

UNIVERSITY OF CAPE COAST

ASSESSMENT OF SUPERVISION OF TEACHING AND LEARNING IN  
BASIC SCHOOLS IN WA WEST DISTRICT

BY

DAVID MWADI DAYELLE

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## **DECLARATION**

### **Candidate's Declaration**

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

Candidate's Name: David Mwadi Dayelle

Signature:.....

Date:.....

### **Supervisor's Declaration**

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

Supervisor's Name: Dr. Augustine Tanle

Signature:.....

Date:.....

## **ABSTRACT**

The main objective of the study was to assess the nature of supervision of teaching and learning in public basic schools in the Wa West District. The study focuses on types of supervision, role of supervision and challenges of supervision as practised in the district. Using a simple random sampling, 248 respondents comprising 137 teachers, 103 headteachers and 8 circuit supervisors were selected to respond to questionnaire.

The design used was descriptive survey. Questionnaires were the main instrument used. The findings of the study indicated that both internal and external supervision are practiced in the district. Majority of teachers (96%) and headteachers (97%) were of the opinion that supervision enhances instruction in the teaching and learning process. The study revealed that supervision also enhances teacher's career development. Some challenges indicated by the study includes: inadequate means of transport for supervisors, inadequate teaching and learning materials, indiscipline among some teachers and inadequate professional teachers.

It is recommended that the state takes critical interest in training teachers; the GES should enforce the code of conduct on indiscipline among teachers and the District Assembly should improve the road network, more especially those leading to schools in the remote areas.

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## **DEDICATION**

To my lovely wife, madam Elizabeth Dery and my son, Gideon K. Y. Dayelle.

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## LIST OF ACRONYMS

AD	-	Assistant Director
BECE	-	Basic Education Certificate Examination
CHAG	-	Christian Health Association of Ghana
CHPS	-	Community-based Health Planning and Services
DEOC	-	District Education Oversight Committee
DERS	-	Department of Environment and Resources Studies
FIDS	-	Faculty of Integrated Development Studies
GES	-	Ghana Education Service
HIV/AIDS	-	Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome
JICA	-	Japan International Co-operation Agency
MOE	-	Ministry of Education
PMT	-	Performance Monitoring Test
PTA	-	Parent Teachers Association
SMC	-	School Management Committee
SPSS	-	Statistical Product and Service Solution
STDs	-	Sexually Transmitted Diseases
UDS	-	University for Development Studies
UNESCO	-	United Nations Educational, Scientific and Cultural Organisation
UNICEF	-	United Nations International Children's Emergency Fund

## **CHAPTER ONE**

### **INTRODUCTION**

#### **Background to the study**

In today's keen competitive global environment, schools and institutions of learning are entrusted to produce quality human capital that is able to participate and cope with the ever changing technological demands. If quality teachers are to beget quality students, then it is perhaps pertinent that we investigate the critical role of the school management team, in their various supervisory roles of the teaching and learning process.

Teaching in Ghanaian schools, takes place within formal organisational framework, which includes measures to ensure that schools are well supervised and that the quality of what they offer is maintained and continuously improved (Ministry of Education, 2001). Teaching in schools is significantly affected by a powerful inspectorate that is mandated to ensure and maintain quality in resource allocation, curriculum delivery, and educational standards.

Improving the quality of Basic education in Ghana is also crucial to the nation's quest for improved living conditions, increased economic development and hope for a better future, especially for the nation's children (Government of Ghana, 2003). Ensuring quality basic education implies teaching for effectiveness, improved instructional strategies towards attaining the vision of the curriculum,

and adoption of quality measures to monitor standards in the education the schools offer. This will enable the government of Ghana realise its goal of improving access and quality of basic education (Action Aid Ghana, 2003).

Inspection as a component of the school system is essentially a quality control mechanism for ensuring standards in schools and the education they provide (Dunford, 1993). It is the responsibility of the Inspectorate Division of the Ghana Education Service (GES), the key agency for determining school quality and the implementation of national policies on education. The inspectorate's unique position in the educational system gives it a "legal" power to gain access to schools to organise inspections whenever this is necessary, and render a "state of affairs" report on all aspects of the school, and to make recommendations to teachers, heads and managers and suggest means of improving on performance (Commonwealth Secretariat, 1993).

According to Lillis (1990), the main aims of establishing the inspectorate Division of education services are:

- Improving the quality of teaching and learning
- Monitoring policy implementation and accountability at the lower level of schools.
- Engaging in routine administrative tasks for efficiency in schools.

In this regard, he opines that with systematic monitoring and evaluation of instructional process in schools, inspectors guide teachers to adopt good teaching practices that promote learner achievement.

Traditionally, improving the quality of the teaching and learning is the main focus of the inspection process (Ormston & Shaw, 1993).

As guardians of educational standards, inspectors serve as the “eyes and ears” of the Ministry of Education and for that matter, play a liaison role between the central administration that makes policies for schools. Inspectors in consultation with management interpret these policies to teachers for smooth implementation in schools. As agents of the educational administration, inspectors also have responsibility to monitor maintenance and efficiency in the management and use of supplies. This includes monitoring teachers’ performance in the classroom and their career growth (Commonwealth secretariat, 1993).

As a “professional guide and helper” the inspector is expected to take administrative action to rectify deficiencies in the school through suggestions, demonstration lesson and refresher courses, to assist classroom teachers to improve upon their professional performance and thus raise the standards of achievement of both pupils and teachers. It is therefore, the duty of the school inspectors to help teachers’ to be resourceful and make the best use of available equipment and facilities in their schools to provide their pupils with the kind of quality teaching that promotes effective learning.

In the report of the Republic of Ghana (2004), the inspectorate’s responsibility for monitoring and supervision of teaching and learning in the schools is very important for achieving and maintaining standards and quality at the pre-university education level. The quality or effectiveness of school inspection, however, depends upon the objectivity with which it is conducted. It is

therefore imperative that the system of school inspection be efficient and of a standard that would ensure quality educational outcomes at the Basic education level.

School inspectors, now designated circuit supervisors, are the officers in charge of educational standards in specific communities (circuit) only. They are under the supervision of the Assistant Director in charge of supervision. The District Director and the remaining three front line Assistant Directors are not left out in the area of supervision in the District. At the school level, the headteacher/headmaster also plays a crucial role in instructional supervision of classroom teachers hence the issue of external and internal supervision respectively.

Taking a good account of the above important roles of supervision on the development of the educational system, the researcher investigated the nature of supervision in basic schools in the Wa West District of the Upper West Region.

Supervision at the district level in all basic schools is headed by the Assistant Director in charge of supervision (AD Supervision). All circuit supervisors are directly under his/her supervision. The Wa West District is no exception to this structure. The AD Supervision as part of his duties draws termly action plans for supervision and as well monitors the activities of circuit supervisors. He/she prepares and presents both monthly and quarterly reports to the District Director of Education who also compiles and submits a District report to the Regional Director and in that order to the national level.



Circuit supervisors undertake school visits to find out how schools are performing as against how they should perform. At each visit they are expected to identify factors hindering effective teaching and learning and then offer on-the-spot help, where possible. Supervisors are mandated to conduct four main visits which include: Comprehensive inspection, brief visit, familiarization visit and follow up visit. Other less regular visits are: assessment for promotion visit and special (investigative) visit.

Wa West District Education Directorate has eight circuits assigned to eight circuit supervisors. These supervisors are in charge of promoting effective teaching and learning, interpretation of educational policies to teachers, and helping them understand such policies. They also liaise between school and the district education office, organise in-service training for the professional development of teachers and recommend teachers who are due for promotion.

Besides the district office supervisors, the school headteacher who is an internal supervisor also plays both supervisory and administrative roles to promote effective school management. It is always said that school heads are “sense makers” of learning organisations. Going by that, school heads of the Wa West District work to ensure that improving teaching and learning becomes the primary functions of all schools in the District. Moreover, as instructional leaders they work to ensure that effective teaching takes place as quality teachers will beget quality students. This brings forth the role of the school head as a teacher evaluator and supervisor of the teaching and learning process. School heads in

this regard provide formative instructional supervision so that continuous and constructive feedback is constantly communicated to teachers.

Budgetary constraints most often than not affect the activities of circuit supervisors in the District. But for the intervention of non-government organisations and other agencies such as plan Ghana, Japan International Co-operation Agency (JICA) and United Nations International Children's Emergency Fund (UNICEF), Circuit supervisors' movement to visit schools would have been very irregular in the district. These bodies provide financial support to the supervisory Division and also organise workshops to update both circuit supervisors and head teachers.

Despite all these effort made to ensure quality in the area of supervision, supervisors are blamed for poor performance of children at the Basic Education Certificate Examination (B.E.C.E) and Performance Monitoring Test (PMT) over the years.

### **Statement of the problem**

The falling standards of education at the basic level in Ghana continues to be a major concern of government, parents and other stake holders in education. The situation is not different in basic schools in the Wa West District. Most people are of the view that the problem is due to poor performance of supervisors. This is in line with the president committee's report on Education in Ghana (2004) which stated categorically that the problem plaguing the system of school

inspection in Ghana is lack of personnel with the requisite academic qualification and/or rank for appointment as circuit supervisors.

A thorough study of the attitude of teachers and pupils towards teaching and learning process in the schools makes one ponder seriously on the standard of supervision in the basic schools in the district. This is because pupils' performance is poor and need improvement. Most of the schools perform poorly in the performance monitoring Test at the primary level. Another evidence of children's poor performance is the B.E.C.E. results for three consecutive years. For instance, in 2008 out of 704 candidates who took part in the B.E.C.E. only 369 passed representing 52.4%, in 2009 out of 880 candidates presented only 438 passed representing 49.8% and in the year 2010 the district presented 855 candidates and only 383 were successful and this represent 44.8%. Wa West District Education Office (2010).

Teachers' and pupils' attitudes towards academic work are not anything to write home about. Classes seldom start on time, while pupils play round during instructional hours in most basic schools. Teachers who commute from Wechau, the District capital, and Wa the Regional capital, miss a lot of instructional hours in the morning section.

This general lackadaisical approach adopted by pupils, teachers and headteachers towards teaching and learning need to be checked. This problem has necessitated this study to assess the nature of supervision of teaching and learning in basic schools in the Wa West District.

## **Objectives of the study**

The main objective of the study was to assess the nature of supervision of teaching and learning in public basic schools in the Wa West District.

The specific objectives were to:

1. identify the types of supervision of teaching and learning practised in the District
2. gauge the perceptions of teachers, headteachers and circuit supervisors on the role of supervision in teaching and learning.
3. examine challenges that are associated with supervision in basic schools in the district
4. suggest measures to improve supervision on teaching and learning in the District

## **Research questions**

The study is guided by the following research questions:

1. What types of supervision are practised in the Wa West District?
2. What are teachers, headteachers and circuit supervisors' perceptions of the role of supervision in teaching and learning?
3. What are the challenges associated with supervision of teaching and learning?
4. What suggestions could be made to improve supervision of teaching and learning?

### **Significance of the study**

First and foremost the study will be of much benefit to the Wa West District Education Directorate in educational planning and administration. For instance, it will serve as source of information in budgeting and forecasting, supply of logistics and TLMs, designing of action plan, training gaps for teachers, headteachers and supervisors etc for their development.

Also, the work will be useful to the Assistant Director in charge of supervision (AD supervision), in designing the action plan for circuit supervisors, identifying and taking action on training needs and challenges facing supervisors. Besides, logistical needs of circuit supervisors will be identified.

Headteacher Advisor will be exposed to areas that need re-enforcement by headteachers, makes good use of the information in his/her action plan and lastly, be well informed with training and logistical needs of headteachers. Circuit Supervisors strength, weaknesses and the way forward will be identified to enhance their performance.

Headteachers will be well informed as how to go about with their day-to-day supervision and monitoring as internal supervisors. Chair persons of both Parent Teachers Association (PTA) and School Management Committee (SMC) will know what is expected of them in their normal routine monitoring of school activities.

Furthermore, agencies and Non-governmental Organisations such as Plan Ghana, JICA and UNICEF who are currently supporting educational delivery in the District will know their success stories and way forward in getting value for

their investment. Also, training and logistical needs of teachers, headteachers and circuit supervisors will be identified for them to enhance their decision.

Not all, the data under the decentralization programme will serve as a useful source of information in educational planning and designing of policies by the District Assembly to support supervision in basic schools. Local bye laws could be established by the District Assembly in consultation with GES Officials and community leaders to re-enforce supervision.

Last but not least, the work is an addition to existing literature on research on supervision in schools.

### **Delimitation**

The researcher did not capture management practices such as educational planning, organisation, control, co-ordination, staffing and many others which indeed when not well managed can also impact negatively on teaching and learning in our basic schools.

Also, this research work is limited to public primary and Junior High Schools in the Wa West District and does not include kindergarten and Senior High Schools.

### **Limitation**

The success of this research was obstructed by some impediments. For instance, the three days period given to respondents to complete and return the questionnaire was long and could lead to respondents discussing the items before

completing them and this could affect the reliability and validity of the results. Also, the objectivity of the findings in terms of generalization may not be absolute since some of the teachers who responded to the questionnaire were untrained and the possibility of providing inaccurate responses cannot be under estimated. Last but not least, supervision as a human activity requires professional competencies, technical skills and experience in ensuring that the right procedures are put in place for successful outcomes. I doubt if the headteachers and circuit supervisors possess such skills and experience of supervisors. Such shortcoming could affect the results in one way or the other.

### **Organisation of the study**

The work consists of five chapters which are as follows: Chapter One deals with the introduction which captured background to the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitation and organisation of the study.

Chapter Two reviews related literature as means of gathering more information about the study. The literature was reviewed in the following areas: definition of supervision, types of supervision, purpose of supervision, development of supervision, concepts of supervision, roles of supervision, responsibilities of supervisors and challenges of supervision.

Chapter Three deals with methodology of the study. This includes the study area, research design, target population, data and sources, research

instruments, sample size, sampling techniques. Others include, data collection procedure and data processing and analysis.

The fourth chapter deals with results and discussion of findings.

Lastly, Chapter Five of the study covers summary of the main findings, conclusions and recommendations based on the findings.



## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **Introduction**

This chapter examines some concepts and perspectives on supervision in educational institutions. The review covers definition of supervision, types of supervision, purpose of supervision, development of supervision, role of supervision, responsibilities of supervisors and challenges of supervision.

#### **Definition of supervision**

Supervision is a broad term because of the myriad of criteria used in its definition. The work will examine definitions from various sources to arrive at an in-depth meaning of the term. It is a process of facilitating the professional growth of a teacher, primarily by giving the teacher feedback about classroom interactions and helping the teacher make use of that feedback in order to make teaching more effective (Glatthorn, 1990). He adds that, supervision broadly refers to the professional guidance and support provided by one as the education manager. One is expected to offer the teacher assistance that will enhance and improve teacher motivation and classroom instructional delivery. Commenting on the professional development notion, Schmoker said isolation has long been the “enemy of improvement” as stated by Mike Schmoker in his book, *Results NOW*.

“If anything, school culture and supervision tend to ignore or divert teachers from implementing and continuously improving their mastery of effective instructional and assessment practices. What teachers “*know*”—what they have learned —isn’t developed or refined on the job on the basis of collaborative, empirical processes” (Schmoker, 2006, p. 23). Schools are complex organisations where few opportunities exist for building professional relationships based on shared understandings, mutual trust, relevant goals, and collective assessment.

The definition is teacher development oriented and in line with the opinion of Allan (1990) when he opines that there is no agreement on the precise definition of the term ‘educational supervision’ due to certain differences in orientations, perceptions, comprehension and familiarity with aspects of the framework and also analysis of its content. To illustrate that point, Allan describes ‘educational supervision’ as a set of duties and a comprehensive process which aim to help teachers to develop their profession to achieve their pedagogical objectives.

In a similar development, one key element in teacher learning and development is supervision. In this context supervision refers to a school-based activity, practice, or process that engages teachers in meaningful, non-judgmental, and ongoing instructional dialogue targeted at improving teaching and learning. Supervisors as instructional leaders in the supervisory processes is developmental in nature and viewed as critical in promoting continuous teacher reflection and growth (Blase & Blase, 2000).

(Kilminster et al., 2007, p.2), who probably shared the views of others added that educational supervision is the provision of guidance and feedback on matters of personal, professional and educational development in the context of promoting trainee's experience. According to Rue and Byars (1990) supervision is to encourage members of the unit to give off their best in achieving the organisational goals and objectives. Daresh (2007) who also viewed it in a holistic perspective defines the term as a dynamic process that leads to studying and improving all factors that affect the education situation.

Bernard and Goodyear (1992) viewed the term from a hierarchical point of view when they said that supervision is an intervention that is provided by a senior member of profession to a junior member or members of that same profession. This relationship is evaluative, extends over time, and has the simultaneous purpose , of enhancing the professional functioning of the junior member (s) , monitoring the quality of professional services offered to the clients she, he, or they see(s), and serving as a gate-keeper of those who are to enter the particular profession. Similar to this view is Kadushin (1992) when he stresses that supervision is ' agency administrative staff member to whom authority is delegated to direct, co-ordinate, enhance, and evaluate on-the-job performance of the supervisee for whose work he/she held accountable ... the supervisor administrative, educational and supportive functions in interaction with the supervisee in the context of positive relationship'.

Others who approached the term from the view point of change and directly opposed to hierarchical view said supervision, in its "beautiful" form can

be collaborative rather than hierarchical, supportive rather than punitive. Supervision has undergone a shift from the conventional model that emphasizes bureaucratic authority and hierarchical relationship where "expect and inspect" are the overarching rule to a collegial model based on moral authority characterized by felt obligations and duties derived from widely shared community values, ideas and ideals (Barth, 1990; Glickman, Gordon & Rose-Gordon, 2003; Sergiovanni, 1982). Under the collegial model, schools are seen as professional learning communities where teachers respond to shared commitments and felt interdependence. Stressing on this they shared the views that supervision conducted as a developmental approach with a more supportive, collegial, cooperative, and mentoring supervisor role can lead to sustained teacher performance (Sergiovanni, 1982). The application of multiple strategies or tasks may greatly enhance teacher competence for improved instructional practices (Glickman, et al., 2003; Sergiovanni & Starrat, 2006).

Holland and Adams (2002, p228), who shared similar view highlight that the right supervision support teaching and professional development, enhances “personal and collaborative enquiry, promotes critique, and contributes to an evolving pedagogy”. To this, Acheson and Gail (2003) added that supervision is not autocratic but collaborative and interactive; furthermore, it is not directive but democratic. Like others, they also opined that it is teaching centered rather than being an authoritative supervisor centered activity. Oliva and Pawlas (2001) punctuated it in support when they aptly stressed that the supervisor can be seen as “a teacher of teachers”.

These views, of developmental supervision is considered to be an important element in teacher professional growth and learning, and principal as instructional leaders are expected to play an eminent role in the developmental supervisory processes at the school level. Lovell and Kimball (1983) cited in Oliva and Pawlas (2001) viewed supervision as a process of releasing human potentials, leadership, communication, co-coordinating and facilitating change, curriculum development and human development.

Wiles and Bondi (1996) viewed supervision as “a general leadership role and a coordinating role among all school activities concerned with learning.” In the same vein, emphasizing process and function of supervision rather than title or position for the purpose of improving student learning, Glickman, Gordon, and Ross-Gordon (2003) pictured those in supervisory roles as applying certain knowledge, interpersonal skills, and technical skills to the tasks of direct assistance, group development, curriculum development, professional development, and action research that will enable teachers to teach in a collective, purposeful manner, uniting organisational goals and teacher needs.

Eye, Netzer and Kery (1971) defined supervision as that phase of school administration which focuses primarily upon the achievement of the appropriate instructional expectation of educational system. Also, Burton and Bruckner (1995) unlike others placed emphasis on the child and see supervision as an expert technical service primarily aim at studying and improving co-operatively all factors which affect child growth and development. Also, Glickman (1990) saw it from the view point of change when he opines that supervision is a process

in which a person or group of people is/are responsible for providing a link between individual teacher needs and organisational goals, so that individual within the school can work in harmony toward the vision of what the school should be.

In the words of Oliva and Pawlas (2001) the original Latin word for supervision is *supervideo* which means 'to oversee'. They said that contemporary definitions of supervision stress service, co-operation and democracy. They conceived supervision as service to teachers, both as individuals and in groups. For them, supervision is a means of offering to teachers specialized help in improving instruction. According to them general supervision is perceived by some people as synonymous with educational supervision and by others as that type of supervision that takes place outside the class room.

Oliva and Pawlas (2001) state further that where as educational supervision suggests responsibilities encompassing many aspects of schooling, including administration, curriculum and instruction, that of instructional supervision narrows the focus to a more limited set of responsibilities namely supervision of the improvement of instruction. To them clinical, consultative, developmental and peer supervision are subsumed under instructional supervision

Daresh and Playko (1995) cited in Oliva and Pawlas (2001) defined supervision as the process of overseeing the ability of people to meet the goals of organisation in which they work. They added that supervisors look out for the potentials in their workers and observe or oversee the actual work or contribution they make toward the achievement of organisational goals. Workers who are

found to be lazy are sometimes sanctioned or warned: while those who work hard are rewarded to serve as motivation. This is in line with reinforcement theory developed by B. F. Skinner. He believes that behavior is a function of its consequences, and that a person will repeat the desired behavior if positive reinforcement follows that behavior. He also stressed on negative reinforcement in the form of punishment to correct wrong doing.

Also, Kosmoski (1997) as cited in Oliva and Pawlas (2001) stated a definition base on human relation philosophy by saying that supervision is a leadership process whose ultimate purpose is to improve instruction, and thereby facilitate and promote successful students learning.

Glickman and Tamaschiro (1980) probably set the space or limit within which any definition of the term can be captured. They categorized supervision into three domains namely: directive, non-directive and collaborative. To them directive supervision is an approach base on the believe that teaching consists of technical skills with known standards and competencies for all teachers to be effective. Therefore in such a context, the role of the supervisor is to inform, direct, model and assess those competencies. They are of the view that such supervision is perhaps best applied to the novice teacher who needs more guidance. In contrast to this, is non-directive supervision which is based on the premise that learning is basically a private experience and hence teachers must have the ability to conduct self- reflection and come up with their own strategies and solutions to improving their teaching and learning process. Here the supervisor's role is to listen and not to be judgmental. This motive is in line with

constructivism learning theory which view learning as a process in which the learner actively constructs or builds new ideas or concepts based upon current and past knowledge or experience. In other words, “learning involves constructing one’s own knowledge from one’s own experience”. Constructivist learning, therefore, is a very personal Endeavour, whereby internalized concepts, rules, and general principles may consequently be applied in a practical real-world context. Finally, collaborative supervision is based on the belief that the teaching and learning process is a dynamic process requiring decision making and problem solving skills. Hence two or more persons can jointly pose hypothesis to a problem, experiment and implement those teaching strategies that appear to be most relevant in their own surroundings.

Looking at it from modern point of view supervision is considered as any service for teachers that eventually results in improving instruction, learning, and the curriculum. It consists of positive, dynamic, democratic actions designed to improve instruction through the continued growth of all concerned individuals — the child, the teacher, the supervisor, the administrator, and the parent or other lay persons. Contemporary definitions of supervision stress service, cooperation, and democracy. To add to that modern supervision is positive, democratic, objective in nature, creative and systematic in approach. It also promotes the spirit of finding out facts through experimentation and continuous evaluation (Akpa 1987) Harris (1985) wrote: “Supervision of instruction is what school personnel do with adults and things to maintain or change the school operation in ways that directly influence the teaching process employed to promote pupil learning.” Alfonso,



Firth, and Neville (1975) offered a slightly different definition: Instructional supervision is herein defined as: Behaviour officially designated by the organisation that directly affects teacher behaviour in such a way as to facilitate pupil learning and achieve the goals of the organisation.

### **Types of supervision**

Supervision of teachers takes place in the school. At the school the headteacher is always the core supervisor both administrative and classroom teacher performance. Besides that, Officers from the local unit, District office, regional, and head office can also visit the school on the purpose of supervision depending on the circumstances. Based on this view most writers classified supervision into two groups namely: internal and external supervision. For instance, Neagley and Evans (1990) grouped supervision into two main types. These include internal and external. They added that internal supervision involves supervision with the various institutions by individual heads while external deals with supervision outside that and is from the local, district or national of schools system. These two broad types of supervision will be discussed along side with formative and clinical supervision.

It is often said in internal supervision that, school heads are “sense makers” of learning organisations. In such an equation school heads must ensure improved student learning becomes the primary function of all schools. Moreover, instructional leaders must ensure effective teaching takes place as quality teaching will produce quality students. Therefore, school heads (internal supervisors)

should hold teachers accountable for providing quality education that puts forward well-planned curricular and teaching strategies that take into consideration the diverse needs of all kinds of learners in their classroom. This brings forth the role of the school head as a teacher evaluator and supervisor of the teaching and learning process.

The school head needs to provide formative instructional supervision so that continuous and constructive feedback is constantly communicated to teachers. The word 'supervise' brings along with it various connotations such as to 'watch over', 'oversee' and direct. With formative supervision in the school environment the school head is often seen as the person responsible for the supervision of not only the classroom teacher but also all other aspects of school administration. In the teaching and learning agenda, the school supervisors are usually the school heads, senior assistants to the school head, instructional head teachers, departmental heads and master teachers. In the case of Wa West District, it will include: headteachers, circuit supervisors, unit school managers, Assistant Directors and the District Director.

Furthermore, Neagley and Evans (1990) on the part of internal supervision think that the principal/headteacher in present day public school is the chief school administrator, and has the duty to see to it that the day-to-day administration and school supervision is well manage to achieve set objectives. Making emphasis on internal supervision, Elsbree et al. (1967), were of the view that internal supervision involves a system whereby internal measures in school objectives are achieved. Their opinion is in line with Neagley and Evans since the

effort here does not involve an external influence. Also, Atta et al. (2000), in response to supervisory roles of stakeholders to educational institutions as well as the supervisory role of headteachers remarked, “ Where the head of institutions and circuit supervisors are not playing their supervisory role effectively, the District Director shall take action and report to District Oversight Committee”. They added that heads of educational institutions play myriad of staffing functions which are purely supervisory in nature and of course part of internal supervision.

Probably by placing much emphasis on staff development and internal school progress, Campbell et al. (1977) said that internal supervision is more important in educational administration. They added that, after personnel have been employed and assigned to various positions of responsibility within the school system there is still the need for the leader to supervise their work. Not all, they viewed supervision as a “moving teachers college” in the sense that supervisory work is an extension of that done by teacher training college. In sum, they said supervisors counsel untrained teachers about better teaching methods and inform them of recent development in the teaching profession. As regards to teachers, they have the duty of assisting to improve generally in their profession. For those who cannot teach well, the supervisors must advise them on ways of improving their teaching. In such cases it can be of help if the supervisors themselves arrange with the teachers concerned to give demonstration lessons all in the interest of instructional improvement.

According to Komoski (1997) formative supervision is a leadership instructional act where the ultimate aim is to improve classroom instruction. Besides helping to enhance the teaching and learning process, it is also seen as a process to ensure that the formal curriculum is implemented in the classroom. More importantly the supervisory process should provide teachers with constructive feedback leading to increased teacher motivation. There is also no denying that the supervision process also helps school heads evaluate teacher competency in terms of teacher knowledge, skills and attitudes. According to Holland and Adams (2002), the right supervision supports teaching and professional development, enhance “personal and collaborative enquiry, promotes critique, and contribute to an evolving pedagogy.

According to Jackson (2001), one of the most difficult jobs of the school administrator/headteacher is supervision of the staff. He further adds that formative supervision is a process whereby the school administrator assists the classroom teaching instruction to enhance students learning. School heads need to keep in mind that formative supervision is more than just routine classroom visits and evaluation of teaching process. He stressed that it includes aspects such as goal setting, follow-up visits, mentoring and coaching, continuous feedback on progress and provision of additional support to implement changes and professional development opportunities of teachers.

