some extent		Great extent	
	N	%	N	%	N	%
Headteacher vets teachers expanded scheme accurately and efficiently.	1	3.3	6	20	23	76.7
Headteacher visits the classroom to observe teaching and learning activities regularly	6	20	13	43.3	11	36.7
The headteacher holds staff meetings regularly and efficiently.	1	3.3	9	30	20	66.7
The headteacher submit termly reports to the municipal education office through the circuit supervisor.	0	0	10	33.3	20	66.7

Source: Fieldwork.

Research Question 4: What are the barriers to effective supervision in the schools?

It can be observed from Table 19, that, 16.7% of the headteachers said that lack of motivation is a major problem encountered in supervision, 13.3% attributed the problem to the shift system, majority 46.7% said lack of teaching and learning materials contribute to poor supervision, 10% said

the inability of the external supervisors to provide feed back while the remaining 13.3% of the headteachers said there is too much workload on supervisors.

On the part of the teachers, majority 44.2% said lack of motivation is a factor that impedes effective supervision, 7.6% said the shift system also contributes to the ineffective supervision, 30.8% attributes the ineffective supervision to lack of teaching and learning materials, 8.3% said the inability of the external supervisors to provide feedback is a factor leading to ineffective supervision, while the remaining 9.1% said there is too much workload on the part of supervisors.

With regards to the supervisors, majority the Table depicts that majority 43.3% said too much work load on supervisor is a cause of ineffective supervision, 10% said there is lack of motivation, 6.7% attributed ineffective supervision to the shift system, 20% said negative attitudes of some teachers impedes effective supervision while the remaining 20% said lack of teaching and learning materials is a cause of ineffective supervision. This is supported by Unrch (1973) when he noted that economic constraints make supervisors face situations which induce supervisors to seek for monetary favours indirectly. Sergiovanni & Starrot (1981) also confirms this.

Table 19: Problems hindering effective supervision

Supervision of teachers	Headteachers		Teachers		Supervisors	
	N	%	N	%	N	%
Lack of motivation.	5	16.7	53	44.2	3	10
Negative attitudes of some teachers.	0	0	0	0	6	20
Shift system.	4	13.3	9	7.6	2	6.7
Lack of teaching and learning materials.	14	46.7	37	30.8	6	20
Inability of the external supervisors to provide feedback.	3	10	10	8.3	0	0
Too much work load on heads and supervisors.	4	13.3	11	9.1	13	43.3
Total	30	100	120	100	30	100

Source: Fieldwork

Research Question 5: What innovations or recommendations are needed to promote effective Supervision and quality education in the New Juaben Municipality?

Table 20 depicts the suggestion offered by the various respondents, it can be seen that, 26.7% of the headteachers recommended that as a means of ensuring effective supervision, headteachers/supervisors should not be over burdened with work load, majority 40% said teachers should be made to understand how they should be supervised, 16.7% suggested that, supervision should be carried out at least twice a year, 10% suggested that,

all subjects should be supervised, while the remaining 6.7% said allowances for supervision should be improved.

On the part of the teachers, 17.5% suggested that, headteachers /supervisors should not be over burdened with work load, majority 39.3% said teachers should be made to understand how they should be supervised, 18.3% suggested that supervision should be carried out at least twice a year, 15.3% suggested that all subjects should be supervised, 8.3% suggested that teaching and learning materials should be provided, while the remaining 0.8% suggested allowances for supervision should be improved.

With regards to the supervisors, majority 36.6% suggested that, headteachers/supervisors should not be over burdened with work load, 6.7% suggested that, teachers should be made to understand how they should be supervised, supervision should be carried out at least twice a year and provision of teaching and learning materials respectively, 13.3% suggested that all subjects should be supervised, while the remaining 30% suggested that allowances for supervision should be improved.

