

UNIVERSITY OF EDUCATION, WINNEBA

CIRCUIT SUPERVISORS AND HEADTEACHERS' SUPERVISORY
PRACTICES IN PUBLIC BASIC SCHOOLS AT THE OFORIKROM
MUNICIPAL EDUCATION DIRECTORATE, KUMASI

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and Communication Sciences, submitted to the School of Graduate Studies,
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Philosophy (Educational Leadership) degree**

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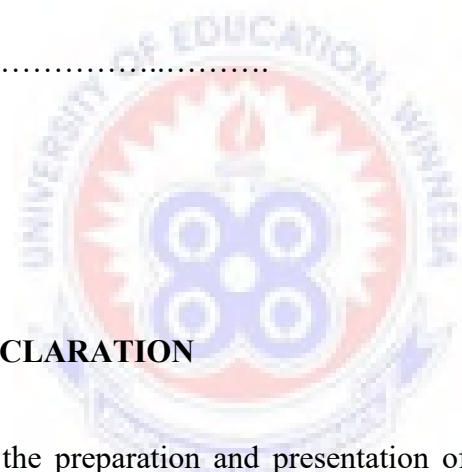
DECLARATION

STUDENT’S DECLARATION

I, GEORGINA ANANE-BOAHEN, declare that this dissertation with the exception of quotations and references contained in published work which have been identified and acknowledged, is the result of my own original research and it has been submitted either in part or whole, for another degree in this University or elsewhere.

SIGNATURE.....

DATE.....



SUPERVISOR’S DECLARATION

I hereby declare that the preparation and presentation of the work were supervised in accordance with the guidelines on the supervision of dissertation as laid down by the University of Education, Winneba.

SUPERVISOR’S NAME: DR. STEPHEN BAAFI-FRIMPONG

SIGNATURE.....

DATE.....

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DEDICATION

To my parents Mr. and Mrs. Anane Boahen.



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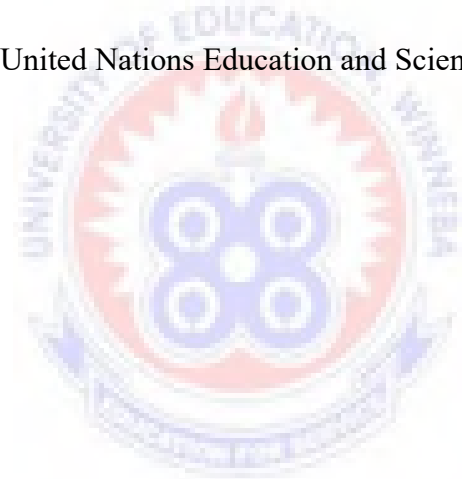


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LIST OF ACRONYMS

ANOVA	-	Analysis of Variance
BECE	-	Basic Education Certificate Examination
C/S	-	Circuit Supervisor
FCUBE	-	Free Compulsory Universal Basic Education
GES	-	Ghana Education Service
IEPA	-	Institute for Educational Planning and Administration
IIEP	-	International Institute for Educational Planning
SPSS	-	Statistical Product for Service Solutions
UNESCO	-	United Nations Education and Scientific Organisation



ABSTRACT

This study investigated circuit supervisors and head teachers' supervisory practices in public basic schools at the Oforikrom Municipal Education Directorate, Kumasi. The descriptive survey design was adopted. The study population was 642 comprising 599 teachers, 39 head teachers and 4 circuit supervisors. Simple random sampling was used to select 200 teachers and 20 schools and purposive sampling procedure was used to select 39 head teachers and four circuit supervisors. The researcher used questionnaire to collect data. The data was analyzed using descriptive statistics with SPSS version 20 software. The study found out that inspection was the type of supervision that was practiced and emphasized in the municipal followed by training and guidance. The study also showed that head teachers supervisory activities influenced and facilitated better teaching and learning. Challenges of supervision identified were lack of logistics, equipment and materials, teachers' failure to heed to advice, low follow-up visits, inadequate INSET for teachers, head teachers and circuit supervisors and teachers' problem of underrating the competencies of supervisors. The study recommends that the GES and the Oforikrom Municipal Education Directorate should organize frequent INSET for the teachers, head teachers and circuit supervisors to enhance instructional practice. Also, the supervision department of the Municipal Education Directorate be strengthened and well-resourced to facilitate effective supervision and inspection in the municipality.

CHAPTER ONE

INTRODUCTION

This chapter presented the background to the study, statement of the problem, purpose of the study and research questions. The chapter also looked at the objectives of the study, significance of the study, delimitation of the study, definition of terms and the organization of the study.

Background to the Study

Education systems all over the world are woven towards the needs of society. It plays a significant role which makes it the most important instrument of socialization of the younger generation, development of human capital, integration of multi-tribal society and reformation of entire society. It is in this vein that successive governments in Ghana have formulated educational policies and implemented them through the school system to develop human resources to promote socio-economic, political and technological development of the society.

Supervision has been a relatively dormant activity in schools, and those designed especially as supervisors have typically been seen as minor functionaries (Halpin, 1968). School supervisory staffs have become progressively outmatched as the demand for quality education has increased and many supervisory activities have been assigned at least in a titular sense to others with more administrative responsibilities. As could be expected, overburdened administrators typically give only cursory attention to new responsibilities (Sergiovanni & Starrat, 1979).

In an international economy where school is the primary avenue to skill and credential necessary for better job and higher income, any activity that adversely affects school attendance and intellectual development threatens the child's future, (Curl, 1971 cited in Asizem, 2001, p.53).

Both Free Compulsory Universal Basic Education (FCUBE) operational plan of 1996 and the Report of the President's Committee on Review of Education Reforms in Ghana (October, 2002), identified school supervision and the role of the circuit supervisors as crucial for the success of educational reforms in Ghana.

Available evidence suggests that supervision may be experiencing transformation. The Inspectorate Division are placing stronger emphasis on supervision. With respect to general supervision, for example, less emphasis is given to develop basis to supervision and articulating supervisory processes. With respect to classroom supervision, clinical strategies and aesthetic strategies are beginning to compete successfully with the more traditional approach to teacher's evaluation, (Sergiovanni, & Starrat, 1979).

Strange as it may seem, supervision actually developed from school superintendence and the Principalship of the secondary school; yet its most successful application took place in the elementary school where it did not start originally. In this setting, supervision developed as an adjunct to school administration. Out of this background have come conflicting ideas as to how supervision should be organized and carried on, what its relationship should be to other administrative functions in the school system and even what the task of the supervisor should be. (Gwynn, 1961, p.4)

A dynamic system of supervision and inspection has been recognized as the cornerstone of a sound system of education. In a set up where all change tends to be

initiated from the top and filter down through the administrative hierarchy to the schools, the inspectorate forms an important link.

With one foot in the administration and the other in the schools, an inspectorate forms a natural bridge between the policy framers and the teachers in the field. An educational system will not be able to rise above the levels of its inspectorate. That is why supervision and inspection are today being considered as the backbone of educational improvement.

The system of school supervision and inspection are not a new phenomenon in Ghana's education system especially in basic schools. For instance, the 1882 Educational Ordinance, called for the establishment of the board of education to control and supervise the educational system in the country.

Consequently, Rev. M. Sunter was appointed the first supervisor of schools in the country. He was to report to the board and see to it that those managing schools observed the conditions on which grants were given (McWilliams & Kwamena-Poh, 1975). The perceived ineffectiveness of inspectorate division is a major factor for low academic performance of basic school children in Ghana. Ineffective supervision creates apathy on the part of teachers and does not help effective teaching and learning. Thus, the circuit supervisor who represents the District Directorate of the Ghana Education Service at the circuit level needs to be given much attention for effective discharge of their duties for the goals of education to be achieved (Osei-Mensah, 2005).

Under the policy of decentralization in education, decision-making power is transferred from the headquarters to the local level – to the individual schools. The school thus becomes the basic decision-making unit. The headmaster/head teacher undertakes

school-based management. He manages all aspect of his school staff and pupils, instruction, learning resources and finances (Mankoe, 2002). With the emergence of the new educational reform since 1987, the Ministry of Education and Sports and the Ghana Education Service have recognized the critical leadership role that the circuit supervisor must play in ensuring that learning takes place in schools. But the question that needs to be answered is, “Are the circuit supervisors and head teachers performing their leadership roles effectively as expected, particularly as regards their supervisory roles? This is particularly so when a lot of people attribute the poor academic performance in Ghanaian basic schools to ineffective or poor supervision. This leadership role involves providing support to the head teacher and teachers as curriculum advisors and in helping to improve the quality of teaching and learning in the classroom, (Circuit Supervisors handbook, 2000).

In tender with their roles, the circuit supervisor grapples with some problems most of which have not been empirically investigated. This study investigates the supervisory practices of circuit supervisors and head teachers of basic schools at Oforikrom Municipal Education Directorate, Kumasi.

Statement of the Problem

Supervision is a vital tool for the growth of every institution. Unfortunately, this vital tool does not seem to be effectively used by head teachers and circuit supervisors. Head teachers and circuit supervisors appear to be very busy with some administrative duties such as assigning roles, attending to meetings, writing reports and checking inventory at the expense of supporting teachers to provide effective instructions in the

schools. Personal observation by the researcher indicated that head teachers and circuit supervisors seem to overlook common supervisory practices expected of them. Teachers seemed to be provided little or no supervision during instruction yet they ought to deliver up to expectation.

The question that cries is what supervisory practices are used by head teachers and circuit supervisors of basic schools to promote quality education? There is the urgent need to answer this and other questions. It is based on these issues that the study sought to find out the supervisory practices of circuit supervisors and head teachers in public basic schools at the Oforikrom Municipal Education Directorate in Kumasi of the Ashanti Region.

The Ghana Education Service (GES) was established by the National Redemption Council Decree (NRCDC 247). Among other things, the decree invested in the GES supervisory and inspectorate roles in both public and private schools with the view to ensuring efficiency and academic excellence. Unfortunately, public perception seems to indicate that academic performance, particularly in public basic schools is nothing to write home about and this is attributed to lack of effective supervision. This situation is disheartening, especially, when one considers the fact that public schools are staffed with more professionally trained teachers than the private schools.

According to Ankomah (2002), the Government of Ghana in an effort to improve educational delivery has been carrying out numerous policies, supervision, and other interventions, yet, the situation in many public schools leaves much to be desired. Ankomah further noted that the persistent problem of ineffective teaching coupled with poor performance of students has raised public concern about the quality of education

provided in public schools in the country in recent years. Addition to these, Wiles (1986), contended that supervision is an effective tool that could be used to promote good teaching and learning outcomes. However, despite the supervision in schools, students continue to perform abysmally in the Basic Education Certificate Examination as well as other performance Monitoring Tests nationwide. For example, Anamuah-Mensah (2006), observed that the 2005 BECE results indicated that 7.000 candidates nation-wide did not pass a single subject and many schools scored zero percent which could be partly attributed to poor supervision.

Though the poor performance in Ghanaian basic schools could be partly attributed to poor supervision (Ankomah, 2002), it appears not much have been done in terms of scientific research to ascertain the supervisory practices undertaken by circuit supervisors and head teachers in Basic Schools at the Oforikrom Municipal Directorate of Education, Kumasi in the Ashanti Region. It is based on these issues that this study seeks to find out the Supervisory Practices of circuit supervisors and head teachers in Basic Schools at the Oforikrom Municipal Directorate of Education, Kumasi in the Ashanti Region.

The literature also suggests that the few studies conducted (Ankomah, 2002; Osei-Mensah, 2005) on supervision in Ghana basically looked at supervisory effectiveness of circuit supervisors and school heads, supervision in public and private basic schools and supervisory challenges and not supervisory practices. It was to fill this gap that this study was conducted.

Purpose of the Study

Supervision is the nervous system of an organization. Its main function is to improve the learning situation of students and teacher effectiveness in educational institutions. The purpose of the study was to investigate the supervisory practices of circuit supervisors and head teachers in the Public Basic Schools in the Oforikrom Municipal Directorate of Education, Kumasi in the Ashanti Region.

Specifically, the study sought to examine the respective roles head teachers, circuit supervisors and the municipal directorate of education play to ensure effective supervision of the teaching process in basic schools.

Objectives of the Study

The objectives of the study were to:

1. identify the type of supervision mostly carried out in Public Basic Schools at the Oforikrom Municipal Education Directorate.
2. find out the supervisory practices of circuit supervisors and head teachers at the Oforikrom Municipal Education Directorate.
3. find out teachers, head teachers and circuit supervisors perceptions of supervision at the Oforikrom Municipal Education Directorate.
4. find out the roles played by head teachers and circuit supervisors in Basic School supervisory practices.
5. find out the problems teachers, head teachers and circuit supervisors face in their supervisory practices.

Research Questions

The study addressed the following research questions

1. What type of supervision is mostly carried out in public basic schools at the Oforikrom Municipal Education Directorate?
2. What supervisory practices are performed by circuit supervisors and head teachers in public basic schools at the Oforikrom Municipal Education Directorate?
3. What are teachers, head teachers and circuit supervisors' perceptions of school supervision at the Oforikrom Municipal Education Directorate?
4. What roles do head teachers and circuit supervisors at the Oforikrom Municipal Education Directorate play in the school supervisory process?
5. What problems do teachers, head teachers and circuit supervisors at the Oforikrom Municipal Education Directorate face in the supervisory process?

Significance of the Study

It is hoped that the results of the study would help stakeholders of education to put proper measures in place for more effective school supervision. More specifically, the result of the study would help the Oforikrom Municipal Assembly, School Management Committees, Parent Teacher Associations and Non-Governmental Organizations in the Oforikrom Municipality to put the necessary measures in place for more effective supervision of basic schools in the Oforikrom Municipality. The study would also add to the existing literature on supervision of schools in Ghana. In the education sector as a whole, there have been researches going on in many departments. But in the Inspectorate/Supervision Department, not much has been done, (Circuit Supervisor's

Handbook, 2000). This study, while adding to the existing literature in the Inspectorate Division, will also add to supervisors' knowledge as far as effective supervision is concerned. Finally, the study made recommendations or suggestions on how head teachers and circuit supervisors of basic schools in the municipality can improve their supervisory role. This would help improve supervision in other districts and municipalities in Ghana.

Delimitation of the Study

The study was focused on basic schools in the Oforikrom Municipality even though, it would have been worthwhile covering a larger area in the Region.

The study also focused on head teachers and circuit supervisors' supervisory roles and practices.

Data was collected exclusively from teachers, head teachers and circuit supervisors.

Definition of Key Terms

Administrators: The circuit supervisors and the head teachers who manage the affairs of the basic schools.

Basic School: A level of education which entails six (6) years primary and three (3) years Junior High School in Ghana.

Brief visit: A short visit to the school to deal with an identified problem. it could take an hour or two depending on the nature of the problem.

Circuit Supervisors: The officer who serves as a link between the school, the community and the district education office. Specifically, they liaise between the District Education Office and the schools, (Mankoe, 2002).

Independent schools: Only Primary or only junior high school with separate headteachers

Intensive visit: It is a more comprehensive visit that could take up to three days or more.

Occasional Supervision: Once or twice unannounced visit in a term to briefly ascertain how the school is faring. This could last between thirty minutes to an hour.

Regular Supervision: The normal supervision of lesson preparation, presentation and general school work conducted on weekly basis by headteachers.

Supervision: The term supervision in modern education is used to describe those activities which are primarily and directly concerned with studying and improving the conditions which surround the learning and growth of pupils and teachers. It is the assistance in the development of a better teaching and learning situations.

Organization of the Study

The study was organized into five chapters. Chapter one dealt with the background to the study and also highlights on issues such as the statement of the problem, the purpose of the study, objectives of the study, research questions and the significance of the study. The chapter also contained delimitation, definition of terms and the organization of the study.

Chapter two on the other hand encompassed the related literature review to guide the study. Various sources of literature were consulted and reviewed. This included

documents, both published and unpublished such as books, newspapers and journals that provided relevant information on the topic under study.

Chapter three dealt with the methodology used in the study. It included the introduction, research design, population, sample size and sampling procedure, instrumentation, data collection procedure and analysis plan as well as the pretest of the instrument.

Chapter four also focused on data presentation, analysis and discussion. The final chapter, which is chapter five, gave the summary and conclusion drawn from the study, recommendations and suggestions for practice and for further research studies.



CHAPTER TWO

REVIEW OF RELATED LITERATURE

In this chapter, literature on studies conducted in Ghana and other countries that are related to this study have been reviewed. Segiovanni (2000), maintained that “we supervise for good reasons; we want schools to be better, teachers to grow and students to have academically and developmentally sound learning experiences, and we believe supervision serves these and other worthy ends”. (p.12). The review followed the sub headings below;

1. Conceptual clarification of supervision
2. Theoretical Background of supervision
3. History of supervision
4. Purpose of supervision
5. Supervision of instructional works
6. Types of supervision
7. Inspection
8. Laissez – faire supervision
9. Coercive supervision
10. Supervision as Training and Guidance.
11. Supervision as Democratic professional leadership.
12. Clinical supervision
13. Developmental supervision.
14. Differentiated model of supervision
15. Collegial supervision

16. Directive Approach
17. Collaborative Approach
18. Nature, Practices and Characteristics of supervisors.
19. The circuit supervisor and his functions.
20. Teacher Motivation
21. The Role of Motivation in Organizations
22. Levels of Employee Motivation
23. The Nature of Motivation in the Public Service
24. Motivation Strategies and Approaches
25. Recognition of Employees' Good Work Done
26. Training and Development
27. Participative Management
28. Working Environment and Work Load
29. Effective Communication
30. Career Growth and Promotion Opportunities
31. Compensation and Other Financial Packages
32. Empowerment
33. Functions of the School Supervisor
34. Characteristics of a good circuit supervisor
35. The structure of the inspectorate of the Ghana Education Service
36. Factors Influencing Effective Instructional Supervision
37. Summary

Conceptual Clarification of supervision

As an academic concept, review of literature on supervision diversifies views and concepts. Confusion in role definition still plagues the field, and uncertainties exist in determining who supervisors are, what the key components of their jobs are, how much authority they should have been and what their relationships to administrators and teachers should be (Sergiovanni & Starrat, 1979).

According to Harris (1975), supervision is what school personnel do with adults and things to maintain or change the school operation in ways that directly influence the teaching process employed to promote pupils learning. Supervision is highly pupil – related. Supervision is a major function of the school operation, not a task or a specific job or a set of techniques. Supervision of instruction is directed towards both maintaining and improving the teaching – learning processes of the school.

Kinball (1995), views supervision as those activities which are designed to improve instruction at all levels of the school. He therefore describes supervisors as those who help establish communication; serve as liaison to get persons into contact with others who have similar problems or with resource people who can help. These supervisors could be said to stimulate staff members to look at the extent to which ideas and resources are being shared and the degree to which persons are encouraged and supported as they try things. According to him supervisors are concerned with helping people to accept each other, because they know that when individuals value each other, they will grow through their interactions and will provide a better emotional climate for pupils' growth. The supervisor's role becomes supporting, assisting and sharing, rather than directing.

In education, Glickamn and Ross (1998), see supervision as the glue to a successful school. It is that function in schools that draws together the various elements of instructional effectiveness into whole – school action. Schools links their instruction, classroom management and discipline with staff development, direct assistance to teachers, and curriculum development under a common goal for students and consequently complement each other’s teaching. Supervisors work with teachers in a manner consistent with the way teachers are expected to work with students.

In a school setting, five areas of instruction can be identified. These are teaching, pupils support services, management, supervision and administration. In education, supervision focuses on six areas of operation, namely; administration, curriculum, instruction, human relations, management and leadership (Mankoe, 2002). Harris (1975), argues that supervision is highly pupil – related. Supervision of instruction is directed towards both maintaining and improving the teaching and learning process of the school.

Burton and Brueckner (1955), as cited in Kochhar (2001), defines supervision as an expert technical service primarily aimed at studying and improving co – operatively all factors, which affect child growth and development.