A working definition of clinical supervision has been given by Goldhammer et al. (1993: p4) in what has become pretty and gained currency in the field: Clinical supervision is that aspect of instructional supervision which

draws upon data from direct firsthand observation of actual teaching, or other professional events, and involves face-to-face and other associated interactions between the observer(s) and the person(s) observed in the course of analyzing the observed professional behaviour(s) and activities and seeking to define and/or develop next steps toward improved performance.

According to Sergiovanni and Starrat (2002) the answer lies in clinical supervision as it is “people-centered approach” and postulates continuous improvement. Cogan (1973), as cited in Zepeda (2007) defined it as: “ ..... the rationale and practice designed to improve the teacher’s classroom performance. It takes its principal data from the events of classroom. The analysis of these data and the relationship between teacher and supervisor form the basis of the programme, procedures and strategies designed to improve the students learning by improving the teacher’s classroom behaviour”. In the view of Gaies and Bowers (1993) clinical supervision is a change process that is on-going for teacher development based on direct observation of classroom teaching performance. They add that the main aim of clinical supervision is to promote effective teaching and to help teacher reduce the discrepancy between actual teaching behaviour and ideal teaching behaviour. In clinical supervision model, the supervisor is seen as a facilitator, trainer and educator.

Considering the varying views, clinical supervision is a process whereby the supervisor (both internal and external) assists the classroom teacher to improve his/her teaching instructions to enhance student learning. School heads need to keep in mind that clinical supervision is more than just routine classroom

visits and evaluation of the teaching and learning process. It includes aspects such as goal setting, follow up visits, monitoring, coaching, continuous feedback on progress and provision of additional support to implement changes and professional development opportunities.

Furthermore, Burton and Bruckner (1995), who stressed on external supervision, said it is expected to play a role in enriching the professional knowledge of teachers and by giving them fresh ideas through in-service training courses. Also, Halpin (1956) who views external supervision as a function of teacher's growth said external supervision is playing a complementary role in the supervision process. He adds that once classroom teachers are pre-occupied with many other instructional issues, it is external supervisor who take the responsibility of improving teachers' professional status through refresher and in-service programmes.

Stressing on external supervision page 35, paragraph 19.0 of the “ White Paper Report on Education Reform Review” (October, 2004) states that the government accepts the recommendation that external inspection of schools should be taken out of the Ghana Education Service (GES) and transferred to the Ministry of Education, Youth and Sports. The inspectorate of education will be staffed at very senior levels and will undertake in accordance with its own time table summation evaluation on a periodic basis of all first and second cycle institutions in Ghana. It will report to the Ministry of Education, Youth and Sports to ensure that its recommendations are enforced. Again, under this new arrangement supervisors will be empowered to set and ensure standards to be

observed at the various levels in both public and private educational institutions. However, the routine, internal inspection of schools by Directors and supervisors within the regional and district education directorates should continue so that standards of performance in teaching and learning are constantly maintained. Besides, the report reveals that government is wholeheartedly aware of its responsibility to provide increased access to quality education for all children of school going age.

Still on the bases of formative supervision, Zepeda (2007) notes that though teacher evaluation is summative, it should at times be down played in the merit rating card if the true benefits of formative supervision are to be reaped by all teachers concerned. This means that school heads must look into an approach that can help them evaluate teachers and simultaneously avoid creating a psychological obstacle to their further development.

In responding to formative supervision Blasé and Blasé (2000) highlight that effective instructional leadership that postulates formative supervision should exhibit effective and collegial dialogue at the post conference stage to encourage teacher reflection and professional growth. They point out the following as some of the strategies that can be used: Talking with teacher to promote reflection, Make suggestions that are purposeful, appropriate, and non-threatening., Give feedback that is specific to classroom observations and at the same time expressing care, interest and providing praise, Model-demonstrate teaching techniques in classrooms and during conferences as they are impressive examples of instructional leadership. In line with this, (Schön 1987) opines that the

apprentice surgeons learn their trade by first observing the skilled practitioner at work; then by undertaking surgery under close surveillance. In this way they begin to develop their 'professional artistry.

Blasé and Blasé (2000) further stress that effective instructional supervisors “hold up a mirror”, serve as “another set of eyes” and are “critical friends” heads that use these strategies encouraged teacher reflection resulting in the increase teacher motivation, satisfaction, self-esteem, efficacy and sense of security. Their opinion is in line with reinforcement theory of learning, which posits that the learner will repeat the desired behaviour if positive reinforcement follows that behaviour (Burns, 1995).

Following the deliberations on formative supervision, it is important to note that in formative supervision teachers should not be criticized or forced to teach in limited ways. Instead formatives supervision should encourage collaboration, peer coaching, inquiring, collegial study groups, and reflective to promote professional dialogue (Blasé & Blasé, 2000). To this, McEwan (2002) adds that formative supervision should embrace growth, change and respect teachers' knowledge and abilities. It is clear from the discussion that both internal and external supervisors can enforce formative supervision.

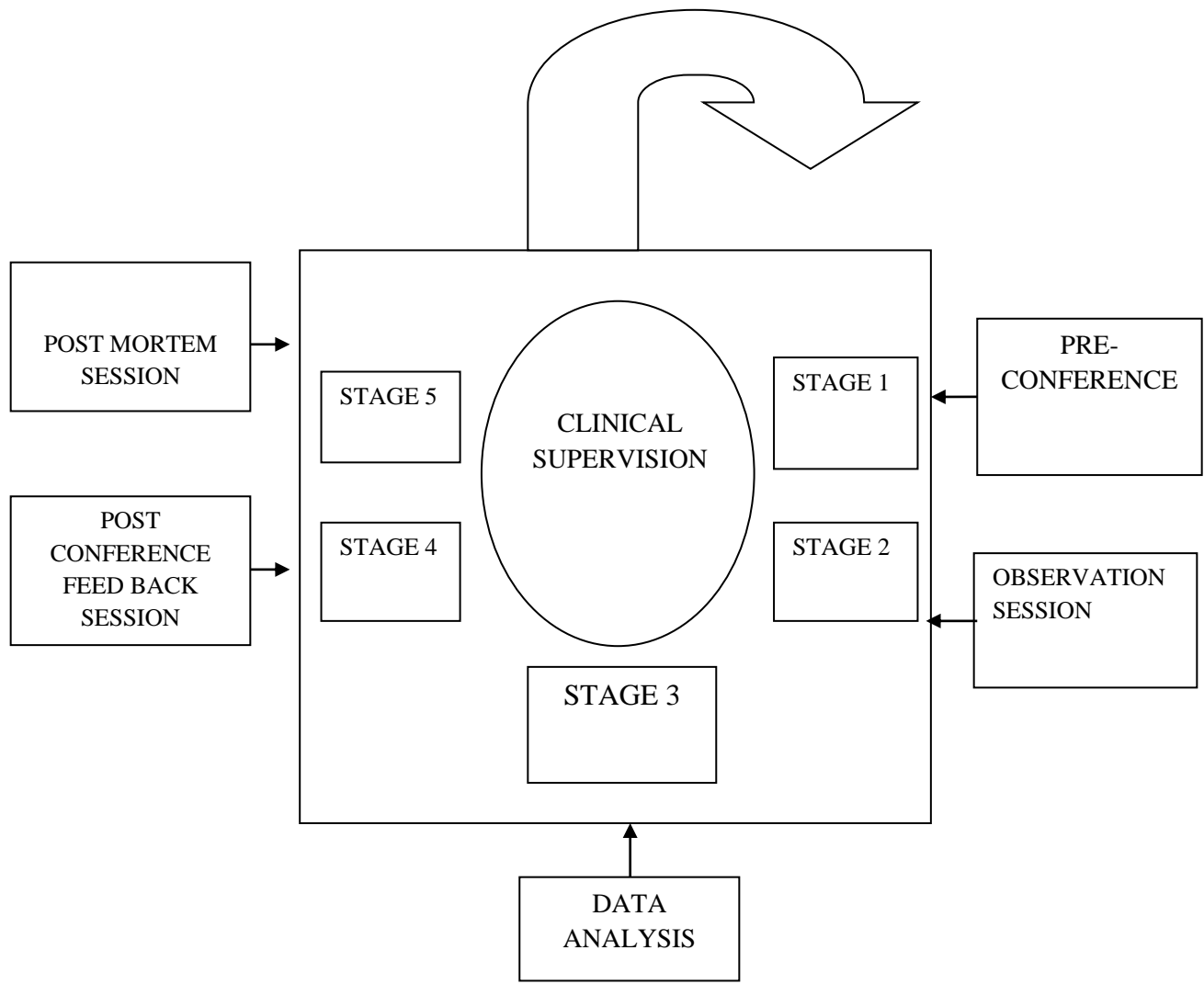
Clinical supervision is a step away from the traditional form of supervision where teachers were visited in the classroom, without prior arrangement or even notification. This was with a view to judging and finding faults with the teachers, so that those who perform below expectation could be wedded out. It operated on the assumption that since teachers were not properly



trained they should be objects of close monitoring. Also it presumed that there was a fixed and known method of teaching and teachers' quality was judge by complying with same. Traditional supervision was thus judgmental, forceful, haphazard and instilled fear in the teachers. An example in Ghana was in 1903 where the system of "payment by result" was introduced. Formative clinical supervision recognizes the fact that it exist primarily for the purpose of improving the instructional programme in the school. Based on this philosophy, modern supervision becomes a skilled and specialized service rendered to teachers.

Sidhu (2010) extended the three-phase clinical supervision model of planning conference with the teacher, classroom observation and feedback conference to the humanistic model (Figure 1).

The pre- conference is the first stage where the headteacher offers a forum in which the teacher outlines for the principal plans for the lesson to be observed and talks about learning objectives, teaching strategies, resources, and evaluation plans. The headteacher has an opportunity to clarify the plan and offer suggestions. The Observation session is the second stage where the teacher's task is to teach the lesson that was discussed with the headteacher. Here the headteacher records events that occur during the lesson and includes verbal and nonverbal activities. The headteacher's notes should be objective, not judgmental.



**Figure 1: Humanistic model of clinical supervision**

Source: Sidhu, 2010

The third stage is the analysis of the Lesson where the headteacher should analyze notes made during the observation session, paying particular attention to the elements of teaching discussed in the pre-observation conference. A thorough analysis will help to distinguish effective teaching strategies, identify patterns of student and teacher behaviour, and find ways in which the teacher may improve. The Fourth stage is the Post- Conference feedback where the teacher and headteacher meet to talk about the lesson's effectiveness, discuss what went well or wrong during the lesson, and review teaching strategies used during the observation to develop a plan for improvement. Specific suggestions should be identified and agreed on. The fifth stage is post-mortem session after the teacher has had a brief period of time to reflect on the headteacher's suggestions for improvement, specific activities aimed at strengthening weaknesses identified in the lesson should be identified for the teacher's professional development. These usually include suggestions to make observations in other schools or classrooms with colleagues or attend workshops tailored to the teacher's needs.

There are problems associated with teacher appraisal systems. According to Lunenburg (1995), "Most teachers do not like to be evaluated, and they do not find it helpful to them professionally" (p. 212). He also suggested that their negative feelings may relate more to the manner in which the evaluations are conducted than to the idea of being evaluated, but clinical supervision is designed to attend to their professional needs and improve their teaching abilities. This concept is very good for headteachers to apply and the researcher will find out if the concept is operational in the case of Wa West District.

## **Purpose of supervision**

The important function of supervising teaching traditionally fell in the realm of the school inspector alone. Progressively, however, this function is being shared with other supervising officers who have a direct or indirect influence on the classroom teacher's motivation and morale. The function of supervision is now the responsibility of all education managers, including heads of departments, headteachers, school inspectors and other senior education officers at the school, district, provincial (regional) and national levels. As an education manager, you are expected to provide the professional support and guidance that teachers need so that they can approach classroom instruction with confidence.

Under the provision of GES Act 1974, the inspectorate division at the district level has the right of access at all times for the purpose of supervision. Musaaazi (1985) said supervisors examine the subjects taught. While supervising these subjects, they take note of things like time table, scheme of work, lesson preparation and subject teaching. The textbooks recommended by GES should be known by supervisors so that they are able to discuss their content, their weaknesses and difficulties with their teachers who use them all the time.

Teacher evaluation is, first, about documenting the quality of teacher performance; then, its focus shifts to helping teachers improve their performance as well as holding them accountable for their work. "In recent years, as the field of education has moved toward a stronger focus on accountability and on careful analysis of variables affecting educational outcomes, the teacher has proven time and again to be the most influential school-related force in student achievement"

(Stronge, 2002). He added that, regardless of how well a program is designed, it is only as effective as the people who implement it. Thus, a conceptually sound, well designed, and properly implemented evaluation system for teachers is important – indeed, essential - component of an effective school. The impacts on students' achievement are clearly the most important criteria for evaluating teacher quality (Monk, 1994).

The two most frequently cited purposes of personnel evaluation are accountability and professional growth (Danielson & McGreal, 2000; Peterson, 2000). The accountability purpose reflects the need for determining competence of teachers in order to assure that services delivered are safe, effective, and typically viewed as summative in nature (McGaghie, 1991), performance improvement purpose reflects the need for professional growth and development of the individual teacher. Also Robins and Alvy (1995), stressing on the purpose of supervision said it develop and refine the knowledge base of teachers in the teaching and learning process. They said it is an act which provides support for teachers so that they become the best they can be.

### **Development of supervision**

In ancient china, Africa, Europe and North America people with knowledge and skills in craft work were called masters or mistresses. The process of being attached to such expert to learn by doing allows the novice to gain knowledge, skills and commitment. Supervision in craft work was to help people

master the trade which will help them enter into a particular community of practice, such as tailoring or midwifery (Lave & Wenger, 1991).

In another development, supervision could be traced to the growth of charitable social agencies during the nineteenth century. It involved the recruitment, organisation and oversight of a large number of volunteers and later paid workers. The volunteers were commonly known as “visitors”. The task was to call on a small number of families to offer advice and support. The main concern was to foster self-help and the adoption of “healthy” habits and behaviours. In addition, visitors were also to access limited funds through their agencies. Such monies were only given after a careful investigation of their work through supervision based on standards set.

