UNIVERSITY OF CAPE COAST

TUTORS' PERCEPTION OF PRINCIPALS' INSTRUCTIONAL SUPERVISION IN COLLEGES OF EDUCATION IN GHANA

EUODIA YAA OCRAN

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BY

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Thesis submitted to the Department of Education and Psychology of the Faculty of Educational Foundations, College of Education Studies, University of Cape Coast, in Partial Fulfilment of the Requirements for the Award of Master of Philosophy Degree in Educational Measurement and Evaluation.

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DECLARATION

Candidate's Declaration

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

Candidate's signature: …… Date……..…

Name: ……

Supervisors' Declaration

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

Principal Supervisor's Signature: ……. Date: ……...

Name: ……..

Co-Supervisor's Signature: ……. Date: ……. …

Name: ……..

ABSTRACT

The purpose of the study was to examine tutors' perception of principals' effective instructional supervision in Colleges of Education in Ghana. The study employed cross-sectional descriptive survey design. The population of the study was tutors of Colleges of Education in Ghana. The study made use of questionnaire developed by the researcher. Stratified and quota sampling techniques were used. Three hundred respondents were used in the study. Means and standard deviations were used to analyse data on the research questions. One-way multiple analysis of variance (MANOVA) was used to test both hypotheses. The findings of the study revealed that tutors in Colleges of Education in Ghana held positive perception on principals' effective instructional supervision with regard to techniques, supervisory roles and functions and skills and abilities. The findings further showed that tutors held negative perception on the challenges faced by principals in carrying out effective instructional supervision. The study, however, found no significant gender difference in tutors' perception in instructional supervision and statistically significant difference in years of experience of tutors' perception of principals' instructional supervision. The study recommends that, principals should continue to maintain effective line of communication and make concise decisions in Colleges of Educations. There should be more orientation programs on instructional supervision for beginning tutors. Also, principals should have high professional qualifications and organize in-service training on instructional supervision for themselves and tutors in order to be more effective in carrying out instructional supervision in the Colleges of Education.

KEYWORDS

Instructional supervision

Supervision

Techniques

Supervisory roles and functions

Skills and abilities

Tutors perception

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DEDICATION

To my family and my one and only support system.

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CHAPTER ONE

INTRODUCTION

Background to the Study

According to Broni-Afful and Ziggah (2007), education has been recognized as an agent of national development because of this a lot of committees have been set by different governments to help improve education delivery in Ghana. The International Institute for Applied System Analysis (IIASA) (2008) pointed out that the provision of better education leads not only to higher individual income but also a necessary (although not always sufficient) precondition for long-term economic growth and development.

The function and role of the educational systems are more crucial than the functions of other system such as economic and social system in the society, hence the effect and the outcome must be evaluated and improved constantly (Mosavi & Branch, 2014). The role of a teacher in the educational process cannot be underestimated (Kutsyuruba, 2003). In this regard, Reiman and Thies-Sprinthall (1998) were of the view that, teachers who learn and grow become more proficient in a wide range of instructional strategies, including building positive relationships with students, parents, and professional colleagues. Also, they become more skillful and flexible in their capability to make decisions. In order to meet the developmental need and to maintain effective education and provide sufficient resources for teachers, instructional supervision is designed. These processes are carried out by instructional supervisors.

Instructional supervisors are individuals who are involved in improving classroom and school instructions. In the view of Kutsyuruba (2003), such individuals are in a unique position to nurture, develop, and articulate the community's vision of what a learning environment can and should be. Among those exercising supervisory responsibilities are school principals, assistant principals, instructional specialists, mentor teachers, instructional lead teachers, teacher study groups, counselors, clinical teachers, college faculty, program directors, collaborative inquiry teams, and central office personnel (Reiman & Thies-Sprinthall, 1998). According to Robinson (1998), to be successful, beginning teachers must meet their challenges with perseverance, hard work and quality assistance from experienced teachers and administrators who are willing to provide and recognize extensive support for novice teachers during the first year or two of their teaching careers. Effective supervision and coaching programs at the induction level have been found to ameliorate beginning teacher concerns, and to increase beginning teacher focus on instruction (Huling-Austin, 1990).

Instructional leadership functions are relatively rare in schools in developing countries, and principals are likely to adopt a stance in favour of management and administration (Chapman & Burchfield, 1994). In as much as instructional supervision is important in the attainment of educational objectives, stakeholders in the educational field perceive it in diverse ways. In order to really know stakeholders' perspectives of instructional supervision, we first have to understand the concepts of supervision. What then is supervision? Supervision according to Ebmeier and Nicklaus (1999), is an

evaluation tool reduced to the possibility of nurturing collegiality, collaboration, and reflective practice.

Also, Bernard and Goodyear (2008), defined supervision as an intervention that is provided by a senior member of a profession to a junior members or members of that same profession. This relationship is evaluative, extends over time, and has the simultaneous purposes 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 gatekeeper of those who are to enter the particular profession". In relation to this, McCann and Gail (2012), cited in Kalule and Bouchamma (2013), were of the view that teachers must enhance their instructional practices in order improve student learning outcome. Reinforcing and improving their capabilities enable them to reflect on their own practice and knowledge level and strive to develop greater competency. Instructional supervision does not only improve decision-making skills but ultimately student learning outcomes.

Many experts in educational administration consider instructional supervision to behaviour that is officially designed by educational institutions that directly affects teacher behaviour in such a way to facilitate pupil learning and achieve the goals of the organization (Archibong, 2012). In addition to the experts definition of instructional supervision, the Dictionary of Education defines instructional supervision to be all efforts designated to school officials towards providing leadership to teachers and other educational workers in the improvement of instruction; involves the stimulation of professional growth and development of teachers, the selection and revision of educational objectives, material of instructions and methods of teaching: and the

evaluation of instruction (Jejunum, 2003). Therefore, instructional supervision is basically concerned with supporting and assisting teachers and teacher trainees to help change their behaviour in such that instructions deliver to students will improve, thereby helping teachers to do their jobs effectively.

From the above definitions the operational definition for instructional supervision in this study is the monitoring, supports and assistants given to tutors by principals in order to help improve teaching and learning. Glickman, Gordon, and Ross-Gordon (2013), as cited in Al Bloushi (2015) were of the view that, "Effective supervision requires knowledge, interpersonal skills and technical skills". These three areas should form the basic assets of the supervisors who apply them through the technical supervisory tasks of direct assistance to individual teachers or group of teachers. These three broad areas are in accordance with the areas stipulated by Opinmi (2011), and these are techniques of supervision, supervisory roles and supervisory skills and abilities (Opinmi, 2011). Each of these broad areas is further subcategorized.

For example, with regards to techniques of supervision, Opinmi (2011), categorized these into five sub-techniques considered to be critical to effective instructional supervision. These according to Opinmi (2011), are: compilation of information, conflict management, communication with staff, concise decision - making process and constructive criticism of staff. Similarly, supervisory skills and abilities have been subdivided into four areas namely: conceptual skills, communication skills, control skills and interpersonal skills. (Adu, Akinloye, & Olaoye, 2014). For the monitoring, supports and assistants given to be effective, these three broad areas must be

considered that is supervisors' techniques, supervisors' roles and attitudes and supervisory skills and abilities (Opinmi, 2011).

Regardless of supervisors' efforts to stick to the concepts of instructional supervision in order to ensure effectiveness, a number of extraneous factors could hamper their success. For example, Adu, et al (2014), have noted that class size, staff size, availability of facilities, curriculum development and evaluating instruction hamper instructional supervision regardless of supervisors' application of these concepts that promote effectiveness. The effect of extraneous variables (class size, staff size, availability of facilities, curriculum development and evaluating instruction) hampering the success of effective instructional supervision persist also in Ghanaian educational institutions posing challenges to the smooth running of instructional supervision.

In addition, studies conducted by Weerakoon (2017), revealed that the majority of principals faced the problem of lack of experienced and competent supervisors in the school as a highly important issue regarding the instructional supervision process. The same study identified that most of the principals had difficulty in allocating time for instructional supervision process. Also, negative attitudes and unhappiness of teachers concerning instructional supervision were another important issue faced by principals.

Ghana is determined to applying greater part of her available resources to educate or enlighten her citizens. The total government expenditure on education tripled from 0.53 million Ghana cedis in 2003 to 1.7 million Ghana cedis in 2011 (NEA technical report, 2014). According to Forum for Education Reforms (FFER), the country's expenditure on education estimated

to be more 6% of GDP as against a global average of about 5%. Notwithstanding this huge investment, and various interventions, performance of the pupils at various public primary schools in Ghana is still low and appears not to be improving commensurately.

Statement of the Problem

Supervision in education is known to be one of the main factors that contribute to the effective delivery of quality education and improving academic performance. Yet the way teachers perceive supervision in school and classroom is an important factor that determines the outcome of the supervision process since human perceptions affect the way they act and respond to instructions. Therefore, knowing the perceptions of teachers towards instructional supervision is critical in determining policies that could address shortfalls in instructional supervision.

Currently, there are a number of limitations to studies on instructional supervision in Ghana. Firstly, available literature on instructional supervision suggest that focus of instructional supervision studies has mainly been in basic schools (Arthur, 2011) and have been limited to few geographical areas. Also, there is limited works on instructional supervision in the higher level of education in Ghana (Aggrey, 2010).

Secondly, such studies have not paid attention to perceptions of teachers on instructional supervision. Rather, these studies have by and large focused on evaluating the state of instructional supervision and have answered questions such as whether there are enough supervisors and whether there are effective infrastructures to aid supervision. it is contended here that regardless of the status, availability of supervisors and infrastructures, instructional

supervision would have limited success if the supervisees do not have the right perceptions towards it.

Finally, sample sizes used in all earlier studies in instructional supervision were limited such that the findings cannot be generalized to the general population of tutors in Ghana. For example, while focused on instructional supervision in a College of Education in Ghana, Aggrey's work considered only one College of Education, therefore, limiting the usefulness of her findings to the population.

Hence, a study that considers the tutors perceptions of instructional supervision in higher educational level and broadens the sample size to make findings applicable to other tutors is needed. These gaps in instructional supervision studies justified this current study. The study attempts to examine tutors' perception of principals' effective instructional supervision in Colleges of Education in Ghana.

Purpose of the Study

The purpose of this study was to examine tutors' perceptions of principals' effective instructional supervision in College of Education in Ghana. The specific objectives are to:

1. Find out tutors' perceptions of principals' techniques in effective instructional supervision in Colleges of Education in Ghana.
2. Determine tutors' perceptions of principals' supervisory roles and functions in effective instructional supervision in Colleges of Education in Ghana.
3. Identify tutors' perceptions of principals' skills and abilities in effective instructional supervision in Colleges of Education in Ghana.

4. Ascertain some perceived challenges of principals' effective instructional supervision in Colleges of Education in Ghana.
5. Determine gender differences in tutors' perceptions of effective instructional supervision by their principals in Colleges of Education in Ghana.
6. Find out difference in tutors' perceptions of principals' effective instructional supervision in terms of years of experience in Colleges of Education in Ghana.

Research Questions

1. What are tutors' perceptions of principals' techniques in effective instructional supervision in Colleges of Education in Ghana?
2. What are tutors' perceptions of principals' supervisory roles and functions in effective instructional supervision in Colleges of Education in Ghana?
3. What are tutors' perceptions of principals' skills and abilities in effective instructional supervision in Colleges of Education in Ghana?
4. What are tutors' perceptions on challenges of principals' effective instructional supervision in Colleges of Education in Ghana?

Hypothesis

The hypotheses stated below guided the study:

H_0 1: There is no statistically significant difference in male and female tutors' perception of principals' effective instructional supervision in Colleges of Education in Ghana.

H_1 1: There is statistically significant difference in male and female tutors' perception of principals' effective instructional supervision in Colleges of Education in Ghana.

H_0 2: There is no statistically significant difference between tutors' years of experience and their perception of principals' effective instructional supervision in Colleges of Education in Ghana.

H_1 2: There is statistically significant difference in Tutors' perception of principals' effective instructional supervision with regards to tutors' years of experience in Colleges of Education in Ghana.

Significance of the Study

The research findings would provide information on how tutors perceive effective instructional supervision and this information would inform Ghana Education Service and Institute of the Education of University of Cape Coast in their policy formulation in the Colleges of Education in Ghana. To add to it, the findings of the study would bring to light tutors' perception of effective instructional supervision in the Colleges of Education in Ghana. This would enable tutors' cooperation with principals in carrying out instructional practices effectively.

Also, the results of the study would serve as the basis for similar studies that would be conducted in other Colleges of Education in Ghana and elsewhere. Finally, knowing the perceptions of teachers towards instructional supervision is critical in determining policies that could address shortfalls in instructional supervision in Colleges of Education.

Delimitation

There are many aspects of instructional supervision, however, this study was limited to three broad areas of supervision namely; techniques of instructional supervision, supervisory roles and functions and supervisory Skills and Abilities and perceived challenges in effective instructional supervision. The study also limited its respondents to only tutors of the Colleges of Education. That is, it found out how tutors perceived the instructional supervision that they receive in the various Colleges of Education in Ghana and some perceived challenges by principals.

Limitations of the Study

Research, regardless of whatever level, is a difficult, costly exercise and has its own limitations. This piece of study was no exception. In conduct of the study, the researcher did not retrieve hundred percent (100%) return rate because, some tutors did not return the completed questionnaires or respond to all the items on the questionnaire which resulted in the reduction of the calculated sample size and this to some degree affected the results. Also, the exclusive use of questionnaires to obtain data might have yielded shallow findings since certain issues could not be followed up into greater depth.

Operational Definition of Terms

Instructional Supervision: it is the activity involved in teaching, creating situations to facilitate learning and motivating learners to have interest in what is being taught in order to achieve educational goals.

Perception: is a process by which individuals select, organize, and interpret the input from their senses (vision, hearing, touch, smell and taste) to give

meaning and order to world around them. Through perception, people try to make sense of their environment and the objects, events, and other people in it.

Principals: heads of the colleges of education in Ghana.

Tutors: refers to teachers who teach in the colleges of education (both assistant and senior tutors).

Organisation of the Study

The study is organised into five chapters. Chapter One covered the introduction aspect of the study. The introduction contains background of the study, statement of the problem, purpose of the study, research questions, significance of the study, delimitation and limitations of the study. Chapter Two was devoted to the review of related literature. This comprises concepts and definitions of instructional supervision, theories underpinning the study, views that have been expressed by authors on instructional supervision in schools. Again, other related research findings were reviewed under main headings and subheadings where necessary.

Further on, Chapter Three dealt with the methodology used to guide data collection and analysis. It provided details on the population, sampling procedures and data collection processes. Chapter Four focused on the analysis of the collected data, presentations of results and discussion of the findings. The presentation was done by objective by objective in order to enhance ease of reading and comprehension. Chapter Five climaxed the study. It constituted summaries of the study and conclusions. Also catered for in Chapter Five were the recommendations and suggested areas for further research by researcher.

CHAPTER TWO

LITERATURE REVIEW

The study seeks to examine tutors' perception of principals' effective instructional supervision in the Colleges of Education in Ghana. This chapter consists of reviewing of literature. The review adopted the selective approach and so focused on the journals and articles which are relevance to this work. The following is the outline of the areas covered in this chapter:

1. Concepts and Definition of Supervision and Instructional supervision
   i) Definitions of supervision
   ii) History of supervision
   iii) Overview of supervisory approaches
   iv) Classification of school supervision
   v) Definition of instructional supervision
   vi) Basic principles of educational supervision
   vii) Roles of instructional supervisors
2. Conceptual Framework.
3. Theories Underpinning Instructional Supervision:
   i) The role theory
   ii) Psychological Theory of Supervision
      a) Essentialism b) Experimentalism c) Existentialism
4. Empirical Review
   i) Skills and abilities of principals' instructional supervision
   ii) Roles and functions of principals' instructional supervision

iii) Gender difference in tutors' perception of instructional supervision

iv) Difference of tutors' years of experience

v) Challenges of instructional supervision

The Concept of Supervision and Instructional Supervision

Definitions of Supervision

Supervision is a broad term that has been defined by so many experts due to its myriad of comprehension and familiarity with aspects of the framework and also analysis of its content as opined by Allan (1990). In order to attain an intense understanding and meaning of this concept, this work must look at it from diverse sources. According to Pajak (2003), supervision is the act of supervising people, activities or places to make sure that things are done properly. Kutsyuruba, (2009) also defined it as an evaluation tool reduced to the possibility of nurturing collegiality, collaboration, and reflective practice.

In the same light, Good and Brophy (1997), formally defined supervision as the relationship between senior and junior member(s) of a profession that is evaluative, extends over time, serves to enhance the skills of the junior person, monitors the quality of the services offered by the junior person, and acts as gatekeeping to the profession. That is, they indicated that supervision is watching over an activity, a job or people to ensure things are done correctly.

From the educational point of view, Glatthorn (1990), perceived supervision as the 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. That is, he was of the view that, supervision in broad terms basically refers to the professional guidance and support provided by one as the education manager. Adding to it, Daresh (2007), defines supervision as a dynamic process that leads to studying and improving all factors that affect the education situation. To Daresh, supervision must be considered from the holistic point of view.

Other experts who viewed supervision from the hierarchical perspective are Bernard and Goodyear. Bernard and Goodyear (2008), defined supervision as an intervention that is provided by a senior member of a profession to a junior member or members of that same profession. To him, this relationship is evaluative, extends over time, and has the simultaneous purposes 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 gatekeeper of those who are to enter the particular profession". In a like manner, Kadushin (1992) viewed supervision as the 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 to the supervisor administrative, educational and supportive functions in interaction with the supervisee in the context of positive relationship.

In contrast, other experts perceived supervision in a different way that directly opposed the hierarchical view of it. That is, they saw supervision to be collaborative and supportive. Among them are Holland and Adams (2002), who were of the view that the right supervision support teaching and professional development, enhances personal and collaborative enquiry,

promotes critique, and contributes to an evolving pedagogy. Acheson and Gail (2003) viewed supervision as not being autocratic but collaborative and interactive, and also not directive but democratic.

From the definitions stated above, it can be deduced that supervision is directing and guiding an individual or a group of people to effectively carry on a particular task in order to achieve organizational goals. This concept is really important in the social environment of individuals. This is needed in every organization or educational institutions. This process is referred to as school supervision when implemented in the educational sector.

The History of Supervision

Supervision, as a field of educational practice with openly defined roles and responsibilities, did not exist in a vacuum. Reasonably, supervision materialized gradually as a separate practice, always in relation to the institutional, academic, cultural, and professional dynamics that have traditionally generated the multifaceted agenda of schooling. With regards to this, in colonial New England, supervision of instruction began as a process of external inspection in which one or more local citizens were appointed to inspect both what the teachers were teaching and what the students were learning. The inspection theme was to remain firmly rooted in the practice of supervision.

According to Lee, Dig and Song (2008), many developed countries such as United Kingdom (UK) and United States have given much more attention to inspection than school supervision. De Grauwe (2007), indicated that the Inspectorate of Education had originated from France under Napoleon's Regime at the end of the 18th century, and other European

countries followed the idea in the 19th century. For example, in UK, the first two inspectors of schools were appointed in 1883 (Shaw, Newton, Aitkin & Darnell, 2003) and in the Netherlands it was started in 1801 (Dutch Education Inspectorate, 2008). The terms "inspector" and "inspection" are still being used in various developed and developing countries, including United Kingdom (UK), United States, some European countries and some African countries such as Lesotho, Senegal, Tanzania and Nigeria (Grauwe, 2007). However, other developing countries such as Nigeria and Ghana are no more making use of the term inspection but rather supervision as it is generally known.

Basically, in order to ensure efficiency and accountability in the education system, inspection and supervision were used as pivotal tool. Later adherents of the terminologies of inspection and supervision are used by different countries in different ways. As indicated by Tyagi (2010), inspection is a top-down approach which is focus on the assessment and evaluation of school improvement based on stated standards, while supervision focus on providing guidance, support and continuous assessment to teachers for their professional development and improvement in their teaching- learning process. Nevertheless, since the demand of teachers for guidance and support rendered from supervisors has increased from time to time, some countries changed the terminology and preferred the term "supervisor" over that of "inspector". Some countries have recently developed more specific terminologies: Malawi, uses "education methods advisor", and Uganda "teacher development advisor" (Grawue, 2007).

In Ethiopian education system, the concepts of "supervision" and "inspection" have often been changed and the cause was not clearly pedagogical (Haileselassie, 2001). Haileselassie (2001), indicated that, educational inspection was practiced for the first time in the year 1942, then it was changed to supervision in the late 1960s, again to inspection in mid 1970s and for the fourth time it shifted to supervision in 1994. He stated that apart from perhaps political decisions, one could not come up with any sound educational and pedagogical rationale to justify the continuous shift made in the name. However, there were no significant changes in either the content or purpose and functions as the names keep fluctuating as stated by Haileselassie (2001).