Table 20: Suggestion to improve effective supervision

Supervision of teachers	Headteachers		Teachers		Supervisors	
	N	%	N	%	N	%
Headteachers/supervisors should not be overburden.	8	26.7	21	17.5	11	36.6
Teachers should be made to understand how they should be supervised.	12	40	47	39.3	2	6.7
Supervision should be carried out at least twice a year.	5	16.7	22	18.3	2	6.7
All subjects should be supervised	3	10	19	15.8	4	13.3
Provision of teaching and learning materials.	0	0	10	8.3	2	6.7
Allowances of supervision should be improved.	2	6.7	1	0.8	9	30
Total	30	100	120	100	30	100

Source: Fieldwork

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

This chapter presents the summary of the study, conclusions drawn from it, findings, recommendations made to assist in dealing with supervision effectively and suggestions for further research.

The research was based on supervision of basic schools in the New Juaben Directorate in the Eastern Region. The study was to find out about how supervision was carried out in schools in the New Juaben Municipality. The study, which was carried out in the New Juaben Education Directorate has a total of about 202 public schools and 173 private schools with a teacher population of 1,140. Headteachers, teachers, circuit supervisors and other schedule officers from the Municipal education office (who perform supervising roles) and unit Education managers constituted the population. About 40% of the schools in the municipality were sampled. The instruments used in the collection of data were questionnaire, guided interviews and inspection of documents. Copies of questionnaire were administered by the researcher with the help of a schedule officer from the Municipal Education Office. For each of the schools the researcher administered the instruments and collected them on the same day except for a few respondents that follow ups had to be made at later dates. The interview guide was used for the school Management committee and sampled (PTA) Parent Teachers Association members.

Findings

1. The study shows that both the internal and external types of supervision were being used by supervisors in the schools. Majority of respondents indicated that Unit managers the Municipal Director, Circuit supervisors and other schedule officers visited their schools to supervise, to supplement supervision from the Headteachers and teachers. Respondents admitted that both internal and external supervision enhanced effective teaching and learning more than either internal or external.
2. The study shows that majority of respondents were of the view that the Municipal Director was not regular in visiting the schools. Unit Managers of schools were also not regular. Probably due to their work schedule at their offices. However the presence of the circuit supervisors in the schools was much felt and other schedule officers visited seldomly to supervised specific activities. The study also shows that about 50% of the teachers and headteachers did not receive any notification prior to the visits by external supervisors. There was an indication that teachers viewed the visits of external officers to their schools as very relevant as it would help them to improve upon their work.
3. The study shows that, majority of the respondents saw that supervisors' relationship with teachers was very cordial. This enables the teachers to express their views and ask questions about difficult situation they came across to improve upon their teaching and learning.

4. About the barriers to effective supervision in the schools, all respondents mentioned a number of problems they faced in the course of their roles as supervisors. From the data analysis, respondents indicated some problems that hinder the effective supervision in the New Juaben Municipality as the following;

a) Lack of transportation for supervisors for supervision.

For example, lack of means of transport such as vehicles and motor cycles for circuit supervisors. Officers who have the means of transport also were not provided with enough fuel and maintenance allowances regularly, they complained that very often the budget for this purpose was subsumed in administrative spending.

b) Too much work load on headteachers and external supervisors, sometimes due to lack of adequate staff.

New schools were being open; school population had increased due to interventions such as school feeding programme provision of free school uniform, capitation grant and other governmental policies. As the number of schools and teachers to be supervised in the circuit keeps increasing there was the need for more circuit supervisors to be trained but that had not been possible, hence too much pressure was put on the few ones available. In view of this, few teachers and schools were supervised effectively.

- c) Lack of teaching and learning materials TLMs, for both teachers and supervisors for demonstrations lessons and for pupils to learn, negative attitudes put out by some teachers and headteachers towards supervisors.
- d) None payment and delay in payment of T&T to supervisors, inability of external supervisors or GES Officers to provide feedback and reports to the schools after visits.
- e) The shift system in the schools, Lack of motivation, there is no clear cut location of authority and responsibility of supervisors, inaccessible roads to some of the schools, and lack of effective communication between teachers, headteachers and supervisors prior to supervision.