The person assigning cases, organising work and taking decision on behalf of the agency was basically an “overseer” hence the growing use of the word “supervisor” (In Latin super means ‘over’, and videre, to watch, or see). As Peters (1967) has pointed out, traditionally, part of the overseer’s job was to ensure that work was done well and to standard. This can be viewed as an administrative task. He added that overseer’s also had to be teachers and innovators to take care of new forms of organisation and intervention as “standards were being set, with new methods developed” (Peters, 1967).

In these early forms and especially in the work of the charity organisation society, the present functions and approaches of supervision were signaled. One of the early books in the subject matter of supervision is Brackett’s (1904) supervision and education in charity.

Also, the hierarchical position of the supervisor (or paid agent) was revealed: while the 'paid agent' acted as supervisor to the volunteer visitor the paid agent was him/herself supervised by the district committee, which had ultimate authority for case decisions. The paid agent supervisor was then in a middle management position, as it is true of supervisors today-supervising the direct service worker but themselves under the authority of the agency administrator (Kadushin, 1992). It is this hierarchical and managerial idea of supervision that tends to permeate much of the literature in social work.

With reference to educational supervision, Alfonso, et al. (1975) explained the origin of educational supervision and said that the early American colonist particularly in New England was concerned about the development of educational opportunities and therefore saw the enactment of legislation in the form of the Massachusetts Bay Law of 1647. Alfonso et al continued that the people of New England saw the need to produce quality literates with the selections of teachers and laymen to be given the responsibility of making inspectional tours to evaluate school facilities, upkeep and the progress of pupils. Also, according to Burton and Bruckner (1995) the concept of supervision is inherited from early beginning where the general court of the Massachusetts Bay Law directed in 1654 that the town select men should secure teachers of certain religious and moral qualities, this was a preparatory stage for gathering supervisors.

According to Knezevich (1983) educational supervision in the United States started during the colonial period and running through the first and second World Wars period. During this time, board members and school committee

members were responsible for school inspection. He added that school inspection was usually done by laymen such as clergymen, school trustees and town selectmen one would ponder what the nature of such inspection could be since laymen were dedicated to inspect teachers in areas such as reading, writing and arithmetic.

During the 19<sup>th</sup> century, inspection in the United States took a new dimension where professional teachers and educational workers were appointed to take charge of inspection. Recognizing the time restraints of practicing supervisors, and wanting to honour the need to promote the growth of teachers, Thomas Sergiovanni and Robert Starratt suggested, in 2002, the creation of a supervisory system with multiple processes of supervision, including summative evaluation. Such a system would not require the direct involvement of a formal supervisor for every teacher every year. The supervisory system might cycle teachers with professional status through a three-to five-year period, during which they would receive a formal evaluation once and a variety of other evaluative processes during the other years (e.g., self-evaluation, peer supervision, curriculum development, action research on new teaching strategies, involvement in a school renewal project). The once-a-cycle formal evaluation would require evidence of professional growth. Sergiovanni and Starratt also attempted to open the work of supervision to supervisors.

School inspection has been a regular feature of the educational system in Ghana since the appointment of the first inspector of schools for British West Africa in 1853 (McWilliams & Kwamena-Poh, 1975). From 1890 onwards, a



regular schedule of school inspections was put in place to supervise teachers work as well as educate them in teaching methods suitable for the level of pupils they teach. In 1902, a system of “payment by results” was introduced to ensure that pupils were absorbing the facts taught them and the country was getting adequate value for salaries paid the teachers. The system became the yard stick for determining the amount of government grant a school received (and therefore the number of teachers employed and the size of their salaries in many cases), based on how many pupils passed an annual examination conducted by the inspector.

Under the system, grants were paid per pupils per year for each pass in Arithmetic Reading and writing. Additional variable grants calculated with statistics of average pupil attendance to school were also paid per pupil for every pass in all other subjects tested for in the inspector’s examination. Not surprisingly, the dominant image was that of the inspector visiting schools with “an attitude of superiority, omnipotence and condescension, looking into teachers, work and writing reports on them” (Bame, 1991). School inspection also implied that teachers and therefore the schools were automatically to blame for the failure of pupils. Since teachers’ salaries depended on inspectors reports and individual pupils’ examination results the- examinations and inspectors visits were not well received by teachers.

McWilliams and Kwamena-Poh (1975) indicate that this created tension between teachers and inspectors and “made them enemies instead of workers in the same field”. The repercussions of inspection at this level were the encouragement of rote learning towards the passing of examinations and the

temptation for school managers to introduce more subjects into the time table in order to get extra grants. Another result was that schools with the greatest need for grants received the lowest assistance while those who could not meet the inspection conditions got no grants at all.

In 1909, a new set of education rules were designed to improve teaching methods and make the primary school course less bookish. It abolished the system of “payment-by- results”, changed inspection procedures and subsequently instituted a new mode for paying government grants. From 1909 therefore government grants paid to school were based on the general efficiency of teaching and standard of equipment available on the inspector’s visit. Although the new system did not abolish rote learning it gave more professional freedom to the teachers and school managers in Ghana.

In 1925, Governor Guggisberg presented, sixteen principles of education to legislative assembly, some of which stated that primary education must be thorough, and from the bottom to the top; equal opportunities for both boys and girls in the provision of quality education, the staff of teachers must be of the highest possible quality (Antwi, 1992).

Furthermore, with the promulgation of new constitution in 1954, the first nationalist government led by Dr. Kwame Nkrumah assumed office. In August 1954, the Nkrumah administration introduced the accelerated development plan for education to provide for the rapid development of education at all levels. Again in 1961, when Ghana had become a republican country, the government decided to give legal backing to the “accelerated development plan”. The

educational Act of 1961 provided many provisions some of which are: fee-free and compulsory basic education for all children of school going age.

According to the 1960-1962 Ministry of Education (MOE) report, the system of school inspection was re-organised after independence in 1957 into what has since, 1961 become the Inspectorate Division of the MOE, and currently, a division of the Ghana education service (GES). The responsibility of the inspectorate division, of GES remains the same supervision and monitoring of standards in pre-university educational institutions (Antwi, 1992). As the MOE Report indicates, the role of the school inspector has, over the years developed substantially to that of “evaluator, professional guide and helper”. It is in the light of this development that Wiles and Bondi (1996), said that supervision is an effective method that could be used to promote good results as far as teaching and learning are concerned. Drawing from history of supervision it goes without saying that supervision is a core element in our educational system and need reinforcement at every level of teaching and learning. In the case of Wa West District Education Directorate, activities of supervision are not left out. The district was created, in 2005 with eight circuits for the purpose of educational supervision.

### **Role of supervision**

Supervision, as a field of educational practice with clearly delineated roles and responsibilities, did not fall from the sky fully formed. Rather, supervision emerged slowly as a distinct practice, always in relation to the institutional,

academic, cultural, and professional dynamics that have historically generated the complex agenda of schooling. Supervision plays an essential role in: deciding the nature and conduct of the curriculum; selecting the school organisational patterns and learning materials; facilitating teaching/learning; and evaluating the entire educational process (Neagley & Evans, 1990). Effective supervision is, therefore, needed to launch and co-ordinate efforts to ensure maximum achievement.

The role of supervision to the improvement of teaching and learning cannot be over emphasized. Studies have shown that effective supervision in schools have improved teaching and learning processes tremendously. Okumbe (1998) is of the view that the supervisor learns a lot from the reactions and questions of those they supervise. Teachers themselves can also be a source of new knowledge to the supervisor. As the supervisor moves from school to school, he/she acquires new ideas and learns new techniques from observing excellent teachers at work. These ideas and techniques will definitely enrich the supervisor's store of knowledge and will eventually be passed on to others. Studies conducted by Fullan and Elmore (1990), found out that supervisory impact on the pupils was positive and that there was superiority of attainment for pupils whose teachers were supervised.

Corey (1993) thinks that internal supervision deals with all the activities perform by teachers and headteachers in schools to enhance teaching and learning. Boardman et al. (1955) commenting on personnel involves in supervision thinks that, extra-high school officers have responsibility of furnishing the central with information on teacher's effectiveness in schools. They

therefore complement the duties of internal supervision. Also, looking at the duties of the external supervisors, Brickel (1961) observed that the supervisor's role includes among others, making the work of teachers more effective through such things as improving working conditions, better materials for instruction, improve methods of teaching, preparation of courses of study and supervision of instructions through direct contact with the classroom teacher.

The supervisor also, serves as a coordinator of programs, groups, materials, and reports. It is the supervisor who acts as a link between programs and people. He or she knows the disparate pieces of the educational process and directs the actions of others to make the Pieces blend. As a director of staff development, the supervisor plans, arranges, evaluates, and often conducts in-service programs with and for teachers. Furthermore, the supervisor serves in a consulting capacity as a specialist in curriculum, instructional methodology, and staff development. In this capacity, he or she renders service to both individual teachers and groups. At times, the supervisor may simply furnish necessary information and suggestions. At other times, he or she may help teachers define, set, and pursue goals. The supervisor should be a prime source of assistance to teachers wishing to improve either their generic or specialised teaching skills. Though some will disagree with this view, it holds water that the supervisor-consultant should be able to demonstrate a repertoire of teaching strategies.

Not all, the supervisor as group leader works continuously to release the potential of groups, seeking to improve the curriculum, instruction, or themselves. To perform this role the supervisor must be knowledgeable about group dynamics

and must demonstrate leadership skills. The supervisor assists groups in consensus building, in moving toward group goals, and in perfecting the democratic process. As a group leader, the supervisor seeks, identifies, and fosters leadership from within the group. To add to that the supervisor as an evaluator provides assistance to teachers in evaluating instruction and curriculum. The supervisor helps teachers find answers to curricular and instructional problems identify research studies that may have a bearing on their problems, and conduct limited research projects. Additionally, the supervisor helps teachers evaluate their classroom performance, assess their own strengths and weaknesses, and select means of overcoming deficiencies.

### **Responsibilities of supervisors**

School inspectors, now designated circuit supervisors, are the officers in charge of educational standards in specific communities (circuit) only. Circuits are the second tier in the current decentralized educational management system. Circuit supervisors are assigned 20 schools in urban areas, 15 schools in semi-urban areas, and 10 schools in rural communities. The new policy makes inspectors at the circuit levels responsible for assessing the needs of schools in their circuits, deciding what needs to be done and planning in-service training in the subjects in which teachers at specific levels require them. Besides finding solution to pedagogic and managerial problems in the school, Circuit Supervisors are expected to attend all in-service training workshops in their circuits.

Circuit Supervisors write and submit periodic reports on the progress of activities in their district of operation to their respective District Directors of education who pass them on to headquarters through the regional Directors of education. The idea of appointing supervisors to the Districts is to strengthen supervision provided by school heads. Circuit supervisors are expected to visit each school in their assigned circuits, at least, three times per term to supervise the work of heads of schools and teachers, with the view of helping them to improve upon their professional growth and development.

According to Jackson (2001), supervisors arrange courses or workshops for teachers and headteachers. These courses or workshops should relate specifically to those areas in which teachers and headteachers have been found weak by the supervisor of education. Headteachers of basic schools under the GES are in charge of internal supervision. As part of their duties they are responsible for: Managing people, instructional time, co-curricular activities, learning resources, financial matters, improving quality of learning, assessing pupil performance, assessing teacher performance, staff development and improving relationships between school and community (Ministry of Education, 1994).

Also, some specific responsibilities outlined in the circuit supervisors manual (Ministry of Education, 2002) to serve as guide lines in their day to day transactions include the following: Promoting effective teaching and learning in basic schools: Interpreting educational policies to teachers and helping them grasp fair understanding of policy objectives: Provide professional guidance to

promote efficiency and effectiveness in management of basic schools: Supervising and liaison between schools and directorate of education: Arranging and conducting in-service training programmes for the professional development of teachers: Promoting healthy community school relationships: monitoring of achievement and performance of pupils: Collation of statistics and timely reporting of activities in schools as well as participate in strategic planning in education sector and above all Recommending and appraising teachers for promotion and awards.

Generally, responsibilities can be grouped into two categories namely: areas that relate to the classroom teachers and secondly issues that relate to the management of the environment in which the teacher is operating. Responsibilities that are related to the environment where the teacher is operating may include; checking on the availability of teaching and learning materials, advise on school climate, promoting curriculum change and innovation, attending to welfare of teachers, institutional problems solving and data collection for planning purposes. Also when the focus is shifts to the teacher as a professional operating in the classroom, some of the responsibilities of a supervisor may include the following: Providing feedback on teacher performance, identify needs for staff development, identify potential teachers for promotion, ensuring teacher motivation and morale and also provide professional support and guidance to teachers.



## **Challenges of supervision**

Eye (1975) contends that supervision itself has a history of subservience to administrative convenience which causes teachers to see supervisors as system executioners. These inherent difficulties have led educational authorities to develop models of which to them could be used as yardsticks for effective supervision. Also Sergiovanni and Starrat as cited in Mankoe (2002), are of the view that economic constraints make teachers and for that matter, supervisors face the problem of making ends meet. This situation induces some supervisors to seek for monetary favours indirectly and teachers in the schools readily accede to the supervisors' request. In return for teachers favours, supervisors tune down professional sanctions which could otherwise be served or offered. The result is ineffective supervision.

Mankoe (2002), adds 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 not be visited for many months. Officers who are able to travel to the schools use their own money expecting reimbursement shortly after that. Usually, such reimbursements are deferred until quarterly government subventions are paid. These subventions are sometime delayed or seen as inadequate to carter for full refund of monies spent.

One such challenges of supervision is the attitude or perception of teachers to the practice. The strict evaluative aspect of instructional supervision which persisted for sometime in the traditional supervision model gave a different meaning to supervision. Perception of people to supervision and supervisors got

shaped to assume the status being described as cold war between teachers and supervisors. The challenges of the supervisor got compounded by the dual role they play. The supervisor (circuit supervisor) serve teachers as a supervisor on one hand and at the same time serve the district directorate as a subordinate.