From 1994 onwards, supervision has been practiced in Ethiopia decentralized educational management. According to Education and Training Policy (1994), educational supervision is recognized at the center (Ministry of Education), Regional, Zonal, District (Woreda) and School levels. Instructional supervision at school level is practiced by principals, deputy principals, department head, and senior teachers.

In view of Haileselassie (1997), the functional and proper sense of educational supervision depends on the supervisory operation made at the ordinary level, which is school level. Subject-area instructional supervision has been practiced in all schools of Addis Ababa since the beginning of 2004 as a result of this. The major responsibilities of subject-area instructional supervisors in Addis Ababa according to Alemayehu (2008), include; examining and reporting the programs, organization and management of the teaching-learning activities, developing and presenting alternative methods

used to improve instructional programs, guiding and monitoring schools and teachers, preparing and organizing professional trainings, workshops, seminars, etc.; monitoring and supporting the mentoring (induction) programs for beginner teachers, and providing direct assistance and performing instructional and managerial activities in schools with teachers and principals by organizing and implementing clinical, collegial, peer coaching and cognitive coaching techniques of instructional supervision, etc.

Overview of Supervisory Approaches

Even though many supervisory approaches are collaborative in nature, for decades, supervisory of instruction has been viewed entirely as an inspection issue (Blasé and Blasé, 1998). Sergiovanni (1992), termed supervision as a ritual they (supervisors and teachers) participate according to well established scripts without much consequence. This author continued that currently, supervision as inspection can be considered as an artifact of the past, a function that is no longer tenable or prevalent in contemporary education. He explained that, this type of supervision caused negative stereotypes among teachers, where they are viewed as subordinates whose professional performance was controlled even though it has functioned for quite a number of years. Seconding this view, Anderson and Snyder (1993), opined that because of this, teachers are unaccustomed to the sort of mutual dialogue for which terms like mentoring, peer coaching collegial assistance are coming in to use.

It should be obvious however that, traditional supervisory approaches should not be completely aloof because supervisory authority and control are essential for professional development. Having similar ideology, Mitchell and

Sackney (2000), clarified that, much of past practice is educationally sound and should not be discarded. Having said this, it is important to distinguish instructional supervision from evaluation. Some authors (Poole, 1994; Zepeda, 2007) described the former as a formative approach and the later as a summative approach. To Poole (1994), "instructional supervision" is a formative process that emphasizes collegial examination of teaching and learning. With this in mind, participants in the supervision process plan and implement a range of professional growth opportunities designed to meet teacher's professional growth and educational goals and objectives at different levels.

However, "Teacher evaluation" is a summative process that focuses on assessing the competence of teachers, which involves a formal, written appraisal or judgment of an individual's professional competence at specific time (Poole, 1994). Sergiovanni and Starratt, (2007), stipulated that the supervisory (formative) and evaluative (summative) processes should move together. Despite the fact that supervision is essential for teachers' professional growth, evaluation is also necessary to determine this growth and teacher effectiveness (Kutsyuruba, 2003; Wareing, 1990).

The commonly used approaches to evaluation are administrative monitoring, report writing, checklists, and self-assessment. In contrast, approaches to supervision are categorized as clinical supervision, peer coaching, cognitive coaching, mentoring, self-reflection, professional growth plans, and portfolios (Alfonso & Firth, 1990; Clarke, 1995; Poole, 1994; Renihan, 2002; Sergiovanni & Starratt, 2007; Zepeda, 2007). Applying diverse supervisory approaches is crucial in giving choices to teachers and

also important in the provision of choices to the administrators and schools (Kutsyuruba, 2003). Each of the supervisory approaches is discussed as follows.

Clinical Supervision

This approach to supervision is the supervisors' face- to- face contact with teachers with the aim of improving instruction and increasing professional growth (Sergiovanni & Starratt 2007). That is, it is a sequential, cyclic and systematic supervisory process which involves face-to-face interaction between teachers and supervisors designed to improve the teacher's classroom instructions (Kutsyuruba, 2003). In view of Snow-Gerono (2008), the objective of clinical supervision is to provide support to teachers (to assist) and progressively to increase teachers' abilities to be self-supervising.

Adding to it, Sergiovanni and Starratt (1993), view "Clinical Supervision" as a specific cycle or pattern of working with teachers. As mentioned earlier, Harris (1985), viewed clinical supervision as partnership inquiry in which the person assuming the role of supervisor functions more as an individual with experience and insight than as an expert who determines what is right and wrong. The structure of clinical supervision includes pre-observation conference, class room observation, analysis and strategy, supervision conference, and post-conference analysis (Goldhammer, Anderson & Karjewski, 1980).

Clinical supervision is formally applicable with; inexperienced beginning teachers, teachers experiencing difficulties, and experienced teachers who are in need of improving their instructional performance.

According to Sergiovanni and Starratt (2007), clinical supervision is typically formative than summative in its evaluative approach in order to enable beginning teachers collaborate to research their practices and improve their teaching and learning. Consequently, Sergiovanni and Starratt, described the focus of clinical supervision as not being on quality control, rather on the professional improvement of the teacher that guarantees quality of teaching and students' performance.

Collaborative Supervision

Collaborative approaches to supervision are mainly designed to help beginning teachers and those who are new to a school or teaching environment with the appropriate support from more experienced colleagues. As a result, these colleagues have ethical and professional responsibilities of providing the required type of support upon request (Kutsyuruba, 2003). Collaboration and collegially are very important in today's modern schools. According to Burke and Fessler (1983), teachers are the central focuses of collaborative approach to supervision.

In this regard, a teacher who needs collegial and collaborative support should realize that, the needs do not exist for professional growth, and that feedback from colleagues and other sources should be solicited in order to move toward improvement (Burke & Fessler, 1983). The major components of collaborative approaches to supervision which are especially needed for beginner or novice teachers are: peer coaching, cognitive coaching and mentoring (Showers & Joyce, 1996; Sergiovanni & Starratt, 2007; Sullivan & Glanz, 2003; Kutsyuruba, 2003).

Peer Coaching

Peer coaching, according to Sullivan and Glanz (2000), is defined as the ways in which teachers help teachers to reflect on and improve teaching practice and/or implement particular teaching skills needed to implement knowledge gained through faculty or curriculum development. The term coaching is introduced to characterize practice and feedback following staff development sessions. According to Singhal (1996), supervision is more effective if the supervisor follows the team approach. This would mean that the supervisor should have a clear interaction with teachers and group of teachers, provide an open, but supportive atmosphere for efficient communication, and involve them in decision making.

The goal of coaching as described by Sergiovanni and Starratt (2007), is to develop communities within which teachers collaborate to honor a very simple value, when we learn together, we learn more, and when we learn more, we will be more effective in serving our students. Thus, peer coaching provides possible opportunities to beginner teachers to refine teaching skills through collaborative relationships, participatory decision making, and immediate feedback (Bowman & McCormick, 2000; Sullivan & Glanz, 2000). In this regard, research findings showed that beginning teachers rated experienced teachers who coached than as highly competent and the process itself as very necessary (Kutsyuruba, 2003).

Cognitive Coaching

According to Costa and Garmston (1994), cognitive coaching refers to a nonjudgmental process built around a planning conference, observation, and a reflecting conference. Cognitive coaching differs from peer coaching in that

peer coaching focuses on innovations in curriculum and instructions, whereas cognitive coaching is aimed at improving existing practices (Showers & Joyce, 1996). As Beach and Reinhartz (2000), described, cognitive coaching pairs teacher with teacher, teacher with supervisor, or supervisor with supervisor, however, when two educators are in similar roles or positions, the process is referred as peer supervision. The writers further identified three components of cognitive coaching: planning, lesson observation, and reflection.

Costa and Garmston (1994) described three basic purposes of cognitive coaching, namely; developing and maintaining trusting relationship, fostering growth toward both autonomous and independent behavior and promoting learning. In a cognitive coaching process, teachers teach each other, build mutual trust, and encourage each other in order to reach at a higher level of autonomy, the ability to self-monitor, self-evaluate, and self-analyze (Garmston, Linder & Whitaker, 1993).

Mentoring

Mentoring as defined by Sullivan and Glanz (2000), is a process that facilitates instructional improvement whereby an experienced educator agrees to provide assistance, support, and recommendations to another staff member. Mentoring is a form of collaborative (peer) supervision which is focused on helping new teachers or beginning teachers to successfully learn their roles and establish their self-images as teachers figure out the school and its culture, and understand how teaching unfolds in real class rooms (Sergiovanni & Starratt, 2007). Sullivan and Glanz (2000), stated the works of mentors as; the mentor can work with a novice or less experienced teacher collaboratively,

nonjudgmentally study and deliberate on ways in which instruction in the class room may be improved, or the mentor can share expertise in a specific area with other educators. Mentors are not judges or critics, but facilitators of instructional improvement.

All interactions and recommendations between the mentor and staff members are confidential. Research projects and publications revealed that mentoring has clear connections with supervision and professional development which serve to augment the succession planning and professional development of teachers (Reiman & Thies-Sprinthall, 1998). In addition, Sergiovanni and Starratt (2007), described that the emphasis of mentoring on helping new or beginner teachers is typically useful for mentors as well. By helping a colleague (beginner teacher), mentors are able to see their problems more clearly and learn ways to overcome them. As a result, mentoring is the kind of relationship in which learning benefits everyone involved.

Self-Reflection

Glatthorn (1990), stipulated that self- directed development is a process in which a teacher systematically plans for his or her own professional growth in teaching. Adding to it, he described that, the most ideal approach for teachers who prefer to work alone or who, because of scheduling or other difficulties are unable to work cooperatively with other teachers is the self-directed approaches. This is important because the educational sector continues to change, and for teachers to meet up with this demand, they should have a professional and ethical responsibility to reflect on what is happening. Thus, they can participate in collective reflection practices such as peer coaching, cognitive coaching, or mentoring, as well as self-assessment

reflective practices (Kutsyuruba, 2003). Sergiovanni and Starratt (2007), considered this option to be efficient in use of time, less costly, and less demanding in its reliance on others. Thus, the writers indicated that teachers under self-directed supervision work alone by assuming responsibility for their own professional development.

Portfolios

A teaching portfolio as defined by Riggs and Sandlin (2000), is a process of supervision whereby teacher compiled collection of artifacts, reproductions, testimonials, and student work that represents the teachers' professional growth and abilities. Teachers take ownership of the evaluation process when they actively participate in their own development and supervision (Kutsyuruba, 2003). The best way for teachers to actively participate in such practices is the teaching portfolio (Painter, 2001). A portfolio, according to Zepeda (2007), is an individualized, ongoing record of growth that provides the opportunity for teachers to collect artifacts over an extended period of time. Sergiovanni and Starratt (2007), added to it that, the intent of portfolio development is to establish a file or collection of artifacts, records, photo essays, cassettes, and other materials designed to represent some aspect of the classroom program and teaching activities. As Sullivan and Glanz (2000), stated, portfolio documents do not only make teachers practices innovative and effective, but also it is a central road for teachers' professional growth which is done through self-reflection, analysis, and sharing with colleagues through discussion and writing.

Classification of School Supervision

According to Adu, Akinloye and Olaoye (2014), there are two classification of school supervision and these are:

Instructional Supervision: This focuses on the activities which are carried out in educational institutions with the purpose of making the teaching and learning activities better and more result oriented for the learners.

Administrative Supervision: This deals with the mobilization and motivation of the staff in the school towards effective performance of their duties and responsibilities.

Definitions of Instructional Supervision

Instruction refers to relatively formal classroom context, whereby the learning of particular skills and concepts are central. The function of instruction is done by teacher and whole learning is done by students (Fleming & Levie, 1978). Good and Brophy (1997), also define instruction as the giving of orders or telling someone how to do something or give advice and information about how to do or use something. Adding to the definition of instruction, Tamakloe, Atta and Amedahe (1996), affirm that instruction is giving orders to be followed; it is the activity involved in teaching, creating situations to facilitate learning and motivating learners to have interest in what is being taught. In view of Dunn and Dunn (1993), instruction is seen as both human and material variables so that while the teacher may not be physically present, instruction through materials or other group experiences can go on. For example, recreating, utilizing the environment and practicing what is to be learnt. This process can be termed as individualized instruction.

Merging the meaning of supervision and instruction, many experts in educational administration see instructional supervision to consist of so many activities or directions that is geared toward the attainment of educational goals or objectives. To most of these experts, instructional supervision are behaviour which are officially designed by educational institutions that directly affects teacher behaviour in a way to facilitate pupils learning and achieve the goals of the organization (Archibong, 2012). Adding to it, Harris (1985), defines instructional supervision as what school personnel do with adults and things to maintain or change the school's operations to promote pupils learning. He asserted that, supervision is instructional related but not highly people related and is directed towards maintaining the teaching and learning process of the school. To Haris (1985), instructional supervision must be capable of producing certain outcomes.

Bringing out the meaning of instructional supervision, Musaazi (1982), on his part opined that instructional supervision emphasizes on the enhancement of instruction. He defines it as a process that directs one to redefined goals due to human dynamics for learning. With this, co-operative efforts are made to arrest teaching and learning problems and the required solution sought for improving performance. Pfeiffer and Dunlap (1982), who were more humanistic, were of the view that supervision of instruction is a multifaceted, interpersonal process that deals with teaching behavior, curriculum, learning environments, grouping of students, teacher utilization, and professional development. Zepeda (2007), again defined instructional supervision as that which aims to promote growth, development, interaction, fault-free problem solving, and a commitment to build capacity in teachers.

That is to him, instructional supervision is the act of working professionally with teachers to determine what works best in the classroom and what needs to be improved.

In addition to the experts definition of instructional supervision, the Dictionary of Education defines instructional supervision to be all efforts designated to school officials towards providing leadership to teachers and other educational workers in the improvement of instruction; involves the stimulation of professional growth and development of teachers, the selection and revision of educational objectives, material of instructions and methods of teaching and the evaluation of instruction.

Basic Principles of Educational Supervision

The basic principles of educational supervision include the following:

Purposiveness: The need for a set purpose makes it mandatory for the agents concerned with the exercise to determine at the beginning of a teaching programme what is to be considered "poor" or "excellent". This will enhance objectivity and productivity.

Plan: Supervision of instruction must be planned. The supervisor should know how, when, what and where to launch his activities.

Diversity: Supervisor should give room for the diversification of supervision. He or she should allow for intelligent creativity since too much control or coercion could lead to formalism and resentment and may create confusion.

Dialectical Relation: Supervision should be cyclic in nature. It should provide a feedback both to the teachers as well as to the supervisor. The democratic and cooperative nature of supervision should be geared towards making the teacher become cognizant of the need for improvement.

Code of Conduct: Supervisor should ensure that he/she appears decent, responsible and respectable that he is punctual to school, arriving in time, take part in the morning assembly, that he/she introduces himself/herself to the school head explaining the purpose of his visit, and that he concentrates on the particular aspect of the school he/she intends to inspect thus avoiding the tradition to cover too wide ground in a day.

Principles of Safe and Healthy Environment: The school environment should be conducive for effective teaching-learning activities. The supervisor could do a lot to make the office, school compound a happy place for both teachers and students if he sets the right tone by creating a healthy environment. Principle of Adequate Information for Employees: Newly recruited staffs need to know the history, objectives, roles, operation and career policies of the organization as contained in the organization's handbook. He should have access to the annual report and condition of service. The supervisor should tell the new staff his/her specific schedule of duties, level of authority and his/her immediate supervisor. He or she needs to be adequately informed about when, where and how he gets paid, the resumption and closing hours of work, the break period, annual leave, casual leave etc.

Principle of Guidance: The supervisor owes it a duty to guide job incumbents on how, what, where and when to carry out their duties. This is ensured through close monitoring and supervision. Personality improvement is important in an organization because it seems to reflect the image of the organization for which they work.

Principle of Effort Recognition and Reward: Recognition and reward for good work done when carried out promptly and publicly serves as morale booster for other staff. According to Opinmi (2011), the following are some ways in which the supervisor could acknowledge the good work of his staff:

a. Prompt acknowledgement and recognition of job in the presence of others.
b. Follow up with a formal letter of commendation and making sure that the letter is put into his/her personal file.
c. Giving a certificate of merit to such a staff.
d. Giving a bonus of cash reward.
e. Giving some incremental credits in the salary.
f. Recommendation for promotion to the next grade level.

Principle of Constructive Criticism: The main task of the supervisor is to motivate his staff to operate at their fullest possible capacity. Criticism should be done constructively and privately while good work should be recognized. Poor work deserves some attention as well.

Principle of Liberality*:* Opportunities should be created for subordinates to aspire to leadership position. In fact, subordinates should see themselves as supervisors-in-training. At times, responsibilities should be delegated to ensure sense of responsibilities and belongingness on the parts of the subordinates.

Principle of Encouragement: The supervisor owes it a duty to encourage the staff to thirst for new knowledge and continue to search for new ways of carrying our duties. This is because it has a multiplier effect on both the supervisor and the organization. Education is all-time to enable the staff solve

new problems. This is done through reading, discussion with senior colleagues, seminars, workshops, trainings, re-training programmes etc.

Principle of Networking: A good supervisor develops team spirit and networks with other supervisors or senior officers within or outside the organization to tap from their wealth of experience. This will help him/her to perform better.

Principle of Objectivity: Both internal and external supervisors should be objective in their sense of judgment and decision-making process. Objectivity will endear them to their subordinates.

Principle of Tack: This principle stipulates that diplomacy is necessary in dealing with subordinates and super ordinates. Open confrontation which may degenerate into act of insubordination should be avoided as much as possible.

Roles of Instructional Supervisors

Instructional supervisors assume a wide range of roles to support school and student success. Whether these roles are assigned formally or shared informally, they build the entire school's capacity to improve. The following 10 roles are a sampling of the many ways' teachers can contribute to their schools' success.

Resource Provider: Supervisors (principals) help their subordinates or tutors by sharing instructional resources. These might include Web sites, instructional materials, readings, or other resources to use with students. Some principals also share professional resources such as articles, books, lesson or unit plans, and assessment tools.

Instructional Specialist: As a supervisor who serves as an instructional specialist, he helps and coordinates his tutors in the implementation of

effective teaching strategies. This help provided by the supervisor might include ideas for differentiating instruction or planning lessons in partnership with fellow teachers. Instructional specialists might study research-based classroom strategies (Marzano, Pickering, & Pollock, 2001), explore which instructional methodologies are appropriate for the school, and share findings with his or teachers or tutors.

Curriculum Specialist: Instructional supervisors need to be abreast with the curriculum that is being used by your institution. This involves understanding content standards, how various components of the curriculum link together, and how to use the curriculum in planning instruction and assessment is essential to ensuring consistent curriculum implementation throughout a school. Curriculum specialists lead teachers to agree on standards, follow the adopted curriculum, use common pacing charts, and develop shared assessments.

Classroom Supporter: As a supervisor, you need to play the role of being a classroom supporter. This involves working inside classrooms to help teachers implement new ideas, often by demonstrating a lesson, co-teaching, or observing and giving feedback. This can also be done when other tutors or teachers are involved. This is because Blase and Blase (2006), found that consultation with peers enhanced teachers' self-efficacy (teachers' belief in their own abilities and capacity to successfully solve teaching and learning problems) as they reflected on practice and grew together, and it also encouraged a bias for action (improvement through collaboration) on the part of teachers.

Learning Facilitator: Facilitating professional learning opportunities among staff members is another role for teacher instructional supervisors. When teachers learn with and from one another, they can focus on what most directly improves student learning. Their professional learning becomes more relevant, focused on teachers' classroom work, and aligned to fill gaps in student learning. Such communities of learning can break the norms of isolation present in many schools (Killion, 2001). To Killion, it begins with identifying student learning needs, teachers' current level of knowledge and skills in the target areas, and types of learning opportunities that different groups of teachers need.

Mentor: Supervisors (Principals**)** who serve as a mentor for novice teachers is a common role. Mentors serve as role models; accustom new teachers to a new school; and advise new teachers about instruction, curriculum, procedure, practices, and politics. Being a mentor takes a great deal of time and expertise and makes a significant contribution to the development of a new professional.

School Leader: Being a school leader means spearheading in most of the committees in the institution, such as a school improvement team; acting as a grade-level or department chair, supporting school initiatives, or representing the school on community or district task forces or committees. As a school leader or supervisor, you must share the vision of the school; align your professional goals with those of the school and district, and shares responsibility for the success of the school as a whole.