5. Suggestions given by respondents for improving supervision in the Municipality were the following:

- a. Supervisors should be provided with means of transport to enable them visit the various schools regularly and circuit supervisors should not be saddled with too much work to enable them have enough time for each school.
- b. Allowances due to supervises should be paid promptly, allowances in the form of motivation should be increased and paid regularly to prevent them from collecting huge sums of money from teachers and headteachers and reprimanding them to do what is right.

- c. Follow-up visits should be regular to ensure that any recommendations made are being implemented; adequate teaching and learning materials should be provided to the schools.
- d. Supervisors should be friendly, fair and firm in all their dealings especially with young teachers, workshops should be organized for supervisors to be abreast with the current trends in supervision regularly.
- e. There should be regularly in-service training for teachers after supervision to equip them with the requisite knowledge for teaching and learning and this must be done soon after the visits, there should be clear cut line of responsibilities to all supervisors both internal and external and headteachers should not be over bordered.

Conclusion

From the data collected, analyzed and the findings made, the researchers held the following conclusion; majority of the head teachers and the teachers were of the view that the municipal director and the regional manager of unit schools seldom visited the schools, which implies that actual challenges facing the various school in the municipality may not be known to the higher authority. Also, since the director relied mostly on the circuit supervision demanded that the supervisors should be reoriented periodically and be made to write weekly reports about the schools to the

office, otherwise some situation could result to poor or ineffective supervision.

1. The fact that both internal and external supervision was preferred and emphasized by respondents indicated that supervision co-operated well with head teachers to tackle some of the challenges of their teachers in the course of their teaching. There was an indication that more experienced head teachers were needed to head and supervise the schools more effectively because some teachers held higher rank and academic qualification than the head who supervised them, which could be a big challenge to effective supervision to the head teacher. It also came to light that, often there is too much work load on head teachers and external supervisors due to lack of inadequate qualified circuit supervisors. New schools had been opened, thus resulting in higher enrolments in the schools.
2. School population had increased due to interventions such as school feeding programmed, provision of free school uniforms to pupils, capitation grant and other government policies. As the number of schools and teachers to be supervised in the various circuits kept increasing, there was the urgent need for more circuit supervisors to be trained, but that has not been possible, hence much pressure was put on the few ones available making supervision sometimes ineffective. Lack of means of transport for supervision such as, cars and motor cycles affected the smooth running of supervision. In the case of officers who had their own vehicles they were not provided with enough fuel and maintenance allowance regularly. None

payment and delay in T&T allowance to supervisors had not motivated them to work efficiently.

3. Again, sometimes lack of effective communication between teacher, head teacher and supervisors prior to supervision had resulted to negative attitudes put out by some teachers and head teachers towards supervision, thus affecting the entire monitoring and supervision process negatively. An observation from the available school records such as time book revealed that teachers in the urban areas were punctual and regular to school; while those who taught in the under served schools were seldom regular and punctual. That means that, contact hours were often lost and teaching and learning was affected negatively.
4. There was also inadequate supply of teaching /learning materials in some schools; in spite of the provision of the capital grant, some of the classrooms were bare, without pictures and charts for teaching and learning. The perception of the respondents about the activities of external supervision from Ghana Education Service indicates that, some offices sent written reports to the schools and provided feedback and follow ups, but other supervisors did not honour that obligation after visit. Also there was no clear cut location of authority and responsibility of supervisors. Members of school management committee and parent teacher association expressed their views about the supervisory roles of the head teachers and circuit supervisors as commendable, however, the teachers needed to be more committed to work especially, as to their punctuality and

regularity in the municipality. The fact that schools in the under served (rural) areas were not visited regularly by external supervisors, due to inaccessible roads or lack of means of transport might have led to poor academic performances, irregular attendance of teachers to school and misuse of pupils time and labour. This indeed is a very crucial situation which if not arrested in time, would make urban schools continue to perform better while the under served schools (rural) continue to perform poorly.