An outstanding problem that besets supervision at the basic level is the unbearable demanding job description of supervisors (UNESCO, 2001). Supervisors are asked to handle a load of administrative and pedagogical task not trained for. The situation needs a profound change in the management system and strengthening of management capabilities at the district and school level. The supervisor at the basic school level in Ghana today conducts action research, to evaluates teacher performance, audits headteachers on capitation grants and is equally expected to give support services to both teachers and the school communities in addition to being a key member of education supporting agencies such as School Management Team, and District Education Oversight Committee. A research work conducted by UNESCO (2001) in four African countries (Tanzania, Botswana, Zimbabwe and Namibia) revealed that one such challenges of supervision is a problem of management which they said reflected in areas such as: selection and recruitment of quality supervisors, inadequate for supervisors, no clear policy on career development and lack of incentives. They added that identifying the right criteria for recruitment is not an easy matter. This they said led to the recruitment of supervisors who are less or equal in rank with classroom teachers and for that matter such supervisors are not respected by their teachers. In another development UNESCO is of the view that supervision is a

function of the number of schools and teachers which are under the control of the supervisor. They said supervisors are over burdened with many schools and teachers thereby rendering them ineffective. For instance, the research revealed that on the average, a supervisor in Zimbabwe have 15 schools, 20 in Botswana, 26 in Tanzania and 29 in Namibia. They also added that the least number of teachers under a supervisor is 160.

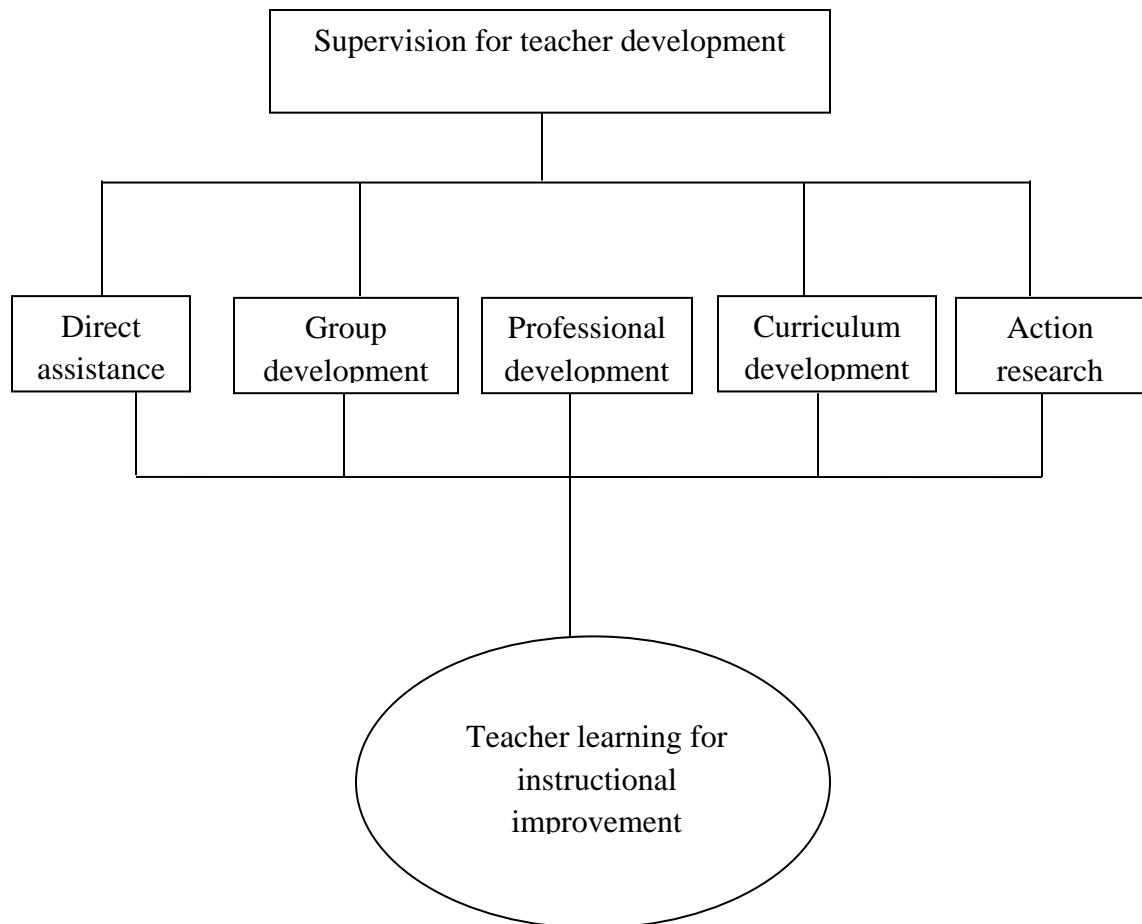
### **Professional development concept of supervision**

Since the early 1900, supervision has undergone an evolutionary process. From the early conventional approaches it has evolved into the congenial or the human relations supervision, and currently is taking shape as a more collaborative and collegial form (Glickman et al., 2003). Following the paradigm changes, the functions of supervisors and processes of supervision have evolved too. Some functions of modern supervisory services include providing leadership, coordinating activities, acting as resource and service personnel, and performing evaluation (Sergiovanni & Starrat, 2006).

Leadership includes aspects such as exerting initiative, aiding in goal setting, stimulating and releasing talents and human potential, supporting teachers through change, and fulfilling group commitments. Coordination involves important tasks such as locating, organising and providing educational resources. The supervisor as a resource and service person provides expertise and professional advice on curriculum and instruction, and organises various professional development activities for teachers, through evaluation and

performance appraisal of the learning and teaching procedures (Sergiovanni & Starrat, 2006).

For the purpose of this study, the researcher adopted a framework from (Glickman et al., 2003) which emphasizes the relationship between supervisor knowledge, interpersonal skills, and technical skills to the tasks of direct assistance, group development, curriculum development, professional development, and action research that will enhance teacher learning (Glickman et al, 2003), (Figure 2).



**Figure 2: Professional development concept of supervision**

Source: Glickman et al., (2003)

Direct assistance refers to personal, ongoing contact with the individual teacher to observe and assist in classroom instruction. Group development is the gathering of teachers to make decisions on mutual instructional concerns. Professional development indicates the learning opportunities for teachers provided or supported by the school system. Curriculum development is the revision and modification of the content, plans, and materials of classroom instruction.

Action research refers to the systematic study by teachers of what is happening in the classroom and school aimed at improving teaching and learning (Glickman et al., 2003). Through all these five tasks, a supervisor should be able to help teachers learn, research, and improve their instructional practices. Supervisors need certain prerequisites for effective supervision. The first is a strong knowledge base on effective teaching and learning, knowledge of adult learners, the importance of teacher development and so forth.

The second is a strong background in interpersonal skills to enable promotion of more positive and change-oriented relationships among teachers. The third prerequisite is possession of certain technical skills such as observing, planning, assessing, and evaluating instructional improvement. According to Glickman et al. (2003), knowledge, interpersonal skills, and technical skills are three complementary competencies for ensuring effective supervision. This model emphasizing on supervision as a developmental approach is used as a basis for understanding and explaining the supervisor's tasks and the contextual factors that may encourage or hinder principals' supervisory functions and processes.

## **Empirical review**

The contribution of educational research in supervision of teaching and learning have been widely studied and documented.

In connection with internal supervision, a study conducted by Scott (1998) in the United States of America involving three schools, which were referred to as Prairie Lily School Division. Two of the Principals of elementary schools and an alternate school were of the opinion that supervision in both schools took the form of daily supervision in which they practised what is referred to as Supervision by Walking Around. Both Principals stated that they believed that they were most effective as supervisors when they were visible in the hallways and classrooms of their schools.

In the third school which was a high school, the Principal seemed to concur with the other Principals with respect to identifying himself as the person responsible for supervision, using Supervision by Walking Around as his primary supervisory technique involving the Assistant Principal in the supervisory task, and perceiving supervision as a high priority.

In another development, a study conducted by Sidhu and Fook, (2010) on formative supervision of teaching and learning in Malaysia involving 60 teachers and 29 headteachers indicated that 58.6% of teachers were knowledgeable of the responsibility of the supervisor while 45% of the 29 headteachers have same knowledge of supervisors' responsibility.

In connection with the approach used in formative supervision, 43.3% of teachers and 41.4% of headteachers gave the right responses. Knowledge of

teachers was found to be limited with regard to time for formative supervision (35%), structure (20%) and perspective of formative supervision (28.3). Meanwhile the school heads exhibited moderate knowledge with regards the aspects such as the approach (41.4%), structure (3.5%) and perspective (38.9%) of formative supervision.

It was evidence of the study that a majority of the school heads (65.5%) were of the opinion that the supervisor should be the initiator of classroom observation.

In terms of the purpose of supervision, school heads were more aware (81.5%) than teachers (78%).

Also, a study conducted by Arhin (2001) in Techiman District on supervision of instruction in junior secondary schools, it was evidence that out of the 6 circuit supervisors, half of them (50%) were satisfied with headmasters as internal supervisors. The other half were not satisfied with headmasters' supervision. However, those headmasters whose work were not satisfied equally classroom teachers while those with their work satisfied were detached headmasters. The conclusion was that those headmasters with their work satisfied have enough time to supervise their teachers as a result of their being detached.

It was also observed that majority of the headmasters saw external supervision as adequate. The number was 11 out of 14 that is (78.5%). Only 21.5% considered external supervision as inadequate. Since minority of the respondents considered external supervision not being adequate, it was concluded that external supervisors were doing very well in the district.

In another dimension, Arhin (2001) reported that when circuit supervisors were asked to mention some major challenges that they were facing in their work, all the five representing 100% mentioned lack of funds for logistics, materials and maintenance for their motor bikes, lack of textbooks, delays in reports to schools and teachers' failure to heed to advice offered them.

In another study by Bobson (1999) in the Krachi District, 51.3% of circuit supervisors indicated that their performance were being challenged by the following: Inadequate motivation, teacher not wanting to change from old ways of doing things, teachers hiding their ignorance for fear of intimidation and unco-operative attitudes of both teachers and administrators.

### **Summary**

The related literature under review were linked to the nature of supervision on teaching and learning in basic schools. Different perspectives of supervision in relation to teaching and learning has been dealt with. Also, the nature and influence of internal, external, clinical and formative supervision on learning outcome was discussed. The review revealed that supervision ensures professional growth and development of teachers. It also coordinates activities between the school and management. Not all, historical perspective of supervision is yet another highlight of the literature. To add to that, the role of supervision to enhance learning effectiveness in the school system form part of the literature under review. Lastly, key activities of supervisors and setbacks on effective supervision were also examined in the process.



Major items highlighted in the literature under review include: Definition of supervision, types of supervision, purpose of supervision, development of supervision, role of supervision, responsibilities of supervisors and challenges of supervision.

Drawing from the related literature it is evidence that positive outcome of supervisory work depend on the competencies, experience and professional background of the supervisor. Without such qualities, supervision will definitely affect the efficiency of teaching and learning. This will also affect the professional growth and development of teachers whose work are being supervised.

### **Implications to the study**

Deducing from the literature review, there is a link between the reviewed literature and the research questions. The implications are that, the current study will either confirm or disagree with some opinions outlined in the literature review. For instance, there are basically two types of supervision in the literature review – Internal and external supervision. The study will agree or disagree with it depending on what actually prevails in Wa West. Also, various perceptions have been raised in the literature by different Writers on the role of supervision. Perceptions of teachers, headteachers and circuit supervisors will be examined in the current study to either confirm or disagree with some of the perceptions reviewed. Last but not least, challenges of supervision captured under the review,

will be in line or in disagreement depending on the kind of challenges that are facing supervision in the Wa West District.

## **CHAPTER THREE**

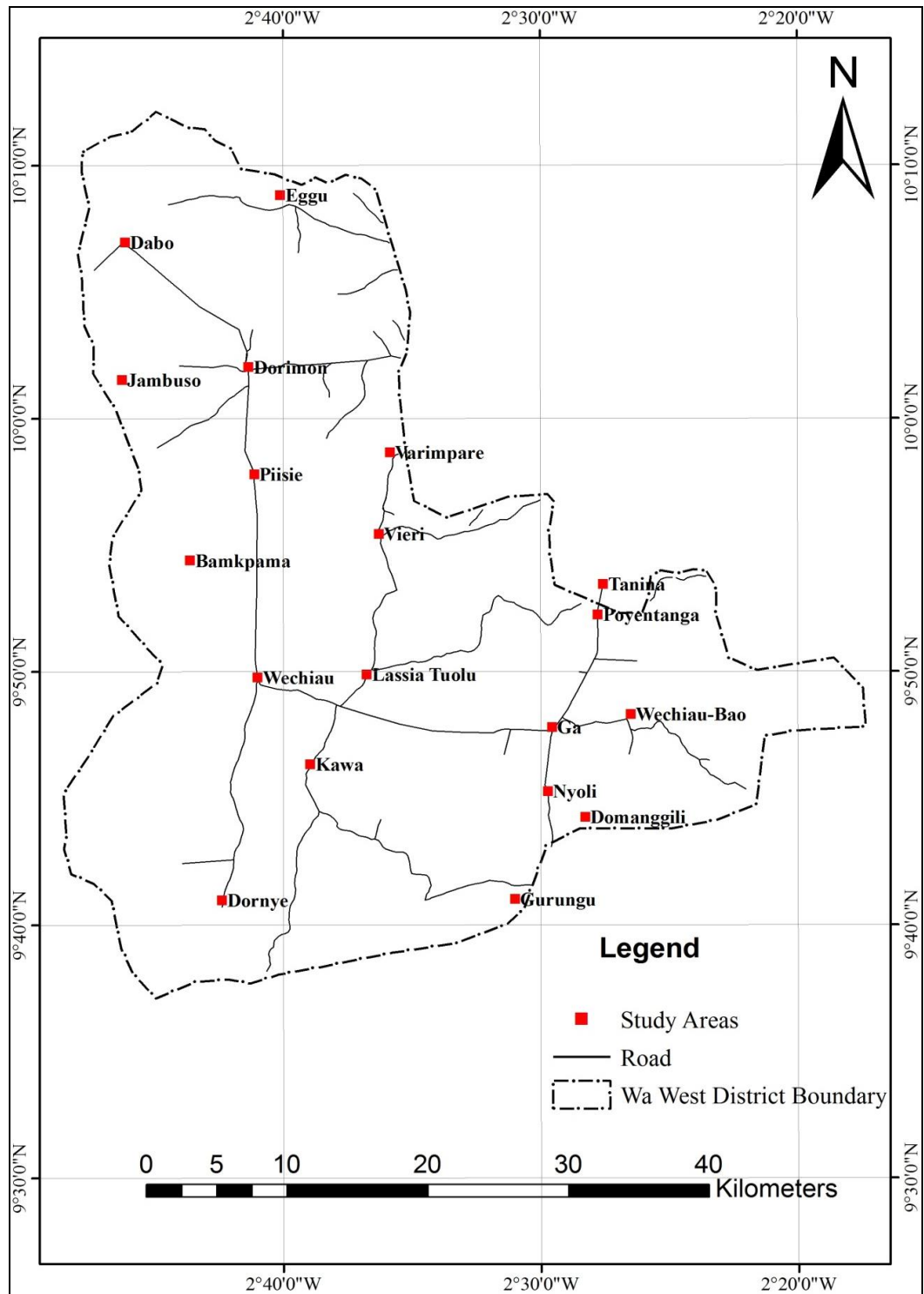
### **METHODOLOGY**

#### **Introduction**

This chapter describes the study area, study design, target population, data and sources, sample size, sampling technique and research instruments. The others include data collection, data processing and analysis.