Data Coach: Although teachers have access to a great deal of data, they do not often use that data to drive classroom instruction. Teacher leaders or instructional supervisors can spearhead conversations that engage their

teachers or tutors in analyzing and using this information to strengthen instruction.

Catalyst for Change: Teacher leaders or supervisors can also be catalysts for change, visionaries who are never content with the status quo but rather always looking for a better way (Larner, 2004). Principals who take on the catalyst role feel secure in their own work and have a strong commitment to continual improvement. They pose questions to generate analysis of student learning.

Learner: Among the most important roles teacher leaders or supervisors assume is that of learner. Learners model continual improvement, demonstrate lifelong learning, and use what they learn to help all students achieve.

In addition, Woolfolk and Hoy (2003), qualified a good supervisor as one who is fair with all his subordinates, issues clear instructions, appreciates good work and initiative, help in overcoming staff or student difficulties, and does not accuse or criticize anyone in public. All these help staff or students feel themselves as partners in the job to develop self- confidence. Armstrong (2004), added that for a good supervisor to achieve effective work, he must be a visionary leader, must have a clear defined and well communicated sense of purpose expressed in a vision, must have a value system upheld throughout the organization which emphasizes performance, quality and responsibilities of the organization to its stake holders, must have the strategic capacity at senior management level to develop long-range plans for the accomplishment of the organizational mission. He opined that, human resource factors that make supervision effective include; a powerful management team, a well-motivated

skilled and flexible work force, stable and co-operative relationship with employees and the overall quality of working life strategy.

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

Technical skills: to give him the technical knowledge of work to be supervised.

Human skills: this enables supervisors to motivate tutors and understand individual group feelings.

Conceptual skills: the supervisor being able to visualize mentally the entireness of the organization and be able to co-ordinate all parts efficiently.

By inference, the College of Education is a complex structure that requires that; the supervisor no matter where he/she is supervising should acquire these skills.

Owusu (1991), opined that effective supervision is a vital issue in the attainment of institutional mission. The supervisor must exhibit the quality of sharing ideas and working as a team to achieve the goals of the institution. The process of any education system is reliant on effective and efficient supervision of instruction. Adding to this, Haris (1985), indicated that for supervision to be effective it should depend on personnel with specific qualities. The same author maintains that supervisory personnel are those professionals who are engaged in leadership in instructional supervision. These involve superintendents, supervisors, principals, team leaders, department heads and personnel for special services like counselors. In our school, the principal supervisors are the principal teacher and Director of Education.

Instructional supervisors, regardless of the level they are found, should possess certain qualities that will empower them to perform efficiently. These include, qualities like knowledge that is having the academic qualification of a subject area, attaining relevant theories in order to display skills. Supervisors in this case do not rely on only assumptions or common sense alone but are able to blend theories with experience to avoid committing mix-ups. Supervisors should exploit knowledge in the use of various theories and leadership styles since there are many challenges and complicated competitions in the educational system. That is, they must know when to be autocratic, democratic or apathetic in attitude where the situation calls for it.

The instructional supervisor's technical skills should make him exhibit his skills in observing, listening, assessing and evaluating the teacher. As he observes and listens attentively, the teacher will be appreciative of the fact that the supervisor cares. He should demonstrate his skills of system approach to solution of problem; this makes him an expert in the profession. No matter how knowledgeable he is and to what extent he exhibits his technical skills, without good interpersonal or social skills he will not be able to effectively impart these skills. This is so because he must create rapport between him and the teachers, so as to enhance learning situations. When a supervisor combines these three competencies, he is able to give direct assistance to the teachers to build their self-confidence.

On curriculum, by way of revising and modifying the contents to suit present needs, developing human resource would engage staff in in-service training programs on appropriate and current knowledge in the profession. The supervision would have to encourage group decision-making and find

scientific modes of solving problems. These when done by supervisors, each person in the school feels recognized and contribute committedly to achieving the vision of the Colleges of Education.

Conceptual Framework

According to Orodho (2004), conceptual framework defined as a mode of representation where a researcher represents the relationship between variables in the study and depicts them diagrammatically. Hence, in this study, a conceptual framework that captured the variables of the study is depicted in Figure 1.

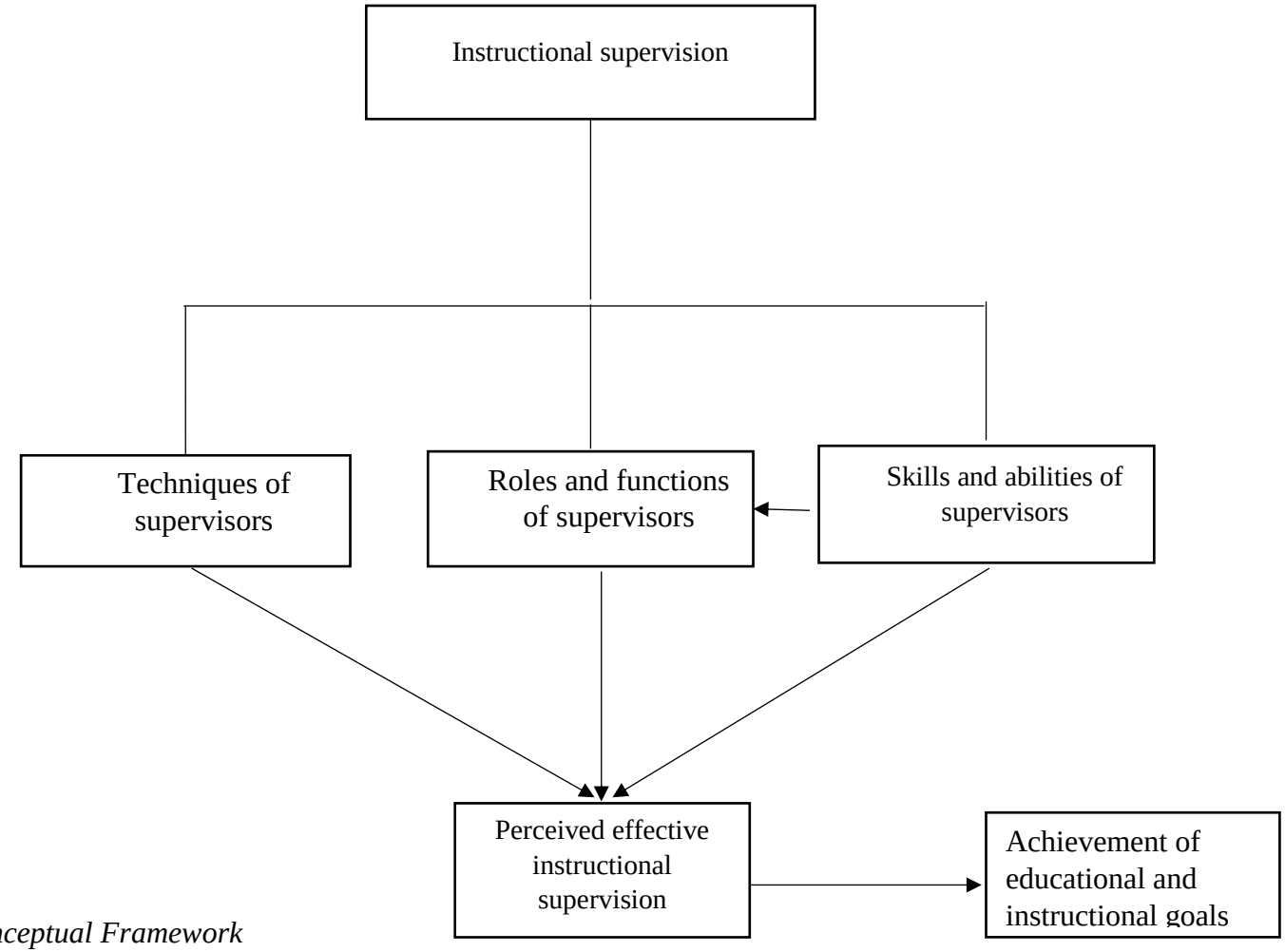

Figure 1: *Conceptual Framework*

Instructional supervision is one of the processes by which school administrators attempt to achieve acceptable standards of performance and results (Peretomode, 2001). Opinmi (2011) together with Adu, Akinloye and Olaoye (2014) identified three major components of effective instructional supervision. These are:

1. Techniques of supervision
2. Supervisory attitudes, roles and functions and
3. Skills and abilities of a supervisor

These three components are perceived to work and interact to achieve acceptable standards of performance and results in educational institutions.

Techniques of supervision encompass information gathering, conflict management, effective communication with staff and simple decision-making process. Improved techniques of supervision are measures of positive supervisory attitudes, which in turn enhance supervision. By demonstrating positive supervisory attitudes, supervisors create or facilitate the creation of a climate where people are willing to co-operate to meet organizational objectives and serve personal needs.

In educational institutions, improvement in positive supervisory attitude of supervisors result in improved perceived effectiveness of instructional supervision among supervisees. That is, effective techniques of supervisors' results in improved perceptions of supervision from supervisees point of view. This enjoins the supervisees to cooperate with school authorities to improve the outcomes of instructional supervision. Improvement in the outcomes of instructional supervision then leads to improved job

performances in tutors which translate into improved achievement of educational goals.

To be able to execute effective techniques to enhance instructional supervision, certain skills and abilities are essential. These include good interpersonal relationship skills, conceptual ability, effective communication skills and control. For example, effective supervision requires a supervisor to be able to understand relationships between people, their individual needs, perceptions, attitudes and behaviour. By noting the individual differences of these various inter-personal skills, the appropriate instructional supervision technique would be employed which will contribute to achieving set goals and objectives of the institution. Also, the skillful execution of roles and functions as supervisors contribute to improvement in perceived effectiveness of instructional supervisions, which in tend leads the achievement of educational goals.

Theories Underpinning the Study

The Role Theory

The theory underpinning the study is the role theory which describes an individual's behaviour within a group or an organization that is the behaviour a person puts up in an organization. With this notion, Katz and Kahn (1978), and Huse (1980), provided a basis for understanding how and why a person behaves a certain way within a group or organization. Huse (1980), was of the view that each individual within an organization has a unique set of characteristics and the role filled by the individual provides the building block, or link, between the individual and the organization. Huse asserted that behaviour is the manifestation of a person's response to both

external and internal expectations. If a person does not understand the expectations of a role, a person experiences role ambiguity (Huse, 1980). To Katz and Kahn (1978), people get to know others through their actions, and these actions are seen by the role they are presently playing. Katz and Kahn (1978), described role conflict as a situation involving expectations that a person either has difficulty complying with or will not fulfill for some reason. When a role involves expectations that a person has difficulty fulfilling, role conflict results.

In relation to this theory, instructional supervisors in Colleges of Education more or less encounter role conflict and ambiguity, and this basically happens when there is a failure in school systems in the production of clear job descriptions for the positions the supervisors hold. As an instructional leader, the principal is supposed to be in charge of their respective colleges and ensure that tutoring and learning is taking place smoothly. Some principals nevertheless face hindrances in the sense that tutors have perception that either support or contradict the supervisory roles.

The Psychological Theory of Supervision

Another theory underpinning this study is psychological theory of supervision discovered by Planturroot (2006). Informed by Planturroot, every organization is made up of a body of people where one person stands out as the leader and supervises the rest of the body. This person is generally appointed by someone or the group. Every organization goes through transitional process and for this to be purposeful and successful, there should be someone to oversee it. The supervisor becomes the overseer in most

organizations and many times envoys duties to the members of the organization.

According to Planturroot (2006), supervisors in educational institutions seek to improve schools, classroom instruction, and the growth of the organizational body by using one or more of the three philosophies namely: essentialism, experimentalism and existentialism. These three philosophies direct the means at which the supervisor oversees the body of the members of the organization. This study was built on the three philosophies because the strengths of each are useful for the principals' instructional supervisory roles. These philosophies also foil each other in their limitation, bringing in a positive merge for instructional supervision in school.

Essentialism

This is the traditional approach to education, which strives to instill students with the essentials of academic knowledge and character development as the name denote. The term essentialism as an educational philosophy was originally propagated in the 1930s by the American educator William Bagley (1874-1946), as a result he is the first person to advocates this philosophy. Essentialism is stranded in a conservative philosophy which accepts the social political and economic structure of the society. It opposes that schools should not try to drastically restructure society, but rather produce students who fit into the model of the society. Essentialists contend that schools should diffuse the traditional moral values and intellectual knowledge that students need to become model citizens. They were also of the view that classrooms should be controlled by the teacher who preferably serves as an intellectual and moral role model for the students. When this done, the

teachers or administrators decide what is most important for the students to learn and place little emphasis on students' interests. Essentialist teachers focus heavily on achievement test scores as a means of assessing students' progress.

This philosophy is relevant to supervision because it highlights principals as the people who teach truths about teaching and learning of teachers (tutors). To them, the most knowledgeable educators about curriculum and standards are principals who serve as instructional supervisors. Principals acquired this expertise through training and experience. Principals in this regard help teachers (tutors) through direct control to develop analytically in distributing tested knowledge through tested methods to the students. Hence, tutors get direct assistance from principals through clinical supervision where the principal uses observation to guide individual teachers. An instructional supervisor who buys in the essentialist philosophy meets individual tutors to help them grow and develop in their instructional practices. This philosophy is principally imperative for principals when working with new tutors in their colleges and for motivating tutors with specific teaching needs.

Experimentalism

The experimentalism philosophy was propounded by John Dewey (1859-1952), when he rejected the essentialist philosophy and practice of traditional education. He had background in philosophy and psychology when he entered the field of education as a liberal social reformer. In 1896, Dewey founded the famous Laboratory School as a testing ground for his educational ideas while a professor at the University of Chicago. According to Dewey,

experimentalism is centered on human experience and asserted that man behaved out of habit, and change often led to unexpected outcomes. To him, as a man struggle to understand the results of change, he is forced to think creatively in order to resume control of his changing environment. This thinking faculty helps human beings to understand and connect with the world around them. Thus, students are helped through the instruction of teachers to use their thinking faculty to understand their environment.

In view of Dewey, education should be built on the principle of learning through doing**,** in that if a hypothesis was tested and the results were true it was tentatively true. On repeated experimentation with the same results the hypothesis became real. Experimentalists believe that the environment keep changing and what was today may not be tomorrow and so doing, they do not claim absoluteness. With this understanding, Glickman, Gordon and Ross-Gordon (2010), sided with Dewey by saying that a new situation and a different approach may alter yesterdays' reality. Experimentalists describe man's wisdom as the ability to understand how the environment affects oneself and how one might affect it that is the interplay of man and the environment. Thus, Experimentalist sees knowledge as a result of the interaction between the scientific people in this case a tutor and his/her students. In applying this to supervision, Dewey observed that teachers need to learn the truths of their time, but they should not rest content with that parcel of knowledge but discover and apply new ones.

With this, principals who are the immediate supervisors of tutors should view schools and colleges as laboratories for working with teachers and tutors to achieve collective ends that will help everyone. Principals do not

only convey age-old wisdom they also convey evolving knowledge and are guiders of trial and error exploratory learning. Planturoot (2006), clarified that supervisors continues to hold on to his or her goals of school improvement, classroom instruction, and organizational growth when a he or she uses experimentalisms approach. That is, principals should engage tutors in his or her instructional supervision strategies such as planning and execution of the planned instructional supervision programs. Collegial supervision is preferred method where principals work with tutors to explore the best and relevant instructional practices. Because supervision encourages the involvement, and collective action of teachers it becomes developmental in nature. In this instance instructional supervisor who utilizes the experimentalist approach, allows tutors to test old ideas and try new ones, and this enable tutors and students to grow while at the same time improving classroom instruction. When there is improvement in classroom instruction improvement of students' academic achievement is certain. When this achieved, tutors would perceive their supervisors to be effective.

Existentialism

As the first two philosophies of education (essentialism and experimentalism) discussed were rejected, the existentialism school of thought also emerged. Existentialism was emerged in nineteenth century in Europe. This philosophy was propounded by diverse thinkers such as Soren Kierkegaard (1813-1855), and Fredrick Nietzsche (1811-1900). They contend that, the unique concerns of each individual were not adequately respected by the essentialist and experimentalism. According to this school of thought, the only reality that exists is one's own existence hence there exists no universal

form of human nature. Human dignity and worth are of greatest importance and that human beings are the source and dispensers of all truth. With this understanding, one gains respect for all human beings and their uniqueness. Human relations become very important in upholding individuals' worth and protecting individuals' rights to enable each one learns their own truth. To the existentialist, humans are totally free not to be shaped by others or restricted by the changing times in the sense that their capacity to form their own destiny are held within themselves (Glickman, Gordon & Ross-Gordon, 2010).

In applying existentialism to instructional supervision individual tutors are respected for their individual choice. Due to this, principals provide environments that enable tutors to explore their own physical and mental proficiencies. As part of them, principals also help protect the rights of tutors to self-discovery and meet the tutors as people of full importance. Instructional supervisors in these instances should understand that learning is self–paced, self-directed which involves great deal of individuals contact with the tutors. The non-directional informational strategy approach is employed by the instructional supervisor applying the existentialism philosophy and this where he or she listens to staff and offer help when needed. In this type of approach, the schools and colleges goals and mission must be clear and understood by all.

In conclusion, essentialist who believes in traditional knowledge and methods of teaching gives principals the confidence of being supervisors over tutors as a result of supervisors training and experience. Thus, tutors benefit from the principals through support of tested knowledge and methods. Experimentalism brings in the aspect of collaboration in instructional

supervision. Principals consider tutors and teachers as colleagues and professionals for instructional supervision. The principals therefore, bring in individual teachers and tutors' talents which contribute to successful instructional supervision. Existentialism on the other hand brings in the idea of respect for individualism. In as much as the teachers and tutors receive guidance and support from the principal, collaborate with other teachers in instructional strategies; they have to also know they are responsible of exploiting their own individual creativity in teaching and learning of students. The application of these three philosophies by the principals brings in the three approaches of direct assistance, collegial and non-directional instructional supervision. These approaches complement each other in their strengths and limitations to guide principal's instructional supervision and hence influence student's academic achievement.

Empirical Review

Skills and Abilities of Principals Instructional Supervision

Currently, more attention has been given to instructional supervision in teacher education professional literature. However, few reported studies have specifically focused on desired qualities of instructional supervisors, especially in Third World countries. The study conducted by Zachariah (2013), reports the perceptions of teachers, head-teachers and senior government education officers regarding skills and attributes of internal instructional supervisors in public secondary schools in Kenya. In his study, a sample size of 200 schools was obtained using random sampling technique. Data was collected using questionnaires and semi-structured interview guides. Data was analysed using both quantitative (descriptive statistics) and

qualitative (content analysis) analytical procedures. Findings indicated that ability to lead by example, high integrity, knowledge about delegation, knowledge about public relations, supervisory skills, and competence in teaching subjects were the major desired skills and attributes of internal instructional supervisors.

In addition, head-teachers, as instructional supervisors, should be qualified and experienced teachers. The reported findings are part of a large-scale qualitative and quantitative survey research undertaken in Kenya to determine the perceptions of head-teachers, teachers, and senior government education officers regarding the practices of internal instructional supervision and staff development in Kenyan public secondary schools.

Even though Zachariah (2013), did quite a comprehensive study by using a relatively large sample size two hundred (200), his claim of using random sampling technique in the gathering of this sample size was questionable since he does not indicate the population of schools in Kenya. One cannot conduct random sampling without knowing the total population size.

Similarly, the study conducted by Nyarne (2010), sought to find the perceptions tutors and students held about the leadership behaviours of principals of colleges of education in the Central Region of Ghana. The design for the study was descriptive survey. Tutors and students from the three colleges of education in the Central Region of Ghana constituted the population. In all, the sample size of the study stood at four hundred and seven (407). Seventy-seven (77) tutors were selected by using stratified random

sampling technique while three hundred and thirty (330) students were randomly selected through the lottery method.

Major findings of the study were that, the leadership behaviours of principals promoted good human relations and interpersonal communication. Principals exhibited good, appropriate, and effective administrative behaviours which placed the management of the colleges on a sound footing. Principals were believed to have introduced desirable changes in the colleges which uplifted the images of the colleges. On the contrary, principals were noted to be castigating at tutors and students publicly. Also, principals were aloof towards subordinates who had personal problems. Moreover, principals did not involve tutors in planning new projects and budget for the colleges. Their study based on the findings recommended that; principals need to improve upon their human relations and interpersonal communication skills, consider the views of tutors and students before arriving at final decisions affecting them (tutors and students) and must involve tutors in planning for new projects and budget for the colleges.