5. Finally, the research revealed that the influence of supervision in basic effective in the New Juaben Municipality, had been effective in the urban schools, thereby promoting good academic performance and quality education, (though more is expected) but the influence of supervision had been ineffective in the (rural) under served areas where circuit supervisors and other external supervisors could not visit regularly as expected. Hence those schools performed poorly academically and continuously attained below average in the (B.E.C.E) Basic Education Certificate Examination.

This trend of academic woes /failure would be reduced greatly if the monitoring and supervision unit ensures efficiency by given both professional and pedagogical guidance to evaluate the instructional process, checking the judicious use of contact hours by teachers and all other school activities generally in the schools to help attain a high quality of education in entire New Juaben Municipality.

Recommendations

Based on the research finding and conclusion, the researcher wish to make the following recommendation;

1. Adequate number of qualified circuit supervisors must be appointed and given necessary intensive training workshops on professional knowledge and guidance.
2. Circuit supervisors should not be saddled with too much work to enable them have enough time for each school. Supervision should not be burdened with additional responsibilities such as distribution of circular letters and other social and national functions which are of less educational values, instead messenger should be employed to distribute letters to the schools.
3. Funds, logistics, work plans and other materials should be released promptly for supervisors to their work as expected of them. Supervisors should be provided with means of transport to enable them visit the schools regularly. Maintenance and T&T allowances should be paid regularly to those who have their own vehicles to facilitate their work.
4. These should be more of schools based in service training (INSET) by head teachers which must be on challenges faced by individual schools and to be supported by circuit supervisors.
5. Officers who play supervisory roles should be trained to establish good interpersonal relationship with teachers and headmasters, to avoid the notion that supervisors are faultfinders, intimidators or superior rather than partners in the development of quality

education. Supervisors should be friendly, fair and firm in their dealings with young teachers.

6. There should be follow- up visit and in-service training for teachers regularly after supervision by circuit supervisors to equip them requisite knowledge and ensure that any recommendations made are being implement for the enhancement of teaching and learning in the schools.
7. Adequate teaching and learning materials should be provided to the schools and must be put of good use and head teachers should not be over burdened with additional task such as accounting and other Technical issues. Qualified personnel's in those areas should be employed to take care in the schools. That would enable the head teachers to have enough time to supervise teaching, learning and other activities effectively in their schools.
8. It is suggested that since the underserved schools enjoy less external supervision than the urban schools, supervisors should try to visit underserved (rural) schools at least six times a term to supervise teaching, learning and all school activities in general.
9. Special incentive package in the form of awards should be given to external supervisors who will visit underserved schools more often than the stipulated times allotted them. Teachers must be encouraged to be regular and punctual to school. They must be more committed to duty and ensure the judicious use of contact hours to maximize their output of work and help improve upon pupil's academic performance. Needy pupils, as well as poor performance pupils

should be given much attention both academically and materially in the schools where academic performance falls short in the municipality.

10. All stakeholders of education should come together to help abolish the challenge of the shift systems in the New Juaben Municipality and also organize special awards schemes for schools and pupils who perform very well academically. It is hoped that the recommendations as mentioned above will lead to high academic performance in the municipality.

Suggestion for further study

It is suggested that further studies should be conducted on Teacher Performance Appraisal in the New Juaben Municipality.

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APPENDICES

APPENDIX A

UNIVERSITY OF CAPE COAST

QUESTIONNAIRE FOR OFFICERS / HEADTEACHERS

Dear Respondent,

The purpose of this study is to collect and collate information on effectiveness of supervision in Basic schools in the New Juaben Municipality. You are kindly entreated to provide honest responses by ticking and or completing the items on the form. Be assured that responses given will be treated confidentially.