#### **Study area**

The Wa West District is one of the nine districts that make up the Upper West Region created in 2004 by legislative instrument 1751 (Figure 3). The District is located in the western part of the Upper West Region, approximately between Longitudes 9°40'N and 10°10'N and also between latitudes 2°20'W and 2°50'W. It shares borders to the south with Northern Region, North-West by Nadowli District, East by Wa Municipal and to the West by Burkina Faso. The total area of the district is approximately 1,856 square km. This constitutes about 10 % of the region's total land area, which is estimated at 18,478 square km.



**Figure 3: Map of Wa West District showing study areas**

Source: DERS-FIDS-UDS, 2012

Physically, the district is located within the tropical continental climate. It has a single rainy season from late April, reaching its peak in July-August and stops completely in October-November. The mean annual rainfall ranges between 950mm to 1200mm, the rainfall pattern is erratic and unreliable and this often makes it difficult to predict rainfall distribution for any farming season. Long spells of drought usually punctuate the rainy season. Maximum day temperatures are recorded between March-April of about 45<sup>0</sup>C while minimum night temperature of about 12<sup>0</sup>C have been recorded in December-January. The vegetation of the district is classified as guinea savannah woodland composed of short trees of varying sizes and density growing over a dispersed cover of perennial grasses and shrubs. Common trees are drought and fire resistant trees namely, dawadawa (*Parkia clappertoniana*), neem tree (*Azadirachta indica*) and shea tree (*Butyrospermum parkii*). The soils in the district are mostly Leptosols, Lixisols and Vertisols. The general nature of the soils, coupled with the traditional land use practices and limited rainfall, tend to have adverse effect on crop production (Wa West District Profile, 2009).

Using a growth rate of 1.7%, the projected population for 2009 is 80,502, comprises 39,043 males and 41,459 females representing 48.50% and 51.50% respectively and the sex ratio is 94 males to 100 females (Wa West District Profile, 2009).

With respect to religion and ethnicity, Christians, Traditional African Religion and Muslims constitute the population. The major ethnic groups in the

districts are Dagaaba, Waala and Brefor. These ethnic groups have enjoyed peaceful co-existence among themselves.

Majority of the people are subsistence farmers whilst a few along the banks of the Black Volta engage in fishing. Most of the women engage in pito brewing, petty trading and shea butter extraction. Seasonal migration is an important characteristic of the Wa West District population. This happens during the long period of dry season from October to April annually, when the youth especially migrate to the southern parts of Ghana to undertake any jobs they can find to avoid staying underemployed throughout this period.

In terms of infrastructural facilities, the district has one Senior High School, 10 structures for kindergarten, 79 primary school blocks and 33 junior high school blocks. The total feeder road network in the district is about 456.30km. The District enjoys only about 20km of Bitumen road. Generally, a large chunk of the District is inaccessible, especially during the raining season. The only tarred portion of the district roads are the Wechiau township roads and the Wa-Nyoli road. The district has no hospital except health centres, maternity homes and community health compounds. In total, there are 20 health institutions made up of 5 public health centres, 1 public maternity, 1 private maternity home, 1 CHAG facility and 12 Community-based Health Planning and Services (CHPS) centres that have community health officers' compounds. The District can also boast of 180 functioning Boreholes fitted with hand pumps and 9 other institutional boreholes. With respect to energy, seven (7) communities have been connected to the national grid (Wa West District Profile, 2009).

## **Research design**

A descriptive survey design was used for the study since the researcher is interested in eliciting information on the opinions and perception of GES personnel such as teachers, supervisors and directors in connection with supervision in teaching and learning in the Wa West District. The design adopted is appropriate for determining the nature of a group or a situation as it exists at the time of a study. A descriptive survey typically seeks to ascertain respondents' perspectives or experiences on a specified subject in a predetermined structured manner. The design involves the use of questionnaire and interview in gathering data about peoples and their thoughts and behaviours. Babbie (1990) suggested that surveys are appropriate for descriptive, explanatory and exploratory purposes. He commented that surveys are chiefly used in studies that have individual people as the unit of analysis. The design is very useful in accurate and objective description of an existing phenomenon. It is also a useful tool for achieving good amount of responses from a wide range of respondents. Survey design is weak in terms of generalizing findings beyond the group under study. Yet another pitfall is the researcher inability to develop sensitivity for the respondents' total life situations therefore researcher may not be aware of important new variables operating in the problem being studied.

The researcher also adopted quantitative approach because the data for this study can easily be quantified. It also means that the data is measurable in terms of numbers. This explained why frequency tables are used where absolute figures have been converted into percentages in data analysis.

### **Target population**

The target population consists of teachers, headteachers and supervisors of public primary and junior high schools in Wa West District Education Directorate. According to the 2010/2011 staffing of teachers statistics released by the district education office the total number of public primary schools were 79 with 271 teachers and 79 headteachers. Also, there were 51 junior high schools with 129 teachers and 51 headteachers. The district has 8 circuits which are managed by 8 circuit supervisors.

**Table 1: Staffing of teachers in Wa West District**

Category of School	Number	Teachers		Headteachers		Total
		Male	Female	Male	Female	
Primary	79	241	30	68	11	350
Junior high	51	123	6	47	4	180

Source: Wa West District Education Office, 2011

### **Sample size**

A sample is a subset of the population and consists of a representative group of individuals, objects or event that forms the population of the study. Taking into consideration time and financial constraints, the researcher realized that it was practically impossible to use all the elements in the total population for the study hence teachers in some J.H.S and primary Schools were selected for the study. The selected sample consisted of 60 primary schools with 90 teachers and



60 headteachers. The JHS comprises 43 schools with 47 teachers and 43 headteachers. All the 8 circuit supervisors were considered for the study because of their small number and the crucial role they play in supervision.

**Table 2: Distribution of sample size by category of respondents**

School/ circuit	Number	Teachers		Headteachers		Supervisors	Total
		Male	Female	Male	Female		
Circuit	8	-	-	-	-	-	8
Primary	60	82	8	57	3	-	150
Junior high	43	46	1	42	1	-	90

Source: Field work, 2011

### **Sampling technique**

A simple random sampling technique was used to select the schools, teachers and headteachers for the study since complete coverage was not possible. First and foremost, the names of all the 79 public primary schools in the district were written on pieces of paper and each folded in very small size. The pieces of paper containing the folded names of the schools were put into a box. Shaking was done to ensure that every folded paper has the chance of being selected. The researcher and his assistants randomly picked the targeted 60 schools. Also, the 60 headteachers of these selected schools were automatically considered for the study. The same procedures were followed to select 43 junior high schools and their headteachers. The same technique was applied to obtain 90 primary teachers

and 47 junior high school teachers. Since the circuit supervisors were not many, all the eight supervisors were captured in the study using purposive sampling technique. In all, the sample comprises: 103 schools, 103 headteachers, 137 teachers and 8 circuit supervisors

### **Research instrument**

Data collection was done through the use of questionnaires. The instrument has an introduction which assured respondents of confidentiality and anonymity. The next item on the instrument was background information which includes: sex, age, marital status, professional qualification and professional ranks of respondents. The last section dealt with responses of respondents in the following areas: Types of supervision, type of supervision used most, role of supervision in teaching and learning, challenges of supervision and suggested solutions. The three groups of respondents- teachers, headteachers and circuit supervisors were given three types of questionnaires, one for each group. Items on background data, types of supervision, type of supervision used most, supervision as a source of guidance, challenges of supervision and suggested solutions to check challenges were the same for the three groups of respondents. Also, items on the roles of supervision on teaching and learning was the same for both teachers and their heads. The only different on the part of teachers in this section was on items relating to teachers professional development, the feeling of teachers during supervisors' visit and teachers views on the provision of teaching and learning materials. There was no item for circuit supervisors under this section.

### **Data collection**

The questionnaire was self-administered by the researcher and three field assistants. These field assistants were offered a one day training on basic research ethics. They were taken through the questionnaire for better understanding of each item to enable them offer assistance to respondents who may need clarification in the field. With such knowledge acquired during the training, respondents were assured of their confidentiality and anonymity during the administration of the instrument. After the respondents had given their consent to participate in the study, the researcher gave about 3 days to each of them to complete the items in the questionnaire. This duration was to allow the respondents some comfort to respond accurately to the items in the questionnaire and also, not to distract their work.

### **Data processing and analysis**

The research was purely a descriptive survey therefore the researcher used descriptive statistics in analysing the data. The data collected were edited for consistency. The Statistical Product and Service Solution (SPSS) software version 16 was used in analysing the data. The work has been presented using frequency distribution tables for clear understanding of issues raised by respondents.

## **CHAPTER FOUR**

### **RESULTS AND DISCUSSION**

#### **Introduction**

This chapter presents the analysis and discussion of the data collected. The analysis and discussions are based on the research questions in relation to the purpose of the study, which is, assessing the nature of supervision on teaching and learning using the Wa West district as a case study. The analysis also considers all the three group of subjects; Teachers, Headteachers and Circuit Supervisors, involved in the study.

#### **Biographic data**

A total of 248 questionnaires were administered and collected representing 100% of the sample size. The analysis is therefore based on the 248 responses comprising 137 teachers, 103 headteachers and 8 circuit supervisors.

#### **Sex of teachers, headteachers and circuit supervisors**

From Table 3, out of the total number of 137 teachers, 93% were males while 7% were females. Ninety six percent of the headteachers were males while 4% were females. Circuit supervisors were 100% since there was no female

circuit supervisor. It is observed that there are more male teachers, headteachers and circuit supervisors than females in the Wa West district.

**Table 3: Sex of teachers, head teachers and circuit supervisors**

Sex	Teachers		Head Teachers		Circuit Supervisor	
	No.	%	No.	%	No.	%
Male	128	93	99	96	8	100
Female	9	7	4	4	0	0
Total	137	100	103	100	8	100

Source: Field work, 2011

#### Age of teachers, headteachers and circuit supervisors

Table 4 indicates that 26% of teachers and 7% of headteachers were less than 25 years. From the table, 34% of teachers, 24% of headteachers and 13% of circuit supervisors were in the age group of 25-34. There is also an indication that 22% of teachers, 40% of headteachers and 25% of circuit supervisors were in the age group of 35-44. Also, for the age group of 45-54 there were 11% of teachers, 17% of headteachers and 38% circuit supervisors. Lastly, 7% of teachers, 12% of headteachers and 25% of circuit supervisors were above the age of 55.

**Table 4: Age of teachers, head teachers and circuit supervisors**

Age	Teachers		Headteachers		Circuit Supervisors	
	No.	%	No.	%	No.	%
Less than 25	35	26	7	6.8	0	0.0
25 – 34	47	34	25	24.3	1	12.5
35 – 44	30	22	41	39.8	2	25.0
45 – 54	15	11	18	17.4	3	37.5
55 and above	10	7	12	11.7	2	25.0
Total	137	100	103	100.0	8	100.0

Source: Field work, 2011

#### Marital status of teachers, headteachers and circuit supervisors

For marital status, 71% of the teachers were married, 27% were single, while 2% were divorced. For headteachers, 82% were married, 17% were single, 1% had divorced while 1% was widowed. All the 8 circuit supervisors (100%) were married.

**Table 5: Marital status of teachers, head teachers and circuit supervisors**

Category	Teachers		Head Teachers		Circuit Supervisor	
	No.	%	No.	%	No.	%
Married	97	70.8	84	81.5	8	100
Single	37	27	17	16.5	-	-
Divorced	3	2.2	1	1.0	-	-
Widow	-	-	1	1.0	-	-
Total	137	100	103	100.0	8	100

Source: Field study, 2011

**Professional qualification of teachers, headteachers and circuit supervisors**

Furthermore, considering the professional qualification of the respondents, Table 5 indicates that, 11% of the teachers were 4 year, 30% were certificate A 3 year post-sec, 51% had diploma, 7% had degree while less than 1% were masters degree holders. For headteachers, 13% were, 4 year, 24% had a certificate A 3 year post-secondary, diploma holders were 49% while degree holders were 15%. All the circuit supervisors (100%) were degree holders.

**Table 6: Professional qualifications of teachers, head teachers and circuit supervisors**

Qualification	Teachers		Head Teachers		Circuit Supervisor	
	No.	%	No.	%	No.	%
4 Year	15	10.9	13	12.6	-	-
Certificate A	41	29.9	25	24.3	-	-
Diploma	70	51.1	50	48.5	-	-
Degree	10	7.3	15	14.6	8	100
Masters	1	0.7	-	-	-	-
Total	137	100.0	103	100.0	8	100

Source: Field work, 2011

**Professional ranks of respondents**

Finally, the professional ranks of the respondents were: teachers, 24% superintendents, 61% senior superintendents, 15% principal superintendents and

0.7% assistant director. Headteachers: superintendents, 12% senior superintendents, 57% principal superintendents 27% and assistant directors 4%. For circuit supervisors: principal superintendents, 38% and assistant directors, 63% Table 7 provides a full detail of the frequencies and percentages of each of the three groups of respondents in relation to their professional ranks.