The researcher of this study did not clearly define his methodology especially on what informed his choice of seventy-seven (77) tutors for his study. The seventy-seven (77) tutors that were selected as the sample was not adequate considering Krejcie and Morgan's (1970) recommendation, and as a result, the sample was not representative of the population of one hundred fifty-four (154). It is also noted that Nyarne's findings were interesting and of national importance. However, the study area was limited to only one region in Ghana, that is, Central region and this presents an obstacle in generalizing the results to the whole country. As such, a study that widens the scope to all

the five (5) zones covering the entire country is necessary to provide a statistically unbiased findings that can be generalised to the entire population of colleges of education in the country, and this study seeks to do exactly so.

Another study that investigated principals' skills was conducted by Aggrey (2010), at Agogo. This study investigated the effectives of instructional supervision at the Agogo Presbyterian College of Education. Descriptive research design was employed for this study and the population comprised students, tutors and administrators. A sample of one hundred and one (108) students covering all year levels and thirty-six (36) tutors and administrators were used for the data collection. A self-administered questionnaire, an interview guide and observation were used for the data collection. Students and tutors responded to the questionnaires, administrators were interviewed and the observation checklist was used to observe some tutors and students during lesson delivery sessions. Data collected with the three instruments were edited and analysed using descriptive statistical tools such as frequency table and percentages were used to present the results.

The results of the study indicated that tutors had positive perception towards instructional supervision, principals and directors' supervision were conducted periodically, students were regularly assessed based on what they have been taught, and instructional supervision had been effective to a large extent. In spite of the positive results, the study also finds out some loopholes in the instructional supervision practiced in the college and these especially are; districts directors were not as effective as principals' external supervision was not as effective as internal supervision. In all these instances, it was

recommended that everything should be done to ensure the instructional supervision to achieve its ultimate objectives in the College.

With regards to Aggrey's study, although she made use of multiple instruments in the data collection, it appears that the observation method used might make the result biased since the participant being observed can pretend to be very effective which can lead to inflation of the results. Also, the fact that the study was conducted in a single college hinders the generalization of the results and so this study seeks to extend it scope in terms of population so that a wider representative sample can be used for effective generalization to be made.

Roles and Functions of Principals' Supervision

The role of the principals in instructional supervision is key to effective instructional practices and improvement of quality education in any school since it enables students to perform well in their academics. In fact, some studies have revealed principals to be accountable for the results of their students (Sameoi, 2014; Kruskamp, 2003; & Zepeda, 2003). Much light has been thrown on instructional supervision. Below are some studies reviewed.

Starting with the study conducted by Sameoi in 2014, he examined the influence of instructional supervisory roles of the principals on student's academic achievement in Nandi North District, Nandi County Kenya. Sameoi employed mixed method of cross-sectional survey and naturalistic phenomenology as research designs. In the study, participants of one hundred and seventeen (117) were chosen through probability and non-probability sampling procedures. The instruments the researcher used were questionnaires, interview guides and document analysis guide. Descriptive

statistics such as frequencies were used to analyse information obtained from the field and presented in distribution tables of frequency, percentages and pie charts. Qualitative data was categorized into themes guided by research questions and presented in form of narratives and direct quotes.

The results indicated that principals' orient new teaching staff, supervise curriculum timetabling and monitor students' academic progress. They were rated very highly as roles frequently performed. Principals were found to refrain from visiting classrooms for lesson observation and rarely provided in-service training for teachers. The major challenges that faced principals included lack of finances, inadequate staffing, high turnover of teachers and inter-relationship challenges. The study recommended that principals should be setting enough time for instructional supervision in schools. The study further suggested that QASO organize seminars on clinical conferences and collegial methods of supervision. They are also to encourage classroom visitation and giving of feedback to the teachers.

Nzambi in 2012, conducted similar study which investigated the role head-teachers play in instructional supervision in order to improve on students' academic achievement in Kitui District secondary school as it is perceived by their teachers. The objectives of the study included; to determine the role played by head-teachers in instructional supervision as perceived by teachers, to explore strategies that head-teachers can employ to improve on their instructional supervision, to investigate the challenges faced by head-teachers in instructional supervision as perceived by teachers and to examine strategies of coping with challenges faced by head-teachers in their endeavour

to improve instructional supervision as perceived by teachers. Descriptive design was used to carry out the study.

The target population was all the schools in the larger Kitui District. The sample consisted of one hundred and twenty (120) respondents consisting of sixty (60) Heads of Departments and sixty (60) class teachers who were randomly selected from 6 high performing school and 6 low performing schools. The data was collected using a questionnaire with similar items for both the HoDs and teachers. Descriptive statistics such as frequencies and percentages were used to present the findings.

The findings of the study indicated the role played by head-teacher in instructional supervision in secondary schools in Kitui district. About 62.6% of the teachers agreed that head-teachers communicated confidently and provided necessary resources for learning. One of the strategies the head-teachers employed as perceived by 69.7% teachers was eradicated cheating in examination among the students to a very high extent. About 97.0% of the teachers said there was failure of syllabus coverage. About 58.6% of the teachers felt that to some extent the head-teacher encouraged new ideas, planned and executed new in-service courses for teacher professional growth. Another 60.6% of the teachers indicated riots as a challenge that affected the principals in improving instructional supervision. One the suggestion given by teachers (24.2%) on solutions was the government through TSC should employ more teachers.

The following conclusions were drawn from the findings; the head-teacher provided teaching and learning materials necessary resources for learning in the school. The head-teachers eradicated cheating in examination

among the students. The head-teachers encourage teachers to attend workshops, bringing in new ideas and supports creativity, innovation and practice of new skills. Some of the suggestions given by the teachers were plans and executing new in-service courses for professional growth. The following recommendations were drawn from the findings; the head teachers maintained good standards of works to help to meet the set goals for their schools and were able to achieve the institutional set goals. The strategies put in place by the head-teachers, is to employ the right strategies in to order assist in the improvement of instructional supervision. There is need for head-teachers to support the teachers in their professional growth. Suggestions given by teachers in perceiving their head-teachers to be strong instructional leaders were communicated through school goals and interacting with them during classroom performance. Hence allowing them to try new instructional strategies and clearly communicating a vision for the school.

Even though the researcher exhibited fair understanding of research methods, the sample size for his study was not adequate considering Krejcie and Morgan's (1970), recommendation and as a result, the sample was not representative of the population. It is also noted that Nzambi s findings were interesting and of national importance. However, the study area was limited to only one district (Kitui District) and this presents an obstacle in generalizing the results to the whole country.

Also, Kruskamp (2003), examined the perspectives of three high school department chairs and their work at providing instructional supervision to the teachers with whom they work. The study sought to understand the perspectives about supervision of the high school department chairs in three

subject areas Mathematics, Science, and Social Studies all considered high-stakes areas. The purposeful sampling technique was used to select three high school department chairs from one high school in northeast Georgia. Data were collected in semi-structured face-to-face interviews and analyzed using the constant comparative method.

Data from each case were analyzed separately and then across cases in which three common propositions emerged: 1) High school department chairs experienced role conflict and ambiguity relative to providing instructional supervision, 2) The meaning of instructional supervision for the department chairs was intuitive and reflected differentiated approaches, and 3) Constraints, namely time and lack of emphasis, created obstacles for the department chairs. The results of this study indicated that high school department chairs are unaware of their job description, are not given support to practice instructional supervision, and experience both role conflict and ambiguity in the course of completing the work of the department chair position. One implication of this study is that department chairs "negotiate" their roles relative to instructional supervision and have an "intuitive" sense of instructional supervisory practices.

Generally, Kruskamp's demonstrated sound understanding of research methods. For example, the use of non-probability analytical technique (constant comparative method) was appropriate because the sampling procedure was non-probability (purpose sampling). In addition, his discussion of his findings was comprehensive and inciteful. Yet, his attempt to generalize his findings to all high school department chairs was inappropriate because his sampling technique was non-probability and woefully in-adequate.

Gender Difference in Tutors Perception

With regards to studies conducted on gender difference, Tesfaw and Hofman (2013), researched into the relationship between instructional supervision and professional development. The main purpose of their study was to examine the existing perceptions of teachers toward instructional supervision in secondary schools in Addis Ababa, Ethiopia. Their study also explored the differences between beginner and experienced teachers in their attitudes toward and satisfaction with supervisory practices, and (possible) relationships with perceived professional development. The sample size used is two hundred (200) teachers. Independent sample t-test, correlation and regression analyses were used to analyse the data. The results showed no significant difference between male and female teachers in their perception of the actual use of all supervisory approaches, except for actual use of cognitive coaching, t (197, 76) = 1.08, p = .039.

While Tesfaw and Hofman's study was a good attempt at establishing gender differences in teachers' perception on instructional supervision, it is noted that the methodology lacked comprehensiveness, making it difficult for other researchers to replicate their work. For example, these authors failed to outline their population size and the corresponding sampling technique. As a result, it is impossible to judge whether the various statistical techniques were appropriate.

Also, Kis and Konan (2014), carried out a meta-analysis of gender differences in terms of teacher views on the instructional leadership behavior of principals. The main purpose of their study was to gather teachers' views to determine the effect size of gender differences on the instructional leadership

behavior of school principals. The standardized mean difference (SMD) was calculated to measure the effect size in this study. An initial search yielded one hundred and twenty-six (126) studies on the research topic, which consists of master theses, doctoral theses, and conference proceedings. After a detailed inclusion process, 38 studies, having data according to coding protocol, were included in the meta-analysis. The total study sample was fifteen thousand two hundred and eighty (15,280) teachers of which seven thousand two hundred and thirty-six (7,236) were males and eight thousand and forty-four (8,044) were females. The calculated effect size (SMD) for the random effect model was d = 0.048 [0.001 – 0.094], which indicated with statistical significance that male teachers were favored more.

By far, Kis and Konan's study is the most comprehensive on the subject of gender differences on instructional supervision. This is the case since their study uses a very large sample size (seven thousand two hundred and thirty-six (7236). Therefore, the implications of their findings could be generalized to all principals in their country (Turkey).

Nguyen (2016), further conducted a study on teachers' perceptions on principals' instructional leadership behaviour in Vietnam. This article employed a sample size of five hundred and sixty-nine (569) public elementary school teachers in Ho Chi Minh City perceived instructional leadership of elementary school principals. Both descriptive and inferential statistics were used to analyze the data. From the perceptions of elementary school teachers, principals were perceived as active instructional leaders. The results indicated significant differences between teacher groups in rating principal instructional leadership based on teacher gender, teaching

experience, and years working together with the current principal. The article suggests further studies need to be carried out.

Another researcher in this area is Ofosu-Dwamena. Ofosu-Dwamena (2014), researched into effect of educational supervision on professional development. The study investigated the perception of public basic school teachers at Winneba, Ghana, on educational supervision in relation to their professional development. In all, 106 teachers of the public basic schools in Winneba who had spent at least a year at their respective schools were randomly selected and used for the study. The questionnaire was used to collect the data. One of the main findings is that there was no significant difference in the views of male and female teachers of public basic schools at Winneba, in terms of developing their experiences, classroom management, characteristics of the pupils they teach, and assessment techniques.

Although Ofosu-Dwamena, included all basic public school in the Efutu Municipality, he mistakenly mischaracterized his population as sample, and wrongly referred to the process of estimating the population as purposive sampling. It must be noted that there is a difference between population and sample, the latter being part of the former. Due to this, he failed to indicate the total population of teachers in the all basic public school in the Efutu Municipality, even though it was possible to determine the actual population size (enquire from GES). By failing to obtain and disclose the population size, it is impossible to evaluate the accuracy of his sample size. It is possible that he introduced bias into his sample because of large sampling error associated with small and inadequate sample size. Finally, since his sampling technique was probabilistic, it was statically inaccurate to conduct chi-square analysis

which is a non- probabilistic analytical technique. Instead, the accurate analytical procedure should have been independent sample t- test.

Differences in Tutors of Years of Experience

A study conducted by Tesfaw and Hofman (2014), had the purpose of examining the existing perceptions of teachers toward instructional supervision in secondary schools in Addis Ababa, Ethiopia. It also explores if there are differences between beginner and experienced teachers in their attitudes toward and satisfaction with supervisory practices, and (possible) relationships with perceived professional development. The sample is two hundred (200) teachers. Independent sample t-test, correlation and regression analyses were used to analyse the data. The results reveal no significant differences were found between beginner and experienced teachers in their attitudes and satisfaction toward supervisory processes practiced at their schools (Tesfaw and Hofman, 2014).

It is noted that, Tesfaw and Hofman (2014), made an attempt to reduce biases in their sample by including respondents from both private and public schools. Nevertheless, these authors did not indicate the sampling technique employed in their study. As a result, it is not possible to judge whether the statistical analysis employed was appropriate or not. In addition, Tesfaw and Hofman failed to indicate how years of experience was operationalized. That is, the article does not indicate how many years of work experience was categorized as “beginner” and “experienced”. This makes it difficult for other scholars to replicate and compare their work.

Challenges of Instructional Supervision

A number of earlier authors have evaluated instructional supervision albeit most of the research works on instructional supervision have been limited to the basic and secondary levels of education in Ghana. For example, Melorose, Perroy, and Careas (2015), evaluated the state of supervision of teaching and learning in public junior high schools. The study revealed that mobility of circuit supervisors in the district has improved since all the circuit supervisors have motorbikes to enable them travel around. Notwithstanding the improved mobility, inadequate and irregular supply of fuel for the motorbikes, lack of maintenance, non- payment of maintenance allowance, lack of professional training, inability of district director of Education to take quick action on supervision reports, teachers in the district being transferred frequently by the Regional Managers of Unit schools, pre-financing of activities which are not re-imbursed on time, and other factors were the challenges that were found to hinder effective supervision of teaching and learning in the district. However, in answering their research questions they woefully failed to tell their readers what the existing state of supervision was at the time of reporting. So, whether the then state of instructional supervision could be classified as effective or not was not indicated thereby appearing not to have satisfied their research theme.

In addition, one research work considered the effectiveness of instructional supervision within the colleges of education in Ghana (Aggrey, 2010). The results of the study indicated that tutors had positive perception towards instructional supervision; principals and directors' supervision were conducted periodically; students were regularly assessed based on what they

have been taught; instructional supervision had been effective to a large extent. In spite of the positive results, there were some few rough edges that needed to be straightened, especially; districts directors were not as effective as principals' external supervision was not as effective as internal supervision.

Summary of the Chapter

In this chapter, I talked about the concept and approaches to supervision and instructional supervision, types and principles of instructional supervision. Also, I discussed the role theory and the psychological theory of supervision as the theories underpinning this study. In addition, I reviewed existing and empirical literature on instructional supervision with regards to skills and abilities, techniques and managerial roles of principals as well as differences in gender, years of experience of tutors and perceived challenges to instructional supervision. Generally, it was realized that several of the studies suffered from poor research methods including inappropriate sampling, inadequate sample, and inaccurate statistical analysis.

CHAPTER THREE

RESEARCH METHODS

Introduction

This study examines tutors' perception of effective instructional supervision in the Colleges of Education in Ghana. This section detailed the justification of the methodology that was employed in collecting data for analysis. Six thematic areas were considered: research design, study area, population, sample and sampling procedures, reliability and validity of instruments, data collection instrument, data collection procedure, and data analysis procedures supporting the study.

Research Design

Research design is defined as a conceptual structure that a researcher applies to the collection, measurement and analysis of data that is meant to be used in the investigation of his or her study problem (Cooper & Schindler, 2003). That is, it consists of description of the population of the study focusing on its sample, techniques and procedures that would be used in gathering data from the sample and the methods that would be used in processing and analysing the data collected. According to Creswell (2012), a researcher using the descriptive design collects data at one point in time and also has the advantage of measuring current attitudes or practices.

Descriptive research design was employed in this study because the researcher was interested in the answering the question 'what' or evaluating the extent the phenomenon exist that is what are tutors' perception towards

principals' instructional supervision. With this in mind, the researcher measured "what tutors' perception of principals' techniques, supervisory roles and functions and skills and abilities in effective instructional supervision were". Also, in this study, the researcher measured the current perception of tutors with regard to instructional supervision and collected the data at a particular point in time. In addition, the researcher was interested in eliciting information on the opinions and perception of tutors on instructional supervision. This design was appropriate for determining the nature of a group or a situation as it exists at the time of a study. The study adopted the cross-sectional survey because a sample was drawn from across various colleges in their representative zones and were studied at one point in time and also inferences was made from the various hypothesis stated and tested. Due to this, the research design employed in this study was the descriptive research design specifically the cross-sectional survey design thus quantitative in nature.

Creswell stipulated that descriptive design provides information in a short amount of time, such as the time required for administering the survey and collecting the information. He was of the view that a cross-sectional study can examine current attitudes, beliefs, opinions, or practices. Informed by Fraenkel and Wallen (2000) descriptive design attempts to describe existing situations without actually analysing relationships among variables. It is also designed to obtain information concerning the current status of the phenomena.

However, there are problems in ensuring clarity and ambiguity of the items to be responded to when using this particular design and this

significantly affects its results. Since some of the items may delve into private matters of respondents, some may not be honest in their response thereby affecting the results. To offset these shortcomings, the wordings of the research instrument were subjected to scrutiny by my supervisors. These limitations notwithstanding, the researcher believed that this descriptive survey was the appropriate design for this study because it enabled me to meet the tutors whose views are relevant in examining their perceptions of principals' instructional supervision and led to the drawing of useful conclusion for the study.

Study Area

The study was conducted in Ghana (7.9465^{o}N; 1.0232^{o}W). There are about forty-nine (46) Colleges of Education in Ghana and these Colleges have been categorized into five (5) zones based on the geographical location of the Colleges. These are Volta, Ashanti/Brong Ahafo (Ashba), Central/Western (Centwest), Eastern/Greater Accra (Ega) and Northern. The Volta zone comprise of all Colleges of Education located in Volta and Oti regions (6.5781^{o}N, 0.4502^{o}E) of Ghana. Likewise, the Ashba zone consisted of all Colleges of Education situated in Ashanti, Bono, Bono East and Ahafo region of Ghana (6.7470^{0}N, 1.5209^{0}W; 7.9559^{0}N 1.6761^{0}W). Also, all Colleges of Education from the Centwest zones are sited in the Central, Western and Western North region (5.5608^{0} N, 1.0586^{0} W; 5.3902^{0} N, 2.1450^{0} W) of Ghana. With regards to the Ega zone, Colleges of Education from this zone are located in the Greater Accra and Eastern region (5.8143^{0} N, 0.0747^{0} E; 6.2374^{0} N, 0.4502^{0} W). Also, from the Northern zone are Colleges of

Education found in the Northern, Savannah, North East, Upper East, and Upper West region (9.5439^0 N, 0.9056^0 W) of Ghana.

Representative colleges were selected from the various zones in Ghana. Because the number of Colleges of Education appears to be uniformly spread across the country, it was important to have a representation of colleges from each zone since instructional supervision are likely to differ from zone to zone. This was the case because both supervisors and tutors vary from one college to the other and from zone to zone. In addition, level of experience of supervisors (principals) and tutors also varies from zone to zone and college to college. Yet, these attributes were expected to influence the perceptions of tutors. Thus, it was necessary to include colleges from each of the zones in the conduct of the study.

Population

Population according to Polit and Hungler (1996), is the entire aggregation of cases that meet a designated set of criteria. That is, a group of individuals from which a sample is drawn in order to generate results of a study. The population of the study consisted of all tutors and assistant tutors in the Colleges of Education in Ghana. College tutors were chosen for the study because they receive direct supervision from their principals. Holistically, there are 1,736 tutors in the public Colleges of Education Ghana (Statistics for National Council for Tertiary Education, 2016/2017). Table 1 provides details of the population.

Table 1- *Academic Teaching Staff*

Teaching staff	Male (%)	Female (%)	Total (%)
Tutors	897 (77)	264 (23)	1,161(67)
Assistant Tutors	429 (75)	146 (25)	575 (23)
Total	1,326	410	1,736

Source: Field Data (2019)

From Table 1, it can be seen that out of the 1,736-teaching staff, 67% are tutors and 23% are assistant tutors. Also, in terms of gender, 76% are males and 24% are females.

Academic Qualifications of Teaching Staff

Table 2 provides details of the academic qualification of the population.

Table 2- *Academic Qualification of the population*

Qualification	Male	Female	Total (%)
PhD	7	0	7 (.4)
M Phil	360	114	474 (27)
Masters	707	241	948 (55)
First Degree	235	53	288 (17)
Others	17	2	19 (1.1)
Total	1,326	410	1,736

Source: Field Data (2019)

As indicated in Table 2, out of the population of 1,736 teaching staff, 0.4% had PhD, 27% had M Phil, 55% had Masters, 17% First Degree holders as their Highest Academic Qualification, with 1.1% other degrees.