According to Moorer (1956), the term ‘Supervision is used to describe those activities which are primarily and directly concerned with studying and improving the conditions which surround the learning and growth of pupils and teachers. Thus, it could be inferred from the above definitions that supervision is a co – operative educational enterprise in which all persons concerned with child growth and development work together to improve the total setting of learning.

According to Rue and Bayers (1996), supervision is the first level of management in an organization and is concerned with encouraging the members of a work unit to contribute positively towards accomplishing the organization's goals and objectives.

Eye and Netzer (1971), defined supervision as that phase of school administration which focuses primarily upon the achievement of the appropriate instruction expectations of educational system. It is the contention of Musaaazi (1982), that supervision is primarily concerned with action taken to ensure the achievement of instructional objectives. Musaaazi (1982), therefore concludes that "supervision is all actions taken to improve or ensure the achievement of instructional objectives when teaching and learning are in progress". (p.19).

Supervision as an administrative action is "what school personnel do with adults and things for the purpose of maintaining or changing the operation of the school in order to directly influence the major instructional goals of the school". (Harris & Bessent, as cited in Oliva, 1984). They contend that "Supervision is a function of the person who either through working with other supervisors; school heads or others at the central office level, contributes to the improvement of teaching and for the implementation of the curriculum". (p.39).

Neagley and Evans (1970), see supervision as a "Positive dynamic and democratic action designed to improve instruction through the continued growth of all concerned individual, children, teachers, supervisors, administrators and parents or any other lay persons". Supporting this assertion, Good & Brophy (1971), states 'Supervision could be seen as all efforts of designated school officials towards providing leadership to

teachers and other educational workers in the improvement of instruction in the classroom’.

Drake and Roe (1986), argues that supervision is general overseeing and control management, administration, evaluation, accountability, and so on.

Betts (1964), shares similar view that supervision and management are same. The common wealth secretariat Handbook for education supervision (1975), also maintains that the word supervision cannot precisely be distinguished from the word, “administration”. The distinction it argues is that “while supervision more concerned with the relationship between two people of which one of whom by status or acknowledged expertise is superior, administration is about to achieve its objectives”. (p.17). It added that, supervision and administration are involved in the following process: planning, organizing, decision making, influencing and evaluating.

From the above review, it becomes very clear that supervision has been identified by various educational writers and scholars as a catalyst which to a large extent could promote teaching and learning in any educational institution. It is also observed that the functions of supervision, administration and management are all about the same, thus, to improve teaching and learning process. It is therefore very important to note that having acquired the necessary materials and equipment, staff and other facilities for teaching and learning it becomes equally necessary to ensure adequate supervision if schools objectives are to be achieved.

Theoretical Background of Supervision

This section of the review is about the various theories or models of supervision. It shows periods of time in which supervision was influenced by social, political and economic movement in society and education, as described by Bays (2001). Researchers traced the theories, which they are termed as models from the 19th Century to the present day. Sullivan and Glanz (2000), observe that supervisory practices and theories have evolved since its origin in colonial time, and its effectiveness as a means of improving instruction depend on the ability of educational leaders to remain responsive to the needs of teachers and students. It is because of this assertion that in most cases advocates and practitioners build upon and/or modify existing strategies with the intention of improving practices.

History of Supervision

The scope of supervision is very wide. It is considered as an administrative action that is aimed at improving the instructional goal of a school. It focuses on many areas of education including administration, curriculum, instruction, human relations, management and leadership, (Mankoe, 2002: 183). “Supervision” in the words of Sergiovanni & Strarrat, (1988), developed alongside the developmental stages of man and became prominent in today’s educational system, the world over.

In the Sub - Saharan regions, and indeed in Ghana, supervision developed alongside the educational system. According to Graham, (1971), the first people to bring formal education to West Africa were the Christian Missionaries. He recorded that although both the early Portuguese traders and the Anti – Slavery movements came to

West Africa earlier than the missionaries; they did not engage in formal education for the indigenes. It was the advent of the missionaries that formal education was made available to the indigenous people. Rev. C. S. Hassle was then appointed superintendent and Inspector of schools in Ghana in 1856. He was to ensure the requisite supply of good and efficient teachers were made to teach in schools.

The British colonial government was cautious and reluctant to be involved in the management and supervision of education in the Gold Coast. But as the colonial influence in West Africa developed stronger and stronger, the British Colonial government also took interest in education, because there was the need for well-trained indigenes to assist in running the colonial administrative system in the province.

The colonial government was therefore compelled to find a way of ensuring that the right types of people were trained in the schools. Hence, it began to give Grants-In-Aid to various missionary groups for the running of schools on condition that such missions fulfilled the policies of the colonial government. The first of such colonial policy on education was the 1882 Education Ordinance. This ordinance was meant for the entire British West African Territory. The ordinance provided for an Inspectorate of Education which was to be responsible for supervision of schools in the entire West African Region., with its head-quarters in the Gold Coast (now Ghana). It was from here the schools in the territory were inspected. Subsequently, Rev M. Sunter was appointed the first Inspector of schools in Ghana and Nigeria. He was to report to the Board of Education, established for that purpose, and to see to it that those managing the schools observed the conditions of which grants were given (Mc Williams & Kwamena Poh, 1975); (Graham, 1971). Under the provisions of the ordinance, the Board of Education

was established to control and supervised the system of education. This marked the introduction of regular, systematic supervision in elementary schools in the then Gold Coast (now Ghana).

Graham (1971), further reported that the early inspectors of schools were required to assess the working of both teachers and pupils in schools. In those days the system of payment by result was introduced into the educational system. This was aimed at ensuring that teachers' remuneration goes with work output. Subsequently, salaries and wages depended on the number of children who passed the inspectors' annual examination. These examinations were set by inspectors but marked by general overseers of the educational system. Graham (1971), emphasized that this system, though viewed as effective for assessing school inspectors, was abolished in 1909 and replaced with the payment of grants of varying percentages of teachers' salaries, calculated according to the general estimate of efficiency and standard of schools inspected. In the late 1940s, the mission school authorities appointed visiting teachers especially in schools in the rural areas.

All over the world, the social consequences of education have always concerned and engaged the attention of society. In Ghana, education has always been highly treasured and has played a crucial role in social advancement in the society (Addae-Mensah, 2000). In the light of this, the colonial masters concerned with education have been very serious. Thus, they identified supervision as a vital tool for the success of any education reform. Whether these reforms have succeeded in achieving their lofty aims and ideals is a most point. Be that as it may, all our post-independent constitutions and laws including the 1960, 1969, 1979 and 1992 constitution have enshrined the right of

every child to basic education as a fundamental human right. The 1951 Accelerated Development Plan, which came into effect in 1952, envisaged a fee-free primary education of six years, followed by a four-year middle school education for which fees were to be paid. This education policy of Dr. Kwame Nkrumah, did not envisage a fully free secondary education even at a time when the economy could have supported such a policy (Addae-Mensah, 2000). With the launching of the 1961 Education Act, (Act 87) the management of schools was taken from the missions to the local authorities. The number of schools increased and therefore more untrained teachers were employed. The government had to appoint more visiting education officers, called Assistant Education officers (AEO), to supervise the schools. By 1963, principal teachers were selected from the ranks of the senior teachers to assist the AEOs with supervision in the schools. 1961 Education Act also applied to public schools and allowed the establishment and proliferation of private, full fee-paying relatively expensive primary and secondary schools. However, the private primary schools gained popularity in spite of their expensive nature, simply because of their ability to effectively supervise both their teachers and children for effective teaching and learning. The Common Entrance results from such private schools were very good (Addae-Mensah, 2000).

In 1951, the Er Zuah Education Report recommended for the establishment of Teaching Service to be responsible among other things for the management and supervision of first and second cycle educational institutions and also implementation of government educational policies on pre-tertiary education. Consequently, in 1972 and 1973 the Ghana National Association of Teachers (GNAT) negotiated with Government for the establishment of the Ghana Teaching Service which brought both classroom

teachers and professional field officers of the Ministry of Education together under one umbrella, making supervision more effective (Osei-Mensah, 2005). In 1974, the National Redemption Council (NRC) under Decree 247 established the Ghana Teaching Service, which later was re-named as the Ghana Education Service was to see to effective supervisors. The Ghana Teaching Service was Renamed Ghana Teaching Service on 9th September, 1975; by NRC 357 include supporting Staff in Pre-tertiary education. From then, the staffing designation of teachers was changed to: Assistant Superintendent, Senior Superintendent, Principal Superintendent, Assistant Director, Director, Deputy Director General and Director General, in this ascending order. Teachers were to be promoted after they have undergone prescribed courses, work inspection and promotion course (Asiedu Akrofi, 1971; Osei-Mensah, 2005).

The Dzobo Committee of 1972 came out with the Junior Secondary School concept as an educational reform, which was started, on experimental basis in 1976. The Junior Secondary School remained at its experimental stage until 1987 when the PNDC government fully implemented the programme in all schools.

Thus, under the 1987 Educational Reform, the need to give more attention to effective supervision arose. This was to ensure the achievement of the goals and objectives of the new curriculum. For a better and more effective supervision, District Education Directorates were divided into small units called circuits. Hence, circuit supervisors and monitoring assistants were appointed to play the role of supervision in schools. They were to monitor the administrative roles of the head teacher as well as effective teaching and learning by teachers in schools. In due course, communities and stakeholders in education have been called upon to supplement the supervisory role in

schools in their communities. This led to the establishment of School Boards, School Management Committees (SMCs) and District Education Oversight Committees (DEOCs) to serve as checks and balances in supervision of schools in the circuits under each Education Directorate (MOE, FCUBE Operation Plan, 1996).

Today, the supervisor's role has expanded because the school curriculum has undergone changes over the years due to the dynamic nature of society. Currently, the supervisor plays a dual role, as an education and a professional advisor as well as a helper to the teacher in order to meet the challenges of the school in this information, communication and technology (ICT) era. To do this the supervisor must understand both the philosophical and psychological concepts, which underline the present educational system and practices.

As such, the recommendation of the presidents' committees on Review of Education Reform in Ghana, 2002, that: "the GES should engage qualified personnel as inspectors and give them regular in-service training to keep them abreast with modern trend in the field" was welcome news.

It continued that University of Cape Coast and University of Education, Winneba, should be tasked with the responsibility for designing programmes for those already in the field to undergo periodic training to upgrade their professional competencies.

Purpose of Supervision

According to the Ghana Education Service, Circuit Supervisor's Handbook (2000), supervision plays a vital role in the country's educational system. It is the means through which the Ghana Education Service evaluates and reviews its system of operation in

basic schools to bring about purposeful changes and improvement that would lead to maximum achievement of set goals. This implies that if supervision is less, the extent of teaching and learning will not be properly evaluated.

Asiedu-Akrofi (1978), also asserts that the main purpose of supervision is to ensure efficient running of schools. Thus, it could be emphasized that supervision brings about efficiency in the use of human material and financial resources of schools through good working relationships to maximize achievement of goals. Furthermore, supervision helps in the provision of information about the performance and achievement of schools.

Kochhar (2001), realized that supervision improve the quality of education by providing professional leadership for both the head and classroom teacher. It also helps in appraising the works of schools and offering suggestions for their improvement. Again Kochhar (2001), stated that supervision helps to promote the professional growth of all teachers by providing for them in-service training direction and resources. Thus, if supervision is intensified in schools, there is the likelihood of efficiency in the running of schools. According to Knezevoich (1983) “Supervision is mainly concerned with the oversight of the school to ensure achievement of teaching and learning objectives. The functions of supervision as put forward by Knezevoich (1983) include; designing and implementing programmes of in-service professional instructional efforts of selected personnel, observation of classroom instructional activities and appraisal of instructional progress and outcomes.

Oliva (1984), sees supervision as performing the following functions:

- a. The staffing function: This include: recruitment, selection and placement, promotion and dismissal of teachers and other non-teaching staffs.

- b. The motivation and stimulation function: This involves providing and challenging environment, giving professional leaderships, creating job satisfaction and boosting morals as well as ensuring teacher participation in formulating policies which will enhance their own task performance. “Oliva (1984), contends that because even well qualified and efficient teachers could lose their effectiveness through professional frustration, inappropriate assignment of duties and inept administrative practices, supervision as a facilitating function should be used to help remove obstacles to good teaching and at the same time provide the stimulus for creative work” (p.18).
- c. The consultation function: This concerns providing for continuous professional development, thus providing in-service training.
- d. The programme development function: This is the adoption for local situation, variation in subject content and modification in order and method of presentation.

In support of the above view, Fayol & Gullick (cited in Campbell, & Bridges, 1977) identified the following supervisory functions: Planning, that is predicting the future and preparing for it; organizing human physical, material resources and time; commanding, that is ensuring that employees put up their best to achieve the organizational goals; co-ordinating, that is the harmonization of the operations of the organization and controlling, that is the appraisal and examination of results to find out the weakness and errors in the operation and how to address them effectively.

A careful study of the above supervisory functions as put forward by the various authorities, one can easily say that management or supervision are interrelated and intertwined in action and are only distinguished for the purposes of analysis, but in real,

each is dependent on the other: Sergiovanni & Starrat (1979:31) summarize the purpose of supervision as follows:

- a. Supervision seeks to improve methods of teaching and learning.
- b. Supervision seeks to create a physical, social and psychological climate or environment favourable to learning. They conclude that “supervision ensures that minimum standards are being faithful to the schools” overall purposes and educational platform as well as helping teachers grow as persons and professionals

Supervision of instructional work

Supervision, in fact is a planned programme for the improvement of instruction. The supervisor checks the effectiveness of the methods of teaching in a particular institution, the audio-visual aids used to make teaching interesting and effective, the time table enforced to carry out the instructional work, distribution work among the members of the staff; distribution of the prescribed curriculum, terminal written work done by the student, any experiment conducted and project taken up to improve teaching and learning. A supervisor checks up the teacher’s diaries also to find out the planning of daily programme. Thus the first and the most important area of supervision is instructional work.

Types of Supervision

Glickman (1990), declares that “behind every successful school is an effective supervision programme”. There are a number of types of supervision and each type reflects certain purposes, viewpoints concerning the nature of teaching and education and

certain viewpoints of what democracy in education implies (Elsebree & McNaly, 1953). Gwynn (1961), identifies five types of supervision, which include: Inspection; Laissez-Faire; Coercive; Training and Guidance and Democratic Professional Leadership.

Inspection

This is the oldest form of supervision of teacher's work and the people responsible were referred to as school inspectors. Kochhar (2001) & Gwynn (1961), argue that school inspection was teacher-focused and school system-centered. Kochhar (2001), maintains that this type of supervision assumed that things should be as static as they were originally, even against the stark reality of changing trends. Here, inspection was conducted by only the inspector about the school, thus the school compound, school records, classroom work and so on.

According to Gwynn (1961), supervision was not meant to help teachers to improve upon their instruction delivery skill, but rather it was meant to determine whether or not teachers were actually doing what they were supposed to do. Teachers who were doing well were retained and those found wanting were fired and replaced.

Laissez-Faire Supervision

According to Gwynn (1961), Laissez-Faire, type of supervision is whereby each teacher is allowed to teach in the manner he chooses. He states that little effort is made to assist teachers to improve the instructional programme. With this type of supervisory practice if the supervisor leaves the work place, staff also leaves. Gwynn believes that

this type of supervision is not constructive as it is an evasion of the supervisor's responsibility as a professional leader to improve his school's instructional programme.

Coercive Supervision

This type of supervision is similar to inspection in the sense that it is imposed and authoritarian. Gwynn (1961), argues that the assumption that there is only one best way of teaching is no longer tenable. He thinks that this type of supervision promotes feelings of inadequacy and insecurity, frustration and fear among teachers.

Drake and Roe (1986), advised that "supervision should not be characterized by coercion and intimidation which are usually counter-productive. This is because teachers today are knowledgeable professional people who should not be told what to do and how to do it". (p.19). Since the major aim of supervision is to assist the teacher to improve upon teaching and learning, coercion must not be part of that process.

Supervision as Training and Guidance

There have been significant changes in the theory and practice of education in recent years. Teaching was no longer a rote-memorization process. Rather children were motivated to participate actively in the learning process. Gwynn (1961), described this type of supervision as a "process whereby continuing education is given to the teacher to improve upon this teaching skills" (p.21). This means that in this type, teachers were no longer coerced to teach by prescribed methods but they were guided on how to teach.

Supervision as Democratic Professional Leadership

This is the modern approach to supervision which aims at improving the total teaching learning situation. Here, teachers are given the needed leadership to develop their competencies as teachers and as administrators instead of directing the staff or teachers on how best to teach, the supervisor and the staff together decide on the best approach to improve the teaching-learning situation. Gwynn (1961), believes that modern school supervision is not limited to only classroom visits, recommending instructional materials and evaluation of staff and pupils but it also involves the total teaching-learning situation. The total teaching-learning situation in this context implies that the curriculum, instructional materials, the school community and the administrative factors should be included in the supervision process. The scope of supervision according to Gwynn Should be concerned with all the factors that affect the learning and growing of pupils.

In discussing modern supervision, thus using Drake & Roe (1986), maintain that teachers should be encouraged and stimulated to improve teaching and learning by sharing ideas, brainstorming, teaching experiences and discussing alternatives. They advise that supervisors should avoid passing judgments or criticizing their sub-ordinates. Drake and Roe argue that though the supervisor is administratively responsible for supervision in the school; it will be a serious mistake to assume that he or she is an expert in all the subjects in the school or can best determine a specific teaching method or procedure since there is no one best universally accepted teaching method. Supporting these views above, Glickman, et al (1998), state the “supervision today should emphasize on non-directive, collaborative, self-reflective and non-threatening methods of

instructional improvement; but whenever necessary, a directive or prescriptive approach should be used”.

Clinical Supervision

Glickman (1990) and Glathorn (1990), are of the view that teachers are different and respond differently to various supervisory techniques. They suggest clinical supervision is designed to improve students’ learning by improving teachers’ classroom performance (Cogan, 1973). It is concerned with data from the classroom activities, the analysis of the data and the relationship between the teacher and supervisor.

Clinical supervision in the opinion of Drake and Roe (1986), produces a self-direct teacher who analyses and seeks solution to his or her own teaching problems with the help of another professional. They contended that this technique of supervision emphasizes teacher growth in that the supervisor talks with the teacher as a colleague to identify and clarify problems and observes the teacher in a classroom situation to solve the problem identified.

Developmental supervision

This model of supervision was proposed by Glickman, Gordon and Ross-Gordon (1998). In this model, the supervisor chooses an approach which will suit the individual teacher characteristics and developmental level. The notion underlying this model is that each person is continuously growing in fits and starts’ in spurts and patterns (Leddick, 1994). The supervisor might choose to use directive, collaborative or non-directive approaches when working with each other.

Differentiated model of supervision

Another contemporary model which evolved from clinical supervision is differentiated supervision. Sergiovanni (2009), states categorically that no one-best-way strategy, model, or set of procedures for supervision makes sense apart from differentiated supervision. He notes that “a differentiated system of supervision which is more in tune with growth levels, personality characteristics, needs and interests, and professional commitments of teacher is needed”. (p.29). In support of this assertion, Glatthorn (1990), observes that clinical supervision is often offered from a “one-up” vantage point: the supervisor is assumed to know all the answers and is ready to help the teacher who needs to be improved. He proposes that each school or system should develop its own model which will be responsive to its needs and resources. The rationale for differentiated supervision is that teachers are different (Sergiovanni, 2009).

Sergiovanni points out that formal clinical supervision may be suitable for some teachers, but not all. According to him teacher needs and dispositions as well as work and learning style vary. Individual teachers respond to different approaches to supervision taking into consideration their needs and competencies, rather a one-best-way approach. Glatthorn (1990), also believes differentiated supervision allows teachers to choose from a menu of supervisory and evaluative processes, instead of the same strategy to supervise all teachers. In view of this, Sergiovanni (2009), suggests that teachers should take an active part in deciding which options for supervision will work well for them and accept responsibility for making options work.