SECTION A

Personal Data

Indicate by ticking (✓) appropriate responses where applicable or supplying briefly the information required.

- 1) Serial number ()
- 2) Gender Male () Female ()
- 3) Year of your First appointment.....
- 4) Professional status as a teacher: Professional () Non professional ()
- 5) Which of the following positions do you hold in the office / school?
 - District Director ()
 - Deputy Director ()
 - Unit manager ()
 - Assistant Director ()
 - Circuit Supervisor ()
 - Head master / headteacher ()
 - Classroom teacher ()
 - Other specify ()

6) Level Of Education

- Postgraduate ()
- 1st Degree ()
- Diploma ()
- 2&3 year post – see ()
- 4 year certificate ‘A’ ()
- Others Specify ()

7) What is Your Rank?

- Director ()
- Deputy Director ()
- Assistant Director ()
- Principal Supt ()
- Senior Supt ()
- Others Specify ()

APPENDIX B

UNIVERSITY OF CAPE COAST

QUESTIONNAIRE FOR HEADTEACHERS/

TEACHERS ON SUPERVISION

Please tick () the response which are acceptable

1. What types of supervision are carried out in your school?
 - a). Internal () External () Both ()
 - None ()
2. Which type of supervision is much emphasized?
 - a). Internal () External () Both ()
 - None ()
3. Do external supervisors notify you before they visit your school?
 - a).Yes () b) No () c) sometimes ()
4. What is your view about the adequacy of external supervision in your school?
 - a). Very good () b). Good () c). Satisfactory ()
5. How often do external officers visit your school for supervision?
 - a).Monthly b). Termly c) Frequently d) Quarterly
 - e) rarely
6. How relevant are the visits from the external officers?
 - a). very relevant b) relevant c) not relevant d). don't know
7. How do you rate supervisors relationship with teachers?
 - a) Excellent b) very good c) Good d) Poor
8. Do you have any kind of meeting with the supervisor prior to your work being supervised? a) Yes () b) No ()

9. If the answer to Q 8 is yes do you participate freely in the discussion?

a) Yes () b). No ()

10. How do feel when external Officers visit your school?

a) Quite normal b) Intimidated () humiliated ()

11. Do supervisors meet with you to discuss the outcome of the supervision?

a) yes () No ()

12. Do you receive any assistance to improve upon your work after the discussion?

a) Yes () b) No ()

13. Are there any follow up visits from the external officers after the supervision?

a) yes () b) no () c) sometimes

14. Are you given a written report after you have been supervised

a) yes () b) no () c) sometimes

Please use the following scale to answer the questions on supervision in the areas indicated. Circle the number that is applicable

Key – 5	To a great extent
4	To some extent
3	Don't know / not sure
2	To a little extent
1	Not at all

15. External supervisors visit the classrooms to observe teaching / learning activities regularly.

5 4 3 2 1

16. Check the effective use of contact hours by teachers.

5 4 3 2 1

17. Monitors staff / students attendance to school regularly

5 4 3 2 1

18. Ensures that teachers actually teach according to the time and subject on the time table.

5 4 3 2 1

19. Please list any 2 problems you consider to be hindering supervision in New Juaben municipality.

i)

ii)

20. Please list any 2 suggestions for improving supervision of schools in the New Juaben municipality to make it more effective.

i).....

ii).....

APPENDIX C
UNIVERSITY OF CAPE COAST
QUESTIONNAIRE FOR CIRCUIT SUPERVISORS AND
OTHER OFFICES WHO PERFORM SUPERVISORS ROLES

INSTRUCTION: Please choose from the options given below, the one which in your opinion/ view suits supervisory activities in your school/ district.