**Table 7: Professional ranks of respondents**

Ranks in GES	Teachers		Head Teachers		Circuit Supervisor	
	No.	%	No.	%	No.	%
Superintendent	33	24.1	12	11.6		
Senior superintendent	83	60.6	59	57.3		
Principal Superintendent	20	14.6	28	27.2	3	37.5
Assistant Director	1	0.7	4	3.9	5	62.5
Total	137	100.0	103	100.0	8	100.0

Source: Field work, 2011

#### Research Question 1

What types of supervision are practised in the Wa West District?

This question is to help the researcher in identifying the type(s) of supervision practices adopted in the teaching and learning process at the Wa West district.



### **Type of supervision practised**

Table 8 shows that 9% of the teachers reported that external supervision was practiced, 23% indicated that the type of supervision practiced is internal supervision, 66% reported that both types of supervision (internal and external) was practiced while 2% reported that none was practiced in the Wa West district.

Again from Table 8, responses elicited from headteachers concerning the type of supervision practised resulted that 25% of them indicated that external supervision is practiced, 11% indicated that internal supervision is practiced in the Wa West district, whereas 63% reported that both types of supervision were actually practiced and finally 1% believed that none is practiced in the district.

Also, Table 8, shows that out of the 8 circuit supervisors who responded to the questionnaire, 25% believed that internal supervision was the type of supervision practiced while the remaining 75% circuit supervisors indicated that both external and internal supervision is practiced in the Wa West district.

It can therefore be deduce from Table 8 that as far as supervision is concerned, educators in the Wa West district practice both external and internal form of supervision. For instance, Neagley and Evans (1990) grouped supervision into two main types as internal and external. They added that internal supervision involves the institutional heads while external deals with supervision outside. In the case of Wa West District, the headteachers are in-charge of internal supervision while circuit supervisors are responsible for external supervision.

**Table 8: Type of supervision practised**

	Teachers		Head Teachers		Circuit Supervisor	
	No.	%	No.	%	No.	%
External	12	8.8	26	25.2	-	-
Internal	31	22.6	11	10.7	2	25
Both	91	66.4	65	63.1	6	75
None	3	2.2	1	1.0	-	-
Total	137	100.0	103	100.0	8	100

Source: Field work, 2011

### **Type of supervision mostly used or preferred**

Results from Table 9 revealed that out of the 137 teachers who responded to the items, 50% preferred the use of internal supervision to the external, 39% preferred the utilization of both types of supervision, 10% preferred external supervision to that of the internal whereas 2% preferred none. This implies that most teachers in the Wa West district preferred the use of internal supervision to the external supervision. This may be in line with Campbell et al (1977) when they opined that internal supervision is more important in educational administration. They added that, after personnel have been employed and assigned to various positions of responsibility within the school system, there is still the need for the leader to supervise their work.

Also from Table 9, responses from headteachers concerning the preferred form of supervision used, indicated that 11% preferred the use of the external

supervision, 47% preferred internal supervision while 43% preferred the practice of both types of supervision in the Wa West district. Not all, the circuit supervisors (100%) were of the view that internal supervision is mostly used in the teaching and learning process.

Comparing the use of internal and external types of supervision, it could be revealed that a large number of teachers 50%, head teachers 47%, and circuit supervisors 100% in the Wa West district preferred the use of internal supervision. This is supported by results of item 10 in the teachers' questionnaire, which indicated that out of the 137 teachers, 96% were comfortable with the school-based supervisor. There is no doubt as Campbell et al (1977) indicated that internal supervision is more important in educational administration.

**Table 9: Type of supervision mostly used or preferred in teaching and learning**

	Teachers		Head Teachers		Circuit Supervisors	
	No	%	No	%	No	%
External	14	10.2	11	10.7	-	-
Internal	68	49.6	48	46.6	8	100
Both	53	38.7	44	42.7	-	-
None	2	1.5	-	-	-	-
Total	137	100.0	103	100	8	100

Source: Field work, 2011

## Research question 2

What are teachers, headteachers and circuit supervisors' perceptions of the role of supervision in teaching and learning?

This research question is to find out respondents' perceptions on the role supervision plays in teaching and learning. Responses to items in section C of the questionnaire administered to teachers and headteachers were analysed and used in answering this research question.

### **Supervision and professional development of teachers**

Table 10 reveals that 98% of the teachers agreed that supervision is very useful for their professional development, whereas 2% disagree to that. From the open-ended questions made available for teachers to give reasons for agreeing or disagreeing to the question supervision and professional development of teachers, 31% out of the 98% who attested to that, believed that, supervision helps in their lesson preparation, 23% indicated that supervision aids them in their lesson presentation, 14% believed supervision keeps them up and doing in the process of instruction and 30% believed that demonstrative lessons organised by the supervisor grants them more and new insight which enhances their career or profession.

From the various views given, it could be said that supervision helps and is also very vital to the development of teachers' profession which in turn aids in effective instruction in the Wa West district. This can be supported by the notion that supervisors arrange courses or workshops for teachers and headteachers.

These courses or workshops should relate specifically to those areas in which teachers and headteachers have been found weak by the supervisor of education (Jackson 2001). This can be explained from Brickel (1961) view that the supervisor should be a prime source of assistance to teachers wishing to improve either their generic or specialised teaching skills. He believed the supervisor-consultant should be able to demonstrate a repertoire of teaching strategies.

This however is not in line with Okumbe (1998) view of supervision as reviewed in the literature. Okumbe believed that the supervisor learns a lot from the reactions and questions of those they supervise. He believed that teachers themselves can also be a source of new knowledge to the supervisor. According to Okumbe, as supervisors move from school to school, he or she acquires new ideas and learns new techniques from observing excellent teachers at work. These ideas and techniques he believed will definitely enrich the supervisor's store of knowledge and will eventually be passed on to others.

**Table 10: Supervision and professional development of teachers**

Response	Teachers	
	No.	%
Agree	134	97.8
Disagree	3	2.2
Total	137	100.0

Source: Field work, 2011

Also the percentage of teachers who disagreed to this assertion indicated that supervision provided is not effective and regular. Again one reason given was that supervision is not practiced at all in the school.

### **Supervision and effective instruction**

Table 11 shows that 96% of the total teachers agreed to the assertion that supervision ensures effective instruction in school, 3% disagree to this assertion whereas 2% of the teachers neither agreed nor disagreed to it. Also, 97% of the headteachers agree to the assertion, 3% neither agree nor disagree and there was no headteacher who disagreed with this assertion. This implies that supervising teachers in the process of their work enable effective instruction to take place. This support the studies conducted by Fullan and Elmore (1990). They found out that supervisory impact on the pupils was positive and that there was superiority of attainment for pupils whose teachers were supervised.

**Table 11: Supervision and effective instruction**

Responses	Teachers		Headteachers	
	No.	%	No.	%
Agree	131	95.6	100	97.1
Disagree	4	2.9	0	0.0
Neither Agree nor Disagree	2	1.5	3	2.9
Total	137	100.0	103	100.0

Source: Field work, 2011

### **Supervision improves teachers' lesson presentation**

Table 12 reveals that 80% of teachers agree that supervision builds their capacity in lesson presentation while 20% disagree to that. There was no teacher who neither agrees nor disagrees to the item. All the headteachers (100%) agree to this item. It can be said that supervision builds teachers capacity in lesson presentation in the Wa West District. There is no doubt when Musaazi (1982) said supervisors examine the subjects taught. While supervising these subjects, they take note of things like time table, scheme of work, lesson preparation and subject teaching thereby providing support for improvement.

**Table 12: Supervision improves teachers' lesson presentation**

Responses	Teachers		Headteachers	
	No.	%	No.	%
Agree	109	79.6	103	100.0
Disagree	28	20.4	0	0.0
Neither agree nor disagree	0	0.0	0	0.0
Total	137	100 .0	103	100.0

Source: Field work, 2011

### **Supervision ensures effective teaching and learning**

Table 13 reveals that 94% of teachers agreed that supervision ensures effective teaching and learning, 4% disagreed whereas 2% neither agreed nor disagreed to that assertion. On the headteachers front, 96% agree with the item,

4% neither agree nor disagree with the item and there was no one who disagrees with the assertion.

It can be deduced from the results that majority of the teachers in Wa West district believe that the practice of supervision in their district aids in effective teaching and learning. This can be explained from Brickel (1961) observation reviewed in the literature that the supervisor’s role includes among others, making the work of teachers more effective through such things as improving working conditions, better materials for instruction, improve methods of teaching, preparation of courses of study and supervision of instructions through direct contact with the classroom teacher. Also the circuit supervisors’ roles – promoting effective teaching and learning in basic schools, providing professional guidance to promote efficiency and effectiveness in managing basic schools and the likes-outlined in the circuit supervisors manual (Ministry of Education, 2002), is a vital tool to explain this outcome.

**Table 13: Supervision ensures effective teaching and learning**

Responses	Teachers		Headteachers	
	No.	%	No.	%
Agree	130	94.9	99	96.1
Disagree	5	3.6	0	0.0
Neither Agree nor Disagree	2	1.5	4	3.9
Total	137	100.0	103	100.0

Source: Field work, 2011



### **Supervisors ensure provision of teaching and learning materials**

Results from Table 14 indicates that 65% of the teachers agreed to the assertion that school-based supervisors make available learning materials for effective lesson delivery, 33% disagreed to the assertion while 2% neither agreed nor disagreed to the assertion. It can be revealed that majority of the teachers (65%) indicated that the necessary materials needed for an effective delivery of lesson is made available to them when supervision is undertaken. It can therefore be deduced that supervision brings to light or supervisors awareness inadequate materials, or learning materials schools lack, but which are very vital and necessary for an effective lesson delivery to take place. Since one of the responsibilities of supervisors related to the management of the environment in which a teacher is operating, checking the availability of teaching and learning materials, when it come to light that schools lack the necessary material needed for effective delivery of lessons, supervisors' therefore ensures that such materials are made available to such schools to ensure effective teaching and learning.

**Table 14: Supervisors ensure provision of teaching and learning materials**

Responses	Teachers	
	No.	%.
Agree	89	65.0
Disagree	45	32.8
Neither Agree nor Disagree	3	2.2
Total	137	100.0

Source: Field work, 2011

### Supervisors as source of guidance to teachers in the profession

Table 15, indicates that 66% of teachers are of the opinion that supervisors generally go round as helpers and source of guidance, 16% disagree with this opinion while 18% neither agree nor disagree with the assertion. Also, 94% of the headteachers agree, 3% disagree and 3% neither agree nor disagree. Finally, all the circuit supervisors (100) agree with this assertion. Deducing from the opinions of teachers, headteachers and circuit supervisors, it is obvious that supervisors in the Wa West District do provide teachers and headteachers some sort of help and guidance in their duties. This is in support of Glatthorn (1990) view when he opines that supervision broadly refers to the professional guidance and support provided by one as the education manager.

**Table 15: Supervisors as source of guidance to teachers in the profession**

Responses	Teachers		Headteachers		Circuit supervisors	
	No.	%	No.	%	No.	%
Agree	90	65.7	97	94.2	8	100
Disagree	22	16.1	3	2.9	0	0
Neither Agree nor disagree	25	18.2	3	2.9	0	0
Total	137	100.0	103	100.0	8	100

Source: Field work, 2011

### Research Question 3

What are the challenges associated with supervision of teaching and learning?

This research question is to help the researcher identify the challenges supervisors face in carrying out their duties as it imparts on teaching and learning. To answer this research question responses were elicited from circuit supervisors, headteachers and teachers. This question was an open ended question so responses have been grouped and the major suggestions are reported below.

#### **Challenges faced by circuit supervisors**

Circuit supervisors who served as external source of supervisors outlined a number of challenges they face which to a large extent affects teaching and learning. One major challenge respondents outlined was “Inadequate logistics”. The circuit supervisors named some of them to be motorbikes, fuels, stationery etc. they further stated that most roads linking towns and villages are very poor thus making accessibility to most schools very difficult.

Another challenge circuit supervisors outlined was “Lack of motivation”. Most of them visit the schools using motor bicycle as a means of transport and complains of not receiving fuel allowance, transportation allowance and the like.

Again, “Inadequate professional teachers” in the various schools in the district was a challenge outlined. According to the respondents, professional teachers in the district are few making supervision difficult since the unprofessional teachers lack some basic skills in teaching and as such have to be educated anytime the supervisors visited them.

Finally, respondents considered “The luke-worm attitude of some teachers in carrying out their responsibilities” as a challenge. Some teachers do not cooperate with supervisors for effective supervision. That is, there is a very poor interpersonal relationship between teachers and supervisors in the circuit.

### **Challenges faced by headteachers**

One Major challenge headteachers outlined was “Inadequate professional staff”. Most of the teachers do not know how to outline proper instructional goals considering the needs of the students. Most of them lack basic skills in teaching, thus making internal supervision difficult.

Another challenge respondents identified was “Low level of commitment on the part of the teachers”. Already, teachers in the district are very few and strong measures are not carried out on the existing ones because it is feared they may quit the work, as such most teachers take advantage of this and put up a lackadaisical attitude towards work. This to a large extent affects effective supervision because the headteachers who are to serve as internal supervisors have to take up some duties as teachers thus lessening the number of days to be taken for supervision.

Again, “Lack of in service training at the circuit centres for supervisors” is identified as a challenge by respondents. Training which will equip supervisors on modern method of supervision is not carried out.

Headteachers also revealed “Inadequate motivation for supervisors and inadequate teaching and learning materials” as a challenge. Supervisors are not

given enough allowance as they carry out their duties. Syllabi and note books which will aid teachers in writing lesson notes are inadequate or not available. All these make it difficult for the headteachers to carry out their duties.

### **Challenges faced by teachers**

Respondents outlined “Inadequate logistics” as one of the challenges. They outlined inadequacy of teaching and learning materials which will enable them live to the expectation of the supervisors. Materials such as text books, note books syllabi and the like are either inadequate or not available.