Differentiated supervision also involves the use of informal classroom visitation to assess and assist individual teachers. Sergiovanni (2009), suggests that principals

should view themselves as coaches and principal teachers by working side by side with teachers in planning lessons together.

Collegial Supervision

Some researchers in the field of supervision also propose collegial supervision another offspring of clinical supervision (Glatthorn, 1990; Sergiovanni & Starratt, 1993; Sergiovanni, 2009; Sullivan & Glanz, 2000). Sergiovanni and Starratt (1993) believe that promoting collegiality among teachers is an important way to help schools change for the better. Collegial supervision, according to Sergiovanni and Starratt (1993), refers to “the existence of high levels of collaboration among teachers and between teachers and principals and is characterized by mutual respect, shared work values, co-operation, and specific conversation about teaching and learning” (p.27). Glatthorn (1990), describes collegial supervision as a “co-operative professional development process which fosters teacher growth through systematic collaborative with peers”. (p.21). He asserts that this process includes a variety of approaches such as professional dialogue, curriculum development, peer observation and feedback, and action research.

Sergiovanni and Starratt (1993), citing Little’s (1982) work, note that in collegial supervision, teachers engage in frequent, continuous and increasingly concrete talk about teaching practice, frequently observed one another and provide useful critiques of their teaching practice. Collegial supervision also affords teachers the opportunity to plan, design, research, evaluate and prepare teaching materials together. In collegial supervision, teachers take turns assuming the role of clinical supervisors as they help each other (Sergiovanni, 2009). But for teachers to assume the position of supervisors

(peer supervision), Sergiovanni suggests that they (peers) need training in conferencing informant collecting, and other supervisory techniques that typically necessary for other forms of supervision.

Directive Approach

Supervisors who use a directive approach believe that teaching consists of technical skills with known standards and competencies for all teachers to be effective in their instructional practices (Glickman, 1990). According to this approach, the roles of the supervisors using this approach present their own ideas on what information is to be collected and how it will be collected, direct the teacher on the action plan to be taken, and demonstrate the appropriate teaching methods. The directive supervisors set standards for improvement based on the preliminary baseline information from classroom observation, shows teacher how to attain standards, and judges the most effective way to improve instruction.

The directive supervisory approach takes two forms; directive control and directive informational. In both situation, the supervisor and teacher go through the clinical supervisory stages up to the post-conference phase where action plans for improvement are to be taken (Glickman, 1990). Glickman (2002), indicates that in the directive control supervisory approach, the supervisor details what the teacher is to do, and spells out the criteria for improvement. But in the directive informational approach, the supervisor provides alternative form suggestions from which the teacher can choose, instead of telling the teacher what to embark upon. However, the ideas come from the supervisor. Researchers suggest the directive approach to supervision should be

employed when dealing with new and inexperienced teachers (Glickman, 1990). They believe that this approach should be used in an emergency situation in which the teacher is totally inexperienced, or incompetent in the current classroom situation. However, the caution is that being too direct on a new teacher, can easily encourage dependency in the new teacher toward the supervisor. In the case where the teacher has little knowledge or expertise about an issue, the supervisor should try as much as possible to avoid the directive control approach. Then teachers will feel more secure and respected when their views are sought on issues that concern them.

Collaborative Approach

Supervisors who employ this approach believe that teaching is primarily problem-solving, in which two or more people pose a problem, experiment and implement those teaching strategies that are deemed relevant. According to Glickman (1990), the supervisor's role in this approach is to guide the problem-solving process, be an active member of the interaction and help keep teachers focused on their common problems. The leader mutually agrees on the structures, processes, and criteria for subsequent instructional improvement. In the collaborative approach to supervision, both the supervisor and teacher mutually negotiate the plan of action for instructional improvement. According to Glickman, both the supervisor and the teacher review, revise, reject, propose and counter propose until they both come to mutual agreement. The more supervisors involve teachers in decision affecting their instructional practices, the more the latter make an effort to contribute and are willing to implement a plan they have been part of.

Nature, Practices and Characteristics of Supervisors

This section forms the review of the supervisory characteristics and from theories and empirical studies. Theorists and empirical studies have described how supervisor characteristics and practices have the potential to improve instruction. The characters include personal attributes that supervisors possess and exhibit in the course of their work, as well as their knowledge of content, expertise and skills, behavior, and attitudes towards teachers. The practices they include activities they go through and the techniques they employ while performing their roles as instructional supervisors.

Blasé and Blasé (1999), note that there is a paucity of research that describe how instructional supervision is actually practiced in schools, as well as how teachers are actually affected by such supervision.

The Circuit Supervisor and his functions

The Circuit supervisor is the one who serves as a link between the school community and the District Directorate of Education. Specifically, he liaises between the District Education Office and the school (Mankoe, 2002). The circuit supervisor is the officer in charge of the circuit. He is expected to supervise 20 schools in the urban centres, 15 in semi-urban centres and 10 in rural areas (Report of the president's committee on Review of Education Reforms in Ghana, 2002). Circuit Supervisors are appointed from among professional teachers, not below the rank of Principal Superintendent, with a minimum qualification of Diploma in Education. A circuit supervisor is expected to visit each school at least three (3) times per term. He is expected to supervise the works of heads of schools and teachers with a view of helping them to

improve upon the professional performance and report to the District Director accordingly. The circuit supervisor therefore has a dual role to play. For example, he is curriculum advisor and teacher supporter, and evaluator of teaching and learning in schools.

With regard to the various functions that a circuit supervisor is expected to perform, Asiedu Akrofi (1978), contends that the supervisor is the catalyst that enables the heads and staff to assess themselves, and in so doing improve their own individual and combined efforts and achievements. The ultimate relationship between the supervisor and his teachers is a partnership of equals, both building creativity and carefully working for the common benefits of the children and the community.

Asiedu-Akrofi (1978), stressed that the “motto” of the modern supervisor is “to serve and encourage”, so he must only advise but not force his advice on teachers. He must help the teacher to evaluate himself and his work. The circuit supervisor in more specific terms is to promote effective teaching and learning in school, he interpreted educational policy objectives to teachers, promote effective school management by heads, liaises between schools and the District Directorate for information delivery and organizes in-service training for the professional development of teachers (GES, Circuit Supervisor’s Handbook, 2000).

In addition to the above, the circuit supervisor also monitors the achievement and performances of pupils and staff collates statistics on schools in their circuits, recommends head teachers and teachers for promotion and awards, appraises the performance of head teachers and undertakes other special assignments on request from the district Education Directorate. It is hoped that, should every circuit supervisor

discharges his duties faithfully as indicated above, there would improve education delivery in all districts in the country.

According to various studies (Partington, 1982; Augustyn, 2001; Sergiovanni and Starrat, 2002), one important determinant of the deterioration of the functioning of primary schools precisely relates to the weakening of the professional supervision and support structures for teachers. In a study on teacher's expectations from supervision, McQuarrie and Wood (1991), found out that teachers expect supervision to help and support them as they adapt, adopt and refine the instructional practices they are trying to implement in their classrooms.

Furthermore, Banak and Waks (1997) and Garret and Blwes (1997), have all come out with the finding that one effectiveness and educational outcomes is school-based supervision of instruction. Their research findings suggested that supervision could impact on the quality of instruction or teaching and learning.

Wiles (1986), maintains that "supervision consist of all the activities leading to the improvement of instruction, activities related to morale, improving human relations, in-service education and curriculum development (P.5). To him supervision also entails keeping teachers on their toes to do what is expected of them and also pointing out their strengths and weakness in the teaching and learning process. He adds that supervision is also connected with bringing good human relations among teachers and supervisors. Again, it provides teachers with new ideas and innovations that would help them improve their methods of teaching. Two other scholars, Neagley and Evans (1970), gave a description of modern school supervision as "Positive democratic action aimed at the improvement of the classroom instruction through the continual growth of all concerned.

In line with this, Bhatt and Sharma (1992), asserted that modern supervision involved the systematic study and analysis of the entire teaching-learning situation utilizing a carefully planned programme that had been co-operatively derived from the situation and which is adapted to the needs of those involved in it, in view of this, supervision gives special help to individual teachers who encounter problems that cannot be ordinarily solved. In this regard, White cited in Mankoe (2002), observed that the purpose of supervision of instruction is to engage teachers in mutual inquiry aimed at the improvement of instruction. The supervisor and teacher should share perceptions of instructional problems, exchange suggestions for solving those problems and negotiate an improved plan.

Making an inference from the above, it implies that supervision gives help to teachers to improve upon their professional skills and outlook. In this vein, Stroller (1978), postulated that the primary aim of supervision is to release the coherent value in each person that the full potential will be realized. Buttressing this fact, Campbell (1977), asserted that the central function of supervision is guiding as much as possible the efforts of the teacher who serve the children in the school. This function, Campbell maintained, can be achieved by assisting individual teachers with their personal and professional problems by consulting the schools over their programmes, fostering good staff work, supporting in-service training and judicious stimulation and guidance of the teachers. In a study on performance of teachers, Stones (1984), Anderson (1972) and Blumberg (1974) found out the diagnostic evaluation makes possible the identification of strengths and weaknesses and enhances the former while eliminating the latter. Hence, they conclude that the helping function of supervision should provide the conditions for the

enhancement of performance by helping the teacher to develop skills of diagnosis in respect of their own performance so they can be capable of self-mentoring.

It is in view of this function of supervision that Bhatt and Sharma (1992), maintained that the contemporary view of supervision requires that supervisors move ahead with teachers fully involved; hence, consolidating this dynamism, the supervisor should promote co-operative social action, recognizing that change and growth in people are critical to instructional growth. Furthermore, Thomas, Sergiovanni and Starratt (1998), postulated that human relationship between supervisor and supervisee contributes to successful school improvement; for in a study on teachers' expectation on supervision, they found out that teachers expect to feel they have a say in matters that influence them, they want to be considered important and when these conditions do not exist, morale sinks. When teachers are satisfied and morale is high, they are more co-operative, more willing to comply and their performance improves. In view of this, instructional supervision has been identified as a means to enhance the performance roles. In line with this function, Swearinger (1962), indicated that supervision focuses upon the improvement of instruction and it is concerned with the continuous redefinition of goals with the wider realization of human dynamism for learning and co-operative efforts as well as with the nurturing of a creative approach to the problems of teaching and learning.

In view of this, Wood and Thompson (1993), opined that the function of supervision is to promote school effectiveness by helping teachers to acquire new skills and new teaching methods. In that respect, Bannak and Waks (1997) and Garret and Blwes (1997), all agreed that school based supervision is a major tool for improving

school effectiveness and educational outcomes. Rue and Byars (1996), also said that the function of supervision is to motivate members of a unit to give off their best towards the achievement of organizational goals and objectives.

Though the functions of supervision entail a lot, the main function as can be deduced from all the literature reviewed is to compliment the efforts of the teacher towards the performance of his or her roles in the teaching and learning process. However, according to Elsbree and Harold (1967), modern day supervision should not be limited to mere classroom visits, individual teacher conferences, rating of teachers and writing of reports. It should also include the curriculum, materials for instruction, the school community and other administrative functions. For him, the administrative functions should cover curriculum organization, policies on pupil's assessment and reporting to parent's allocation of funds for material and equipment, morale and staff motivation. They concluded that these affect teaching and learning process and cannot be devolved from supervision; hence, the scope of supervision is very broad covering all the factors that affect the teaching and learning of pupils in schools. Many authorities have identified supervision as a catalyst that enhances teaching and learning since the services provided primarily aim at improving all factors that go into ensuring growth and development in the teaching and learning process. Moorer (1956), Musaaazi (1982), and Weiss (1998), all agree with this assertion. Roe and Byars (1996), said that the function of supervision is to motivate members of a unit to give off their best towards the achievement of organizational goals and objectives.

What then is Motivation?

Organizations today have realized the importance and the concept of motivation and the role it plays in achieving organizational objectives. Motivation has provided a way for employers to increase employee work performance and commitment to the organization without spending a lot of resources on their employees.

Two dimensional phases of motivation have been identified here to explain that one source of motivation could be from the job content that is generated from within the individual worker and the other could also be from external conditions. Others such as management can provide to arouse motivation for employees to wish to enhance their attitude towards work.

Contributing to literature; Vandenberg (2007), also describes motivation as “those psychological processes that cause the arousal, direction and persistence of voluntary actions that are goal directed”. On their part, Wagner and Hill (2008), define motivation as the desire within a person causing that person to act. They contend that people act for one reason: to reach a goal. Motivation is, therefore, is a goal directed drive and seldom occurs in a void. Similarly, McBeay and Karakowsky (2000), define motivation as the term used to describe the forces that cause the person to behave in a specific, goal-directed manner.

Isen and Reeve (2005), explained motivation as a process by which the individual is activated or energized to produce specific activity. Maertz, Stevens & Campion (2003), have added their voice to an understanding of motivation and described motivation as that which energizes, directs and sustains behavior. They explain it further with emphasis on the degree and type of effort than an individual exhibit in a behavioural situation that

should not be equated to sheer amount of efforts. It is rather, the direction and quality of that effort.

Cole (1998:73) introduces the element of choices. According to him, “motivation is a process in which people choose between alternative forms of behaviour in order to achieve personal goals”. His definition pre-supposes the absence of operating instinctive or reflex behaviour but individual’s choice. The exercise of an individual’s choice is not a mere rational process but is considerably affected by one’s emotions and deeply held values.

The motivation of a person depends on the strength of the person’s motives. Motives are needs, wants drives or impulses within an individual. According to Jurkiewicz and Massey (1998), they are the “whys” of behavior, they arouse and maintain activity and determine the general direction of the behaviour of an individual. When drives are aroused, motivated individuals sustain their efforts over extended period of time, whereas unmotivated individuals lose interest and energy rapidly. Motivation through a personal experience, engages manager’s keen attention at finding reliable links between individual motivation and effective performance and thus works at creating the conditions necessary for such personal and organizational goals to be harmonized and accomplished, (Cole, 1998).

From whichever source employees get motivated, the above discussions portray that management of organizations should be the principal agent of employee motivation. This is because they manipulate the job content and context and directly account for the success of the organizations which could be enhanced through high employee performance and retention to enhance future progression.

Teacher Motivation

According to Bennell (2004), work motivation refers to the psychological processes that influence individual behaviour with respect to the attainment of workplace goals and tasks. However, measuring the determinants and consequences of work motivation is complex because these psychological processes are not directly observable and there are numerous organizational and environmental obstacles that can affect goal attainment. There are two key inter-related aspects of motivation- “Will do” and “Can-do”. “Will-do” motivation refers to the extent to which an individual has adopted the organization’s goals and objectives. “Can-do” motivation, on the other hand, focuses on the factors that influence the capacity of individuals to realize organizational goals.

A teacher may be highly committed to the attainment of the school’s learning goals, but may lack the necessary competencies to teach effectively, which ultimately becomes de-moralizing and de-motivating. The received wisdom among occupational psychologists is that “pay on its own does not increase motivation’. However, pecuniary motives are likely to be dominant among teachers in countries where pay and other materials benefits are too low for individual and household survival needs to be met. “Only when these basic needs have been met is it possible for “higher-order” needs, which are the basis of true job satisfaction, to be realized (Bennell, 2004). A key empirical research is therefore necessary to establish the extent of this problem.

There is a wide range of views about teacher motivation in Africa in general and Ghana in particular. However, there appear to be mounting concerns that unacceptably high proportions of teachers working on public school systems in many developed countries are poorly motivated due to a combination of low morale and job satisfaction,

poor incentives, and inadequate controls and other behavioural sanctions. For example, the 2000 Education For All Country Assessment for Pakistan notes that poor teacher motivation is a colossal problem, which is seriously compounded by political interference. It is widely asserted that low teacher motivation is reflected deteriorating standards of professional conduct, including serious misbehaviour (in and outside of work), and poor professional performance Teacher absenteeism is unacceptably high and rising, time on task is low and falling, and teaching practices are characterized by limited effort with heavy reliance on traditional teacher-centered practices. Teachers are devoting less and less time to extra-curricular activities, teaching preparation, and marking.

The 2004 World Development Report neatly summarizes these concerns about teachers. Cases of malfeasance among teachers are distressingly present in many settings, teachers show up drunk, are physically abusive, or simply do nothing. This is not low-quality teaching at all. The fact that remains that very little robust evidence is presented to support these views and assertions concerning teacher motivation in developing countries. In the absence of adequate information, the incidence of poor teacher motivation and misbehaviour could well be seriously over-exaggerated mainly because of the pervasive negative stereotyping of teachers and school managers have been directly asked about teacher motivation, reported levels of morale have generally been quite high. As part of a study of the impact of the AIDS epidemic on education in Botswana, Malawi and Uganda, representative groups of primary and secondary school teachers were asked if they agreed with the statement that teacher morale at this school is high. Morale in

Botswana and Uganda was reasonably good whereas there appears to be more cause for concern in Malawi, especially at primary schools (Bennell, Hyde & Swainson, 2002).

Another study on the impact of AIDS in Tanzania, Mozambique, Kenya and Uganda, noted that the morale among teachers is supervisingly high (Car-Hill Chaudhury, Hammar, Mularidharan, & Rogers, 2003)

Levels of Employee Motivation

According to research conducted by Mosley, Megginson, and Pietri (2001), there are three levels of employee motivations.

- a. The direction of an employee's behaviour. It related to those behaviours which the individual chooses to perform.
- b. The level of effort. It refers to how the individual is willing to work on the behaviour.
- c. The level of persistence. It refers to the individual's willingness to behave despite obstacles. They found that management can make use of different tactics, strategies and policies to motivate employees in work settings, but different tactics, strategies and policies to motivate employees in work settings but different tactics, strategies and policies would have a different motivation impact on diverse people.

Jenkins and Adrain (2012), conducted a research and investigated employee related concerns that can be found in the venue of strategies to employees' motivation and concluded that:

1. Employees are individuals that come from different backgrounds, they have different education with different experiences and their different family classes are all the factors in which their needs be located.

2. The primary interest of employees is to satisfy their personal needs, ambitions, and desire goals.
 3. An employee wants to satisfy its basic needs, linked to survival and security concerns and desire to belong, to generate positive feelings from within and from others and to be self-fulfilled.
- d. Most employees want fair and consistent company policies in matters affecting them; management they can respect and trust; adequate working relationships with managers and co-working environment; appropriate job security assurance; favourable job status.
- e. The other important factors that can fulfill and motivate employees are: challenging work, work that yields a sense of personal accomplishment; expression of appreciation for good performance; increased responsibility and the chance to grow in the job, the feeling of importance and making a contribution to the organization, and participation in job-related matters that affect the employees.

Keeping morale high among workers is of fabulous benefit to any company, as content workers will be more likely to produce more results, take fewer days off, and remain loyal to the company. Job satisfaction is an essential factor that affects employee's initiative and enthusiasm. A lack of job satisfaction can lead to increased absenteeism and unnecessary turnover in the workplace. Job satisfaction increases the degree of happiness in the workplace, which leads to a positive work approach. A satisfied worker is creative, flexible, innovative and loyal. Job satisfaction in general means the work force is motivated and committed to high quality performance. Improving the (quality of working life will help employees to increase productivity (the quantity and quality of output per hour worked)). The main finding of their research is

that job satisfaction is based on effective management, communication, facilities, and benefits including salaries, technologies, and future job directions.

The role of Motivation in Organizations

In the increasing competitive, rapid changing world of business, a motivated workforce is a great asset. Motivated employees are more productive, committed and loyal to the organization. Motivation is key among the factors for effective performance and employee retention. Tosi and Hale (1994), indicate that performance is the result of ability and motivation of employees.