Sample and Sampling Procedure

According to Zikmund (2000), a sample is mostly selected as a representative of the entire population since it would be too impractical and expensive to gather information from all potential units included in a research problem. According to Amedahe and Asamoah-Gyimah (2002), sampling refers to the process of selecting a portion of the population to represent the entire population. Cohen, Manion and Morrison (2007) opined that a sample size can be determined in two ways, either by the researcher exercising prudence and ensuring that the sample represents the wider features of the population or by using a table which forms a mathematical formula. On this note, the Krejcie and Morgan (1970) table for determining sample size was used. To them, a sample of 318 is a fair representation of a population of 1736.

In order to select a portion of the population for the study, multiple sampling techniques were employed. The techniques were proportionate stratified sampling, simple random sampling and proportional quota sampling techniques. These techniques were used in order to give each College of Education an equal chance of being selected for the study and fairly represent the other Colleges of Education in Ghana.

Firstly, stratified sampling technique was employed of which the five zones formed the strata. The five (5) zones of Colleges of Education that formed the strata were Volta, Ashanti/Brong Ahafo (Ashba), Central/Western (Centwest), Eastern/Greater Accra (EGA) and Northern. Due to the differences in the number of Colleges of Education under each stratum, 20% of the Colleges were calculated. 20% from each zone was used based on the required sample size according to Krejcie and Morgan (1979). To them, a

minimum sample size of 318 was needed to have fair representative of the population. Considering the number of tutors in each of the Colleges of Education, 20% represented fair proportion from each zone which resulted in the required sample size of three hundred and eighteen (318).

This technique helps in the reduction of sampling errors and ensures adequate representation of the subgroups (zones). Stratified sampling technique was used at this stage because the various zones of Colleges of Education in Ghana varied quite substantially with regards to infrastructure, human resource availability and levels of competencies. It was known that infrastructure, human resource availability and different levels of competencies affect the effectiveness of instructional supervision and the subsequent perception of those supervised. As a result, there was the need to stratify the sample according to zones in order to eliminate possible biases associated as result of such differences.

As part of the stratified sampling, simple random technique specifically, the lottery method was used in the selection of representative Colleges of Education from each of the zones, The procedure used in the lottery method is as follows: the researcher first designed a sample frame by listing all the names of the Colleges of Education under each of the zones namely, Volta, Ashanti/Brong Ahafo (Ashba), Central/Western (Centwest), Eastern/Greater Accra (EGA) and Northern on a sheet of paper, I then cut the papers having the names of the colleges on them into five bowls according to their respective zones. The papers were mixed up and picked randomly from the container at a time without looking into it, the name of the picked colleges was noted for the study and put back into the bowl before the next one was

picked. This was done in order for the other colleges to have equal chance of being selected.

This process continued until all the eleven (11) colleges were selected from all the five (5) zones. The colleges selected were Tamale and Bimbila College of Education from the Northern zone, Akatsi and EP College of Education from the Volta zone, Atebubu, Wesley, and St Louis College of Education from the AshBa zone, Accra and Oda Methodist College from the EGA zone and Holy Child and Foso College from the CentWest zone. Lastly, quota sampling technique was used in selecting male and female tutors from the selected Colleges of Education. This was done because, males and females differ with regard to their leadership styles which affect the effectiveness of their supervision (Burke & Collins, 2001).

Data Collection Instrument

The study adopted questionnaire as the instrument. Questionnaire was employed for two main reasons; first questionnaire was used because it was economical. This is because the expenses and time involved in training interviewers, if interview was conducted, and sending interviewers to interview were reduced significantly by using questionnaires.

Secondly, questionnaire was used to ensure uniformity of questions. This is the case because each respondent received the same set of questions and phrased exactly the same way. Therefore, the use of questionnaire could help yield data more comparable than information gained through an interview. Structured questionnaires on techniques of supervision, roles and functions of supervision, supervisory skills and abilities and perceived challenges of principals' instructional supervision were used to collect data

from tutors. These three categories (techniques of supervision, roles and functions of supervision and supervisory skills and abilities) and tutors' perceived challenges were used in designing the questionnaire because they have been identified to be the most important indicators influencing instructional supervision (Opinmi, 2011). It was based on the sub-categories of the three (3) indicators that the items were constructed.

To illustrate, techniques of instructional supervision have been segmented into compilation of information, conflict management, communication with staff, concise decision -making process and constructive criticism of staff. Similarly, supervisory skills and abilities have been subdivided into four areas namely: conceptual skills, communication skills, control skills and interpersonal skills. (Opinmi, 2011 as cited by Adu, Akinloye, & Olaoye, 2014). The researcher constructed the items based on the subcategories of the three broad indicators and also some perceived challenges of principals' effective instructional supervision.

The researcher made use of five (5) point Likert-type scale namely; **SD** = Strongly Disagree, **D =** Disagree, **U** = Uncertain, A = Agree, and **SA** = Strongly Agree to ascertained the extent to which tutors perceive effective instructional supervision in their various Colleges of Education. This was because according to Best and Kahn (1995), the Likert-type questionnaire has been considered the most appropriate and suitable instrument for measuring attitudes, feelings, and perceptions since it offers respondents the opportunity to indicate the extent of their belief in a given statement. In order to measure the extent to which the tutors perceive principals' instructional supervision the Likert-type scale was adapted by the researcher.

On a whole, the questionnaire was made up of 53 items organized under five (5) sections (A, B, C, D and E), The first Section (A) consisted of 14 items measuring principals' techniques of instructional supervision, which used 5-point Likert type scale with responses from strongly disagree to strongly agree and this helped the researcher to determine the extent and degree to which tutors perceive principals' instructional supervision.

The Section (B) which is principals' managerial roles and function in instructional supervision was also made up of 14 items using a 5-point Likert type scale and Section (C), which measured principals' skills and abilities of effective instructional supervision, was made up of twelve (12) items also made use of 5-point Likert type scale with responses from strongly disagree to strongly agree.

The Section (D) of the instrument measured the perceived challenges of principals' effective instructional supervision using a 5-point Likert type scale with responses ranging from strongly disagree to strongly agree. This had five (5) items. The last section of the instrument is the Section E, which consisted of background information or socio-demographic characteristics of participants of the study. This section was made up of eight (8) items where respondents responded by ticking and indicating in the spaces provided. In order to ensure that the instrument is free of errors, and also determine the psychometric properties of the instrument, a pilot testing was done using two (2) Colleges of Education in Ghana.

Pilot Testing

The research instrument was pilot-tested in the Komenda College of Education and OLA College of Education from the CentWest zone in order to

enhance the validity and reliability of the items on the questionnaire before conducting the main study. These colleges were selected for the pilot-test because they have homogenous characteristics with the other colleges that were selected for the main study. Even though these colleges (Komenda, and OLA) forms part of the population of the study, they were selected after the representative sample of the population for the main study has been selected.

In pilot testing the instrument, the researcher went to the selected colleges in order to get the respondents that is, tutors to respond to the items of the instrument individually and solicited for their opinions with regards to the items. The data from the pilot testing was analysed using factor analysis in order to check the factor loadings of each item on the questionnaire and also computed for the reliability coefficient of the instruments. In a nut shell, the purpose of the pilot testing was to afford the researcher the opportunity to discover possible weaknesses, inadequacies, problems in all aspects of the research so that, they can be corrected before actual data collection of the main study took place.

Results of the Pilot Testing

The questionnaire was pilot tested in two public Colleges of Education in Central region of Ghana. The respondents were the tutors of the two colleges, Komenda College of Education and OLA College of Education. These two colleges were selected for the pilot testing because the tutors there have homogenous characteristics with the other college tutors for the main study. Since the scope of the study covers colleges of education in Ghana, the two schools selected for the pilot testing was selected after the colleges of Education for the main study were sampled and believe they have similar

characteristics with the sampled colleges since they all constitute the population of the study. Seventy questionnaires were given to the tutors in both colleges but had fifty (50) returned resulting in a return rate of about 71%. Convenience sampling was used to get the tutors from the colleges to respond to the questionnaires, since the questionnaire was given to available tutors as at when the researcher got there.

Feedback from the pilot testing was analysed to correct any grammatical error identified, and also modified some items that appears to be ambiguous and any item that that seems to be irrelevant were removed. It also gave the researcher an opportunity to check the reliability coefficient and the outer or factor loadings of the items of each sub scales. The following tables have the summaries of the reliability coefficients.

According to DeVellis (2017), confirmatory factor analysis confirms the pattern of relationships predicted on the basis of theory or previous analytic results. In this study, it confirms the individual items under the three broad domains of in instructional supervision (techniques, supervisory roles and functions and skills and abilities) stated by Opinmi (2011). Hence, a confirmatory factor analysis was performed using smart PLS software version 3.0. This was done to determine the factor loadings, construct validity, reliability, and VIF. Table 3 presents the factor loadings of the domains of instructional supervision.

Table 3- *Factor Loadings of Domains of Instructional Supervision*

	FACTOR LOADINGS		
Items	Supervisory Roles and Functions	Skills and Abilities	Techniques
QM15	0.852		
QM16	0.751		
QM17	0.658		
QM18	0.878		
QM19	0.937		
QM20	0.771		
QM21	0.559		
QM22	0.742		
QM23	0.661		
QM24	0.587		
QM25	0.54		
QM26	0.723		
QM27	0.517		
QM28	0.709		
QS29		0.488	
QS30		0.749	
QS31		0.621	
QS32		0.847	
QS33		0.84	
QS34		0.602	
QS35		0.842	
QS36		0.846	
QS37		0.752	
QS38		0.888	
QS39		0.861	
QS40		0.561	
QT10			0.552
QT11			0.483
QT12			0.547
QT13			0.661
QT14			0.632
QT2			0.661
QT3			0.469
QT4			0.632
QT5			0.664
QT6			0.644
QT7			0.529
QT8			0.743
QT9			0.734
QT1			0.313

Source: Field Data (2019)

Hair et al. (2014) recommends factor loadings of .40 and above, and Pallant (2010) recommends .30 and above. Therefore, it appears from the table that all of the factor loadings of the items are above .40 with the exception of one item (QT1) which is .313. That is to say that the individual items have much in common in measuring the various dimensions in instructional supervision.

Discriminant Validity

In using the Heterotrait-monotrait ratio of correlations (HTMT), if the HTMT values less than 0.90 (Gold, Malhotra, & Segars, 2001), are recommended as good for discriminant validity. Table 4 shows the Hetrotrait-Monotrait ratio correlations.

Table 4- *Hetrotrait-Monotrait Ratio Correlations of Domains Instructional Supervision*

	Supervisory roles and Functions	Skills and Abilities
Skills and abilities	0.94	
Techniques	0.95	0.93

Source: Field Data (2019)

From Table 4 it can be seen that the HTMT correlation for skills and managerial roles, techniques and managerial roles and techniques and skills are .94, .94, and .93 respectively and are all above .90 which implies that the constructs are not unique and captures phenomena represented by other constructs in the model.

Reliability and Convergent Validity

Construct validity was determined by checking for both discriminant and convergent validity. An AVE value of 0.50 or higher indicates that, on

average, the construct explains more than half of the variance of its indicators (Hair, Ringle, & Sarstedt, 2011). This is shown in Table 5.

Table 5- *Reliability and Convergent Validity of Domains of Instructional Supervision*

	Cronbach's Alpha	rho_ A	Composite 1Reliability	Average Variance Extracted (AVE)
Roles and functions	0.94	0.94	0.94	0.51
Skills and abilities	0.94	0.95	0.94	0.57
Techniques	0.88	0.89	0.88	0.36

Source: Field Data (2019)

Table 5 indicates that the Cronbach's Alpha coefficient of managerial roles, skills and abilities and techniques are .94, .94 and .88 correspondingly and their composite reliability are .94, .94 and .88 respectively. This implies that the internal consistencies of the items measuring principals' techniques, skills and abilities and managerial roles in instructional supervision are very high.

Test of Collinearity

In the context of PLS-SEM, a VIF value of 5.0 and above indicates a potential collinearity problem (Hair, Ringle, & Sarstedt, 2011). These levels indicate that 80% of an indicator's variance is accounted for by the remaining formative indicators associated with the same constructs. Table 6 reveals the Collinearity of instructional supervision domains.

Table 6- *Collinearity of Items of Domains of Instructional Supervision*

ITEMS	Variance Inflation Factor (VIF)
QM15	5.27
QM16	4.44
QM17	3.60
QM18	9.08
QM19	8.58
QM20	2.74
QM21	2.40
QM22	4.69
QM23	4.12
QM24	2.99
QM25	2.85
QM26	4.71
QM27	2.25
QM28	5.22
QS29	3.35
QS30	2.95
QS31	3.35
QS32	3.81
QS33	5.56
QS34	4.10
QS35	4.07
QS36	4.19
QS37	3.79
QS38	6.36
QS39	6.15
QS40	1.95
QT10	2.18
QT11	1.88
QT12	2.27
QT13	2.11
QT14	1.95
QT2	2.75
QT3	2.27
QT4	2.86
QT5	3.18
QT6	1.69
QT7	2.32
QT8	2.93
QT9	3.81
QT1	1.99

Source: Field Data (2019)

From Table 6, it can be seen that 6 items have VIF values above 5.0 whereas the rest of the VIF values of the items are below 5.0. This implies that there are possible collinearity problems with these 6 items (QM15, QM18, QM19, QM28, QS33 and QS38). Thus, Partial Least Squares (PLS) SEM was used to cut the number of predictors to a smaller set of uncorrelated components. Figure 1 shows the final model.

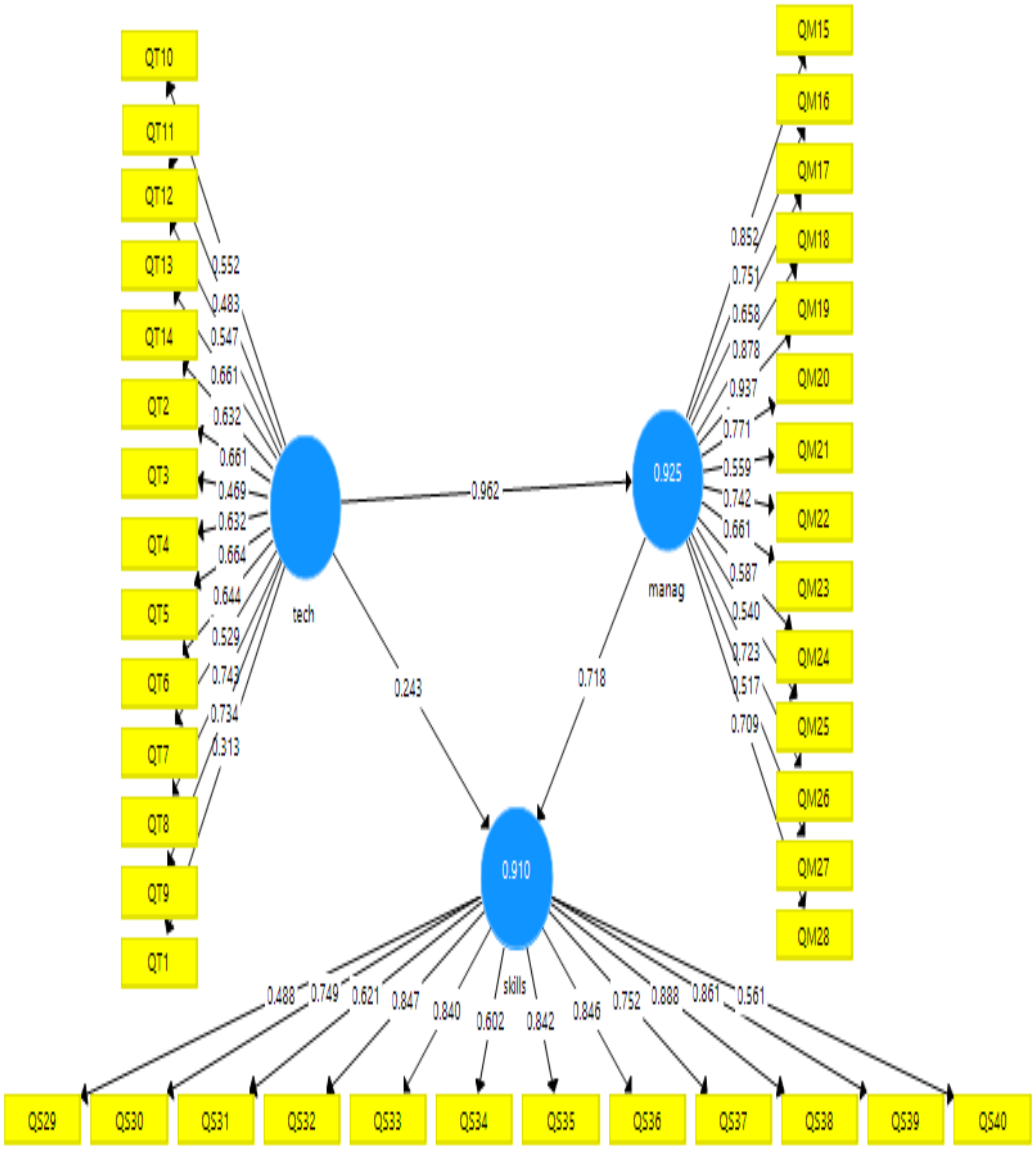

Figure 2*: Final Model of items of instructional supervision*

Validity of the Instrument

Informed by Kothari (2004), validity shows the degree to which an instrument measures what it is supposed to measure. It is the degree to which results obtained from analysis of data actually represents the phenomenon under study, that is, the accuracy and meaningfulness of inferences which are based on the research results. As a way of ensuring validity of the instrument, the researcher consulted her supervisors who are competent and familiar with the purpose of the study. The supervisors examined the items in order to judge whether they are adequate for measuring what they are purport to measure and whether they are a representative sample of the behaviour domain (instructional supervision) under investigation. This gave a dependable basis for using the instrument for the study. The instrument was modified and re-structured as it was indicated by supervisors for the final study.

Data Collection Procedure

The researcher first obtained a letter of introduction (see Appendix A) from the Department of Education and Psychology of the University of Cape Coast and Ethical Clearance form (see Appendix B) from the Institutional Review Board (IRB) of the College of Education, University of Cape Coast. These letters were sent to the Principals of the various selected Colleges of Education in Ghana to formally ask for permission for their participation in the study and that the principals are aware of the data collection. A follow-up was done by the researcher to arrange for appropriate date and time for the data to be collected.

The researcher personally visited the colleges in which the study was conducted and this gave her the opportunity to explain to the tutors the

purpose and the need to conduct the study (Creswell, 2012). Nevertheless, the tutors were made to understand that participation in the study was voluntary and that they have the right to withdraw from the study at any point in time (Neuman, 2007), however, this right ended after the questionnaires have been submitted to the researcher. Respondents were informed that, the study was free from any psychological or physical harm (Neuman, 2007) and assured them of their confidentiality. This was done to motivate tutors to honestly and willingly respond to the questionnaire. The respondents were also told not to provide their names or staff ID number. The questionnaires were distributed to the respondents (tutors) with the aid of research assistants randomly. Questionnaires were randomly gathered and collected immediately after respondents have responded to them in order to ensure anonymity (Leedy & Ormrod, 2010).

It is important to note that, in each College of Education, either the principal, vice principal or the Head of Academics spearheaded the collection of the data by assembling the respondents available for them to respond to the questionnaire. This enabled immediate retrieval and also increased the return rate, which is 96%. This was done in six weeks since eleven Colleges are involved.

Data Processing and Analysis

Data analysis is a critical examination of material in order to understand its parts and its relationship and to discover its trends (Twumasi, 2001). After collection of data, the instrument was checked for completeness and clarity. Due to this, respondents who did not answer about 10% of the items on the instrument were rejected (Martin & Bridgmon, 2012). Data was

coded and entered into the Statistical Product for Service Solution (SPSS version 25) computer software. Inferential statistics was done using a confidence interval of 95% and an alpha level of assumptions .05.

Normality assumptions and other significant assumptions were all checked depending on the type of inferential statistics that was carried out by the researcher. Multiple indicators such as Shapiro-Wilk test, normal Q-Q plot, histogram, mean and trimmed mean and median were used since only one indicator cannot be relied on. After testing for statistical significance, the effect size that was practical significance was calculated to determine the magnitude of the differences that exist.

Research Question One

What are tutors' perceptions on principals' techniques in effective instructional supervision in Colleges of Education in Ghana?