Respondents again identified “poor supervision skills” as a challenge. They emphasized that, most of the supervisors behaved in ways less expected of them. The teachers stated that, their response to supervision is characterized by suspicion and mistrust. This is due to the way some supervisors behave towards these teachers.

Respondents further reported that “external supervisors were unavailable”. They reported of almost always being under the supervision of internal supervisors which they have become used to.

In sum, inadequate professional teachers, inadequate teaching and learning materials, inadequate logistics, lack of motivation and poor supervision skills were the general major challenges all three group of respondents; teachers, headteachers and circuit supervisors outlined. Other challenges include poor roads, inadequate external supervision and low level of commitment.

#### Research Question 4

What suggestions could be made to improve supervision of teaching and learning?

To answer this research question responses were elicited from circuit supervisors, headteachers and teachers. This question was an open ended question so responses have been grouped and the major suggestions are reported as follows.

#### **Suggestions by circuit supervisors**

Circuit supervisors suggested that Government, through the Ministry of Education (MOE) and the Ghana Education Service (GES) should make budgets purposely for supervision. This would in effect cater for their allowances which will boost their morale to work harder.

Secondly, majority of the circuit supervisors suggested that District assemblies should construct roads that will enable the supervisors to get access to remote villages. Thus the construction of good roads will improve effective supervision on teaching and learning.

Similarly, circuit supervisors were of the view that supervisors should be provided with appropriate means of transportation. An example stated by the respondents were strong motor bikes as most of the roads linking towns and villages are not well constructed, to them, motor bikes will be the best means of transportation for supervisors in the Wa West District. Thus when supervisors are

provided with appropriate means of transportation it would improve supervision on teaching and learning.

Furthermore, most teachers, headteachers and circuit supervisors believe that for supervision to be effective, regular workshops should be organised and adequate training given to headteachers and circuit supervisors on supervision. This means that for supervision to be effective the supervisor must be constantly orientated with current methods on supervision.

### **Suggestions by teachers**

Teachers also, believe that to be effective, supervision must be a continuous process that attempts alternative behaviours and requires constant feedbacks. Thus the respondents suggested that supervisors should make constant visit to the schools.

The respondents were also of the view that to improve supervision on teaching and learning, there should be a good supervision relationship. Thus both supervisors and teachers must take the lead in providing a pleasant and a good environment. This means that provision of pleasant and good environment by supervisors and teachers will lead to effective supervision.

The respondents further contend that supervision could effectively be carried out when materials and logistics are provided to support it. Teaching learning materials like textbooks, good classrooms and syllabi should be made available to aid effective supervision.

### **Suggestions by headteachers**

Respondents suggested that in-service training should be regularly organised for supervisors. They emphasized that regular in-service training will equip them with modern methods of supervision which will go a long way in affecting positive teaching and learning.

Respondents further suggested that enough professionals must be trained by the state and posted to the district. This they argued will reduce the number of unprofessional teachers in the district and further serve as a check on their commitment level as they will have in mind other personnel are there to replace them should they put up any lackadaisical attitude.

Finally, the respondents suggested enough motivation should be made available for supervisors. Incentive packages in the form of fuel allowance, motor bicycle, risk allowance and the like should be given to supervisors. This they say will motivate them to put up their best in the execution of their responsibilities.

In conclusion, the general suggestion given by teachers, headteachers and circuit supervisors which would help solve the challenges of supervision are; provision of enough motivation, provision of adequate logistics, in-service training for supervisors and construction of roads leading to schools. For effective supervision, they suggested the implementation of the above solution would be of great help.



## **CHAPTER FIVE**

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

#### **Introduction**

This chapter presents summary of the study, summary of the main findings of the study, conclusions and recommendations for assessment of supervision on teaching and learning in selected basic schools in Wa West District Education Directorate.

#### **Summary**

The purpose of the study was to assess the nature of supervision on teaching and learning in basic schools in the Wa West District Education Directorate.

The literature indicated that conceptual definitions of supervision were developmental in nature, type of supervision were viewed as both internal and external, purpose of supervision in the review pointed to professional growth and improved performance of teachers and pupils. Review of conceptual issues pertaining to the study indicated supervision has evolved from early conventional approaches into a congenial or the human relations supervision

Descriptive survey design was used to elicit information from teachers, headteachers and circuit supervisors on the impact of supervision on teaching and

learning in the Wa West District. The target population which comprises teachers, headteachers and circuit supervisors was 538. The sample size includes: 137 teachers, 103 headteachers and 8 circuit supervisors. Sample technique used in the selection was simple random sampling. A total of 248 respondents completed. Questionnaires which were designed and administered personally by the researcher and his field assistants.

#### Summary of main findings

The summary of key findings of the study are as follows:

- Two main forms of supervision internal and external supervision are practised in the Wa West District.
- Half of teachers in the Wa West district prefer the use of internal supervision to external supervision, whereas more than a third of the headteachers rather preferred the use of both forms of supervision. Headteachers thus viewed supervision in a broader perspective.
- More than half of the teachers assert that supervision is very useful as far as their career development is concerned.
- From the study, about three quarters of the respondents agreed to the assertion that supervision enhances effective instruction.
- Majority of the teachers (80%) agreed that supervision enhances their capacity in lesson presentation.
- Most of the teachers (94%) believed that supervision ensures the enhancement of effective teaching and learning.

- About three quarters of teachers asserted that supervision aids in making available the necessary learning materials needed for an effective delivery of lesson.
- Inadequate motivation, inadequate professional teachers, inadequate teaching and learning materials, indiscipline among teachers, poor supervision skills and inadequate transport facilities are the challenges of supervision on teaching and learning in the district.
- The suggestions provided for the challenges are provision of teaching and learning materials, provision of adequate motivation, training of professional teachers and in-service training for supervisors.

## **Conclusions**

Considering the assessment conducted on the nature of supervision of teaching and learning in Wa West District, both internal and external supervision are practised. Most teachers however, preferred internal supervision to external. Recipients of supervision, mostly teachers, asserted that supervision is very vital, both for their career development and for effective teaching and learning. Some challenges of supervision includes: inadequate means of transport for supervisors, inadequate teaching and learning materials, indiscipline among some teachers, inaccessible roads and inadequate professional teachers. It is suggested that the state takes critical interest in training teachers; GES should enforce the code of conduct on indiscipline among teachers and the District Assembly to improve the road network, more especially those leading to schools in the remote areas.

## **Recommendations**

- GES to take critical interest in training teachers and further posting them to the rural areas.
- Motivation packages to be provided for Supervisors. The government through the GES should give special incentives to circuit supervisors and headteachers in the form of provision of motorbikes, fuel allowance, accommodation allowance and the like.
- The Wa West District assembly to construct roads leading to the various schools in the district. These roads when constructed would motivate external supervisors in their visits to schools as well encourage other professional teachers to take appointments in those areas.
- Regular in-service training must be organised for circuit supervisors and headteachers by the Wa West District education Directorate. This will equip them with the necessary skills presently required for supervision.
- Ghana Education Service in consultation with the ministry of education should equip all basic schools in the district with the requisite teaching and learning materials.
- GES for that matter, the district Director of Wa West must strictly apply the code of conduct as a corrective measure to deal with indiscipline teachers in the district

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## APPENDICES

### APPENDIX A

#### QUESTIONNAIRE FOR TEACHERS

The purpose of this research is to assess the impact of supervision on teaching and learning in selected basic schools in the Wa West District Education Directorate. Respondents are assured of confidentiality and anonymity in whatever information he/she provides for this research work which is purely an academic exercise. Respondents are requested to answer all questions using, the instructions on each question.

##### Section A: Background data

1. Sex: Male [ ] Female [ ]
2. Age of respondent: .....
3. Marital Status: Married [ ] Single [ ] Divorced [ ] Widowed [ ]  
Separate [ ]
4. Professional Qualification:  
A 4 year [ ] Certificate A 3 year post secondary [ ]  
Diploma [ ] B/A Degree [ ] Masters [ ]
5. Professional ranks of respondents  
Superintendent [ ]  
Senior Superintendent [ ]  
Principal Superintendent [ ]  
Assistant Director [ ]

Deputy Director [ ]

Director [ ]

**Section B: Type of supervision use in the teaching and learning process**

✓ Tick the appropriate option of your choice in each question in the boxes provided.

6. What type(s) of supervision is/are practiced in your district?

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

(c) Both [ ] (d) None [ ]

7. What type of supervision is mostly used in teaching and learning in your district?

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

(c) Both [ ] (c) None [ ]

**Section C: Roles of supervision in teaching and learning**

8. Supervision and professional development of teachers. (a) Agree [ ]

(b) Disagree [ ] (c) Neither agree nor disagree (d) None [ ]

9. Give two reasons to your answer in question 8 above.

i. ....

.....

.....

ii. ....

.....

.....

10. How do you feel when school based supervisor visit your classroom.
- (a) Very comfortable [ ] (b) Comfortable [ ]
- (c) Uncomfortable [ ] (d) Very uncomfortable [ ]
11. Supervision ensures effective instruction in schools.
- (a) Agree [ ] (b) Disagree [ ] (c) Neither agree nor disagree [ ]
- (c) None [ ]
12. Supervision improves teacher's lesson presentation. (a) Agree [ ]
- (b) Disagree [ ] (c) Neither agree nor disagree [ ]
- (d) None [ ]
13. Supervisors ensure the provision of learning materials for effective delivery of lessons. (a) Agree [ ] (b) Disagree [ ]
- (c) Neither agree nor disagree [ ] (d) None [ ]
14. Supervisors generally served as guidance to teachers in the profession (a) Agree [ ] (b) Disagree [ ]
- (c) Neither agree nor disagree [ ] (d) None [ ]
15. Supervision ensures effective teaching and learning a) Agree [ ]
- (b) Disagree [ ] (c) Neither agree nor disagree [ ]
- (d) None [ ]

**Section D: Challenges facing supervisors in the District**

16. Supervisors face some challenges in their duties (a) Agree [ ]
- (b) Disagree [ ] (c) Neither agree nor disagree [ ]
- (d) None [ ]

17. If agreed with question sixteen (16), State three challenges of supervisors.

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

18. Suggest three ways you think when put in place will address the challenges facing supervisors in your district.



**APPENDIX B**

**QUESTIONNAIRE FOR HEADTEACHERS**

**Section a: Background data**

1. Sex: Male [ ] Female [ ]
2. Age of respondent: .....
3. Marital Status:  
Married [ ] Single [ ] Divorced [ ] Widowed [ ]  
Separate [ ]
4. Professional Qualification:  
A 4 year [ ] Certificate A 3 year post secondary [ ]  
Diploma [ ] B/A Degree [ ] Masters [ ]
5. Rank in GES  
Superintendent [ ]  
Senior Superintendent [ ]  
Principal superintendent [ ]  
Assistant Director [ ]  
Deputy Director [ ]  
Director [ ]

**SECTION B: Type of supervision use in the teaching and learning process**

Tick the appropriate option of your choice in each question in the boxes provided.

6. What type (s) of supervision is/are practiced in your district?  
(a) Internal supervision [    ]    (b) External supervision    [    ]  
(c) Both    [    ]    (d) None    [    ]
7. What type of supervision is mostly used in teaching and learning in your district?  
(a) Internal supervision    [    ]    (b) External supervision    [    ]  
(c) Both    [    ]    (d) None    [    ]

**Section C: Roles of supervision in teaching and learning**

8. Supervision ensures effective instruction in schools. (a) Agree    [    ]  
(b) Disagree    [    ]    (c) Neither agree nor disagree    [    ]  
(d) None    [    ]
9. Supervision improves teacher's lesson presentation. (a) Agree    [    ]  
(b) Disagree    [    ]    (c) Neither agree nor disagree    [    ]  
(d) None    [    ]
10. Supervision ensures effective teaching and learning. (a) Agree    [    ]  
(b) Disagree    [    ]    (c) Neither agree nor disagree    [    ]  
(d) None    [    ]
11. Supervision is a source of guidance to teachers in the profession.  
(a) Agree [    ] (b) Disagree [    ] (c) Neither agree nor disagree [    ]  
(d) None    [    ]

**Section D: Challenges of supervisors in the district**

12. State three challenges of supervisors in your district.

i. ....  
.....

ii. ....  
.....

iii. ....  
.....

13. Suggest three ways you think when put in place will address the challenges facing supervisors in your district.

i. ....  
.....

ii. ....  
.....

iii. ....  
.....

**APPENDIX C**

**QUESTIONNAIRE FOR CIRCUIT SUPERVISORS**

**Section A: Background data**

1. Sex:    Male    [   ]    Female        [   ]
  
2. Age of respondent: .....
  
3. Marital Status:  
  
    Married [   ]    Single    [   ]    Divorced    [   ]    Widowed [   ]  
  
    Separate [   ]
  
4. Professional Qualification:  
  
    A 4 year        [   ]        Certificate A 3 year post secondary        [   ]  
  
    Diploma        [   ]        B/A Degree        [   ]        Masters        [   ]
  
5. Rank in GES  
  
    Superintendent                    [   ]  
  
    Senior Superintendent              [   ]  
  
    Principal superintendent            [   ]  
  
    Assistant Director                  [   ]  
  
    Deputy Director                    [   ]  
  
    Director                              [   ]

**Section B: Type of supervision use in the teaching and learning process**

✓ Tick the appropriate option of your choice in each question in the boxes provided.

6. What type (s) of supervision is/are practiced in your district?

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

7. What type of supervision is mostly used in teaching and learning in your district? (a) Internal supervision [ ] (b) External supervision [ ]

- (c) Both [ ] (c) None [ ]

8. Supervision is a source of guidance to teachers in the profession.

- (a) Agree [ ] (b) Disagree [ ]
- (c) Neither agree nor disagree [ ] (d) None [ ]

9. Supervisors face some challenges in their duties. (a) Agree [ ]

- (b) Disagree [ ] (c) Neither agree nor disagree [ ]
- (d) None [ ]

10. If agreed with question nine (9), state three challenges of supervisors in your district.

i. ....  
.....  
.....

ii. ....  
.....  
.....

iii. ....  
.....  
.....

11. Suggest three ways you think when put in place will address these challenges facing supervisors.