The success of an organization depends upon how it attracts, retains, motivates and develops the employees. Thus motivation and retention act as a catalyst in achieving quality of work life and organizational efficiency. On one hand it helps to reduce job insecurity, stress, increasing job satisfaction, commitment and creating work life balance while on the other hand increasing organizational productivity and profitability.

According to Kreittner and Kinicki (1998), motivation is necessary, but not a sufficient contribution to job performance. Gering and Conner (2002), are the example of the apartheid system in South Africa, which limited the opportunities of the vast majority of the South Africa people regardless of their motivation and competency. The majority of the South African population was simply never given the opportunity to achieve what they were capable of performing. Gering and Conner argue that effective performance is a factor of motivation, inherent ability, developed competence and opportunity.

Ability is based on education, experience and training and its improvement involves a long process. On the other hand, motivation can be improved quickly and

immediately. Gering and Conner (2002), emphasizes that an effective manager must understand employees and what motivates them, and that high levels of motivation are very important contributors to organizational performances. Highly motivated employees strive to produce at the highest possible level and they exert greater effort than employees who are not motivated. Gering and Conner add that the characteristics of motivated employees are: they always want to come to work; they are interested in helping and supporting others at work; and they generally exert greater effort in their work and contribute more in the organization.

Tosi and Hale (1994), note that the subject of motivation is of interest to psychologists and managers since it is a factor in organizational psychology and human behaviour. As a psychological concept, motivation refers to the internal mental state of a person, which relates to the initiation, direction, persistence, intensity and termination of behaviour.

The Nature of Motivation in the Public Services

Public service motivation is popular among public management and public sector literature is increasing significantly (Maertz, Stevens, & Campion, 2003). Public sector management was defined in the early 1990s on the background of a strong research stream showing in particular that public employees behave differently from private ones (Buelens & Van den, 2007). These were founded in the desire to promote public values in a disinterested way (Maertz, Stevens, & Campion, 2003).

Public service management motives are guided by an intention to do good for others and shape the well – being of society (Maertz, Stevens, & Campion, 2003). They

noted that these motives take root in diverse components that serve as guidelines for actions. In the eyes of sociologists, “altruism” is defined as the will to enact the fulfillment of the needs of others, or of a community instead of our own needs. For organizational behaviour scholars, the concept of “pro-social behaviour” explains voluntary actions performed by an employee toward the welfare of individuals or groups without expecting a reward. It is important to mention that this is kind of disinterested motivation is also found in economic analysis (Fehr & Fischbacher, 2003). The nature of motivation in the public sector can take in the following forms and which has significant influence on the employee tasked to perform a particular duty at a point in time. These indicate that in contrast to the Rational Choice Perspective, individuals are not fully selfish, as they are able to put effort into an action without expecting to be directly and monetarily rewarded for it. In addition, these individuals seek jobs that benefit a larger entity than themselves.

Academics working on the disinterested and altruistic motivation of public employees used some national concepts to describe that particular commitment of civil servants to the public sphere. The will to endorse public motives has been defined from several perspectives according to its historical development and purposes. Perry’s definition of public service as an individual’s predisposition to respond to motives grounded basically or uniquely in public institutions and organizations (Maertz, Stevens, & Campion, 2003) responds to the authors will to facilitate the identification and recruitment of people expected to perform in the American Public Service. On the contrary, this individualistic, focused definition is now challenged by a more institutional one.

In an attempt to enlarge the scope of the definition and to bridge disciplinary gaps, Vandenabeele defined public service as “the belief, values and attitudes that go beyond self-interest and organizational interest, that concern the interest of a larger political entity and that motivate individuals to act accordingly whenever appropriate” (Vandenabeele, 2007). This definition of public service encompasses other definitions of pro-social behaviour held in the public sphere, hence to deepen its links with the theory of motivation in terms of internal and/or external forces producing induction, the direction, the intensity and the persistence of behaviour.

This view overlooks the individual and focuses on the values framed by institutions. In the institutional theory of March and Oslen in 1989 as cited in Vandenabeele (2007), the behaviour of an individual is shaped either by a logic of appropriateness that refers to “beliefs, paradigms, codes, culture and or by a logic of consequence corresponding to the more rational anticipation of the results of an action. For the public service management theory, one can consider public service motivated behaviour to conform to a logic of appropriateness as it refers to the realization of certain institutional values rather than self-interest (Vandenabeele, 2007).

Having identified several motivational factors occurring particularly in the public sector Maertz, Stevens and Campion (2003), first labeled the public service management concept and brought it to the academic community in their article “The motivational Bases of Public Service”. In this article, three universal and analytical categories of motives – rational, normative and affective apply to public service. Consequently, the author suggested that six dimensions (attraction to public interest, civic duty, social justice, compassion, self-sacrifice) of the public service management system.

Despite growth of research in recent years, many ambiguities, gaps and uncertainties remain in our understanding of public service motivation (PSM). The two tracks of a research agenda on PSM can be identified (Perry & Hondeghem, 2008). The first track involves how the studies of other - regarding orientations in discipline outside public management and administration to close gaps in our knowledge about PSM raises general issues that are relevant for all disciplines dealing with motivation of employees in organizations. The important questions associated with this research track are: how do public motives interact with other motives, how can we account for individual differences, how stable or changeable is PSM linked to related constructs?

Motivational Strategies and Approaches

Due to the complexities of employee motivation as regards the understanding, the tools, the approach, the need difference of workers and the purpose among others, management of institutions adopt different motivation strategies at different times. For the purpose of this study, motivation strategies being studied include; recognition, training and development, participative management, work environment and work load, effective communication, carrier development and promotion. Others include empowerment and compensation and financial packages.

Recognition of Employees' Good Work Done

Robbins (2001), notes that recognizing employees for the work done is one of the strategies organizations use to motivate employees. He adds that employees' recognition programmes express appreciation and approval for a job well done and can be

personalized to individuals or groups. Monthly or annual awards are organized for workers nominated by peers and management for extraordinary effort on the job. Recognition involves congratulating employees in private for a job well done or sending a handwritten note, an email, or even voicemail to acknowledge positive things employees have done. Employees with a strong need for social acceptance; require the manager to publicly recognize accomplishment. To enhance group cohesiveness and motivation, the organization can organize a team celebration for success attained. Robbins warns that, in the contemporary competitive situation where resources are increasingly becoming limited, lavish recognition programmes may not be favourable. However, one of the most well-known and widely used recognition methods is the use of suggestion systems.

Training and Development

In today's competitive global market, Wan (2007), argues that the only strategy for organizations to improve workforce productivity radically and enhance retention is to seek to optimize their workforce through comprehensive training and development programmes. To accomplish this undertaking, organizations will have to invest vast resources to ensure that employees have information, skills, and competencies they need to work effectively in a rapidly changing and complex work environment. Wan (2007), therefore suggests that it is important for organizations to invest in their human resource or human capital development, which in general terms, is the process of helping employees become better at their tasks, their knowledge, their experiences, and add value to their lives. The main method of achieving this is through training, education, and development. Smith (1997) as cited in Wan (2007), defines training as "a planned process

to modify attitudes, knowledge or skill behaviour through learning experience to achieve effective performance in an activity or range of activities”. (P. 298).

Training and development is also used by many organizations to enhance the motivation of their employees. The availability of training and development opportunities is a motivating factor for employees in the organization. Gbadamosi (2002), indicates that the emphasis on training in recent years has led to many organizations investing substantial resources in employee training and development. The need for training has been precipitated that success relies on skills and abilities of employees. This has also been underscored by the rise in human resource management with its emphasis on the importance of people and the skills they possess in enhancing organizational efficiency.

Gbadamosi (2002), adds that such human resource concepts as “Commitment to the company” and the growth in “quality movements” has led senior management teams to realize the increased importance of training employees and developing a system of lifelong learning. Training needs are identified through gaps in skills and knowledge between current and desire performance. Development needs are based on gaps between the current performance and the performance required in future positions. Gbadamosi (2002), further notes that the methods used in training include: formal classroom training, on the job training, coaching; mentoring programmes, temporary assignments; shadow assignments to project teams for learning; and business management programmes. Graham and Bennett (1998), maintain that the benefits of training and development include greater job satisfaction on the part of employees which enhances motivation. The acquisition of new skills and knowledge and attitude through training enables the

employee to perform more effectively. The positive feedback on good performance as a result of training motivates employees to work even better.

Training comes in different dimensions and can take the form of on or off-the job methods. On –the job (internal) training techniques include mentoring, self-learning, and attaching and employee to learn a new skill under a colleague or a superior. Organizations also organize in-house training for their employees where they are specifically trained on the job requirements peculiar to the organization. Off-the job (external) training techniques include seminar, workshops, lectures, and case studies that are conducted outside the premises of the organizations encourage their employees to add value to themselves through acquisition of additional education by approving study leaves with or without pay or through part-time studies. Such programmes are usually conducted by institutions of higher learning.

Participative Management

According to Robbins (1993), participative management has often been promoted as a Panacea for high morale and high productivity. He states that participative management enables subordinates to share a significant degree of decision-making power with their superiors. This encompasses varied activities such as goal-setting, problem solving, direct-involvement in work decision-making, inclusion in consultation committees, representation on policy-making bodies and selection of new co-workers. Employee participation in management decision-making can influence both employee job satisfying the need for socialization and self-esteem.

When employees are involved in the decision-making process, they feel that the decisions made are their own and feel personally responsible for carrying them out. Gbadamosi (2002), explains that team-working is another employee involvement technique used widely in organizations. They emphasize that teams vary in size from seven to ten people or even more and require training to ensure that workers, team leaders and managers have the requisite skills to enable them to function effectively. From their studies, Torrington (2002), note that often times, management styles tend to be authoritarian with limited participation, delegation and communication with respect to major school management regimes feel like “we are treated as chicken”. The extent to which teacher grievances are addressed is also a key issue.

Working Environment and Work Load

Teachers working conditions play an important role in a school’s ability to attract, retain and motivate good teachers, hence a cause of teacher turnover. In relation to the above, Schwartz (1994), adds that those working conditions, which include physical and Psychological factors surrounding a job, vary in importance as a motivator and the absence of such motivating factors, employees and in this case teachers will exit.

Motivation thrives in a good safe working environment. A clean environment, which is free from health hazards, promotes motivation. A safe environment free from any danger will make employees secure. The organizations therefore ensure that employees have a conducive environment which enables them to perform. Maintaining a secure environment involves providing employees with job security. It is only when

employees feel that their lives are safe and their jobs secure, that they can concentrate and perform their tasks to the best of their abilities (Armstrong, 2006).

The heavy and demanding workload is viewed by teachers as a stressor. They do not have enough time to achieve the standards of teaching and learning they desire (Latham & Locke; 2004; Harris, 2002). The situation worsened drastically when teachers had to administer excessive and burdensome recording and recordkeeping in voluminous portfolios. It is hoped that if teachers' workload is reduced to manageable levels it could enhance enthusiasm in the fraternity and uplift levels of motivation and job satisfaction and retention.

The Education Roadmap of Ghana identifies a major improvement in teacher: learner ratios to be 35: 1. However, such figures predominate on paper only, as the geographic location of schools together with their socio-economic standing determine class size and teacher-learner ratios. The socio-economically advantaged schools in mainly urban and suburban areas used to have lower teacher-learner ratios but the tide has changed drastically. By comparison, rural and comparably disadvantaged schools have always had to struggle with larger class sizes of 45 and more learners. The challenges posed to teachers in such schools are often overwhelming and impact negatively on both teacher and students performance.

Effective Communication

Effective communication channels are also used in organizations to enhance the motivation of employees. Nzuve (1999), defines communication as the “process by which information is intentionally or unintentionally exchanged between individuals.

Specifically, it is the transfer and understanding of meaning”. Nzuve states that communication serves four major functions: control, emotional expression, information and motivation. Communication controls employees by directing them to follow their job descriptions and comply with company policies. Nzuve adds that communication within working groups is a fundamental mechanism by which members express their feelings, release their emotional expression and fulfill their social goals. Communication also facilitates decision making by gathering and providing the information that individuals and groups need to make decisions. More importantly, communication fosters motivation in the organization by clarifying to employees what is to be done, how it is to be done, and what can be done to improve performance in the organization (Nzuve, 1999).

Armstrong (1999), observes that management uses communication to achieve three things in the organization. First, to get employees to understand and accept what management proposes to do in areas that affect them. Secondly, to obtain the commitment of employees to the objectives, plans and values of the organization. Thirdly, to help employees to appreciate more clearly the contribution they can make to organizational success and how it will benefit them. Graham and Bennett (1998), point out that from the psychological point of view, communication has an importance which goes beyond the transmission and reception of information.

Career Growth and Promotion Opportunities

Career minded employees consider career growth and development as a crucial deciding factor in their decision to remain in an organization or leave. Where career growth and development cannot be guaranteed, employees leave for alternative

employment. . In a related literature, Agho (1998), states that opportunities for mobility within organizations are determinants of employee satisfaction. As vacancies occur, employees must be given equal opportunity and necessary encouragement to apply alongside external candidates for higher positions within the organization.

When employees have the opportunity to be promoted, they tend to build their career life around the organization because they know that they can achieve their career goals within the organization and this can inform their decision to remain. Managers should also focus on helping employees progress in their career and encourage their professional development. Inexperienced young employees who are unable to get on with their jobs are likely to leave the organization as these young employees may have the potential to make significant contributions to the organization in the long run.

An emerging concept in career development is the mentor-mentee system. Orpen (1997) defines mentoring “as the process whereby managers provide informal assistance and support to particular subordinate on an individual basis, to help them in their efforts to be successful within the organization. Successful professionals who have made their marks in their various careers are encouraged to adopt young and up-coming professionals as mentees in order to groom and help them build and achieve their career goals. This practice is common in some of the organizations that have been mentioned in the past as organizations of choice in South Africa. They include organizations like Accenture, Deloitte and Touche, Coronation Managers, Alexander Forbes and others. Young professionals are attached to more experienced managers who help them develop realistic career goals and motivate them through guidance, counseling as well as putting the mentees through the technical aspects of the job. Mentor-mentee development

programmes foster good working and interpersonal relationships and motivate the mentee to remain with his/her mentor in the organization. These successful mentees eventually adopt the management styles of their mentors and this often leads to successful management succession.

Compensation and other Financial Packages

The remarks of Kinnear and Sutherland (2001), that employers should not be deceived that money does not matter in retention strategy any longer is very instructive. This remark emphasizes the importance of money in attracting, motivating and retaining quality employees in the organization. Locke (1980), reviewed four methods of motivating employees toward improved performance as money, goal-setting, participation in decision making, and job redesign. Locke (1980), found that money was overwhelming the most important motivator.

However, in organizations with low turnover, compensation was not the reason for staying-instead, most employees stayed because of intrinsic reasons such as job satisfaction and good relationships with their managers and other employees. This suggests that the cause of dissatisfaction is not the same thing that determines satisfaction on the job. This asserting is consistent with both Herzberg's and Maslow's theories of motivation, which propose that compensation and other financial benefits satisfy only lower level needs, but motivation and satisfaction result from higher needs being met.

Amar (2004), argues that money has not remained as good a motivator as it was in the past. The efficiency of money as a motivator of skilled employees is quite low. Hays (1999), advises that if managers reward performance with only money, they will be losing

the substance of retention because there are other more powerful ways of motivating quality employees and these include freedom and flexibility in the organization. It can be argued that the use of money as a motivator in the skilled labour environment would depend on how it is deployed.

For employees to be effectively motivated, Karp, Sirias and Arnold (1999), propose that the bulk of rewards that organizations offer their employees should be expanded to include non-financial incentives. These incentives should include issues such as work life benefits, training and development opportunities, promotion and autonomy.

Amar (2004), contends that the practice of using money to motivate performance and redirect behaviour appears to have limited application in contemporary retention practice. However, while money cannot be totally discountenanced as a motivator, the attention of managers should be redirected at rewarding performance using commissions, performance bonuses, merit pay, incentive schemes, and others rather than raising salaries across the board. In designing retention programmes, managers should, therefore, identify the needs of individual employees and tailor a compensation package towards those need rather than applying or imposing a package that will not be valued by employees no matter how costly it may appear. A study on differences among levels of employees in terms of rewards was researched by Caryn and Carlson (2000), who observed that rewards such as sickness payment, contributory pension schemes, free life insurance and subsidized canteens are fairly evenly spread across all levels of employees. There have been complaints about the big teaching load of teachers.

The above section articulated a practical working relationship between various motivational strategies that can assist in retention and turnover management. There is no

one motivational strategy that can sustain any meaningful retention practice. It is therefore imperative, for top management, HR practitioners and line managers to consider a combined strategy that will produce a comprehensive and effective retention policies since motivation comes from within and not from outside. This however does not suggest that extrinsic factors such as money should not be a prominent consideration in the motivation and retention mix. No retention mix will be effective without incorporating the job satisfaction element which has been acknowledged over time as an important indicator of turnover decisions. The next section will therefore look at job satisfaction and its measurement together with the related theory of job satisfaction.

Empowerment

Empowerment is an approach of Leadership that empowers subordinates as a main constituent of managerial and organizational effectiveness. It is a site to permit employees formulates decisions. Smith (1997), supported and said empowering is giving authority and liberating potentials of employees.

It is the study of internal organizations power and control which illustrated that the distribution of power and control enhances organizational effectiveness. Teacher empowerment and participation consists of contribution of the teacher in administration and decision making associated with policies, objectives and strategies of the institution. Smith (1997), continued the argument that the teachers' perspective of the goals, standards and political principles of their institutions positively and significantly related to teacher motivation and gratification towards work. Further, empowerment results in motivation, increased autonomy, amplifies the teacher's wisdom of self-efficacy and

generates the urge to complete tasks. It is proposed that employee participation in decision-making procedures develop motivation and job satisfaction levels. This in effect generates energy in workplace to do work efficiently and effectively (Torrington, 2002).

Teacher participative decision making is a set of planned procedures for systematizing individual sovereignty and autonomy in the perspective of sanction, accountability and associated to system-wide control. Torrington (2002), posited that empowerment directs to efficiency, effectiveness, innovativeness and as well as boosts teacher gratification and motivation in the organization. It is further argued that empowerment encourages and grants people with responsibility and authority to act as it puts people in control of their own destinies.

Functions of the School Supervisor

The concept of supervision is instructional leadership that relates perspective to behaviours, classifies purposes, contributes to and supports organizational actions, co-ordinates interactions, provides for maintenance and improvement of the instructional programmes and assesses goal achievement.

From the foregoing discussion on supervision, it implies that it is a process of overseeing the ability of people to meet goals of the organization in which they work. The job of the supervisor therefore is to provide assistance, support and professional development opportunities to teachers since when teachers respond to professional norms, their performance becomes more expansive. To perform these functions therefore, Woodward and Bhatt (1992), maintained that the supervisor must know his or her job, be

able to explain, demonstrate and recommend modifications of practices out of knowledge, superior technical ability and actual work experience.

In respect of this, Sergiovanni and Starratt (2002), observed that “the heart of supervisory leadership is designing opportunities for its teachers to continuously expand their capacity to learn, to care, to help each other and to teach more effectively” (p.125). In this vein, Musaaazi (1985), was of the view that since the supervisor must take the lead in providing a pleasant stimulating and whole-some environment in which teachers feel secure, it is his responsibility to ensure that teachers have opportunities to share ideas and to work together effectively as team in order to achieve the stated goals of the school. He adds that the supervisor should strive to broaden the base of leadership by utilizing the full potential of teachers since that supervisor of education is a person responsible for working with others to increase the effectiveness of a school’s teaching and learning processes. In line with this view a study by Chapman (2005), revealed that supervisory practice based on professional authority seeks to promote dialogue among teachers that makes explicit professional values and accepted tenets of practice. And these are then translated into professional practice standards, and with this, teachers are provided with as much discretion as they want and need when professional authority is fully developed, teachers will hold each other accountable in meeting performance targets. Given this supervisory role of supervisors, it is evident that the supervisor is an advisor and a guide who provides by every possible means, concrete and constructive advice to teachers so that the quality of education in schools can improve. In view of the assertion, Musaaazi (1985), observed that the supervisor’s role is to counsel constrained teachers about better teaching methods and inform them about recent development in the teaching process.