- 1). How often do you visit your school?
a). Weekly b) Fortnightly c) Monthly d) When need be
- 2). What are the types of supervision carried out in your school?
a) External b) Internal c) Both d) Other specify
- 3) Which type of supervision is emphasis laid?
a) External b) Internal c) Both d) Other specify
- 4) How do you rate the supervision of Headteachers in your school?
a) Very good b) Good c) satisfactory d) Poor
- 5) Do you notify your Headteachers / schools when you want to visit?
a) Yes () b) No ()
- 6). How do you rate the adequacy of external supervision in the school?
Very good b) Good c) Satisfactory d) Poor
- 7). How relevant are your visits or supervision to the schools/ district?
a) Very relevant b) relevant c) Net relevant d) don't know
- 8) How would you rate your relationship with the teachers and Headteacher in your schools / districts in terms of the following:
a) i) Approach a) Democratic

b) Autocratic

c) Laisses - faire

d) Others specify

9) ii) Attitude

a) very friendly

b) Friendly

c) Indifferent

10) How do your teachers/ Headteachers feel when you visit to supervise their work?

a) Normal b) Intimidated c) Worried d) other Specify

11) Do you have any kind of meeting with your teachers /Headteachers prior to supervision of their work? a) yes () b) no ()

12) Do supervisors meet with teachers to discuss the out come of the visit?

Yes () b) No ()

13) How often do you organise in – service training for your teachers?

a) rarely b) termly c) yearly d) other Specify

14) How often do you make follow –ups after your visits?

a) Regularly b) Occasionally c) Not at all d) Others specify

15). How often do you write reports about your visits to the Directorate?

16) Do you give teachers/Headteachers any help to improve upon their work after the visit? a) Yes () b) ()

17) Which type of supervision do you usually prefer?

a) Traditional b) Clinical c) Both d) Other specify

18) Are you guided by an instrument / FERMAT or manuals by the Ghana education service to follow during supervision?

- a) Yes () b) No () c) Don't know ()

19) Please list any two major problems you face as a supervisor in your schools district

i).....

ii).....

20) Please list any two ways you think supervision can be improved in your schools/ district

i).....

ii).....

APPENDIX D

UNIVERSITY OF CAPE COAST

INTERVIEW GUIDE FOR MUNICIPAL DIRECTOR, MANAGERS OF UNIT SCHOOLS OF HEAD OF INSPECTORATE DIVISION OF EDUCATION

- 1) How long have you been at post?
- 2) Do you have any programme, plan or timetable for supervision in the schools in the municipality?
- 3) Are you personally involved in supervision in these schools?
- 4) What form does your supervision take? Eg. casual visit, intensive visit, familiarization visit etc?
- 5) How often do you visit your school?
- 6) How regular do other officers from your Directorate visit the schools in the municipality?
- 7) How adequate are these visits?
- 8) How relevant are these visits?
- 9).Do your officers present written reports after their visits? (Is it possible to have a copy)
- 10) Is there any feedback to the schools as to the implementation of these reports?
- 11) Does your office organise any in-service –training courses for the Headteachers / teachers in the municipality? (How often, level of participation and effectiveness)
- 12) What are some of the problems that militate against effective supervision in the schools in your municipality?

13) What suggestions do you have for improving the effectiveness of supervision in the schools in your municipality?

APPENDIX E
UNIVERSITY OF CAPE COAST
INTERVIEW GUIDE FOR HEADTEACHERS

- 1).How long have you been in the position as a head?
- 2). Are you personally involved in supervision in the school?
- 3) Specifically, in what ways are you involved in supervision in the school?
(Eg- monitoring the effective use of instructional time)
- 4) Have you ever appraised the performance of the staff in your school? –
How often?
- 5). Has your work been supervised or appraised?
- By whom and how often?
- 6). Are there any written reports of such visits as a feedback? – Can I have a
copy?
- 7). Are there opportunities for in-service training or refresher courses for
teachers in your schools? – How often and by whom?
- 8). Are there any follow –up visits from external officers after supervision
and in- service training had been given to teachers and Headteachers?
- 10). What suggestions do you have for making supervision more effective
in the municipality?