In order to determine tutor's perceptions on principals' techniques in instructional supervision, mean and standard were used in the analysis of data gathered. In measuring this construct, fourteen (14) items were used which were on five-point Likert scale (Strongly Agree = 5, Agree = 4, Uncertain = 3, Disagree = 2 and Strongly Disagree = 1). A mid-point of 3 was used for the comparison of the mean. This means that mean values above 3 showed that majority of the respondents agreed to the statement. However, mean values below 3 indicated respondents' disagreement to the statement made. One sample t-test was conducted in addition to determine whether the population mean was different from 3 (Green & Salkind 2014). For techniques in instructional supervision, 3 was used as the test value. This was because a

midpoint of a Likert-type scale can be used as the test value of one-sample t test (Green & Salkind 2014).

Research Question Two

What are tutors' perceptions on principals' supervisory roles and functions of effective instructional supervision in Colleges of Education in Ghana?

This research question was also analysed using mean and standard deviation to find out tutors' perception on principals' roles and functions of instructional supervision. This construct was measured with fourteen (14) items which were also on five-point Likert scale (Strongly Agree = 5, Agree = 4, Uncertain = 3, Disagree = 2 and Strongly Disagree = 1). A mid-point of 3 was used for the comparison of the mean. This implied that values above 3 showed that majority of the respondents agreed to the statement while mean values below 3 indicated respondents' disagreement to the statement made. Adding to the means and standard deviation, one sample t-test was conducted to find whether the population mean was different from 3, the test value for supervisory roles and functions. This value was used because the midpoint of a Likert-type scale can be used as the test value of one-sample t test according to Green and Salkind (2014).

Research Question Three

What are tutors' perceptions on principals' skills and abilities of effective instructional supervision in Colleges of Education in Ghana?

In ascertaining tutors' perceptions on principals' skills and abilities in effective instructional supervision, twelve (12) items were used which were on five-point Likert scale (Strongly Agree = 5, Agree = 4, Uncertain = 3,

Disagree = 2 and Strongly Disagree = 1). In analyzing data collected from this construct, means and standard deviation were used with the mid-point of 3. This implied that values above 3 showed that majority of the respondents agreed to the statement while mean values below 3 indicated respondents' disagreement to the statement made. In order to find out whether the population mean is different from 3, one sample t-test was conducted in addition to means and standard deviation. For skills and abilities in instructional supervision, 3 were used as the test value. According to Green and Salkind (2014), the test value was chosen because the midpoint of a Likert-type scale can be used as the test value of one-sample t test.

Justification for the use of one sample t-test

According to Green and Salkind (2014), one-sample t-test tests if the population mean on a test variable is different from a test value. Green and Salkind (2014), opined three ways in estimating test value for one sample t-test namely: mid-point, average value of the variable based on past research, and chance level of performance. The average value of variable based on past research was not applicable in determining the criterion value in this study because there was no existing past literature on the latent variable. Also, the chance level of performance was not applicable in this study, since in case of chance level of performance, it can be determined by using the chance of performance on a test as a criterion value. For example, in a ten items multiple choice test with four options, the chance of getting an item right is ¼ (thus, 0.25). Therefore, the chance of getting all the twenty items right is 0.25*20 = 5, hence, 5 can be used as the criterion value or the test value in one sample t-test for such test.

Considering those three guidelines, the midpoint appears to be the one that can be applicable in this study because, in the case of average value on past research, there was no existing past literature on the latent variable to establish the test value and with chance level of performance, the instrument does not elicit right or wrong response. Due to this, the researcher decided to apply the midpoint calculation of the test value which is the most appropriate and applicable to the study. The midpoint value for the test value was calculated by summing up the values for the various response (Strongly Agree = 5, Agree = 4, Uncertain = 3, Disagree = 2 and Strongly Disagree = 1). and dividing it by five (1+2+3+4+5=15, 15/5=3), thus, a midpoint point of three (3) was used as the test value for the one sample t-test in research question one, two and three.

Research Question Four

What are tutors' perceptions on some challenges of principals' effective instructional supervision in Colleges of Education in Ghana?

In ascertaining tutor's perceptions on some challenges of principals' instructional supervision, mean and standard were used in the analysis of data gathered. Five (5) items were used to measure the perceived challenges. The items were on five-point Likert scale (Strongly Agree = 5, Agree = 4, Uncertain = 3, Disagree = 2 and Strongly Disagree = 1). A mid-point of 3 was used for the comparison. This indicated that values above 3 showed majority of the respondents agreeing to the statement while mean values below 3 indicating respondents' disagreement to the statement made.

Hypothesis One

H_o: There is no statistically significant gender difference in tutors' perception towards principals' instructional supervision in the Colleges of Education in Ghana.

Hypothesis one sought to test whether there was statistically significant gender difference in perception of tutors in principals' instructional supervision in the Colleges of Education in Ghana. Multiple analysis of variance (MANOVA) was used in this analysis. This was due to the fact that "gender" variable has two levels (categorical) whereas the perception of instructional supervision which is the dependent variable is on continuous basis. Instructional supervision perception has three related domains, making it fit for the use of MANOVA in analyzing this hypothesis (Pallant, 2016)

Hypothesis Two

H_o: There is no statistically significant difference in tutors' years of experience and their perception towards principals' instructional supervision in the Colleges of Education in Ghana.

Hypothesis two tested whether there was statistically significant difference in perception of tutors in principals' instructional supervision in the Colleges of Education in Ghana in terms of tutors' years of experience. Multiple analysis of variance (MANOVA) was used in this analysis. This was due to the fact that "years of experience" variable has 5 levels (categorical) whereas the perception of instructional supervision which is the dependent variable is on continuous basis. Instructional supervision perception has three related domains (techniques, supervisory roles and functions and skills and

abilities), making it fit for the use of MANOVA in analyzing this hypothesis. (Pallant, 2016)

Ethical Considerations

The researcher observed confidentiality especially from the information that was provided on the questionnaires. Information from respondents was not use for any other purposes other than educational purpose. Respondents' names were not required on the questionnaires. Respondents' consent was sought before the administration of the questionnaires. The researcher introduced herself to the respondents and stated her mission clearly.

Chapter Summary

The study employed descriptive survey design (cross-sectional) with a quantitative approach in conducting the study. The study was targeted to all tutors in the public Colleges of Education in Ghana of which they were 1736. The study made use of questionnaire developed by the researcher based on the domains of instructional supervision stipulated by Opinmi (2011). The questionnaire had 54 items. Multiple sampling techniques (stratified and quota sampling techniques) were employed in the selection of the Colleges of Education and tutors for the study. Efforts were made to ensure validity and reliability of the results of the data collected. Confidentiality and anonymity were ensured during the data collection. In analysing the research questions, means and standard deviations were used, while the hypotheses were tested using one-way Multivariate of variance (MANOVA).

CHAPTER FOUR

RESULTS AND DISCUSSION

The purpose of this study was to examine tutors' perception of instructional supervision by principals in the College of Education in Ghana. The study sought to:

1. Find out tutors' perception on principals' techniques in effective instructional supervision in Colleges of Education in Ghana.
2. Explore tutors' perception on principals' supervisory roles and functions in effective instructional supervision in Colleges of Education in Ghana.
3. Find out tutors' perception on principals' skills and abilities in effective instructional supervision in Colleges of Education in Ghana.
4. Find out some perceived challenges of principals' instructional supervision in Colleges of Education in Ghana.
5. Determine gender differences in tutors' perception of principals' effective instructional supervision in Colleges of Education in Ghana.
6. Find out difference in tutors' perception of principals' effective instructional supervision in terms of years of experience in Colleges of Education in Ghana.

The calculated sample size considered adequate, using Krejcie and Morgan (1979), for this study was 318 and this was selected from 11 colleges. The response rate was 94% (300). Therefore, the final sample size used for the analysis was 300 (see Table 7). The key for interpreting the respondents'

perceptions is as follows, SA = Strongly Agree, A = Agree, C= Uncertain, D = Disagree and SD = Strongly Disagree.

Table 7- *Names of Zones and Colleges of Education*

Zones	**Colleges of Education**	**No. of tutors (f)**	**%**
Northern Zone	Tamale College of Education	33	
	Bimbila College of Education	27	20
Volta Zone	Akatsi College of Education	30	
	EP College of Education	28	19.3
AshBA Zone	Atebubu College of Education	22	
	Wesley College of Education	33	
	St Louis College of Education	13	22.7
EGA	Accra College of Education	25	
	Methodist College of Education	31	18.7
CentWest Zone	Holy Child College of Education	33	
	Foso College of Education	25	19.3

Source: Field Data (2019)

From Table 7 it can deduced that 20% of the tutors were from Northern zone, 19.3% from Volta, 22.7% from Asba zone, 18.7 from Ega zone and 19.3% from the Centwest zone. Ashba happens to get the highest percentage due to the fact that it has more Colleges.

The research method used in this study was descriptive research design. Various analytical techniques were used to analyse the research objectives (see Table 8).

Table 8- *Research Objectives and Analytical Tools*

Research objective	**Analytical tool**
Objective 1	Central tendencies and one sample t-test
Objective 2	Central tendencies and one sample t-test
Objective 3	Central tendencies and one sample t-test
Objective 4	Central tendencies
Objective 5	MANOVA
Objective 6	MANOVA

Source: Field Data (2019)

Characteristics of the Sample

Demographic Distribution

The study gathered demographic data on gender, years of experience of tutoring in the college of Education, and academic qualification tutors. Table 9 showed the gender distribution of the respondents.

Table 9*: Gender Distribution*

Tutors	**Frequency**	**Percentages (%)**
Male	174	58
Female	126	42
Total	**300**	**100**

Source: Field Data (2019)

Out of the sample of 300, majority were males constituting 58% (174) whereas 42% (126) were female. This made it clear that, the population of tutors in the Colleges of Education in Ghana is dominated by males.

Table 10 presents in details the age distribution of the tutors in the Colleges of Education in Ghana.

Table 10- *Tutors Age Distribution*

Tutors age range	**Frequency**	**Percentage (%)**
21 - 30 years	4	1.3
31 - 40 years	98	32.7
41 - 50 years	149	49.7
0ver 50 years	49	16.3
Total	**300**	**100.0**

Source: Field Data (2019)

Majority (49.7%) of the respondents was between the age range of 41 – 50 years and the least (1.3%) were between the age ranges of 20 – 30 years.

The various distribution of tutors' highest academic qualification is presented in Table 11.

Table 11- *Tutors Academic Qualification Distribution*

Tutors academic qualification	**Frequency**	**Percentage (%)**
Graduate B. Ed	5	1.7
Masters of Education M. Ed	119	39.7
Masters of Philosophy M. Phil	159	53.0
Any other qualification	17	5.7
Total	**300**	**100.0**

Source: Field Data (2019)

From Table 10, majority of the respondents had MPhil as their highest academic qualification and this constituted about 53% of the sample size used for the study. The least academic qualification was Bachelor of Education (B. Ed) which was about 1.7%.

Also, a detailed presentation of the years of experience of tutors in the Colleges of Education is shown in Table 12.

Table 12- *Tutors Years of Experience Distribution*

Tutors Years of Experience	Frequency	Percent
Less than a year	33	11.0
1 - 5 years	80	26.7
6 - 10 years	70	23.3
11 - 20 years	109	36.3
Over 20 years	8	2.7
Total	**300**	**100.0**

Source: Field Data (2019)

Table 12 reveals that majority (36.3%) of the respondents were between 11 – 20 years of experience while the minority (2.7%) of the tutors had gained over 20 years of experience as College tutors.

Research Question One

What are tutors' perceptions of principals' techniques in effective instructional supervision?

The study sought to find out the perception of tutors on principals' techniques in effective instructional supervision. In measuring this construct, fourteen (14) items which were on five-point Likert scale (Strongly Agree = 5, Agree = 4, Uncertain = 3, Disagree = 2 and Strongly Disagree = 1) were used. In analyzing data collected from this construct, means and standard deviation were used. The value for the comparison of the mean was a mid-point of 3. Therefore, a mean value greater than 3 suggests that on the average, respondents held a positive perception. In contrast, mean value less than 3 suggest that an average respondent held a negative perception. In addition to the mean and standard deviation, one sample t test was used for analysis. The test value of 3 was chosen because a value less than 3 implies a negative view

of world leaders, a score greater than 3 implies a positive view of principals' techniques in instructional supervision, and a value of 3 implies neither a negative nor a positive view technique in instructional. Result on the analysis of data on this technique was presented in Table 13.

Table 13- *Techniques used in Instructional Supervision*

Statement	**Mean**	**SD**
My principal:		
Knows academic qualification of staff	4.27	.90
Aware of tutors' habits and beliefs	3.63	.94
Takes personal interest in tutors' social life	3.16	1.16
Treats his staff with respect at school	3.87	1.06
Listen to both sides in resolving conflicts	3.52	1.04
Reason together with staff before taking decision	3.56	1.15
Gives firm critics and necessary correction	3.70	1.00
Communicate effectively with staff	3.72	1.11
Firm and honest in resolving conflicts	3.62	.97
Organizes series of presentations for tutors	3.40	1.06
Makes arrangement for tutor visitation	3.05	1.12
Organizes workshop for tutors	3.73	1.04
Organizes and observes micro-teaching for student teachers	3.48	1.07
Moves from one class to the other to observe teaching and learning	3.43	1.11
Overall Mean	**3.58**	**.72**

**t (299) = 13.93, $p < .001$; Source: Field Data (2019)

The descriptive statistics shows that the means of the various items ranges from 3.05 – 4.27. This is obvious because, as shown in Table 13, all the means calculated for the individual items on the Likert-type scale were above the mid-point value of 3. That is, tutors perceived their principals' ability to "communicate effective" to effective since had a mean of 3.72 (M = 3.72, *SD*

= 1.11), "reason together with staff before taking decision" also had a mean of 3.56 (M = 3.56, SD = 1.15). The tutors agreed to the fact that their principals "knows academic qualification of staff, treats his staff with respect at school and listen to both sides in resolving conflicts" since their respective mean are 4.27, 3.87 and 3.52 (M = 4.27, SD = .9, M = 3.87, SD = 1.06 and M = 3.52, SD = 1.04). These results implied that, on average, respondents (tutors) agreed that techniques employed by their principals in supervising instructions were effective.

Results from the one sample t-test analysis (see Appendix D) depicted a statistically significant difference between the sample mean (t-test value) and the sample mid-point of the test variable or test value (t (299) = 13.93, p < .001) (Table 13). This implies a positive view of principals' techniques in instructional supervision. The positive value of the "t" also affirms that tutors perceived and agree principals' instructional supervision with regard to techniques to be effective.

Research Question Two

What are tutors' perceptions of principals' supervisory roles and functions in effective instructional supervision?

The study sought to find out the perception of tutors on the supervisory roles and functions that their principals performed to ensure effective instructional supervision. In measuring this construct, fourteen (14) items were used which were on five-point Likert scale (Strongly Agree = 5, Agree = 4, Uncertain = 3, Disagree = 2 and Strongly Disagree = 1). In analyzing data collected from this construct, means and standard deviation were used. The value for the comparison of the mean was a mid-point of 3. Therefore, a mean

value greater than 3 suggests that on the average, respondents held a positive perception. In contrast, mean value less than 3 suggest that an average respondent held a negative perception.

One-sample t test with at test value of 3 was used for further analysis. The test value of 3 was chosen because a value less than 3 implies a negative view of supervisory roles and functions, a score greater than 3 implies a positive view of principals' supervisory roles and functions in instructional supervision, and a value of 3 implies neither a negative nor a positive view on supervisory roles and functions in instructional. A result on the analysis of data on supervisory roles and functions was presented in Table 14.

Table 14- *Supervisory Roles and Functions in Instructional Supervision*

Statement	**Mean**	**S D**
My principal:		
Create good climate for staff cooperation	3.88	.88
Earns tutors respect, trust and confidence	3.86	.93
Gives credits and motivates tutors	3.83	.93
Is Objective and fair in judging tutors' affairs	3.67	.92
Ensures the respect of staff rights	3.78	.99
Facilitates tutors' personal growth	3.55	.92
Facilitates tutors' professional growth	3.69	.99
Helps tutors in identifying new teaching skills	3.43	.99
Gives instructional guidance to tutors	3.52	1.00
Supports curriculum implementation	3.67	.90
Checks tutors lesson plans	2.95	1.17
Observes tutors while teaching	3.21	1.15
Checks scheme of work	3.28	1.15
Provides feedback to tutors after lesson observation	2.96	1.20
Overall Means	**3.52**	**.73**

**t (299) = 12.39, $p < .001$; Source: Field Data (2019)

From Table 14, majority (12 out 14) of the individual items in the scale scored an average response above 3. That is tutors agree to it that principals "check scheme of work, observe tutors while teaching, and supports curriculum implementation since their means are 3.28, 3.21 and 3.67 respectively (M = 3.28, SD = 1.15, M = 3.21 = 1.15 and M = 3.67, SD = .9). In all, the average response for the scale that measured supervisory roles and functions in instructional supervision was above 3 (M = 3.52, SD = .73). This indicates that on average, respondents (tutors) agreed that supervisory roles and functions employed by their principals in supervising instructions were effective (see Table 14).

The one sample t-test result informed us that there was a statistically significant difference between the sample mean (t-test value) and the sample mid-point of the test variable or test value (t (299) = 12.39, p < .001) (see Appendix D) in terms principals' supervisory roles and function. This implies that tutors' perception of principals' supervisory roles and functions in instructional supervision were positive and effective. This supports the fact that tutors held a positive view of principals' supervisory roles and functions in instructional supervision.

Research Question Three

What are tutors' perceptions of principals' skills and abilities in effective instructional supervision in Colleges of Education in Ghana?

The study sought to find out the perception of tutors' perception of principals' skills and abilities in effective instructional supervision in Colleges of Education. Twelve (12) items which were on five-point Likert scale (Strongly Agree = 5, Agree = 4, Uncertain = 3, Disagree = 2 and Strongly

Disagree = 1) were used. In analyzing data collected from this construct, means and standard deviation were used. A mid-point of 3 was used for comparison of the mean. Therefore, a mean value greater than 3 suggests that on the average, respondents held a positive perception. In contrast, mean value less than 3 suggest that an average respondent held a negative perception.

Further analysis was conducted using one-sample t test with a test value of 3. The test value of 3 is chosen because a value less than 3 implies a negative view of skills and abilities on instructional supervision, a score greater than 3 implies a positive view of principals' skills and abilities in instructional supervision, and a value of 3 implies neither a negative nor a positive view on principals' skills and abilities in instructional. Result on the analysis of data was presented in Table 15.

Table 15- *Skills and Abilities in Instructional Supervision*

Statement	**Mean**	**S D**
My principal:		
Understands his job requirements	4.00	.89
Understands the relationship between individual needs and perception	3.79	.85
Understands tutors' individual differences	3.77	.85
Communicates information effectively to staff	3.82	.99
Exerts control and authority	3.97	.83
Makes sure official goals and objectives are achieved	4.04	.79
Cooperates with staff and students for allocation of materials	3.77	.87
Meets with staff frequently to overcome their problems	3.54	1.09
Plans for action	3.73	.94
Understands attitudes and behaviour of staff	3.62	.91
Ability to see the good in others	3.80	.89
Reinforces to work	3.77	.97
Overall Mean	**3.80**	**.72**

***t* (299) = 19.41, *p* < .001; Source: Field Data (2019)

As shown in Table 15, all the means calculated for the individual items on the Likert-type scale were above the mid-point value of 3. This implied that, on average, respondents (tutors) agreed that skills and abilities used by their principals in supervising instructions were effective. This was affirmed by the overall mean and standard deviation (*M* = 3.80, *SD* = .72) (see Table 15).

The results from one sample t-test depicted a statistically significant difference between the sample mean (t-test value) and the sample mid- point of the test variable or test value (*t* (299) = 13.93, *p* < .001) with regards to principals' skills and abilities in effective instructional supervision. This

means that tutors agreed and perceived principals' instructional supervision with regards to skills and abilities to be effective. It also affirms the fact that tutors held a positive view of principals' skills and abilities in instructional supervision.

Research Question Four

What are tutors' perceptions of perceived challenges of principals' instructional supervision in the Colleges of Education in Ghana?

This aspect of the study sought to find out the perception of tutors with regards to challenges faced by principals' in instructional supervision. Five (5) items were used to measure this part and were on five-point Likert scale (Strongly Agree = 5, Agree = 4, Uncertain = 3, Disagree = 2 and Strongly Disagree = 1). In analyzing data collected from this construct, means and standard deviation were used. The value used for the comparison of the mean was a mid-point of 3. As a result, mean value greater than 3 suggest that on the average, respondents held a positive perception. In contrast, mean value less than 3 suggested that averagely, respondent held a negative perception on challenges faced by principals in instructional supervision. The result on the analysis of data was presented in Table 16.