Beach and Reinhartz (2002), also emphasized that the supervisor is a catalyst, a guide, a supporter and an encourager who together with the teachers move along an infinite growth continuum. Considering this fact, Salisbury and Spencer cited in Reynolds (2005), maintained that the prime justification for the position of the supervisor in schools is to give leadership to the teaching and learning processes, hence if the principal spends the major portion of his time in supervision, he is placing the emphasis where it rightly belongs. In the recent decade, the role of the school supervisor had become very challenging, for he or she has to truly function as a catalyst for accelerating the professional growth of both heads of schools and teachers working under him or her.

In this vein, a UNESCO (1998), report stated that the role of the supervisor is a co-operative endeavor in which all the teachers participate and the supervisor is the educational leader who acts as a stimulator, guide and consultant in an effort to improve instructions and not as a critic or director.

Furthermore, the report maintained that the inspecting supervisor is expected not only to identify deficiencies, but he or she is also expected to take up new responsibilities particularly with reference to universalities of elementary education, linking education with environment and work and being familiar with the school based administrative and academic practices so as to be close with the point where teaching and learning take place.

Summarizing the above-described functions of the supervisor, the 1998 UNESCO report identified four functions of the supervisor as;

1. Diagnosis or identification of problems.
2. Information dissemination of technical knowledge.

3. Evaluation and process control.
4. In-service training of teachers.

However, as the main objective of school education is the pupils' growth Kochhar (1981), maintained that it is imperative that the supervisor should ensure pupil's growth by checking their weaknesses, how they can be motivated, the particular field the pupils have distinguished themselves in and the special school programmes for the gifted as well as the slow learners. From the above, it is imperative that supervisors are close to and involved in the instructional process, for it is part of their responsibility to teach, analyze teaching and learning, model different teaching styles and contribute to the development of teaching materials.

In support of this assertion, an International Institute for Educational Planning (IIEP) research and study programme report (1998), stated that the core task of the supervisor is to visit schools under their jurisdiction for pedagogic and or administrative purposes. The extent of this task, the research report states, is made clear by specifying the number of schools to be inspected, the number of times each school should be inspected or the number of days to be used for supervision visits.

As schools visits and inspection is a component of the supervisors' role, writing on the issue of school visits and inspection, Hyman (1995), contended that appraising staff members with a view of providing guidance of them is a vital function of the supervisor, for it is essential that the supervisor should promote the professional growth of teachers, and in so doing he would find out the weak teachers and provide special guidance to them. Buttressing this fact in the role and functions of a supervisor, Kochhar (1981), observed that the primary importance of supervision is curricular programme or

instruction-process, hence during school visits, the supervisor should check the effectiveness of teaching methods, audiovisual aids used to make teaching effective and interesting, the way the teacher ensures participation of the students in the learning situations, the written work or homework and their evaluation. In furtherance, Kochhar maintained that if it is the supervisor's role to check the time table, the distribution of work among staff and teachers lesson notes.

In another development, Musaazi (1985), was of the view that supervision of school institution is meant to improve the teaching and learning process in school. In his view therefore, the function of the supervisor is to play a leading role in providing a pleasant, stimulating and wholesome environment in which teachers will feel satisfied, happy and secure to work, it is the responsibility of the supervisor to ensure that teachers have the opportunity to share ideas and work together effectively as a team to achieve the goal of the school.

To achieve the objectives of supervision, Carron and De Grauwe (UNESCO, October 1997), stated that the official job description of most supervisors contains a number of support-related tasks in particular through in-service training and demonstration lessons. For examples the report has it that in Bangladesh, supervisors are demanded to improve the professional ability to teachers through demonstration lessons and sub-cluster training, give guidance to schools on school curriculum and do other several administrative tasks including the collection of statistical data and information.

The role of the supervisor is to release the potential of group members by increasing the degree to which each member is responsible for his or her own self direction, for a pupil learns more when he or she assumes-responsibility for his or her

learning, and similarly, a teacher is more effective when he or she is responsible for making the final decision on what constitutes an appropriate teaching procedure for his class (Wiles in Bhatt & Sharma, 1992). To this effect, Wiles (1986), maintained that the function of the supervisor is to release the potential of the teacher by sharing his or her authority to make decisions with the teacher in order to enable him or her take action concerning the effectiveness of the teaching/learning process. The instructional supervisor, Wiles concludes, is therefore expected to transform principles of human relations into substantive programmes of action by making teachers feel comfortable, creating lines of communication and fostering security that contributes to the study and improvement of learning.

From the literature reviewed so far, since supervision covers all those services whose functions are to inspect, control, evaluate, advise, assist and support school heads and teachers, it can be concluded that the functions of the school supervisor is in line with the assertion of Asiedu-Akrofi (1978) that:

1. It is the supervisor's role to provide leadership among teachers. That is, the supervisor's skills and experiences should readily be placed at the service of teachers.
2. The supervisor looks for a teacher's hidden talent and encourages it to come out.
3. The supervisor should establish good rapport between his co-workers since that would ensure the smooth running of the school.
4. The supervisor must have great respect for a teacher's initiative, experimentation and sense of creativity. Thus, the circumstances under which every teacher's action takes place in the classroom needs clear understanding before any relevant advice can be given by the supervisor.

Characteristics of a Good Circuit Supervisor

For any effective supervision to be done as far as teaching and learning is concerned, a circuit supervisor needs to possess some characteristics. He should be knowledgeable in educational matters, conversant with the content of the head teachers' handbooks, up-to-date in appropriate methodologies for organizing in-service training for teachers and innovative (G.E.S, Circuit Supervisor's Handbook, 2000). The circuit supervisor is also an advisor to teachers and head teacher and other stakeholders in Education. He therefore needs to be friendly, show high humility in dealing with teachers, have in-depth knowledge of curriculum objectives and very committed to supporting quality teaching and learning in schools.

Mankoe (2002), also agreed that the job of supervision is so demanding that it requires capable people to perform it. According to him a circuit supervisor should be healthy and mentally sound, dedicated and dependable, transparent in dealing with teachers and he should have positive attitude towards super ordinate and subordinates. This assertion implies that a circuit supervisor needs to have a special pre-service training or be an experienced teacher who might have served in some administrative positions before, for instance as a head teacher, prior to his appointment.

The Structure of the Inspectorate of the Ghana Education Service

The Inspectorate Division of the Ghana Education Service is responsible for school inspection in the country. The Division is headed by a Divisional Director (or Chief Inspector) who is in-charge of the headquarters by a team of professional staff. An assistant Director of Education who is the Regional Chief Inspector of schools, heads the

regional level of the professional staff, which is called Subject Inspectors and an Assistant Director in charge of basic schools, also assists him. At the District level, the Inspectorate Division is headed by the Fore-line Assistant Director in-charge of supervision (President's Committee on Review of Education Reforms in Ghana, 2002). Each district is divided into Education Circuits with a circuit supervisor in charge of each circuit. This implies that the circuit supervisor does the real work or supervision in the schools and presents data and reports to the Assistant Director responsible to the Regional Chief Inspector of schools through the district Director of Education. The Regional Chief Inspector is also responsible to the head of the Inspectorate Division at the headquarters through the Regional Director, (Mankoe, 2002).

Factors Influencing Effective Supervision

According to Sergiovanni and Starratt (1979), “good or effective supervision is becoming professional, thus, it is personnel, procedures and results; and it is moving towards standards and towards self-supervision”.

Nealey and Evans (1970), contend that “for supervision to be effective, the general limits of authority and responsibility must be well established so that all members of the supervisory staff are able to function effectively as a team”. Writing on effective supervision, Glickman (1981), observes that supervision should be based on non-directive, collaborative, self-reflective and non-threatening methods. Mussazi (1985), is of the view that “if supervision is to be effective, the supervisor must take the lead in providing a pleasant stimulating and wholesome environment in which teachers will want to work”. The most important factor needed for effective supervision is that “the

supervisor must be a friend, philosopher and guide of teachers. Thus, while he is supposed to inspect, he also has to act as the teachers' friend and guide (Kochhar, 2001).

Cuming (1993), opines that supervision can be effectively carried out when materials and logistic are provided to support it. There are also other writers who are of the view that effective supervision depends on the caliber of personnel involved. Babbie (1992), notes that for supervision to achieve its objectives, the quality of the supervision should be considered paramount.

Bennett (1998), is also of the view that supervision can be effective if supervisors are constantly oriented with fresh ideas. It is also the view of Blasé & Blasé (1999), that supervision is effective in ensuring the achievement of school objective because it directs attention towards the fundamentals of education and orients learning and its improvement within the general aim of education. They again emphasize that supervision is effective in ensuring the aims at the improvement of the total setting for learning rather than the narrow and limited aim of improving teachers in the service. They conclude that effective supervision ensures proper appraisal of the teaching and learning processes in order to bring about the achievement of objectives.

Cogan (1973), writing on effectiveness of supervision and how it enhances the ability of teachers to perform better and achieve set targets, say that effective supervision encourages teacher to demonstrate the ability to exercise sound and mature judgement in the performance of their duties thus, resulting in the achievement of school objectives.

Musaazi (1982), opines that if supervision is to achieve its goals by improving the process of instruction in the school, then the supervisor must take the lead in providing a pleasant, stimulating and wholesome environment in which teachers will want to work.

Musaazi (1982), is also of the view that the supervisor must arrange courses or workshops for teachers and head teachers to infuse in them new techniques in teaching.

In view of the above, it could be deduced that supervision involves continuous orientation to enrich the mind with fresh ideas and also secure effective working knowledge of the tools of teaching to perform better and achieve the desired set goals.

Atta, Agyenim-Boateng, and Baafi-Frimpong, (2000), are of the view that supervision helps to develop a better education for the youth. They further contend that the concept of supervision is based upon the belief that the improvement of instruction is a co-operative enterprise in which all teachers, head teachers, and supervisors must actively participate if educational goals are to be achieved. Writing on supervision as a tool for teachers, Bame (1997), is of the view that supervision achieves its goals by equipping teachers with ideas that enhance teaching and learning.

The working environment for teachers and pupils is therefore crucial in attaining a conducive atmosphere for smooth acquisition of knowledge. Moreover, supervision provides accurate and reliable report on schools' performance for higher level of academic achievement. Schools with superior supervisory programme had better techniques which improved, considerably pupils' achievement.

Gay (1992), concludes this section with the view that students, whose teachers are adequately supervised while learning, could perform better than students whose teachers are not adequately supervised. It could be observed from the above assertion that effective supervision has been identified by various writers and researchers as a catalyst which, to a very large extent could enhance teaching and learning.

Problems of Effective Instructional Supervision

In Ghana, a general perception of many stakeholders in education is that supervision at the district, school and classroom levels are ineffective. Poor teaching and learning achievements are largely blamed on ineffective supervision. Supervision today appears to be sporadic and quite often serves as a token activity that is unable to achieve the objectives it was meant to achieve (Mankoe, 2002).

Various authors/researchers have identified various problems that confront supervision of teaching and learning in the field. Mankoe (2002), identified lack of mobility as major constraints. Supervision demands frequent movement between the district office and the various schools wherever they may be located. For such movements, supervisors require means of transport. Under the economic constraints of Ghana, an individual officer acquiring means of transport such as a car through official means is virtually impossible. Presently, the district offices have two (2) pick-ups, which are mostly reserved for the use by the inspectorate division, is mostly controlled by the accountants. Few officers who have motorbikes face the problem of regular supply of fuel. Owing to inadequate operating fund, the District Office is not able to provide fuel for the officers.

As a result of lack of official vehicles, supervisors have to rely on public means of transport. In this case schools in very remote areas may not be visited for many months. Officers who are able to travel to the schools used their own money expecting reimbursement shortly after that. Such reimbursements are deferred until quarterly government subventions are paid. These subventions are sometimes delayed or are seen as inadequate to cater for full refund of monies spent.

Mankoe (2002), also identified economic constraints as a factor that makes teachers and for that matter, supervisors to seek monetary favours, which teachers in the schools readily accede to. Supervisors do not actually demand such favours but previous practice have made those exchanges a type of convention. In return for teacher's favours, supervisors tone down professional sanctions, which could otherwise be served. The result is ineffective supervision at the end of the transaction.

The report of the president's committee of Review of Education Reforms (2002), also mentioned that acquaintance established between supervisors and teachers resulted in over-fraternization. According to this report, supervisors are expected to visit their schools without prior notice. Inspection is not a kind of witch-hunting and yet it is supposed to occur unannounced. In some instances, however, some staff in a school may receive a hint about an impending inspection visit on a particular date. In such situation, a teacher who may have been usually inactive on the job may appear to put up a good impression on the actual day of the visit. If that happens supervisors in the subsequent visit do not give much attention to such one-time impressive teacher, since anyone thinks that he is a performer.

A supervisor is expected to possess the competence, confidence and expertise to do his job of supervision effectively, Mankoe (2002). However, these job requirements are also dependent on the supervisor's qualification and experience should on the normal circumstance be higher than those of the teacher whose job he is supposed to assess. What happens in a situation when a certificate 'A' Assistant director visits a graduate principal superintendent, for example? A feeling of insufficiency on the part of this supervisor and perhaps a feeling of superiority on the part of the teacher whose work is to

be inspected may arise. There are both negative feeling, which can render the supervisory exercise ineffective.

Again, the problem of underrating the competency of supervision can also occur in the junior secondary schools where some teachers are degree holders. Such graduate teachers may not fully recognize the competence of supervising officers who may not hold degrees. In the teaching job then, academic qualification seems to carry more weight than professional experience. This situation creates problems for effective supervision.

Kochhar (2001), indicated that in the job of supervision in the classroom, head teachers, headmasters and principals are expected to be the first-hand supervisors. According to him, as institutional heads, they are expected to be fully conversant with what is happening in their classrooms. It is beneficial for them to know the competence of every teacher in the classroom. Therefore, from time to time, a head can sit in and assess a lesson and thereafter discuss the merits and demerits of the lesson with the teacher. However, in practical terms many heads find it impracticable to perform this supervisory duty for some reasons. They may be feeling too preoccupied with their officer concerns. Some may not be professionally competent to undertake those exemplary duties. Many heads are still not “attached” but combine classroom teaching with administration. In supervision, heads must also act as role models for their teachers. However, some of them appear not to be morally upright to assume that role.

Mankoe (2002), further realized that lack of demonstration ability is a problem to effective supervision of teaching and learning in basic schools. According to him, it is inadequate for supervisors to always admonish teachers towards effective teaching. It is more appropriate for supervisors to actually demonstrate by teaching in one full period.

Example is better than precept. Unfortunately, supervisors only tend to “preach” to teachers. Much of such frequent “preaching” can hardly register on the minds of teachers. The teachers therefore revert to their old methods of doing things soon after their interaction with supervising the classroom teachers are also not to carry out any effective demonstration for their colleagues to emulate and transfer to the classroom.

In the final report of the president’s Committee on Review of Education Reforms (2002), it is also indicated that lack of duty post accommodation for personnel posted to the Inspectorate Division contributes to ineffective supervision in schools. Thus, the situation acts as a disincentive in attracting more qualified personnel into the division. At the district level most head teachers and circuit supervisors have no duty post accommodation. Where the accommodations are provided, they are too small to accommodate the personnel and his family. For instance, those head teachers’ bungalows provided for the pavilion type primary schools in most part of the official offices at the circuit centers to be used by circuit supervisors for their administrative works, such as writing of field reports etc. where they exist they are rented premises.

Research carried out in some specific location in the country identified similar problems. For instance, Meteku (1974), came out with some definite problems. According to him, majority of supervisors are not well qualified, both academically and professionally. The highest academic and professional qualification obtained by supervisors was a specialist certificate. This creates a problem of inferiority complex for the supervisors in supervising teachers who are degree holders, especially those teaching in secondary schools and colleges. There is therefore the need for higher education for both teachers and supervisors to ensure efficiency in supervision.

Meteku (1974), also realized that some supervisors demand money and gifts from teachers. This promotes favouritism and as such no effective supervision is done in schools. He also reported that some supervisors (men) tried to show a higher degree of intimacy (affection) towards female teachers than their male counterparts. Consequently, such female teachers seem to be conceited and develop lukewarm attitude towards work. They often result in conflicts between teachers and supervisors in general and particularly between the head teacher and the female teachers of their staff. The resultant effect might be that the head teachers would find it difficult to control these female teachers.

According to Osei-Mensah (1983), majority of supervisors in charge of schools in the Kwabre-Sekyere District were basic certificate 'A' holders. None was a degree holder. This does not help supervisors to do any effective supervision especially in schools with some teachers holding first degrees. It was also observed that there was strained relationship between supervisors and teachers. Some circuit supervisors are highly impatient leading to poor interpersonal relationship. The resultant effect is that supervisors do not frequent schools where such a relationship exists.

In another study conducted by Amenuve (2000), to find out the state of supervision in Basic Schools in Ho Housing Circuit, in the Volta Region, some similar problems were identified. Amenuve pointed out that majority of supervisors in the district do not have a high academic and professional qualification to enable them to be very confident and effective in their supervision work. None of the supervisors hold a university degree. It was realized that supervisors do not visit schools regularly to give information, collect data as well as check teachers' lesson notes, sign log books and give advice and suggestion on teaching and learning to deserving teachers. This is attributed to

absence of personal means of transport, poor roads and schools located far away from each other.

His report also pointed out that demonstration lessons by head teachers and circuit supervisors were minimal in any at all and in-service trainings for teachers which are a key function of supervisors' work in the district. Thus, teachers' knowledge is not undated to conform to new methods of teaching. Supervision reports were also identified not to be implemented and follow-ups to check on the implementation of recommendations and suggestions in supervision reports yields very minimal results as suggestions keeps on recurring in subsequent reports by supervisors. Supervisors could not perform their functions well because of the unco-operative attitude of some District Directors of Education. They often do not refund the legitimate claims of expenditure by circuit supervisors. Majority of the supervisors either do not have a means of transport or have one, which is not in good condition.

Amenuve (2000), conclude that supervision is in a poor state in the circuits. This he attributed to supervisor's inability to give any meaningful help to teacher to help them improve upon the teaching and learning in the schools. Thus, the main purpose of supervision is not being achieved. To him there is therefore a dire need for improvement in supervision if it's desired outcome is to be achieved. For emphasis, the research aims at finding out circuit supervisors and head teachers' supervisory practices in public basic schools at the Oforikrom Municipal Education Directorate, Kumasi.

Summary

The related literature above focused on the conceptual clarification of supervision, theoretical background of supervision, history of supervision in Ghana, functions of school supervisor, challenges of supervision and the nature, practices and characteristics of supervisors. From the literature reviewed, supervision has been given different interpretation by various authors but in all, they seem to agree on the view that it is a service which basically aims at improving all factors that come into play in ensuring growth and development of the teaching and learning process, Musaazi (1985), Glathorn (1990). It can also be deduced from the literature reviewed that the various writers and researchers have identified supervision as a major catalyst that enhance teaching and learning, (Swearing, 1962, Rue & Byers 1996; Wood & Thompson 1993, Bannak & Waks, 1997). And for that matter, supervision as a tool for improving educational attainment has been used since from the colonial era to date in educational systems in all countries including Ghana (McWilliam & Kwamena-Poh, 1975; Zimpher et al., 1990; Bhatt & Shamma, 1992).

CHAPTER THREE

METHODOLOGY

Introduction

This chapter looks at the research methods and procedures used to generate data for the study. The chapter outlines and discusses the methodology used to conduct the research; hence it dealt with the description of the research design, the population for the study, sampling size and sampling procedures, instrumentation, pre-testing, data collection and analysis procedures.

Research Design

The descriptive survey design was adopted for the study. Babbie (1992), believes that the survey method is an excellent means for measuring attitudes and orientations in a large setting and allows the researcher the opportunity to ask many questions on a given topic, thus giving him enough flexibility in his analysis.

According to Peril (1995), survey design can provide reliable, valid and meaningful information. She further maintains that survey design combines both qualitative and quantitative methods. Descriptive survey is simple and easily applicable to all social problems.

Again, the descriptive design was chosen because in considering the purpose of the study, the research questions and the magnitude of the target population, it was the most appropriate design which could lead the researcher to achieve the purpose and to draw meaningful conclusions.

Furthermore, this design is preferred because Gay (1992), opined that it deals with issues as they stand and it also gives an accurate description of the issues under study. This implies that the research design helps to provide a comprehensive picture of supervision in the area of study without altering it which gives room for effective examination of the situation.

Consequently, in this survey, data was typically collected through questionnaires as instruments developed for the study. The study was cross-sectional, thus, it involves the collection of data at one point in time or over a short period of time from a pre-determined sample or a cross-section of the population, hence the study encompassed all the key elements involved in the supervision of teaching and learning.

Population

In this study, the Oforikrom Municipal Education Directorate was the study area. The target population was all head teachers, teachers and circuit supervisors in the Oforikrom Educational Directorate. Oforikrom Municipality has forty-nine (49) public schools comprising four (4) circuits located in Appiadu, Bomso, Oforikrom and Weweso. Oforikrom has a total population of four (4) Circuit Supervisors, thirty-nine (39) head teachers and Five hundred and ninety-nine (599) teachers. In some of the schools, one head teacher is responsible for both Primary and Junior Secondary Schools (Basic) whilst others have separate heads for Primary and Junior Secondary, (Independent schools). Hence the number of head teachers being categories of the population. However, many researchers used different sampling methods to determine the sample size based on a given confidence level of precision required (Isreal, 1992).

The general notion of researchers however is that, the larger the sample size the smaller the sampling errors, but Best and Khan (1998), asserted that sample size depends on the nature of the population, the data to be gathered, the analysis to be done and the funds available for the study.

A sample size of two hundred and forty-three (243) respondents were used for the study and a combination of simple random and purposive sampling procedures were used to select the sample size for the study. The simple random sampling was used to select both the participating schools and the teachers. This was because according to Godwin (1995), this sampling procedure is often an effective practical way to create a representative sample. Furthermore, with the method, each member of the population has an equal opportunity of being picked and above all, random sampling method has a high reliability, high degree of representativeness and generalization of research findings (Kumar 1999, Sarantakos, 2005).

Purposive sampling was used to select the head teachers and circuit supervisors because, the technique allows the picking of subjects who are likely to provide the right information for the study (Osuala, 2005).

Table 1: Population Distribution of Study Area

Circuit	Number of Schools	Number of C/S	Number of Head teachers	Number of teachers
Appiadu	15	1	9	154
Bomso	11	1	12	150
Oforikrom	13	1	11	120
Weweso	10	1	7	175
Total	49	4	39	599

Source: Kumasi Metropolitan Education Office, 2019.

Sample Size and Sampling Procedure

The accessible population was circuit supervisors, head teachers and teachers from twenty (20) selected schools comprising two-fifth ($\frac{2}{5}$) of the schools from the four (4) circuits in the Oforikrom Municipality. The schools were randomly selected because; they were a representation of the four (4) circuits in the Municipality.

According to Ary, Jacobs and Razavich (1990), sampling is indispensable to the researcher because it is sometimes virtually impossible to use the entire population for a research. Amedahe (2004), opined that sampling involves the process of selecting a portion of the population to represent the entire population.

Sarantakos (2005), postulated that a sample consists of a carefully selected unit that comprises all the categories of the population. However, many researchers use different sampling size based on a given confidence level of precision required (Isreal, 1992).

The general notion of researchers however is that, the larger the sample size, the smaller the sampling errors, but Best and Khan (1998), asserted that sample size depends on the nature of the population, the data to be gathered, the analysis to be done and the funds available for the study.

The total population of Oforikrom Municipality is divided into four (4) circuits, the Appiadu Circuit, Bomso, Oforikrom and Weweso Circuits. In all, there are four (4) circuit supervisors, thirty-nine (39) head teachers and five hundred and ninety-nine (599) teachers. With regard to the schools used for the study, $\frac{2}{5}$ of the total number of schools in the Municipality was used, that is, five (5) schools in each circuit that gave a total of twenty (20) schools since there was virtually the same number of schools in each circuit. To select the schools, the names of the schools were written, folded and put into bowls according to circuits and a teacher from each circuit was asked to pick five (5) schools out of the total number of schools from each bowl.

For the purpose of the study, all the circuit supervisors and head teachers were used because their number was not large. The population of the teachers was large and all could not be used for the study. Therefore, two hundred (200) teachers being $\frac{1}{3}$ of the total teacher population (which according to Best and Khan (1998) is a good representative of a population) were randomly selected from the twenty (20) schools. Since the number of teachers in all the schools were the same, 10 of them were selected from each school. To select the two hundred (200) teachers from the selected schools, ten (10) “Yes” and “No” for the rest were written on pieces of papers, folded and put into a container and shaken vigorously to mix them for each school in the circuits.

In total, a sample size of two hundred and forty-three (243) respondents comprising four (4) circuit supervisors, 39 head teachers and 200 teachers were used for the study. Table 2 shows the sample size of respondents for the study.

Table 2: The Sample Size of Respondents

Circuit	Number of Schools	Number of C/S	Number of Head teachers	Number of teachers
Appiadu	5	1	9	50
Bomso	5	1	12	50
Oforikrom	5	1	11	50
Weweso	5	1	7	50
Total	20	4	39	200

Source: Field Survey Data 2019.

Instrumentation

The nature of the current research required that data was collected from a cross section of the study population, and to obtain the views of quite a large number of respondents. The use of questionnaire therefore lends itself to be useful for this purpose as it helped the researcher to analyze and interpret the data appropriately. Also questionnaire was used because it allows the respondents enough time to reflect over the questions and enabled them to give more meaningful answers (Peril, 1995; Babbie, 1992).

The questionnaire has been designed by the researcher based on the important issues in the literature that has been reviewed and the research questions and consisted of open and close ended questions and a four Likert scale for all respondents. The close ended questions provided opportunity for all respondents to answer the same set of

question from given alternatives and also facilitate processing of responses. The open ended questions allowed respondents the liberty to give insight into the issues that might not be thought of by the researcher.

Three different questionnaires were administered; one for the circuit supervisors, one for the head teachers and one for teachers (see Appendices 1, 2 and 3). Each of the questionnaires consisted of questions pertaining to the research questions. Areas covered were:

1. The type of supervision carried out by supervisors.
2. Supervisory practices performed by supervisors.
3. Perception/view on supervision
4. The usefulness and effectiveness of supervision.
5. Challenges of supervision on teaching and learning.
6. Problems of supervision in schools.
7. Suggestions to improve supervision.

The questionnaires were both open and closed-ended questions. The structured questionnaires were mainly on a 4-point likert scale of 1=strongly agree, 2=agree, 3=disagree, and 4=strongly disagree.

Pre-Testing of Instrument

Validity and Reliability are essential to the effectiveness of any data gathering procedure (Best & Khan, 1998). Validity is the appropriateness, meaningfulness and usefulness of specific inference made from the instrument and reliability is the degree of consistency that the instrument or procedure demonstrates (Gall et. al, 1996).

Sarantakos (2005), has indicated that a measure is said to have content validity if it covers all aspects of the researcher's topic. In addition, the content of the measure must be relevant to the traits and representative of traits that are being looked at. The content validity of the instruments was measured by the dissertation supervisor and other lecturers in the Department for corrections and suggestions.

A pre-test of the questionnaires was done to establish the internal constituency of the instruments at the Breman Circuit at Suame Municipality. This circuit was chosen because; it has similar characteristics as the study area. The pre-test was done in January 2019 with two (2) circuit supervisors, four (4) head teachers and twenty (20) teachers.

The data on sub-scales collected from the pre-test was entered into the SPSS data file for computer analysis to generate alpha coefficient. The Cronbach's alpha coefficient for the scales of the instrument ranged from 0.72 to 0.95 (see Table 3). The sub scales were reliable for the main data collection because as suggested by Pallant (2005) and Eupa (1999), a reliability coefficient of 0.70 and above of an instrument is considered as reliable.

Table 3: Reliability Co-efficient of Sub-Scale of the Research Instruments

Sub-Scale	Number of items	Cronbach's alpha
• Frequencies of C/S activities.	13	0.72
• Usefulness of C/S activities.	8	0.89
• C/S steps for improvement	12	0.95
• Frequencies of head teachers activities	7	0.77
• Usefulness of head teachers activities	7	0.76
• Head teachers steps for improvement	12	0.73
• Frequencies of visits by categories of supervisors	3	0.82

Source: Field Survey data, 2019

Data Collection Procedure

The researcher received a letter of introduction from the Department of Educational Leadership (D. E. L.), University of Education, Winneba, Kumasi Campus. The letter was presented to the Planning and Statistics Officer at the Kumasi Metro Education Office for data on schools in the Oforikrom Municipal before administering the questionnaire. The researcher explained the purpose of the study to respondents after which copies of the questionnaire were given out to the circuit supervisors, head teachers and teachers. The purpose was to ensure that respondents understood the questionnaire properly. The researcher established a very good rapport with all the respondents to give

off their best and also made sure that all questionnaires were given back to her after completion. This ensured a high response rate of 100%. Though some of respondents were demanding money, with tactful strategy and soothing words the answered questionnaires were collected from them.

Data Processing and Analysis

The statistical procedure used in analyzing the data was descriptive statistics. According to Nopkins and Ainscow (1994), cited in Amadahe (2004), descriptive statistics involve tabulating, depicting and describing data collected. The field data was collected, edited and scrutinized to ensure consistency in the responses provided by respondents.

An overview of the open-ended response was done and response that expressed similar ideas were grouped together and described. The coded responses were entered into the computer using the Statistical Product for Service Solution (SPSS) application software for analysis.

Guided by the research questions, descriptive statistics such as frequencies and percentages were used to describe the data from closed ended questions. Means and standard deviations were also generated to find the trend of some of the questions.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This chapter discusses sequentially the results of the study based on the research questions. The analysis of the data collected from the study are presented and discussed.

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

The study sought to assess the circuit supervisors' and head teachers' supervisory practices in the Oforikrom Municipality. Table 4 summarizes the various types of supervision practiced in schools from the perspective of C/S, head teachers and teachers. Majority 180 (74.1 %) of the respondents said inspection was mostly practised in schools.

Analysis of Responses of Teachers, Head teachers and Circuit Supervisors

Table 4: Types of Supervision Carried Out in Schools.

Types of Supervision	C/S		Head teachers		Teachers	
	N	%	N	%	N	%
Inspection	2	50	24	61.5	158	79.0
Training and Guidance	2	50	15	38.5	42	21.0
Democratic	-	-	-	-	-	-
Professional						
Leadership						
Coercive type	-	-	-	-	-	-
Total	4	100	39	100	200	100

Source: Field Survey data, 2019

From the results in Table 4, it could be seen that, Inspection was the type of supervision mostly carried out by circuit supervisors, head teachers and teachers at the Oforikrom Municipality. This is followed by Training and Guidance as indicated by 54 (22.2%) of the respondents.

The results in Table 5 show that majority of the respondents 161 (66.3%) maintained that inspection was emphasized in the municipality. The C/S who were employed to carry out external supervision in the study area said that inspection helped them to be abreast with current situations in the schools.

Table 5: Types of Supervision Emphasized in Schools

Types of Supervision	C/S		Head teachers		Teachers	
	N	%	N	%	N	%
Inspection	2	50	8	20.5	151	75.5
Training and Guidance	2	50	22	56.4	47	23.5
Democratic	-	-	9	23.1	2	1
Professional leadership						
Coercive type	-	-	-	-	-	-
Total	4	100	39	100	200	100

Source: field work, 2019

Table 6: Visits to Schools by Categories of External Supervisors

	VO		O		SO		S		N	
	N	%	N	%	N	%	N	%	N	%
External supervisors										
Director	-	-	2	1	17	8.5	54	27	127	63.5
School Inspector	3	1.5	40	20	85	42.5	45	22.5	7	3.5
C/S	68	34	100	50	20	10	10	5	2	1

Source: Field survey data, 2019

Scale notation: 1 = Very Often, 2 = Often, 3 = Sometimes, 4 = Seldom, 5 = Never.

Majority of the teachers (63.5 %) indicated that they had not had any direct contact with external supervisors except the C/S. this is collaborated by 50 % of the respondents who said that their interaction with C/S was more than the other external supervisors. This means that, most teachers were not being supervised by external supervisors as expected. This could be attributed to possibly, the difficulty reaching all teachers in the various schools.

The study also found out that, supervision as reported by C/S and head teachers were either intensive, regular or occasional. Table 7 summarizes the forms that supervision took in the schools and the results showed that, a little above half of the respondents (51 %) stated that they made regular visits to schools while a few (23.1 %) of head teachers said they made intensive and occasional visits to the schools.

Table 7: Forms of Supervision

	C/S		Head teachers	
	N	%	N	%
Intensive	1	25	2	5
Regular	2	50	20	51.3
Occasional	-	-	4	10.3
Intensive and Occasional	1	25	9	23.1
Occasional and Regular	-	-	4	10.3
Total	4	100	39	100

Source: Field work, 2019

From Table 7, responses from C/S and head teachers showed that intensive and occasional visits constituted 25% and 23.1% respectively. These low percentages could be due to the fact that these visits take longer days in schools since they involve a more intensive inspection. As indicated by Musaazi (1982), intensive supervision is occasional and it could take 3 – 5 days since in this type of visit, supervisors examine the subjects taught, time tables, scheme of work, lesson preparation, the physical and whole organizational structure of the school and finally discuss the content, difficulties and weaknesses of the whole school set up with the staff.

Whatever form supervision takes, it is expected to compliment the efforts of teachers towards the achievement of the objectives of the teaching and learning process (Musaazi, 1982). This suggests that, the low percentage of the intensive and occasional visits was likely to undermine the quality of teaching and learning. The low performance in terms of intensive and occasional visits could be as a result of lack of transport for C/S,

too many schools under the jurisdiction of an inspection team / C/S and other administrative challenges of supervisors.

Table 8 summarizes the frequency of external supervisors' visits to schools as perceived by head teachers. From the study, more than half of the respondents 26 (66.6%) indicated that, the C/Ss made more regular visits than the Director and the Inspectorate division.

Table 8: Frequency of External Supervision

Frequency	Director		School Inspectorate		C/S	
	N	%	N	%	N	%
Weekly	-	-	-	-	26	66.6
Fortnight	-	-	2	15.1	8	20.5
Monthly	1	2.5	3	7.7	2	5.1
Quarterly	1	2.5	2	5.1	2	5.1
Once a year	37	95	32	82.1	1	2.7
Total	39	100	39	100	39	100

Field survey data, 2019

The distribution pattern is not a very good indicator for G.E.S. because first line supervisors (C/S and head teachers) turn to relax in their supervisory roles when they know external supervisors will not be visiting. On the other hand they set up supervision and hence, teachers work better if they know the other external supervisors will visit their schools. Thus, the low supervision on the part of C/S and head teachers could be attributed to the less frequent visits made by the Director and the inspectorate Division.

Johnson (1996), maintained that students whose teachers are adequately supervised often perform better than students whose teachers are not adequately supervised. In this study however, the head teachers reported having less contacts with external supervisors and as such had less supervision, which suggests that would negatively affect students' academic performance. According to Carron, De Grauwe and Govinda (2001), external inspection visits lead to improvement in preparation and use of teaching and learning materials, evaluation of pupils work and general school administration.

The study also sought to find out the differences in the level of satisfaction with external supervision by school heads. It was found out that majority (92.1%) of the respondents claimed they were not satisfied with external supervisors' visits to their respective areas. Table 9 shows means and standard deviations on head teachers' level of satisfaction with external supervision.

Table 9: Means and Standard Deviations on Head Teachers' Levels of Satisfaction with External Supervision.

Visits	M	SD
Weekly	4	0.4
Fortnightly	3	0.4
Monthly	3	0.7
Quarterly	2	0.5
Once a year	2	0.5

Source: Field Survey data, 2019

Scale: 1 = highly dissatisfied, 2 = dissatisfied, 3 = somehow satisfied, 4 = satisfied and 5 = highly satisfied

From Table 9, it is observed that the head teachers were satisfied with once a week and every fortnight supervision. Head teachers were also somehow satisfied with once a month supervision. On the other hand, head teachers were dissatisfied with quarterly and once in a year visits. Thus, the respondents were generally dissatisfied with the external supervisors quarterly and once a year visits. They were, however somehow satisfied with the monthly visits. The less frequent visits might be due to the small number of supervisory staff in the system or the large number of schools especially for the C/S who works directly with head teachers. It must however be noted that even though the C/S could be categorized as an external supervisor, he/she is more regular with school visits than the education director and the head of inspectorate. This possibly made teachers feel the impact of C/S supervision better and be more at ease with the C/S. This is in line with the assertion that teachers are satisfied with supervision that makes them feel they are human beings with a particular contribution to make in the education process, hence the teacher feels there is a mutual give and take between him/her and the supervisor (Kochhar, 1981). Their responses were consistent as the standard deviation was less than one.

Research Question 2: What supervisory practices are performed by circuit supervisors and headteachers in public basic schools at the Oforikrom Municipal Education Directorate?

In analyzing the data, based on the scale notation: Always = 1, Sometimes = 2, Never = 3, a mean of 1-1.5 is interpreted as always, 1.6-2.4 as sometimes and 2.5-3.0 as never. Similarly, with the scale notation: Very Useful = 1, Useful = 2 and Not Useful = 3,

a mean of 1-1.5 is interpreted as very useful, 1.6-2.4 as useful and 2.5-3.0 as not useful.

Table 10 presents the views of circuit supervisors.

Table 10: Frequency and usefulness of Circuit Supervisors' Supervisory Practices

Activities	Frequency		Usefulness	
	M	SD	M	SD
Observe the lesson of all teachers	2.0	0.5	1.2	0.5
Observe the lesson of some teachers	2.0	0.4	1.2	0.4
Observe every teacher's class using observation check list	2.0	0.5	1.4	0.5
Give feedback to the teacher after observation	1.6	0.5	1.4	0.5
Administer achievement tests	1.4	0.5	1.6	0.5
Examine the written work of pupils	2.0	0.5	1.4	0.5
Examine before commencement of inspection, lesson notes prepared by teachers for the day	1.2	0.5	1.4	0.4
Give suggestions to the teachers regarding reference books, journals etc.	1.6	0.4	1.6	0.4
Hold individual discussions with selected teachers for all staff.	1.2	0.4	1.2	0.5
Conduct one or two demonstration lessons	1.6	0.5	1.6	0.5
Send inspection report to the higher authority and the head teacher after inspection.	1.6	0.5	1.6	0.5
Check whether actions have been taken on the remarks/suggestions made	1.4	0.4	1.4	0.4

Source: Fieldwork, 2019

Note: Means was computed on a 3 – point Likert - Scale:

Frequency: Always = 1, Sometimes = 2, Never = 3
 Usefulness: Very Useful = 1, Useful = 2, Not Useful = 3

From the results in Table 10, based on group means, with mean scores ranging from 1.2 to 1.6, the Circuit Supervisors indicated that supervisory activities were done sometimes. Mean Scores ranged from 1.2 to 2.0 and four (4) of the activities were done always. Mean scores ranged from 1.2 to 1.6.

Again, most (11) of the supervisory activities were useful as far as facilitation was concerned and eight (8) of them were very useful. Mean scores ranged from 1.2 to 1.6 and their responses were consistent as the standard deviation was less than one.