Table 16- *Perceived Challenges of Instructional Supervision*

Statements	**Mean**	**S D**
Negative attitudes and unhappiness of tutors	2.64	1.11
Lack of principals' pedagogical knowledge on supervision	2.57	1.07
Financial constraints	2.60	1.06
Administrative problem	2.70	.99
Lack of sound supervisory culture	2.69	1.07
Overall Mean	**2.64**	**.88**

Source: Field Data (2019)

From Table 16, respondents held negative perception on the challenges encounter by their principals in instructional supervision since the overall mean is below or less than 3 which is the mid-point (*M* = 2.64, *SD* = .88) (see Table 16). The mean for "negative attitudes and unhappiness of tutors" is below the mid-point of 3 (*M* = 2.64, *SD* = 1.11). This implied that majority of the tutors disagreed to the statement stated and minority agreed to the fact that negative attitudes and unhappiness of tutors are one of the challenges affecting principals' instructional supervision.

Also, respondents indicated that "lack of principals' pedagogical knowledge on supervision was not a challenge to instructional supervision (*M* = 2.57, *SD* = 1.07). This is because majority of the respondents disagreed to the stated statement. In addition, 'financial constraints' was found not to be impeding on principals' instructional supervision (*M* = 2.60, *SD* = 1.06). Moreover, 'administrative problem' and 'lack of sound supervisory culture' were proven not affecting principals' instructional supervision since their

means (M = 2.70, SD = .99 and M = 2.69, SD = 1.07) respectively were below the mid-point of 3.

Hypothesis One

H_o: There is no statistically significant gender difference in tutors' perception towards principals' effective instructional supervision in Colleges of Education in Ghana.

A one-way between-groups multivariate analysis of variance was performed to investigate gender differences in tutors' perception towards instructional supervision. Three dependent variables were used: techniques, supervisory roles and functions and skills and abilities of instructional supervision. The independent variable was gender. Preliminary assumption testing was conducted to check for normality, linearity, univariate and multivariate outliers, homogeneity of variance-covariance matrices, and multi-collinearity, with no serious violations noted.

The result of Box's M test of equality of covariance (see Appendix E) did not violate the variance-covariance matrices assumption, F = 1.709, $df1$ = 6, $df2$ = 481379.802, p < .114, M = 10.372. This indicated no violation of the assumption of homogeneity of variance-covariance (p > .001, see Appendix E). Following the non-violation of homogeneity of variance-covariance matrices, Wilks' Lambda multivariate test was performed. Table 17 presents the result.

Table 17- *Wilks' Lambda Multivariate Tests for Gender Differences based on domains of instructional supervision*

Effect	**Value**	**F**	**Hypothesis df**	**Error df**	**Sig.**	**Partial Eta Squared**
Intercept	.03	3002.89	3.00	293.00	.00	.97
Gender	.98	1.77	3.00	293.00	.15*	.02

*Significant at .05 Alpha level; Source: Field Data (2019)

In Table 17, the result showed no statistically significant difference on the combined criterion variables (instructional supervision) among tutors in terms of gender, F (3, 293) = 1.765, p = .154; partial eta squared = .018; Wilks' Lambda V = .982. This implies that tutors sex explained 1.8% of the variance in the combined criterion variables. Separate univariate ANOVAs on the criterion variables using Bonferroni adjusted Alpha level of .017. Table 18 shows the results of the univariate ANOVAs.

Table 18- *Tests of Between-Subjects Effects in Gender on the Indicators of Instructional Supervision*

Source	Dependent Variable	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	Techniques	1	.000	.001	.982	.000
	supervisory role	1	.001	.002	.963	.000
	Skills and abilities	1	.768	1.597	.207	.005
Intercept	Techniques	1	3718.15	7190.594	.000	.961
	supervisory role	1	3613.38	7205.832	.000	.961
	Skills and abilities	1	4190.13	8713.923	.000	.967
Gender	Techniques	1	.000	.001	.982	.000
	Supervisory roles	1	.001	.002	.963	.000
	Skills and abilities	1	.768	1.597	.207	.005
Error	Techniques	295	.517			
	Supervisory roles	295	.501			
	Skills and abilities	295	.481			
Total	Techniques	297				
	Supervisory role	297				
	Skills and abilities	297				
Corrected Total	Techniques	296				
	Supervisory role	296				
	Skills and abilities	296				

Significant at .017 Adjusted Alpha level; Source: Field Data (2019)

In order to reduce the chance of a Type 1 error that may arise as a result of conducting a number of separate analyses of the variables, a higher alpha level was set which is of .017. (Tabachnick & Fidell, 2013). The results of the univariate tests revealed no statistically difference in techniques used in

principals' instructional supervision, F (1, 295) = .001, p = .982, partial eta squared =.00. Also, there was no statistically significant difference in principals' supervisory roles in instructional supervision, F (1, 295) = .002, p = .963, partial eta squared = .00. In like manner, there was no statistically difference in principals' skills and abilities in instructional supervision F (1, 295) = 1.58, p = .207 partial eta squared = .005. Generally, it can be concluded that there was no difference in all the domains (techniques, supervisory roles, and skills and abilities) of instructional supervision based on gender.

Hypothesis Two

H_o: There is no statistically significant difference between tutors' years of experience and their perception of principals' effective instructional supervision in Colleges of Education in Ghana.

In testing for this hypothesis, one-way between-groups multivariate analysis of variance was performed to investigate years of experience difference in tutors' perception of principals' effective instructional supervision. Three dependent variables were used: techniques, supervisory roles and functions and skills and abilities of instructional supervision. The independent variable was years of experience (less than a year, 1- 5 years, 6-10 years, 11-20 years and over 20 years). Preliminary assumption testing was conducted to check for normality, linearity, univariate and multivariate outliers, homogeneity of variance-covariance matrices, and multicollinearity, with no serious violations noted.

Also, the result of Box's M test of equality of covariance (see Appendix E) violated the variance-covariance matrices assumption, F = 1.953 df1 = 24, df2 = 18317.351, p = .003, M = 48.957. Apart from relevant

strategies ($p < .003$), all data on all the criterion variables did not violate the homogeneity of variance assumption ($p > .05$, see Appendix E). Following the violation of homogeneity of variance and homogeneity of variance-covariance matrices, Pillai's Trace multivariate test was performed. The result is shown in Table 19.

Table 19- *Pillai's Trace Multivariate Tests for Differences in the Years of Experience of Tutors*

Effect	**Value**	**F**	**Hypothesis df**	**Error df**	**Sig.**	**Partial Eta Squared**
Intercept	.95	1972.52	3.00	290.00	.00	.95
Years of Experience	.12	3.01	12.00	876.00	.00*	.04

*Significant at .05 Alpha level; Source: Field Data (2019)

In Table 19, the result showed no statistically significant difference on the combined criterion variables (instructional supervision) among tutors in terms of years of experience, F (3, 876) = 3.014, p < .001; partial eta squared = .040; *Pillai's Trace* V = .119. This implies that years of experience of tutors explained 4% of the variance in the combined criterion variables. Separate univariate ANOVAs on the criterion variables using Bonferroni adjusted alpha level of .017. Table 20 shows the results of the univariate ANOVAs.

Table 20- *Test of Between-Subjects Effects in Tutors Years of Experience on the Indicators of Instructional Supervision*

Source	Dependent Variable	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	Techniques	4	1.67	3.34	.01	.04
	Supervisory role	4	2.98	6.39	.00	.08
	Skills and abilities	4	3.25	7.32	.00	.09
Intercept	Techniques	1	2215.55	4435.22	.00	.94
	Supervisory role	1	2164.79	4647.05	.00	.94
	Skills and abilities	1	2561.36	5770.06	.00	.95
Years of experience	Techniques	4	1.67	3.34	.01	.04
	Supervisory role	4	2.98	6.39	.00	.08
	Skills and abilities	4	3.25	7.32	.00	.09
Error	Techniques	292	.50			
	Supervisory role	292	.47			
	Skills and abilities	292	.44			
Total	Techniques	297				
	Supervisory role	297				
	Skills and abilities	297				
Corrected Total	Techniques	296				
	Supervisory role	296				
	Skills and abilities	296				

Significant Adjusted Alpha level at .017; Source: Field Data (2019)

An alpha value of .017 was used for comparison with the Sig. value. This is so because a number of separate analyses of variables were conducted, and so a higher alpha level was set to reduce the chance of a Type 1 error (Tabachnick & Fidell, 2013). The results of the univariate tests revealed statistically significant difference in years of tutors' experience in techniques used in principals' instructional supervision, F (4, 292) = 3.34, p = .011., partial eta squared = .044. Also, there was statistically significant difference in years of experience in principals' supervisory roles in instructional supervision, F (4, 292) = 6.39, p < .001, partial eta squared = .080. In like manner, there was statistically significant difference in tutors' years of experience principals' skills and abilities in instructional supervision F (4, 292) = 7.32, p < 001 partial eta squared = .091. Generally, it can be concluded that there was significant difference in tutors' years of experience (less than a year, 1- 5 years, 6-10 years, 11-20 years and over 20 years) and the domains of instructional supervision (techniques, supervisory roles and functions, and skills and abilities). A post hoc analysis was performed to determine where the differences lie in terms of years of experience and principals' effective instructional supervision.

The multiple comparison test table (see Appendix E) showed that there was statistically significant difference between tutors years of experiences, (1 – 5 years and 11 – 20 years) with their mean (M = 3.35 and SD = .84, M = 3.66 and SD = .65) respectively with p = .02 in terms of techniques of instructional supervision. This implied that tutors with more years of experience (11 – 20 years) held a positive perception of principals' techniques in instructional supervision. However, there was no significant difference

between the rest of tutors' years of experience (less than a year, 6-10 years, and over 20 years) and tutors' perception of principals' techniques in Colleges of Education (see Appendix E). This implies that, tutors who have these years of experiences (less than a year, 6-10 years, and over 20 years) had equal perception of principals' techniques in instructional supervision in Colleges of Education.

With regard to principals' supervisory roles and functions in instructional supervision, the multiple comparison table (see Appendix E) indicated a statistically significant difference between 1 - 5 years of experience (M = 3.22 and SD = .83) and 11 - 20 years of experience (M = 3.63 and SD = .68), $p < .001$. Again, there was a statistically significant difference between 1 - 5 years of experience (M = 3.22 and SD = .83) and over 20 years of experience (M = 3.91 and SD = .67) with $p < .001$. This meant that tutors with over 20 years of experience (very much experience) held more positive perception on principals' supervisory roles and functions in instructional supervision as compared to those with moderate years of experiences. Nevertheless, there was no statistically significant difference between 1 - 5 years of experience (M = 3.22 and SD = .83) and 6 – 10 years of experience (M = 3.54 and SD = .63), p = .07 (see Appendix E). In addition, there was no significant difference between less than a year experience (M = 3.58 and SD = .48) and 1 - 5 years of experience (M = 3.22 and SD = .83) with p = .59. This suggests that tutors who had less than a year's experience and those between 1 – 5 years of experience held approximately the same perception of principals' supervisory roles and functions in instructional supervision in Colleges of Education in Ghana.

In tutors' perception of principals' skills and abilities in instructional supervision, the multiple comparison table (see Appendix E) indicated statistically significant difference between 1- 5 years of experience (M = 3.47 and SD = .86) and 11 – 20years of experience of tutors (M = 3.89 and SD = .66*)*, $p < .001$. There was also a statistically significant difference between 1- 5 years of experience (M = 3.47 and SD = .86) and over 20 years of experience (M = 4.22 and SD = .49) with $p < .001$. This implies that, even though tutors in both years of experience (1- 5 years of experience and over 20 years of experience) held positive perception of principals' skills and abilities in instructional supervision, there were differences in the magnitude of their positive perception. In contrast, there was no statistically significant difference in the rest of the comparison (see Appendix E).

Discussion

In this section, the findings that have been presented earlier is evaluated. The implications of the findings in line with theories of instructional supervision, as well as empirical findings from other authors are presented. The discussion has been presented in a research question by research question basis.

Research Question One

What are tutors' perceptions of principals' techniques in effective instructional supervision in Colleges of Education in Ghana?

Tutors overall perceptions of principals' techniques in effective instructional supervision in Colleges of Education in Ghana was positive. This suggested that principals adopted and employed encouraging and positive approach to their instructional supervision responsibilities. It was noted from

the responses of tutors that three factors were key to this positive perception. These were treatment of staff, communication, and constructive criticism/correction. Thus, communication was a key factor that contributed to the positive tutors' perceptions of principals' techniques in effective instructional supervision. This outcome is consistent with the findings of Nzambi (2012), who found that about 63% of tutors agreed that head-teachers communicated confidently and provided necessary resources for learning.

Similar results were also reported by Ekpoh and Eze (2015). These two authors reported a significant and positive correlation between techniques of instructional supervision and job aspect of tutors' job performance. These aspects of tutors' job performance included instructional ability, classroom discipline, effective communication and teaching methods and the use of teaching aids. It was argued here that, tutors in Colleges of Education in Ghana held positive perception about principals' techniques of instructional supervision because the tutors benefited from how the principals carried out their instructional supervision. That is, the techniques employed by the principals enhanced and eased the work of the tutors by strengthening discipline in their various classes, as well as improving their teaching methods and among others. By helping to enhance and ease their work, principals of the various Colleges of Education in Ghana positively reinforced the perceptions held by the various tutors over whom they supervised.

Research Question Two

What are tutors' perceptions of principals' supervisory roles and functions in effective instructional supervision in Colleges of Education in Ghana?

With this, respondents largely held the perception that their principals were effective in handling their supervisory roles and functions to ensure effective instructional supervision. This finding is consistent with earlier works. For example, in one study reported by Sameoi in 2014 from Kenya, majority of respondents (teachers) held a positive view of their principals' supervisory and functional roles in instructional supervision. This they did by rating them high on a number of crucial tenets that measured supervisory roles and functions of instructional supervision. Similar findings were reported by Nzambi in 2012 also in Kenya.

The positive perceptions held by tutors about their principals' supervisory roles and functions suggested that principals of Colleges of Education are effective supervisors. A huge part of what probably contributed to the positive perception may be due to the healthy working climate that these supervisors have managed to create in their various colleges. As indicated in the responses, the one item on the questionnaire that generated the most positive response was that principals had created positive working conditions. The creation of such positive working atmosphere in turn earns these supervisors the respect, trust, and confidence of the tutors. Tutors become motivated by such an atmosphere, as it contributes to their job efficiency and satisfaction. Such tutors are thus likely to rate their supervisors highly with regards to how the principals carry out their supervisory roles and functions.

In addition to the provision of positive working atmosphere, effective supervisors are known to provide instructional resources such as articles, books, lesson or unit plans, and assessment tools. The provision of these resources enhances teaching and makes the work of tutors relatively easier and thereby improving their efficiency. Therefore, it was apparent that principals (supervisors) in the Colleges of Education provided these instructional resources together with positive working climate, as was evident by the positive rating by their tutors.

Finally, from the analysis, it was observed that motivation as a variable of supervisory role and function was rated quite high by tutors. Thus, it is apparent that tutors' positive perception of their principals' supervisory roles and functions was partly due to the ability of the principals to motivate them. The association between supervision and motivation has been documented by a number of authors. For example, Oyewole and Alonge (2013), found a significant strong positive correlation between instructional supervisory role of principals and the motivation of their teachers.

Therefore, the way principals of Colleges of Education carry out their instructional supervisory roles influences the motivation of their teachers. Principals who are effective in their instructional supervisory roles and functions bring high motivation on the part of tutors. This assertion agrees with the submission of Maslow (1970a) that says "motivation is a factor which closely influences the performance of work and overall efficiency of an organization". If this principle is applied to the school system, one will observe that the instructional supervisory role and function as carried out by principals will either motivate teachers to put in their best or otherwise. Thus,

it can be deduced that principals of Colleges of Education in Ghana appeared to be effective motivators. This seems to partly explain the positive perceptions of tutors on their principals' supervisory roles and functions in instructional supervision.

Research Question Three

What are tutors' perceptions of principals' skills and abilities in effective instructional supervision in College of Education in Ghana?

From the results presented, it was obvious that tutors largely held positive perception on principals' skills and abilities exhibited in carrying out instructional supervision in the Colleges of Education in Ghana. The finding of this study is consistent with those reported by a number of authors. For example, this result was in line with the study carried out by Nyarne in 2010. In that study, the findings indicated that principals exhibited good, appropriate, and effective administrative behaviours which placed the management of the colleges on a sound footing as was perceived by teachers. Principals were believed to have introduced desirable changes in the colleges which uplifted the images of the colleges. On the contrary, principals were noted to be castigating at tutors and students publicly. Also, principals were aloof towards subordinates who had personal problems. Moreover, principals did not involve tutors in planning new projects and budget for the colleges.

Also, Aggrey's work was consistent the findings of this study. Aggrey (2010) indicated in his results that tutors had positive perception towards principals' skills in instructional supervision. It was expected that principals with effective skills and abilities would be perceived positively by the tutors over whom they supervised. This is the case because aspects of principals'

effective skills and abilities included components that directly affect their relationship with tutors. For example, principals' communication skills have the potential to affect how tutors carry out their duties with a corresponding negative or positive assessment from their principals. That is, by effectively communicating what is expected of the tutors, it becomes easier for the tutors to execute their responsibilities efficiently to meet the said objectives.

As a result, they are likely to gain commendation from their principals and also reduce frustrations that result from miscommunication. In contrast, when principals communicate job requirement to their tutors in an ineffective manner, it could result in frustration of tutors because of inability to meet set objectives. This may result in strain relationships with principals. It is observed from the responses that the most highly rated components of principals' skills and abilities included effective communication, ability to understand requirement, exertion of control and authority and ability to see good in others. This supported our expectation.

Research Question Four

What are tutors perceived challenges of principals' instructional supervision in Colleges of Education in Ghana?

Every individual one way or the other has its own challenges that battle with and principals in their Colleges of Education are not left out. This study assessed some of these challenges that are perceived to be faced by the various principals. Among the five challenges that were evaluated, administrative problem emerged as the most highly rated challenge perceived by the tutors. In contrast, the tutors perceived principals lack of pedagogical knowledge in instructional supervision to be the least important challenge. These challenges

were seen as principals carried out their instructional supervision in the area of techniques, supervisory roles and functions and skills and abilities.

The most commonly highlighted challenge perceived by tutors was administrative problems. In many schools, administration fails to specify the scope of responsibilities that are supposed to be performed by the tutors (teachers). This results in failure to achieve the expected goals and objectives of the school. This leads to frustration and confusion between principals on one hand and the tutors on the other. The challenge of 'administrative problems' has been highlighted elsewhere by Adu, Akinloye and Olaoye (2014).

Negative attitudes of some tutors about supervision emerged as one key challenge to effective principal instructional supervision. Such negative attitude translates into resisting of supervision by such tutors. The resisting of supervision is apparently due to fear of negative criticism by supervisors due to unpreparedness and possible poor delivery style of tutors. The challenge of resisting of supervision has been indicated to be especially common among non-professional tutors, even though they are academically qualified. This assertion is consistent with earlier findings of Adu, Akinloye and Olaoye (2014) who contested that professionally qualified tutors are less likely to resist supervision compared to non-professionally qualified tutors. Also, the negative attitudes could emanate from lack of established sound supervisory culture in many schools. Due to the absence of a routine of sound supervisory culture in many schools, some tutors may perceive any effort of supervision to be an attack on their qualification rather than an administrative process to improve delivering in student achievement.

Last but not least, financial constraints were identified as another challenge. This translates into lack of formal training opportunity concerning instructional supervision. Inadequate funding either on the part of the government, ministry or its associated agencies hamper supervision and administration of schools and colleges. This inadequacy is reflected in non-provision of schools' statutory materials and organization of formal training for tutors. This finding is in support of Melorose, Perroy and Careas's study in 2015. Their study revealed that financial constraints were one of the challenges that mitigate principals' instructional supervision in schools.

Hypotheses One and Two

Gender and years of experience difference in tutors' perception of principals' effective instructional supervision

The study found no statistically significant gender difference in tutors' perception of principals' effective instructional supervision in the College of Education in Ghana. This meant that male and female tutors perceived principals' instructional supervision in the same light. That is, they believe that principals exhibit their techniques, roles and functions and skills and abilities in an effective manner to ensure effective and smooth instructional supervision. This would in tend lead to the achievement of instructional and Educational goals of the Colleges of education. One possible explanation to this perception could perhaps be the exposure of both male and female tutors to the same teaching and learning environment and teaching and learning materials.