Table 11: Frequency and Usefulness of Head Teachers’ Supervisory Practice

Activities	Frequency		Usefulness	
	M	SD	M	SD
Observe the lesson of all teachers	2.0	0.5	1.2	0.5
Give feedback to individual teachers after observation	1.5	0.4	1.2	0.4
Conduct demonstration lessons for teachers	1.4	0.5	1.2	0.5
Invite suggestions from teachers	1.5	0.5	1.4	0.4
Convene P.T.A. meetings to discuss improvement of school performance	1.4	0.5	1.4	0.5
Fix targets for performance termly	1.5	0.4	1.4	0.4
Encourage peer supervision among teachers	1.6	0.5	1.2	0.4

Source: Field survey data, 2019.

Note: Means was computed on a 3 – point Likert - Scale

Frequency: Always = 1, Sometimes = 2, Never = 3
 Usefulness: Very Useful = 1, Useful = 2, Not Useful = 3

From the results in Table 11, based on group means, head teachers indicated that most of the activities were done always. The activities included: observing the lessons of teachers, giving feedback to individual teachers after lesson observation, fixing targets for performance termly and inviting suggestions from teachers. Mean scores ranged from 1.2 to 2.0. Their responses were consistent as the standard deviation (SD) was less than one.

Furthermore, most of the activities were very useful as far as facilitation was concerned. Only one of the activities was not useful as far as the facilitation was concerned. Mean (X) scores ranged from 1.2 to 1.5. Their responses were consistent as the standard deviation (SD) was less than one.

Research Question 3: What are teachers and administrators’ perception of school supervision at the Oforikrom Municipal Education Directorate?

Table 12: C/S, Head teachers and Teachers’ Perception of Supervisors whose Activities Promote Effective Teaching and Learning

Supervision	C/S		Head teachers		Teachers		Total	
	N	%	N	%	N	%	Total	%
External	-	-	1	2.7	10	5	11	4.5%
C/S	1	25	4	10.1	24	12	29	11.9%
Head teachers	3	75	32	82.1	160	80	195	80.2%
Peers	-	-	2	5.1	6	3	8	3.3%
Total	4	100	39	100	200	100	243	100%

Source: Field survey data, 2019

From the results in Table 12, 195 (80.2%) of respondents said head teachers' activities influenced teaching and learning. Eleven point nine (11.9%) also said C/S activities influenced teaching and learning while 8 (3.3%) said peers' activities influenced teaching and learning. Eleven (4.6%) also said external supervisors' activities influenced teaching and learning.

What is significant about the results is that, three out of the four (4) C/S who were to carry out external supervision maintained that head teachers' activities influenced teaching and learning. This means that head teachers' activities were seen to be very important as their duties among others might help to improve teachers' standard of teaching and by so doing, raise the standard of the pupils in the schools. This result collaborates with Bhatt and Sharma's (1992) findings that the head teacher ensured that adequate teaching and learning took place in the school by being the first line school supervisor to give professional guidance and advice to the teachers as well as organize in-service training courses for them. This result is also consistent with Bannak and Waks' (1997) and Beeby's (1997) findings that school based supervision was a major tool for improving school effectiveness and educational outcomes.

The results might also mean that, the presence of external supervisors who are supposed to use their experiences and knowledge to complement and support head teachers were not well seen and felt at the study area. It could also mean that, external supervisors were either not well resourced to carry out their duties or that their attitude towards work was very bad.

Few respondents said peers' activities influenced teaching and learning. This is unfortunate because it is believed people learn better when their friends teach them.

Again, some teachers were asked of their perception about supervision and their responses are recorded in Table 13.

Table 13: Teachers’ Perceptions of Supervisors

Responses	No. of Teachers	Percentage (%)
A fault finder	125	62.5
A helper	57	28.5
A consultant	18	9.0
Total	200	100

Source: Field Survey data, 2019

From Table 13, 125(62.5%) of the teachers stated that supervisors were superior officers who went round to find fault with them. On the other hand, 57(28.5%) said that supervisors served as helpers to them while only 18(9%) of the respondents considered the supervisors as instructional advisors and professional consultants.

It is clear from Table 13 that majority of the teachers had wrong perception about supervisors by thinking that the supervisors were generally fault finders. This misconception of teachers about supervisors might be due to lack of enough interactions between teachers and supervisors and sometimes the unfriendly attitude of some supervisors towards teachers. According to Kochhar (2001:78)” a successful supervisor is the one who possesses personal traits of warmth, friendliness and patience which are essential not only to supervision but also to teaching as well.

The study also sought information on head teachers’ perception of supervision and the responses are presented in Table 14.

Table 14: How Head Teachers Perceived Supervision

Responses	No. of head teachers	Percentage (%)
As a normal exercise	3	7.8
As a means of correcting wrong doings of teachers	5	12.8
As a means of assisting teachers to improve teaching and learning	24	61.5
As a means of providing professional assistance to teachers and head teachers	7	17.9
Total	39	100

Field survey data, 2019

The data in Table 14 indicate that majority of head teachers 24 (61.5%) perceived supervision as a means of assisting teachers to improve on teaching and learning in school, 5 (12.8%) considered supervision as a means of correcting wrong doings of teachers. 3 (7.8%) of the administrators (head teachers) perceived supervision as a normal exercise which was undertaken periodically, while 7 (17.9%) also perceived supervision as a means of providing professional assistance to teachers and head teachers. It can be inferred from Table 14 that majority of the head teachers, 31 (79.5%) had good understanding of supervision thus, helping teachers to improve on teaching and learning by providing them professional assistance. These views of the supervisors are in line with the views of Oliva (1984:9) that supervision is a means of offering to teachers specialized help in improving instruction.

Research Question 4: What roles do teachers and administrators at the Oforikrom Municipal Education Directorate play in the school supervisory process?

Table 15: C/S’, Head Teachers and Teachers’ Rating of the Roles They Play in Supervision.

Responses	C/S		Head teacher		Teachers	
	N	%	N	%	N	%
Very important	3	75	34	81.2	155	77.5
Important	1	25	5	12.8	45	22.5
Not important	-	-	-	-	-	-
Total	4	100	39	0	200	100

Source: Field survey data, 2019

The data from Table 15 indicate that majority of the respondents 192 (79%) saw their roles in supervision as very important in enhancing effective teaching and learning. Again, 51 (21%) of the respondents also regarded school supervision as important. However, none of the respondents saw their roles in school supervision as not important. This means that school supervision is very important and also helps in the sharing of ideas, views and experiences among supervisors and supervisee which leads to skills and knowledge acquisition thereby improving instructions and making lessons more interesting leading to children’s motivation to learn. This collaborates with Carron, De Grauwe and Govinda (2001) assertion that, supervision improves the preparation and use of teaching materials, evaluate pupils work and general school administration. Also, supervision allows the sharing of ideas, views and experiences among supervisors and

supervisees and ensures discipline in schools. This is in consistent with Wood and Thompson’s (1993) findings that, supervision promotes school effectiveness by helping teachers to acquire new skills and new teaching methods.

Research Question 5: What problems do teachers and administrators in the Oforikrom Municipal Education Directorate face in the school supervisory process?

The responses to the research question are presented in Table 16.

Table 16: General Problems Teachers have with their Administrators during Supervision.

Summary of Problems	No. of Teachers	Percentage (%)
Use of intimidating method	26	13
Sometimes imposing ideas on teachers	22	11
Issuance of threats	24	12
Master-servant attitude towards teachers	33	16.5
Monetary demands from teachers during work inspection for promotions	10	5
Visiting schools without informing teachers in advance	23	11.5
No rewards for hardworking teachers	62	31
Total	200	100

Source: Field survey data, 2019.

Results from Table 16 indicate that 26(13%) out of the 200 teachers said their administrators sometimes used intimidating methods during supervision, 22 (11%) indicated that administrators imposed their ideas on them while 24 (12%) of the teachers

mentioned problem of issuing threats to them and sometimes making monetary demands from them especially during work inspections for promotions. Importantly, 33 (16.5%) expressed concern about the master-servant relationship that existed between them and their administrators. Again, 23 (11.5%) of the teachers also stated the problem of administrators visiting schools without informing them in advance. Also 62 (31%) also indicated lack of rewards for hardworking teachers in the municipality as a means of motivating them to put in their best.

The information gathered from Table 16 suggests that supervision was not being carried out in a cordial and co-operative environment in the Municipality and this is not good enough for effective supervision. Such a situation is unfortunate considering how Kochhar (2001:78) stresses that a supervisor should be humane and serve as fountain head of light and knowledge. His motto should be, train your teachers, inspire your teachers, encourage your teachers and not check your teachers.

Table 17: Challenges of Supervision as Reported by C/S and Head teachers

Challenges	C/S		Head teachers	
	N	%	N	%
Lack of logistics, equipment and materials	4	100	39	100
Less follow-up visits	3	75	39	100
Less number of supervisors	4	100	35	90
Heavy workload (Too many schools to supervise)	4	100	37	94.9
Teachers failure to heed to advice	3	75	28	71.8

Source: Field survey data, 2019.

(Multiple Responses)

Lack of logistics, equipment and materials were the major challenge for the respondents. This is a challenge to them because for supervisors to perform effectively, they need to be well equipped with materials and resources. This is in consistent with Carron, DeGrauwe and Govinda's (2001) assertion that, recruiting officers and paying their salaries without giving them the possibility to go out and visit schools is hardly a good venture. Mankoe (2002), postulated that owing to the lack of official vehicles, supervisors relied on public means of transport and as such, schools in very remote areas may not be visited for many months. Harris (1975), contended that supervision could be effectively carried out when materials and logistics were provided. According to Elsbree and Harold (1967), modern day supervision should not be limited to mere classroom visits, individual teacher conferences, rating of teachers and writing of reports. It should also include the curriculum, materials for instruction, the school community and other administrative functions.

Respondents also mentioned less or low follow-up visits by external supervisors. According to them, external supervisors are to come round and see if the skills or knowledge acquired during training are being utilized as expected. This collaborated with Mankoe's (2002) findings in a study on effective school management that, there were usually no follow-up visits to determine how the skills of knowledge acquired in seminars were being utilized.

Circuit supervisors also complained of having too many schools under their jurisdiction to supervise, as such they were not able to cover all of them. UNESCO (2001), noted that some supervisors were appointed to the position with them being

ignorant about their environment and functions, yet, they were saddled with too many schools to cover, and equally too many teachers to supervise.

Some teachers' failure to heed to advise was another challenge respondents mentioned. If teachers who are supposed to ensure better methods of lessons delivery in the classrooms fail to heed to advice of their supervisors, then pupils' achievements may definitely become low. According to a UNESCO's (2001) report, teachers seemed not to follow the suggestions and recommendations of supervisors and as such, it is difficult to convince them to accept new ideas and changes, hence what was taught at in-service training and workshops were rarely put into use.



CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter presents a summary of the research, objectives, methodology and the major findings. It also presents the conclusions of the study as well as valuable recommendations for the improvement of supervision in public basic schools in the Oforikrom Municipality. Areas for further studies are also included in this chapter.

Summary

Supervision is a very vital element in quality education delivery and also serves as an effective tool that could be used to promote good teaching and learning outcomes in a country, hence, the need for an efficient and effective supervision of the content of the academic curriculum of schools in order to improve on the quality of teaching and learning in the country. The quality of educational supervision is a key factor in determining the quality of the whole educational enterprise.

The purpose of the study was to ascertain circuit supervisors and head teachers' supervisory practices in public basic schools at the Oforikrom Municipal Education Directorate, Kumasi. Furthermore, the purpose was to assist the researcher suggest a model for an effective and efficient supervision that could achieve desired teaching and learning outcomes in order to improve academic performance.

The study was a descriptive survey which was undertaken to find out circuit supervisors and head teachers' supervisory practices in public basic schools at the Oforikrom Municipality. Relevant and related literature of the study was reviewed. Data

were collected from circuit supervisors, head teachers and teachers in the Oforikrom Educational Directorate.

Three sets of questionnaires were designed and used in collecting the data. One set was administered on public basic school teachers, another one on head teachers and the other one on circuit supervisors who were responsible for supervision in public schools in the municipality.

The study population was 559 teachers, 39 head teachers and 4 circuit supervisors at the Oforikrom Municipal Education Directorate. In all, a total sample of 243 respondents was selected for the study. This consisted of 200 teachers, 39 head teachers and 4 circuit supervisors. Simple random and purposive sampling methods were used to ensure representation of respondents. The researcher used content validated structured questionnaires to collect the data. Data collection was accomplished by the researcher herself through personal contacts. The response rate was 100.0%. The data collected was analyzed using descriptive statistics.

Summary of Key Findings

The respondents indicated that although training and guidance and democratic professional leadership were being carried out in schools, inspection was emphasized and preferred. The study also showed that, head teachers were not satisfied with external supervision, with particular reference to the inspectorate and director's visits to schools but were satisfied with the circuit supervisors' visits.

Some of the challenges of supervision identified were: lack of logistics, equipment and materials; teachers' failure to head to advice; low follow-up visits and heavy workload on supervisors.

Conclusions

Based on the findings of the study, the following conclusion were drawn:

Inspection was observed to be the predominant type of supervision which suggests that did not promote the development of teachers' professional skills and competencies as required.

It is also concluded that because supervision was not as frequent or regular as expected, supervision was not likely to be effective. First of all, circuit supervisors and head teachers must strengthen their supervision at the municipality to ensure effective teaching and learning.

Again, it is concluded that supervision would be effective when the necessary logistics, equipment and educational materials are supplied to schools by the government on time.

Finally, it is concluded that if teachers have positive perception supervision, they would co-operative with supervisors to ensure effective supervision in schools, which will ultimately enhance the quality of teaching and learning in basic schools in the Oforikrom education municipality.

Recommendations

On the basis of the main findings and the conclusions drawn from them, the researcher proposes the following recommendations for the improvement of supervision in the municipality:

1. The study recommends that the Inspectorate Division of the Oforikrom Municipal Education Directorate should be strengthened and well-resourced by the government with the necessary logistics including a permanent means of transport to facilitate the movement of circuit supervisors to schools. This may make them more visible in the schools.
2. The study also recommends that, head teachers at the municipality should be well-resourced and motivated in the form of chalk, textbooks, decent accommodation and allowances among others to continue to deliver their good work since their supervision is regular and preferred by teachers in view of the fact that lack of resources was identified as a major constraint to supervision in schools.
3. The study again recommends that circuit supervisors at the Oforikrom Municipality should visit schools three times in a term as required by the Ghana Education Service to have more interactions with teachers. This will help to erase the wrong perceptions of teachers that supervisors are only fault finders.
4. It is recommended that the government should motivate head teachers at the municipality by way of free accommodation within the precincts of the schools or they should be provided subsidized means of transport to ensure their presence in the schools always.

5. Modern concept of supervision requires new skills, new knowledge, new thinking and new attitude from supervisors. The major contribution that a supervisor can make to help a single teacher with nagging instructional problem is to present a fresh perspective for the teaching. In view of this, administrators should not in any way try to impose their ideas on teachers during supervision, but see them as partners and work together to improve teaching and learning in schools.

Suggestions for Further Research

This research was school-based hence all the respondents were educational practitioners. Other stakeholders could be included in the respondents. It is therefore suggested that future researchers conduct further study into school supervision in the following areas:

1. The role of Municipal Assemblies and other stakeholders like Parent-Teacher Associations (P.T.A.) and School Management Committee (SMCs) in the supervision of basic schools.
2. A comparative study of supervision in public and private schools in the study area.

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APPENDIX A

QUESTIONNAIRE FOR CIRCUIT SUPERVISORS

The purpose of these questionnaires is to collect and collate information on circuit supervisors and head teachers' supervisory practices in Public Basic Schools at the Oforikrom Municipal Education Directorate, Kumasi and how best it could be carried out to enhance the academic performance of pupils in basic schools. The information collected is to assist the researcher in her study. All information provided by respondents will therefore be treated with strict confidentiality to ensure the anonymity of respondents in whatever contributions they make towards the achievement of the purpose of the study.

PART I

HOW IS SUPERVISION CARRIED OUT AND FORMS THEY TAKE

Please tick your choice of responses

1. Name of circuit
 - a. Appiadu []
 - b. Bomso []
 - c. Oforikrom []
 - d. Weweso []

2. How often do you visit each school/classroom under you for supervision?
 - a. Weekly []
 - b. Monthly []
 - c. Termly []
 - d. Others (please specify) []

3. Which type of supervision do you apply?

- a. Inspection []
- b. Training and Guidance []
- c. Democratic professional leadership []
- d. Coercive type []

4. Which of the types is emphasized most?

- a. Inspection []
- b. Training and Guidance []
- c. Democratic professional leadership []
- d. Coercive type []

5. Which type of supervision do you prefer?

- a. Inspection []
- b. Training and Guidance []
- c. Democratic professional leadership []
- d. Coercive []

Give reason for your preference

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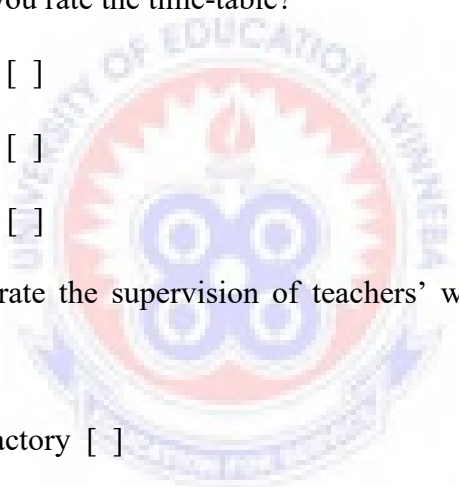
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6. Do you have a drawn plan to promote effective supervision?

- a. Yes []

- b. No []
- 7. If yes, how do you rate the plan?
 - a. Very good []
 - b. Good []
 - c. Satisfactory []
- 8. Do you have a time-table to promote effective supervision of your schools?
 - a. Yes []
 - b. No []
- 9. If yes, how do you rate the time-table?
 - a. Very Good []
 - b. Good []
 - c. Satisfactory []
- 10. How will you rate the supervision of teachers' work by head teachers in your circuit?
 - a. Very Satisfactory []
 - b. Satisfactory []
 - c. Not Satisfactory []
- 11. If not satisfactory, suggest ways you think this can be improved.
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PART II

**SUPERVISORY ACTIVITIES PERFORMED BY CIRCUIT SUPERVISORS IN
 THE COURSE OF SUPERVISION.**

Supervisors undergo various types of activities in the course of their inspection or supervision. The following table lists some of them. Against each item, there are two sets of columns to indicate your opinion. The first set inquires how often the particular activity is passed by you and the second one seeks your opinion as to the utility of the particular practice. Please tick the appropriate column.

Activity	Frequency			Utility		
	Always	Sometimes	Never	Very Useful	Useful	Not Useful
12. Observe the lesson of all teachers.						
13. Observe the lesson of some teachers.						
14. Observe every teacher's classes by observation check list.						

15. Give feedback to the teacher after observation.						
16. Administer achievement tests.						
17. Examine the written work of pupils.						
18. Examine before commencement of inspection of lesson notes prepared by teachers for the day.						
19. Give suggestion to the teachers regarding reference books, journals.						
20. Hold individual discussions with selected teachers or all staff.						
21. Conduct one or two demonstration lessons.						
22. Send inspection report to the higher authority and the head teacher after inspection.						

<p>23. Check whether actions have been taken on the remarks passed during last inspection.</p>						
<p>24. Invite suggestions from staff for improvement of the school.</p>						
<p>25. Physically verify the school's stock of teaching and learning materials.</p>						
<p>26. Convene meeting with P.T.A if any, to discuss importance of school performance.</p>						
<p>27. Verify the original certificate of teachers.</p>						
<p>28. Ascertain the opinion of the head teacher about individual teachers' performance.</p>						
<p>29. Ascertain the views of head teacher about working of the school.</p>						

30. Fix targets for performance in the next year.						
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Please list any other activities that you carry out during supervision that are not listed here.

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PART III

PERCEPTION OF SUPERVISION IN SCHOOLS

This is to ascertain your opinion/perceptions of the supervisory practices in your schools.

Please be as sincere as possible in answering these questions.

31. Which of the following types of supervision do you apply?

- a. Inspection []
- b. Training and Guidance []
- c. Democratic Professional Leadership []
- d. Coercive Type []

32. Which type of supervision is preferred by teachers?

- a. Inspection []
- b. Training and Guidance []
- c. Democratic Professional Leadership []
- d. coercive type []

33. Give reasons for your preference.

- i.
- ii.
- iii.

34. What measures do you think if put in place can assist teachers handle their problems that crop-up during supervision?

- i.
- ii.
- iii.

35. What is the priority attached to supervision in your school?

- a. Very important []
- b. Moderate []
- c. Not important []

36. Do you think supervision should be an essential part of the teaching/learning process?

- a. Yes []
- b. No []

Please give reasons for your answer.

- i.
- ii.
- iii.

37. Do teachers resent your supervision?

- a. Yes []
- b. No []

If yes, give possible reasons

- i.
- ii.
- iii.

38. How do you perceive supervision?

- a. As a normal exercise
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b. As a means of correcting wrong doings of teachers

[]

c. As a means of assisting teachers to improve on their performance

[]

d. As a way of providing professional assistance to teachers and head teachers

[]

39. A supervisor's professional experience and qualification must be above that of the teachers he/she supervises.

a. Strongly agree []

b. Agree []

c. Disagree []

d. Strongly Disagree []

40. In the observation of a lesson, which of the following characteristics do you consider very important to enhance pupils understanding of the lesson.

a. Advanced preparation []

b. Objectives of the lesson []

c. Methodology of lesson []

d. Teaching/learning materials []

e. Evaluation of the lesson []

f. All the above []

g. Any other []

41. In your opinion whose supervision should be given greater emphasis in schools?

a. External inspection team []

- b. Circuit supervisors []
- c. Head teachers []
- d. Teachers []

42. How often is supervision implemented in your schools?

- a. Regularly []
- b. Occasionally []
- c. Not at all []

43. How would you rate teachers' attitude to supervision by head teachers?

- a. Very Good []
- b. Good []
- c. Satisfactory []
- d. Unsatisfactory []

44. In observing a teaching lesson, which of these characteristics will you look for?

- a. Lesson notes preparation []
- b. Knowledge of subject matter []
- c. Voice and manner of teachers []
- d. Use of teaching/learning materials []
- e. Questioning skills []
- f. Classroom management []
- g. All the above []
- h. Any others []

45. Which of the following do you observe in the pupils during lesson observation?

- a. How they are motivated []

- b. Their participation in the teaching/learning process []
- c. Both a and b []
- d. None of the above []
- e. Any others []

46. Has supervision led to the professional growth of teachers in your circuit?

- a. Yes []
- b. No []

If yes, state in which ways.

- i)
- ii)
- iii)
- iv)

If no, what do you think accounts for that

- i)
- ii)
- iii)
- iv)

47. What are your suggestions for future improvement in supervision?

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PART IV

ROLES OF CIRCUIT SUPERVISORS IN SUPERVISION

Assume that circuit supervisors are to perform the following roles with a view to improve the efficiency of inspection, indicate how important these roles are, tick one of these letters 1, 2, or 3 given against each item according to your choice.

1 = Very important

2 = Important

3 = Unimportant

SN	Roles of circuit supervisors in supervision\ inspection	1	2	3
48.	Make regular visit to schools for inspection			
49.	Make supervision a combined responsibility of teachers and circuit supervisors			
50.	Provide in-service training to teachers			
51.	A meeting of representatives of local community during one of the inspection days to discuss school improvement plan			
52.	To inspect teachers and pupils' work and give feedback to head teachers and teachers			

53.	Reports of inspection/supervision should be made available to the head of the institution on the last days of inspection.			
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PART V

CHALLENGES OF SUPERVISION

Please tick the appropriate answer.

54. How many schools do you have in your circuit?

- a. 10 – 15 []
- b. 16 – 20 []
- c. 21 – 25 []
- d. 25 and above []

55. Are you comfortable with the number of schools under your jurisdiction?

- a. Yes []
- b. No []
- c. Undecided []

56. If no state three (3) reasons for that

- i)
- ii)
- iii)

57. By what means do you visit your schools?

- a. Motor bike []
- b. Private car []
- c. On foot []
- d. Public transport []

58. Do teachers put into practice new ideas learnt at in-service training?

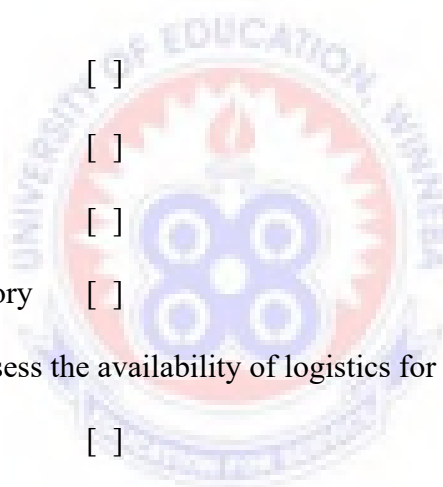
- a. Yes []
- b. No []
- c. Occasionally []

59. If no, give two (2) reasons why?

- i)
- ii)

60. Please rate teachers' attitude to supervisor-supervisee discussion after supervision.

- a. Very Good []
- b. Good []
- c. Satisfactory []
- d. Unsatisfactory []



61. How do you assess the availability of logistics for your supervision?

- a. Very Good []
- b. Good []
- c. Satisfactory []
- d. Poor []

62. If poor, suggest two steps to facilitate accessibility

- i)
- ii)

63. Please state three (3) main challenges to supervision

- i)

ii)

iii)

64. Suggest two (2) ways by which supervision can be improved in your circuit

i)

ii)



APPENDIX B

QUESTIONNAIRE FOR HEAD TEACHERS

The purpose of these questionnaires is to collect and collate information on circuit supervisors and head teachers' supervisory practice in Public Basic Schools at the Oforikrom Municipal Education Directorate, Kumasi and how best it could be carried out to enhance the academic performance of pupils in the basic schools. The information collected is to assist the researcher in her study. All information provided by respondents will therefore be treated with strict confidentiality to ensure the anonymity of respondents in whatever contributions they make towards the achievements of the purpose of the study.

PART I

HOW IS SUPERVISION CARRIED OUT AND FORMS THEY TAKE

Please tick your choice of responses

1. Name of circuit
 - a. Appiadu []
 - b. Bomso []
 - c. Oforikrom []
 - d. Weweso []
2. What type of supervision is carried out in your school?
 - a. Inspection []
 - b. Training and Guidance []
 - c. Democratic professional leadership []

- d. Coercive type []
3. Which of these supervision is given greater emphasis in your school?
- a. Inspection []
- b. Training and Guidance []
- c. Democratic professional leadership []
- d. Coercive type []
4. Which type of supervision do you prefer
- a. Inspection []
- b. Training and Guidance []
- c. Democratic professional leadership []
- d. Coercive type []
5. Please give two (2) reasons for your preference
- i)
6. Do you have a plan for supervision in your school?
- A. Yes []
- B. No []
7. If yes, how do you rate the plan
- a. Very good []
- b. Good []
- c. Satisfactory []
- d. Unsatisfactory []

8. What is your main objective for the plan?

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9. How will you rate the supervision carried out in your school?

- a. Very satisfactory []
- b. Satisfactory []
- c. Not satisfactory []

10. How will you rate the supervision of pupils work by teachers in your school?

- a. Very satisfactory []
- b. Satisfactory []
- c. Not satisfactory []

11. If not satisfactory, suggest an improvement plan?

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How often do the following offices visit your school?

Please tick appropriate column:

	Staff	Weekly	Fortnightly	Monthly	Quarterly	Rarely
	School Inspectors					
	Director of Education					
	Circuit Supervisor					

12. Would you agree that supervision in your school by circuit supervisors is adequate?

- a. Strongly Agree []
- b. Agree []
- c. Disagree []
- d. Strongly Disagree []

PART II

**SUPERVISORY ACTIVITIES PERFORMED BY HEAD TEACHERS IN THE
COURSE OF SUPERVISION**

Head teachers perform a lot of activities in their work of inspection or supervision. The table below lists some of these activities. Against each item there are two (2) set of columns to indicate your opinion. The first set inquires how often the particular activity is used by you and the second one seeks your opinion as to the utility of the particular practice. Please tick the appropriate column.

Activity	Frequency			Utility		
	Always	Sometimes	Never	Very useful	Useful	Not useful
13. Observe the lessons of teachers						
14. Give feedback to individual teachers after observation						
15. Conduct demonstration lessons for teachers						
16. Invite suggestions from teachers						
17. Convene P.T.A meetings to discuss improvement of school						

performance						
18. Fix targets for performance termly						
19. Encourage peer supervision among teachers						
20. Any others						



PART III

PERCEPTION OF SUPERVISION IN SCHOOLS

This is to ascertain your opinion or perceptions of the supervisory practice in your school.

Please be sincere in answering the questions.

21. How often do officers involve you in the planning to improve teaching and learning process?

- a. Frequency []
- b. Occasionally []
- c. Rarely []
- d. Not at all []

22. In your opinion, whose supervision contributes to effective learning among pupils?

- a. Director []
- b. Inspectorate []
- c. Circuit Supervision []
- d. Head teacher []
- e. Teachers []

23. How would you rate supervision of pupils work by teachers?

- a. Very Good []
- b. Good []
- c. Satisfactory []
- d. Not satisfactory []

24. Effective instructional supervision is a vital ingredient in promoting academic excellence in pupils". What is your opinion on the quoted assertion?

- a. Strongly Agree []
- b. Agree []
- c. Disagree []
- d. Strongly Disagree []

25. How often are supervision reports sent to school?

- a. Very Often []
- b. Often []
- c. Sometimes []
- d. Never []

26. Do you discuss and implement supervision reports with your staff?

- a. Yes []
- b. No []

27. Will the teaching and learning be successful or effective without supervision?

- a. Yes []
- b. No []

28. How often do you supervise your teachers?

- a. Weekly []
- b. Fortnightly []
- c. Monthly []
- d. Occasionally []

29. Rate the supervision in your school in terms of its effectiveness

- a. Very effective []
- b. Effective []
- c. Non-Effective []

Please give reason for your answer

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30. Do you perceive supervision as promoting effective teaching and learning?

- A. Yes []
- B. No []

Please give reason for your answer

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31. Do you follow a specially designed plan or format for supervision?

- a. Yes []
- b. No []

If yes, enumerate them

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32. Do you entrust supervision to your assistant?

a. Yes

b. No

33. How often do you check or vet teachers lesson notes?

a. Weekly

b. Monthly

c. Occasionally

d. Not at all

34. Do you discuss the notes with the teachers after vetting?

a. Yes

b. No

35. How would you rate your circuit supervisor in the following?

		Satisfactory	Not satisfactory
i)	Provision of leadership		
ii)	Competence		
iii)	Provision of sound working environment		

PART IV

ROLES OF HEADTEACHERS IN SUPERVISION

Assume that head teachers are to perform the following roles with a view to improve the efficiency of inspection, indicate how important these roles are, tick one of the letters 1, 2, or 3 given against each item according to your choice.

1. Very important
2. Important
3. Not important

No.	Roles of head teachers	1	2	3
36.	A head teacher should be a role model for teachers and students			
37.	Should inspect or vet teachers notes weekly			
38.	Should observe lessons regularly			
39.	Should organize meetings for teachers as when the needs arise			
40.	Should delegate some of her/his powers to subordinates			
41.	Supervision report by external supervisors should be made known to teachers on the last day of inspection.			
42.	Should prepare action plan to be used by school			
43.	Should involve all teachers in decision making process			

PART V

CHALLENGES OF SUPERVISION

44. State three (3) challenges impeding effective supervision in your school?

i)

ii)

iii)

45. Suggest three (3) ways of resolving these challenges in improving supervision?

i)

ii)

iii)



APPENDIX C

QUESTIONNAIRE FOR TEACHERS

The purpose of these questionnaires is to collect and collate information on circuit supervisors and head teachers' supervisory practices in Public Basic Schools at the Oforikrom Municipal Education Directorate, Kumasi and how best it could be carried out to enhance the academic performance of pupils in basic schools. The information collected is to assist the researcher in her study. All information provided by respondents will therefore be treated with strict confidentiality to ensure the anonymity of respondents in whatever contributions they make towards the achievement of the purpose of the study.

PART I

HOW IS SUPERVISION CARRIED OUT AND FORMS THEY TAKE

1. Name of circuit
 - a. Appiadu []
 - b. Bomso []
 - c. Oforikrom []
 - d. Weweso

2. Which type of supervision pertains in your school?
 - a. Inspection []
 - b. Training and Guidance []
 - c. Democratic professional leadership []
 - d. Coercive type []

3. Which of the types is emphasized in your school?

- a. Inspection []
- b. Training and Guidance []
- c. Democratic professional leadership []
- d. Coercive type []

4. Which of the supervisions do you prefer?

- a. Inspection []
- b. Training and Guidance []
- c. Democratic professional leadership []
- d. Coercive type []

Give reasons for your answer.

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5. In your opinion, which of the types promotes effective teaching and learning?

- a. Inspection []
- b. Training and Guidance []
- c. Democratic professional leadership []
- d. Coercive type []

Give reasons for your answer.

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6. Rate the supervision in terms of effectiveness

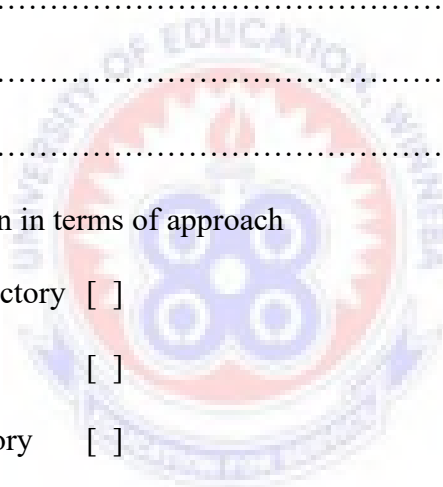
- a. Very effective []
- b. Effective []
- c. Not-effective []

Give reasons for your answer

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7. Rate supervision in terms of approach

- a. Very satisfactory []
- b. Satisfactory []
- c. Unsatisfactory []



8. Rate the supervision carried out in your school.

- a. Very Good []
- b. Good []
- c. Satisfactory []
- d. Unsatisfactory []

9. How often do the following visit your school?

Staff	Very Often	Often	Sometimes	Seldom	Never
i) District Director					
ii) Officers from Inspectorate					
iii) Circuit Supervisor					

10. Are visits by these officers above adequate

- a. Yes []
- b. No []

PART II

PERCEPTION OF SUPERVISION IN SCHOOLS

11. What do you think about your circuit supervisor's approach to supervision?

- a. A fault finder []
- b. A helper []
- c. A consultant []
- d. Any other []

12. How do you feel when your work is supervised?

- a. Very Comfortable []
- b. Comfortable []
- c. Uncomfortable []

Give reasons for your answer

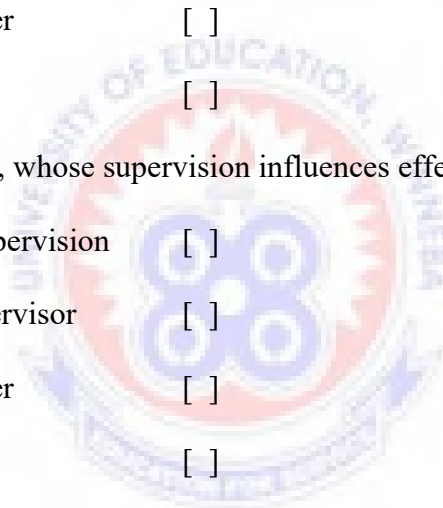
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13. In your opinion, whose supervision facilitates your teaching?

- a. External supervision []
- b. Circuit supervisor []
- c. Head teacher []
- d. Peers []

14. In your opinion, whose supervision influences effective learning?

- a. External supervision []
- b. Circuit supervisor []
- c. Head teacher []
- d. Peers []



15. Rate the supervision by your circuit supervisor

- a. Very Good []
- b. Good []
- c. Satisfactory []
- d. Unsatisfactory []

16. Rate the supervision by your head teacher

- a. Very Good []
- b. Good []

- c. Satisfactory []
- d. Unsatisfactory []

17. How often do the following plan work improvement with you?

Staff	Very Often	Often	Sometimes	Seldom	Never
i) Circuit Supervisor					
ii) Head teacher					

18. Do you agree that supervision is essential to the improvement of academic performance?

- a. Strongly agree []
- b. Agree []
- c. Disagree []
- d. Strongly disagree []
- e. Uncertain []

Give reasons for your answer

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19. Rate the usefulness of discussion with you after supervision.

- a. Very Good []
- b. Good []
- c. Satisfactory []

d. Unsatisfactory []

20. Are you in favour of being supervised?

a. Yes []

b. No []

Give reasons for your answer

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What do you expect from supervision?

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How often does your head supervise your work?

a. Very often []

b. Often []

c. Sometimes []

d. Seldom []

e. Never []

21. How has supervision influenced the effectiveness of your teaching?

- a. Very Strongly []
- b. Strongly []
- c. Slightly Strongly []
- d. Not at all []

22. Have you had an opportunity of doing peer supervision?

- a. Yes []
- b. No []

If yes, state the benefits you derived.

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Rate the competence of your head teacher

- a. Very Good []
- b. Good []
- c. Satisfactory []
- d. Unsatisfactory []

23. Rate the competence of your circuit supervisor

- a. Very Good []
- b. Good []
- c. Satisfactory []
- d. Unsatisfactory []

24. Suggest what a circuit supervisor can do to create a good working relation with teachers

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Supervision promotes effective teaching and learning

- a. Strongly agree []
- b. Agree []
- c. Disagree []
- d. Strongly disagree []
- e. Uncertain []

25. How often does your circuit supervisor give an in-service training after supervision?

- a. Very often []
- b. Often []
- c. Occasionally []
- d. Never []

26. Has there been team supervision of your class work?

- a. Yes []
- b. No []

If yes, state the benefits you derived.

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PART III

ACTIVITIES PERFORMED BY TEACHERS IN SUPERVISION

Teachers perform various types of activities in the course of supervision. The table below lists some of them. Against each item, there are two (2) sets of columns to indicate your option. The first set enquires how often the particular activity is used by you and the second one seeks your opinion as to the utility of the particular practice. Please tick the appropriate column.

No.	Activity	Frequency			Utility		
		Always	Sometimes	Never	Very Useful	Useful	Not Useful
27.	Observe the work of pupils						
28.	Give feedback to pupils after exercise						
29.	Checking the attendance of pupils						
30.	Giving and marking of home work of pupils						
31.	Taking part in co-						

	curricular activities						
32.	Fix targets for performance						
33.	Giving remedial activities to pupils						

PART IV

ROLES OF TEACHERS IN SUPERVISION

Assume teachers are to perform the following roles with the aim of improving the efficiency of inspection, indicate how important these roles are, tick one of the letters 1, 2, 3 given against each item according to your choice.

1. Very important
2. Important
3. Not important

No.	Roles of teachers	Very Important	Important	Not Important
34.	Regularity and punctuality to school			
35.	Proper use of instructional hours			
36.	Give enough exercise and mark them			
37.	To supervise pupils inside and outside the classroom			

38.	Should take part in decision making process.			
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PART V

CHALLENGES OF SUPERVISION AND SUGGESTIONS FOR IMPROVEMENT

39. State three (3) challenges impeding effective supervision in your school.

- i)
- ii)
- iii)

40. Suggest three (3) ways of resolving these challenges in improving supervision.

- i)
- ii)
- iii)