This finding supports earlier findings by Tesfaw and Hofman (2014) who also found no statistically significant gender difference in teachers'

perception of instructional supervision approaches. The findings however contrast the findings of Kis and Konan (2014), who reported on a significant gender difference in teachers view on principals' instructional leadership behaviour. Also, there was a disparity in gender between the finding of this study and that of Nguyen (2016), who reported on statistically significant difference between male and female teachers view on principals' instructional leadership.

With regard to years of experience of tutors, the study further found statistically significant difference in the years of experience of tutors, perception towards instructional supervision in relation to principals' techniques, supervisory roles and functions and skills and abilities. In that, tutors who had more years of experience had more positive perception of instructional supervision of principals than tutors with less years of experience. One likely explanation for this is that tutors in this year of teaching experience (11 - 20 years) group are usually in the age range of 35 – 45. At this career stage, they have matured in teaching and are also young enough to be full of energy and enthusiasm to contribute to teaching. With this enthusiastic perspective, they are enthusiastic in evaluating their principals' instructional supervision as well.

Another possible reason for this difference is that the more experienced tutors are the higher ratings they give their principals for protecting instructional time. With many experiences in teaching, senior tutors tend to control and manage their students well and as a result, they have earned their principals' trust. Thus, their instructional time has not been interrupted by other activities from school principals. Adding to what may account for the

difference is that principals usually ask experienced tutors to be responsible in providing support and help to novice tutors. This may limit the instructional supervisory role of principals to novice tutors. However, one explanation that could account for the discrepancy may be that in their first year of teaching, novice tutors are sometimes overwhelmed by their teaching tasks and need more time to adapt themselves to their new circumstances. That might be one reason why they do not perceive principal instructional supervision in the same manner as the more experienced tutors.

The finding is consistent with a number of studies conducted. For example, the finding is consistent with the finding of Nguyen (2016), who reported on statistically significant difference in years of experience of teachers in instructional leadership roles. Also, Tesfaw and Hofman (2014) results revealed no significant differences were found between beginner and experienced teachers in their attitudes and satisfaction toward supervisory processes practiced at their schools.

CHAPTER FIVE

SUMMARY, CON CLUSIONS AND RECOMMENDATIONS

This chapter gives a summary of the study, the conclusions drawn, recommendations and suggestions for further studies based on the findings.

Summary

Overview of the Study

The purpose of the study was to examine tutors' perceptions of principals' effective instructional supervision in Colleges of Education in Ghana. Specifically, the study sought to: (a) find out tutors' perception of indicators (techniques, supervisory roles and functions and skills and abilities) of principals' effective instructional supervision, (b) explore tutors' perception of some perceived challenges of principals' instructional supervision, and (c) determine gender and years of experiences differences in tutors' perception of principals' instructional supervision. These objectives were translated into four research questions and two hypotheses which steered the study.

The design employed in the study was descriptive specifically cross-sectional survey and quantitative in nature. The targeted population of the study was tutors in the public Colleges of Education in Ghana. The study made use of a questionnaire that was made up of fifty-three items with five sections, that is three indicators of instructional supervision, challenges, and demographics which was designed by the researcher. A multiple sampling techniques (stratified, simple random and quota sampling techniques) were used in the study. The data collected were analysed using means, standard

deviation, one sample t-test for the research questions and multivariate analysis of variance (MANOVA) to answer the research hypothesis.

Key Findings

The following were the findings of the study:

1. Tutors in Colleges of Education in Ghana, in total, perceived the techniques principals used in instructional supervision to be effective, in the sense that tutors held a positive perception on principals' instructional supervision with regards to techniques.
2. Tutors as a whole, also perceived principals' supervisory roles and functions in instructional supervision to be effective due to the that tutors held positive view of principals' roles and functions of instructional supervision.
3. It was found that tutors of Colleges of Education in Ghana held positive perception on principals' skills and abilities in instructional supervision and this indicated effective principals' skills and abilities in instructional supervision.
4. The study found that tutors held negative perception on the challenges faced by principals in carrying out instructional supervision in the Colleges of Education in Ghana. In that, tutors did not perceive their principals to be facing these challenges while carrying out instructional supervision.
5. The study revealed no statistically significant gender difference in perceptions of tutors in effective instructional supervision in Colleges of Education in Ghana.

6. The study found statistically significant difference in years of experience of tutors' perceptions of principals' effective instructional supervision in Colleges of Education in Ghana, in that those who were more experience held more positive perception than that of those with less experience.

Conclusion

From this study, it can be deduced that, in Ghana, tutors perceive instructional supervision by their principals to be very effective in Colleges of Education. Since all the three domains of instructional supervision that enjoins to form effective instructional supervision were perceived positively by the tutors from the various selected Colleges of Education regardless of the gender of tutors. However, tutors with more experiences perceived principals' instructional supervision more positively as compared to tutors with less experience.

Recommendations for Practice and Policy

The following recommendations were made based on the findings of the study to aid in policy formulation and implementations:

Practice:

1. Principals should continue to maintain effective line of communication with tutors and make concise decisions for the Colleges of Education however, they should give priority to improve instructional supervision by checking tutors lesson plan and providing feedback after lesson observations in Colleges of Education.

2. All the supervisors or principals should take note of the challenges that were perceived by tutors to be castigating against the effectiveness of principals' instructional supervision.
3. Principals in the Colleges of Education should be trained and have high professional qualifications and superior knowledge about curriculum and instructional supervision so as to be better role models and to provide expert leadership in all areas of the school programme to their tutors and students.
4. More orientation programmes on instructional supervision should be organised for beginning tutors in Colleges of Education in Ghana so as to equip and harness them to carry out their duties so that they would not see their principals as fault-finders.

Policy:

1. The National Council for Tertiary Education (NCTE), Institute of Education, (University of Cape Coast) and Principals of Colleges of Education in Ghana must ensure that tutors' who are teaching in the Colleges of Education in Ghana have the requisite professional qualification and skills to teach the various course contents in the colleges.
2. The agencies responsible for policy formulation in the Colleges of Education (Teacher Education Division of Ghana Education Service and Institute of the Education of University of Cape Coast) should make use of the findings to formulate policies that enable the principals to be more effective in carrying out instructional supervision for the attainment of educational goals.

3. Education managers and principals should continue to properly harness, utilize and develop the necessary educational resources such as finance, personnel, facilities information (data) and time, that would lead to a very good-quality educational output.

Suggestions for Further Studies

The following are suggestions for further studies:

1. Similar studies could be conducted to examine tutors, Head of Departments, Vice-Principals perceptions of principals' instructional supervision in the Colleges of Education in Ghana.
2. Future researchers can research into examining tutors' perception of both external and internal supervision in the Colleges of Education in Ghana.
3. The study can be replicated in other tertiary institutions in Ghana.

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APPENDICES

APPENDIX A

ETHICAL CLEARANCE

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
FACULTY OF EDUCATIONAL FOUNDATIONS
DEPARTMENT OF EDUCATION AND PSYCHOLOGY

Telephone: 233-3321-32440/4 & 32480/3
Direct: 033 20 91697
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Email: edufound@ucc.edu.gh

UNIVERSITY POST OFFICE
CAPE COAST, GHANA

Our Ref:

Your Ref:

5th February, 2019

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

THESIS WORK
LETTER OF INTRODUCTION
MS. EUODIA YAA OCRAN

We introduce to you Ms. Ocran, a student from the University of Cape Coast, Department of Education and Psychology. She is pursuing Master of Philosophy degree in Measurement and Evaluation and currently at the thesis stage.

Ms. Ocran is researching on the topic:

"Tutors' Perception of Instructional Supervision in the Colleges of Education in Ghana"

She has opted to collect data at your institution/establishment for the Thesis work. We would be most grateful if you could provide her the opportunity for the study. Any information provided would be treated as strictly confidential.

Thank you.

Yours faithfully,

Theophilus Amuzu Fiadzomor **(Mr.)**
Senior Administrative Assistant
For: **HEAD**

APPENDIX B

INTRODUCTORY LETTER

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
ETHICAL REVIEW BOARD

UNIVERSITY POST OFFICE
CAPE COAST, GHANA

Our Ref: CES-ERB/ucc.edu/v3/19-11

Date: March 4, 2019

Your Ref: .....

Chairman, CES-ERB
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Vice-Chairman, CES-ERB
Prof. K. Edjah
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0244742357

Secretary, CES-ERB
Prof. Linda Dzama Forde
lforde@ucc.edu.gh
0244786680

Dear Sir/Madam,

ETHICAL REQUIREMENTS CLEARANCE FOR RESEARCH STUDY

The bearer, Eudia Yaa Ocran, Reg. No EF/MEP/17/0008 is an M.Phil. / ~~Ph.D~~. student in the Department of Education and Psychology in the College of Education Studies, University of Cape Coast, Cape Coast, Ghana. ~~He~~ / She wishes to undertake a research study on the topic:

Tutors' perceptions of principals' instructional supervision in Colleges of Education in Ghana

.....

The Ethical Review Board (ERB) of the College of Education Studies (CES) has assessed ~~his~~/her proposal and confirm that the proposal satisfies the College's ethical requirements for the conduct of the study.

In view of the above, the researcher has been cleared and given approval to commence ~~his~~/her study. The ERB would be grateful if you would give ~~him~~/her the necessary assistance to facilitate the conduct of the said research.

Thank you.
Yours faithfully,

Prof. Linda Dzama Forde
(Secretary, CES-ERB)

APPENDIX C

QUESTIONNAIRES FOR TUTORS

UNIVERSITY OF CAPE COAST

COLLEGE OF EDUCATION STUDIES

FACULTY OF EDUCATIONAL FOUNDATION

DEPARTMENT OF EDUCATION AND PSYCHOLOGY

This questionnaire is to gather data from tutors on their perception of principals' effective instructional supervision practices in the Colleges of Education in Ghana. Kindly read the items carefully and provide a response that best represents your opinion. To provide confidentiality, do not indicate your name on the questionnaire and the information you will provide will be kept secretly. The questionnaire has five (5) sections.

SECTION A: TUTORS' PERCEPTIONS OF PRINCIPALS' TECHNIQUES IN INSTRUCTIONAL SUPERVISION.

Please kindly indicate with a tick (√) the extent to which you agree with the statements below.

KEY: SD= Strongly Disagree **D=** Disagree **U**=Uncertain **A**= Agree **SA**= Strongly Agree

NO.	ITEMS	SD	D	U	A	SA
	My principal:					
1	knows the academic qualifications of the staff of the college					
2	is aware of the habits, attitudes and beliefs of most tutors in the college					

3	takes personal interest in the social life and family background of the tutors					
4	treats his staff with respect at school					
5	often listen to both sides before resolving the issue when there is conflict					
6	mostly reason together with his or her staff before making decisions					
7	is able to give firm critics when mistakes occur and give necessary corrections					
8	communicates effectively to his staff such that they are always willing to comply					
9	is fair and honest in resolving conflicts in the college					
10	organizes series of presentations for tutors to enhance growth and development					
11	makes arrangement for tutor visitation, that is tutors visiting other tutors during classes to observe in the same school					

12	organizes workshop for his tutors					
13	organizes micro-teaching for students' teachers and observe when it is being carried out					
14	moves from one class to the other to observe the teaching and learning process, tutor-student interaction, tutors' personality etc.					

SECTION B: TUTORS PERCEPTIONS OF PRINCIPALS' MANAGERIAL ROLES AND FUNCTIONS IN INSTRUCTIONAL SUPERVISION

Please kindly indicate with a tick (√) the extent to which you agree with the statements below.

KEY: SD= Strongly Disagree **D=** Disagree **U**=Uncertain **A**= Agree **SA**= Strongly Agree

NO.	ITEMS	SD	D	U	A	SA
	My principal:					
15	is able to create good climate where the staff are willing to cooperate to meet organizational goals					
16	earns the respect, trust and confidence of his staff members					
17	gives credits and motivates his tutors when they do a good job					
18	is objective and fair in judging the affairs of his tutors					
19	ensures that staff rights are respected					
20	facilitates tutors personal					
21	facilitates tutors' professional growth					
22	helps tutors to identify new teaching skills					
23	gives instructional guidance to tutors on college curriculum					
24	organizes to support curriculum implementation					
25	checks tutors lesson plan					
26	observes tutors while teaching					
27	checks scheme of works (course outline) at the beginning of the semester					
28	gives feedback to tutors after lesson observations					

SECTION C: TUTORS PERCEPTIONS OF PRINCIPALS' SKILLS AND ABILITIES IN INSTRUCTIONAL SUPERVISION

Please kindly indicate with a tick (√) the extent to which you agree with the statements below.

KEY: SD = Strongly Disagree **D =** Disagree **U** = Uncertain **A** = Agree **SA**= Strongly Agree

No.	Items	SD	D	U	A	SA
	My principal:					
29	understands his job requirements, tutors, and working environment					
30	understands the relationship between people, individual needs and perception					
31	understands the individual differences of his tutors					
32	communicates information to his staff effectively					
33	exerts control and authority when situations arise					
34	makes sure official objectives and goals are achieved					
35	cooperates with staff and students in order to locate materials to implement new skills					
36	meets with staff frequently to overcome their problems					
37	plans for actions					
38	understands the attitudes and behaviours of his staff					
39	is able to see the good in others					
40	reinforces others to work					

SECTION D: TUTORS PERCEIVED CHALLENGES OF PRINCIPALS' INSTRUCTIONAL SUPERVISION

Please kindly indicate with a tick (√) the extent to which you agree with the statements below.

KEY: SD= Strongly Disagree **D=** Disagree **U**=Uncertain **A**= Agree **SA**= Strongly Agree

No.	Items	SD	D	U	A	SA
41	Negative attitudes and unhappiness of tutors concerning principals' supervision					
42	Lack of pedagogical knowledge concerning principals' instructional supervision					
43	Financial constraints					
44	Administrative problem					
45	Obstacles to establishing of sound supervisory culture in the school					

SECTION E: BACKGROUND INFORMATION

Please kindly indicate with a tick (√) your response to the following:

46. Principal's Sex

a. Male [ ] b. Female [ ]

47. Tutor's Sex

a. Male [ ] b. Female [ ]

48. Principal's Age

a. 21 – 30 years [ ]

b. 31 – 40 years [ ]

c. 1 – 50 years [ ]

d. Over 50 years [ ]

49. Tutor's Age

a. 21 – 30 years [ ]

b. 31 – 40 years [ ]

c. 41 – 50 years [ ]

d. Over 50 years [ ]

50. Principal's highest academic qualification

a. Graduate B. Ed (Bachelor of Education) [ ]

b. M. Ed (Masters in Education) [ ]

c. M.Phil. (Master of Philosophy [ ]

d. Any other (please specify) .....

51. Tutor's highest academic qualification

a. Graduate B. Ed (Bachelor of Education) [ ]

b. M. Ed (Masters in Education) [ ]

c. M.Phil. (Master of Philosophy [ ]

d. Any other (please specify) .....

52. Years of experience as a tutor in the Colleges of Education

a. Less than 1 year [ ]

b. 1 - 5 years [ ]

c. 6 - 10 years [ ]

d. 11-20 years [ ]

e. Over 20 years [ ]

53. Years of experience as a tutor in your current College of Education

a. Less than 1 year [ ]

b. 1 - 5 years [ ]

c. 6 - 10 years [ ]

d. 11-20 years [ ]

e. Over 20 years [ ]

THANK YOU FOR YOUR COOPERATION

APPENDIX D

ONE SAMPLE T-TEST

Techniques of Instructional Supervision

One-Sample Statistic

	N	Mean	Std. Deviation	Std. Error Mean
Techniques of instructional supervision	300	3.5819	.72332	.04176

One-Sample Test

	Test Value = 3					
	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Techniques of instructional supervision	13.934	299	.000	.58190	.4997	.6641

Supervisory Roles and Functions of Instructional Supervision

One-Sample Statistic

	N	Mean	Std. Deviation	Std. Error Mean
Supervisory roles and functions	300	3.5195	.72617	.04193

One-Sample Test

	Test Value = 3					
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Supervisory role and functions	12.392	299	.000	.51952	.4370	.6020

Skills and Abilities of Instructional Supervision

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Skills and Abilities	300	3.8031	.71656	.04137

One-Sample Test

	Test Value = 3					
	t	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Skills and Abilities	19.411	299	.000	.80306	.7216	.8845

APPENDIX E

HYPOTHESIS TWO MANOVA MULTIPLE COMPARISON

	(I) Years of experience in the College of Education	(J) Years of experience in the College of Education	Mean Difference (I-J)	Std. Error	Sig.
Techniques	Less than a year	1 - 5 years	.34	.19	.78
		6 - 10 years	.05	.19	1.00
		11 - 20 years	.00	.18	1.00
		over 20 years	-.13	.24	1.00
	1 - 5 years	Less than a year	-.34	.19	.78
		6 - 10 years	-.29	.12	.17
		11 - 20 years	-.33*	.10	.02
		over 20 years	-.47	.18	.11
	6 - 10 years	Less than a year	-.05	.19	1.00
		1 - 5 years	.29	.12	.17
		11 - 20 years	-.05	.11	1.00
		over 20 years	-.18	.18	1.00
	11 - 20 years	Less than a year	-.00	.18	1.00
		1 - 5 years	.33	.10	.02
		6 - 10 years	.05	.11	1.00
		over 20 years	-.13	.17	1.00
	over 20 years	Less than a year	.13	.25	1.0
		1 - 5 years	.47	.18	1.10
		6 - 10 years	.18	.18	1.00
		11 - 20 years	.13	.17	1.00

Supervisory role	Less than a year	1 - 5 years	.35	.18	.59
		6 - 10 years	.0361	.19	1.00
		11 - 20 years	-.0904	.18	1.00
		over 20 years	-.3341	.23	1.00
	1 - 5 years	Less than a year	-.3472	.18	.59
		6 - 10 years	-.3112	.12	.07
		11 - 20 years	-.4377*	.10	.00
		over 20 years	-.6814*	.18	.00
	6 - 10 years	Less than a year	-.0361	.19	1.00
		1 - 5 years	.3112	.12	.07
		11 - 20 years	-.1265	.11	1.00
		over 20 years	-.3702	.18	.38
	11 - 20 years	Less than a year	.0904	.18	1.00
		1 - 5 years	.4377*	.10	.00
		6 - 10 years	.1265	.11	1.00
		over 20 years	-.2437	.17	1.00
	over 20 years	Less than a year	.3341	.23	1.00
		1 - 5 years	.6814*	.18	.00
		6 - 10 years	.3702	.18	.38
		11 - 20 years	.2437	.17	1.00
Skills and abilities	Less than a year	1 - 5 years	.5311*	.18	.032
		6 - 10 years	.1873	.18	1.00
		11 - 20 years	.1071	.17	1.00
		over 20 years	-.1948	.22	1.00

	1 - 5 years	Less than a year	-.5311*	.18	.03
		6 - 10 years	-.3438*	.11	.03
		11 - 20 years	-.4239*	.10	.00
		over 20 years	-.7259*	.17	.00
	6 - 10 years	Less than a year	-.1873	.18	1.00
		1 - 5 years	.3438*	.11	.03
		11 - 20 years	-.0802	.10	1.00
		over 20 years	-.3821	.17	.29
	11 - 20 years	Less than a year	-.1071	.17	1.00
		1 - 5 years	.4239*	.10	.00
		6 - 10 years	.0802	.10	1.00
		over 20 years	-.3019	.16	.68
	over 20 years	Less than a year	.1948	.22	1.00
		1 - 5 years	.7259*	.17	.00
		6 - 10 years	.3821	.17	.29
		11 - 20 years	.3019	.16	.68

Descriptive Statistics

	Years of experience in the College of Education	Mean	Std. Deviation	N
Techniques	Less than a year	3.6765	.59768	17
	1 - 5 years	3.3488	.84436	77
	6 - 10 years	3.6286	.68351	65
	11 - 20 years	3.6557	.65427	122
	over 20 years	3.8083	.69622	19
	Total	3.5819	.72332	300
Supervisory role	Less than a year	3.5756	.48476	17
	1 - 5 years	3.2171	.82980	77
	6 - 10 years	3.5396	.63349	65
	11 - 20 years	3.6311	.68249	122
	over 20 years	3.9098	.66660	19
	Total	3.5195	.72617	300
Skills mean	Less than a year	4.0245	.65070	17
	1 - 5 years	3.4740	.86203	77
	6 - 10 years	3.8372	.55030	65
	11 - 20 years	3.8969	.66175	122
	over 20 years	4.2193	.48846	19